

«УТВЕРЖДАЮ»
Руководитель Федеральной службы
по надзору в сфере образования и науки

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Инструкция по выполнению работы

Экзаменационная работа по английскому языку состоит из пяти разделов, включающих 51 задание.

Раздел 1 (Аудирование) включает 14 заданий, из которых первое – на установление соответствия и 13 заданий с выбором правильного ответа. Рекомендуемое время на выполнение Раздела 1 – 25 минут.

Раздел 2 (Чтение) включает 9 заданий, из которых 2 задания на установление соответствия и 7 заданий с выбором правильного ответа из четырех предложенных. Рекомендуемое время на выполнение Раздела 2 – 30 минут.

Раздел 3 (Грамматика и лексика) включает 23 задания, из которых 15 заданий с кратким ответом и 8 заданий с выбором правильного ответа из четырех предложенных. При выполнении заданий с кратким ответом вы должны самостоятельно записать ответ в соответствующем месте работы. Рекомендуемое время на выполнение Раздела 3 – 40 минут.

Раздел 4 (Письмо) состоит из двух заданий и представляет собой небольшую письменную работу (написание личного письма и письменного высказывания с элементами рассуждения). Рекомендуемое время на выполнение этого раздела работы – 60 минут. Черновые пометки делаются прямо на листе с заданиями (они не оцениваются), и только полный вариант ответа заносится в Бланк ответов № 2.

Раздел 5 (Говорение) включает три задания: тематическое монологическое высказывание, диалог с целью обмена фактической информацией и диалог с целью обмена оценочной информацией. Время устного ответа – 12 минут на одного испытуемого.

Чистое время проведения экзамена на одного человека (без учета времени ожидания и инструктажа) 167 минут.

Выполняя задания, всегда указывайте наиболее вероятный, с вашей точки зрения, ответ.

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

По окончании выполнения заданий каждого раздела не забывайте переносить свои ответы в Бланк ответов.

Желаем успеха!

Раздел 1. Аудирование**В1**

Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего 1 – 5 и утверждениями, данными в списке А – F. Используйте каждую букву, обозначающую утверждение, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу.

- A.** She likes living the life of people of the country she is visiting.
- B.** Travelling helped her to become a different person.
- C.** Things she has learnt about the country will help her in her work.
- D.** She likes doing sights in other countries more than at home.
- E.** She enjoys doing sights in her own country.
- F.** She liked the relationships among people in the country she visited.

Говорящий	1	2	3	4	5
Утверждение					

Вы услышите разговор между водителем такси и пассажиром. Определите соответствие утверждений A1-A6 содержанию прослушанного текста. Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды.

A10

Tourists can use a camp car

- 1) whenever they want.
- 2) only if they pay for it.
- 3) in emergency cases.

A11

The idea of camping on the ground seems to the woman

- 1) silly.
- 2) romantic.
- 3) attractive.

A12

The woman finds the canoe trip risky because

- 1) the canoes are too small.
- 2) the course is not long enough.
- 3) the equipment is not very good.

A13

In the end the woman

- 1) is sure she will enjoy the trip.
- 2) is disappointed with the trip arrangements.
- 3) feels like going on a canoe trip.

B2

*По окончании выполнения заданий **B1** и **A1 – A13** НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ № 1! ОБРАТИТЕ ВНИМАНИЕ, что ответы на задания **B1, A1 – A13** располагаются в разных частях бланка. **B1** расположено в нижней части бланка. При переносе ответов в задании **B1** буквы записываются без пробелов и знаков препинания.*

Раздел 2. Чтение

*Установите соответствие тем **A – G** текстам **1-6**. Занесите свои ответы в таблицу. Используйте каждую букву **только один раз**. В задании одна тема лишняя.*

A. CAR RACE **C. FAVOURITE TOY** **E. HELPFUL MACHINE** **G. UNUSUAL CAR**
B. REAL PLEASURE **D. SERIOUS PROBLEMS** **F. DIFFERENT TOYS**

1. Things boys play with are not like objects girls play with. Boys often have more freedom to run about and they get guns, train sets, toy trucks and toy cars. Electronic games are very popular among young boys. Toys for girls are much quieter and more passive. Young girls often get things like dolls, dresses, and pictures to colour.

2. “Teddies” are an important part of British culture. Most people in Britain have a teddy bear when they are young, and most people are very fond of their special bear, even when they are 30 or 40 years old! Many famous people like film stars or pop stars or politicians collect “teddies”. These people have donated their old friends to the teddy bear museum which is in Stradford-on-Avon in England. Many tourists go to this place, because it is the birthplace of Shakespeare, but they often love the teddy bear museum more.

3. Computer games are a multimillion dollar industry, but people who really enjoy games are not satisfied with playing against the computer. They want to play against real people and most computer games allow you to do that just by joining up with other players on the Internet. Regular players say that this is where their true enjoyment of games can be found. With some games up to 60 people can take part. It's a good way to meet people and it gives you something to talk about.

4. The big American company General Motors has developed a vehicle that uses the power of the sun instead of petrol. The vehicle is called Sunraycer which means "ray of the sun"+"racer". Sunraycer has just taken part in a race against 25 solar-powered vehicles. Sunraycer covered the great distance in 45 hours at a speed of 41 miles an hour at temperatures as high as 48°C. It is certainly the car of the future.

5. Computers are a great technological invention of the 20th century. Their advantages are numerous yet much can be said against them. The main disadvantage of computers is that looking at a screen for long periods of time is bad for the eyes, and sitting on a chair for hours is not healthy. Also, people who use computers have a tendency to become anti-social and stay at home. The strongest argument against the use of computers is that the more jobs which are done by computers, the less are done by people.

6. Thirty years ago few people realized that computers were about to become part of our everyday lives. This short period of time has seen great changes in business, education and public administration. Jobs which took weeks to do in past, are now carried out in minutes. Schoolchildren have become as familiar with hardware and software as their parents were with pencils and exercise books and they don't worry about mistakes having a computer.

1	2	3	4	5	6

B3

*Прочитайте утверждения 1-6 и следующие за ними тексты. Установите соответствие между утверждениями и содержанием текстов. Напишите цифру 1, если утверждение **верное**, и цифру 0, если утверждение **неверное**. Занесите свои ответы в таблицу.*

1. *The Royal Family lived in Reading for long periods of time.*

Reading is a modern, prosperous town on the south bank of the River Thames. Guarding the western approaches to London, it has always been important. It was a stopping-off point for kings and queens and once it was home to one of the country's richest abbeys. Today almost nothing is left of the old town except the remains of the abbey.

2. *The music festivals last for the same period of time.*

There is a flourishing arts scene in the town, with both the Reading Film Theatre and the Hexagon Theatre. Reading is also famous for its big summertime festivals. The first, the Folk Poetry Festival, lasts five days. The three-day World Music, Arts and Dance Festival was originally inspired by Peter Gabriel. Held a little later in the summer the Reading Festival is a three-day event featuring many of the big names of contemporary music. Details of who is performing are published in the music press at least a couple of months in advance and tickets are available from record shops across the country. If you are planning on being in Reading for any of the festivals be sure to reserve a room months in advance.

3. *You can get tickets for the Reading Festival only in Reading.*

4. *It is easy to book a room in a hotel during the festivals.*

5. *A man-made waterway is one of the town's sights.*

Gloucester has played an important role in the history of England. Commercial prestige came to town with trade up the River Severn, which developed into one of the busiest trade routes in Europe. However, navigating the Severn was so difficult that most trade gradually moved to the south. To help the city, a canal was opened in 1827, but it didn't improve the situation. Today, the canal is busy once again, though this time with pleasure boats. It has become a great new tourist attraction. Gloucester's most prominent sight is the cathedral, its tower visible for miles around. The impressive buildings around the cathedral include the Beatrix Potter Exhibition in the house used by the children's author for her illustrations of the story of the "Tailor of Gloucester".

6. *The Beatrix Potter Exhibition is located in the tower of the cathedral.*

1	2	3	4	5	6

Прочитайте текст и выполните задания A14-A20, обводя цифру 1, 2, 3 или 4, соответствующую номеру выбранного вами варианта ответа.

My friendship with Kathy wasn't a perfect friendship. I learned very soon in our relationship that Kathy was jealous. We would have great fun going out

shopping but if I bought, say, a dress for a party and she thought my dress was better than hers, she would start to say slightly unkind things about it. She would be keen to come out with me to buy the dress. She would give me a lot of helpful advice while I was trying on the various dresses in the shops. Her advice would be good. She would even tell the shop assistant if she thought the price was too high. I can remember one occasion when she said this and, to my surprise, they knocked the price down so that I could afford to buy it. The trouble would come later. When we were actually going to the party and we were both dressed up and she was looking marvellous (for she was very beautiful) she would suddenly say, "I think, Sarah, we were both wrong about that dress. It looks a bit cheap, doesn't it!"

Once or twice I "dropped" Kathy. I told her I was too busy to see her. Or I told her I had to see another friend. All these lies hurt me because I had no other friend and I was so lonely. But they never hurt her. She just smiled sweetly and said she'd see me next week. And of course, within a week or so, I'd be on the phone asking her to come out. She never minded this. She never sulked at me and pretended that she was too busy.

Students always celebrated the end of the college year with a fancy-dress ball. It was a big event. But as luck would have it, Kathy and I had made another arrangements for the day of the ball. We had booked to go to the theatre. We had talked for ages of going, and at last we had our tickets. For us it was a big event. It was a musical and our favourite singer star was in it, so our hearts were set on the theatre.

Then Kathy came round to see me. Mother was in at the time, and I had to speak to her on the doorstep because Mum had just been having a go at me for seeing too much of Kathy.

"I don't want that girl coming in this house and nosing around." So I told Kathy I couldn't invite her in because my Mum had a bad headache.

Kathy didn't mind. She smiled and said she was sorry about my mother's bad head. I was sure she knew what had really happened.

But she carried on smiling, and then she said: "I'm sorry, but I can't come to the theatre with you after all. My brother's come home and he wants to take me to the fancy-dress ball at the college. I can't let him down." I couldn't believe that she would let me down. She knew how much I had looked forward to the theatre trip. We had talked about it together for months.

I was almost in tears by the time I had said goodbye to her and closed the door. My Mum was kind and understanding. She made me promise I would never see Kathy again. I agreed, and felt that was the least I could do by way of revenge for my disappointment. I told myself that I would never so much as talk to Kathy if I saw her. Our relationship was at an end. I would never forget what she had done to me.

A14 When Sarah says that Kathy was jealous she implies that Kathy didn't like it when Sarah

- 1) had fun going out.
- 2) managed to buy the dress cheaply.
- 3) wore expensive clothes.
- 4) wore clothes smarter than her own.

A15 When Sarah was buying a dress in a shop Kathy would

- 1) start to say slightly unkind things about it.
- 2) do her best to ensure that Sarah made the best buy.
- 3) insist that Sarah should buy a cheap dress.
- 4) be keen to buy a marvellous dress for herself.

When Sarah tried to "drop" her, Kathy

- A16**
- 1) pretended to be busy.
 - 2) went to see another friend.
 - 3) felt hurt and lonely.
 - 4) always took it easy.

A17 "But as luck would have it" in paragraph 3 means Kathy and Sarah

- 1) had the luck to get the tickets for the musical.
- 2) were happy to have made arrangements for the ball.
- 3) were looking forward to hearing their favourite singer.
- 4) had by chance two events on the same day.

A18 Sarah couldn't invite Kathy to come in because

- 1) their house was in a mess.
- 2) her mother was suffering from a bad headache.
- 3) her mother disapproved of her daughter's friend.
- 4) Kathy had come to their house to nose around.

A19 Kathy said she didn't mind speaking to Sarah on the doorstep because she

- 1) didn't want to make Sarah feel uncomfortable.
- 2) believed that Sarah's Mum had a headache.
- 3) did not want anyone to overhear them talking.
- 4) was in a hurry to see her brother.

A20

Sarah decided not to see Kathy again because

- 1) her mother forbade her.
- 2) she couldn't forgive Kathy.
- 3) her mother was disappointed.
- 4) she wanted to revenge for her mother.

*По окончании выполнения заданий **B2, B3** и **A14 – A20** НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ № 1! ОБРАТИТЕ ВНИМАНИЕ, что ответы на задания **B2, B3, A14 – A20** располагаются в разных частях бланка. **B2, B3** расположены в нижней части бланка. При переносе ответов в заданиях **B2, B3** буквы записываются без пробелов и знаков препинания.*

Раздел 3. Грамматика и лексика

*Прочитайте текст и напишите соответствующую форму каждого слова, данного под номерами **B4-B11**, в отведенное для этого место.*

The History of Man

B4

How long has man been on earth? Let us travel 5,000 years into the past. We are in the days before man _____ to write.

LEARN

B5

Recorded history _____ yet.

NOT BEGIN

B6

Let us go _____ into the past to 8,000 years ago. We are in a world without cities or towns, houses or roads.

FAR

B7

Yet there are people, about five million of them, _____ on all five continents.

LIVE

B8 They have cows and horses and they _____ FARM
the land.

B9 To find the _____ man we must go many hundreds ONE
of thousands of years into the past.

B10 The _____ true human being, *Homo sapiens*, appeared EARLY
in Europe more than 50,000 years ago.

B11 We can be proud of the progress the man _____ MAKE
since then.

*Прочитайте приведенный ниже текст. Преобразуйте слова, напечатанные заглавными буквами после номеров **B12** – **B18** так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B12** – **B18**.*

The National Maritime Museum is set in
B12 the _____ surroundings of BEAUTY
Greenwich park.

Within the complex of the museum there
B13 is a wide _____ of objects, VARY
displays and paintings. The collections
relate to the shipping, astronomy

B14 and _____. NAVIGATE

The museum tells the story of figures of great

B15 _____ to Britain's history, **IMPORTANT**

such as Lord Nelson and captain James Cook.

Galleries and exhibitions are often updated

B16 to bring back into view _____ **DIFFER**

parts of the huge hidden collections of the

B17 museum which is _____ all over **FAME**

the country.

B18 This visit will be an _____ **FORGET**

experience.

Прочитайте текст с пропусками, обозначенными номерами A21-A28. Эти номера соответствуют заданиям A21-A28, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

Mrs Garstin was a hard, cruel, managing and ambitious woman. Coming to Hong Kong on her marriage, she found it hard to reconcile herself to the fact that her social position was **A21** _____ by her husband's occupation.

Of course everyone was very kind, and for two or three months they went out to parties almost every night, but she understood quickly that as the wife of a bacteriologist she was of no particular consequence.

"It's too absurd," she told her husband. "There's hardly anyone here that one would bother about for five minutes at home".

"It is rather funny when you think of all the people who used to come to our house at home that here we should be **A22** _____ like dirt," she said, laughing in **A23** _____ that what she said might not seem snobbish.

She was the daughter of a solicitor in Liverpool, and Bernard Garstin had met her there. He had seemed then a young man of **A24** _____ and her father said he would go far, but he hadn't.

He was painstaking, industrious and capable, but he had not the will to advance himself. Mrs Garstin despised him. But she recognized that she could only achieve success through him, and she set herself to drive him on the way she desired to go.

She discovered that if she wanted him to do something which his sensitiveness revolved against she had only to give him no peace and eventually, exhausted, he would give **A25** _____.

Still he made no headway as a leader. But he **A26** _____ any disappointment he may have felt, and if he reproached his wife it was in his heart.

His daughters had never looked upon him as anything but a source of income; and now, understanding that through his **A27** _____ money was less plentiful, the indifference they had felt for him was tinged with contempt.

He was a stranger to them, but because he was their father they **A28** _____ it for granted that he should love and cherish them.

- | | | | | |
|------------|------------|---------------|----------------|----------------|
| A21 | 1) decided | 2) determined | 3) revealed | 4) fixed |
| A22 | 1) treated | 2) dealt | 3) taken | 4) regarded |
| A23 | 1) case | 2) fact | 3) condition | 4) order |
| A24 | 1) luck | 2) promise | 3) hope | 4) expectation |
| A25 | 1) away | 2) over | 3) in | 4) off |
| A26 | 1) held | 2) kept | 3) experienced | 4) concealed |
| A27 | 1) guilt | 2) fault | 3) blame | 4) inability |
| A28 | 1) got | 2) supposed | 3) assumed | 4) took |

*По окончании выполнения заданий **B4 – B18, A21 – A28** НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ №1! ОБРАТИТЕ ВНИМАНИЕ, что ответы на задания **B4 – B18, A21 – A28** располагаются в разных частях бланка. **B4-B18** расположены в нижней части бланка. При переносе ответов в заданиях **B4 – B18** буквы записываются без пробелов и знаков препинания.*

Раздел 4. Письмо

*Для ответов на задания **C1, C2** используйте Бланк ответов № 2. При выполнении заданий **C1** и **C2** особое внимание обратите на то, что ваши ответы будут оцениваться только по записям, сделанным в Бланке ответов № 2. Никакие записи черновика не будут учитываться экспертом. При заполнении Бланка ответов № 2 вы указываете сначала номер задания **C1, C2**, а потом пишете свой ответ. Если одной стороны Бланка недостаточно, вы можете использовать другую сторону Бланка.*

C1 You have 20 minutes to do this task.

This is part of a letter from your English pen friend.

...Do you often have arguments with your parents? I do. My mother thinks that I spend too much time watching TV. Do you often watch TV? What programmes do you like best and why? And what do you do when you disagree with your parents about the programmes to watch?

Write back soon.

Love,

Ann

Write back to Ann answering her questions.

Write **100-140 words**.

Remember the rules of letter writing.

C2 You have 40 minutes to do this task.

Comment on the following statement.

Mobile telephones have become very popular nowadays. However, some people say that their use should be restricted.

What can you say for and against using a mobile telephone?

Write **200-250 words**.

Use the following plan

1. Introduction (State the problem).
2. Arguments "for".
3. Arguments "against".
4. Conclusion.

Раздел 5. Говорение

*Вы получите карточку, на которой представлены три задания для устного ответа: **C3** – тематическое монологическое высказывание, **C4** – диалог с целью обмена фактической информацией, **C5** – диалог с целью обмена оценочной информацией. Окончание выполнения каждого задания определяет экзаменатор. Во время проведения этой части экзамена идет постоянная запись на аудиокассету.*

Задания для экзаменуемого**C3**

STUDENT CARD

Task 1 (3 – 3.5 minutes)Give a 2-minute talk on **seasons of the year**.**Remember** to say:

- **how the weather changes every season**
- **what clothes people wear in different seasons**
- **which season is your favourite, and why**
- **what you enjoy doing in other seasons, and why**

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

C4**STUDENT CARD****Task 2 (1.5 – 2 minutes)**

You are at a sports centre. You would like to do some sport **at the weekends in the afternoon**. You can pay **£50 only**.

Before **making a decision ask** the sports centre clerk about:

- **sports clubs available at the moment**
- **time you can attend them**
- **cost**

The teacher will play the part of the sports centre clerk and **will speak first**.

Remember to:

- be active and polite
- get **all** the information you need
- decide on the club to join.

C5 STUDENT CARD**Task 3 (3 – 4 minutes)**

You have been on a tour to Great Britain. You **have 4 hours** before leaving for the airport. You and your friend are discussing how to spend this time. You can go:

- **to a museum**
- **to the park**
- **shopping**
- **to the cinema**
- **to a café**

The teacher will play the part of your friend.

Remember to:

- discuss **all** the options
- take **an active part** in the conversation and be **polite**
- **come up** with ideas
- give good **reasons**
- find out your **friend's attitudes** and take them into account
- **invite** your friend to **come up with suggestions**
- come to an **agreement**

Приложение 1.**Тексты для аудирования**

Вы сейчас будете выполнять тест по аудированию. Во время его выполнения перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудио-текста для внесения ответов. По окончании выполнения всего раздела «Аудирование» перенесите свои ответы в бланк ответов.

Задание В1

Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего 1 – 5 и утверждениями, данными в списке А – F. Используйте каждую букву, обозначающую утверждение, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Запишите свои ответы в таблицу.

Now we are ready to start.

Speaker 1

I was always bad at languages and communicating with people. Then I decided to go to France to study French. I took a 4-week course and when I came back, I passed my French exam very well. But the most important thing is that I've changed very much. I have become more open to people and I have also changed my views on fashion and many other things.

Speaker 2

I liked travelling around Great Britain with my English friends. It was interesting for me to get to know customs, traditions and ideas of people from different parts of the country. That was the most exciting trip I'd ever had! Now, I know much more about Britain and its culture so I can teach British Studies to my pupils back at home.

Speaker 3

I'm from Boston. A few years ago, my family and I took a two-week trip to Italy. I liked it that the Italians were very helpful and kind to each other. I also enjoyed the friendly atmosphere and respect in Italian families. I mean I really would like to bring back home the idea of a big family, where the old and the young live together.

Speaker 4

When I travel I try not to stay in a hotel but with a host family. I travel to meet people and communicate with them to get to know their lifestyle better. I like shopping where local people shop and trying the foods they eat. I enjoy learning the culture and traditions of those I'm visiting and also I like living the way they do.

Speaker 5

I'm English, I was born in England and I understand the wish of English people to see other places. I agree the weather in England is awful, but the grey sky doesn't stop those who want to see all the wonderful museums, palaces, tearooms and such. I spend every Christmas and summer holidays visiting different parts of Britain and I must say Britain is very beautiful!

You have 15 seconds to complete the task. (Pause 15 seconds.)

Now you will hear the text again. (Repeat.)

This is the end of the task. You now have 15 seconds to check your answers.

Задания А1-А6

Вы услышите разговор между водителем такси и пассажиром. Определите соответствие утверждений А1-А6 содержанию прослушанного текста. Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды.

Now we are ready to start.

Passenger: Hey Taxi!

Driver: Where to?

Passenger: Well, the National Museum of Art, and

Driver: Sure. No problem.

Passenger: Uh. Excuse me. How long will it take to get there?

Driver: Well, that all depends on the traffic, but it shouldn't take more than twenty minutes for an average driver. [*Oh*]. And I have been driving for ten years, so we should be able to get there in less than twelve minutes.

Passenger: Okay. Uh, sorry for asking, but do you have any idea how much the fare will be? The last time I was here, it was last year, it cost me 18 dollars.

Driver: Right, it shouldn't be more than 18 dollars . . . not including a tip of course.

Passenger: Oh, and by the way, do you know what time the museum closes?

Driver: Well, I would guess around 6:00 o'clock.

Passenger: Uh, and what time is it now?

Driver: Yeah. It's four o'clock.

Passenger: Thanks.

Driver: Did I get you right that this IS your first visit to the city?

Passenger: No, why?

Driver: Well, you can tell tourists from a mile away in this city because they walk down the street looking straight up at the skyscrapers, just like you did.

Passenger: You see it is my second visit here but I like to look at skyscrapers. Oh, before I forget, can you recommend any good restaurants downtown that offer meals at a reasonable price?

Driver: Umm . . . Well, the Mexican restaurant, La Fajita, is fantastic.

Passenger: Mexican? I've never been a big fan of Mexican food.

Driver: You see, it's not as inexpensive as other places I know, but the decor is very authentic, and the portions are larger than most other places I've been to.

Passenger: Sounds great! How do I get there from the museum?

Driver: Well, let me think. There are buses that run that way, but you would have to transfer a couple of times. And there are taxis too, but, unfortunately, they don't run by the museum that often. You can also catch the subway, which is right outside the museum, and you won't have to transfer. Otherwise, I'm afraid you may get lost.

Passenger: Okay. Thanks.

You have 15 seconds to complete the task. (Pause 15 seconds.)

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

This is the end of the test. You now have 15 seconds to check your answers.

Задания А7-А13

Вы услышите беседу инструктора по каноэ Майка Ферроу с туристами. В заданиях А7-А13 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

Mike: Good morning, my name's Mike Ferrow. I'm a member of the camp staff responsible for teaching canoeing. I've come to the office today to give you full information about the trip, training and accommodation in the camp. I'm sure you've already looked at the programme and studied the routes. So I'm ready to take any questions you'd like to ask.

Woman: Excuse me, I haven't decided whether to go on a trip or not yet. I'm not sure I am prepared well enough for canoeing. I'm not a sporty person, you know, and I am an absolute beginner. From your booklet I learnt how the tour is organized, and that the local guides are competent, but still I don't have a clear picture of what canoeing actually is.

Mike: Well, canoeing is traveling on rapid rivers with waterfalls in a long narrow boat.

Woman: Do you give instruction in canoeing?

Mike: Yes. As a rule people who have no experience at all take a four-day basic course in the camp. First, the river guides train them in small shallow pools. Later, when they are finally ready, the guides take them out on the river. They usually use gentler parts of the river which are suitable for beginners. Even after the course is finished the beginners are not allowed to canoe on winding streams and waterfalls.

Woman: I see. Can tourists use a camp car to go to town? Of course, if they pay for it.

Mike: Well, it's usually used by the camp staff only. But sometimes we transport holidaymakers to hospital, if necessary. I am afraid you can't use it as a taxi.

Woman: Okay. Are we going to spend nights camping outside on the ground? That alone would make the trip unpleasant for me. I don't think I'd enjoy the romance of sleeping on the ground even in such a beautiful place. It's a bit unreasonable, isn't it?

Mike: Oh! Don't worry. The accommodation is fantastic! A private cabin, a lounge and an excellent café with great food.

Woman: Oh, that part of the trip sounds great. But still... I am not sure. I think the instruction is too short and there's not enough practice. I am afraid, I won't feel secure moving through unknown waters.

Mike: I'm sorry, you feel this way, madam. We do our best to avoid risk and always use the best equipment to protect tourists. Besides it's a rule with us to accompany beginners on their first tours on the river.

Woman: Emm... I think I will have a try.

Mike: I'm sure you won't be disappointed, madam.

You have 15 seconds to complete the task. (Pause 15 seconds.)

Now you will hear the text again. (Repeat.)

This is the end of the task. You now have 15 seconds to check your answers.

This is the end of the Listening test.

Приложение 2.

Ответы.

Раздел 1. Аудирование		Раздел 2. Чтение		Раздел 3. Грамматика и лексика	
№ задания	Ответ	№ задания	Ответ	№ задания	Ответ
A1	2	A14	4	A21	2
A2	2	A15	2	A22	1
A3	1	A16	4	A23	4
A4	1	A17	4	A24	2
A5	2	A18	3	A25	3
A6	2	A19	1	A26	4
A7	3	A20	2	A27	2
A8	2			A28	4
A9	2				
A10	3				
A11	1				
A12	2				
A13	1				

<u>Аудирование</u>	
B1	BCFAE
<u>Чтение</u>	
B2	FCBGDE
B3	010010
<u>Грамматика и лексика</u>	
B4	learnt / learned
B5	has not begun / hasn't begun
B6	farther / further
B7	living
B8	are farming / farm
B9	first
B10	earliest
B11	has made
B12	beautiful
B13	variety
B14	navigation
B15	importance
B16	different
B17	famous
B18	unforgettable

Приложение 3.

Карточка экзаменатора-собеседника задания С3.

Warm up

1. *Do you like going to school?*
2. *What are your favourite classes/ subjects?*
3. *What do you like doing in your free time?*

INTERLOCUTOR CARD

Task 1 (3-3.5 min)

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

Ask only **those questions** which the student has not covered while giving a talk.

1. How does the weather change every season?
2. What do people usually wear in different seasons?
3. What is your favourite season? Why?
4. What do you enjoy doing in other seasons? Why?

All of these ideas must be covered.

Finally, you must ask **each student** the following question:

Is it good or bad if there is only one season in a year? Why?

SKILLS TO BE TESTED

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

- **speak at length elaborating on the topic;**
- **produce coherent utterances;**
- **give reasons;**
- **use accurate grammar structures and a good range of vocabulary appropriate to the context and function.**

Карточка экзаменатора-собеседника задания С4.

INTERLOCUTOR CARD

Task 2 (1.5 – 2 minutes)

You are a sports centre clerk. You **begin** the conversation by saying: **“Hello! Can I help you?”**

You’ve got the following information about the sports clubs available at the moment:

Clubs	Days of the week/ Time	Cost
Swimming	Saturday – 10 am	£50
Tennis	Sunday – any time	£80

As soon as the student gets all the information about the swimming and tennis clubs tell her/him: **“Just a minute. Let me see. There is a place in the fitness club that is not filled yet.”**

Fitness club	Sunday – 5 pm	£30
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To finish the conversation say, “Well, are you coming this Sunday? Will you come a little earlier to fill in the forms?”

SKILLS TO BE TESTED:

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

- **elicit the needed factual information by asking questions;**
- **maintain and conclude the conversation;**
- **be polite;**
- **make a decision.**

Карточка экзаменатора-собеседника задания С5.

INTERLOCUTOR CARD

Task 3 (3 – 4 minutes)

You and the student are discussing how to spend four hours you have before leaving for the airport.

These are your ideas about each option:

	-	+
museum	<ul style="list-style-type: none"> - I think it's better to spend some time in the open air rather than somewhere inside. - The excursion may be boring - I'd rather see some famous sights, take photos and then show them to our family and friends. 	<ul style="list-style-type: none"> - You know, I'm fond of visiting museums, I like the atmosphere there, it's so relaxing. - We shouldn't miss the opportunity to see the exhibits famous all over the world.
park	<ul style="list-style-type: none"> - I guess parks look the same almost everywhere; I don't think there is anything special about them. - What if the weather changes for the worse? English weather is so unpredictable. 	<ul style="list-style-type: none"> - It sounds terrific! We may enjoy sunny weather and have a nice time there. - It's so nice to be in the open air for a change. We have already visited so many museums. - I haven't been to any park in Great Britain yet. I think it would be interesting to know what they are like here.
shopping	<ul style="list-style-type: none"> - To be honest I didn't plan spending any more money. - The shops are usually crowded and I am tired of too many people around me. - You know I just hate shopping. 	<ul style="list-style-type: none"> - We could buy some more souvenirs. I like giving small gifts to my relatives and friends. - It's a good way to relax. - Why don't we do some window-shopping. It's fun.
café	<ul style="list-style-type: none"> - I don't feel like eating. - I'd rather see more of the town than while the time away in a café. - I'm afraid I don't have enough money for a café. 	<ul style="list-style-type: none"> - That's a good idea. I'm tired and hungry. - We may try new foods. - What about going to a teashop? They are normally beautifully decorated. We can try delicious English tea there.

Note: Make sure **all the options** have been discussed.

When discussing each option **first** use the information that is contrary to what the student says. You may choose to make use of some ideas only.

Do not speak **first all the time** but ask the student what s/he thinks about the options.

Invite the student to come up with her/his suggestions, especially if s/he readily agrees with the things you say. If the student says all the time, “What do you think about it?” without expressing her/his own opinion, say, “Sorry, I don’t know.” or “I’m not sure. How do you feel about it?”

SKILLS TO BE TESTED:

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

- **initiate and maintain conversation;**
- **come up with suggestion;**
- **give good reasons;**
- **find out her/his partner’s attitudes;**
- **invite the partner to come up with suggestions;**
- **agree or disagree with her/his partner’s opinion;**
- **reach an agreement by taking into account the partner’s attitudes.**

Приложение 4.**Система оценивания ответов экзаменуемых на задания
экзаменационной работы по иностранным языкам (ЕГЭ, 2005 г.)**

При выполнении заданий Раздела 1 «Аудирование», Раздела 2 «Чтение» и Раздела 3 «Грамматика и лексика» экзаменуемый получает 1 балл за каждый правильный ответ. Максимальное количество баллов за Раздел 1 «Аудирование» - 18 баллов, за Раздел 2 «Чтение» - 19 баллов, за Раздел 3 «Грамматика и лексика» - 23 балла.

Ответы экзаменуемых на задания С1 и С2 Раздела 4 «Письмо» проверяются и оцениваются экспертной комиссией в соответствии с пятью аспектами оценивания выполнения заданий Раздела 4 «Письмо»: К1 - содержание, К2 - организация текста, К3 - лексика, К4 - грамматика, К5 - орфография и пунктуация. На основе критериев, представленных в таблице 1, за выполнение каждого из заданий С1 и С2 эксперт может выставить по каждому аспекту оценивания от 0 до 3 баллов, а в целом за выполнение всего задания от 0 до 15 баллов. При получении экзаменуемым 0 баллов по критерию «Содержание» всё задание оценивается в 0 баллов. В первом задании раздела «Письмо» оцениваемые характеристики «Содержание» и «Организация текста» относятся к повышенному уровню, а «Лексика», «Грамматика», «Орфография и пунктуация» - к базовому.

Ответы экзаменуемых на задания С3-С5 Раздела 5 «Говорение» проверяются экспертной комиссией в соответствии с пятью аспектами оценивания: К1 – содержание, К2 – взаимодействие с собеседником, К3 – лексическое оформление речи, К4 – грамматическое оформление речи, К5 – произношение. По каждому из аспектов оценивания эксперт может выставить в соответствии с критериями оценки выполнения заданий Раздела 5 «Говорение», приведенными в таблице 2, от 0 до 3 баллов. В целом за выполнение каждого задания эксперт может выставить от 0 до 15 баллов. При получении экзаменуемым 0 баллов по критерию «Содержание» всё задание оценивается в 0 баллов.

Общая сумма баллов представляет собой первичный балл, который при обработке результатов переводится в тестовый балл (максимальный балл – 100) с учетом весовой категории каждого раздела экзаменационной работы: Раздел 1 «Аудирование» - 20%, Раздел 2 «Чтение» - 20%, Раздел 3 «Грамматика и лексика» - 15%, Раздел 4 «Письмо» - 15%, Раздел 5 «Говорение» - 30%.

Таким образом, тестовый балл экзаменуемого рассчитывается по формуле:

$$T = (B_1/B_{1max} \times 20) + (B_2/B_{2max} \times 20) + (B_3/B_{3max} \times 15) + (B_4/B_{4max} \times 15) + (B_5/B_{5max} \times 30), \text{ где}$$

B_1 – первичный балл по Разделу 1 «Аудирование»,

B_2 – первичный балл по Разделу 2 «Чтение»,

B_3 – первичный балл по Разделу 3 «Грамматика и лексика»,

B_4 – первичный балл по Разделу 4 «Письмо»,

B_5 – первичный балл по Разделу 5 «Говорение»,

B_{1max} ; B_{2max} ; B_{3max} ; B_{4max} ; B_{5max} – соответствующие максимальные баллы.

Полученный результат T округляют до целого числа по стандартным правилам округления.

Таблица №1

Критерии оценки выполнения заданий Раздела 4 «Письмо»

Баллы	К1 Содержание	К2 Организация текста	К3 Лексика	К4 Грамматика	К5 Орфография и пунктуация
3	Задание выполнено полностью: содержание отражает все аспекты, указанные в задании; стилевое оформление речи выбрано правильно с учетом цели высказывания и адресата; соблюдены принятые в языке нормы вежливости.	Высказывание логично; средства логической связи использованы правильно; текст правильно разделен на абзацы; формат высказывания выбран правильно.	Используемый словарный запас соответствует поставленной задаче; практически нет нарушений в использовании лексики.	Используются грамматические структуры в соответствии с поставленной задачей. Практически отсутствуют ошибки.	Орфографические ошибки практически отсутствуют. Текст разделен на предложения с правильным пунктуационным оформлением.
2	Задание выполнено: некоторые аспекты, указанные в задании, раскрыты не полностью; имеются отдельные нарушения стилового оформления речи; в основном соблюдены принятые в языке нормы вежливости.	Высказывание в основном логично; имеются отдельные недостатки при использовании средств логической связи; имеются отдельные недостатки при делении текста на абзацы; имеются отдельные нарушения формата высказывания.	Используемый словарный запас соответствует поставленной задаче, однако встречаются отдельные неточности в употреблении слов либо словарный запас ограничен, но лексика использована правильно.	Имеется ряд грамматических ошибок, не затрудняющих понимание текста.	Имеется ряд орфографических и/или пунктуационных ошибок, которые не затрудняют понимание текста.
1	Задание выполнено не полностью: содержание отражает не все аспекты, указанные в задании; нарушения стилового оформления речи встречаются достаточно часто; в основном не соблюдаются принятые в языке нормы вежливости.	Высказывание не всегда логично; имеются многочисленные ошибки в использовании средств логической связи, их выбор ограничен; деление текста на абзацы отсутствует; имеются многочисленные ошибки в формате высказывания.	Использован неоправданно ограниченный словарный запас; часто встречаются нарушения в использовании лексики, некоторые из них могут затруднять понимание текста.	Либо часто встречаются ошибки элементарного уровня, либо ошибки немногочисленны, но затрудняют понимание текста.	Имеются многочисленные орфографические и пунктуационные ошибки, некоторые из них могут приводить к непониманию текста.
0	Задание не выполнено: содержание не отражает те аспекты, которые указаны в задании, или не соответствует требуемому объему.	Отсутствует логика в построении высказывания; формат высказывания не соблюдается.	Крайне ограниченный словарный запас не позволяет выполнить поставленную задачу.	Грамматические правила не соблюдаются.	Правила орфографии и пунктуации не соблюдаются.

Таблица №2

Критерии оценки выполнения заданий Раздела 5 «Говорение»

Баллы	К1. Содержание	К2. Взаимодействие с собеседником	К3. Лексическое оформление речи	К4. Грамматическое оформление речи	К5. Произношение
3	Задание полностью выполнено: цель общения успешно достигнута, тема раскрыта в заданном объеме, социокультурные знания использованы в соответствии с ситуацией общения.	Демонстрирует способность логично и связно вести беседу: начинает, при необходимости, и поддерживает ее с соблюдением очередности при обмене репликами, проявляет инициативу при смене темы, восстанавливает беседу в случае сбоя.	Демонстрирует словарный запас, адекватный поставленной задаче.	Использует разнообразные грамматические структуры в соответствии с поставленной задачей; практически не делает ошибок.	Речь понятна: в целом соблюдает правильный интонационный рисунок; не допускает фонематических ошибок; все звуки в потоке речи произносит правильно.
2	Задание выполнено: цель общения достигнута, однако тема раскрыта не в полном объеме, в основном социокультурные знания использованы в соответствии с ситуацией общения.	В целом демонстрирует способность логично и связно вести беседу: начинает, при необходимости, и в большинстве случаев поддерживает ее с соблюдением очередности при обмене репликами, не всегда проявляет инициативу при смене темы, демонстрирует наличие проблемы в понимании собеседника.	Демонстрирует достаточный словарный запас, в основном соответствующий поставленной задаче, однако наблюдается некоторое затруднение при подборе слов и отдельные неточности в их употреблении.	Использует структуры, в целом соответствующие поставленной задаче; допускает ошибки, не затрудняющие понимания.	В основном речь понятна: не допускает фонематических ошибок; звуки в потоке речи в большинстве случаев произносит правильно, интонационный рисунок в основном правильный.
1	Задание выполнено частично: цель общения достигнута не полностью, тема раскрыта в ограниченном объеме, социокультурные знания мало использованы в соответствии с ситуацией общения.	Демонстрирует неспособность логично и связно вести беседу: не начинает и не стремится поддерживать ее, не проявляет инициативы при смене темы, передает наиболее общие идеи в ограниченном контексте; в значительной степени зависит от помощи со стороны собеседника.	Демонстрирует ограниченный словарный запас, в некоторых случаях недостаточный для выполнения поставленной задачи.	Делает многочисленные ошибки или допускает ошибки, затрудняющие понимание.	В отдельных случаях понимание речи затруднено из-за наличия фонематических ошибок; неправильного произнесения отдельных звуков; неправильного интонационного рисунка; требуется напряженное внимание со стороны слушающего.
0	Задание не выполнено: цель общения не достигнута.	Не может поддерживать беседу.	Словарный запас недостаточен для выполнения поставленной задачи.	Неправильное использование грамматических структур делает невозможным выполнение поставленной задачи.	Речь почти не воспринимается на слух из-за большого количества фонематических ошибок и неправильного произнесения многих звуков.