

Н. Н. Трубанева, Е. Е. Бабушис

Практикум по английскому языку

ГИА 2013

ГИА
2013

Аудиоприложение
к практикуму по английскому
языку „ГИА 2013“



MP3

- Методика выполнения проверочной работы
- Шесть проверочных работ
- Бланки ответов
- Критерии оценивания
- Ключи ко всем заданиям
- Диск с заданиями по аудированию

Н. Н. Трубанева, Е. Е. Бабушис

ГИА 2013

Практикум по английскому языку

ИЗДАТЕЛЬСТВО
Т И Т У Л
Т И Т У Л
P U B L I S H E R S

2013

Трубанева Н. Н., Бабушис Е. Е.

Т77 ГИА 2013: Практикум по английскому языку.— Обнинск: Титул, 2013.— с. 136.
ISBN 978-5-86866-657-5

Практикум предназначен для учащихся 9-х классов, которые выбрали экзамен по английскому языку в рамках государственной итоговой аттестации (в новой форме). Практикум содержит шесть проверочных работ, которые по своей структуре и содержанию полностью соответствуют формату экзаменационной работы 2013 года в рамках ГИА. На примере первой работы показана технология выполнения заданий, позволяющая избежать типичных ошибок, допускаемых учащимися на экзамене. В практикуме также представлены бланки ответов, образцы ответов на задания С1 (личное письмо), С2 (тематическое монологическое высказывание), С3 (комбинированный диалог), которые могут служить учащимся ориентиром для создания письменных и устных высказываний на экзамене. На прилагаемом CD-диске записаны аудиотексты к разделу „Задания по аудированию“, все паузы включены в аудиозапись. Данный практикум может быть использован как на учебных занятиях в качестве дополнения к основному УМК, так и при самостоятельной подготовке к экзамену.

УДК 802.0(075.3)

Н. Н. Трубанева, Е. Е. Бабушис

ГИА 2013

Практикум по английскому языку

Замдиректора по подготовке изданий С. В. Ширина

Ведущий редактор Н. Н. Селянинова

Редакторы Ruth Deacon, О. А. Герасименко

Корректоры Г. А. Киселева, Г. П. Мартыненко

Дизайн макета В. КиН

Художественный редактор Е. А. Валяева

Верстка Т. А. Вильчинской, Е. А. Шаповаловой

Сертификат соответствия санитарным правилам РФ и требованиям нормативных документов № РОСС RU. АЕ51. Н 16002 от 24.01.2012.

Подписано в печать 13.08.2012. Формат 60х84/8. Гарнитура Minion Pro. Печать офсетная.

Бумага офсетная. Усл. печ. л. 15,9. Усл. кр.-отт. 16,8. Тир. 5 000 экз. Зак. № 1262.

Издательство „Титул“. 249035, Калужская обл., г. Обнинск, а/я 5055. Тел. (48439) 9-10-09.

E-mail postta@titul.ru (книга почтой), umk@titul.ru (оптовые покупатели).

Отпечатано в ОАО „Калужская типография стандартов“.

248021, г. Калуга, ул. Московская, 256.

Содержание

Предисловие	4
Как пользоваться практикумом	8
Как работать с тестом (на примере заданий теста 1)	9
Раздел 1. Задания по аудированию	9
Раздел 2. Задания по чтению	18
Раздел 3. Задания по грамматике и лексике	25
Раздел 4. Задание по письму	32
Раздел 5. Задания по говорению	36
Как заполнять бланки ответов.....	43
ТЕСТ 1	48
Раздел 1. Задания по аудированию	48
Раздел 2. Задания по чтению	49
Раздел 3. Задания по грамматике и лексике	52
Раздел 4. Задание по письму	53
Раздел 5. Задания по говорению	54
ТЕСТ 2	55
Раздел 1. Задания по аудированию	55
Раздел 2. Задания по чтению	56
Раздел 3. Задания по грамматике и лексике	59
Раздел 4. Задание по письму	60
Раздел 5. Задания по говорению	61
ТЕСТ 3	62
Раздел 1. Задания по аудированию	62
Раздел 2. Задания по чтению	63
Раздел 3. Задания по грамматике и лексике	66
Раздел 4. Задание по письму	67
Раздел 5. Задания по говорению	68
ТЕСТ 4	69
Раздел 1. Задания по аудированию	69
Раздел 2. Задания по чтению	70
Раздел 3. Задания по грамматике и лексике	73
Раздел 4. Задание по письму	74
Раздел 5. Задания по говорению	75
ТЕСТ 5	76
Раздел 1. Задания по аудированию	76
Раздел 2. Задания по чтению	77
Раздел 3. Задания по грамматике и лексике	80
Раздел 4. Задание по письму	81
Раздел 5. Задания по говорению	82
ТЕСТ 6	83
Раздел 1. Задания по аудированию	83
Раздел 2. Задания по чтению	84
Раздел 3. Задания по грамматике и лексике	87
Раздел 4. Задание по письму	88
Раздел 5. Задания по говорению	89
Приложение 1. Карточки для экзаменатора (для заданий C2, C3 тестов 1–6)	90
Приложение 2. Ключи	96
Приложение 3. Тексты для аудирования	108
Приложение 4. Бланки ответов.....	132

Предисловие

Практикум по английскому языку „ГИА 2013“ (с CD-диском) предназначен для подготовки учащихся 9-х классов к государственной итоговой аттестации (в новой форме) по английскому языку в 2013 году.

В практикум включены шесть проверочных работ, равноценных по уровню трудности и полностью соответствующих формату экзаменационной работы 2013 года в рамках ГИА (в новой форме):

Таблица 1

Экзаменационная работа	Количество и типы заданий	Рекомендуемое время выполнения
Раздел 1. Задания по аудированию	8 заданий: B1*, B2, A1 — A6	30 мин.
Раздел 2. Задания по чтению	9 заданий: B3, A7 — A14	30 мин.
Раздел 3. Задания по грамматике и лексике	15 заданий: B4 — B18	30 мин.
Раздел 4. Задание по письму	1 задание: C1	30 мин.
Раздел 5. Задания по говорению	2 задания: C2, C3	6 мин. (на подготовку к устному ответу предусмотрено 10 мин.)
	Итого: 35 заданий	Итого: 120 мин. + 6 мин. = 126 мин.

В раздел 1 — задания по аудированию — включено 8 заданий.

Задания B1, B2 (задания на установление соответствий) нацелены на проверку умения учащихся понимать основное содержание прослушанных текстов.

В задании B1 учащимся нужно прослушать четыре коротких диалога и определить, где происходит каждый из этих диалогов. В задании дан список из пяти возможных мест действия, одно из которых лишнее.

В задании B2 учащиеся должны установить соответствие между пятью монологическими высказываниями и утверждениями, передающими основную мысль прослушанных текстов. При этом в задании есть одно лишнее утверждение.

Задания A1 — A6 (задания на множественный выбор) позволяют оценить умение услышать и понять запрашиваемую информацию в звучащем тексте. Прослушав разговор двух собеседников, учащиеся должны выбрать окончание предложения или ответ на вопрос из трех предложенных вариантов.

* Задания типа А — это задания на множественный выбор; задания типа В — это задания с кратким ответом, в том числе на нахождение соответствий; задания типа С — это задания с развернутым ответом.

В проверочной работе аудиозапись текстов в каждом задании звучит дважды. В аудиозаписи предусмотрены паузы для выполнения и проверки заданий, что позволит учащимся выполнять задания в тех же условиях, которые будут на экзамене.

В разделе 2 — задания по чтению — даны 9 заданий.

Задание В3 проверяет умение читать текст с пониманием основного содержания прочитанного. Учащимся предлагается прочитать текст / тексты и установить соответствия между частями текста (короткими текстами) и заголовками. Один из заголовков — лишний.

Задания А7 — А14 позволяют оценить умение находить в прочитанном тексте запрашиваемую информацию. Учащиеся читают текст и определяют данные после него утверждения как “True” (утверждения, соответствующие содержанию текста), “False” (утверждения, не соответствующие содержанию текста) и “Not stated” (об этом в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа).

Раздел 3 — задания по грамматике и лексике — позволяет оценить сформированность языковых (лексико-грамматических) умений и навыков учащихся.

В заданиях В4 — В12 (заданиях с кратким ответом) учащимся предлагается восстановить текст, употребив напечатанные в конце строк слова в нужной грамматической форме. Для выполнения этих заданий учащиеся должны хорошо знать следующий грамматический материал:

- Коммуникативные типы предложений и порядок слов в предложении.
- Предложения с “there + to be”.
- Условные предложения реального (Conditional I) и нереального (Conditional II) характера.
- Предложения с конструкцией “I wish”.
- Согласование времен в рамках сложного предложения в плане настоящего и прошлого.
- Косвенная речь в утвердительных и вопросительных предложениях в настоящем и прошедшем времени.
- Наиболее употребительные формы глаголов действительного залога: Present Simple, Past Simple, Future Simple, Present and Past Continuous, Present and Past Perfect.
- Личные формы глаголов страдательного залога: Present Simple Passive and Past Simple Passive.
- Модальные глаголы и их эквиваленты.
- Имена существительные во множественном числе, образованные по правилу, и исключения.
- Исчисляемые и неисчисляемые существительные.
- Местоимения: личные (в именительном и объектном падежах) и притяжательные (в относительной и абсолютной формах).
- Имена прилагательные в положительной, сравнительной и превосходной степенях сравнения, образованные по правилу, а также исключения.
- Числительные количественные и порядковые.

В заданиях В13 — В18 (заданиях с кратким ответом) тоже необходимо восстановить текст, преобразовав напечатанные в конце строк слова, используя нужный суффикс

или приставку. Для выполнения этих заданий учащийся должен знать способы словообразования:

- Приставки и суффиксы глаголов: *re-, dis-, mis-, -ize / -ise*.
- Приставки и суффиксы существительных: *-er / -or, -ness, -ist, -ship, -ing, -sion / -tion, -ance / -ence, -ment, -ity*.
- Приставки и суффиксы прилагательных: *-y, -ic, -ful, -al, -ly, -ian / -an, -ing, -ous, -ible / -able, -less, -ive, inter-, un-, in- / im-*.
- Суффиксы наречий: *-ly*.
- Суффиксы числительных: *-teen, -ty, -th*.

В разделе 4 — задания по письму — задание C1 (задание с развернутым ответом) предлагает учащимся написать личное письмо объемом 100–120 слов в ответ на письмо-стимул. В задании проверяется умение предоставлять запрашиваемую информацию, выражать и аргументировать свое мнение, высказывать предпочтения и пожелания и т. д.; использовать оптимальные для этой цели языковые (лексические, грамматические и синтаксические) средства; оформлять личное письмо в соответствии с правилами письменного этикета, принятого в англоговорящих странах.

В разделе 5 — задания по говорению, выполняя задание C2, учащиеся должны высказаться по определенной теме и раскрыть все аспекты, указанные в карточке для учащегося. Затем ответить на два дополнительных вопроса в рамках той же темы (возможные дополнительные вопросы даны в карточке для экзаменатора-собеседника). Тематическое монологическое высказывание позволяет оценить умение учащегося строить логическое высказывание. При этом важно следовать заданному плану высказывания, выражать и аргументировать свое мнение, использовать оптимальные языковые средства.

Длительность монологического высказывания — 2–3 минуты.

Задание C3 позволяет оценить умение вести комбинированный диалог в условно-реальной ситуации общения. Выполняя задание, учащиеся демонстрируют различные умения: запрашивать и предоставлять информацию, выражать и аргументировать свое мнение; участвовать в диалоге (инициировать, поддерживать, адекватно реагировать на реплики собеседника, завершать беседу); использовать языковой материал, соответствующий коммуникативной задаче. Экзаменатор-собеседник выполняет роль партнера по общению.

Длительность комбинированного диалога — 2–3 минуты.

Задания экзаменационной работы оцениваются следующим образом.

Таблица 2

Разделы экзаменационной работы	Задания экзаменационной работы	Количество баллов	Примечания
Раздел 1. Задания по аудированию	B1 B2 A1 — A6	0–4 баллов 0–5 баллов 0–6 баллов	За верное выполнение каждого задания (верно найденное соответствие, правильно выбранный ответ) учащийся получает по одному баллу. За неверный ответ или отсутствие ответа выставается 0 баллов.

Разделы экзаменационной работы	Задания экзаменационной работы	Количество баллов	Примечания
Раздел 2. Задания по чтению	B3 A7 — A14	0–7 баллов 0–8 баллов	За верное выполнение каждого задания (верно найденное соответствие, правильно выбранный ответ) учащийся получает по одному баллу. За неверный ответ или отсутствие ответа выставляется 0 баллов.
Раздел 3. Задания по грамматике и лексике	B4 — B12 B13 — B18	0–9 баллов 0–6 баллов	За каждое верно выполненное задание с кратким ответом учащийся получает 1 балл. Если в кратком ответе сделана орфографическая ошибка, ответ считается неверным. За неверный ответ или отсутствие ответа выставляется 0 баллов.
Раздел 4. Задание по письму	C1	0–10 баллов	Личное письмо учащегося оценивается экспертами, прошедшими специальную подготовку. При оценивании задания C1 большое значение имеет объем письма, выраженный в количестве слов. Требуемый объем письма — 100–120 слов. Если в письме менее 90 слов, то задание не проверяется и оценивается экспертами в 0 баллов. При превышении объема (более 132 слов) проверяется только та часть письма, которая соответствует заданному объему, что приводит к снижению баллов по одному из критериев оценивания. При получении 0 баллов по содержанию письма (критерий „решение коммуникативной задачи“), все задание оценивается в 0 баллов.
Раздел 5. Задания по говорению	C2 C3	0–6 баллов 0–9 баллов	Выполнение заданий C2 и C3 (тематическое монологическое высказывание и комбинированный диалог) оценивается экспертами, прошедшими специальную подготовку, в соответствии с критериями оценивания ¹ . Особенностью оценивания заданий является то, что при получении 0 баллов по содержанию высказываний (критерий „решение коммуникативной задачи“) задания оцениваются в 0 баллов. Если учащийся читает вслух текст, написанный во время подготовки к устному ответу, то за такое выполнение задания выставляется 0 баллов.

¹ Демоверсия ГИА (в новой форме) выпускников 9-х классов по английскому языку 2013 г. — www.fipi.ru

Разделы экзаменационной работы	Задания экзаменационной работы	Количество баллов	Примечания
Итого	35 заданий	70 баллов	<p>Перед проведением экзамена устанавливается минимальное количество баллов, подтверждающее освоение выпускниками 9-х классов объема знаний и умений, без которых в дальнейшем невозможно продолжение образования в старшей школе.</p> <p>В 2013 году минимальная граница — 29 баллов.</p>

Как пользоваться практикумом

Создавая практикум, авторы хотели помочь учащимся 9-х классов подготовиться к экзамену по английскому языку, познакомив их с технологией выполнения экзаменационных заданий.

На примере первой проверочной работы (Test 1) авторы продемонстрировали один из возможных алгоритмов работы с тестом и указали, на что следует обратить внимание и как избежать типичных ошибок. Поэтому сначала рекомендуется проделать все задания вместе с авторами, внимательно читая комментарии по выполнению заданий, а затем — приступить к выполнению других вариантов экзаменационных работ, следуя усвоенной технологии выполнения заданий.

В пособии учащимся 9-х классов также предлагается познакомиться с правилами заполнения бланков ответов, которые используются при проведении ГИА (в новой форме) по английскому языку.

В конце пособия даны ключи к заданиям, включая возможные варианты ответов к заданиям C1 (личное письмо), C2 (тематическое монологическое высказывание) и C3 (комбинированный диалог).

При подготовке к экзамену особое внимание необходимо обратить на рекомендуемое время выполнения разделов (см. таблицу 1).

На CD-диске записаны аудиотексты к заданиям раздела „Задания по аудированию“. Все паузы, предусмотренные процедурой экзамена, включены в аудиозапись.

Данный практикум может быть использован как на учебных занятиях, так и при самостоятельной подготовке к экзамену.

Как работать с тестом (на примере заданий теста 1)

РАЗДЕЛ 1. Задания по аудированию

В разделе „Задания по аудированию“ даны 8 заданий: **B1, B2** (задания на установление соответствия) и **A1 — A6** (задания на выбор правильного ответа из трех предложенных). Каждый тип задания имеет свою технологию выполнения.

Задания **B1** и **B2** нацелены на проверку основного содержания прослушанных текстов (в **B1** нужно понять, где происходят диалоги; в **B2** — выбрать утверждение), то есть не нужно дословно понимать звучащие тексты, достаточно понять, о чем текст. При выполнении заданий данного типа рекомендуется придерживаться следующего алгоритма.

До прослушивания записи:

1. Прочитать инструкцию к заданию и извлечь максимум информации из формулировки задания;
2. Прочитать предлагаемые в задании опции (места действия, утверждения);
3. Предположить, о чем может идти речь и какие слова и выражения вероятны для этого контекста.

Во время звучания записи:

4. Обращать особое внимание на слова и выражения, подсказывающие тематику данной опции (слова-маркеры). Однако следует иметь в виду, что в звучащих текстах могут встречаться одни и те же слова и выражения, поэтому следует дослушать каждый текст до конца, прежде чем сделать выбор.
Возможно, некоторые слова в текстах будут вам незнакомы — не отчаивайтесь. Для того чтобы правильно выполнить задание, не обязательно понимание каждого слова — достаточно понять, о чем текст;
5. Отмечать соответствия. Даже если вы не совсем уверены в правильности выбора, отметьте сразу две-три опции, которые подходят больше других. Возможно, выбор станет однозначным после прослушивания остальных текстов. Желательно, чтобы после первого прослушивания текстов основная часть соответствий была найдена. Во время первой паузы решите, на чем необходимо сконцентрироваться при втором прослушивании;
6. При повторном прослушивании убедитесь, что выбор был сделан правильно; внесите исправления в случае допущенной ошибки. Особое внимание следует уделить тем опциям, которые не удалось определить при первом прослушивании.

После прослушивания:

7. Не оставляйте таблицу незаполненной. Даже если вы не уверены в ответе, попробуйте догадаться — в случае удачи вы заработаете один балл, а если ошиблись, то ничего не потеряете, так как незаполненная ячейка (в таблице или в бланке ответов) и неправильный ответ оцениваются одинаково — 0 баллов.

Выполним задание В1 вместе.**До прослушивания****1. Читаем инструкцию к заданию и находим ответы на вопросы:**

- а) Что нужно сделать?
- б) Сколько и какие тексты прозвучат; сколько раз будут звучать тексты?
- в) Сколько опций дано в списке, есть ли лишняя опция?
- г) Как следует оформить ответ?

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.

Key:

- а) Нужно определить, где происходит каждый диалог.
- б) Прозвучат 4 коротких диалога, диалоги прозвучат дважды.
- в) В списке дается 5 опций (мест действия), одно место действия лишнее.
- г) Нужно заполнить таблицу, вписав цифры, соответствующие местам действия диалогов.

2. Читаем о приведенных в списке местах действия. В соответствии с правилами экзамена на это отводится 20 секунд.

- 1. In a café
- 2. In the classroom
- 3. At the airport
- 4. In the theatre
- 5. In a shop

3. Предполагаем ситуации, которые могут быть озвучены в диалогах, а также возможные слова и выражения, которые могут использовать собеседники.

Например, диалог, который происходит в аэропорту ("At the airport"), могут вести два пассажира, сотрудник аэропорта и пассажир, пассажир и провожающий; в диалоге могут быть использованы следующие слова и выражения: *a flight, to board the plane, to take off, to be delayed, a custom officer, a suitcase etc.*

Во время прослушивания**4. Слушаем аудиозапись и делаем выбор: определяем, в каком месте происходит каждый диалог. Отмечаем возможные варианты ответа.**

Поскольку мы разбираем технологию выполнения заданий, то сначала проанализируем тексты диалогов.

- 1. Прочитайте диалог А, обратите внимание на подчеркнутые слова и выражения, которые позволяют определить, где он происходит (в аэропорту). Сравните свои предположения (ситуация общения, вероятные участники, возможные ключевые слова и выражения) и текст диалога.

Dialogue A

A: Hi! Here you are at last! How was the flight?

B: Fine, thanks!

A: And where are your bags? Haven't you collected them at the baggage reclaim yet?

B: This shoulder bag is everything I've got. I never drag heavy suitcases with me.

A: Very smart. Shall we go then? My car is at the parking lot.

2. Прочитайте диалог В. Подчеркните слова и выражения, которые позволяют определить место действия этого диалога — "In a shop".

Dialogue B

A: Excuse me, have you got this bag in beige or brown?

B: Let me see. No, unfortunately not. We have this model in white, olive and red. Have a look at the white one. It looks very elegant.

A: Yes, it does. But I need something more casual and practical. I need it for university and everything.

B: What do you say to this model then? It wears very well, you can put a lot inside and it looks trendy at that.

Key: Excuse me, have you got... We have this model in... Have a look at... it looks trendy.

3. Обратите внимание на то, что иногда выбор места диалога не слишком очевиден. Например, слова-маркеры для диалога в библиотеке и для диалога в классе могут частично совпадать. Прочитайте диалог С. Какие слова и выражения помогли сделать выбор между двумя возможными местами действия диалога: "In the library" и "In the classroom"?

Dialogue C

A: Hey, can you see what's written on the board next to the word "Ted"?

B: Hughes. H-u-g-h-e-s. Ted Hughes is an influential poet of the 20th century.

A: Is he? Never heard of him.

B: You would have if you hadn't missed so many classes of English Literature. Where are your glasses by the way?

A: I think I've forgotten them. Oh, no! Here they are in my bag. Now everything is fine. And I can see everything very well. Are we going to write an essay about that Tom?! Oh, no!

Key: written on the board... classes of English Literature... to write an essay

4. Прочитайте диалог D и скажите, где происходит действие. Какие слова и выражения помогли вам определить место действия?

Dialogue D

A: What's this noise about? You're not letting anyone watch the play.

B: Sorry, but I need to text a friend. It's really urgent.

A: Don't you know that mobiles have to be off during the performance?

B: I do. Why are you fussing about it so much? After all, it was you who talked me into coming here. And I really think that the play is boring. By the way, is it a drama or a comedy?

A: Shhhh! And put the mobile back into your bag!

Key: the play... during the performance... the play is boring... a drama or a comedy. In the theatre

5. Слушаем аудиозапись и заполняем таблицу.

Диалог	A	B	C	D
Место действия				

Не забудьте заполнить таблицу полностью, даже если вы не уверены в ответе.

Выполним задание B2 вместе.

1. Читаем инструкцию к заданию и находим ответы на вопросы.

- Что нужно сделать?
- Сколько и какие тексты прозвучат?
- Сколько опций дано в списке, есть ли лишняя опция?
- Сколько раз будут звучать тексты?
- Как следует оформить ответ?

Вы услышите пять 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. Занесите свои ответы в таблицу.

2. Читаем приведенные в списке утверждения, которые выражают главную мысль каждого из высказываний. Утверждения позволят предугадать, о чем будут аудиотексты.

Важно прочитать и понять все утверждения, данные в задании (в соответствии с правилами экзамена на это отводится 30 секунд). Во время прослушивания текста у вас не будет времени на чтение.

- The speaker describes the advantages of public transport.
- The speaker believes that people should use personal cars less.
- The speaker explains why a personal car is a necessity for him / her.
- The speaker believes there should be only one personal car per family.
- The speaker explains why he / she does very well without a personal car.
- The speaker says that cars have made him / her change his / her lifestyle.

3. Слушаем аудиозапись и делаем выбор: определяем, какое утверждение выражает главную мысль звучащих текстов. Во время прослушивания отмечаем возможные варианты ответов.

4. Слушаем аудиозапись еще раз, проверяем ответы и заполняем таблицу. Особое внимание уделяем утверждениям, для которых во время первого прослушивания не удалось определить соответствующее высказывание, а также соответствиям, которые вызывают сомнения.

5. Заполняем таблицу.

Говорящий	A	B	C	D	E
Утверждение					

Не забудьте заполнить таблицу полностью, даже если вы не уверены в ответе.

А теперь проверим себя, воспользовавшись текстами аудиозаписи.

1. Прочитайте высказывания В, С и D. Подчеркните слова и выражения, которые помогли найти правильное соответствие.

Speaker B

I've lived all my life in the city centre and I've always enjoyed the city lifestyle. However, now I'm considering moving to the countryside. It's a difficult decision but my son has started to fall ill too often. The doctors say that the polluted environment is the main reason. We live in one of the busiest streets. The traffic is very heavy there and there are often huge traffic jams. The doctors strongly recommend that we move to a healthier place.

Key: a difficult decision... has started to fall ill... the polluted environment is the main reason... the traffic is very heavy... the doctors recommend that we move... .
Speaker B – 6.

Speaker C

I live in the suburbs. We moved there several years ago as the houses are much cheaper there than in the city centre. However I don't want to change my job so I have to commute to the centre five days a week. A personal car is a must for me. Fortunately, my children's school is on the way to the office and I drive them there every morning. When the classes are over, my wife drives them home — she can't do without her car either.

Key: have to commute to the centre... a personal car is a must for me... drive them there... . Speaker C – 3.

Speaker D

I live in the city centre, in a historical house. I like the place very much and would never move anywhere else. Neither me nor my neighbours drive personal cars — there's no need as living in the centre is very convenient: it takes me only fifteen minutes by bus to get to work. There are good shops and supermarkets nearby. And when I go out in the evening, I don't have to bother about where to park my car. Life is easier on foot.

Key: neither me nor... drive personal cars... there's no need... shops and supermarkets nearby... don't have to bother where to park... is easier on foot... . Speaker D – 5.

2. Иногда выбор утверждения вызывает сомнение — кажется, что одно и то же утверждение может соответствовать двум текстам.

В этом случае надо четко определить главную мысль аудиотекста. Прочитайте тексты А и Е. Скажите, какой из этих текстов соответствует утверждению 1. Почему вы так считаете?

Speaker A

Environmental problems are important today. People in big cities suffer from pollution but it's partially *their* own fault as *their* cars produce huge amounts of carbon dioxide which is the main cause of pollution. The number of personal cars is rising and when they get stuck in traffic jams, the amount of gases increases several times. People will experience problems until they learn to care more about the environment than about their own comfort.

Speaker E

I believe that city dwellers should use personal cars less if they want the environment to be healthy. I never use my car if I can get to the place by bus or train. Trains and buses come and go according to the schedule and I'm never late to work or appointments. Also, buses go along special routes and escape traffic jams. I also enjoy reading on a bus or looking through the window — it's relaxing.

Задания A1 — A6 нацелены на проверку понимания запрашиваемой информации. В них необходимо выбрать окончание предложения или ответ на вопрос из трех предложенных вариантов. В заданиях подобного типа необходимо сконцентрировать внимание на получении информации, которая нужна для выполнения задания. При выполнении заданий следует:

1. прочитать инструкцию к заданию и извлечь максимум информации из формулировки задания;
2. прочитать предлагаемые в задании начала предложений (вопросы) и возможные окончания (ответы);
3. решить для себя, какую информацию необходимо услышать в тексте; какие слова-маркеры в звучащем тексте могут помочь.

Задания A1 — A6 даны в последовательности, соответствующей подаче информации в тексте;

4. прослушать аудиотекст и отметить возможные варианты окончания предложений. Правильные ответы должны содержать ту же информацию, что и аудиотекст. Если формулировка ответа содержит слова и выражения из аудиотекста, это не гарантирует, что ответ — верный;
5. прослушать аудиотекст еще раз. Убедиться, что выбор был сделан правильно; внести исправления в случае допущенной ошибки. Особое внимание следует уделить тем заданиям, которые не удалось выполнить при первом прослушивании. Не следует оставлять ни одно задание без ответа, даже если вы не уверены, какой ответ выбрать. Попробуйте догадаться.

Выполним задания A1 — A6 вместе.

1. Читаем инструкцию к заданию и находим ответы на вопросы:

- а) Что нужно сделать?
- б) Кто участвует в диалоге?
- в) Сколько раз будет звучать текст?
- г) Как следует оформить ответ?

Вы услышите разговор школьного доктора и пациентки. В заданиях A1 — A6 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

2. Читаем предложения, которые необходимо закончить, и три возможных варианта их окончания (иногда в заданиях подобного типа даются вопросы и три возможных варианта ответов). Определяем, какая информация нам необходима для правильного выбора. В соответствии с правилами на это отводится 60 секунд.

A1 Jennifer first started to feel the symptoms of her illness

- 1) before leaving for school.
- 2) in her morning class.
- 3) after her PE class.

Информация, которую необходимо понять: *Когда Дженнифер впервые почувствовала недомогание?*

A2 The doctor says that Jennifer's blood pressure is

- 1) too low.
- 2) normal.
- 3) too high.

Информация, которую необходимо понять: *Каково давление Дженнифер по отношению к норме?*

Далее заполните пропуски самостоятельно.

A3 Jennifer did without breakfast because

- 1) she was going to be late for school.
- 2) she was feeling unwell.
- 3) she never eats breakfast.

Информация, которую необходимо понять: _____

A4 Jennifer's diet is

- 1) healthy.
- 2) low-calorie.
- 3) protein rich.

Информация, которую необходимо понять: _____

A5 The doctor insists that they should test Jennifer's

- 1) heart.
- 2) stomach.
- 3) kidney.

Информация, которую необходимо понять: _____

A6 The doctor suggests that

- 1) Jennifer makes an appointment herself.
- 2) he makes an appointment for Jennifer.
- 3) Jennifer calls him the next day.

Информация, которую необходимо понять: _____

3. Слушаем диалог и отмечаем возможные варианты окончания предложений.
4. Перед вторым прослушиванием прочитайте выбранные варианты ответов. Обратите особое внимание на варианты, в которых вы не уверены.
5. Слушаем аудиозапись еще раз и проверяем выбранные ответы.

А теперь проверьте себя.

1. Прочитайте текст аудиозаписи, найдите и выпишите предложения, на основании которых можно выбрать правильный ответ. Всегда ли правильный ответ содержит слова и выражения, которые есть в тексте? Задание A1 уже сделано в качестве образца.

Doctor: Well..., you're Jennifer Black, aren't you? The sixth form?

Jennifer: Yes, Doctor, it's me.

Doctor: Your teacher said you suddenly fell ill in the PE lesson. What exactly happened?

Jennifer: To tell the truth, I've been feeling unwell all morning. When I tried to get up I felt very weak and stayed in bed for extra fifteen minutes to cope with the weakness and the pain in my stomach. I was nearly late for the first class because of that.

Doctor: OK, but during the PE class... did you do any tiring exercises? Too much running or any difficult exercises?

Jennifer: No, not really! We did some aerobics and played volleyball. I felt sick during the game and nearly fainted.

Doctor: OK, let me take your blood pressure. ...Well, it could be higher... You are feeling weak because of a drop in your blood pressure. Don't worry — it can be easily raised with a cup of strong sweet tea. What did you have for breakfast, Jenny?

Jennifer: I didn't have breakfast actually.

Doctor: Was it because you were going to be late for school? Did you skip breakfast as you didn't have time for it?

Jennifer: No, it's not that. I don't normally eat breakfast because I want to lose weight. I want to be slimmer.

Doctor: Yes, I see. Can you describe in detail what you usually eat during the day? How many meals do you have? Lunch? Dinner? Supper?

Jennifer: One. At about 4 o'clock... I don't know what to call it. I have a glass of juice and some salad, and a yogurt. Sometimes I skip the yogurt.

Doctor: Look here, Jenny, can't you understand that you are ruining your body? This dieting will end up in an eating disorder, which will cause serious stomachaches, which you mentioned you've already been having, heart problems, kidney problems... You may become an easy target for any infection or disease. For now, I strongly recommend the medical examination called endoscopy. You'll swallow a small flexible camera, so we will be able to see your stomach from inside.

Jennifer: No-o-o...

Doctor: We'll have to, unfortunately. I'll call the hospital and make an appointment for you. And I'll let you know about the exact date and time tomorrow, OK?

Jennifer: OK. Will you call me?

Doctor: It would be better if *you* drop in. I want to check your blood pressure just to be sure. And now we are going to design your new diet. You must follow it.

A1 Jennifer first started to feel the symptoms of her illness

- 1) before leaving for school.
- 2) in her morning class.
- 3) after her PE class.

Предложения аудиотекста, которые позволили сделать правильный выбор:

I've been feeling unwell all morning. When I tried to get up I felt very weak and stayed in bed for extra fifteen minutes to cope with the weakness and the pain in my stomach.

A2 The doctor says that Jennifer's blood pressure is

- 1) too low.
 - 2) normal.
 - 3) too high.
-
-

A3 Jennifer did without breakfast because

- 1) she was going to be late for school.
 - 2) she was feeling unwell.
 - 3) she never eats breakfast.
-
-

A4 Jennifer's diet is

- 1) healthy.
 - 2) low-calorie.
 - 3) protein rich.
-
-

A5 The doctor insists that they should test Jennifer's

- 1) heart.
 - 2) stomach.
 - 3) kidney.
-
-

A6 The doctor suggests that

- 1) Jennifer makes an appointment herself.
 - 2) he makes an appointment for Jennifer.
 - 3) Jennifer calls him the next day.
-
-

РАЗДЕЛ 2. Задания по чтению

В разделе „Задания по чтению“ даны 9 заданий: **B3** (задание на установление соответствия) и **A7 — A14** (задания на выбор правильного ответа из трех предложенных: True / False / Not stated). Каждый тип задания имеет свой алгоритм выполнения.

Задание **B3** нацелено на проверку понимания основного содержания прочитанных коротких текстов / частей текста (то есть не нужно дословно понимать тексты / текст, достаточно определить основную идею текстов / текста). При выполнении заданий этого типа необходимо придерживаться следующего алгоритма:

1. Прочитать инструкцию к заданию и извлечь максимум информации из формулировки задания.
2. Просмотреть все тексты A — G в течение 1 мин. и определить тематику текстов.
3. Прочитать предлагаемые в задании заголовки и предположить, о чем может идти речь в относящихся к ним текстах. Заголовки могут быть разными: краткими, развернутыми, в виде утверждений или вопросов. Помните, что среди заголовков есть один лишний!
4. Прочитать тексты A — G и отметить соответствующий каждому из них заголовок. В предлагаемых текстах могут встречаться одни и те же слова и выражения, поэтому следует прочитать каждый текст до конца, прежде чем сделать свой выбор.
5. В текстах могут встретиться незнакомые слова, но не стоит волноваться и пытаться понять текст дословно. Достаточно понять основную идею текста! Помните, что рекомендуемое время на выполнение задания — не более 15 минут.
6. Просмотрите тексты еще раз. Убедитесь, что выбор был сделан правильно; внесите исправления в случае допущенной ошибки. Не оставляйте таблицу незаполненной. Если вы не уверены в ответе, попробуйте догадаться.

Выполним задание B3 вместе.

1. Читаем инструкцию к заданию и находим ответы на вопросы:
 - а) Что нужно сделать?
 - б) Сколько текстов дано?
 - в) Сколько заголовков дано в списке, есть ли лишний заголовок?
 - г) Как следует оформить ответ?

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**.

2. Просматриваем тексты A — G в течение одной минуты и определяем, о чем идет речь в текстах.

Flashmob

- A. It was a nice spring day. The city centre looked busy: cars sped by and people hurried across the square in front of an impressive bank building. There were business people, couriers, tourists and lots of clerks. There were probably too many clerks. And they kept coming from the adjoining streets and side streets. They were young and seemed strikingly similar — all of them were wearing black trousers and white shirts with a little daisy pinned to their black ties.
- B. All of a sudden the people in office uniform stood still, facing the bank. They paid no attention to other passersby bumping into them. Something weird was going on but

nobody could say what exactly was wrong. And... the clerks started to dance. They danced to the music nobody could hear — that looked odd but captivating. The strange performance lasted for only a minute, after which all the black-and-white clerks rearranged their ties and instantly dispersed. The square was spotted with daisies.

- C. The new phenomenon when lots of people get together in a public place and perform some action is called a flashmob. The participants may dance or perform mock fighting or put up similar umbrellas on a bright cloudless day and pretend they are hiding from the rain or something else. The performance is very brief — it lasts only one or two minutes. Then the flash mobbers disperse, as if nothing has been happening, leaving the passersby surprised and puzzled.
- D. To surprise and puzzle is probable the main aim of the flash mobbers. It's difficult to find another motivation for their actions which often seem pointless and strange. Unlike demonstrators or protestors, flash mobbers do not demand anything. They don't get violent and they don't normally have any problems with the police, though the latter don't approve of flash mobbers as, in their opinion, crowds are potentially dangerous whatever their intentions are.
- E. Like the phenomenon itself the word *flashmob* is very young but it has already been included in all contemporary dictionaries. It is formed with two words: *flash*, which means a bright light that shines for a short time and then stops shining, and *mob* — a crowd of people. The two words joined together connote the brisk and striking character of the action performed by those who at first looked like a simple crowd of people.
- F. It's difficult, however, to call them a simple crowd — flash mobbers are well-organized. The information about the coming flashmob spreads via the internet and mobiles — modern technology like blogs and social nets makes instant information exchange very easy. The place and the time of the coming flash mob event are usually kept secret till the very last moment. The participants are informed by text messages where they should head to and it's amazing how quickly they get together.
- G. Most people who have witnessed a flashmob say that they felt surprised and puzzled, but when the brief event was over, they started feeling more cheerful and relaxed than before the action. One of probable reasons is that people always welcome some unexpected event that makes their life less monotonous and ordinary. It's important that flash mobbers sustain their positive image and never allow any violent behaviour to spoil it.
3. Читаем предлагаемые в задании заголовки и стараемся предположить, о чем может идти речь в соответствующем тексте.

1. How flashmobs are prepared	в тексте должно быть описано, каким образом участники готовятся к мероприятию
2. What the performers did	в тексте должно быть описание действий участников или описание уличного представления (описание должно быть дано в прошедшем времени)
3. Who can join the movement	в тексте должно быть указано, кто может стать участником движения
4. Where the action took place and who took part in it	в тексте должно быть описание места действия и участников (описание должно быть дано в прошедшем времени)

5. Why flashmob events are arranged	в тексте должна быть указана причина, по которой проводятся данные мероприятия
6. What people's attitude is	в тексте должно быть описано отношение людей
7. What a flashmob is	в тексте должно быть разъяснение, что такое "flashmob"
8. What the word means	в тексте должно раскрываться значение слова "flashmob", возможно — возникновение, история, из каких слов образовано и т. д.

4. Читаем части текста, находим в них слова-маркеры, подсказывающие основную идею.
5. Выбираем наиболее подходящий заголовок к каждой из частей текста.

Flashmob

- A. It was a nice spring day. The city centre looked busy: cars sped by and people hurried across the square in front of an impressive bank building. There were business people, couriers, tourists and lots of clerks. There were probably too many clerks. And they kept coming from the adjoining streets and side streets. They were young and seemed strikingly similar — all of them were wearing black trousers and white shirts with a little daisy pinned to their black ties.

В тексте указывается время и место действия (a nice spring day, the city centre), действующие лица (business people, couriers, tourists and lots of clerks... seemed strikingly similar).

Наиболее подходящий заголовок к тексту — *Where the action took place and who took part in it*

- B. All of a sudden the people in office uniform stood still, facing the bank. They paid no attention to other passersby bumping into them. Something weird was going on but nobody could say what exactly was wrong. And... the clerks started to dance. They danced to the music nobody could hear — that looked odd but captivating. The strange performance lasted for only a minute, after which all the black-and-white clerks rearranged their ties and instantly dispersed. The square was spotted with daisies.

В тексте описывается представление на улице, в котором участвуют клерки (the people in the office uniform stood still, facing the bank... started to dance... rearranged their ties and instantly dispersed).

Наиболее подходящий заголовок к тексту — *What the performers did*

- C. The new phenomenon when lots of people get together in a public place and perform some action is called a flashmob. The participants may dance or perform mock fighting or put up similar umbrellas on a bright cloudless day and pretend they are hiding from the rain or something else. The performance is very brief — it lasts only one or two minutes. Then the flash mobbers disperse, as if nothing has been happening, leaving the passersby surprised and puzzled.

В тексте дается определение явления и описывается, что делают участники флэш-моба. Наиболее подходящий заголовок к тексту — *What a flashmob is*

- D. To surprise and puzzle is probable the main aim of the flash mobbers. It's difficult to find another motivation for their actions which often seem pointless and strange. Unlike demonstrators or protestors, flash mobbers do not demand anything. They don't get violent and they don't normally have any problems with the police, though the latter don't approve of flash mobbers as, in their opinion, crowds are potentially dangerous whatever their intentions are.

Текст раскрывает цель, которую ставят перед собой участники флэшмоба (To surprise and puzzle... do not demand anything.) Наиболее соответствующий заголовок к тексту — *Why flashmob events are arranged*

Теперь попробуйте самостоятельно определить слова-маркеры в текстах и найти наиболее подходящие заголовки к ним.

- E. Like the phenomenon itself the word *flashmob* is very young but it has already been included in all contemporary dictionaries. It is formed with two words: *flash*, which means a bright light that shines for a short time and then stops shining, and *mob* — a crowd of people. The two words joined together connote the brisk and striking character of the action performed by those who at first looked like a simple crowd of people.

В тексте _____

Наиболее подходящий заголовок к тексту — _____

- F. It's difficult, however, to call them a simple crowd — flash mobbers are well-organized. The information about the coming flashmob spreads via the internet and mobiles — modern technology like blogs and social nets makes instant information exchange very easy. The place and the time of the coming flash mob event are usually kept secret till the very last moment. The participants are informed by text messages where they should head to and it's amazing how quickly they get together.

В тексте _____

Наиболее подходящий заголовок к тексту — _____

- G. Most people who have witnessed a flashmob say that they felt surprised and puzzled, but when the brief event was over, they started feeling more cheerful and relaxed than before the action. One of probable reasons is that people always welcome some unexpected event that makes their life less monotonous and ordinary. It's important that flash mobbers sustain their positive image and never allow any violent behaviour to spoil it.

В тексте _____

Наиболее подходящий заголовок к тексту — _____

5. Читаем текст еще раз, проверяем найденные соответствия и заполняем таблицу.

Тексты	A	B	C	D	E	F	G
Заголовки							

В заданиях A7 — A14 необходимо определить, соответствуют ли данные после текста утверждения его содержанию. (True / False / Not stated). Задания могут проверять понимание части текста или отдельных предложений.

При выполнении заданий A7 — A14 следует выполнить следующие шаги:

1. Прочитайте инструкцию к заданию и извлеките из нее максимум информации.
2. Бегло просмотрите текст, чтобы понять, о чем он. На просмотровое чтение текста вы должны затратить не более 2 минут.
3. Прочитайте предлагаемые в заданиях утверждения. Утверждения следуют в том же порядке, в каком информация появляется в тексте, но при этом не повторяют дословно предложения из текста. В них, как правило, информация выражена другими словами.
4. Найдите в тексте абзац (предложение или несколько предложений), который содержит запрашиваемую информацию, и внимательно прочитайте его.
5. Обведите: 1) True 2) False 3) Not stated. Важно понимать разницу между *False* (неверно) и *Not stated* (в тексте не сказано). Ответ *False* (неверно) означает, что утверждение противоречит информации, представленной в тексте. Ответ *Not stated* (в тексте не сказано) свидетельствует о том, что в тексте ничего не говорится по этому поводу. Выбирая ответ, необходимо исходить только из информации, представленной в прочитанном тексте. Не следует пользоваться общими знаниями по теме, затронутой в тексте, или опираться на свое мнение.
6. Не следует оставлять ни одно задание без ответа, даже если вы не уверены, какой ответ выбрать. Попробуйте догадаться.

Выполним задания A7 — A14 вместе.

1. Читаем инструкцию к заданию и находим ответ на вопрос: Что нужно сделать?

Прочитайте текст. Определите, какие из приведенных утверждений соответствуют содержанию текста (1 — True), какие не соответствуют (2 — False) и о чем в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — Not stated). Обведите номер выбранного вами варианта ответа.

2. Просматриваем текст (2 минуты!) и стараемся понять его смысл, не обращая внимание на незнакомые слова.

My name's Marta and I'm from Poland. I'm an accountant by profession and I worked for a large chemical plant for more than fifteen years. The job seemed to be stable and I was quite happy with my salary there. It wasn't a lot but it was enough for a comfortable life. However, when the economic crisis broke, the plant went bankrupt and hundreds of employees, myself included, found themselves unemployed.

It was shocking news for me as we had two children to support. My husband's business was affected by the crisis too, so we needed to come up with something very urgently. I had lots of free time but it didn't make me happy at all. I sent CVs to different companies but no answers came — who needs an accountant when the economy is in ruins and the financial sector is a complete disaster?

To escape the stressful situation I turned to my old hobby — photography. I was pretty good at it when I was at university, but I'd completely given up after graduation. At the difficult time of the crisis, taking photos became my relaxation therapy — my camera helped me notice things most people don't see and don't pay attention to. I took

close-ups of the grass growing through the sand, the old cracked wooden bench covered with vine leaves or a stray dog sleeping on the pavement. Life around me was amazing — there was no reason for depression!

I wanted to share my new vision of life with other people and arranged a little photo exhibition for our community and friends. People came, looked at the pictures and left in a peaceful and relaxed mood. Sometimes they wanted to buy some of the photos to brighten up their home or office. I gave the photos away for free as I didn't want to charge my friends and neighbours. Their interest, however, gave me the idea of how my hobby could help me earn money.

I enrolled on a Photo Art Course, completed it and prepared a business plan for my own photo studio. Last week my plan was approved by the local business committee and I received an interest-free loan to buy all the necessary equipment for my business — I've already bought a new camera and rented a studio. It's all very exciting as it's going to be a new page in my life. I really hope it's a happy one.

3. Внимательно читаем предлагаемые в заданиях утверждения, чтобы понять, что там утверждается.

A7 Marta has a lot of experience as an accountant.

- 1) True 2) False 3) Not stated

A8 Marta lost her job because of the economic crisis.

- 1) True 2) False 3) Not stated

A9 Marta's husband works in the financial sector.

- 1) True 2) False 3) Not stated

4. Находим в тексте предложение (или несколько предложений), которые помогут нам определить, какое это утверждение — верное, неверное или такой информации в тексте вообще нет:

A7 Marta has a lot of work experience as an accountant.

I'm an accountant by profession and I worked for a large chemical plant for more than fifteen years.

- 1) **True** 2) False 3) Not stated

A8 Marta lost her job because of the economic crisis.

However, when the economic crisis broke, the plant went bankrupt and hundreds of employees, myself included, found themselves unemployed.

- 1) **True** 2) False 3) Not stated

A9 Marta's husband works in the financial sector.

My husband's business was affected by the crisis too, so we needed to come up with something very urgently.

Кризис отрицательно повлиял и на ту сферу, где работал муж Марты, однако не указано, что это была за сфера. Работал ли ее супруг в сфере финансов или нет — текст не дает ни положительного, ни отрицательного ответа.

- 1) True 2) False 3) **Not stated**

Продолжите работу с утверждениями. Найдите в тексте и выпишите соответствующие предложения, подчеркните слова и словосочетания, которые помогают определить утверждение.

A10 Marta tried to continue her career of an accountant.

1) True 2) False 3) Not stated

A11 Marta is a complete beginner in photography.

1) True 2) False 3) Not stated

A12 Marta's photos of people are less successful than landscapes.

1) True 2) False 3) Not stated

A13 Marta arranged her first exhibition to earn money.

1) True 2) False 3) Not stated

A14 Marta is going to become a professional photographer.

1) True 2) False 3) Not stated

5. Проверьте свои ответы по ключам.

РАЗДЕЛ 3. Задания по грамматике и лексике

При выполнении заданий В4 – В12:

1. Прочитайте инструкцию к заданию и извлеките максимум информации из формулировки задания.
2. Прочитайте текст, чтобы понять, о чем он; определите, *когда* происходит действие (в настоящем, прошедшем или будущем времени).
3. Прочитайте предложение с пропуском и на основании контекста предположите, какие преобразования со словом из правой колонки необходимо сделать. В случае недостатка информации в анализируемом предложении необходимо внимательно прочитать предыдущее / последующее предложение, в котором может быть подсказка.
4. Если не удастся определить нужную форму сразу, проанализируйте, какие преобразования наиболее вероятны с исходным словом. В заданиях этого типа обычно предусматриваются следующие преобразования:
 - если это имя существительное, то нужно поставить его во множественное число. В заданиях часто используются существительные, которые образуются не по правилам (*man — men, woman — women, child — children, tooth — teeth, foot — feet, etc*) или изменяется орфография слов (*life — lives, knife — knives*);
 - если это местоимение (личное), то его нужно либо использовать в объектном падеже (*I — me, you — you, he — him, she — her, it — it, we — us, they — them*), либо преобразовать в притяжательное местоимение (*I — my / mine; you — your / yours; he — his / his, she — her / hers; it — its / its; we — our / ours; they — their / theirs*) или в возвратное (*I — myself, you — yourself / yourselves, he — himself, she — herself, it — itself, we — ourselves, they — themselves*);
 - если это глагол, то его нужно поставить в соответствующее грамматическое время и залог;
 - если это количественное числительное, то нужно преобразовать его в порядковое (*one — first, two — second, three — third*);
 - если это имя прилагательное, то необходимо поставить его в сравнительную или превосходную степень (*nice — nicer — (the) nicest; beautiful — more beautiful — the most beautiful; good — better — (the) best; bad — worse — (the) worst*).
5. Прочитайте текст с заполненными пропусками и убедитесь, что он логичен и грамматически верен.
6. Проверьте еще раз орфографию преобразованных слов. Обратите внимание, что в экзаменационном бланке ответы пишутся без пробелов.

Выполним задания В4 – В12 вместе.

1. Читаем инструкцию к заданию и находим ответы на вопросы:
 - а) Что нужно сделать?
 - б) Как преобразовать слова?
 - в) На что следует обратить внимание?

Прочитайте приведенный ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами В4 — В12, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию В4 — В12.

Key:

- а) Необходимо прочитать текст; преобразовать слова.
- б) Заполнить пропуски, чтобы они грамматически соответствовали тексту.
- в) Каждый пропуск соответствует одному заданию.

2. Читаем текст с пропусками и стараемся понять, о чем он, определяем, когда происходит действие.

B4	The plane safely took off and Anna breathed a sigh of relief. She _____ flying.	NOT LIKE
B5	She knew that, according to statistics, it was the _____ way of travelling, but it didn't make her feel any better.	SAFE
B6	Statistics were impersonal but when she imagined her plane flying over the ocean, she _____ dizzy.	FEEL
B7	The guy sitting next to _____ was, on the contrary, happy and relaxed.	SHE
B8	He was listening to his CD player. His eyes _____ but when Anna tried to reach for her bag on the luggage deck, he immediately stood up to help her.	CLOSE
B9	"Thanks, I can do it _____," Anna said and her voice shook. "Are you OK, miss?" the guy asked. "You look pale. Are you afraid of flying?" Anna nodded.	I
B10	"Take this. It _____ you good," the guy handed her a package of candies. "I always have candies when I fly."	DO
B11	It reminded Anna her first flight. She and her granny _____ to New York for Christmas. The six-year-old Anna was cheerful and excited. She had a large box of candies on her lap and was afraid of nothing.	FLY
B12	"I wish I _____ feel the same now," Anna sighed and took a handful of the candies. The guy looked at her in surprise.	CAN

Key: Текст о девушке по имени Анна, которая боялась летать на самолете, и молодом человеке, ее попутчике, который предложил ей конфеты, чтобы ее страх перед полетом исчез. Анна вспомнила, что однажды в детстве конфеты помогли ей, взяла целую горсть конфет. Действие происходит в прошлом.

3. Читаем предложения с пропусками и по контексту решаем, какие преобразования со словом из правой колонки необходимо сделать. В случае затруднения необходимо проанализировать, к какой части речи относится исходное слово и какие преобразования с ним возможны (см. информацию выше).

B4 — NOT LIKE

The plane safely took off and Anna breathed a sigh of relief. She _____ flying.

Предложение с пропуском не содержит информации о том, какое время нужно

использовать. Но предыдущее предложение (слова-маркеры: landed, breathed) позволяет понять, что ситуация — в прошлом, и нам необходимо поставить глагол LIKE в Past Simple Tense; частица “NOT” задает отрицательную форму. Структура предложения указывает на активный залог (The Active Voice).

В ответе может быть полная или краткая отрицательная форма: *did not like* или *didn't like*.

Key: did not like / didn't like (при заполнении бланка ответов ответы переносятся туда без пробелов: *didnotlike / didn'tlike*)

B5 — SAFE

She knew that, according to statistics, it was the _____ way of travelling, but it didn't make her feel any better.

Согласно контексту данное прилагательное должно быть употреблено в превосходной степени. Подсказкой также является определенный артикль “the”, который стоит перед пропуском. Образует превосходную степень с помощью суффикса “est”: *safe* — *safest*.

Key: safest

B6 — FEEL

Statistics were impersonal but when she imagined her plane flying over the ocean, she _____ dizzy.

Весь рассказ происходит в Past Simple, поэтому и глагол FEEL необходимо поставить в этом же времени. Структура предложения и контекст показывают, что это должны быть активный залог (The Active Voice) и утвердительное предложение. Глагол FEEL — неправильный, в Past Simple: *felt*.

Key: felt

B7 — SHE

The guy sitting next to _____ was, on the contrary, happy and relaxed.

Анализ предложения показывает, что пропущенное слово — не подлежащее, и, соответственно, местоимение SHE необходимо употребить в объектном падеже (рядом с ней) — *next to her*.

Key: her

B8 — CLOSE

He was listening to his CD player. His eyes _____ but when Anna tried to reach for her bag on the luggage deck, he immediately stood up to help her.

По смыслу предложения необходим пассивный залог (The Passive Voice). Поскольку действие в рассказе происходит в прошедшем времени, возьмем Past Passive Simple: *eyes were closed*.

Key: were closed

B9 — I

“Thanks, I can do it _____,” Anna said and her voice shook.

Как мы уже знаем, личное местоимение может быть преобразовано:

- в местоимение в объектном падеже (*me*);
- в форму притяжательного местоимения (*my, mine*);
- в форму возвратного местоимения (*myself*).

По смыслу предложения выбираем — *myself* („Я могу сделать это сама“).

Key: myself

B10 — DO

“Take this. It _____ you good,” the guy handed her a package of candies. “I always have candies when I fly.”

Обратите внимание, что с помощью прямой речи автор уходит от повествования в прошлом. Новая ситуация требует будущего времени (Future Simple), поскольку герой только в момент разговора понял, что (какое средство) поможет Анне. Необходим активный залог (The Active Voice), и предложение должно быть утвердительным.

Key: will do (в бланке ответов: willdo / 'llo)

B11 — FLY

It reminded Anna her first flight. She and her granny _____ to New York for Christmas.

Действие рассказа вновь переносится в прошедшее время. К тому же Анна представляет действие, происходящее там, как процесс — процесс полета. Для того чтобы подчеркнуть, что это процесс, происходящий в конкретный момент в прошлом, необходимо употребить Past Continuous. Поскольку подлежащим является *she and her granny*, то ставим форму *were flying*.

Key: were flying (в бланке ответов: wereflying)

B12 — CAN

“I wish I _____ feel the same now,” Anna sighed and took a handful of the candies. Конструкция “I wish...” указывает на нереальность желания и требует употребление глагола в Past Simple: *could*.

Key: could

4. Читаем весь текст со вставленными и преобразованными словами и убеждаемся, что он логичен и грамматически верен.

The plane safely took off and Anna breathed a sigh of relief. She **didn't like** flying. She knew that, according to statistics, it was the **safest** way of travelling, but it didn't make her feel any better. Statistics were impersonal but when she imagined *her* plane flying over the ocean, she **felt** dizzy.

The guy sitting next to **her** was, on the contrary, happy and relaxed. He was listening to his CD player. His eyes **were closed** but when Anna tried to reach for her bag on the luggage deck, he immediately stood up to help her.

“Thanks, I can do it **myself**,” Anna said and her voice shook.

“Are you OK, miss?” the guy asked. “You look pale. Are you afraid of flying?”

Anna nodded.

“Take this. It **will do** you good,” the guy handed her a package of candies. “I always have candies when I fly.”

It reminded Anna her first flight. She and her granny **were flying** to New York for Christmas. The six-year-old Anna was cheerful and excited. She had a large box of candies on her lap and was afraid of nothing.

"I wish I **could** feel the same now," Anna sighed and took a handful of the candies. The guy looked at her in surprise.

5. Проверяем орфографию преобразованных слов. Возможны следующие варианты написания (помните, что в экзаменационный бланк их следует перенести без пробелов).

- B4 — didntlike / didn'tlike
- B5 — safest
- B6 — felt
- B7 — her
- B8 — wereclosed
- B9 — myself
- B10 — willdo / 'lldo
- B11 — wereflying
- B12 — could

При выполнении заданий B13 – B18 следует:

1. Прочитать инструкцию к заданию и извлечь максимум информации из формулировки задания.
2. Просмотреть текст и понять, о чем он.
3. Прочитать предложение с пропуском и понять, какую часть речи там следует употребить.
4. Прочитать исходное слово в правой колонке и решить, какой суффикс или приставку нужно добавить, чтобы новое слово лексически и грамматически соответствовало тексту.
5. Прочитать весь текст со вставленными и преобразованными словами и убедиться, что он логичен, грамматически и лексически верен.
6. Проверить еще раз орфографию вставленных слов.

Выполним задания B13 – B18 вместе.

1. Читаем инструкцию к заданию и находим ответы на вопросы:

- а) Что нужно сделать?
- б) Как преобразовать слова?
- в) На что следует обратить внимание?

Прочитайте приведенный 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.

Key:

- а) Необходимо прочитать текст; преобразовать слова; заполнить пропуски.
- б) С помощью суффиксов и приставок.
- в) Каждый пропуск соответствует одному заданию.

2. Просматриваем текст, чтобы понять, о чем он.

B13	It was getting dark and Ken turned on the light. On Sunday night the house was _____ quiet.	USUALLY
B14	No noises from the kitchen, no little brothers screaming, no music or sounds of the TV; the house seemed _____.	DESERT
B15	His parents and the twins had left for the country but Ken refused to go with them. His dad liked fishing, his mum was a keen _____	GARDEN
B16	but to Ken life in the country seemed _____ so he stayed at home. He thought that it would be fun, but it wasn't.	BORE
B17	Ken spent the whole Saturday playing his computer. Now he was _____ sitting in the armchair and listening to the sounds from outside.	QUIET
B18	He hoped to hear the car engine which would mean his family were home at last. _____ was not a nice feeling and Ken was determined not to experience it again.	LONELY

Key: Текст о мальчике по имени Кен, который отказался ехать со своей семьей за город в выходные. Он думал, что прекрасно проведет время, но играть все время в компьютер оказалось скучно. Он соскучился и с нетерпением ждет возвращения родных. Одиночество — не лучшее чувство, и Кен не хотел бы испытать его еще раз.

3. Читаем предложения с пропусками и определяем, какая часть речи там должна быть и в какой форме — положительной или отрицательной.

B13 — USUALLY

On Sunday night the house was _____ quiet. (Был вечер воскресенья, но дом был *необычайно* тих).

Очевидно, что нам нужно наречие, согласно смыслу оно должно быть отрицательным. Для того чтобы образовать искомое наречие, необходимо к исходному наречию добавить приставку "un" — *unusually*.

Key: unusually

B14 — DESERT

...the house seemed _____ (казался пустынным).

Нам нужно образовать прилагательное от "desert", для этого прибавляем суффикс "ed" — *deserted*.

Key: deserted

B15 — GARDEN

His dad liked fishing, his mum was a keen _____ (садовник).

Нам нужно образовать существительное (неопределенный артикль "a" подтверждает наше решение). Для этого прибавляем суффикс "er" к исходному слову — *gardener*.

Key: gardener

B16 — BORE

...but to Ken life in the country seemed _____ (скучной) so he stayed at home.

Чтобы образовать прилагательное, нам необходимо прибавить суффикс "ing" к исходному слову: *bore* — *boring*.

Key: boring

B17 — QUIET

Now he was _____ (тихо) sitting in the armchair and listening to the sounds from outside.

Чтобы образовать наречие, нужно добавить к исходному слову суффикс "ly" — *quietly*.

Key: quietly

B18 — LONELY

_____ (одиночество) was not a nice feeling and Ken was determined not to experience it again.

В данном случае нам надо образовать существительное от прилагательного. Для этого добавляем к исходному слову *lonely* суффикс "ness" и не забываем поменять у на *i* в соответствии с правилами орфографии.

Key: Loneliness / loneliness

4. Читаем весь текст со вставленными и преобразованными словами, чтобы убедиться, что он логичен.

It was getting dark and Ken turned on the light. On Sunday night the house was **unusually** quiet. No noises from the kitchen, no little brothers screaming, no music or sounds of the TV; the house seemed **deserted**. His parents and the twins had left for the country but Ken refused to go with them. His dad liked fishing, his mum was a keen **gardener** but to Ken life in the country seemed **boring** so he stayed at home. He thought that it would be fun, but it wasn't. Ken spent the whole Saturday playing his computer. Now he was **quietly** sitting in the armchair and listening to the sounds from outside. He hoped to hear the car engine which would mean his family were home at last. **Loneliness** was not a nice feeling and Ken was determined not to experience it again.

5. Проверяем орфографию преобразованных слов.

B13 — unusually

B14 — deserted

B15 — gardener

B16 — boring

B17 — quietly

B18 — Loneliness / loneliness

РАЗДЕЛ 4. Задание по письму

Для успешного выполнения задания C1 необходимо сделать следующее:

1. Внимательно прочитайте задание и извлеките максимум информации.
2. Вспомните правила оформления личного письма.
3. Написать текст письма на черновике, отвечая на поставленные в письме друга вопросы.
4. Проверить (просчитать) объем написанного письма и внести изменения при необходимости.
5. Переписать письмо на чистовик, соблюдая правила оформления личного письма.
6. Внимательно прочитайте письмо еще раз, внести исправления в случае допущенной ошибки.

Выполним задание C1 вместе.

1. Читаем задание и находим ответы на вопросы:

- а) Сколько времени отводится на выполнение задания?
- б) Что нужно сделать?
- в) Как зовут друга по переписке, которому будем писать ответ?
- г) Какие три вопроса задает друг по переписке?
- д) Каков должен быть объем письма?

C1

You have 30 minutes to do this task.

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

...I feel very angry and upset as we've just lost a baseball game 4:1. Though we lost, my dad said that it was a great game anyway. He likes baseball, just like me. This sport is really popular in my country — children and adults love it!

...And what sports games are popular in your country? Do you prefer watching sports on TV or at the stadium? Who's your favourite sports celebrity and why?...

Write him a letter and answer his 3 questions.

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

Key:

- а) На выполнение задания отводится 30 минут.
- б) Необходимо написать письмо другу по переписке, ответив на три его вопроса.
- в) Друга по переписке зовут Andrew. Ему должно быть адресовано письмо.
- г) В письме следует ответить на следующие вопросы:
 - 1) What sports games are popular in your country?
 - 2) Do you prefer watching sports on TV or at the stadium?
 - 3) Who's your favourite sports celebrity and why?
- д) Объем письма должен быть 100–120 слов.

Следует помнить о необходимости соблюдения указанного объема письма. Письма недостаточного объема, а также часть текста письма, превышающая требуемый объем, не оцениваются. Если в личном письме менее 90 слов (100 слов минус 10% допустимой погрешности), то задание проверке не подлежит и оценивается в 0 баллов.

При превышении объема, то есть если в выполненном задании C1 более 132 слов (120 слов плюс 10 % допустимой погрешности), проверке подлежит только та часть работы, которая соответствует требуемому объему. Таким образом, если объем письма превысит 132 слова, то экзаменатор отсчитает от начала работы только 120 слов и оценит лишь эту часть письма.

При определении объема личного письма считаются все слова, начиная с первого слова по последнее, включая вспомогательные глаголы, предлоги, артикли, частицы. Адрес, дата, подпись также подлежат подсчету.

При этом считаются как одно слово:

- стяженные (краткие) формы (например, *I've, he's, don't, I'll, won't*);
- числительные, выраженные цифрами (например, 7, 35, 2011, 123);
- числительные, выраженные словами (например, *twenty-four*);
- сложные слова (например, *English-speaking, good-looking, mid-summer*);
- сокращения (например, *USA, UFO, TV*).

2. Вспоминаем правила оформления личного письма.

В личном письме должны быть:

- адрес автора письма (в правом верхнем углу письма); учитывая небольшой объем письма, лучше использовать краткий адрес (город, страна);
- дата (под адресом): *date / month / year* ИЛИ *month / date / year*;
- обращение (слева, на отдельной строке), например, *Dear Andrew / Alice*;
- ссылка на предыдущие контакты: благодарность за полученное письмо (начало письма), например, *Thank you for your recent letter; I was very glad to get your letter*;
- ответы на три вопроса зарубежного друга (основная часть письма);
- упоминание о дальнейших контактах, например, *Write back soon; Hope to hear from you soon; Please write soon, etc*;
- завершающая фраза, например, *Best wishes; All the best; With love; Yours* (на отдельной строке);
- подпись автора (имя, на отдельной строке).

Moscow
Russia
June 4, 2011

Dear Andrew / Ann,

Thank you for your recent letter. It was interesting to learn that baseball is very popular in your country...

Write back soon.

Best wishes,

Nikita / Olga

3. Рассмотрим три варианта личных писем и комментариев по их оцениванию.

Вариант 1

Russia
10.07.2011

Hi Andrew,
Most popular game is football in my country. I like watch football on TV.
My favourite sports celebrity is Andrei Arshavin. He is a good player. I and my friends play football at school. I also like volleyball and badminton.
Anton

Несмотря на то что автор письма ответил на три вопроса, он получит 0 баллов. Объем письма не соответствует требуемому объему — 45 слов.

Вариант 2

Tver
Russia
12th July

Dear Andrew,
It's nice to hear from you. I'm so sorry you lost the game. I'm sure you'll win it next time. No one can win every time.
I've never played baseball. It's not very popular here but we have other games with a ball — football, volleyball, basketball. Football, I think, is the most popular. Lots of people play it and watch it. I usually watch football matches on TV, but being at the stadium is certainly better and much more exciting. My favourite football celebrity is Andrei Arshavin, the captain of the Russian national team. He's a very talented footballer and he seems to be a very nice person.
Hope to hear from you soon.
Best wishes,
Nikita

1. Объем письма — 125 слов. Автор немного превышает объем, указанный в задании, но не выходит за рамки 10% границы (132 слова).
2. Автор дал полные ответы на три вопроса, заданные другом по переписке:
And what sports games are popular in your country? — ...but we have other games with a ball — football, volleyball, basketball. Football, I think, is the most popular. Lots of people play it and watch it.
Do you prefer watching sports on TV or at the stadium? — I usually watch football matches on TV, but being at the stadium is certainly better and much more exciting.
Who's your favourite sports celebrity and why?... — My favourite football celebrity is Andrei Arshavin, the captain of the Russian national team. He's a very talented footballer and he seems to be a very nice person.
3. В письме присутствуют обращение (Dear Andrew), ссылка на предыдущие контакты и благодарность за полученное письмо (It's nice to hear from you. I'm so sorry you lost the game...), упоминание о дальнейших контактах (Hope to hear from you soon), завершающая фраза (Best wishes), подпись автора (Nikita).

В личном письме автор использовал фразы, соответствующие неофициальному стилю.

4. Текст письма выстроен логично. Автор использовал специальные языковые средства для передачи логической связи: *but, and, I think, certainly*. Текст правильно структурирован и разбит на абзацы — так, ответы на вопросы выделены в отдельный абзац.
5. Оформление письма соответствует нормам письменного этикета, принятого в англоязычных странах: адрес автора письма (в правом верхнем углу) и дата (под адресом); обращение, завершающая фраза, подпись (на отдельных строках).
6. В письме отсутствуют лексико-грамматические и орфографические ошибки. Рассмотренное письмо будет оценено в максимальное количество баллов — 10.

Вариант 3

15.07.2011 Russia,
Omsk

Hi Andrew,

Thank you for your letter. I've never play baseball but I saw it in films. Football is the most popular sport in my country. Children and adults often play it. I don't like watching football but I like watching hokey. It's a winter sport and it's popular too. Watching on TV better because you can see everything. I watch hokey matches with my father. My favourite hokey player is Alexander Ovechkin. He is very good player. Do you like to play hockey?

Max

1. Объем письма — 91 слово, что ниже объема, указанного в задании, но не выходит за рамки 10% границы (90 слов). Письмо подлежит проверке.
2. Автор дал полные ответы на три вопроса, заданные другом по переписке:
And what sports games are popular in your country? — Football is the most popular sport in my country. Children and adults often play it.
Do you prefer watching sports on TV or at the stadium? — I don't like watching football but I like watching hockey. It's a winter sport and it's popular too. Watching on TV is better because you can see everything. I watch hockey matches with my father.
Who's your favourite sports celebrity and why? — My favourite hockey player is Alexander Ovechkin. He is a very good player.
3. В письме присутствуют обращение (Hi Andrew), благодарность за полученное письмо (Thank you for your letter), подпись автора (Max).
Но в письме нет упоминаний о предыдущих и дальнейших контактах, отсутствует завершающая фраза, что согласно критериям оценивания является значительным недочетом.
4. Текст письма выстроен логично. Автор использовал некоторые языковые средства для передачи логической связи: *but, and, because*. Но в тексте имеются нарушения структуры — отсутствуют абзацы.
5. При оформлении письма были допущены ошибки. Так, дата дана над адресом, при написании адреса автор допустил неправильный порядок следования элементов адреса (сначала указал страну, а потом город).
6. В письме присутствуют лексико-грамматические ошибки (*I've never play, Watching on TV better, He is very good player*) и орфографические ошибки (*hokey, adults*).

При оценивании письма будут снижены баллы за оформление и ошибки.

РАЗДЕЛ 5. Задания по говорению

Устная часть экзамена включает два задания по говорению:

- С2 — тематическое монологическое высказывание,
- С3 — комбинированный диалог.

На подготовку к устному ответу дается 10 минут, в течение которых необходимо внимательно прочитать карточки с заданиями, продумать ответы и сделать записи (в случае необходимости). На листочке можно записать слова, словосочетания, речевые клише и вопросы, которые помогут во время ответа. Не стоит писать текст ответа полностью — в соответствии с правилами экзамена чтение текста, написанного во время подготовки к устному ответу, оценивается в 0 баллов.

Помните, что во время устной части экзамена идет аудиозапись вашего ответа.

При выполнении задания С2 (тематическое монологическое высказывание) следует:

1. Внимательно прочитать полученную карточку для учащегося.
2. Продумать план ответа:
 - вступление (о чем будете говорить),
 - основная часть (раскрытие трех аспектов задания, данных в карточке),
 - заключение (подведение итога сказанному, выражение своего мнения).
3. При ответе строго придерживаться заданной в карточке темы. Избегайте длинных и сложных предложений: в них легче допустить ошибки.
4. Соблюдать время, определенное заданием для монологического высказывания (1,5–2 минуты).
5. Дать развернутые ответы на два дополнительных вопроса экзаменатора. В случае, если вы не расслышали вопросы, можно по-английски попросить экзаменатора-собеседника повторить их.
6. Не волноваться, быть уверенными и постараться получить удовольствие от своего ответа.

Следующие выражения помогут сделать ваш монолог естественным и логичным. Постарайтесь использовать их во время своего ответа:

- а) для выражения своего мнения: I think, I believe, in my view, in my opinion, to my mind, I'm absolutely sure (I'm not sure that...), it's obvious that... etc.
- б) для соблюдения логики высказывания: however; first(ly), second(ly), third(ly); on the one hand... on the other hand; one shouldn't forget that...; ...but at the same time; (and) besides; what's more (moreover)...; finally
- в) в случае непонимания вопроса собеседника: Could you repeat the question, please? Could you say it again, please?
- г) в случае, если вы не можете ответить на вопрос: I'm afraid I don't know much about that. I've never thought about that but I believe that...

Выполним задание С2 вместе.

1. Читаем карточку учащегося и находим ответы на следующие вопросы:
 - а) О чем следует рассказать?
 - б) Какие аспекты темы следует раскрыть?
 - в) Сколько времени отводится на монолог?
 - г) Каким образом будет проходить ответ?

STUDENT CARD**Task 1**

Give a talk about clothes and fashion.

Remember to say:

- why people buy expensive clothes
- what style in clothes you and your friends prefer
- whether you approve of the idea of school uniform or not, why

You have to talk for **1.5–2 minutes**. The examiner will listen until you have finished. Then she / he will ask you some questions.

Key:

- а) Необходимо рассказать о моде и одежде.
- б) Следует дать полные развернутые ответы по трем пунктам плана: почему люди покупают дорогую одежду; какой стиль одежды предпочитаете вы и ваши друзья; как вы относитесь к школьной форме и почему.
- в) Устный ответ, в течение которого надо раскрыть три вопроса, должен длиться 1,5–2 минуты.
- г) Экзаменатор-собеседник выслушает ответ до конца (если он будет длиться не более 2 минут), а затем задаст несколько дополнительных вопросов.

Обратите внимание, что в данном пособии некоторые карточки к заданию С2 содержат „подсказки“ — так, например, в Тесте 4 в скобках предлагается информация, за счет которой можно раскрыть пункты плана. В условиях реального экзамена пункты плана обычно не расшифровываются.

Если во время устного ответа вы раскроете все три пункта, данные в карточке для учащегося, то экзаменатор задает два дополнительных вопроса, связанных с темой ответа.

Эти вопросы прописаны в карточке для экзаменатора-собеседника. В рассматриваемом задании дополнительными вопросами будут:

1. What colours do you prefer to wear?
2. What clothes will be popular in the future?

Для того чтобы получить высокий балл за монологическое высказывание, необходимо дать полные и развернутые ответы на дополнительные вопросы.

Если во время ответа вы раскрываете только два (или один) вопроса, данные в карточке, то экзаменатор-собеседник, помимо двух дополнительных вопросов, задает еще и вопрос, который вы не осветили.

2. Продумываем план ответа и записываем ключевые выражения:

- вступление (о чем будете говорить): Fashion — in the lives of people — important role; lots of magazines and TV shows about fashion
- основная часть (раскрытие трех аспектов / вопросов, данных в карточке):

why people buy expensive clothes	<i>to follow the fashion; to show that they are well-to-do people; to stand out from others; to like things of the highest quality</i>
what style in clothes you and your friends prefer	<i>to like trendy things but — to prefer casual and sports style, for any occasion; jeans, T-shirts and jumpers; to look different every day; to be comfortable and fashionable</i>
whether you approve of the idea of school uniform or not, why	<i>to approve in general; it's convenient to; on the other hand — it's boring to...; to wear the same clothes; doesn't look fashionable</i>

- заключение (подведение итога сказанному, выражение своего мнения):
in general, I don't think it's important to follow the fashion; to find your style; to wear clothes that suit you.

Рассмотрим пример ответа на задание C2 и прокомментируем его.

SAMPLE ANSWER

Lots of people think that it's important to follow the fashion. They buy new clothes and accessories but those things get out of fashion very soon and they have to buy more. There are lots of magazines and TV shows that encourage people to buy expensive clothes.

I like good and trendy clothes, too, but I think it's silly to buy expensive and unpractical clothes. I prefer comfortable things that I can wear for any occasion. Most my friends prefer casual and sports style, too. The most popular clothes with teenagers are jeans, T-shirts and jumpers. They are not boring — you can change T-shirts and look different every day. You can wear the same clothes to college and to a party, and you can walk and do sports wearing them. They are comfortable and they are certainly fashionable.

As for school uniform I approve of it in general. It's very convenient because you don't have to think in the morning about what to wear. But on the other hand, it's very boring to wear the same clothes all year round. School uniform doesn't look fashionable at all — this is a great disadvantage.

In general, I don't think it's very important to follow the fashion. It's more important to find your personal style and wear things that suit you.

Ответы на дополнительные вопросы:

1. I like bright colours like red, orange, and light green. Sometimes I wear blue and black but not very often.
2. I think people will wear practical and comfortable clothes. They will create new warm and light material and will not wear fur because it's cruel to kill animals to make clothes.

Монологическое высказывание **оценивается** экспертами по трем критериям:

- решение коммуникативной задачи (0–3 балла),
- лексико-грамматическое оформление речи (0–2 балла),
- произносительная сторона речи (0–1 балл).

Максимальное количество баллов, которое можно получить за выполнение задания C2 — 6.

- 1) Решение коммуникативной задачи — 3 балла.

— В ответе раскрыты все аспекты / вопросы, указанные в задании:

- *why people buy expensive clothes*

Lots of people think that it's important to follow the fashion. They buy new clothes and accessories but those things get out of fashion very soon and they have to buy more. There are lots of magazines and TV shows that encourage people to buy expensive clothes.

I like good and trendy clothes, too, but I think it's silly to buy expensive and unpractical clothes.

- *what style in clothes you and your friends prefer*

I prefer comfortable things that I can wear for any occasion. Most my friends prefer casual and sports style, too. The most popular clothes with teenagers are jeans, T-shirts and jumpers. They are not boring — you can change T-shirts and look different every day. You can wear the same clothes to college and to a party, and you can walk and do sports wearing them. They are comfortable and they are certainly fashionable.

- *whether you approve of the idea of school uniform or not, why*
As for school uniform I approve of it in general. It's very convenient because you don't have to think in the morning about what to wear. But on the other hand, it's very boring to wear the same clothes all year round. School uniform doesn't look fashionable at all — this is a great disadvantage.

— Даны ответы на дополнительные вопросы:

- *What colours do you prefer to wear?*
I like bright colours like red, orange, and light green. Sometimes I wear blue and black but not very often.

- *What clothes will be popular in the future?*
I think people will wear practical and comfortable clothes. They will create new warm and light material and will not wear fur because it's cruel to kill animals to make clothes.

— Высказывание выстроено логично: вступление, основная часть, заключение. В ответе использованы связующие слова: but, and, as for, on the other hand, in general, I think (I don't think).

- 2) Лексико-грамматическое оформление речи — 2 балла.

Языковые ошибки в ответе не были допущены.

В соответствии с критериями оценивания монологической речи в 2013 году учащийся может получить 2 балла, допустив не более трех негрубых языковых ошибок, не затрудняющих понимание высказывания.

- 3) Произносительная сторона речи — 1 балл.

Для того чтобы получить балл по данному критерию, необходимо, чтобы произношение слов и интонация были правильными.

Рассмотренный ответ можно оценить в 6 баллов.

В задании С3 предлагается принять участие в комбинированном диалоге. Для того чтобы хорошо справиться с заданием, необходимо продемонстрировать умения:

- начинать, поддерживать и вежливо заканчивать диалог;
- задавать вопросы и отвечать на вопросы партнера по диалогу (экзаменатора-собеседника);
- приглашать и принимать / отказываться от приглашения;
- приходить к обоюдному решению.

Продолжительность выполнения задания — 2–3 минуты. Максимальное количество баллов за комбинированный диалог — 9.

При выполнении задания следует придерживаться следующего алгоритма:

1. Внимательно прочитать карточку для учащегося, в которой описана ситуация общения.
2. Продумать, какие вопросы следует задать партнеру по диалогу; а также попытаться предугадать его вопросы (иногда это возможно сделать по информации, которая дана в карточке).
3. Быть вежливым: реагировать на реплики собеседника: взглядом, кивком головы, с помощью специальных фраз; помнить, что если вы принимаете приглашение, то необходимо поблагодарить партнера; если отказываетесь, то объяснить причину своего отказа; избегать пауз в диалоге.
4. Не волноваться и быть естественным во время диалога.

Во время выполнения задания С3 вы можете воспользоваться следующими выражениями:

- 1) в начале разговора: Hi! Morning! Nice to see you!
- 2) для того чтобы узнать нужную информацию: Where / When / What...? Could you tell me...? Do you know...?

- 3) для выражения удивления или сомнения: Are you sure? I'm surprised to hear it.
- 4) для выражения согласия: Sure; Yes, of course; Certainly; It's OK; I see;
несогласие / отказ: Sorry, I can't; I'm afraid I can't.
- 5) в случае непонимания вопроса: Could you say it again, please? Are you saying that...? Do you mean that...?
- 6) в случае, если не знаете ответа на вопрос: I'm afraid I don't know much about that; I have no idea; I've never thought about that.
- 7) в конце разговора: I'm sorry, I have to go; I must be going; I have to be off; Goodbye / Bye; See you soon; Have a nice time / a good weekend.

Выполним задание С3 вместе.

1. Читаем карточку учащегося и находим ответы на следующие вопросы:

- а) Какова предлагаемая ситуация для диалога: где происходит действие, какую роль необходимо исполнить, какую роль будет разыгрывать экзаменатор-собеседник?
- б) Какую информацию необходимо получить / сообщить? Надо ли пригласить куда-нибудь партнера или нужно будет реагировать на его предложение / приглашение?
- в) Сколько времени отводится на диалог?

STUDENT CARD

Task 2 (2–3 minutes)

You play the part of a student in an international school in Canada. You need to make a PowerPoint presentation about a British tourist attraction / place of interest. You can't use your computer at the moment as it has a virus. You come to your classmate Chris / Christine to borrow his / her computer till tomorrow.

- Explain what you need and why.
- Tell your classmate about the attraction you are going to make your presentation about. Give as much information as possible.
- Answer your classmate's questions.
- Do not accept any invitations for the day as you have no time — your presentation needs to be ready by tomorrow morning.

You begin the conversation. The examiner will play the part of your classmate.

Remember to:

- explain what you need
- answer the questions
- express agreement / disagreement
- be polite

Key:

- а) Диалог: *место действия* — международная языковая школа в Канаде (вероятно, что там учатся подростки из разных стран, и они общаются между собой на английском языке);
участники диалога — два студента международной школы (экзаменатор-

собеседник исполняет роль одного из студентов по имени Chris / Christine; роль второго студента разыгрывает участник экзамена);
ситуация общения: нужно сделать презентацию об одной из достопримечательностей Британии, но компьютер не работает из-за вируса; необходимо одолжить до завтра компьютер у Chris / Christine.

- б) — Попросить компьютер до завтра и объяснить, для чего он нужен.
— Рассказать о достопримечательности, которой будет посвящена презентация.
— Ответить на вопросы.
— Отказаться от приглашения, поскольку вы заняты — презентация должна быть готова завтра утром.
- в) Диалог должен длиться 2–3 минуты.

2. Готовимся к диалогу, пользуясь карточкой для учащегося в качестве подсказки:

- Explain what you need and why.
Can I borrow your computer till tomorrow? I have to make a presentation but I can't use my computer because it's got some virus.
- Tell your classmate about the attraction you are going to make your presentation about.
При ответе необходимо дать как можно больше информации о достопримечательности.
I'm going to make a PowerPoint presentation about London Bridge...
- Answer your classmate's questions.
Предугадать вопросы собеседника сложно. Нужно быть очень внимательным во время диалога.
- Do not accept any invitations for the day as you have no time — your presentation needs to be ready by tomorrow morning.
Вероятно, собеседник что-то предложит (пойти в бассейн / кино), и нужно быть готовым вежливо отказаться и объяснить причину отказа.
Thank you, Chris / Christine, but I can't. I have to prepare the presentation as soon as possible.

Рассмотрим пример диалога (задание С3) и прокомментируем его.

SAMPLE CONVERSATION

Student: Hello, Chris / Christine.

Interlocutor: Hi!

Student: I'm glad you're at home. Look, I have to make a presentation but I can't use my computer at the moment. It's got some virus. Can I borrow your computer till tomorrow?

Interlocutor: Yes, you can. I don't need it tonight. What kind of presentation do you have to prepare?

Student: I need to make a PowerPoint presentation about a place of interest in Britain. I'm going to do it on London Bridge.

Interlocutor: London Bridge? Are you going to talk about the bridge or the Underground station?

Student: The bridge of course! It's one of the greatest tourist attractions in London. The bridge over the River Thames was built in 1733 and Queen Elizabeth II took part in the opening ceremony. In fact, there've been several bridges on that place. The first one was built by Romans. The current London Bridge

is almost 300 metres long and it's a very busy bridge as it connects the City with Central London. It is less decorative than other bridges over the Thames but in my opinion, it's the most beautiful of all of them.

Interlocutor: Yes, I see. Have you been there yourself?

Student: No, unfortunately, not. I've never been to London, but I hope I'll see it one day.

Interlocutor: Yeah. There's a good film on, by the way. Would you like to watch it with me?

Student: Thank you, Chris / Christine, but I really have to go. I have to prepare the presentation as soon as possible. Can I have the computer, please?

Interlocutor: Yes, here it is. Good luck with the presentation.

Student: Thanks. I'll bring the computer in the morning. See you tomorrow.

Interlocutor: See you.

Участие в диалоге оценивается по четырем критериям:

- решение коммуникативной задачи (0–3 балла),
- взаимодействие с собеседником (0–3 балла),
- лексико-грамматическое оформление речи (0–2 балла),
- произносительная сторона речи (0–1 балл).

1) Цель общения достигнута, и задание выполнено в полном объеме:

- высказана просьба о компьютере и объяснена причина, по которой необходимо воспользоваться компьютером одноклассника (*Look, I have to make a presentation but I can't use my computer at the moment. It's got some virus. Can I borrow your computer till tomorrow?*);
- дана подробная информация о достопримечательности, которой будет посвящена презентация (*It's one of the greatest tourist attractions in London. ...but in my opinion, it's the most beautiful of all of them*);
- даны ответы на вопросы собеседника (*Are you going to talk about the bridge or the Underground station? — The bridge of course!; Have you been there yourself? — No, unfortunately, not. I've never been to London, but I hope I'll see it one day.*);
- высказан отказ на предложение собеседника и дано объяснение (*Thank you, Chris / Christine, but I really have to go. I have to prepare the presentation as soon as possible.*)

2) В ответе продемонстрированы хорошие навыки и умения речевого взаимодействия с собеседником: учащийся сумел начать, поддержать и закончить беседу (*Hello, Chris / Christine. I'm glad you're at home... Thanks. I'll bring the computer in the morning. See you tomorrow.*); адекватно реагировал на реплики собеседника; соблюдал очередность реплик.

3) Продemonстрирован хороший словарный запас и владение разнообразными грамматическими структурами. Языковые ошибки отсутствуют.

В соответствии с критериями оценивания диалогической речи в 2013 году учащийся может получить 2 балла, допустив не более трех негрубых языковых ошибок, не затрудняющих понимание высказывания.

4) Произносительная сторона речи.

Для того чтобы получить балл по данному критерию, необходимо, чтобы произношение слов и интонация были правильными.

Рассмотренный ответ можно оценить в 9 баллов.

Как заполнять бланки ответов

Для компьютерной обработки результатов экзамена во многих регионах страны участникам ГИА предлагается перенести ответы, полученные в результате выполнения заданий экзаменационной работы, в специальные бланки ответов: Бланк ответов № 1 и Бланк ответов № 2.

Бланк ответов № 1 предназначен для фиксирования ответов на задания по аудированию, чтению, грамматике и лексике (типа А и В).

Бланк ответов № 2 используется для выполнения задания с развернутым ответом — С1 (написание личного письма в ответ на письмо-стимул).

Образцы Бланков ответов № 1 и № 2 представлены в приложении 4.

БЛАНК ОТВЕТОВ № 1

Бланк ответов № 1 заполняется **ЧЕРНОЙ** гелевой или капиллярной ручкой. Все записи делаются заглавными печатными буквами в соответствии с образцами букв русского и английского алфавитов, данными на бланке. Как правило, на бланке также представлены образцы цифр 0–9.

Необходимость заполнять бланки в соответствии с образцами обусловлена техническими особенностями обработки ответов учащихся.

I. Сначала заполняется верхняя (регистрационная) часть бланка: указываются

- учебный предмет, по которому выполняется экзаменационная работа,— АЯ;
- дата проведения экзамена (число, месяц, год), например, 01.06.2013;
- код ОУ (общеобразовательного учреждения) и логин участника ГИА, который присваивается заранее;
- имя, отчество и фамилия участника ГИА, например, СЕРГЕЕВА ТАТЬЯНА НИКОЛАЕВНА.

Затем в специально-выделенном прямоугольнике участник ГИА ставит свою подпись, которая должна помещаться в отведенном для нее поле.

Регистрационная часть бланка

БЛАНК ОТВЕТОВ № 1

А Б В Г Д Е Е Ж З И Й К Л М Н О П Р С Т У Ф Х Ц Ч Ш Щ Ъ Ы Ь Э Ю Я 1 2 3 4 5 6 7 8 9 0 . -																																							
Предмет АЯ															Номер варианта																								
Дата 01.06.13																																							
Код ОУ 111111										Логин участника 1111114111																				Подпись участника									
Фамилия СЕРГЕЕВА																																							
Имя ТАТЬЯНА																																							
Отчество НИКОЛАЕВНА																																							

	1	2	3
A1	X		
A2		X	
A3			X
A4		X	
A5	X		
A6		X	
A7			X

	1	2	3
A8			
A9			
A10			
A11			
A12			
A13			
A14			

	1	2	3
A8			
A9			
A10			
A11			
A12			
A13			
A14			

Помните, что необходимо быть очень аккуратным при заполнении этой части ответов. Случайный штрих внутри квадрата может быть воспринят компьютером как метка.

3. В заданиях В4 — В18 (раздел „Задания по грамматике и лексике“) предполагается запись слова или словосочетания. В БЛАНКЕ ОТВЕТОВ № 1 слово (словосочетание) записывается рядом с номером задания в поле, которое состоит из ячеек. Слово (словосочетание) записывается заглавными буквами в соответствии с образцом букв английского алфавита, который дан на бланке. Каждая буква записывается в отдельную ячейку, начиная с первой, отведенной для ответа ячейки. Если в качестве ответа необходимо записать словосочетание, то слова пишутся слитно, без пробелов.

В случае, если используется стяженная форма (например, don't), апостроф записывается в отдельную ячейку.

B4 FIRST
B5 HAVEWRITTEN
B6 DOESN'TGO

Следует помнить, что в данной части бланка исправления запрещены. Нельзя исправлять записанные ответы путем их стирания, замазывания и т. д.

III. Для исправления ответов к заданиям с выбором ответов (в том числе и на нахождение соответствий) и с кратким ответом используется нижняя часть бланка — **ЗАМЕНА ОШИБОЧНЫХ ОТВЕТОВ**.

[illegible]

Исправление ошибочного ответа происходит следующим образом:

1. указывается номер задания, в котором исправляется ответ.
В части бланка ЗАМЕНА ОШИБОЧНЫХ ЗАДАНИЙ указаны буквы (А и В), а рядом с ними даны пустые ячейки для указания номера исправляемого задания. В пустую ячейку необходимо аккуратно вписать соответствующий номер задания.
2. заносится правильный ответ в ячейки справа от номера задания.
В заданиях В1 — В3 (на нахождение соответствий) заносится последовательность цифр, в заданиях А1 — А14 (с выбором ответа) ставится метка (X) в ячейке с номером выбранного ответа, в заданиях В4 — В18 (с кратким ответом) записывается слово (словосочетание) в соответствии с правилами, данными в пункте II (3).

При внесении исправлений (замене ошибочных ответов) неправильный ответ (в части бланка ОТВЕТЫ НА ЗАДАНИЯ) зачеркивать не нужно. Если ответ на одно и то же задание исправляется несколько раз, то при оценивании засчитывается последняя запись.

Замени

Номер задания	1	2	3
A 5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A 14	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Номер задания	1	2	3
A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Номер задания	1	2	3	4	5
B 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B 2	6	1	4	3	2

Номер задания	1	2	3	4	5	6	7
B 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Номер задания	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
B 9	WROTE																		
B 10	HIMSELF																		
B 14	UNCOMFORTABLE																		
B 14	UNCOMFORTABLE																		
B																			
B																			
B																			
B																			
B																			
B																			

В В14 будет засчитан этот ответ

БЛАНК ОТВЕТОВ № 2

Бланк ответов № 2 заполняется ЧЕРНОЙ гелевой или капиллярной ручкой.

- Сначала заполняется верхняя (регистрационная) часть бланка: обычно указываются
 - учебный предмет, по которому выполняется экзаменационная работа, — АЯ;
 - дата проведения экзамена (число, месяц, год), например, 01.06.2013;
 - логин участника.

Затем в специально выделенном прямоугольнике участник ГИА ставит свою подпись, которая должна помещаться в отведенном для нее поле.

- Затем указывается задание С1 и пишется личное письмо. Оно должно быть написано аккуратно и разборчиво, в случае необходимости участник ГИА может использовать обе стороны бланка.

Нельзя выходить за границы поля, отведенного для записи ответа.

В отличие от БЛАНКА ОТВЕТОВ № 1 все исправления в личном письме производятся непосредственно на БЛАНКЕ ОТВЕТОВ № 2.

TEST 1

РАЗДЕЛ 1. Задания по аудированию

B1

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. Занесите свои ответы в таблицу.

1. In a café
2. In the classroom
3. At the airport
4. In the theatre
5. In a shop

Диалог	A	B	C	D
Место действия				

B2

Вы услышите пять 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. Занесите свои ответы в таблицу.

1. The speaker describes the advantages of public transport.
2. The speaker believes that people should use personal cars less.
3. The speaker explains why a personal car is a necessity for him / her.
4. The speaker believes there should be only one personal car per family.
5. The speaker explains why he / she does very well without a personal car.
6. The speaker says that cars have made him / her change his / her lifestyle.

Говорящий	A	B	C	D	E
Утверждение					

Вы услышите беседу школьного доктора и пациентки. В заданиях **A1 — A6** обведите цифру **1, 2** или **3**, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

A1

Jennifer first started to feel the symptoms of her illness

- 1) before leaving for school.
- 2) in her morning class.
- 3) after her PE class.

* После выполнения заданий теста заполните бланки ответов № 1 и № 2 в приложении 4.

A2 The doctor says that Jennifer's blood pressure is

- 1) too low.
- 2) normal.
- 3) too high.

A3 Jennifer did without breakfast because

- 1) she was going to be late for school.
- 2) she was feeling unwell.
- 3) she never eats breakfast.

A4 Jennifer's diet is

- 1) healthy.
- 2) low-calorie.
- 3) protein rich.

A5 The doctor insists that they should test Jennifer's

- 1) heart.
- 2) stomach.
- 3) kidney.

A6 The doctor suggests that

- 1) Jennifer makes an appointment herself.
- 2) he makes an appointment for Jennifer.
- 3) Jennifer calls him the next day.

РАЗДЕЛ 2. Задания по чтению

B3

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

1. How flashmobs are prepared
2. What the performers did
3. Who can join the movement
4. Where the action took place and who took part in it
5. Why flashmob events are arranged
6. What people's attitude is
7. What a flashmob is
8. What the word means

Flashmob

- A. It was a nice spring day. The city centre looked busy: cars sped by and people hurried across the square in front of an impressive bank building. There were business people, couriers, tourists and lots of clerks. There were probably too many clerks. And they kept coming from the adjoining streets and side streets. They were young and seemed

strikingly similar — all of them were wearing black trousers and white shirts with a little daisy pinned to their black ties.

- B. All of a sudden the people in office uniform stood still, facing the bank. They paid no attention to other passersby bumping into them. Something weird was going on but nobody could say what exactly was wrong. And... the clerks started to dance. They danced to the music nobody could hear — that looked odd but captivating. The strange performance lasted for only a minute, after which all the black-and-white clerks rearranged their ties and instantly dispersed. The square was spotted with daisies.
- C. The new phenomenon when lots of people get together in a public place and perform some action is called a flashmob. The participants may dance or perform mock fighting or put up similar umbrellas on a bright cloudless day and pretend they are hiding from the rain or something else. The performance is very brief — it lasts only one or two minutes. Then the flash mobbers disperse, as if nothing has been happening, leaving the passersby surprised and puzzled.
- D. To surprise and puzzle is probable the main aim of the flash mobbers. It's difficult to find another motivation for their actions which often seem pointless and strange. Unlike demonstrators or protestors, flash mobbers do not demand anything. They don't get violent and they don't normally have any problems with the police, though the latter don't approve of flash mobbers as, in their opinion, crowds are potentially dangerous whatever their intentions are.
- E. Like the phenomenon itself the word *flashmob* is very young but it has already been included in all contemporary dictionaries. It is formed with two words: *flash*, which means a bright light that shines for a short time and then stops shining, and *mob* — a crowd of people. The two words joined together connote the brisk and striking character of the action performed by those who at first looked like a simple crowd of people.
- F. It's difficult, however, to call them a simple crowd — flash mobbers are well-organized. The information about the coming flashmob spreads via the internet and mobiles — modern technology like blogs and social nets makes instant information exchange very easy. The place and the time of the coming flash mob event are usually kept secret till the very last moment. The participants are informed by text messages where they should head to and it's amazing how quickly they get together.
- G. Most people who have witnessed a flashmob say that they felt surprised and puzzled, but when the brief event was over, they started feeling more cheerful and relaxed than before the action. One of probable reasons is that people always welcome some unexpected event that makes their life less monotonous and ordinary. It's important that flash mobbers sustain their positive image and never allow any violent behaviour to spoil it.

Тексты	A	B	C	D	E	F	G
Заголовки							

Прочитайте текст. Определите, какие из приведенных ниже утверждений A7 — A14 соответствуют содержанию текста (1 — **True**), какие — не соответствуют (2 — **False**) и о чем в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — **Not stated**). Обведите номер выбранного вами варианта ответа.

My name's Marta and I'm from Poland. I'm an accountant by profession and I worked for a large chemical plant for more than fifteen years. The job seemed to be stable and I was quite happy with my salary there. It wasn't a lot but it was enough for a comfortable life. However, when the economic crisis broke, the plant went bankrupt and hundreds of employees, myself included, found themselves unemployed.

It was shocking news for me as we had two children to support. My husband's business was affected by the crisis too, so we needed to come up with something very urgently. I had lots of free time but it didn't make me happy at all. I sent CVs to different companies but no answers came — who needs an accountant when the economy is in ruins and the financial sector is a complete disaster?

To escape the stressful situation I turned to my old hobby — photography. I was pretty good at it when I was at university, but I'd completely given up after graduation. At the difficult time of the crisis, taking photos became my relaxation therapy — my camera helped me notice things most people don't see and don't pay attention to. I took close-ups of the grass growing through the sand, the old cracked wooden bench covered with vine leaves or a stray dog sleeping on the pavement. Life around me was amazing — there was no reason for depression!

I wanted to share my new vision of life with other people and arranged a little photo exhibition for our community and friends. People came, looked at the pictures and left in a peaceful and relaxed mood. Sometimes they wanted to buy some of the photos to brighten up their home or office. I gave the photos away for free as I didn't want to charge my friends and neighbours. Their interest, however, gave me the idea of how my hobby could help me earn money.

I enrolled on a Photo Art Course, completed it and prepared a business plan for my own photo studio. Last week my plan was approved by the local business committee and I received an interest-free loan to buy all the necessary equipment for my business — I've already bought a new camera and rented a studio. It's all very exciting as it's going to be a new page in my life. I really hope it's a happy one.

A7 Marta has a lot of experience as an accountant.

- 1) True 2) False 3) Not stated

A8 Marta lost her job because of the economic crisis.

- 1) True 2) False 3) Not stated

A9 Marta's husband works in the financial sector.

- 1) True 2) False 3) Not stated

A10 Marta tried to continue her career of an accountant.

- 1) True 2) False 3) Not stated

- A11** Marta is a complete beginner in photography.
1) True 2) False 3) Not stated
- A12** Marta's photos of people are less successful than landscapes.
1) True 2) False 3) Not stated
- A13** Marta arranged her first exhibition to earn money.
1) True 2) False 3) Not stated
- A14** Marta is going to become a professional photographer.
1) True 2) False 3) Not stated

РАЗДЕЛ 3. Задания по грамматике и лексике

Прочитайте приведенный 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 | The plane safely took off and Anna breathed a sigh of relief. She _____ flying. | NOT LIKE |
| B5 | She knew that, according to statistics, it was the _____ way of travelling, but it didn't make her feel any better. | SAFE |
| B6 | Statistics were impersonal but when she imagined <i>her</i> plane flying over the ocean, she _____ dizzy. | FEEL |
| B7 | The guy sitting next to _____ was, on the contrary, happy and relaxed. | SHE |
| B8 | He was listening to his CD player. His eyes _____ but when Anna tried to reach for her bag on the luggage deck, he immediately stood up to help her. | CLOSE |
| B9 | "Thanks, I can do it _____," Anna said and her voice shook. "Are you OK, miss?" the guy asked. "You look pale. Are you afraid of flying?" Anna nodded. | I |
| B10 | "Take this. It _____ you good," the guy handed her a package of candies. "I always have candies when I fly." | DO |
| B11 | It reminded Anna her first flight. She and her granny _____ to New York for Christmas. The six-year-old Anna was cheerful and excited. She had a large box of candies on her lap and was afraid of nothing. | FLY |
| B12 | "I wish I _____ feel the same now," Anna sighed and took a handful of the candies. The guy looked at her in surprise. | CAN |

Прочитайте приведенный 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	It was getting dark and Ken turned on the light. On Sunday night the house was _____ quiet.	USUALLY
B14	No noises from the kitchen, no little brothers screaming, no music or sounds of the TV; the house seemed _____.	DESERT
B15	His parents and the twins had left for the country but Ken refused to go with them. His dad liked fishing, his mum was a keen _____	GARDEN
B16	but to Ken life in the country seemed _____ so he stayed at home. He thought that it would be fun, but it wasn't.	BORE
B17	Ken spent the whole Saturday playing his computer. Now he was _____ sitting in the armchair and listening to the sounds from outside.	QUIET
B18	He hoped to hear the car engine which would mean his family were home at last. _____ was not a nice feeling and Ken was determined not to experience it again.	LONELY

РАЗДЕЛ 4. Задание по письму

C1

При выполнении задания C1 обратите внимание на необходимость соблюдения заданного объема письма. Письма недостаточного объема, а также часть текста письма, превышающая требуемый объем, — не оцениваются.

You have 30 minutes to do this task.

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

...I feel very angry and upset as we've just lost the baseball game 4:1. Though we lost, my dad said that it was a great game anyway. He likes baseball, just like me. This sport is really popular in my country — children and adults love it!

...And what sports and games are popular in your country? Do you prefer watching sports on TV or at the stadium? Who's your favourite sports celebrity and why?...

Write him a letter and answer his 3 questions.

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

РАЗДЕЛ 5. Задания по говорению

C2**STUDENT CARD****Task 1**

Give a talk about clothes and fashion.

Remember to say:

- why people buy expensive clothes
- what style of clothes you and your friends prefer
- whether you approve of the idea of school uniform or not and why

You have to talk for **1.5–2 minutes**. The examiner will listen until you have finished. Then she / he will ask you some questions.

C3**STUDENT CARD****Task 2 (2–3 minutes)**

You play the part of a student in an international school in Canada. You need to make a PowerPoint presentation about a British tourist attraction / place of interest. You can't use your computer at the moment as it has a virus. You come to your classmate Chris / Christine to borrow his / her computer till tomorrow.

- Explain what you need and why.
- Tell your classmate about the attraction you are going to make your presentation about. Give as much information as possible.
- Answer your classmate's questions.
- Do not accept any invitations for the day as you have no time — your presentation needs to be ready by tomorrow morning.

You begin the conversation. The examiner will play the part of your classmate.

Remember to:

- explain what you need
- answer the questions
- express agreement / disagreement
- be polite

TEST 2

РАЗДЕЛ 1. Задания по аудированию

B1

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. Занесите свои ответы в таблицу.

1. In the library
2. In a classroom
3. At the hotel
4. In a shopping centre
5. At the airport

Диалог	A	B	C	D
Место действия				

B2

Вы услышите пять 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. Занесите свои ответы в таблицу.

1. The speaker describes his / her dream job.
2. The speaker explains what jobs are most popular with students.
3. The speaker talks about difficulties in making a career choice.
4. The speaker talks about his / her personal work experience.
5. The speaker believes that teenagers should earn their pocket money themselves.
6. The speaker explains how to find a job for summer.

Говорящий	A	B	C	D	E
Утверждение					

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

A1

Zach didn't sleep at night because he

- 1) felt unwell.
- 2) wrote a project paper.
- 3) played a computer game.

A2

Sally says that

- 1) she walks to school.
- 2) she gets to school by bus.
- 3) her mother drives her to school.

A3

According to Sally, her mother

- 1) works for a financial company.
- 2) works as a university teacher.
- 3) stays at home.

A4

Sally says that the most difficult subject for her is

- 1) Maths.
- 2) French.
- 3) History.

A5

Sally plays

- 1) the guitar.
- 2) the drums.
- 3) the piano.

A6

As for music styles, Sally prefers

- 1) jazz.
- 2) rock.
- 3) pop.

РАЗДЕЛ 2. Задания по чтению

B3

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

1. My accommodation in Rome
2. New friends
3. Getting the job
4. The working day
5. Plans for next summer
6. Language experience
7. The top tourist attraction
8. General impressions of the country

- A. I've just returned from Italy, and it was the most beautiful working holiday anyone could dream of. Yes, I saw the Colosseum with my own eyes! It was built in the first century AD — the amphitheatre could house as many as 50,000 people. It's difficult to imagine the gladiators fighting there and the public watching the cruel show. There were also fights with lions. Fortunately, there are no lions in the Colosseum now — only cats. And there are a lot of them!
- B. The Colosseum was the first thing I wanted to see in Rome, but not the only one that impressed me. I used my camera a lot — Italy is a country with a great cultural

heritage. Apart from the views, Italy is a country of delicious food — I've never eaten such gorgeous pizzas! I'd have certainly put on some weight if I hadn't had to walk such a lot — we were saving on transport because Italy is an expensive country.

- C. It took us thirty-five minutes every morning to get from the hostel where we were staying to the pizzeria we were working. Our room was very small, it had a poor view, just the house opposite, but that wasn't a problem — we didn't spend much time there anyway. We had only the basics in our room — two beds, hangers for clothes, a little table and one chair. There was a laundry downstairs and a shared kitchen to prepare meals.
- D. As for the kitchen, we didn't use it much — we ate at work! Our working day started at 9 am and lasted till 9 pm. We had a long siesta (a break between two and five in the afternoon) which we used for sightseeing in spite of the heat. And in the evening there were usually lots of customers and we had to be quick and attentive so as not to confuse their orders. We felt absolutely exhausted when we came home.
- E. Anyway we felt privileged to have got the job. It was Anna, my best friend, who suggested working holidays in Italy. She found the vacancies and sent our CVs to the manager. At first I didn't know what to say as I wasn't sure I wanted to work in summer. But on the other hand, the idea of earning my own money and seeing Italy was very attractive.
- F. I'm glad I agreed to Anna's suggestion — we enjoyed living in a new country and meeting new people. Italians are very sociable and easy-going. Our fellow workers showed us lots of interesting places and it was fun to explore the country together. Anna and I really hope that they'll come to Britain one day and we'll be able to show them our country too. We are going to keep in touch.
- G. We didn't know Italian when we went there. Some people in the pizzeria spoke English and they helped us a lot. Two weeks later we were able to understand what the customers were asking us about and we spoke basic Italian to them. Italian is beautiful — I like how it sounds and it's not at all difficult. We plan to go on learning it in case we want to work in the pizzeria again.

Тексты	A	B	C	D	E	F	G
Заголовки							

Прочитайте текст. Определите, какие из приведенных ниже утверждений **A7 — A14** соответствуют содержанию текста (**1 — True**), какие — не соответствуют (**2 — False**) и о чем в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (**3 — Not stated**). Обведите номер выбранного вами варианта ответа.

The Dolphins Team

The Dolphins is a relatively new beach service that has been in operation for three years so far, and we are growing fast. The tourist business in the region is booming. More and more people are coming to the Southern Beach every year and our services are in great demand.

We provide a variety of services to the beachgoers. We lend them beach equipment like parasols and beach chairs, we arrange boat tours, snorkelling and diving expeditions. However, first, and foremost, *The Dolphins* help swimmers who are in danger. We've got a highly professional rescue team. Last year we were awarded first prize in the national lifeguard competition in which the best teams of the country took part. Being a lifeguard is a job, not entertainment as some people may think. Anyone who wants to join us has to remember that the duty of a lifeguard is not only to be on watch and save careless holiday-makers but to prevent any dangerous situation for them.

Not only excellent physical condition but strong personal skills are necessary as beachgoers are not always very cooperative. Everyone knows that lifeguards fly flags of different colours: the green one indicates that the sea is calm and there's no danger for swimmers; the yellow flag means that the weather conditions are not very good — swimmers should be very careful and not go too deep. The red flag indicates that the situation is potentially dangerous and swimming is prohibited. It doesn't necessarily mean a storm, it could be a strong current, water pollution, the danger of marine animals attacking or something else. Unfortunately, some people ignore it and go into the water anyway. The beach patrol are not the police — we can't arrest people for disobedience. All we can do is educate people and get them to behave in a civilized way.

This is actually the main reason why we decided to set up our Summer Lifeguard School — we want to make the beach a safer and more civilized place. The school is for children from ten to seventeen who want to spend summer on the beach and learn some lifeguard skills. Anyone who meets the age requirement is admitted. Our instructors will teach them the basic skills of water safety and basic emergency procedures, the language of semaphore (that is how to use flags to transmit a message), how to avoid sunstroke and how to swim in the waves of the sea. Our open-air classes will be useful to everyone. Reckless divers and swimmers will understand that no one, no matter how sporty they are, can be absolutely free of risk in the sea. Those who are afraid to step into the water will learn to control their fear and will learn to swim (under the very close supervision of our instructors).

On completing the summer course, the children will be awarded our Summer Lifeguard School Certificate and we hope some of them will join *The Dolphins* in the future. To do so, they will have to wait until they turn 18 and gain the Professional Lifeguard Certificate.

A7 The Southern Beach offers tourists lots of different services.

- 1) True 2) False 3) Not stated

A8 *The Dolphins'* main responsibility is to save drowning swimmers.

- 1) True 2) False 3) Not stated

A9 *The Dolphins* rescue team is the only professional team in the country.

- 1) True 2) False 3) Not stated

A10 Due to the weather conditions *The Dolphins* have to fly a red flag very often.

- 1) True 2) False 3) Not stated

A11 *The Dolphins* perform the function of the police patrol on the beach.

- 1) True 2) False 3) Not stated

- A12** Children who are afraid of swimming can join Summer Lifeguard School, too.
1) True 2) False 3) Not stated
- A13** On completing the course, the children take an end-of-course exam.
1) True 2) False 3) Not stated
- A14** Children who complete the Summer Lifeguard School can work as lifeguards.
1) True 2) False 3) Not stated

РАЗДЕЛ 3. Задания по грамматике и лексике

Прочитайте приведенный 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 | Time was running out. The game was exciting and dynamic but the score was still 0-0. Jim couldn't take his eyes off the TV and _____ when his father came into the room. | NOT HEAR |
| B5 | "Who _____?" he asked. | PLAY |
| B6 | "The Spanish Club and the Portuguese," Jim _____ that his dad was not a fan and didn't go into details. | KNOW |
| B7 | "Who are you supporting?"
"The Spanish. If the team _____ to win this game, it'll get to the final."
"They will. The final score will be 2-1 to the Spanish Club." | MANAGE |
| B8 | Jim turned to his dad: "How do you know?"
"It's not me. A colleague of _____ has predicted the results of ten matches." | I |
| B9 | No mistake yet. Today's the _____ game." | TEN |
| B10 | Jim looked at his father again. "Sounds a bit crazy. But if I were able to predict the results of the game..."
"If you were able to predict it, it _____ interesting to watch football at all." | NOT BE |
| B11 | Are you hungry by the way? I _____ some pizza. Will you join me?" | ORDER |
| B12 | "Yes, sure," Jim turned to his father. "But I still _____ understand..."
And at that very moment the Spanish forward scored the first goal. | NOT CAN |

Прочитайте приведенный 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	Lana switched off the TV. So many channels and nothing interesting on! There were several talk shows on _____ channels but she liked none of them.	DIFFER
B14	The talk on _____ problems was boring,	ENVIRONMENT
B15	and she wasn't in the mood to listen to a _____ talking about the government's social programme.	POLITICS
B16	She didn't like the film on the next channel either. The plot seemed to be weak and confusing and even the _____ actors were not able to save it.	FAME
B17	The women's figure skating _____ held Lana's attention for a few minutes.	CHAMPION
B18	However, it didn't last long — she wasn't a fan and it made her feel _____ too. She was glad to hear the phone ringing and hurried to answer it.	BORE

РАЗДЕЛ 4. Задание по письму

C1

При выполнении задания **C1** обратите внимание на необходимость соблюдения заданного объема письма. Письма недостаточного объема, а также часть текста письма, превышающая требуемый объем, — не оцениваются.

You have 30 minutes to do this task.

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

...Last Friday was a busy day. We had classes till 3 pm and then we went to the museum. I always thought that museums were boring and I didn't feel excited about the excursion at all. To my surprise, I enjoyed it very much!...

...Do you think that visiting museums and exhibitions is boring or not, why?... When was the last time you were in a museum? ...What kind of museum / exhibition would you like to visit, why?

Write her a letter and answer her 3 questions.

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

РАЗДЕЛ 5. Задания по говорению

C2**STUDENT CARD****Task 1**

Give a talk about environmental problems.

Remember to say:

- why people worry about environmental problems a lot nowadays
- what the most important environmental problems in your hometown are
- how you and your friends can care for the environment

You have to talk for **1.5–2 minutes**. The examiner will listen until you have finished. Then she / he will ask you some questions.

C3**STUDENT CARD****Task 2 (2–3 minutes)**

You play the part of a student in an international language school. In the school corridor you see Nicolas / Nicole, a student from another group. You are writing an end-of-course test tomorrow at 9 am. You aren't very worried about it as you think you are well prepared.

- Find out if he / she has already taken the test.
- Explain to your schoolmate about how you feel about oral and written exams.
- Answer your schoolmate's question about school subjects.
- Do not accept any invitations for the evening as you think you need a good sleep before the exam.

You begin the conversation. The examiner will play the part of your classmate.

Remember to:

- ask for information
- answer the questions
- accept / reject the invitation
- be polite

TEST 3

РАЗДЕЛ 1. Задания по аудированию

B1

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. Занесите свои ответы в таблицу.

1. In an art class
2. In a theatre
3. In a shop
4. At customs
5. In the museum

Диалог	A	B	C	D
Место действия				

B2

Вы услышите пять 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. Занесите свои ответы в таблицу.

1. The speaker thinks that advertising makes people buy useless things.
2. The speaker talks about the advantages of buying presents online.
3. The speaker explains what presents are most popular with young people.
4. The speaker describes his / her favourite birthday present.
5. The speaker thinks that no present is better than a useless present.
6. The speaker explains where he / she usually buys presents.

Говорящий	A	B	C	D	E
Утверждение					

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

A1

According to Liz's words, she

- 1) has never been to the seaside.
- 2) was to the seaside last year.
- 3) goes to the seaside every summer.

- A2** Liz is going to travel by
- 1) train.
 - 2) plane.
 - 3) car.
- A3** Liz says that her grandmother
- 1) often forgets things.
 - 2) knows lots of stories.
 - 3) worries about the trip.
- A4** Liz is worried because
- 1) she's afraid of flying.
 - 2) all the hotels are full.
 - 3) nobody will remain at home.
- A5** Liz can't leave her cat with Jason because
- 1) Jason is allergic to cats.
 - 2) Jason's mother is against pets.
 - 3) Jason has a large dog.
- A6** Jason suggests leaving the cat
- 1) in an animal hotel.
 - 2) in a vet clinic.
 - 3) with his aunt.

РАЗДЕЛ 2. Задания по чтению

B3

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

1. The parents' decision
 2. The students' room
 3. The new school
 4. Old friends
 5. Ambitious plans
 6. Location of the school
 7. Famous graduates
 8. A new learning experience
- A. Her parents left and Joanna looked around her new place. It was a large room with five beds — and she was sitting on one of them. There were also writing desks, chairs, bedside units and hangers for clothes. Joanna's classmates-to-be were in the classroom — their beds were carefully made, their clothes and personal belongings — in perfect

order. From the large windows was a view of a high, brick wall that surrounded the boarding school grounds.

- B. The poor view was a disappointment — Joanna remembered that the way to the school had been very picturesque. They had driven over green hills and past several country houses before pulling up in front of the old monastery right on the bank of a narrow but fast-flowing river. The approach to the school was lined with tall maple trees. The monastery had been built two or three centuries ago but there were no monks there any more — the old building now housed a prestigious boarding school.
- C. During the whole trip Joanna hadn't exchanged a word with her parents. She didn't like the idea of learning at a boarding school but her father said there was no other way. He was quite a prominent statesman. Recently he had been offered a post in another city and couldn't reject it for political reasons. Joanna couldn't go with them as, firstly, there was no appropriate school there and, secondly, he would have to concentrate on the new job. Joanna's mother supported him as she always did.
- D. Joanna's mother was obsessed with her education. That's why the famous boarding school that offered all kinds of opportunities seemed an ideal option to her. When Joanna had visited the website, she had been impressed, too. The school had a genetic laboratory and an observatory. The computer equipment was state of the art. The teachers were scientists who published their research in serious scientific journals. It was amazing that all that was hidden behind the walls of a medieval monastery!
- E. Joanna started to unpack her suitcase — jeans, socks, a warm jumper. Then she pulled out a photo. It had been taken in her former school before the Christmas show. Her friends, Linda and Emma, were there setting up the microphones on the stage, Neil was busy with his laptop — he was in charge of the Slide Show performance. Joanna sighed — she wasn't going to see any of them before the summer.
- F. Joanna left her suitcase and went up to the window. The situation was probably not as bad as it had seemed at first glance. The school could give her career a good start. She'd always dreamt about a career in bio-technology. Joanna believed that human society was about to make some absolutely fantastic discoveries and wanted to participate in the exciting process. A solid education was essential for her, and the school seemed to be the right place to get it.
- G. She remembered the photos in the school corridor — people in research laboratories, at scientific conferences and even at the Nobel Prize Award Ceremony. At first Joanna thought that it was all about the teachers, but then she realized that those were the former students of the school. There was another surprise — along with scholars, there were photos of a famous film producer and even a Hollywood celebrity. The education the school provided seemed to fit any industry.

Тексты	A	B	C	D	E	F	G
Заголовки							

Прочитайте текст. Определите, какие из приведенных ниже утверждений **A7 — A14** соответствуют содержанию текста (**1 — True**), какие — не соответствуют (**2 — False**) и о чем в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (**3 — Not stated**). Обведите номер выбранного вами варианта ответа.

New Branch in Tourism

Today, people travel much more than they used to. Due to contemporary transportation means, globalization and integration, the most distant places have become easily accessible. Lots of people enjoy spending holidays abroad and often go to exotic countries like Bali, the Philippines, Kenya or New Zealand. Tourist agencies offer a wide range of tourist options ranging from lazy beach holidays to safari or diving tours. There are offers to meet the requirements of the most sophisticated clients, and skilful tourist managers can design individual tours according to tourists' personal desires.

It seems that any destination is possible if only the tourist can afford the cost. Surprisingly enough, but in spite of growing possibilities more and more tourists reject the idea of an exotic holiday and choose to explore their own country. It's a good tendency I think, as if people don't know their own country, they will never be able to appreciate other countries' natural wonders and cultural treasures.

My dad has been working in the tourist business for many years and he detected the homeland-focused tendency years ago. Having it in mind, he started a little family business — a small animal farm in the countryside. That was a risky thing to do — he had inherited an old farmhouse and a large plot of land from a distant relative but he had never been in farming and didn't know how to run the business. However, he knew the tourism business from the inside out, and he decided to combine them both.

He sold most of the animals and kept only a few cows, sheep, goats and nanny goats. Then he bought several horses, ponies and donkeys to add them to the herd. To make the farm's population diverse, dad brought a couple of camels, several fallow deer and some roe deer. We certainly didn't get any income selling milk or meat, but surprisingly many city people came to spend weekends in our farmhouse. They brought children with them — the children were happy to see a real cow or a goat, they were delighted to feed the animals and to have a horse ride or a trip in a cart pulled by donkeys or deer!

Dad and the rest of the family got deeply involved in the business that started as a hobby. Our animal farm has turned into a real tourist attraction and we have had to hire several people to mind the animals, to run the inn and to entertain the guests. Actually, as we are getting more and more skilled in farming we are considering the possibility of buying some more land and are planning to expand our business so that we can produce dairy products, too. Frankly speaking, I never saw myself as a farmer, but unexpected things happen.

A7 The author thinks that the tourist business is very flexible nowadays.

- 1) True 2) False 3) Not stated

A8 The author says that he prefers holidays at home to going to other countries.

- 1) True 2) False 3) Not stated

A9 The author approves of people who explore their own country.

- 1) True 2) False 3) Not stated

- A10** The author's father bought a plot of land to start a farm.
1) True 2) False 3) Not stated
- A11** The exotic animals quickly adapted to life on the farm.
1) True 2) False 3) Not stated
- A12** The author's family makes good money selling milk and meat products.
1) True 2) False 3) Not stated
- A13** Only family members are allowed work on the animal farm.
1) True 2) False 3) Not stated
- A14** The author says that the family wants to extend their business.
1) True 2) False 3) Not stated

РАЗДЕЛ 3. Задания по грамматике и лексике

Прочитайте приведенный 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 Jacob opened his eyes, it was late morning. He closed _____ again as there was no point in getting up. | THEY |
| B5 | It was the _____ day of holidays but it was no fun — all his friends were out of the city | ONE |
| B6 | and Jacob knew that his parents _____ home from work late. | COME |
| B7 | Suddenly he _____ a noise from the kitchen. Thieves? Jacob felt scared. Someone was there. Then he smelled pies cooking. Thieves do not cook pies and he immediately knew who it was. | HEAR |
| B8 | "Gran! I'm so glad you _____!" Jacob rushed to the kitchen and hugged the smiling little lady. | COME |
| B9 | "Easy, easy, or I'll drop the saucepan. I _____ your favourite pie with vanilla sauce. | MAKE |
| B10 | Where do you keep cinnamon by the way? <i>Cinnamon</i> _____ here, but there isn't any," the woman handed him a little spice jar. | WRITE |
| B11 | "I don't know, Gran, honestly! But the cinnamon _____. It's great that you are here. I've got a lot to tell you." | NOT
MATTER |
| B12 | The woman smiled. "OK, you get dressed and when you are ready, we _____. Hurry up!" | CHAT |

Прочитайте приведенный 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 | Jenny was looking out the window. The day was _____ and she didn't feel like going out. | RAIN |
| B14 | "Just my luck," Jenny thought. "Why am I always so _____?" | LUCKY |
| B15 | I planned this holiday well beforehand and I thought it would be _____ but everything has gone wrong again." | FANTASY |
| B16 | A year before her holiday in the _____ resort had been spoilt because of a traffic accident. | TURKEY |
| B17 | On the second day after her _____ she had gone on an excursion to a nearby town. | ARRIVE |
| B18 | The bus driver had been very _____ and they had crashed into a tree. Jenny had had to spend a few days in hospital. On any holiday she seemed to have nothing but bad luck. | CARE |

РАЗДЕЛ 4. Задание по письму

C1

При выполнении задания **C1** обратите внимание на необходимость соблюдения заданного объема письма. Письма недостаточного объема, а также часть текста письма, превышающая требуемый объем, — не оцениваются.

You have 30 minutes to do this task.

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

...It's been a hard day and I really feel exhausted but very proud of myself too! I took part in our school concert today! No, I haven't become a star, but I made myself speak on stage, which is a great achievement for me. The problem is that I'm very shy and I'm always afraid of looking silly or saying something silly...

...How do you feel about participating in school concerts or sports competitions? What events have you taken part in? What character trait would you like to change?

Write him a letter and answer his 3 questions.

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

РАЗДЕЛ 5. Задания по говорению

C2

STUDENT CARD

Task 1

Give a talk about the Internet.

Remember to say:

- how Internet technologies can be used in education
- what purposes you and your friends use the Internet for
- whether the Internet can do harm, why

You have to talk for **1.5–2 minutes**. The examiner will listen until you have finished. Then she / he will ask you some questions.

C3

STUDENT CARD

Task 2 (2–3 minutes)

You play the part of an exchange student in Britain. You have a free afternoon and you've seen the advertisement for an exhibition in an art gallery nearby. You see your classmate Andy / Angela.

- Suggest going to the exhibition together.
- Explain to your classmate about your hobby and why you find it interesting.
- Answer your classmate's question about keeping fit.
- Feel free to accept or reject any invitations for the weekend; if rejecting, invent some excuse.

You begin the conversation. The examiner will play the part of your classmate.

Remember to:

- make suggestions
- answer the questions
- accept / reject invitations
- be polite

TEST 4

РАЗДЕЛ 1. Задания по аудированию

B1

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.

1. At an animal farm
2. In a restaurant
3. In a classroom
4. At home
5. In a hospital

Диалог	A	B	C	D
Место действия				

B2

Вы услышите пять высказываний. Установите соответствие между высказываниями каждого говорящего А — Е 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. Занесите свои ответы в таблицу.

1. The speaker explains how tourists may harm the ocean.
2. The speaker explains how to stop the pollution of the ocean.
3. The speaker describes the advantages of a beach holiday.
4. The speaker talks about problems in the fishing industry.
5. The speaker describes the diversity of sea life.
6. The speaker talks about the potential dangers of the ocean.

Говорящий	A	B	C	D	E
Утверждение					

Вы услышите разговор пассажира и водителя такси. В заданиях A1 — A6 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

A1

The passenger in the taxi is

- 1) Australian.
- 2) European.
- 3) American.

A2

The taxi passenger

- 1) drives her personal car regularly.
- 2) has never had a driving license.
- 3) prefers public transport for now.

A3

According to her words, the taxi passenger is

- 1) an architect.
- 2) a manager.
- 3) a photographer.

A4

The taxi passenger says that she is

- 1) happy with her current job.
- 2) unhappy with her current job.
- 3) looking for a job at the moment.

A5

The taxi passenger is travelling

- 1) on business.
- 2) to visit the family.
- 3) just for pleasure.

A6

The taxi passenger is going to buy souvenirs

- 1) in the airport.
- 2) in a local shop.
- 3) in a supermarket.

РАЗДЕЛ 2. Задания по чтению

B3

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

- | | |
|--|--------------------------------|
| 1. The career decision | 5. His favourite dishes |
| 2. Rapid progress and a brilliant career | 6. Innovations in management |
| 3. A hard start | 7. A man of many talents |
| 4. The special guest | 8. Masterpieces in the kitchen |
- A. An old man entered the restaurant. He looked very much like other people dining there — an elegant suit and noble manners. He could have been a banker or a businessman or even a senator. However, a brief whisper among the waiters indicated that this guest was even more special than the others. It was a great honour to have the grey-haired visitor who was called the king of chefs and the chef of kings.
- B. The man was Auguste Escoffier. He spent his early years in a small village not far from Nice, went to school and dreamt about becoming a sculptor — he was very good at painting and making wooden and iron figures. However, his father thought that it wouldn't earn his son a living and at the age of thirteen Auguste was told that he would

become a cook. The boy left home to take up an apprenticeship with his uncle, who owned a restaurant in Nice.

- C. Auguste didn't mind his father's decision very much — he liked helping his grandmother in the kitchen. However, the restaurant kitchen was very different from his grandmother's. It was a small room, unbearably hot and stuffy. Lots of dishes were being fried, boiled or stewed at the same time. The people were sweating and swearing and the standards of hygiene were very low, if there were any at all. The cooks were rude to their assistants and punished them for any mistakes.
- D. Escoffier, however, didn't give up and he was quickly rewarded for his hard work. At the age of nineteen he was offered a job in a highly reputable Parisian restaurant. At the time of Franko-Prussian War Escoffier served in the army as a Chef and managed to prepare delicious dishes from very basic ingredients. When Escoffier returned to civil life, he became really famous and worked in the most fashionable restaurants of Paris, London and Monte Carlo.
- E. Escoffier was in the culinary profession for more than sixty years. He wrote several culinary books that are still popular with chefs. In the books one can find detailed instructions on how to make a piece of art in the kitchen. He created lots of new salads, meat and fish dishes, sauces and desserts. One of Escoffier's most famous desserts is probably Peach Melba, a dish that he created specially for the opera singer Nellie Melba, who dined in his restaurant.
- F. Escoffier made French Cuisine famous worldwide. Apart from creating new dishes he changed cooking techniques, the order of serving dishes and kitchen organization. Escoffier introduced the brigade system — each member was responsible for particular operations and the chef supervised the whole process. Escoffier's kitchens were spotlessly clean, his staff were efficient and polite, swearing and drinking was absolutely prohibited. He turned cooking into art.
- G. As with any outstanding person, Auguste Escoffier was gifted in many other ways. The famous Sarah Bernhardt liked his paintings and reproached him for burying the talent of an artist. Cesar Ritz, the founder of the Hotel Ritz in Paris and London, highly valued Escoffier as a businessman. They had worked together in Baden-Baden, Paris, London and Monte Carlo.

Тексты	A	B	C	D	E	F	G
Заголовки							

Прочитайте текст. Определите, какие из приведенных ниже утверждений A7 — A14 соответствуют содержанию текста (1 — **True**), какие — не соответствуют (2 — **False**) и о чем в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — **Not stated**). Обведите номер выбранного вами варианта ответа.

The Toy House

The history of the Wooden Toy Museum begins with the trade fair that took place in our town more than three hundred years ago. It was an important event — peasants, craftsmen, and merchants came here to sell and buy goods and to make arrangements for further

cooperation. There was timber and iron, grain and flour, meat and honey, cows, hens and ducks for sale and barter. As the town was famous for its toy making tradition the local craftsmen took advantage of the event too and demonstrated their crafts to visitors from neighbouring towns and villages. Hundreds of carved wooden dolls, birds, animals, clowns and other toys were displayed on large stalls. Some of them were painted and some were not but they looked attractive either way.

A rich merchant happened to visit the fair. He was accompanied by his family. To keep the children occupied while the father was busy on business, he let them go to see the toys and promised to buy one toy for each of the four children. It was a hard choice for the children to make — there were plenty of toys. How could they find the best one? The youngest daughter, who was only four, didn't hesitate. She was determined to get the wonderful dolls' house she saw on one of the stalls. It was a real wonder — the door and the windows were decorated with wooden fretwork, the house had a porch and a chimney, and there was furniture inside! The little girl couldn't take her eyes off it and desperately looked forward to the moment when her father finished his business and bought it for her. The business however kept the man busy till very late at night and when he came, the children had been put to bed. They were promised that their father would buy the toys the next morning but he never did.

The weather turned windy that night. The dry wind picked up the sparks from the cooking fires and in seconds the whole fair was on fire. Everyone rushed to rescue their goods, but the wooden toys had no chance of surviving.

When the little daughter of the merchant found out that the fantastic doll house had been burnt, she kept very quiet and was unhappy for several days. It felt to her as if a real house had been destroyed. The merchant loved his daughter very much and to console her he promised to make a real house exactly like the lost one. The house would be full of different toys which the local craftsmen would exhibit there not only during the fair but all year round.

And such a house was built. It's certainly not the building that houses the toy collections now — the original construction was destroyed long ago and several new versions have been constructed at the same location since then. Now it's a fairly large brick house, much more fire-resistant than its predecessors.

To tell the truth, there's no solid evidence that the story about the merchant's daughter is real. Historians say that it's no more than a legend but the locals insist it is true. Who is right and who is wrong? It doesn't matter much as long as the Wooden Toy Museum exists and gives joy to children and grown-up visitors.

A7 The fair originated as a craft fair.

- 1) True 2) False 3) Not stated

A8 The fair was held in the village every year.

- 1) True 2) False 3) Not stated

A9 The merchant was going to buy at least four toys at the fair.

- 1) True 2) False 3) Not stated

A10 The youngest daughter had never seen a doll house before.

- 1) True 2) False 3) Not stated

- A11** The toy house was destroyed by the fire.
1) True 2) False 3) Not stated
- A12** The merchant's daughter liked the house built by her father very much.
1) True 2) False 3) Not stated
- A13** The Wooden Toy Museum has been rebuilt out of the ruins several times.
1) True 2) False 3) Not stated
- A14** The historians have discovered reliable information about the merchant and his daughter.
1) True 2) False 3) Not stated

РАЗДЕЛ 3. Задания по грамматике и лексике

Прочитайте приведенный 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 | Mia was suddenly taken ill at school. She felt very hot and _____ head ached terribly. The teacher insisted on taking her to the doctor. | SHE |
| B5 | However, when Mia _____ to the school medical room, the doctor was out. | BRING |
| B6 | The nurse _____ her temperature — it was very high and she immediately called for the doctor. | TAKE |
| B7 | The doctor examined her.
"It's the _____ sick child since morning. The symptoms are the same. It's the flu." The doctor looked worried and upset.
Then he addressed Mia: "When exactly did you start to feel unwell?" | FOUR |
| B8 | "It was in Maths. We _____ a test when I started to feel weak and very tired. I wasn't able to concentrate on the test." | WRITE |
| B9 | "I see. I'll give you an injection and you'll feel a bit _____. We have to contact your parents so that they can collect you." | WELL |
| B10 | "I _____ her mum already," the nurse said. "She'll be here soon."
"Fine. And we need to take measures to prevent the virus from spreading throughout the school. " | CALL |
| B11 | The doctor said that he _____ see the headmaster and Mia saw him leave the room. | HAVE TO |
| B12 | But she _____ remember anything else — she'd fallen into a deep sleep. | NOT CAN |

Прочитайте приведенный 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	It was the first time Tom had ever taken part in a rescue expedition in the mountains. His new job was _____ and exciting, and he loved it!	DANGER
B14	They were going to search for a _____ missing in the Alps.	CLIMB
B15	The young man had _____ when the group was descending the mountain.	APPEARED
B16	They had had to stop as the storm had started and it had been _____ to go any further. However, when the weather had calmed down, the group hadn't been able to find one of their members.	POSSIBLE
B17	The rescue team was informed about it _____	IMMEDIATE
B18	and Tom hoped that their operation would be _____ as little time had passed yet.	SUCCESS

РАЗДЕЛ 4. Задание по письму

C1

При выполнении задания **C1** обратите внимание на необходимость соблюдения заданного объема письма. Письма недостаточного объема, а также часть текста письма, превышающая требуемый объем, — не оцениваются.

You have 30 minutes to do this task.

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

...I've been busy the whole day today. My grandmother's birthday is in two days and I've been looking for a present for her, but haven't found anything yet. It's so difficult to find a good present for someone you really love!...

...On what occasions do you give each other presents? Do you usually buy gifts for your family or do you make them yourself? What kind of present do you think my granny would be happy to get? Please give me some ideas if you can...

Write her a letter and answer her **3** questions.

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

РАЗДЕЛ 5. Задания по говорению

C2**STUDENT CARD****Task 1**

Give a talk about your home town (city or village).

Remember to say:

- about the general description of the place (size, age, location)
- what makes it interesting or / and important (historical facts, architecture, industries, etc)
- what you like about it most (nature, people, lifestyle, particular streets or places)

You have to talk for **1.5–2 minutes**. The examiner will listen until you have finished. Then she / he will ask you some questions.

C3**STUDENT CARD****Task 2 (2–3 minutes)**

You play the part of a student in an international language school. It's Sunday and you are having breakfast in the campus café. You are about to finish your breakfast of omelette and juice (they never offer anything else) when your Italian classmate Lorenzo / Laura comes in.

- Invite your classmate to sit down at your table. Comment on whether you like the breakfast or not.
- Answer your classmate's questions about your eating habits: when you usually have meals at home and what your favourite food is.
- Recommend trying some traditional Russian dish and explain what it's like.
- Feel free to accept or reject your classmate's invitation to eat his / her national food. If you accept, set a time; if you reject it, invent an excuse.

You begin the conversation. The examiner will play the part of your classmate.

Remember to:

- ask for information
- answer the questions
- accept / reject the invitation
- be polite

TEST 5

РАЗДЕЛ 1. Задания по аудированию

B1

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. Занесите свои ответы в таблицу.

1. On a bus
2. At a cinema
3. On board a plane
4. In an internet café
5. At the stadium

Диалог	A	B	C	D
Место действия				

B2

Вы услышите пять 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. Занесите свои ответы в таблицу.

1. The speaker explains how to survive in the desert.
2. The speaker talks about a traditional means of desert transportation.
3. The speaker describes the animals of the desert.
4. The speaker says that the desert is in danger.
5. The speaker explains how to find water in the desert.
6. The speaker believes that the desert is a beautiful place.

Говорящий	A	B	C	D	E
Утверждение					

Вы услышите разговор посетителя спортивного клуба и представителя службы охраны. В заданиях **A1 — A6** обведите цифру **1, 2** или **3**, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

A1

Jackie says that he

- 1) goes to the sports centre regularly.
- 2) does sports from time to time.
- 3) has been to the centre for the first time.

- A2** Jackie says that on this day he came
- 1) to attend his gym class.
 - 2) to see his coach.
 - 3) to have a swim in the pool.
- A3** According to Jackie, his iPod went missing
- 1) from the reception desk.
 - 2) from the changing room.
 - 3) from the coffee bar.
- A4** The security says that the sports centre
- 1) provides a special place for valuable things.
 - 2) reports stolen things to the police regularly.
 - 3) will compensate for the lost iPod.
- A5** Jackie didn't put his iPod in the safe because
- 1) he has never bothered about safety.
 - 2) the safe is expensive.
 - 3) the safe is always occupied.
- A6** The iPod was found
- 1) by the police.
 - 2) by the security.
 - 3) by Jackie himself.

РАЗДЕЛ 2. Задания по чтению

B3

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**.

1. A new language was born
 2. It's difficult to communicate across the centuries
 3. English is a pass to the world community
 4. English was taught by armies and politicians
 5. What comes to life — comes to the language
 6. The oldest English words are not at all English
 7. Modern English has many faces
 8. Who'll be speaking English in the next century
- A. The Celts, who lived on the current territory of Britain in 500BC — 43BC, are believed to be the first inhabitants of the British Isles. The Celtic vocabulary was almost wiped out but a few words, mainly the names of places, survived. The two most well-known British place names — London and the Thames — are of Celtic origin. The Romans, who invaded the Isles in 43BC, contributed to the language too. We still use some of their words, such as *candle* and *wine*.
- B. However, most scholars believe that the history of the English language starts from the 5th or 6th century AD, when Germanic tribes — Angles, Saxons and Jutes started

to arrive in the Isles. The settlers spoke a Germanic language which is now called Old English. A considerable part of their vocabulary has survived up to now. We still use words like *house*, *food*, *dog*, *night*, *think* and *sleep* and lots of other basic words.

- C. Though almost all of the words from the list of 100 most commonly used English words originate from Old English, the latter and Modern English differ from each other like two separate languages. Even for well-educated people, including most scholars and linguists, reading Old English texts in the original is a problem — the language has changed out of recognition over fifteen centuries.
- D. It keeps changing nowadays too and the process is getting more and more rapid due to globalization and technological progress. The vocabulary is constantly acquiring new words like *website* and *computer geek*. The words transfer easily from one language to another. There's no need to translate Italian words like *pizzeria* and *cappuccino* or the Japanese *sudoku* and *karaoke*, is there? They are used just like the original word and don't sound at all foreign to the new generation.
- E. It's difficult to believe that only about two million people used English a thousand years ago. However, the English actively and sometimes aggressively explored the world spreading their empire and their language around the globe. Due to colonization and overseas trade English became widely spoken in all continents and only Mandarin Chinese speakers outnumber English speakers.
- F. English is most often taught as a foreign language and the reason is obvious: it's become the main language of international and cross-cultural communication — it is the language of science, business and politics. The vast majority of scientific articles, business reports and political documents are written in English though their authors do not necessarily live in English-speaking countries.
- G. Spoken in different parts of the globe, English is certainly not the same everywhere. It may sound and be spelt differently; it may differ in vocabulary and grammar. The variants of English are called dialects and accents. There is British, American, Canadian and Australian English, Cockney and Geordie as well as many kinds of pidgin English. So called Standard English is far from Shakespeare's language too. It has been seriously standardised and simplified for international use.

Тексты	A	B	C	D	E	F	G
Заголовки							

Прочитайте текст. Определите, какие из приведенных ниже утверждений **A7 — A14** соответствуют содержанию текста (**1 — True**), какие — не соответствуют (**2 — False**) и о чем в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (**3 — Not stated**).
Обведите номер выбранного вами варианта ответа.

The Exhibition

The exciting event of this week is the Engineering Exhibition. It started on Friday and has already welcomed a record number of visitors. The administration of the exhibition ground haven't seen such long lines of people queuing for entrance tickets for a long time.

Visitors of all ages are amazed to see robots and machines which they thought could exist only in science fiction films and books. In fact, some exhibits are more unbelievable than the machines described by the writers!

Among the most prominent exhibits the visitors can see a bathyscaph created by a group of young engineers. Their bathyscaph is a diving chamber that can descend to 18 km. The constructors insist that their machine is able to go deeper than any submarine in current use due to the uniquely reinforced material it's made of. They also claim that the bathyscaph cannot be damaged if it doesn't go deeper than 20 km. However, they admit that the machine hasn't yet been tested in waters as deep as that.

The most amazing feature of the bathyscaph is not its reliability. The main wonder is the special equipment that allows people ashore to experience the sea exploration process as if they were inside the bathyscaph! Due to the internet and 3D technologies anyone can join the online deep-ocean expedition and explore the underwater world in real time. Thus the crew of the bathyscaph may consist of millions of people. The only admission requirement is a good internet connection.

"It's amazing to find out what it's like to be a deep-sea explorer!" Oliver Johnson, a fifteen-year-old visitor says. "I've learnt a lot about the sea and modern research technologies. The bathyscaph is very impressive! I think such an exhibition should function on a permanent basis — it's a great motivating factor for children and young people to get interested in engineering and science. For example, I'm considering a career in engineering and robotics at the moment. I wouldn't if I hadn't seen this exhibition. It was an inspiration to me."

Due to the undisputable success of the exhibition, its administration, in conjunction with the local Education Committee, is looking at the possibilities of integrating the exhibition ground into the education environment of the region. It's already been agreed that some of the exhibits will not be removed when the exhibition officially closes. They will be available to students and schoolchildren all-year-round. College professors, university teachers, engineers and researchers will be lecturing there. New technologies require new educational methods and the bathyscaph classroom is probably one of them.

A7 The Engineering Exhibition has proven to be more popular than the previous exhibitions.
1) True 2) False 3) Not stated

A8 The bathyscaph has been tested at the depth of 20 metres in the open ocean.
1) True 2) False 3) Not stated

A9 The bathyscaph is the only machine for ocean exploration presented at the exhibition.
1) True 2) False 3) Not stated

A10 Ordinary people can take part in the bathyscaph's expeditions.
1) True 2) False 3) Not stated

A11 The majority of the visitors of the exhibition are schoolchildren.
1) True 2) False 3) Not stated

A12 Oliver Johnson took an active part in creating the bathyscaph.
1) True 2) False 3) Not stated

A13 Oliver Johnson has dreamt of becoming an engineer since his childhood.

- 1) True 2) False 3) Not stated

A14 The exhibition is going to be used for education purposes.

- 1) True 2) False 3) Not stated

РАЗДЕЛ 3. Задания по грамматике и лексике

Прочитайте приведенный 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 Christy enjoyed exploring the world. With her father, she'd been to the most amazing places in New Zealand, her native country. However, everything _____ different now. She was travelling alone and that made her feel nervous.

BE

B5 A couple of weeks before, she received her aunt's invitation to visit Europe. At first Christy _____ to go, but her mother insisted that visiting Europe would do her a lot of good.

NOT WANT

B6 Christy's mother had been to Europe three times and she said that she _____ there again.

GO

B7 She planned her _____ trip to be to Italy.

FOUR

B8 Christy sighed. Her mother was different. She was the _____ person Christy had ever seen.

COMMUNICATIVE

B9 She enjoyed _____ new people and knew many languages. She was clever and brave.

MEET

B10 The announcement interrupted Christy's train of thought: "Ladies and _____, fasten your belts, please."

GENTLEMAN

B11 We _____. The temperature in Paris-Orly Airport is — 2 degrees Celsius."

LAND

B12 Christy shuddered. "What am I going to do in that ice-cold city? I wish I _____ home now. I would give anything to be there," she suddenly felt like crying.

BE

Прочитайте приведенный 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** People have always tried to make their life safe and comfortable — and that has always been the main reason for _____ progress.
- B14** However, even the most _____ of our achievements cannot compare with the wonders created by nature.
- B15** Wise nature equips all the creatures with appropriate instruments — wings, fins, teeth, sharp vision and hearing. Animals, fish and birds have a wonderful sense of _____
- B16** and the ability to sense _____ situations.
- B17** People seem to be the most _____ of all living beings
- B18** but they were given brains as a _____ tool for survival and development.

TECHNOLOGY

IMPRESS

DIRECT

DANGER

HELP

POWER

РАЗДЕЛ 4. Задание по письму

C1

При выполнении задания C1 обратите внимание на необходимость соблюдения заданного объема письма. Письма недостаточного объема, а также часть текста письма, превышающая требуемый объем, — не оцениваются.

You have 30 minutes to do this task.

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

...We spent the whole weekend in the country and it was great! We were lucky with the weather and everyone had the opportunity to do what they wanted: Dad fished on the lake, Mum and my younger sister sunbathed and played badminton, and I tried to train our puppy...

...What do people usually do at weekends in your country? What season is the best for outdoor activities in your region? Do you usually spend weekends with your family or with your friends and why?

Write him a letter and answer his 3 questions.

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

РАЗДЕЛ 5. Задания по говорению

C2**STUDENT CARD****Task 1**

Give a talk about books.

Remember to say:

- why reading books is getting less popular with children and teenagers
- whether you prefer electronic or traditional paper books, why
- what kind of books you prefer to read

You have to talk for **1.5–2 minutes**. The examiner will listen until you have finished. Then she / he will ask you some questions.

C3**STUDENT CARD****Task 2 (2–3 minutes)**

Your family are coming home from holiday and you are waiting for your flight to Moscow in Barcelona International Airport. Your parents are busy in the duty-free shops. You are getting bored in the lounge and go to the gaming area where several people are playing at the play stations. A boy / girl of your age is sitting in the corner, looking obviously bored.

- Meet him / her and find out where he / she is from.
- Answer your new acquaintance's questions about your native place (country / region / city / village). Give as much information as possible.
- Recommend to your new acquaintance some places of interest if he / she comes to Russia one day.
- Suggest playing a computer game together; react appropriately to his / her reply.

You begin the conversation. The examiner will play the part of your airport acquaintance.

Remember to:

- introduce yourself
- answer the questions
- make a suggestion
- be polite

TEST 6

РАЗДЕЛ 1. Задания по аудированию

B1

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.

1. At the hairdresser's
2. At an exhibition
3. In a hospital
4. In a post office
5. In the theatre

Диалог	A	B	C	D
Место действия				

B2

Вы услышите пять высказываний. Установите соответствие между высказываниями каждого говорящего А — Е 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. Занесите свои ответы в таблицу.

1. The speaker talks about school friends.
2. The speaker talks about school activities.
3. The speaker talks about school parties.
4. The speaker talks about school traditions.
5. The speaker talks about school holidays.
6. The speaker talks about school rules.

Говорящий	A	B	C	D	E
Утверждение					

Вы услышите разговор студента по обмену и хозяйки дома, в котором он живет. В заданиях A1 — A6 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

A1

Amy approves of Philip's intention of

- 1) working in the library.
- 2) looking around the town.
- 3) having an early breakfast.

A2

Amy suggests that Phillip

- 1) sunbathes on the beach.
- 2) has a picnic on the beach.
- 3) enjoys the sea view.

A3

Amy recommends

- 1) going to a church service.
- 2) sightseeing in the church.
- 3) taking photos in the church.

A4

According to Amy, the most efficient means of transport in the town is

- 1) bicycle.
- 2) bus.
- 3) taxi.

A5

In Amy's opinion,

- 1) life is getting better in the town.
- 2) life is getting worse in the town.
- 3) nothing ever changes in the town.

A6

Amy says that local people's favourite pastime is

- 1) shopping.
- 2) watching TV.
- 3) outdoor activities.

РАЗДЕЛ 2. Задания по чтению

B3

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

1. Is there any risk-free alternative to tattoo?
2. What equipment is used?
3. What are the motives for getting a tattoo?
4. What is tattoo ink made from?
5. Is getting a tattoo dangerous?
6. What are the most popular tattoo designs?
7. How old is the tattooing tradition?
8. Can tattoos be removed?

A. Tattoos are surprisingly popular in different parts of the globe. The oldest tattooed person, the so-called Iceman, is a frozen mummy found in the Alps in 1991. The frozen man, aged more than 5000 years, has 57 tattoos! The scientists think that they were created with some sharp instruments like thorns, and ash from fireplace was used instead of ink. There's also a theory that Iceman's tattoos were made for medical reasons rather than for any other reason.

- B. Medical tattoos mark the places where acupuncture needles need to be used, however, that reason for getting a tattoo is rare. Tattooing for religious and spiritual reasons happens much more often. Soldiers and sailors get tattoos in memory of their battles and journeys. Some people tattoo the names of those they love, and some get tattoos for no reason at all, just because they think it's cool.
- C. There are lots of tattooing techniques. Some tribes in Africa make cuts on the body and rub ash into them. Tattooists may also work with sharpened sticks or animal bones — the procedure is painful and not at all hygienic. In modern studios electric machines are usually used. They have one or more needles that quickly go in and out of the skin. The machine has ink containers and the ink gets into the skin via the needles. For safety reasons the needles should only be used once.
- D. In the past, tattoo ink was made from tree bark, ash and coal dust. Later, pen ink was often used. Today, the inks produced by factories are usually made of metal salts and metal oxides. Heavy metals are used for colouring too: cadmium gives red and orange shades, aluminum — green and violet, cobalt — blue, titanium — white. There's no need to say that heavy metals may cause allergies and some far more serious diseases, cancer included.
- E. Parents may get outraged by their children's desire for tattoos and they've got good reasons to get panicky — apart from ink related risks, getting tattoos is associated with the risk of infection. Anything from skin infections to tuberculosis and even AIDS can be transmitted via the instruments. If the tattooist ignores strict hygienic requirements, like using fresh ink for each session, changing gloves after each stage of tattooing or disinfecting the furniture, the client may catch a very serious disease.
- F. Another reason against permanent tattoos is... their permanent character. You may like it now but people tend to change their preferences. A safe alternative is a temporary tattoo which lasts for only a few weeks. Their main advantage is that the skin is not damaged — the tattoo artist just applies henna on it. This type of tattoos is popular with fashion models who care for their bodies and don't want them to get damaged.
- G. The actress Amy Taylor says that she got her tattoo when she was sixteen. She thought it was cool, but several years later the tattoo became a nuisance. Amy wanted to get it removed. She believed that modern technologies like laser treatment could do it easily but the doctors warned her that the tattoo wouldn't be fully removed anyway. The treatment is usually long, expensive and rather painful — getting the tattoo is much easier.

Тексты	A	B	C	D	E	F	G
Заголовки							

Прочитайте текст. Определите, какие из приведенных ниже утверждений **A7 — A14** соответствуют содержанию текста (**1 — True**), какие — не соответствуют (**2 — False**) и о чем в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (**3 — Not stated**).
Обведите номер выбранного вами варианта ответа.

Living in the Zoo

When I was a small child, I thought that I was the luckiest person in the world — we lived near the zoo and I could go there whenever I wanted. And I wanted to go there every day! My grandmother, who looked after me while my mum was at work, would buy two month tickets, which was very cheap for the two of us — she was retired and I was under seven, so we bought the tickets at a special discount.

The zoo was another world to me. It was a great way to escape the reality of a big city with its skyscrapers and highways. The asphalt jungles were the right place for cars but a poor environment for small children. The zoo territory seemed very large and there were animals from all around the world there. My usual route started with the bear enclosure. The large, brown bear, called Paddy, was separated from the visitors with a high bar fence which I thought was absolutely unnecessary — the bear looked very friendly to me.

Then I grew older and could read the information table near the bear enclosure. It said that the animal was the East Siberian Brown Bear, born in the zoo. The bears of that species are large and skillful. They can hunt reindeer and elks and they also fish in the great Siberian rivers. "So sad," I thought, "The bear has never seen the great environment he belongs to." That actually made me look at the zoo from another angle: it seemed large but the giraffes didn't have enough space for running, the seals were kept in a pool that was far too small for them, and the leopards were pacing up and down the length of their cage. They felt nervous with the visitors' eyes on them all the time but there was no shelter on their territory. Should zoos be abolished?

I'm still in two minds over that. On the one hand, life in the zoo is like serving a life sentence — there's no hope of the animals returning home. That's definitely unfair. On the other hand, zoos are a place where children can be taught about different animals and where they can see animals from other parts of the world. It's also true that zoos can save some species from extinction. For example, three Sumatran tigers were born in our zoo several years ago. It's very unlikely that all three cubs would survive in the wild but in the zoo all of them turned into mature, healthy animals and now the staff are happy to take care of the eight new cubs of the rare tigers. The media said that when the tigers are old enough they will be returned to the wild.

A7 The admission to the zoo was free for pensioners.

- 1) True 2) False 3) Not stated

A8 When the author was a child, he lived in a big city.

- 1) True 2) False 3) Not stated

A9 The Siberian hunters are often attacked by brown bears.

- 1) True 2) False 3) Not stated

A10 The bear Paddy was brought to the zoo from the Siberia.

- 1) True 2) False 3) Not stated

- A11** The author agrees that keeping animals in the zoo means abusing their rights.
1) True 2) False 3) Not stated
- A12** The author says that zoos can help some endangered species to survive.
1) True 2) False 3) Not stated
- A13** According to the author, the population of Sumatran tigers in the wild is falling.
1) True 2) False 3) Not stated
- A14** The author says that the population of Sumatran tigers at the zoo is rising.
1) True 2) False 3) Not stated

РАЗДЕЛ 3. Задания по грамматике и лексике

Прочитайте приведенный 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 | John was not surprised to see that nobody had met him at the station. The weather _____ awful — it was windy and it was raining hard. | BE |
| B5 | His _____ got wet in seconds. | FOOT |
| B6 | His old jacket _____ defend him from the rain or the wind. | NOT CAN |
| B7 | “If I don’t find a shelter and a warm drink, I _____ a cold, and no one will benefit from my coming here,” | GET |
| B8 | John said to _____ and went back inside the railway station. | HE |
| B9 | It was the _____ time the seventeen-year-old John had ever left his home village where he lived with his mother and two sisters. | ONE |
| B10 | A letter from his uncle was a surprise but not a pleasant one. His uncle had written that his health was getting worse and that he _____ someone to help him in his grocery shop. | NEED |
| B11 | John’s mother decided that he _____ to the town to work in the shop. | GO |
| B12 | He was far from feeling delighted about it but he was the _____ child in the family and it was his duty to help his mother and to support his sisters. | OLD |

Прочитайте приведенный 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 Some adults think that teenagers spend too much time on their computers, iPods and other gadgets. However, I think that the opinion that computers are evil is _____.

B14 The computer is the reality of our new world and it's silly to _____ of children using it.

B15 We simply can't do without computers — we need them for _____ purposes and they help us keep in touch with friends.

B16 Sometimes we use them for _____.

B17 Playing games is not a waste of time either — while playing we become more _____ on the computer.

B18 This is just my _____ opinion but lots of my friends share it.

FAIR

APPROVE

EDUCATION

ENTERTAIN

SKILL

PERSON

РАЗДЕЛ 4. Задание по письму

C1

При выполнении задания C1 обратите внимание на необходимость соблюдения заданного объема письма. Письма недостаточного объема, а также часть текста письма, превышающая требуемый объем, — не оцениваются.

You have 30 minutes to do this task.

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

...I really think we spend too many years at school. I had to go to primary school at the age of four and my schooling is going to last till I am sixteen! When I'm sixteen, I can leave school and go to a vocational school, college or take apprenticeship, but it's too long anyway.

...What age do children go to school in your country? What are the options after leaving school? Is there any school-leaving ceremony and what's it like?

Write her a letter and answer her 3 questions.

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

РАЗДЕЛ 5. Задания по говорению

C2**STUDENT CARD****Task 1**

Give a talk about films.

Remember to say:

- whether you like watching films or not, why
- what film you have seen recently and what it was about (the plot, the main characters)
- what things are important to make a good film (the plot, the music, the actors' performance, the special effects)

You have to talk for **1.5–2 minutes**. The examiner will listen until you have finished. Then she / he will ask you some questions.

C3**STUDENT CARD****Task 2 (2–3 minutes)**

Your acquaintance Martine / Michelle is an exchange student who's come to Russia for one academic term to learn Russian. You usually see him / her in the gym, but he / she hasn't been there for a couple of weeks. At last Martine / Michelle comes to the gym again.

- Find out why your acquaintance missed the training sessions.
- Find out why he / she is learning Russian and answer his / her questions about your reasons for learning English.
- Tell him / her about your possible career plans.
- Offer Martine / Michelle your help with the Russian language.

You begin the conversation. The examiner will play the part of your acquaintance.

Remember to:

- ask for information
- answer the questions
- offer help
- be polite

Приложение 1. Карточки для экзаменатора (для заданий C2, C3 тестов 1–6)

TEST 1

INTERLOCUTOR CARD

Warm-up

- 1) What's your favourite day of the week? Why do you like it?

C2. Task 1 (2.5–3 minutes)

Let the student talk for **1.5–2 minutes**.

Ask only those questions which the student has not covered while giving his / her talk.

- 1) Why do people buy expensive clothes?
- 2) What style of clothes do you and your friends prefer?
- 3) Do you approve of the idea of school uniform? Why yes? / Why not?

All these topics must be covered.

Finally, you must ask each student the following questions:

1. What colours do you prefer to wear?
2. What kind of school uniform would you like to have?

Skills to be tested

The student is expected to demonstrate his / her ability to:

- speak at length elaborating on a topic
- produce coherent utterances
- give reasons
- use appropriate grammar and a good range of vocabulary

INTERLOCUTOR CARD

C3. Task 2 (2–3 minutes)

You play the part of a student in an international school in Canada. Your name is Chris / Christine. You are watching a film on TV in your room in the student hostel.

- Agree to lend the computer as you don't need it till tomorrow.
- Find out what the presentation is going to be about. Ask for more information as you don't know anything / much about the topic of the presentation.
- Ask if your classmate has ever seen the place of interest.
- Invite your classmate to watch the film with you.

Skills to be tested

The student is expected to demonstrate his / her ability to:

- make requests
- provide the information required
- maintain and conclude the conversation
- be active and polite

TEST 2

INTERLOCUTOR CARD

Warm-up

- 1) What's your favourite food?

C2. Task 1 (2.5–3 minutes)

Let the student talk for **1.5–2 minutes**.

Ask only those questions which the student has not covered while giving his / her talk.

- 1) Why do people worry about environmental problems so much nowadays?
- 2) What are the most important environmental problems in your hometown?
- 3) How can you and your friends care for the environment?

All these topics must be covered.

Finally, you must ask each student the following questions:

1. Do you think people should use the energy of the sun more, why?
2. How can we save energy in our everyday life?

Skills to be tested

The student is expected to demonstrate his / her ability to:

- speak at length elaborating on a topic
- produce coherent utterances
- give reasons
- use appropriate grammar and a good range of vocabulary

INTERLOCUTOR CARD

C3. Task 2 (2–3 minutes)

You play the part of a student in an international language school. Your name is Nicolas / Nicole. You've just taken your end-of-course test but you don't know your grade yet.

- Ask if your schoolmate has taken the test already.
- Say that you prefer oral exams to writing tests. Find out what your schoolmate prefers and why.
- Ask what school subjects he / she finds the most difficult.
- If your schoolmate doesn't feel very nervous about tomorrow's test, invite him / her to a little party your group is having tonight to celebrate the end of the course.

Skills to be tested

The student is expected to demonstrate his / her ability to:

- ask for information
- provide the information required
- maintain and conclude the conversation
- be active and polite

TEST 3**INTERLOCUTOR CARD****Warm-up**

- 1) What's your favourite holiday? Why do you like it?

C2. Task 1 (2.5–3 minutes)

Let the student talk for **1.5–2 minutes**.

Ask only those questions which the student has not covered while giving his / her talk.

- 1) How can Internet technologies be used in education?
- 2) What purposes do you and your friends use the Internet for?
- 3) Can the Internet do harm? Why?

All these topics must be covered.

Finally, you must ask each student the following questions:

1. What do you usually do in your Information Technology lessons?
2. Why is writing e-mails much more popular with young people than writing traditional letters?

Skills to be tested

The student is expected to demonstrate his / her ability to:

- speak at length elaborating on a topic
- produce coherent utterances
- give reasons
- use appropriate grammar and a good range of vocabulary

INTERLOCUTOR CARD**C3. Task 2 (2–3 minutes)**

You play the part of an exchange student in Britain. Your name is Andy / Angela. You haven't been to the exhibition and you are not interested in going there. You are fond of sports, winter sports especially.

- Refuse to go to the exhibition as you are not interested in art.
- Ask your classmate what his / her hobby is and why he / she finds it interesting.
- Ask what he / she does to keep fit.
- Invite your classmate to the indoor skating rink next weekend.

Skills to be tested

The student is expected to demonstrate his / her ability to:

- make suggestions
- provide the information required
- maintain and conclude the conversation
- be active and polite

TEST 4

INTERLOCUTOR CARD

Warm-up

- 1) What's your favourite season? Why do you like it?

C2. Task 1 (2.5–3 minutes)

Let the student talk for **1.5–2 minutes**.

Ask only those questions which the student has not covered while giving his / her talk.

- 1) What is your hometown like? (Is it large or small? How old is it? Where is it?)
- 2) What makes it interesting or / and important? (Do you know any historical facts? What's the architecture like? Are there any industries in your hometown?)
- 3) What do you like about it most? (Do you like its nature, people, lifestyle, streets or places?)

All these topics must be covered.

Finally, you must ask each student the following questions:

1. In what season is your village / town / city the most beautiful?
2. Would you like to live in a big city or in the country, why?

Skills to be tested

The student is expected to demonstrate his / her ability to:

- speak at length elaborating on a topic
- produce coherent utterances
- give reasons
- use appropriate grammar and a good range of vocabulary

INTERLOCUTOR CARD

C3. Task 2 (2–3 minutes)

You play the part of a student in an international language school. Your name is Lorenzo / Laura. You are from Italy. You are going to the campus café to have breakfast. They usually only serve omelette and juice for breakfast.

- Join your classmate for breakfast. Mention that the breakfast is too early in your opinion.
- Find out about his / her eating habits: what time he / she usually has meals at home and what his / her favourite food is.
- Find out what traditional dish of his / her country he / she recommends trying.
- Invite your classmate to the Italian café nearby to eat your favourite spaghetti (in the evening). Agree to the time and the meeting point he / she suggests.

Skills to be tested

The student is expected to demonstrate his / her ability to:

- ask for information
- provide the information required
- maintain and conclude the conversation
- be active and polite

TEST 5**INTERLOCUTOR CARD****Warm-up**

1) What's your hobby? What do you do in your free time?

C2. Task 1 (2.5–3 minutes)

Let the student talk for **1.5–2 minutes**.

Ask only those questions which the student has not covered while giving his / her talk.

- 1) Why is reading books getting less popular with children and teenagers?
- 2) Do you prefer electronic or traditional paper books? Why?
- 3) What kind of books do you prefer to read?

All these topics must be covered.

Finally, you must ask each student the following questions:

1. What was the last book you read?
2. When you have free time, which do you prefer — reading a book or watching a film, why?

Skills to be tested

The student is expected to demonstrate his / her ability to:

- speak at length elaborating on a topic
- produce coherent utterances
- give reasons
- use appropriate grammar and a good range of vocabulary

INTERLOCUTOR CARD**C3. Task 2 (2–3 minutes)**

You play the part of a Spanish teenager from Barcelona who's waiting for his / her flight to Rome. Your name is Adelita / Agosto. You've never been to Russia but you've always wanted to.

- Respond to the greetings and give some basic information about yourself.
- Ask where your new acquaintance is from and find out more about his / her hometown.
- Ask him / her what tourist attraction in Russia he / she would recommend seeing most of all and why.
- Refuse the invitation to play at the play station as your flight has just been announced.

Skills to be tested

The student is expected to demonstrate his / her ability to:

- meet people
- provide the information required
- start, maintain and conclude the conversation
- be active and polite

TEST 6

INTERLOCUTOR CARD

Warm-up

1) What do you usually do at weekends?

C2. Task 1 (2.5–3 minutes)

Let the student talk for 1.5–2 minutes.

Ask only those questions which the student has not covered while giving his / her talk.

- 1) Do you like watching films or not? Why?
- 2) What film have you seen recently? (What was it about? Who were the main characters?)
- 3) What things are important to make a good film? (Is it the plot, the music, the actors' performance, the special effects?)

All these topics must be covered.

Finally, you must ask each student the following questions:

1. When did you go to the cinema last and with whom?
2. What TV programmes do you like most and why?

Skills to be tested

The student is expected to demonstrate his / her ability to:

- speak at length elaborating on a topic
- produce coherent utterances
- give reasons
- use appropriate grammar and a good range of vocabulary

INTERLOCUTOR CARD

C3. Task 2 (2–3 minutes)

You play the part of an exchange English-speaking student in Russia. Your name is Martine / Michelle. You are learning Russian for personal reasons (you have Russian roots) and you think Russian is important for your future career — you plan to do business with partners from Russia.

- Explain that you've been very busy with your Russian grammar course which you find very difficult.
- Ask your Russian acquaintance why he / she is learning English
- Find out about his / her career plans and if it's going to be useful for his / her future career.
- Accept his / her offer of help and promise your help in return.

Skills to be tested

The student is expected to demonstrate his / her ability to:

- ask for information, make offers
- provide the information required
- maintain and conclude the conversation
- be active and polite

Приложение 2. Ключи

TEST 1

Номер задания	Ответ
B1	3524
B2	26351
A1	1
A2	1
A3	3
A4	2
A5	2
A6	2
B3	4275816
A7	1
A8	1
A9	3
A10	1
A11	2
A12	3
A13	2

Номер задания	Ответ
A14	1
B4	didn'tlike<или>didnotlike
B5	safest
B6	felt
B7	her
B8	wereclosed
B9	myself
B10	willdo<или>'lldo
B11	wereflying
B12	could
B13	unusually
B14	deserted
B15	gardener
B16	boring
B17	quietly
B18	Loneliness / loneliness

C1 SAMPLE LETTERS

Tver
Russia
12th July

Dear Andrew,

It's nice to hear from you. I'm so sorry you lost the game but I'm sure you'll win it next time. No one can win every time.

I've never played baseball – it's not very popular here but we have other games with a ball – football, volleyball, basketball. Football, I think, is the most popular. Lots of people play it and watch it. I usually watch football matches on TV, but being at the stadium is certainly better and much more exciting. My favourite sports celebrity is Andrei Arshavin – the captain of the Russian national football team. He's a very talented footballer and he seems to be a very nice person.

Hope to hear from you soon,

Best wishes,

Nikita

C2 SAMPLE ANSWER

Lots of people think that it's important to follow fashion. They buy new clothes and accessories but these things go out of fashion very quickly and they have to buy more. There are lots of magazines and TV shows that encourage people to buy expensive clothes.

I like good and trendy clothes too, but I think it's silly to buy expensive and impractical clothes. I prefer comfortable things that I can wear for any occasion. Most my friends prefer casual clothes or sports styles as well. The most popular clothes with teenagers are jeans, T-shirts and jumpers. They are not boring — you can change T-shirts and look different every day. You can wear the same clothes to college and to a party, and you can walk and do sports wearing them. They are comfortable and they are certainly fashionable.

As for the school uniform I approve of it in general. It's very convenient because you don't have to think about what to wear in the morning. On the other hand, it's very boring to wear the same clothes all year round. School uniform doesn't look fashionable at all — this is a great disadvantage.

In general, I don't think it's very important to follow fashion. It's more important to find your personal style and wear things that suit you.

1. I like bright colours like red, orange, and light green. Sometimes I wear blue and black but not very often.
2. I would like to wear a sports style for school. It could be jeans and a shirt — I think any colours should be allowed. The uniform could be the same for boys and girls.

C3 SAMPLE CONVERSATION

Student: Hello, Chris / Christine.

Interlocutor: Hi!

Student: I'm glad you're at home. Look, I have to make a presentation but I can't use my computer at the moment. It's got some virus. Can I borrow your computer till tomorrow?

Interlocutor: Yes, you can. I don't need it tonight. What kind of presentation do you have to prepare?

Student: I need to make a PowerPoint presentation about a place of interest in Britain. I'm going to do it on London Bridge.

Interlocutor: London Bridge? Are you going to talk about the bridge or the Underground station?

Student: The bridge of course! It's one of the greatest tourist attractions in London. The bridge over the River Thames was built in 1973 and Queen Elizabeth II took part in the opening ceremony. In fact, there've been several bridges on that place. The first one was built by Romans. The current London Bridge is almost 300 metres long and it's a very busy bridge as it connects the City with Central London. It is less decorative than other bridges over the Thames but in my opinion, it's the most beautiful of all of them.

Interlocutor: Yes, I see. Have you been there yourself?

Student: No, unfortunately, not. I've never been to London, but I hope I'll see it one day.

Interlocutor: Yeah. There's a good film on, by the way. Would you like to watch it with me?

Student: Thank you, Chris / Christine, but I really have to go. I have to prepare the presentation as soon as possible. Can I have the computer, please?

Interlocutor: Yes, here it is. Good luck with the presentation.

Student: Thanks. I'll bring the computer in the morning. See you tomorrow.

Interlocutor: See you.

TEST 2

Номер задания	Ответ
B1	5314
B2	31654
A1	3
A2	2
A3	3
A4	1
A5	2
A6	3
B3	7814326
A7	1
A8	1
A9	2
A10	3
A11	2
A12	1
A13	3

Номер задания	Ответ
A14	2
B4	didn't hear<или>didn't hear
B5	's playing<или>is playing
B6	knew
B7	manages
B8	mine
B9	tenth
B10	wouldn't be<или>would not be
B11	've ordered<или>have ordered
B12	can't<или>cannot
B13	different
B14	environmental
B15	politician
B16	famous
B17	championship
B18	bored

C1 SAMPLE ANSWER

Moscow
Russia
May 15th

Dear Paige,

Thank you for your letter. I'm glad that your opinion about museums has changed. I don't think that visiting museums and exhibitions is boring, but you need to choose something you are interested in. For example, a retro-car museum would never be boring for a person who's interested in cars. However, if you are indifferent to cars but love flowers, it would be better to go to a flower exhibition. The last museum I visited was a historical museum. Our teacher took us there last Wednesday. It was interesting but the museum was very small. I would really like to visit the State Historical Museum in Moscow – it has a very rich collection of artefacts. I hope I'll see it one day.

Write soon,
Kira

C2 SAMPLE ANSWER

People discuss environmental problems a lot nowadays. There are lots of TV programmes and newspaper articles that explain that if we don't stop polluting the air and if we continue to destroy the forests, the situation will become very dangerous for all of us. In the past people were not able to affect nature so much because they didn't have such powerful technology, but now people have to be very careful or we may destroy the whole planet. Global warming is one of the examples. If global warming goes on, cities and whole countries will be lost under water.

There are some environmental problems in our town, too. The first one is that we suffer from air pollution as there are too many cars in the streets. It's especially harmful for elderly people and small children. Another problem is our river. It's very dirty and it's dangerous to swim there. There's rubbish on the beach and on the banks of the river.

Ordinary people and teenagers like me can't solve global environmental problems but we can clean up our town and keep our parks and river banks tidy. As for me, I never throw plastic bottles or ice cream packages on the ground. If some of my friends do, I make them pick up their rubbish and put it into the rubbish bin. If they refuse to do it, I pick up their rubbish myself. They usually feel very uncomfortable about it and never do it again. But if they don't change their behaviour, we don't remain friends for long.

I really think that people can't ignore major and minor environmental problems any longer. Governments and ordinary people should do everything they can to save nature and themselves.

1. Yes, people should use clean energy more because it's safer for the environment. Solar energy can help grow vegetables and fruit, light cities and keep our houses warm without using gas and oil. The energy from gas and oil pollutes the environment, and the energy from the sun and the wind doesn't.
2. If nobody wastes light and water, we'll save lots of energy. For example we should be quick when getting the food out of the fridge. When the door is open, the fridge uses extra energy. We should turn off the lights and the taps if we don't need them. It means that we'll burn less gas and oil and the environment will be cleaner.

C3

SAMPLE CONVERSATION

Student: Hello, Nicolas / Nicole. It's nice to see you.

Interlocutor: Hi! I'm glad to see you, too.

Student: Have you taken the end-of-course test yet?

Interlocutor: Yes, I have. But I don't know my grade yet. And have you taken yours?

Student: Not yet. We are taking it tomorrow, at nine o'clock sharp.

Interlocutor: I see. I actually prefer oral exams to taking written tests. And you?

Student: I prefer taking written tests.

Interlocutor: Why?

Student: I usually feel very nervous when I have to talk in an exam. I often forget everything I know and that's why I usually get lower grades than I actually deserve. But when we take written tests, I have enough time to calm down and to remember everything.

Interlocutor: Yes, I see your point. And what school subject do you find the most difficult?

Student: Physics and Maths. I'm not very good at remembering figures and I make mistakes in calculations. It's also difficult to understand and remember some processes in Physics.

Interlocutor: And how do you feel about tomorrow's test? Are you very worried?

Student: No, not really. I think I'm ready for it.

Interlocutor: How about a little party then? We want to celebrate the end of the course. Will you come?

Student: Thank you, but not tonight. I want to get to bed early and have a good sleep before the test.

Interlocutor: OK, I understand. Good luck with the test.

Student: Thank you. See you tomorrow.

Interlocutor: See you.

TEST 3

Номер задания	Ответ
B1	5341
B2	45162
A1	1
A2	2
A3	2
A4	3
A5	1
A6	3
B3	2613457
A7	1
A8	3
A9	1
A10	2
A11	3
A12	2
A13	2

Номер задания	Ответ
A14	1
B4	them
B5	first
B6	wouldcome<или>'dcome
B7	heard
B8	'vecome<или>havecome
B9	'mmaking<или>ammaking
B10	iswritten<или>'swritten
B11	doesn'tmatter<или>doesnotmatter
B12	'llchat<или>willchat
B13	rainy
B14	unlucky
B15	fantastic
B16	Turkish
B17	arrival
B18	careless

C1 SAMPLE ANSWER

Voronezh
Russia
10.04.11

Dear Alan,

It was great to hear from you. Congratulations on your victory!

I think most teenagers feel shy when they have to perform in public. I feel scared and nervous, too. To tell the truth, I'm a bit overweight and I always tried to avoid taking part in any sports competitions. I thought that people would laugh at me. However, one day my PE teacher insisted on my joining the school gymnastics team. We took the third prize in the competition! It made me more self-confident and I feel much better about my figure now. I would also like to stop being nervous when I do tests. The nerves affect my results. I'm working on it.

I wish you further achievements,

Lisa

C2 SAMPLE ANSWER

It's difficult to imagine that fifty years ago people lived without the Internet. Now it is used everywhere and people of different professions need it. For example, in education — teachers can teach via the Internet and there are many online courses today. I think it's very convenient because the students don't have to travel. It doesn't matter whether you

live in a big city or in a small village — you need only a computer and you don't have to travel anywhere. I think that online education will become very popular soon.

My friends and I use the Internet for learning too. At school we often have to write essays and projects and we search for additional information on the Internet. It's much faster than looking for it in the library. There's lots of reference information on the Internet — like online dictionaries, Wikipedia etc. Sometimes we send our written tasks to the teacher via e-mail and it's also convenient and quick. The Internet is good not only for education but for entertainment and communication. We chat online, play games and exchange photos. I also watch films on my computer.

Sometimes people spend so much time online that they forget about real world. That's certainly not good at all — it may affect their health, work, studies and family relations but it's not the fault of the Internet. The Internet is a very smart tool, but only people can decide how to use it. I really think that the Internet gives us great opportunities and we should use it wisely.

- 1 In IT lessons we learn how to work with text documents, how to make presentations, and how to work with photos. We also learn to work in different programs.
2. People prefer e-mails because it's very quick and convenient to send them via the Internet. It's also very cheap as you only have to pay for the Internet connection.

C3**SAMPLE CONVERSATION**

Student: Hello, Andy / Angela. It's nice to see you.

Interlocutor: Hi. It's nice to see you, too.

Student: I heard there's an exhibition in the art gallery not far from here. How about going there together? If you have time, of course.

Interlocutor: Oh, no. Art exhibitions aren't for me, sorry. I'm not interested in art. I like sports; skiing and snowboarding are my favourites.

Student: I see. Sorry then.

Interlocutor: It's OK. And what do you do in your free time? What's your hobby?

Student: I like photography. I take my camera with me almost everywhere. I take pictures of people, nature and animals.

Interlocutor: Do you find it interesting?

Student: Yes, it's very interesting. The camera helps me notice amazing details. I can remember the places I've seen and I can show them to other people. I've got lots of themed photo albums.

Interlocutor: It sounds interesting, but how about sport? What's your favourite? And what do you do to keep fit?

Student: I like volleyball and I play for our school volleyball team. We have training sessions twice a week — on Tuesdays and Thursdays. Sometimes we play at weekends, too. Frankly speaking, I don't do anything else to keep fit.

Interlocutor: Look, I'm going to the skating rink this Sunday. How about joining me? It'll be fun.

Student: Thanks, Andy / Angela, but I'd rather not. I can't skate well and I've already promised to help my roommate with his / her essay. I'm sorry.

Interlocutor: It's OK. Never mind.

Student: See you later, then.

Interlocutor: See you.

TEST 4

Номер задания	Ответ
B1	5241
B2	34561
A1	2
A2	3
A3	1
A4	1
A5	3
A6	2
B3	4132867
A7	2
A8	3
A9	1
A10	3
A11	1
A12	3
A13	1

Номер задания	Ответ
A14	2
B4	her
B5	wasbrought
B6	took
B7	fourth
B8	werewriting
B9	better
B10	'vecalled<или>havecalled
B11	hadto
B12	couldn't<или>couldnot
B13	dangerous
B14	climber
B15	disappeared
B16	impossible
B17	immediately
B18	successful

C1 SAMPLE ANSWER

Omsk
Russia
04/17/2012

Dear Emma,

Thanks for the letter. I understand how difficult it is to find a good present – it's usually a challenge for me too.

In our family we exchange presents at New Year and we definitely give presents to people if it's their birthday.

My parents prefer homemade presents to any bought ones, and that's why I usually make my gifts myself. Mum and Dad still keep all my postcards and drawings. Once I cooked dinner for Mum's birthday and served it when she came home from work. She was very happy about it.

I think your grandmother would like a homemade cake or a postcard with some personal words.

Let me know how it works out.

All the best,

Veronica

C2**SAMPLE ANSWER**

My home town is A. It's a little town in the central part of Russia. Historians say that it was founded more than 500 years ago. It was a little settlement but now about 400,000 people live here.

The town is famous for its electrical power station that supplies the whole region. There is also an agricultural factory that produces different milk products and lots of other businesses. The architecture of the centre of the town is not interesting, in my opinion — you can see the same style in most towns and cities. However there are several streets where you can still see old wooden and stone houses — people built such houses here almost a century ago but they look very attractive to me.

I love my town because it's my home — my family and friends live here. In the summer we spend lots of time outdoors — swim in the river, go to the parks, cycle and explore the surroundings. In winter there are lots of places to go too — there is a skating rink, cinemas and computer clubs. My favourite place is the central park — there are huge, old trees there. We often go there to skateboard, roller-skate and cycle.

I think that my town is a nice place to live in and it's getting better every year.

1. I think our town is the most beautiful in summer. It's very green and there are lots of flowers everywhere. And people in the streets smile more often in the summer.
2. I would prefer to live in a big city because I think life is more intense there. There are more exhibitions, concerts and different shows. There are more opportunities to meet new people and make new friends.

C3**SAMPLE CONVERSATION**

Student: Hi, Lorenzo / Laura. I'm glad to see you.

Interlocutor: Hi!

Student: Sit down here if you want.

Interlocutor: Thank you.

Student: There's always omelette and juice for breakfast here. I like it. It's healthy.

Interlocutor: Yes, but I don't feel hungry so early in the morning. What time do you usually have meals at home? And what's your favourite food?

Student: I have breakfast at about half past seven before leaving for school. I usually eat lunch at school at one. When I come home, I eat something again — something like a sandwich or a pie. And when my parents come from work, we have supper all together. I like lots of things, but fried potatoes with mushrooms is my favourite. My mum cooks it very well.

Interlocutor: I see. It must be good. And is there any traditional Russian dish you recommend trying?

Student: If you come to Russia, try borsch. It's very popular in Russia and Ukraine. It's a kind of soup made with beetroot, potatoes, tomatoes, and lots of other ingredients. It can be with or without meat, and it's usually served with sour cream.

Interlocutor: Sounds tasty. Look, if you are not busy tonight, we could go to the Italian café nearby and have traditional Italian spaghetti.

Student: That's a good idea. Let's meet at 8 o'clock in front of the hostel. Is that OK with you?

Interlocutor: Yes. I'll be waiting for you there.

Student: Fine. I have to be off now. See you later.

Interlocutor: See you in the evening.

TEST 5

Номер задания	Ответ
B1	4135
B2	26314
A1	1
A2	3
A3	2
A4	1
A5	1
A6	3
B3	6125437
A7	1
A8	2
A9	3
A10	1
A11	3
A12	2
A13	2

Номер задания	Ответ
A14	1
B4	was
B5	didn't want <или> did not want
B6	would go
B7	fourth
B8	most communicative
B9	meeting
B10	Gentlemen <или> gentlemen
B11	are landing <или> relanding
B12	were <или> was
B13	technological
B14	impressive
B15	direction
B16	dangerous
B17	helpless
B18	powerful

C1 SAMPLE ANSWER

Samara, Russia
March, 10

Dear Tony,

Thank you for your letter. I'm glad that you enjoyed your weekend. In Russia, people like weekends, too. They may go to the country to have a picnic or stay in town as it's a good opportunity to visit different exhibitions, museums or just walk through the streets. I prefer active pastimes – in summer I cycle, in winter I ski and snowboard. I prefer winter because it's more fun. I spend most of my weekends with my friends as my dad often works on Sundays and Mum has lots of work around the house. I wish we could spend more time together.

Write back soon.

Best wishes,
Kris

C2 SAMPLE ANSWER

Books have always been very important. People need books for studying and they read them for pleasure too. However, that's true that people of my age read books less than our parents and grandparents did. I think it's because the world has changed — we get information from different sources, not only from books like in our grandparents' times.

Now we have TV, radio and the Internet where we can almost certainly find any information in seconds. Another reason for reading less is the lack of free time. Our life is very busy and it's not easy to find a couple of hours for reading a book.

However, in spite of the lack of time I can't do without reading and that's why I use my electronic book a lot. I often read on buses, trains or when I have to wait for someone or something. I think that an electronic book is much more convenient than a traditional paper book. An e-book is a small device but it contains lots of texts. It's easy to use because it opens at the exact place I stopped reading it last time. I've got dozens of traditional books in my e-book.

Most of my books are science fiction because that is my favourite genre. I also like historical novels and I enjoy reading science articles which I download from the Internet. I don't really think that people will ever stop reading but books may change a lot and probably very soon traditional paper books will be only in museums.

1. It was the book "The heart of a dog" by Michael Bulgakov. I had to read it for my literature classes but I soon became interested and enjoyed reading it.
2. If I have free time, I usually watch films. I have to read a lot for my classes and that's why watching films is more relaxing for me.

C3**SAMPLE CONVERSATION**

Student: Hello. Do you mind if I sit here?

Interlocutor: No, not at all. Please sit down.

Student: My name is ... (student's name). I'm from Russia.

Interlocutor: And I'm Adelita / Agosto. From Barcelona. Where in Russia do you live?

Student: In Tver. It's between Moscow and St Petersburg — it's a very nice city with a long history. It was founded in the 12th century and it was one of the richest and most important Russian cities. Tourists often come to our city to see our beautiful churches and lots of young people come to learn as we have colleges and universities there.

Interlocutor: Sounds great. I've never been to Russia, but I would like to go one day. What tourist attractions can you recommend seeing in your country?

Student: Well, if you come to Moscow, you should definitely see Red Square, the Kremlin and St Basil's Cathedral. They're in the very centre of Moscow and are very popular with tourists.

Interlocutor: Is it a historic place?

Student: Of course. Red Square dates from the 15th century. And the Cathedral was built a bit later, when Ivan the Terrible ruled the country. It's very beautiful.

Interlocutor: Yes, I've heard about it.

Student: Would you like to play at the play station with me by the way?

Interlocutor: I'd love to but my flight has just been announced. I have to go to the gate right now.

Student: Bye then. Have a nice flight.

Interlocutor: You too. It was good to meet you.

TEST 6

Номер задания	Ответ
B1	1342
B2	45126
A1	2
A2	3
A3	2
A4	1
A5	1
A6	3
B3	7324518
A7	2
A8	1
A9	3
A10	2
A11	1
A12	1
A13	3

Номер задания	Ответ
A14	1
B4	was
B5	feet
B6	couldn't<или>couldnot
B7	'llget<или>willget<или>shallget
B8	himself
B9	first
B10	needed
B11	wouldgo<или>'dgo
B12	oldest<или>eldest
B13	unfair
B14	disapprove
B15	educational
B16	entertainment
B17	skillful
B18	personal

C1 SAMPLE ANSWER

Svetloe
Saratov Region
Russia
11.11.2011

Dear Catherine,

It was nice to get a letter from you. Sometimes I think that school lasts for too long too. In my country children usually go to school when they are seven and learn there for nine years. After that they can either go to a vocational school or stay in their school for two more years. After that they can go to university or start working.

The school-leaving ceremony happens twice – after the ninth form and after the eleventh form. The school leavers get certificates and there are usually concerts and parties to celebrate the event. We are going to have this ceremony when the year is over. I hope it'll be fun. I'll send you photos!

Love,
Anna

C2 SAMPLE ANSWER

Nowadays there are lots of opportunities for people to see any film they like — there are lots of TV channels and cinemas or you can buy a disk and watch a film at home or watch it online. In spite of all these opportunities I don't watch films very often. It's because I don't have lots of free time and because I don't find most contemporary films very interesting — I like the Internet more.

However, I saw an interesting film several days ago. It was an old film and I don't remember its name. It was about a spaceship that landed on a far-away planet. The crew of the spaceship started to explore the planet and found very intelligent creatures there. They looked very different from us and the captain wanted to study them. Several aliens were killed. Fortunately, the pilot of the spaceship managed to explain to the captain that the people should leave the planet and not to do any more harm to the aliens. The astronauts decided not to inform Earth about the civilization they had found.

You can see that the plot of the film is not original at all. I was surprised that the film didn't have any expensive special effects, but I enjoyed it because the actors played their roles very well and there were lots of good jokes and humour in the film. The music was also very good. In my opinion, the most essential things for a film are a good story and talented actors.

I think that film producers today often forget about these things and pay too much attention to special effects. That's why lots of films are very much alike and are not really interesting.

1. Last time my friend and I went to the cinema was two weeks ago. The film was not very good but we had a good time anyway.
2. I like watching the Discovery Channel and different educational programmes. I'm interested in programmes which tell us about different countries, cultures, the mysteries of the past and the secrets of the universe.

C3**SAMPLE CONVERSATION**

Student: Hi, Martine / Michelle. I haven't seen you for ages! Is everything all right?

Interlocutor: **Hi! Yes, everything's fine. I've just been very busy with my Russian Grammar Course. Your grammar is so difficult!**

Student: Yes, it really is. Why did you decide to learn such a difficult language by the way?

Interlocutor: **There are several reasons: my ancestors are actually from Russia, and I think Russian will be useful if I want to do business with Russian partners in the future.**

Student: Right.

Interlocutor: **And why are you learning English?**

Student: Because I think it's very important to speak English. It's necessary for travelling and studying. There's lots of literature in English. And lots of information on the Internet is in English, too!

Interlocutor: **That's true. Are you going to use it for your future job? What kind of career are you thinking about?**

Student: I haven't chosen a career yet. There are lots of options. My parents want me to be an engineer but I want to work with people. I think a job of a teacher or a manager is just right for me. But English will be useful whatever I choose — engineering, teaching or tourism...

Interlocutor: **I absolutely agree with that.**

Student: If you need any help with Russian grammar again, call me anytime — I'll be glad to help.

Interlocutor: **Thank you very much. And I can help you with your English in return.**

Student: That will be lovely, thanks. Sorry, but I should be off now.

Interlocutor: **See you here next time.**

Student: See you.

Приложение 3. Тексты для аудирования

TEST 1

Сейчас вы будете выполнять задания по аудированию. Каждый текст прозвучит два 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.

B1

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. Занесите свои ответы в таблицу. У вас есть **20 секунд**, чтобы ознакомиться с заданием.

Now we are ready to start.

Dialogue A

A: Hi! Here you are at last! How was the flight?

B: Fine, thanks!

A: And where are your bags? Haven't you collected them at the baggage reclaim yet?

B: This shoulder bag is everything I've got. I never drag heavy suitcases with me.

A: Very smart. Shall we go then? My car is at the parking lot.

Dialogue B

A: Excuse me, have you got this bag in beige or brown?

B: Let me see. No, unfortunately not. We have this model in white, olive and red. Have a look at the white one. It looks very elegant.

A: Yes, it does. But I need something more casual and practical. I need it for university and everything.

B: What do you say to this model then? It wears very well, you can put a lot inside and it looks trendy at that.

Dialogue C

A: Hey, can you see what's written on the board next to the word "Ted"?

B: Hughes. H-u-g-h-e-s. Ted Hughes was an influential poet of the 20th century.

A: Is he? Never heard of him.

B: You would have if you hadn't missed so many classes of English Literature. Where are your glasses by the way?

A: I think I've forgotten them. Oh, no! Here they are in my bag. Now everything is fine and I can see everything very well. Are we going to write an essay about that Tom?! Oh, no!

Dialogue D

A: What's this noise about? You're not letting anyone watch the play.

B: Sorry, but I need to text a friend. It's really urgent.

A: Don't you know that mobiles have to be off during the performance?

B: I do. Why are you fussing about it so much? After all, it was you who talked me into coming here. And I really think that the play is boring. By the way, is it a drama or a comedy?

A: Shhhh! And put the mobile back in your bag!

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.)

B2

Вы услышите пять 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. Занесите свои ответы в таблицу. У вас есть **30 секунд**, чтобы ознакомиться с заданием.

Now we are ready to start.

Speaker A

Environmental problems are important today. People in big cities suffer from pollution but it's partially their own fault as their cars produce huge amounts of carbon dioxide which is the main cause of pollution. The number of personal cars is rising and when they get stuck in traffic jams, the amount of gases increases several times. People will experience problems until they learn to care more about the environment than their own comfort.

Speaker B

I've lived all my life in the city centre and I've always enjoyed the city lifestyle. However, now I'm considering moving to the countryside. It's a difficult decision but my son has started to fall ill too often. The doctors say that the polluted environment is the main reason. We live in one of the busiest streets. The traffic is very heavy there and there are often huge traffic jams. The doctors strongly recommend that we move to a healthier place.

Speaker C

I live in the suburbs. We moved there several years ago as the houses are much cheaper there than in the city centre. However I don't want to change my job so I have to commute to the centre five days a week. A personal car is a must for me. Fortunately, my children's school is on the way to the office and I drive them there every morning. When the classes are over, my wife drives them home — she can't do without her car either.

Speaker D

I live in the city centre, in a historical house. I like the place very much and would never move anywhere else. Neither me nor my neighbours drive personal cars — there's no need as living in the centre is very convenient: it takes me only fifteen minutes by bus to get to

work. There are good shops and supermarkets nearby. And when I go out in the evening, I don't have to bother about where to park my car. Life is easier on foot.

Speaker E

I believe that city dwellers should use personal cars less if they want the environment to be healthy. I never use my car if I can get to the place by bus or train. Trains and buses come and go according to the schedule and I'm never late to work or appointments. Also, buses go along special routes and escape traffic jams. I also enjoy reading on a bus or looking through the window — it's relaxing.

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 A1 — A6

Вы услышите разговор школьного доктора и пациентки. В заданиях A1 — A6 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.

Doctor: Well..., you're Jennifer Black, aren't you? The sixth form?

Jennifer: Yes, Doctor, it's me.

Doctor: Your teacher said you suddenly fell ill in the PE lesson. What exactly happened?

Jennifer: To tell the truth, I've been feeling unwell all morning. When I tried to get up I felt very weak and stayed in bed for an extra fifteen minutes to cope with the weakness and the pain in my stomach. I was nearly late for the first class because of that.

Doctor: OK, but during the PE class... did you do any tiring exercises? Too much running or any difficult exercises?

Jennifer: No, not really! We did some aerobics and played volleyball. I felt sick during the game and nearly fainted.

Doctor: OK, let me take your blood pressure. ...Well, it could be higher... You are feeling weak because of a drop in your blood pressure. Don't worry — it can be easily raised with a cup of strong sweet tea. What did you have for breakfast, Jenny?

Jennifer: I didn't have any breakfast actually.

Doctor: Was it because you were going to be late for school? Did you skip breakfast as you didn't have time for it?

Jennifer: No, it's not that. I don't normally eat breakfast because I want to lose weight. I want to be slimmer.

Doctor: Yes, I see. Can you describe in detail what you usually eat during the day? How many meals do you have? Lunch? Dinner? Supper?

Jennifer: One. At about 4 o'clock... I don't know what to call it. I have a glass of juice and some salad, and a yogurt. Sometimes I skip the yogurt.

Doctor: Look here, Jenny, can't you understand that you are ruining your body? This dieting will end up in an eating disorder, which will cause serious stomachaches, which you mentioned you've already been having, heart problems, kidney problems... You may become an easy target for any infection or disease. For now, I strongly recommend the medical examination called endoscopy. You'll swallow a small flexible camera, so we will be able to see your stomach from inside.

Jennifer: No-o-o...

Doctor: We'll have to, unfortunately. I'll call the hospital and make an appointment for you. And I'll let you know about the exact date and time tomorrow, OK?

Jennifer: OK. Will you call me?

Doctor: It would be better if you drop in. I want to check your blood pressure just to be sure. And now we are going to design your new diet. You must follow it.

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, отведенное на выполнение заданий по аудированию, истекло.

TEST 2

Сейчас вы будете выполнять задания по аудированию. Каждый текст прозвучит два 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.

B1

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. Занесите свои ответы в таблицу. У вас есть 20 секунд, чтобы ознакомиться с заданием.

Now we are ready to start.

Dialogue A

- A: Oh, it's so nice to see you! How was the flight?
 B: Fine, but it was a long one.
 A: I bet it was. The flight from Australia can't have been short. And you arrived almost an hour later than was scheduled.
 B: Yeah. It was because of the delay in Hong Kong. The weather was awful...
 A: I see. But it's all over and you're here at last. Let me help you with your luggage.
 B: Thanks.

Dialogue B

- A: Excuse me, can I have the key to room 209?
 B: Yes, here it is.
 A: And one more thing.
 B: Yes?
 A: I'm checking out tomorrow at noon. Can I leave my suitcase in the luggage room till 5 or 6 pm?
 B: Yes, you can, no problem.

Dialogue C

- A: I'm sorry, but food and drinks are not allowed in the reading room.
 B: Sorry, I just wanted to have a sandwich... but I'm already putting it back into my bag. By the way, where can I find something on the history of aviation? I'm writing a report on it.
 A: The books on that topic are displayed over there, next to the exit table. But if you need something specific, I would advise you to use our electronic catalogue. It's there, in the corner of the room.
 B: Yes, I will. Thank you.

Dialogue D

- A: Excuse me, I'm looking for a Sports Goods shop...
 B: Oh, there's one on this floor — it sells sportswear of all kinds, and the other one is on the ground floor — it offers different sports equipment, sleeping bags, tents and so on.

A: Thank you. I need a good sports bag.

B: To the ground floor then. You can't miss it — it's next to the cafeteria and there is a large poster advertising sports gear.

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.)

B2

Вы услышите пять высказываний. Установите соответствие между высказываниями каждого говорящего А — Е 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. Занесите свои ответы в таблицу. У вас есть 30 секунд, чтобы ознакомиться с заданием.

Now we are ready to start.

Speaker A

When I was a small child, I felt irritated when adults asked me about what I wanted to become in the future. They are still asking. It's irritating, probably because I don't know the answer. I have no idea what job is right for me and I'm afraid of making the wrong choice. Dad says that I should do different summer or part-time jobs in order to understand what I want. And what if I don't understand it then? I don't mind working in the summer but I don't know what temporary job to apply for.

Speaker B

I've always known what I want to do as a career. No, I'm not making ambitious plans about becoming an ingenious scientist, or an astronaut, or a famous actor. I want to work with small children as there's nothing better than helping the curious explore the world. Working in an infant school would be very rewarding. It wouldn't actually be a job for me — it would be a privilege because I'd be enjoying every minute of it. If you say it would be difficult — yes, it would be, but it would never get boring.

Speaker C

Lots of teenagers want to get a summer job but not everyone gets one. The most common mistake is that they start looking for a job when the holidays are in full swing. The job search takes time and you should start it months before the holidays. First, make up a list of jobs you would like to do, then find out about the requirements and contact the employers. If you suit each other, leave your information and discuss the date when you are ready to start.

Speaker D

There are usually lots of opportunities for young people to earn money for things like snacks and drinks, outings and accessories. There are always plenty of vacancies for seasonal workers, waiters, couriers, cleaners etc. Being a full-time student is not an excuse to avoid getting a job. I really don't think that teenagers can understand the value of money and appreciate their families' care and support until they start working themselves.

Speaker E

I think that doing temporary and part-time jobs does young people lots of good. I had my first summer job at the age of fifteen. I worked as a pizza seller in a fast-food café for two months. I still remember how difficult it was — there were always lots of people, it was hot and my legs and arms hurt. Since then I've worked as a courier, as a seasonal worker (picking apples and cherries) and as a landscape worker.

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 A1 — A6

<p>Вы услышите разговор двух одноклассников. В заданиях A1 — A6 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды. У вас есть 60 секунд, чтобы ознакомиться с заданиями.</p>
--

Now we are ready to start.

Sally: Are you OK, Zach? Hey, Zach!

Zach: Oh, it's you, Sally. I was daydreaming.

Sally: You were sleeping, not daydreaming! Did you play computer games all night again?

Zach: Yes, how did you guess?

Sally: That's easy. Your eyes are red, your reactions are slow, and you look sleepy! And your homework isn't done.

Zach: OK, you're right. Just a new game. I couldn't quit before I reached the fifth level. You wouldn't understand as you don't care about computers.

Sally: Why, I do, but I'm not a geek. I have more important things to do than play games for hours.

Zach: Really? And what are you busy with all day long?

Sally: Well, I start with walking my dog. At 8 o'clock sharp I have to be at the picking up point for the school bus. Mum used to drive me to school, but now she's very busy with my little brother, so I have to go by bus.

Zach: I see. Babies are always trouble.

Sally: No, not at all! He's a little darling and I love him! Twice a week, when I don't take my music lessons, I babysit for my mum so that she can read the economic news. She's got a university degree and worked for a financial firm but she had to quit it because of my brother's poor health. She's planning to go back to her career and has to be well informed about everything.

Zach: Yeah, that's important to stay in the profession. And it's nice of you to help her so much. But how do you manage to do your own lessons then?

Sally: The main thing is not to put off the assignments till the very last moment.

Zach: I always put them off...

- Sally: And it's important to start with the most difficult subjects — I always do Maths first. Languages and other humanities are easier so French goes the last.
- Zach: I see. I find Maths the most difficult, too. And I'm really impressed with your ability to plan your day and stick to the plan. I never do anything on time... I even had to give up my guitar lessons... Do you play an instrument?
- Sally: The drums. Mum wanted me to choose the piano, but I think drums are cooler.
- Zach: They certainly are. There're lots of people who play the piano but very few drummers. By the way, my friends are looking for a drummer for their band. Are you interested?
- Sally: Well..., yes. What sort of music do they play?
- Zach: Pop.
- Sally: I see. I prefer pop music too. We learn about other music styles in music classes, like jazz, rock and classical, but you can't dance to them.
- Zach: True. I can introduce you to the guys. You'll really need my recommendation as no girl's ever played with them. It's always been an all-boy pop band.
- Sally: It won't be any more.
- Zach: We'll see.

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, отведенное на выполнение заданий по аудированию, истекло.

TEST 3

Сейчас вы будете выполнять задания по аудированию. Каждый текст прозвучит два 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.

B1

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. Занесите свои ответы в таблицу. У вас есть **20 секунд**, чтобы ознакомиться с заданием.

Now we are ready to start.

Dialogue A

- A: Don't touch it! You're not allowed to touch the exhibits.
 B: OK, I only wanted to feel what it's made of. Do you think it was really made more than a thousand years ago?
 A: Look at the label. It says 500 BC. Egypt was part of the huge Persian Empire. And this stone vase was found near Cairo.
 B: It looks really impressive. How do you think they managed to make such things without modern instruments and devices?

Dialogue B

- A: Look, it's beautiful! I think Kate will like it if we give it to her for her birthday.
 B: Don't be silly. Where would she put such a huge vase? She has a tiny flat and... Look, I think this is just what we need.
 A: A book?
 B: It's not just a book. It's an Art History book. And the DVD is included. Kate will be delighted to get it. We'll buy it right now. Where's the cash desk?
 A: Wait a moment. Are you sure we've got enough money for it?

Dialogue C

- A: Is it your suitcase, sir?
 B: Yes, it's mine.
 A: And where did you get that vase? Antiques need special permission to be taken out of the country.
 B: But I bought it at an auction! Legally! I've got the papers for the purchase. Here they are.
 A: OK. Wait here, please. I have to make some inquiries.

Dialogue D

- A: Everyone is ready, aren't they? You'll need all your concentration for today's work.
 B: Are we going to draw anything special?
 A: Yes, and you won't need your oils today. We'll be drawing in pencil. It's going to need a very skilful use of light and shadow. Look at this object.

B: It's just an old ceramic vase. You said we'd need skills...

A: It may seem easy to draw a vase, but I assure you that very special skills are needed to do it properly.

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.)

B2

Вы услышите пять высказываний. Установите соответствие между высказываниями каждого говорящего А — Е 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. Занесите свои ответы в таблицу. У вас есть 30 секунд, чтобы ознакомиться с заданием.

Now we are ready to start.

Speaker A

I like getting presents and it doesn't matter if they are expensive or not — the best presents are always from people who care about me. My favourite accessory, for example, is a handmade necklace. A friend of mine gave it to me for my sixteenth birthday. She made it herself from sea shells she had picked up on the beach and it looks nice and stylish. The shells are arranged very carefully in accordance with their size, shape and colour. And my name's carved on one of the shells.

Speaker B

It's certainly nice to get presents but I'm against buying impractical presents that will get thrown out. I've already got a collection of vases of different sizes and styles, several pictures that I will never put on my walls, and a few bottles of perfume that I don't wear. I think it's really foolish to spend money on such things. If you don't know what the person really likes or needs, please don't buy anything.

Speaker C

People spend a fortune on presents and gifts. Lots of impractical things are bought at Christmas time. Radio and TV promote the idea of gift-exchange, the Internet is full of special offers, the shop windows sparkle with decorations, shows and performances are arranged in shopping centres. If you are not buying heaps of presents, you feel a miserable outsider! That's why consumers spend more money during Christmas time than they do the rest of the year.

Speaker D

I like giving people presents. The only problem is that shopping for presents takes lots of time which I don't have and shopping via the Internet is not for me — I don't trust it. For this reason I buy almost all of my presents in a large shopping centre near my house. The centre is comprised of several dozen little shops and boutiques. I can find anything there — souvenirs, electronic gadgets, goods for children, cosmetics and what not! There's no need to go anywhere else.

Speaker E

We often give each other presents — for special occasions or just for no reason at all. I buy most presents via the Internet and find it very convenient. First, it saves time — I don't have to spend hours in shopping centres. Second, I buy exactly what I want — there's a vast database of different goods at my disposal. Third, I can give gifts to friends who live far from me. I just type their addresses and the presents are delivered directly to them.

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 A1 — A6

<p>Вы услышите разговор двух знакомых. В заданиях A1 — A6 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды. У вас есть 60 секунд, чтобы ознакомиться с заданиями.</p>
--

Now we are ready to start.

Jason: Hi, Liz! How are you doing?

Liz: Oh, Jason! Sorry, I didn't see you.

Jason: Yeah, I noticed that.

Liz: We are going to the seaside tomorrow and I'm kind of overexcited about it. I've never seen the sea before — we used to go to the country every summer. It's certainly nice, but...

Jason: I understand. I worry when we are leaving for holiday too, though we travel quite often. And on the plane I often get panic attacks.

Liz: Are you afraid of flying?

Jason: No, not at all. I feel panicky because I think I've forgotten something — to return an MP3 player to a friend for example.

Liz: That's funny.

Jason: Are you flying, by the way, or going by train?

Liz: Flying. It would be cheaper by train or by car but it takes too long and there's not enough room for all of us in the car.

Jason: You're going with your family, aren't you?

Liz: Yes. Mum and Dad, my sister, Granny... And this creates a problem.

Jason: What? You don't want to go with your granny?

Liz: No, it's not that! I love travelling with her. Granny tells us lots of amusing stories and she's always so cheerful. My sister and me are very lucky to have such a granny. The problem is my pets. Since everyone's leaving there's no one at home to take care of them. The hotel Dad reserved is not animal-friendly; they don't accept pets.

Jason: I see. I'd like to have a dog or a cat, but doctors say it's not for me. They make me cough and sneeze and may cause some more serious illness. And what pets have you got?

Liz: A goldfish, a parrot and a cat.

Jason: The goldfish is not a problem — you can leave it with me. And the parrot, too. My mum's always been against any birds as they are messy and noisy, but I'm sure she won't mind it for a couple of weeks.

Liz: Oh, Jason, it'd be a great help! But what shall I do with my cat? All animal hotels in the city are booked.

Jason: Yeah, it's holiday time. Look, my aunt lives not far from here. She's got two cats and I'm sure she'll agree to take care of your cat, too.

Liz: Do you think she'll manage three cats at once? It's not easy, and my cat is quite a character!

Jason: No one could do it better. She worked as a vet in the national park in Kenya for several years and treated wild tigers and leopards. Your cat, whatever he is, won't be a problem.

Liz: Oh, excellent.

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, отведенное на выполнение заданий по аудированию, истекло.

TEST 4

Сейчас вы будете выполнять задания по аудированию. Каждый текст прозвучит два 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.

B1

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.

Now we are ready to start.

Dialogue A

A: OK, let's have a look at what's wrong with you. Does it hurt when I touch it like this?

B: A little.

A: What did you eat yesterday?

B: Two pieces of cake. It was my friend's birthday party and I couldn't resist the temptation. I didn't eat anything for three days before it.

A: Why not?

B: I'm on a strict diet. It makes you lose seven kilos a week.

A: Your dieting has already given you a stomach problem. But I'm afraid it's not the only one. A blood test is necessary to find out more.

Dialogue B

A: I'm awfully hungry, aren't you?

B: Yes, I am too. Let's have a look at what they've got. Hey, there are lots of vegetarian dishes here. I definitely like this place.

A: First see what they taste like. I like their dessert page.

B: Are you going to start with dessert?!

A: Why not? Only I can't choose between the walnut cake and vanilla cake... OK, I'll take both and skip the main course.

B: You're incredible!

Dialogue C

A: You've been sitting at your books for hours already. You must be awfully hungry.

B: No, I don't feel like eating at all, thanks, Mum.

A: Come on, I've cooked spaghetti bolognaise. You like that, don't you?

B: Yeah, I do, but I don't want to eat anything now. Perhaps later.

A: Not even chocolate cake? I bought a couple of pieces for you in a coffee shop.

B: That's another thing altogether. You know I can never resist cake.

Dialogue D

A: What are you doing? Can't you read the sign, "Don't feed animals"?

B: But she looked hungry. And she seems to like my ice cream very much...

A: Ice cream — for a kangaroo! Have you given her anything else?

B: Just a piece of strawberry cake... and a chocolate cake...

A: Oh, gosh! A veterinarian has already examined her because she ate a kilo of sugar. I'm afraid I may have to call him again!

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.)

B2

Вы услышите пять высказываний. Установите соответствие между высказываниями каждого говорящего А — Е 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. Занесите свои ответы в таблицу. У вас есть **30 секунд**, чтобы ознакомиться с заданием.

Now we are ready to start.

Speaker A

Lots of people find sunbathing on the beach very relaxing and every season crowds of tourists head to the seaside. Resort beaches are usually equipped with umbrellas and chairs. There are also places to play volleyball or badminton and there are different water entertainments like the banana rides, water skiing, surfing and snorkeling. If they feel hungry, tourists can buy snacks right on the beach.

Speaker B

People have always settled near the sea. The sea gives food — fish, seashells, shrimps, but there's less and less of it in the sea. Fishermen often complain that in spite of better fishing equipment they get less fish than their fathers got decades ago. Marine researchers and economists back their concern with figures — the number of saltwater fish has been reduced dramatically over the last years and the tendency is persistent.

Speaker C

We went to Australia a couple of months ago and it was the first time I'd dived in the open ocean. It's another world — with millions of inhabitants ranging from plankton to huge whales. It's amazing, plankton is made up of hundreds of species — those little organisms can look like tiny worms, shrimps, jelly-fish or whatever. But the main tourist attraction in Australia is the Great Barrier Reef — more than 1,500 species of fish live there.

Speaker D

Most people love the sea and the sea resorts are a popular tourist destination. However, the sea we all admire may destroy our civilization or part of it. Everyone knows that the average temperature on the planet is rising, the ice-caps are melting, the level of the ocean is getting higher and soon it may cover coastal villages, cities and even whole countries. If we want to survive, we have to stop the global warming process somehow.

Speaker E

Lots of people choose seaside holidays as a way to escape from their stressful world. Tourist agencies offer different options, from ocean cruises to beach holidays. Crowds of holidaymakers eat packaged food and throw plastic cups, plates, polyethylene packages and heaps of other rubbish into the sea. The sea animals may mistake the rubbish for food and swallow it. Ingested rubbish is a frequent cause of the death of seals, turtles, and even sharks.

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 A1 — A6

Вы услышите разговор пассажира и водителя такси. В заданиях A1 — A6 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.

Passenger: Hey, I prefer missing my flight to having a traffic accident.

Driver: Don't worry, we aren't exceeding the speed limit. It's a highway.

Passenger: Slow down anyway, will you? I feel nervous every time I take a taxi here.

Driver: You're from Europe, aren't you?

Passenger: Yes, how do you know?

Driver: Europeans often feel like that on Australian roads. It's because we drive on the left and you drive on the right. Americans take it easier though they, like you, have right-hand traffic.

Passenger: You are probably right. The left-hand traffic makes me feel strange.

Driver: Do you drive at home?

Passenger: No. Not now. I used to drive a lot when we lived in the countryside and I had to commute to the city. But I sold my car when we moved to the city centre. It caused lots of problems.

Driver: What kind of problems? Did it break down too often?

Passenger: No. It was a nice car, but it was difficult to find a parking place in the city. And the traffic jams! I was often late for work.

Driver: I see. The Underground is more reliable.

Passenger: Exactly. Once I was late for a job interview because of a traffic jam. It was a dream job with a large construction firm. I didn't get it.

Driver: Sorry to hear that. Are you an engineer or a manager?

Passenger: Neither. I design and plan buildings.

Driver: Wow!

Passenger: Yes, and several buildings I designed have already been constructed! I've got the photos in my internet portfolio.

Driver: Sounds impressive. You could find a good job here I think. The construction sector is booming at the moment — we are building houses, and supermarkets, and new hotels...

Passenger: Thank you but... not now. I've just taken a new job and I really enjoy it. The money is good too so I don't feel like changing anything. The job also allows me to travel a lot.

Driver: So, are you here on business?

Passenger: No, for a seaside holiday. A friend of mine suggested coming here and I don't regret it — the beaches are beautiful! I haven't seen much of the rest of the countryside — next time, probably.

Driver: Right.

Passenger: Oh, gosh! I haven't even bought any souvenirs for my parents. Do you think I can buy anything in a duty-free shop?

Driver: If you want to buy something made by local people, like paintings, pottery or wooden souvenirs, there's a shop right on the way to the airport. We can stop there if you want.

Passenger: Yes, I do! My mother loves authentic artwork. And due to your incredibly fast driving I've got about half an hour before the flight.

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, отведенное на выполнение заданий по аудированию, истекло.

TEST 5

Сейчас вы будете выполнять задания по аудированию. Каждый текст прозвучит два 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.

B1

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.

Now we are ready to start.

Dialogue A

- A: It's a nice place. I like it.
 B: So do I. I've bought a cappuccino for you.
 A: Thanks. And what are you doing?
 B: I'm looking for the result of yesterday's football match. I didn't have a chance to watch it. Yes, here it is. Do you mind if I watch the video of the best moments of the match?
 A: No, not at all. Go ahead.

Dialogue B

- A: Do you know where we have to get off?
 B: Yes, Lily said she lives near the stadium. The bus stop is right after it.
 A: I'm afraid we've already passed it.
 B: What makes you think so?
 A: We've just passed the stop Arena. Arena is the name of the stadium I guess.
 B: Oh, gosh, we'd better get off now!

Dialogue C

- A: Hey, switch off your computer. Electronic devices are forbidden onboard.
 B: Only during take-off and landing. During the flight itself it's safe.
 A: I'm not sure about that at all. Anyway, whatever you're searching for on the Internet, it can wait.
 B: No, it can't. I have to confirm our hotel reservation. They'll cancel it otherwise. And I also need to check the result of today's football match. I didn't have a chance to watch it to the end.

Dialogue D

- A: Hey, I didn't expect to see you here. You've never been a fan, have you?
 B: And I'm still not. I'm here because of my friend. She really wants to see the game as her boyfriend is the Eagles' forward. She asked me to keep her company.
 A: I see. Look! No... It wasn't a goal, but it was very close... Which team do you support, by the way — the Tigers or the Eagles?
 B: I don't really care, but I hope the Eagles win, just because of my friend...

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.)

B2

Вы услышите пять высказываний. Установите соответствие между высказываниями каждого говорящего А — Е 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. Занесите свои ответы в таблицу. У вас есть **30 секунд**, чтобы ознакомиться с заданием.

Now we are ready to start.

Speaker A

Travelling through deserts has always been a life-threatening activity but people had to do it for trade and exploration. In the old days, trade was conducted by caravans of camels. The camel was chosen because it is able to carry heavy loads and do without water for several days. The load was usually divided into two parts and attached to the camel's back. Nowadays there are high speed roads crossing deserts in different directions but native people still rely on camels.

Speaker B

The desert is often associated with dead land, but it's not. I'm a geologist and I can say it's a fascinating place! Blue sky and endless sand dunes look fantastic! The sand is usually bright yellow but there are other colours, too. In Egypt, for example, there's The White Desert — the sand is absolutely white and looks like glittering snow. The poor deserts plants deserve all my admiration — for their strength and will to live.

Speaker C

At first sight the desert seems uninhabited but if you stay there longer, you'll see that it's home to many creatures. Reptiles seem to be quite happy there — it's their world. There're lots of them but they usually hide in the sand and are difficult to see. Some lizards and snakes also have camouflage or change their colour to blend in with the surroundings. Their main food is scorpions, spiders, insects, small mice and rats.

Speaker D

The burning sun of the desert can kill a careless traveller in several hours. That's why if you get lost, don't panic but find a shelter and wait for help. Remember that walking will make you feel very tired and thirsty, so it's better to stay where you are. Draw large signs on the sand or fix a bright piece of clothing on a tall cactus so that your sign can be seen from the air — the rescue plane will be able to find you sooner.

Speaker E

The desert is a dangerous place and people should be careful when travelling through it. Everyone knows this. However, we often forget that the desert can be damaged, too — some people's activities are very harmful to it. Deserts are becoming polluted as people use them as dumping grounds for rubbish and industrial waste. Off-road desert car races ruin the delicate soil layer and kill plants that take a very long time to grow. Animals hiding in the sand may be killed too.

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 A1 — A6

Вы услышите разговор посетителя спортивного клуба и представителя службы охраны. В заданиях A1 — A6 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.

Security: Morning. I'm Thomas Richardson, the sports centre security. The lady at the reception said that your iPod's missing.

Jackie: Yes, that's right.

Security: Can I ask you a few questions?

Jackie: Sure. Go ahead.

Security: Your name is...?

Jackie: Jackie Lee.

Security: OK, Jackie, do you often visit our sports centre?

Jackie: Yes. My parents brought me to the centre three years ago and signed me up for the gym classes. Since then I've been coming here every Tuesday and Thursday and I never miss classes as the coach says that it's very important... not to miss...

Security: Right, but there are no morning gym classes today.

Jackie: Sometimes I come to the swimming pool, too. It doesn't happen very often — only when I have the time. Today is such a day — I have a morning off, so I decided to have a swim.

Security: Is it possible that you've forgotten your iPod somewhere in the centre? In the coffee bar or in the gym?

Jackie: No. I didn't use them today. I came to the centre quite early, bought a ticket to the swimming pool at the reception and went straight to the changing room and then to the pool. I haven't been either to the gym or to the bar. I left my iPod in the locker in the changing room but when I came back, it wasn't there.

Security: I see. Frankly speaking, I can't remember our visitors ever reporting stolen valuables; they often lose things, which are usually found and brought to the reception. However, this incident looks like a crime and we'll have to call the police I'm afraid.

Jackie: Looks like that.

Security: There's a special safe at the reception by the way. We strongly recommend that our visitors keep valuables and money there. The safe is free and available for all our visitors...

Jackie: Yes, I know about the safe, but neither my friends nor I ever use it. Maybe it's a bit careless but we've always left money, watches and phones in the changing rooms — nothing has ever happened.

Security: I'm calling the police.

Jackie: No, wait a moment. I think I can hear my iPod. It sounds like it's in the locker. Oh goodness, it's here in my boot. I put it inside the boot to not forget it.

Security: Fine. I'm glad you've found it.

Jackie: I'm really so sorry for all this trouble. My mum's right — I'm hopelessly absent-minded.

Security: It's OK.

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, отведенное на выполнение заданий по аудированию, истекло.

TEST 6

Сейчас вы будете выполнять задания по аудированию. Каждый текст прозвучит два 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.

B1

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. Занесите свои ответы в таблицу. У вас есть **20 секунд**, чтобы ознакомиться с заданием.

Now we are ready to start.

Dialogue A

- A: Are you sure you want to have your hair cut? It looks so beautiful. I wouldn't do that if I were you...
- B: But I want to do it. The sooner the better.
- A: OK, OK, I'll make it really short.
- B: And I also want to change the colour. I've always wanted my hair to be blond. Do you think it will suit me?
- A: I'm not sure. I think your natural colour is very good, but we can experiment with it if you want.

Dialogue B

- A: Do I really have to wear this sling? My arm doesn't hurt at all. Everything's all right.
- B: Look, your bone has been damaged. We need to fix it firmly to prevent any complications. Be a good girl and your arm will be OK very soon. We have slings in different colours by the way. Which one do you prefer?
- A: That's funny. I'll look fantastic in the green one. Do I have to take any medicine?
- B: Yes. Here's the prescription. And your arm has to be examined every other day. Please remember to be here on time.
- A: OK, I will.

Dialogue C

- A: Morning, I need to send this parcel to Poland.
- B: Yes, certainly. It's documents, isn't it?
- A: Yes. And they should be delivered as soon as possible.
- B: Don't worry, the addressee will get the documents the day after tomorrow. Just a moment — I'll package them up. Fill in the form meanwhile, please. And read the information in red at the bottom of the page. It's important.
- A: OK.

Dialogue D

- A: Look at this! The pictures are very good. That landscape especially. And the picture of an old house is beautiful! Who's the artist?
- B: It says Kenneth Baker. I've never heard of him.

A: Neither have I. But he definitely has talent. His technique is interesting... And the colours are wonderful — rich but natural. Let's ask for the catalogue — I'd like to find out more about this Baker.

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.)

B2

Вы услышите пять 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. Занесите свои ответы в таблицу. У вас есть **30** секунд, чтобы ознакомиться с заданием.

Now we are ready to start.

Speaker A

When my father was of school age, he went to my school too. He says that the school's changed a lot since his time, but some things are still the same. Like them, we have "A Birthday Friday" when we wish happy birthday to our classmates who were born in that month. We also make Christmas cards for our teachers and classmates and display them on the walls. When we leave for the Christmas holidays, everyone picks up their cards and takes them home. The cards should be read on Christmas Day.

Speaker B

I enjoy learning and have lots of school friends but despite this, at the beginning of each academic term I start looking forward to the holidays. We have Christmas, Easter and summer holidays. Summer is my favourite because it's the longest. Christmas holidays are nice too — they are associated with lots of fun and Christmas gifts. Easter holidays are special because we don't have fixed days for them as every year Easter happens on a different date.

Speaker C

I've never changed school so I feel absolutely at home there. Most of my classmates live nearby so we spend lots of time together — not only in the classroom but after school, too. I think I'm lucky to have them around all the time — we help each other a lot and not only with school matters. When I need a hand with my bicycle repairs or I need someone to look after my cat when our family leaves for a holiday, my school mates are always there for me.

Speaker D

Most students think it would be great if holidays lasted forever but I don't agree. It would be boring, and school is not all about tests and homework — it's also about sports games at our stadium and our drama society which I enjoy very much. We have a school band which is so good that they play not only at our school parties but also perform at the town's musical events. I really think that anyone can find an exciting hobby right at school.

Speaker E

We spend lots of time at school — we learn there, do sports and have fun. To keep the place nice and safe we should obey the rules — in general, we should respect our teachers, we should respect each other and we should respect the school's property. Strangers are not allowed on the grounds of the school, so if we want to bring friends from another school to our party, we have to get the teacher's permission.

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 A1 — A6

<p>Вы услышите разговор студента по обмену и хозяйки дома, в котором он живет. В заданиях A1 — A6 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды. У вас есть 60 секунд, чтобы ознакомиться с заданиями.</p>

Now we are ready to start.

Philip: Hello, Amy! Enjoy your tea!

Amy: Hi, Philip. Leaving so early? It's Sunday today — no classes as far as I know.

Philip: That's right. I want to take advantage of that and explore your town.

Amy: Very sensible of you. It's a nice place.

Philip: You can probably recommend something to me? I haven't been anywhere yet except the library. If you aren't busy now...

Amy: No, not at all. Sit down and help yourself to tea and biscuits. Some milk and cornflakes?

Philip: No, thank you, Amy. I'll just have some tea and a sandwich.

Amy: OK, as you wish. I believe the first thing you should do today is go to the beach.

Philip: The beach?

Amy: Yes. Beaches are not only good in hot weather. Our beach is amazing in this season. Just sit down on the rocks and watch the sea — I promise you'll enjoy it.

Philip: OK, I'll do it.

Amy: Then go to the old chapel in the Sea Park. It's very old and beautiful inside. You can't take photos there but if you see the priest Father Matthew, ask him to show you around the chapel.

Philip: The priest?

Amy: Yes. He's a nice man and believe me, he does it better than professional guides.

Philip: OK, I'll follow your advice. And how can I get to the centre of the town after that?

Amy: The best way to get around the town is by bicycle.

Philip: Is it?

Amy: Yes. There are buses, but the interval between buses is at least thirty minutes... Taxis are not allowed in the historical centre, and they are very expensive.

Philip: But I don't have a bicycle here.

Amy: You don't need to own it. There are lots of points where you can rent one very cheaply. The cycle routes are everywhere — we often go shopping by bicycle.

Philip: Your town authorities seem to care about the environment...

Amy: Yes, they do. The new mayor, who was elected two years ago, has done a lot to improve our life here. Cultural events have become more frequent and our streets and parks are kept nice and clean. People spend more time out-of-doors now.

Philip: That's really good.

Amy: Yes. In the evening we don't watch TV anymore but go to the parks where everyone can find something for themselves — jogging, chess, volleyball — or just walking and talking. Oh, that reminds me. Can you do me a favour, Phil?

Philip: Whatever you want.

Amy: Can you take my mobile to the service centre? It's in the High Street, in the shopping centre.

Philip: Sure. No problem.

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, отведенное на выполнение заданий по аудированию, истекло.

Приложение 4. Бланки ответов

БЛАНК ОТВЕТОВ № 1

ГИА-9

А Б В Г Д Е Ж З И Й К Л М Н О П Р С Т У Ф Х Ц Ч Ш Щ Ъ Ы Ь Э Ю Я 1 2 3 4 5 6 7 8 9 0 , -																													
Предмет															Номер варианта														
Дата																													
Код ОУ										Логин участника										Подпись участника									
<p>ФАМИЛИЯ</p> <p>ИМЯ</p> <p>ОТЧЕСТВО</p>																													

А Б В Г Д Е Ж З И Й К Л М Н О П Р С Т У В W X Y Z																										Номер задания				
Номер задания		А В С D																						B4						
B1		<table border="1" style="width: 100%; height: 20px;"> <tr><td></td><td></td><td></td><td></td></tr> </table>																										B5		
B2		<table border="1" style="width: 100%; height: 20px;"> <tr><td></td><td></td><td></td><td></td><td></td></tr> </table>																											B6	
																								B7						
																								B8						
																								B9						
																								B10						
																								B11						
																								B12						
																								B13						
																								B14						
																								B15						
																								B16						
																								B17						
																								B18						

Номер задания										Номер задания										Номер задания																		
<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>												
<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>												
<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>												
<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>												
<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>												
<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>												
<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>												
<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>												
<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>												
<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>												
<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>												
<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>												
<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>												
<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>												
<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>												
<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>												
<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>												
<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>												
<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>												
<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>												
<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>												
<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>												
<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>												
<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>												
<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>												
<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>												
<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>												
<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>												
<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>												
<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>												
<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>												
<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>												
<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>												
<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>												
<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>												
<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>												
<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>												
<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>												
<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>												
<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>												
<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>												
<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>												
<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>												
<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>												
<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>												
<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>												
<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>												
<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>												
<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>												
<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>												
<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>												
<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>												
<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>												
<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>												
<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>												
<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>													<table border="1" style="width: 100%; height: 40px;"> <tr><td></td><td></td><td></td></tr> </table>												

БЛАНК ОТВЕТОВ № 2

Логин участника	1 4	Подпись участника <small>Участник должен написать свое имя и фамилию, а также номер задания, которое он выполняет, в заданном формате и подписать ответ.</small>
Предмет Дата		

Отвечая на задания, пишите аккуратно и разборчиво, соблюдая разметку страницы.

Условия заданий переписывать не нужно.
Не забудьте указать номер задания, которое Вы выполняете — С1.

