

## **ДИАГНОСТИЧЕСКАЯ РАБОТА № 2**

**по АНГЛИЙСКОМУ ЯЗЫКУ**

**(в формате ЕГЭ)**

**11 класс**

**Вариант АЯ1201**

**8 апреля 2013 года**

Английский язык. 11 класс. Вариант АЯ1201

### **Инструкция по выполнению работы**

Экзаменационная работа по английскому языку состоит из четырёх разделов, включающих в себя 46 заданий.

Раздел 1 («Аудирование») содержит 15 заданий, из которых первое – на установление соответствия и 14 заданий с выбором одного правильного ответа из трёх предложенных. Рекомендуемое время на выполнение Раздела 1 – 30 минут.

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

Раздел 3 («Грамматика и лексика») содержит 20 заданий, из которых 13 заданий с кратким ответом и 7 заданий с выбором одного правильного ответа из четырёх предложенных. При выполнении заданий с кратким ответом Вы должны самостоятельно записать ответ в соответствующем месте работы. Рекомендуемое время на выполнение Раздела 3 – 40 минут.

По окончании выполнения заданий каждого из этих разделов не забывайте переносить свои ответы в бланк ответов № 1.

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 – 80 минут. Черновые пометки можно делать прямо на листе с заданиями, или можно использовать отдельный черновик. Любые черновые пометки (черновик) не проверяются и не оцениваются. Оценке подлежит только вариант ответа, занесённый в бланк ответов № 2!

Все бланки ЕГЭ заполняются яркими чёрными чернилами. Допускается использование гелевой, капиллярной или перьевой ручек.

Общее время проведения экзамена – 180 минут.

Рекомендуется выполнять задания в том порядке, в котором они даны. Постарайтесь выполнить как можно больше заданий и набрать наибольшее количество баллов.

*Желааем успеха!*

**Раздел 1. Аудирование****B1**

*Вы услышите шесть высказываний. Установите соответствие между высказываниями каждого говорящего A–F и утверждениями, данными в списке 1–7. Используйте каждое утверждение, обозначенное соответствующей цифрой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу.*

1. Earlier in my life, I read books that were not very well written.
2. I had books with a lot of useful information in them.
3. I don't enjoy reading for entertainment very much.
4. I can never remember what the book is about.
5. I like to picture the action in my mind when I read books.
6. I am not sure who should choose what books a teenager reads.
7. I have some ideas to make pupils interested in reading books.

Говорящий	A	B	C	D	E	F
Утверждение						

*Вы услышите телефонный разговор. Определите, какие из приведённых утверждений A1–A7 соответствуют содержанию текста (1 – True), какие не соответствуют (2 – False), и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 – Not stated). Обведите номер выбранного Вами варианта ответа. Вы услышите запись дважды.*

**A1** Julie wants to get a job at the gym.

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

**A2** Peter works at the gym every day of the week.

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

**A3** Julie doesn't exercise at all.

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

**A4**

Julie is impressed with the range of activities offered at the gym.

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

**A5**

Julie is a professional swimmer.

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

**A6**

There are more Zumba classes than aerobics classes at the gym.

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

**A7**

Julie will be able to pay a lower price for her gym membership.

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

*Вы услышите интервью. В заданиях A8–A14 обведите цифру 1, 2 или 3, соответствующую номеру выбранного Вами варианта ответа. Вы услышите запись дважды.*

**A8**

On Our World they will discuss

- 1) an entertaining book to read.
- 2) ways to help the environment.
- 3) bicycles as ecologically clean transport.

**A9**

The three Rs stand for

- 1) reading, writing ('riting), arithmetic ('rithmetic).
- 2) reduce, reuse, recycle.
- 3) recruitment, resources, results.

**A10**

The book was sent to schools in order to explain to young people

- 1) how they can help to protect the environment.
- 2) which clothes that they wear are environmentally friendly.
- 3) how to do project work.

**A11** A landfill is a place where

- 1) waste is brought to be buried.
- 2) waste is recycled.
- 3) recycling technologies are tested.

**A12** The amount of waste schools produce

- 1) is much larger than people usually think.
- 2) equals the amount of waste we produce at home.
- 3) is more than school garbage bins can hold.

**A13** When you reuse a glass item,

- 1) it becomes a new product.
- 2) you spend additional money.
- 3) you save resources.

**A14** Getting rid of waste responsibly means

- 1) throwing away rubbish into garbage bins.
- 2) taking your rubbish directly to landfills.
- 3) thinking first, how to best deal with it.

*По окончании выполнения заданий **B1** и **A1–A14** не забудьте перенести свои ответы в бланк ответов №1! Обратите внимание на то, что ответы на задания **B1**, **A1–A14** располагаются в разных частях бланка. При переносе ответов в задании **B1** (в нижней части бланка) цифры записываются без пробелов и знаков препинания.*

(\* Задания по аудированию были предоставлены издательством Pearson Education.)

## Раздел 2. Чтение

**B2**

*Установите соответствие между заголовками **1–8** и текстами **A–G**. Занесите свои ответы в таблицу. Используйте каждую цифру **только один раз**. В задании один заголовок лишний.*

- |  |   |
|--|---|
| <b>1. No Longer a Good Reason</b>      | <b>5. Naïve Teachers</b>                        |
| <b>2. Violation of Authors' Rights</b> | <b>6. Simply Irresistible Even for the Best</b> |
| <b>3. What's the Remedy?</b>           | <b>7. A Lethal Error</b>                        |
| <b>4. Bad Any Way You Look At It</b>   | <b>8. A Growing Problem</b>                     |

**A.** One of the biggest problems in schools and universities is cheating. Cheating is a dishonest act in which students attempt to pass off somebody else's work as their own. Not only is it a form of stealing, it robs the students themselves of the knowledge they would have received from doing the work themselves. In addition, it is unfair to students who have done the work honestly and who may possibly get lower marks than those who have cheated. It is therefore in everyone's interest to solve this problem.

**B.** Students have always cheated. However, in recent years this problem has increased tremendously. With the universal presence of computer technology, the Internet, and recently the wide availability of smart phones (more powerful than the fastest home computers 10 years ago) cheating has become simpler and more sophisticated in many ways. Using computer technology to cheat is often referred to as cyber-cheating and has made cheating not only easier and more widespread, but also more difficult to detect.

**C.** Before the Internet, students would copy the answers to homework from other children. In the era of cyber-cheating, however, there are special sites on the net that have photocopied scans of school textbooks. Students can easily and quickly find answers to homework problems for Chemistry, Algebra, History, English or any other subject. Even students who make good marks in school admit to using such sites when pressed for time. For those who have low marks, it is a temptation that they cannot help succumbing to.

**D.** Making cheat-sheets is an old tradition for many students. It has often been remarked that the time and effort it takes to make them often means that they are no longer necessary because the student has by that time already learned the material. With cyber-cheating, even that excuse is no longer true. Children can download pre-made cheat-sheets from special websites that are ready to use. In addition, many children use their telephones as cheat-sheets. Since nothing is prepared, but simply copied and printed out, no learning takes place.

**E.** Another effect of cyber-cheating is plagiarism. Students have always cheated by copying from books. In the past, this was limited to what could be found in bookstores and libraries. With the Internet, however, vast resources of information are only a mouse click away. It is not surprising that plagiarism as a form of cheating has become commonplace. It has gone so far that there are even some students who mistakenly think this is the proper way to write an essay.

**F.** Another problem of cyber-cheating is the generation gap between students and teachers. Many teachers are simply not aware of the many ways in which students are cheating by using gadgets and the Internet. Many are also not aware of the numerous on-line sites and communities dedicated to cheating. Such sites exploit children by exposing them to spam, and even computer viruses. This is another dark side of cyber-cheating that many teachers and educators fail to see.

**G.** It is likely that the problem of cyber-cheating will only get worse if teachers and educators don't take steps to address it. Such steps as forbidding students to bring phones to class could help. Well-known cheating sites on the Internet could be blocked by parents at home and on school computers. Finally, students should be educated and informed as to why cheating is wrong and how it deprives them of knowledge. They need to understand that it defeats the whole purpose of going to school in the first place.

A	B	C	D	E	F	G

**B3**

Прочитайте текст и заполните пропуски **A–F** частями предложений, обозначенными цифрами **1–7**. Одна из частей в списке **1–7** – лишняя. Занесите цифру, обозначающую соответствующую часть предложения, в таблицу.

### Fleet Street

Fleet Street runs east from the Royal Courts of Justice as far as Ludgate Circus. It takes its name from the Fleet River, **A** \_\_\_\_\_ where Farrington Road now stands. At that time traffic had to cross over the Fleet Bridge in order to reach the cathedral.

Fleet Street's associations with printing go back to the end of the 15<sup>th</sup> century, when the pioneer publisher Wynkyn de Worde moved here from Westminster. Between 1500 and his death in 1535, from his premises he printed and published hundreds of books, **B** \_\_\_\_\_. (the Inns of Court and Blackfriars Monastery were both nearby).

Other printers also working in the area included Richard Pynson, printer to the king after 1508, **C** \_\_\_\_\_ of Fleet Street and Chancery Lane. In 1530 Sir Thomas More's nephew William Rastell began printing and selling books from premises in St Bride's churchyard, **D** \_\_\_\_\_ in 1557.

It was clear that the publishing industry was here to stay. A key date in the history of Fleet Street was the year 1702 **E** \_\_\_\_\_. Since then the street became home to hundreds of newspapers, and its name is still synonymous with British national journalism.

This state of affairs only came to an end in 1980's, **F** \_\_\_\_\_ caused by the changeover to the new technology, which necessitated relocating to gain more space. *The Times* led the way, to Docklands, and within a few years Fleet Street was stripped of its soul.

1. whose office was at the corner
2. which years ago followed the route
3. when the British press was going through a period of deep crisis
4. bringing out an edition of his uncle's works
5. many on legal and religious subjects
6. including the publishers of Thackeray and the Brontë sisters
7. when the first newspaper, *the Daily Courant*, appeared

A	B	C	D	E	F

Прочтите текст и выполните задания **A15–A21**. В каждом задании обведите цифру **1, 2, 3** или **4**, соответствующую выбранному Вами варианту ответа.

### Cruel Irony

When I was younger, I used to envy the children that grew up in one place, went to the same school, and had the same friends. I was also jealous that many of them had a mom and dad that were together and loved each other. My parents divorced when I was five years old and since then life has been chaotic.

I began living with my Dad. My mom had problems with depression – that's what they told me, anyway. I have a feeling she just didn't want to put up with me and so she dumped me off on my dad. "It's not that I don't love you, Teddy, I just don't know how to deal with boys." These were her parting words.

My dad is OK and he does the best he can, but he's restless. He has itchy feet and can't stay put anywhere more than a year. He's a writer, but supports himself by teaching English. He's never really paid much attention to me, and I've been on my own ever since my parents split up and we hit the road. That was ten years ago. Now, that we've been to so many countries, they are all a blur in my head: Thailand, India, Russia, Mongolia, China, Uganda...

I never intended to become a polyglot, it happened out of boredom and the freedom my father gave me. Since then I have met a lot of kids who hate foreign languages. They were forced down their throats in childhood by parents or teachers who made them memorize rule after rule, and after all that torture, they still couldn't talk and ended up hating them. For me it was nothing like that at all.

I remember living in a tiny village in Uganda when I was about 6. I was surrounded by a throng of black children, laughing and pointing at me, chanting “mzungu mzungu mzungu” over and over again. It only dawned on me later that they were calling me whitey, the term used for foreigners, but at the time it was my first foreign word. I pointed to myself and repeated it to their delight and laughter, and then I pointed at a skinny dog that happened to be nearby and they shouted out: “Mbwa, mzungu, mbwa!” That was my second word and so began my journey of pointing and repeating, that a few months later found me fluent in Swahili, my first foreign language.

After that, picking up languages became second nature. I would point and repeat everything I heard like a parrot. I swam in language. At first everything would sound strange and unfamiliar. But then after a while, it would begin to grow on me, like music which you don't like at first, sometimes does. And then I would begin to notice patterns and recognize words until I could participate in making the same music myself. Ever since those early experiences, music and language are one and the same to me.

And now after years of living abroad, I'm home again. My father has just gone to my school because I'm failing Spanish. He can't understand how I could pick up Swahili, Russian, Chinese, and Arabic, but can't cope with simple textbook Spanish. Well, I'll tell you a secret. I never learned to write in any of those other languages. I can't memorize words by reading them in a textbook, my mind just doesn't work like that. I don't get grammar, either. I recognize patterns when I've been listening to a language for a long time, and when I say something wrong, for me it's like singing the wrong note, it sounds bad. In school, the teacher doesn't speak Spanish, she just teaches us rules. So there you go, I'm fluent in over eight languages, and yet I'm failing Spanish. Sometimes irony can be cruel.

**A15** According to Ted's mother, she

- 1) did not love him.
- 2) was too sick to take care of him.
- 3) found it difficult to raise him.
- 4) was not allowed to take care of him.

**A16** By saying that his dad is restless and has itchy feet, Ted means that his dad

- 1) has a medical problem with the skin on his feet.
- 2) doesn't like to live in one place for a long time.
- 3) works too much and doesn't get enough rest.
- 4) has a problem focusing attention on something.

**A17** When talking about his travelling, Ted says that

- 1) he remembers all the countries he has visited very well.
- 2) he often dreams about the countries he has visited.
- 3) his memories of different countries got all mixed up.
- 4) he injured his head while travelling along the road.

**A18** Ted believes that many children he has met hate foreign languages because

- 1) the method they were taught was bad.
- 2) they had cruel teachers and parents.
- 3) they saw no point in learning languages.
- 4) speaking foreign languages made their throats hurt.

**A19** The reason the children in the village in Uganda surrounded Ted and pointed at him was that they

- 1) thought that Ted looked funny.
- 2) wanted to teach him their language.
- 3) were trying to sell him their skinny dog.
- 4) were going to take him on a journey to Swahili.

**A20** Ted says that music and language are one and the same to him because

- 1) his method of learning foreign languages is by singing songs in them.
- 2) learning a new language for him is like getting to know new music.
- 3) learning to play a musical instrument is as difficult as learning a language.
- 4) he liked learning languages and folk music of the people who spoke them.

**A21** Ted is failing Spanish because

- 1) the teacher does not teach them enough grammar.
- 2) he has never learnt any other European languages.
- 3) he doesn't like the way Spanish sounds.
- 4) he has no experience learning foreign languages by using a textbook.

*По окончании выполнения заданий B2, B3 и A15–A21 не забудьте перенести свои ответы в бланк ответов № 1! Обратите внимание на то, что ответы на задания B2, B3, A15–A21 располагаются в разных частях бланка. При переносе ответов в заданиях B2 и B3 цифры записываются без пробелов и знаков препинания.*

**Раздел 3. Грамматика и лексика**

*Прочтите приведённые ниже тексты. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B4–B10** так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B4–B10**.*

**Kate's birthday**

**B4** It was Friday. My friend Kate invited me to her birthday party. I thought it was a good idea to do some shopping and buy Kate a present in the \_\_\_\_\_ department store.

CLOSE

I knew that her husband Paul \_\_\_\_\_ her a beautiful ring.

BUY

**B6** He was sure she \_\_\_\_\_ it.

LIKE

**Museums**

**B7** There are many beautiful museums in Greece. A few months ago one of the most striking museums in the world \_\_\_\_\_ in Athens. It's the New Archaeological Museum of Athens.

OPEN

**B8** The museum \_\_\_\_\_ ancient objects from the Acropolis and is an excellent international reference point for people interested in the classics.

EXHIBIT

**B9** While they \_\_\_\_\_ to build the museum, archaeologists found some remains of ancient Athens.

EXCAVATE

**B10** If a foreigner \_\_\_\_\_ to Athens, he is sure to visit the New Archaeological Museum of Athens.

COME

*Прочтайте приведенный ниже текст. Образуйте от слов, напечатанных заглавными буквами в конце строк, обозначенных номерами **B11–B16**, однокоренные слова так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B11–B16**.*

**Buckingham Palace**

**B11** Londoners have a love-hate relationship with Buckingham Palace. To some, the Queen's home is ugly, but it's also held in esteem as the symbol of Britain's \_\_\_\_\_.

ROYAL

The palace arose within a mulberry grove in the early 18th century as a mansion for the \_\_\_\_\_ Duke of Buckingham.

POWER

**B12** It was purchased in 1761 by George III for his wife Queen Charlotte (he preferred to live in St James's Palace). However, it wasn't \_\_\_\_\_ enough for George IV.

LUXURY

After the building came under his control in 1820 he commissioned his favourite architect, John Nash, to \_\_\_\_\_ it on a more magnificent scale.

BUILD

Despite costly alterations, which reached around half a million pounds, the palace wasn't occupied until Victoria became Queen in 1837 and made it the \_\_\_\_\_ royal residence in London.

OFFICE

**B14** The palace has 775 rooms, of which 19 are State Rooms. But only two sections of the palace are \_\_\_\_\_ open to the public: the Royal Mews which contain royal vehicles from coaches and Rolls-Royces to horses, and the Queen's Gallery, which displays paintings from the priceless Royal Collection.

REGULAR

Прочтите текст с пропусками, обозначенными номерами A22–A28. Эти номера соответствуют заданиям A22–A28, в которых представлены возможные варианты ответов. Обведите номер выбранного Вами варианта ответа.

**John**

John was born in a four-room shack in East Texas. The Fallen men for three generations back had been loggers. As a boy, John had A22 \_\_\_\_\_ to his uncles and his grandfather recount tales of the hard labor they performed day after day. John's father had been killed by a falling tree when John was three. As soon as he was old enough, as was expected of all the males in his family, John spent his summers working on the logging A23 \_\_\_\_\_ with his grandfather and three uncles. He hated every minute of it. There had to be something more to life.

The night John A24 \_\_\_\_\_ from high school his grandfather presented him with a new pair of logger's boots. He left the new boots at home.

He arrived A25 \_\_\_\_\_ Houston with thirty dollars in his jeans and his heart pounding with excitement. He loved everything about the city—the towering buildings, the bustle, the aura of power. To his naïve eighteen-year-old eyes, all the well-dressed men and women carrying briefcases looked successful and important. He A26 \_\_\_\_\_ up his mind on the spot that someday he would be one of them. Over the next year John held a variety of jobs, usually more than one at a time. He worked as a delivery boy, a meter reader, a waiter, a cab driver, a shoe salesman, a department store clerk. The jobs A27 \_\_\_\_\_ a roof over his head and his belly full, but he wanted more. The desperate yearning and fiery ambition that had made him flee from the East Texas woods still burned inside him. Then he began to A28 \_\_\_\_\_ in motion some ideas he'd been working on for the past year.

**A22** 1) heard      2) listened      3) eavesdropped      4) overheard

**A23** 1) group      2) band      3) gang      4) crew

**A24** 1) closed      2) completed      3) finished      4) graduated

**A25** 1) in      2) at      3) to      4) from

**A26** 1) put      2) did      3) made      4) took

**A27** 1) kept      2) held      3) got      4) had

**A28** 1) stay      2) set      3) leave      4) promote

По окончании выполнения заданий B4–B16, A22–A28 не забудьте перенести свои ответы в бланк ответов № 1! Обратите внимание на то, что ответы на задания B4–B16, A22–A28 располагаются в разных частях бланка. При переносе ответов в заданиях B4–B16 буквы записываются без пробелов и знаков препинания.

**Раздел 4. Письмо**

Для ответов на задания C1 и C2 используйте бланк ответов № 2. Черновые пометки можно делать прямо на листе с заданиями или можно использовать отдельный черновик. 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. Обратите внимание также на необходимость соблюдения указанного объема текста. Тексты недостаточного объема, а также часть текста, превышающая требуемый объем, не оцениваются. Запишите сначала номер задания (C1, C2), а затем ответ на него. Если одной стороны бланка недостаточно, Вы можете использовать его другую сторону.

**C1** You have received a letter from your English-speaking pen-friend, Molly, who writes:

*"Good news! I've got a new camera for my birthday and I can take nice pictures now. Do you or your friends like taking photos? Why/why not? What pictures do you or your friends prefer to take? Where do you usually keep your photos?*

*... By the way, I'm going on a school trip soon ...*

Write a letter to Molly.

In your letter:

- answer her questions;
- ask 3 questions about her school trip.

Write 100–140 words.

Remember the rules of letter writing.

**C2** Comment on the following statement.

*Many people think that the best way to travel is by car.*

**What is your opinion? Do you agree with this statement?**

Write 200–250 words.

Use the following plan:

- make an introduction (state the problem);
- express your personal opinion and give 2–3 reasons for your opinion;
- express an opposing opinion and give 1–2 reasons for this opposing opinion;
- explain why you don't agree with the opposing opinion;
- make a conclusion restating your position.

**Ответы**

<b><u>Аудирование</u></b>	
B1	327651
<b><u>Чтение</u></b>	
B2	4861253
B3	251473
<b><u>Грамматика и лексика*</u></b>	
B4	closest
B5	hadbought
B6	wouldlike
B7	wasopened/opened
B8	exhibits
B9	wereexcavating
B10	comes
B11	royalty
B12	powerful
B13	luxurious
B14	rebuild
B15	official
B16	regularly

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\*Написание ответов (без пробелов и знаков препинания) соответствует инструкции  
ФЛГТ по заполнению Бланка ответов №1.

Bap	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	A13	A14	A15	A16	A17	A18	A19	A20	A21	A22	A23	A24	A25	A26	A27	A28
1	2	3	2	1	2	3	1	2	2	1	1	1	3	3	3	2	3	1	1	2	4	2	4	4	1	3	1	2

**Критерии и схемы оценивания выполнения заданий  
раздела «Письмо» (2013 год)  
(максимум 20 баллов за весь раздел)**

**Критерии оценивания выполнения задания С1  
(максимум 6 баллов)**

Баллы	Решение коммуникативной задачи	Организация текста	Языковое оформление текста			
				K1	K2	K3
2	<b>Задание выполнено полностью:</b> содержание отражает все аспекты, указанные в задании (даны полные ответы на все вопросы, заданы три вопроса по указанной теме); 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 верно разделен на абзацы; структурное оформление текста соответствует нормам, принятым в стране изучаемого языка.	Используемый словарный запас и грамматические структуры соответствует поставленной задаче; орфографические и пунктуационные ошибки практически отсутствуют (допускается не более 2 негрубых лексико-грамматических ошибок или и не более 2 негрубых орфографических и пунктуационных ошибок).			
1	<b>Задание выполнено не полностью:</b> содержание отражает не все аспекты, указанные в задании (более одного аспекта раскрыто не полностью, или один аспект полностью отсутствует); встречаются нарушения стилевого оформления речи или и принятых в языке норм вежливости.	Высказывание не всегда логично; имеются недостатки\ ошибки в использовании средств логической связи, их выбор ограничен; деление текста на абзацы нелогично\ отсутствует; имеются отдельные нарушения принятых норм оформления личного письма.	Имеются лексические и грамматические ошибки, не затрудняющие понимания текста; имеются орфографические и пунктуационные ошибки, не затрудняющие коммуникации (допускается не более 4 негрубых лексико-грамматических ошибок или и не более 4 негрубых орфографических и пунктуационных ошибок).			
0	<b>Задание не выполнено:</b> содержание не отражает тех аспектов, которые указаны в задании, или и не соответствует требуемому объему.	Отсутствует логика в построении высказывания; принятые нормы оформления личного письма не соблюдаются.	Понимание текста затруднено из-за множества лексико-грамматических ошибок.			

**Примечание.**

При получении экзаменуемым 0 баллов по критерию «Решение коммуникативной задачи» всё задание оценивается в 0 баллов.

**Критерии оценивания выполнения задания раздела С2  
(максимум 14 баллов)**

Баллы	Решение коммуникативной задачи	Организация текста			
			K1	K2	
3	<b>Задание выполнено полностью:</b> содержание отражает все аспекты, указанные в задании; стилевое оформление речи выбрано правильно (соблюдается нейтральный стиль).				Высказывание логично, структура текста соответствует предложенному плану; средства логической связи использованы правильно; текст разделен на абзацы.
2	<b>Задание выполнено:</b> некоторые аспекты, указанные в задании, раскрыты не полностью; имеются отдельные нарушения стилевого оформления речи.				Высказывание в основном логично, имеются отдельные отклонения от плана в структуре высказывания; имеются отдельные недостатки при использовании средств логической связи; имеются отдельные недостатки при делении текста на абзацы.
1	<b>Задание выполнено не полностью:</b> содержание отражает не все аспекты, указанные в задании; нарушения стилевого оформления речи встречаются достаточно часто.				Высказывание не всегда логично, есть значительные отклонения от предложенного плана; имеются многочисленные ошибки в использовании средств логической связи, их выбор ограничен; деление текста на абзацы отсутствует.
0	<b>Задание не выполнено:</b> содержание не отражает те аспекты, которые указаны в задании, или и не соответствует требуемому объему, или и более 30% ответа носит непродуктивный характер (т. е. текстуально совпадает с опубликованным источником или с другими экзаменационными работами).				Отсутствует логика в построении высказывания; предложенный план ответа не соблюдается.

Баллы	Лексика	Грамматика	Орфография и пунктуация	
			K3	K4
3	Используемый словарный запас соответствует поставленной коммуникативной задаче; практически нет нарушений в использовании лексики.	Используются грамматические структуры в соответствии с поставленной коммуникативной задачей. Практически отсутствуют ошибки (допускается 1-2 негрубые ошибки).		
2	Используемый словарный запас соответствует поставленной коммуникативной задаче, однако встречаются отдельные неточности в употреблении слов (2-3), либо словарный запас ограничен, но лексика ис-	Имеется ряд грамматических ошибок, не затрудняющих понимание текста (не более 4).		

	пользована правильно.		
1	Использован неоправданно ограниченный словарный запас; часто встречаются нарушения в использовании лексики, некоторые из них могут затруднять понимание текста (не более 4).	Многочисленны ошибки элементарного уровня, либо ошибки немногочисленны, но затрудняют понимание текста (допускается 6-7 ошибок в 3-4 разделах грамматики).	Имеется ряд орфографических или пунктуационных ошибок, в том числе те, которые незначительно затрудняют понимание текста (не более 4).
0	Крайне ограниченный словарный запас не позволяет выполнить поставленную задачу.	Грамматические правила не соблюдаются, ошибки затрудняют понимание текста.	Правила орфографии и пунктуации не соблюдаются.

**Примечание.** Критерий «Орфография и пунктуация» в разделе «Письмо» оценивается в 2 балла. При получении экзаменуемым 0 баллов по критерию «Решение коммуникативной задачи» всё задание оценивается в 0 баллов.

### Порядок определения процента текстуальных совпадений в задании С2

При оценивании задания С2 особое внимание уделяется способности экзаменуемого продуцировать развёрнутое письменное высказывание. Если более 30% ответа имеет непродуктивный характер (т. е. текстуально совпадает с опубликованным источником или другими экзаменационными работами), то выставляется 0 баллов по критерию «Решение коммуникативной задачи», и, соответственно, всё задание оценивается в 0 баллов.

Текстуальным совпадением считается дословное совпадение отрезка письменной речи длиной 10 слов и более.

Выявленные текстуальные совпадения суммируются, и при превышении ими 30% от общего числа слов в ответе, работа оценивается в 0 баллов.

### Порядок подсчета слов в заданиях раздела «Письмо»

При оценивании заданий раздела «Письмо» (С1–С2) следует учитывать такой параметр, как объём письменного текста, выраженный в количестве слов. Требуемый объём для личного письма в задании С1 – 100–140 слов; для развёрнутого письменного высказывания в задании С2 – 200–250 слов. Допустимое отклонение от заданного объёма составляет 10%. Если в выполненном задании С1 менее 90 слов или в задании С2 менее 180 слов, то задание проверке не подлежит и оценивается в 0 баллов. При превышении объёма более чем на 10%, т. е. если в выполненном задании С1 более 154 слов или в задании С2 более 275 слов, проверке подлежит только та часть работы, которая соответствует требуемому объёму. Таким образом, при проверке задания С1 отсчитывается от начала работы 140 слов, задания С2 – 250 слов, и оценивается только эта часть работы.

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

- стяжённые (краткие) формы *can't*, *didn't*, *isn't*, *I'm* и т. п. считаются как одно слово;
- числительные, выраженные цифрами, т.е. 1; 25; 2009, 126 204 и т. п., считаются как одно слово;
- числительные, выраженные цифрами, вместе с условным обозначением процентов, т. е. 25%, 100% и т. п., считаются как одно слово;
- числительные, выраженные словами, считаются как слова;
- сложные слова, такие как *good-looking*, *well-bred*, *English-speaking*, *twenty-five* считаются как одно слово;
- сокращения, например *USA*, *e-mail*, *TV*, *CD-rom*, считаются как одно слово.

## Тексты для аудирования

Сейчас Вы будете выполнять задания по аудированию. Каждый текст прозвучит 2 раза. После первого и второго прослушивания у Вас будет время для выполнения и проверки заданий. Все паузы включены в аудиозапись. Остановка и повторное воспроизведение аудиозаписи не предусмотрены. По окончании выполнения всего раздела «Аудирование» перенесите свои ответы в бланк ответов № 1.

### Задание В1

*Вы услышите шесть высказываний. Установите соответствие между высказываниями каждого говорящего A – F и утверждениями, данными в списке I – 7. Используйте каждое утверждение, обозначенное соответствующей цифрой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу. У Вас есть 20 секунд, чтобы ознакомиться с заданием.*

**Now we are ready to start.**

#### **Speaker A**

Oh, I don't read anything in my spare time. Why would I? I have to read so many books for my school subjects - especially for English Literature - that I just can't enjoy reading for pleasure. Perhaps after I've finished school I'll be able to sit down with a good book and really get into it. Of course, I would choose it, not my teacher!

#### **Speaker B**

When I was a child, there was no Internet. If we needed to research a topic for homework, most students would go to the library and find books. I had an encyclopedia at home, which was very useful for a range of topics, particularly history, geography and the sciences. When we were studying the French Revolution, all I had to do was look it up in the relevant volume.

#### **Speaker C**

It is hard to keep children reading for pleasure once they arrive at secondary school. Many of them stop reading at this age. So, how can parents and teachers encourage them to pick up a good book again? One way, particularly for boys, is to find books with interesting covers that appeal to them. Another way is to find books that other teenagers have enjoyed and which they recommend.

#### **Speaker D**

Do parents have a right to decide what their teenagers read? Do they have a responsibility to choose books for them? And if they must decide, until what age should this happen? Certainly, limiting what a thirteen-year-old reads is very different to limiting what a seventeen-year-old reads. It's an interesting question and I don't have an answer, but I wonder what parents and teenagers think about it.

#### **Speaker E**

Why do girls read silly romance novels? I find them so boring! Give me a great adventure story, or a horror story, any day. They're great books for visualizing the action, so you really use your imagination when you read them. And if the book is very successful, it's often made into a film, so you get to watch it on the big screen too. Fantastic!

#### **Speaker F**

I still read plenty of young adult literature nowadays, but my tastes have changed since I was a teenager. Now I pay more attention to the quality of the writing, the themes, and the characters. For example, at the age of fourteen, my tastes were more dramatic and I loved the tension, the suspense and the impossible twists in the stories I read. Looking back now, I realise they were badly written books!

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

**Now you'll hear the texts again. (Repeat.)**

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

### Задания А1–А7

*Вы услышите телефонный разговор. Определите, какие из приведенных утверждений А1—А7 соответствуют содержанию текста (1 — True), какие не соответствуют (2 - False), и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 - Not Stated). Обведите номер выбранного Вами варианта ответа. Вы услышите запись дважды. У Вас есть 20 секунд, чтобы ознакомиться с заданиями.*

**Now we are ready to start.**

**Peter:** Welcome to Champions' Gym. My name's Peter. How can I help you?

**Julie:** Hello, Peter. I'm Julie and I'm interested in joining the gym.

**Peter:** That's great, Julie. What would you like to know?

**Julie:** Well, first of all, when is the gym open?

**Peter:** It's open 24 hours a day, 7 days a week, except for New Year's Day.

**Julie:** And could you tell me about the workouts? What equipment have you got and which activities are available here?

**Peter:** We have weight training machines to help build up your muscles. We also have exercise bikes, rowing machines, treadmills, steppers and ellipticals. You can also do aerobics, Zumba classes, yoga and Tai Chi. Plus, there's a swimming pool, sauna and spa.

**Julie:** It sounds like you've got everything! What would you recommend I do?

**Peter:** Well, that depends on what you want to achieve and on your current level of fitness. If, for example, you wanted to become stronger, you would lift weights as this helps to strengthen your muscles. If you want to lose weight, then you need to do

something that will get your heart pumping - like Zumba, swimming or one of the other machines I mentioned earlier. Do you already do any physical activity, Julie?

**Julie:** Not really ... Oh, wait! Yes, of course! I walk to college and back every day - that's 30 minutes each way.

**Peter:** That's fantastic, an hour of aerobic activity every day. You should continue to do that and focus on different things here. I would suggest you do swimming. It's an activity that uses all of the muscles in your body, whereas walking mainly targets your lower body.

**Julie:** Oh dear, I can't swim!

**Peter:** Not a problem. You can have swimming lessons here, too! But until you learn to swim, you could do Zumba - it's similar to aerobics but it's more like a dance than an aerobics class. You would use all of your muscles, too. It's a lot of fun and the classes are very popular.

**Julie:** Yes, that does sound interesting. So, could you please tell me how much it costs to become a member?

**Peter:** For college students there's a 50% discount, so you only pay 30 pounds a month.

**Julie:** Fantastic!

**Peter:** However, if you pay for three months, it costs just 60 pounds, not 90.

**Julie:** Great! That's what I'll do. Please sign me up.

**Peter:** OK then!

**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 task. You now have 15 seconds to check your answers.**

**(Pause 15 seconds.)**

### Задания A8–A14

Вы услышите интервью. В заданиях A8–A14 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды. У Вас есть 50 секунд, чтобы ознакомиться с заданием.

**Now we are ready to start.**

**Interviewer:** Good morning listeners, and welcome to *Our World*. Today's guest on the programme is environmental scientist, Dr Anna Bell. Dr Bell, thanks so much for coming!

**Dr Bell:** My pleasure, Jim.

**Interviewer:** You're going to talk to us about a book you wrote for schools concerning recycling, is that right?

**Dr Bell:** Yes, that's right. The book is called *The 3Rs* and copies have been sent to schools around the country. Basically, it is designed to make young people aware of the environment and their responsibility to protect it, and to get them involved in environmental projects at their schools and in their home towns.

**Interviewer:** I suppose my first question is, what are the three Rs exactly? Though I'm pretty sure 'recycle' must be one of them!

**Dr Bell:** You're quite right, Jim. The three Rs stand for reduce, reuse and recycle. They're a simple guide to help us all cut down on the amount of waste we produce at work, school and home. You would be surprised how much waste is produced by schools, and instead of just throwing it away and forgetting about it once it's in a bin, there are ways to deal with it that can save schools lots of money too.

**Interviewer:** OK, so let's start with 'reduce', shall we? Could you tell us about that please, Dr Bell?

**Dr Bell:** Of course. Reduce simply means living more carefully so that you have less rubbish to get rid of. You see, avoiding waste is the best way to handle waste. For example, when you are shopping, look for and buy products that don't have a lot of packaging so that you have less to throw away in the rubbish. Schools need lots of supplies, so it's a good idea for staff to follow this advice too. Also, in the school canteen, they can sell food that has less wrapping or none at all such as fresh fruit. When we produce more rubbish, we need more places to throw it away. The places where our rubbish is taken to are called landfills, and they are very unpleasant. You don't want your area to be full of landfills!

**Interviewer:** I see what you mean, Doctor. So now we come to 'reuse'.

**Dr Bell:** Yes. Reuse means to use the same item more than once, preferably many times rather than disposing of it after using it only once. Reusing saves the energy and resources that would be needed to make a new product and results in less products going into the rubbish bin and ending up in landfills.

**Interviewer:** So, for example, a glass jar that had jam in it can be kept and used to hold something else rather than just being thrown away when it is empty.

**Dr Bell:** Exactly, Jim. Now, some things can't be reused, but they can be recycled, which brings us to the final 'R'. Recycle means to return a waste product to a factory where it is made again into either the same product or something different. For example, schools can recycle paper which is then used to make more paper products. Schools can also buy paper products that are made from recycled paper and help to maintain a market for recycled products. Recycling is extremely important because it saves landfill space and it can also save energy because, for example, fewer trees need to be cut down to make paper products. Remember, there will still be some items that will remain rubbish. When a product can't be reduced, reused or recycled, then you must get rid of it responsibly. Don't just throw it away anywhere! That's dangerous. There are special places where you can take old mattresses or broken white goods such as fridges and washing machines.

**Interviewer:** Now Dr Bell, could you tell us something about composting. Many of our listeners are keen gardeners and I know they'll find ... (fade).

**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 task. You now have 15 seconds to check your answers.**

**(Pause 15 seconds.)**

**This is the end of the Listening test.**

**Время, отведенное на выполнение заданий, истекло.**