

**ДЕМОНСТРАЦИОННЫЙ ВАРИАНТ
КОНТРОЛЬНЫХ ИЗМЕРИТЕЛЬНЫХ МАТЕРИАЛОВ
ДЛЯ ПРОВЕДЕНИЯ
ГОСУДАРСТВЕННОЙ (ИТОГОВОЙ) АТТЕСТАЦИИ (В НОВОЙ ФОРМЕ)
ПО АНГЛИЙСКОМУ ЯЗЫКУ ОБУЧАЮЩИХСЯ,
ОСВОИВШИХ ОСНОВНЫЕ ОБЩЕОБРАЗОВАТЕЛЬНЫЕ ПРОГРАММЫ
ОСНОВНОГО ОБЩЕГО ОБРАЗОВАНИЯ**

ПИСЬМЕННАЯ ЧАСТЬ

ИНСТРУКЦИЯ ПО ВЫПОЛНЕНИЮ РАБОТЫ

Письменная часть экзаменационной работы по английскому языку состоит из четырех разделов, включающих 33 задания.

В разделе 1 (задания по аудированию) предлагается прослушать несколько текстов и выполнить 8 заданий на понимание прослушанных текстов. Рекомендуемое время на выполнение данного раздела — 30 минут.

Раздел 2 (задания по чтению) включает 9 заданий на понимание прочитанных текстов. Рекомендуемое время на выполнение заданий раздела — 30 минут.

Раздел 3 (задания по грамматике и лексике) состоит из 15 заданий. Рекомендуемое время на выполнение раздела — 30 минут.

В разделе 4 (задание по письму) дано 1 задание, предлагающее написать личное письмо. Рекомендуемое время на выполнение — 30 минут.

Рекомендуется выполнять задания в том порядке, в котором они даны.

На выполнение письменной части экзаменационной работы отводится 120 мин.

Желаем успеха!

ПИСЬМЕННАЯ ЧАСТЬ
Раздел 1. Аудирование

Вы услышите четыре коротких диалога, обозначенных A, B, C и D. Определите, где происходит каждый из этих диалогов. Используйте каждое место действия из списка 1–5 только один раз. В задании есть одно лишнее место действия. Вы услышите запись дважды. Запишите свои ответы в таблицу.

- B1**
1. In a café
 2. In a shop
 3. In the cinema
 4. In the airport
 5. In a library

Диалог	A	B	C	D
Место действия				

Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего A–E и утверждениями, данными в списке 1–6. Используйте каждое утверждение из списка 1–6 только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Запишите свои ответы в таблицу.

- B2**
1. The speaker says what language he/she wants to learn and why.
 2. The speaker talks about language education in his/her country.
 3. The speaker explains what language he/she finds difficult to learn.
 4. The speaker explains how to learn a foreign language quickly.
 5. The speaker talks about the most popular language in the world.
 6. The speaker explains how to teach a foreign language to children.

Говорящий	A	B	C	D	E
Утверждение					

Вы услышите разговор двух друзей. В заданиях A1–A6 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

- A1** Sally said that
- 1) three people were injured in the accident.
 - 2) three vehicles were damaged in the accident.
 - 3) the bus was damaged in the accident.

- A2** At the time of the accident Sally was
- 1) in one of the cars.
 - 2) in a city bus.
 - 3) crossing the road.
- A3** The accident happened when Sally was going
- 1) to her morning class.
 - 2) home after school.
 - 3) to the city centre.
- A4** When Sally told her classmates about the accident, they felt
- 1) scared.
 - 2) indifferent.
 - 3) curious.
- A5** Sally says that the accident happened because
- 1) the weather conditions were bad.
 - 2) one of the drivers was talking on the phone.
 - 3) one of the drivers was driving too fast.
- A6** Sally thinks that drivers should be punished if while driving they
- 1) smoke.
 - 2) listen to music.
 - 3) talk to passengers.

Раздел 2. Чтение

Прочитайте тексты и установите соответствие между заголовками 1–8 и текстами A–G. Запишите свои ответы в таблицу. Используйте каждую букву только один раз. В задании есть один лишний заголовок.

B3

1. The history of the name
 2. Pumpkin: brief facts
 3. Cooking with pumpkin
 4. The autumn celebrity fruit
 5. Pumpkin recipes
 6. Pumpkin's magical popularity
 7. Growing a pumpkin
 8. Pumpkin in the learning process
- A. The pumpkin is a large round fruit with a thick orange skin and large seeds. Pumpkins are 90% water but they contain potassium and vitamin A. Six of seven continents can grow pumpkins. Pumpkins symbolize the colours and the spirit of the autumn. Lots of movies were made with pumpkin and Halloween themes.
 - B. It's believed that pumpkins come from North America. Native American Indians ate pumpkins for centuries before the Europeans discovered the fruit. In European languages the word "pumpkin" originated from the Greek word for "large melon" which is "pepon." "Pepon" was changed by the French into "pompon." The English changed "pompon" to "pumpion."
 - C. In the United States, pumpkins go hand in hand with the autumn holidays of Thanksgiving and Halloween. On almost every Thanksgiving table there is the customary *Pumpkin Pie*. Pumpkins are carved into decorated lanterns for Halloween. The pumpkin is also one of the important symbols of the harvest festivals and has been an American favourite for over 400 years now.
 - D. In the USA, the pumpkin is a very popular Thanksgiving dish. We don't know for sure whether the pumpkin was at the very first Thanksgiving dinner but it was used in all traditional meals long before the arrival of the Europeans. Most parts of the pumpkin are suitable for eating, including the shell, the seeds, the leaves, and even the flowers. When ripe, the pumpkin can be boiled, baked, steamed or roasted.
 - E. The pumpkin is a warm-season fruit. If you want to have a nice pumpkin for Halloween, plant the seeds from late May in northern regions to early July in southern regions. Pumpkins can be harvested whenever they are a deep, solid colour (orange for most varieties) and the coat is hard. Cut off pumpkins carefully and leave 3 to 4 inches of stem attached.
 - F. The pumpkin is a real October icon — the fruit of the month. It's also popular as an available, inexpensive material for some wonderful classroom activities! Its size, colour, smell and taste make it perfect for observation and exploration. Working in groups students can search, suggest, predict and estimate the number of seeds in a set of pumpkins.

G. For centuries the pumpkin has been popular with wizards, witches and fairies. Maybe that's why it is celebrated in so many festivals, folklore and fiction. People make jack-o'-lanterns at Halloween in the USA. In European and American fairy-tales witches often turn people into pumpkins. Even in modern the *Harry Potter* novels pumpkin juice is the favourite drink of the students of Hogwart's school.

Тексты	A	B	C	D	E	F	G
Заголовки							

Прочитайте текст. Определите, какие из приведённых утверждений A7–A14 соответствуют содержанию текста (1 — True), какие не соответствуют (2 — False) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — Not stated).

The koala is a small bear-like animal that looks like a soft toy. The animal is cute and non-aggressive, but it's difficult to see a koala in the Zoo and no one ever keeps them as pets. Why is it so?

The main reason why people shouldn't try to take koalas out from their natural home is their diet. It's a strict diet of eucalyptus leaves as koalas practically never eat anything else. In Australia there are over 600 types of eucalyptus, but koalas eat only 40–50 varieties with only about 10 being preferred. And even if you find the koala's most favourite tree and plant it in your backyard, you won't be able to supply your koala-pet with food anyway. The thing is that koalas eat only fresh young leaves, and the tree has few of them. So, to keep a koala happy and healthy, you would have to plant about 100 eucalyptus trees!

It's difficult to explain why koalas love eucalyptus leaves so much. The leaves are tough and feel like rubber. They have very few calories and they are poisonous to most animals. Koalas, however, cope with such a diet easily. Nature has equipped them with specialised adaptations. Each koala eats approximately 200 to 500 grams of leaves per day. They are very slow eaters and they manage to get the maximum amount of energy from such a small amount of food. They also sleep for up to 18 hours per day in order to conserve energy.

Koalas spend all their lives on eucalyptus trees and they don't have any need to leave them. Normally the animals don't drink water as they receive it from the leaves. For this reason the koala got its name from an ancient Aboriginal word meaning "no drink".

Koalas live in societies, just like humans, so they need to be able to come into contact with other koalas. They live in suitable eucalyptus forests which are large enough to support a healthy koala population and to allow for expansion by maturing young koalas. In spite of their peaceful and sleepy look, koalas are highly territorial animals and don't allow strangers to approach their "home trees" and "food trees".

A female koala gives birth to only one baby in one or two years. It's hairless, blind and very little — about 2 cms long! It gets into the mother's pouch — a special pocket of skin on the stomach — and stays there for six or seven months. Then it gets out of the pouch but stays with the mother until it's about one year old. Koalas are slow-breeding animals and their population can't grow fast. The animals were in danger of extinction at the beginning of the 20th century when the koala was hunted for its fur. Fortunately, the population has been restored and today the Australian government doesn't consider the koala as endangered.

- A7** To keep koalas as pets is very difficult.
1) True 2) False 3) Not stated
- A8** Most animals enjoy eating fresh eucalyptus leaves.
1) True 2) False 3) Not stated
- A9** Koalas eat low-calorie food.
1) True 2) False 3) Not stated
- A10** Koalas need a lot of fresh water to stay healthy.
1) True 2) False 3) Not stated
- A11** Koalas are more active at night than at daytime.
1) True 2) False 3) Not stated
- A12** Koalas protect their territory from other koalas.
1) True 2) False 3) Not stated
- A13** The baby koala can easily recognize its mother among other female koalas.
1) True 2) False 3) Not stated
- A14** The number of koalas in Australia is falling down dramatically.
1) True 2) False 3) Not stated

Раздел 3. Грамматика и лексика

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B4–B12** так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию **B4–B12**.

- B4** When Allan got to the airport, the airport official said: "I'm sorry, sir, but your plane _____ off. TAKE
- B5** You will have to take the next flight. You _____ in New York at about midnight." ARRIVE
- B6** Allan was very upset: "I must be in New York at 6pm. I have a job interview there. I can't miss it. It's the _____ job GOOD in the world.
- B7** Thousands of men and _____ dream of such a job." WOMAN
- B8** The airport lady _____ nothing and turned to another passenger. Allan wanted to ask her about other possible options, but she looked very busy so he stepped aside. SAY
- B9** Allan didn't know what to do. He realised that he _____ to call the company manager and tell him that he would not come. HAVE
- B10** For the _____ time in his life Allan felt really disappointed. ONE
- B11** There probably wouldn't be a second chance for _____ . He pulled out his notebook. HE
- B12** The time of the interview _____ there: 6pm, Tuesday. Allan looked at his digital watch and read: 2pm, Monday. WRITE

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B13–B18** так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию **B13–B18**.

- B13** Everyone knows how important water is. Life on the planet would be _____ without it. POSSIBLE
- B14** Whatever your _____ drink is, you can't make it without water. FAVOUR

- | | | |
|------------|---|-------------|
| B15 | We need water for _____ things: cooking, washing and producing goods. | DIFFER |
| B16 | My uncle, who is a _____, says that he waters his vegetables and fruit trees a lot in dry weather. | FARM |
| B17 | _____, fresh water resources on the Earth are limited and they are running out. Scientists warn that we may lack drinking water in the near future. | FORTUNATELY |
| B18 | We should be _____ and we should not waste it. | CARE |

Раздел 4. Письмо

Для ответа на задание C1 используйте отдельный чистый лист.
При выполнении задания C1 особое внимание обратите на то, что ваши ответы будут оцениваться только по записям, сделанным на отдельном чистом листе. Никакие записи черновика не будут учитываться экспертом. Обратите внимание также на необходимость соблюдения указанного объёма письма. Письма недостаточного объёма, а также часть текста письма, превышающая требуемый объём — не оцениваются.

C1 You have 30 minutes to do this task.

You have received a letter from your English-speaking pen-friend Ben.

... I'm very busy preparing for my school exams in Literature and History. To pass them successfully, I have to remember a lot.

... What subjects have you chosen for your exams and why? ... What type of exam do you prefer – oral or written? ... How do you prepare for exams? ...

Write him a letter and answer his 3 questions.

Write 100–120 words. Remember the rules of letter writing.

ТЕКСТЫ ДЛЯ АУДИРОВАНИЯ

Сейчас Вы будете выполнять задания по аудированию. Каждый текст прозвучит 2 раза. После первого и второго прослушивания у Вас будет время для выполнения и проверки заданий. Все паузы включены в аудиозапись. Остановка и повторное воспроизведение аудиозаписи не предусмотрены.

Задание В1

Вы услышите четыре коротких диалога, обозначенных А, В, С и D. Определите, где происходит каждый из этих диалогов. Используйте каждое место действия из списка 1–5 только один раз. В задании есть одно лишнее место действия. Вы услышите запись дважды. Занесите свои ответы в таблицу. У вас есть 20 секунд, чтобы ознакомиться с заданием.

	Dialogue A
A:	Excuse me, where can I pay for this book?
B:	There, at the cash desk.
A:	Thanks. I also need a good French-English dictionary.
B:	Of course. We have a wide choice of paperback dictionaries as well as electronic ones.
A:	Can I have a look at some electronic dictionaries first?
	Dialogue B
A:	Do you know where the WiFi zone is?
B:	It must be somewhere here, in the passenger area. Look there's the sign. Do you want to check your e-mails?
A:	Yeah, and I want to browse the web.... Our flight is delayed and we have to wait anyway.
B:	Ok, but don't get carried away ... you may miss the boarding announcement.
	Dialogue C
A:	Do you often come here?
B:	No, not really. But I like the place. It's quiet and not too expensive, and there's free Wi-Fi — very convenient.
A:	Yeah, but you have to put aside your computer now because I enjoy talking while I'm eating.
B:	Ok, no problem. So what would you like to eat? I recommend tuna salad. I always have it.
	Dialogue D
A:	Hey, turn off your mobile. It always makes a noise. You're not allowed to use mobiles here, don't you know that?
B:	Ok, but pass me the popcorn, please. I like eating while watching a film.

A:	Don't you like it at all? It's an Oscar-nominated film and there's a bunch of celebrities in it.
B:	I like action more, you know. And I generally prefer home video — no one makes me switch off my mobile.

You have 20 seconds to complete the task. (*Pause 20 seconds.*)

Now you will listen to the dialogues again. (*Repeat.*)

This is the end of the task. You now have 20 seconds to check your answers. (*Pause 20 seconds.*)

Задание B2

Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего A–E и утверждениями, данными в списке 1–6. Используйте каждое утверждение из списка 1–6 только один раз. В списке 1–6 есть одно лишнее утверждение. Вы услышите запись дважды. Запишите свои ответы в таблицу. У вас есть 30 секунд, чтобы ознакомиться с заданием.

Now we are ready to start.

Speaker A

I've always been very good at languages. I can speak English and French and it helps a lot as I'm in the export business. When we worked on some contracts with Russian companies, I decided to learn Russian. I take lessons regularly and I've learned a lot of words, but there are very difficult grammar rules in Russian, and there are so many exceptions! I'm not sure I'll ever be able to speak it.

Speaker B

My friends don't think that learning foreign languages is important – English is understood everywhere. I don't agree with them. I want to start learning Italian. It's a lovely language and it sounds beautiful. I've got a pen-pal Mario, who lives in Italy, and I want to go there next year. I think Mario will appreciate my speaking Italian. And travelling is more enjoyable when you can communicate with the locals in their language.

Speaker C

English is my native language and I don't have any problems when I travel — people can speak English everywhere. That's why I don't feel motivated to learn foreign languages at school. But according to the curriculum, I must learn two foreign languages. We start learning the first one at the age of seven. Usually it's French or German. At the age of 13 or 14 we choose the second language – Italian, Spanish, Chinese or others.

Speaker D

Languages are very important in modern life. But learning languages is very difficult and time consuming. The quickest way to learn a language is to go the country where it's spoken. It works, however, only if you communicate outside the classroom a lot. Watching the news, reading newspapers and writing notes and emails helps a lot too. But the most important thing is not to speak your native language to anyone.

Speaker E

Lots of adults want to learn foreign languages but have no time for it. Children, on the other hand, have enough time but they lack motivation. The easiest way to get children to speak a foreign language is to use it in a game. Young children are not able to understand language rules, but they can easily imitate their teacher. Pictures and toys work very well too – children pick up new words for toys very quickly.

You have 30 seconds to complete the task. (Pause 30 seconds.)

Now you will listen to the texts again. (Repeat.)

This is the end of the task. You now have 20 seconds to check your answers. (Pause 20 seconds.)

Задания А1–А6

Вы услышите разговор двух друзей. В заданиях А1–А6 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды. У вас есть 60 секунд, чтобы ознакомиться с заданиями.

Now we are ready to start.

Sally:	Hi, Adam! Have you heard the news? There was an accident near our school this morning.
Adam:	Oh, Sally! Was anybody injured?
Sally:	Fortunately not. But three cars were seriously damaged.
Adam:	Goosh!
Sally:	Yes, a lorry and two small cars.
Adam:	Oh!
Sally:	The lorry started to slow down before the crossroads, but the driver of the Peugeot 307 didn't notice and crashed into it. And a second later, a Mini Cooper smashed into the back of it.
Adam:	Awful! And you saw it all, did you?
Sally:	Yes, I did. I saw it from the bus window. I was just on my way to school when it happened. The road was completely blocked because of the accident. I had to get off the city bus and run to school so as not to be late for my first class.
Adam:	You must have been very scared by the accident.
Sally:	No, not really. It's funny, but I became more popular with my schoolmates. Everyone wanted to talk to me to find out more details.
Adam:	Hm. And why did it all happen? Slippery road, fog or rain?
Sally:	No. It was nice and clear. There wasn't much traffic on the roads. And nobody exceeded the speed limit.
Adam:	What was it then?

Sally:	I think it was totally the Peugeot driver's fault. He was talking on his mobile phone at the time. He definitely couldn't concentrate on driving.
Adam:	Using a phone is very risky while driving. Everyone knows that.
Sally:	Yeah. There are lots of things that may distract a driver. Smoking, for example, or talking with the passengers. Even the stereo system may do harm. When you listen to loud music, it affects how you drive. But I believe smoking while driving is the worst. The police should stop smoking drivers and fine them.
Adam:	Yeah, I agree with that. But smokers will object to your idea, I'm afraid.
Sally:	Never mind. All sensible people will support it. It would reduce the number of accidents I'm sure.

You have 30 seconds to complete the task. (Pause 30 seconds.)

Now you'll hear the text again. (Repeat.)

This is the end of the task. You now have 30 seconds to check your answers. (Pause 30 seconds.)

This is the end of the Listening Test.

Время, отведённое на выполнение заданий, истекло.

ОТВЕТЫ

Номер задания	Ответ
B1	2413
B2	31246
A1	2
A2	2
A3	1
A4	3
A5	2
A6	1
B3	2143786
A7	1
A8	2
A9	1
A10	2
A11	3
A12	1
A13	3
A14	2
B4	hastaken
B5	willarrive<nan>'llarrive
B6	best
B7	women
B8	said
B9	had
B10	first
B11	him
B12	waswritten
B13	impossible
B14	favourite<nan>favorite
B15	different
B16	farmer
B17	unfortunately
B18	careful

**КРИТЕРИИ ОЦЕНИВАНИЯ
ВЫПОЛНЕНИЯ ЗАДАНИЯ С1* «ЛИЧНОЕ ПИСЬМО»
(Максимум 10 баллов)**

	Критерии оценивания	3 балла	2 балла	1 балл	0 баллов
K1	Решение коммуникативной задачи	Задание выполнено полностью: даны полные ответы на три заданных вопроса. Правильно выбрано обращение, завершающая фраза и подпись. Есть благодарность, упоминание о предыдущих контактах, выражена надежда на будущие контакты	Задание выполнено: даны ответы на три заданных вопроса, НО на один вопрос дан неполный ответ. Есть 1–2 нарушения в стилистическом оформлении письма И/ИЛИ отсутствует благодарность, упоминание о предыдущих / будущих контактах	Задание выполнено частично: даны ответы на заданные вопросы, НО на два вопроса даны неполные ответы ИЛИ ответ на один вопрос отсутствует. Имеется более 2-х нарушений в стилистическом оформлении письма и в соблюдении норм вежливости	Задание не выполнено: отсутствуют ответы на два вопроса ИЛИ текст письма не соответствует требуемому объему
K2	Организация текста		Текст логично выстроен и разделен на абзацы; правильно использованы языковые средства для передачи логической связи; оформление текста соответствует нормам письменного этикета	Текст в основном логично выстроен, НО имеются недостатки (1–2) при использовании средств логической связи И/ИЛИ делении на абзацы. ИЛИ имеются отдельные нарушения в структурном оформлении текста письма	Текст выстроен нелогично; допущены многочисленные ошибки в структурном оформлении текста письма ИЛИ оформление текста не соответствует нормам письменного этикета, принятого в стране изучаемого языка
K3	Лексико-грамматическое оформление текста	Использованы разнообразная лексика и грамматические структуры, соответствующие по-	Имеются языковые ошибки, не затрудняющие понимание (допускается не более 4-х негрубых	Имеются языковые ошибки, не затрудняющие понимание (допускается не более 5 негрубых язы-	Допущены многочисленные языковые ошибки, которые затрудняют понимание текста.

	Критерии оценивания	3 балла	2 балла	1 балл	0 баллов
		ставленной коммуникативной задаче (допускается не более 2-х языковых ошибок, не затрудняющих понимание)	языковых ошибок) ИЛИ языковые ошибки отсутствуют, но используются лексические единицы и грамматические структуры только элементарного уровня	новых ошибок) И/ИЛИ допущены языковые ошибки, которые затрудняют понимание (не более 1–2 грубых ошибок)	
K4	Орфография и пунктуация		Орфографические и пунктуационные ошибки практически отсутствуют (допускается не более 2-х, не затрудняющих понимание текста)	Допущенные орфографические и пунктуационные ошибки не затрудняют понимание (допускается не более 3–4 ошибок)	Допущены многочисленные орфографические и пунктуационные ошибки и/или допущены ошибки, которые затрудняют понимание текста

*1. Задание C1 (личное письмо) оценивается по критериям K1–K4 (максимальное количество баллов — 10).

2. При получении учащимся 0 баллов по критерию «Содержание» задание C1 оценивается в 0 баллов.

3. Если объём письма менее 90 слов, то задание оценивается в 0 баллов.

Если объём более 132 слов, то проверке подлежат только 120 слов, т.е. та часть личного письма, которая соответствует требуемому объёму.

4. При определении соответствия объёма представленной работы требованиям считаются все слова, начиная с первого слова по последнее, включая вспомогательные глаголы, предлоги, артикли, частицы. В личном письме адрес, дата, подпись также подлежат подсчёту.

При этом:

- краткие формы (например, I've, it's, doesn't, wasn't) считаются как одно слово;
- исчисляемые, выраженные цифрами (например, 5; 29; 2010, 123204) считаются как одно слово;
- исчисляемые, выраженные словами (например, twenty-one), считаются как одно слово;
- ложные слова (например, pop-singer, English-speaking, thirty-two) считаются как одно слово;
- сокращения (например, UK, e-mail, TV) считаются как одно слово.

Варианты экзамена в формате ГИА. Письменная часть

ВАРИАНТ 1

Раздел 1. Аудирование

Вы услышите четыре коротких диалога, обозначенных A, B, C и D. Определите, где происходит каждый из этих диалогов. Используйте каждое место действия из списка 1–5 только один раз. В задании есть одно лишнее место действия. Вы услышите запись дважды. Запишите свои ответы в таблицу.

- B1**
1. At the veterinary clinic
 2. At a pharmacy
 3. At a hospital
 4. At the dentist
 5. At the doctor's office

Диалог	A	B	C	D
Место действия				

Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего A–E и утверждениями, данными в списке 1–6. Используйте каждое утверждение из списка 1–6 только один раз. В списке 1–6 есть одно лишнее утверждение. Вы услышите запись дважды. Запишите свои ответы в таблицу.

- B2**
1. The speaker is getting a second education.
 2. The speaker's hobby is cooking.
 3. The speaker spends evenings at home with the family.
 4. The speaker is a couch potato after work.
 5. The speaker prefers to relax by dining out.
 6. The speaker relaxes by keeping fit after a working day.

Говорящий	A	B	C	D	E
Утверждение					

Вы услышите интервью со Сюзан Браун. В заданиях A1–A6 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

- A1** What is TRUE according to the text?
- 1) New Yorkers know a lot about New England.
 - 2) All new comers are supposed to know New England well.
 - 3) New York is far away from New England.

- A2** Which of the following places IS NOT part of New England?
- 1) Massachusetts
 - 2) Rhodes
 - 3) Vermont
- A3** This area became an official colony of England
- 1) before the 17th century.
 - 2) in the 17th century.
 - 3) after the 17th century.
- A4** When is New England most attractive to visitors according to Susan?
- 1) in the autumn
 - 2) in the summer
 - 3) in the winter
- A5** Susan believes that New England
- 1) has changed a lot.
 - 2) is only good for quiet holidays.
 - 3) would be boring for jazz lovers.
- A6** What makes attractions in New England special?
- 1) They are located in both big cities like Boston and small villages.
 - 2) You can visit all of them in two-three days.
 - 3) They are only available for passengers of cruise ships.

Раздел 2. Чтение

Прочитайте тексты и установите соответствие между заголовками 1–8 и текстами A–G. Запишите свои ответы в таблицу. Используйте каждую букву только один раз. В задании есть один лишний заголовок.

B3

1. Long and special
2. In a railway museum
3. Not any more
4. User and nature friendly
5. Goods delivery
6. Art and life
7. From steam to electricity
8. Airplane alternative

- A. In the 19th century, railroad travel became the fastest way to travel long distances overland. It was a great improvement over travelling by horse and wagon, which could take weeks longer than the train. But early trains weren't comfortable. Seats were hard and the soot from the coal engine made the air very dirty. In addition, the cars were cold in winter and hot in summer because there was no heat or air conditioning. But fortunately, since those early years, train travel has become much more pleasant.
- B. Some long-distance passenger trains have become famous. For example, the Trans-Siberian Railway in Russia is the longest railway in the world, covering 9,259 kilometers and 10 time zones. In the United States, the California Zephyr travels between Chicago and San Francisco, and during the 3-day trip, passengers can enjoy amazing views of the Rocky Mountains. The Orient Express between Venice and Istanbul offers old-fashioned service that is luxurious, romantic, and expensive.
- C. In many countries, overnight trains are a good option to air travel. For example, you might leave one city at 11:00 at night, and arrive at your destination at 7:00 the next morning. Typically, you share a cabin with three other people, who you might be travelling with, or who you might not know at all. Your seats become your beds and the price of your ticket includes your bedding. If you want, you can order tea and a snack from the cabin attendant.
- D. Of course, not all trains carry passengers. Many trains are freight trains, transporting goods from one location to another. The busiest freight system in the world is in China. Freight trains are usually much longer than passenger trains. The longest freight train recorded was in Australia with over 682 cars. Freight trains can carry anything — coal, cars, clothing — anything that people need. Refrigeration, which keeps food cold and fresh, revolutionized freight transportation.
- E. Many countries around the world are investing in high-speed trains. Today's high-speed railways are amazing. They can go twice as fast as regular trains, and they are designed for passenger comfort with spacious chairs, internet access, and multi-media entertainment. High speed rail makes it possible to move many more people much faster over longer distances. High speed rail also can help the environment because it is more energy efficient and reduces cars on the roads.

- F. The invention of the steam locomotive made a breakthrough in the development of the railway system in the 19th century. Today the technology seems ordinary, but two hundred years ago it was revolutionary. Steam locomotives were fueled by burning coal, wood or oil, to produce steam in a boiler, which drove the engine. Of course, large amounts of water were also needed. In the 20th century, steam engines were gradually replaced with trains fueled by diesel or electricity.
- G. Authors have been using trains in literature for as long as trains have been running. Indeed, it's hard to imagine some stories without a train in them. Even people who have never read *Anna Karenina* know how the famous novel's heroine dies at the end. Many American children learn the important lessons of optimism and hard-work reading the classic story *The Little Engine that Could*. And of course almost everyone on the planet knows about Hogwarts Express in the *Harry Potter* books.

Тексты	A	B	C	D	E	F	G
Заголовки							

Прочитайте текст. Определите, какие из приведённых утверждений A7-A14 соответствуют содержанию текста (1 — True), какие не соответствуют (2 — False) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — Not stated).

Do you know what time it is right now? How do you know? Did you take a look at a wall clock? Glance at your wrist watch? Sneak a peek at your mobile phone? Today we take time-keeping for granted, but of course the very concept of time-keeping is a human invention, with its origins dating back thousands of years.

The first mechanism was probably the sun-dial. This method, which used the moving shadow of the sun to tell time, was widely used in ancient times. A well-constructed sundial is quite accurate, but of course it only works during the day, and only on sunny days. Hourglasses were an invention that made it possible to mark the passage of time at night, in-doors, and in the dark.

All the great ancient civilizations — Greek and Roman, Chinese, Byzantine, Islam — developed water clocks, which were very accurate. These devices were commonly used until the invention of the pendulum clock in the 17th century.

The earliest mechanical clocks didn't have a visual indicator; they simply announced the time with striking bells. Later the 12-hour circular dial or clock face became standard. A 10-hour dial was briefly popular during the French Revolution when the metric system was applied to time keeping. And the 24 hour dial is commonly used by military organizations and transportation systems.

Today digital displays are used everywhere — on wrist watches, wall clocks, computer screens, etc. This numerical representation of time can be based on the 12-hour system (1:00 am, 1:00 pm) or the 24-hour system (01:00 or 13:00).

Like reading, telling time is something all young children have to be taught. Experts suggest that you begin this when a child is about five years old. Even though digital clocks are everywhere, it's important to begin with traditional dial clocks, with second hands, to help the child literally see the passage of time. Giving a child his or her own wrist watch — just a cheap child's version — can be very helpful. Teaching a child to tell time can be quite challenging, but it's a life skill that every one of us needs.

- A7** People have been interested in time-keeping for centuries.
1) True 2) False 3) Not stated
- A8** A well-constructed sundial could be reliable all the day round.
1) True 2) False 3) Not stated
- A9** Water clocks were the most popular and reliable clocks in ancient and medieval times.
1) True 2) False 3) Not stated
- A10** First mechanical clocks told the time with bells that could strike simple melodies.
1) True 2) False 3) Not stated
- A11** With the invention of a visual indicator, a 12-hour clock face has become a standard.
1) True 2) False 3) Not stated
- A12** For a short time a 10-hour clock face was popular all over Europe.
1) True 2) False 3) Not stated
- A13** Both 12-hour and 24-hour systems are used in modern digital clocks and watches.
1) True 2) False 3) Not stated
- A14** It's better to use clocks without hands when you teach a child to tell time.
1) True 2) False 3) Not stated

Раздел 3. Грамматика и лексика

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами B4–B12 так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию B4–B12.

- B4 Our family was quite small, just my Mom, Dad and me. I had no brothers or sisters. When I was ten years old, my parents finally decided I _____ have a dog. CAN
- B5 I've been dreaming of _____ a dog for years, but my parents used to say HAVE
- B6 "No, you _____ responsible enough to take care of a dog yet." NOT BE
- B7 Finally they decided I was ready! So one day, my mother _____ me to the pound. DRIVE
- B8 That was a special place out of town where lost dogs _____ TAKE
- B9 There were dozens of dogs there. They were different in size and color and all of _____ were jumping and barking in their cages. THEY
- B10 But one dog was sitting in a corner, nervously _____ around. LOOK
- B11 _____ eyes met! And I knew that was the dog for me! WE
- B12 I'll never forget that day, the day when I got my _____ dog ever. ONE

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами B13–B18 так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию B13–B18.

- B13 Aesop was a famous _____ folk hero who lived in the 6th century BC. GREECE
- B14 He is now well-known as a _____ of animal fables. WRITE
- B15 Through these many fables Aesop showed the wise and _____ behavior of men. FOOL

- B16** Not much is known about the life of Aesop. It is believed he was born in Thrace, Greece and knew what _____ was on his own experience. SLAVE
- B17** It is said that his _____ so delighted one of his masters WISE
- B18** that the slave was given his _____. FREE

Раздел 4. Письмо

Для ответа на задание C1 используйте отдельный чистый лист.

При выполнении задания C1 особое внимание обратите на то, что ваши ответы будут оцениваться только по записям, сделанным на отдельном чистом листе. Никакие записи черновика не будут учитываться экспертом. Обратите внимание также на необходимость соблюдения указанного объёма письма. Письма недостаточного объёма, а также часть текста письма, превышающая требуемый объём — не оцениваются.

- C1** You have 30 minutes to do this task. You have received a letter from your English-speaking pen friend, Clare.

... Yesterday I went to our school library to prepare for my test in Science. We often go there with my classmates. It's a perfect place to concentrate on studies with all the reference books at hand.

Is there a library in your school and what books can you get there? Do you and your friends often go to your school library, why? What's the best way for you to prepare for a test?

Write her a letter and answer her 3 questions.

Write 100–120 words. Remember the rules of letter writing.