ПОДГОТОВКА К ЕГЭ
ВЫСШИЙ УРОВЕНЬ КАЧЕСТВА

12+

2013

АНГЛИЙСКИЙ ЯЗЫК

СБОРНИК ЗАДАНИЙ

- ✓ Тренировочные задания
- ✓ Методические комментарии

РАО * Институт содержания и методов обучения
РЕКОМЕНДОВАНО

ЭКСМО

ПОДГОТОВКА К ЕГЭ
ВЫСШИЙ УРОВЕНЬ КАЧЕСТВА

В.В. Сафонова, Е.В. Бутенкова, П.А. Зуева

АНГЛИЙСКИЙ ЯЗЫК

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Издание адресовано *выпускникам* средней школы и *абитуриентам* для подготовки к единому государственному экзамену (ЕГЭ) по английскому языку.

Пособие включает:

- методические комментарии;
- тренировочные задания в форме ЕГЭ;
- задания к разделу «Говорение», включенные в ГИА.

Пособие окажет помощь *учителям* и *родителям* при подготовке учащихся к ЕГЭ по английскому языку.

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ВВЕДЕНИЕ

Коммуникативно-ориентированные экзамены по иностранным языкам стали неотъемлемой частью современного языкового образования. В России школьники имеют возможность сдавать как национальные экзамены по иностранным языкам, всем известные ГИА и ЕГЭ, так и международные экзамены по иностранным языкам. В частности, в отношении английского языка это относится к британским и американским международным экзаменам. В настоящее время в новых федеральных государственных образовательных стандартах (ФГОС) для старшей школы появилось положение об иностранном языке как нретьем обязательном экзамене. Ожидается, что при этом ученик сможет сам выбрать уровень — базовый или углубленный, на котором будет проводиться экзамен.

Успешная сдача ЕГЭ по английскому языку (АЯ) зависит от:

- уровня владения иностранным языком;
- владения стратегиями сдачи коммуникативно-ориентированного экзамена по ИЯ;
- наличия опыта выполнения коммуникативно-ориентированных контрольных заданий;
- степени психологической готовности к сдаче ЕГЭ.

Предлагаемое учебное пособие позволит не только попрактиковаться в выполнении типовых заданий ЕГЭ по ИЯ, как это делается во многих подготовительных материалах по национальному российскому экзамену. Оно позволит также школьникам определить свои сильные и менее сильные стороны в использовании англий-

ского языка как средства общения и познания в письменной и устной речи. Пособие даст ученикам ряд рекомендаций, как выработать свои индивидуальные эффективные образовательные или самообразовательные программы подготовки к сдаче коммуникативно-ориентированных экзаменов, а также как овладеть стратегиями сдачи этого типа экзамена по английскому языку с учетом особенностей проведения ЕГЭ в России.

Учитывая те факторы, которые влияют на успешность сдачи ЕГЭ по иностранному языку, в этом пособии предлагаются:

• информационно-подготовительные задания для осознания особенностей формата и проведения ЕГЭ в России (Секция I);

• информационно-подготовительные задания к выполнению разделов экзамена «Аудирование», «Чтение», «Лексика и грамматика», «Письмо», «Говорение» (секции II, V, VII, IX, X). Хотя в настоящее время последний раздел был исключен из ЕГЭ, тем не менее авторы решили оставить его в учебном пособии, так как этот материал может использоваться для организации контроля говорения в школе, поскольку умения устно общаться на иностранном языке входят в ключевые умения российского образовательного стандарта 2004 г.;

• тренировочные задания к разделам «Аудирование», «Чтение», «Лексика и Грамматика», «Письмо», «Говорение» (секции III, IV, VI, VIII).

В зависимости от опыта учащихся в выполнении коммуникативно-ориентированных тестовых заданий, которые даются в международных экзаменах по английскому языку и ЕГЭ, учитель и старшеклассники решают, насколько полно им необходимо сделать задания информационно-подготовительного плана. Однако следует обязательно обратить внимание на те задания, которые способствуют получению новой уточняющей информации о ЕГЭ по иностранным языкам и английскому языку на официальном информационном портале единого государственного экзамена (**www.ege.edu.ru,**

www.fipi.ru), так как пока все еще могут происходить изменения в структуре и содержании ЕГЭ.

Тренировочные задания рекомендуется выполнять полностью в той последовательности, в какой они даются в учебном пособии. Эти задания не только обеспечивают тренировку школьников в выполнении тестовых заданий определенного формата, но среди них есть и те, которые:

- помогают учащимся осознать свои сильные и менее сильные стороны в коммуникативно-речевой и языковой подготовке, определить те учебные пробелы, которые необходимо ликвидировать в своей коммуникативно-речевой и языковой подготовке на уроках иностранного языка и в процессе самообразования;
- позволяют выбрать индивидуальную образовательную стратегию подготовки к ЕГЭ при изучении английского языка в школе;
- способствуют выбору и построению старшеклассниками наиболее эффективных поведенческих стратегий при выполнении заданий ЕГЭ, с учетом особенностей того или иного тестового задания в конкретном разделе ЕГЭ и его уровня сложности;
- нацеливают на более эффективную подготовку на уроках иностранного языка или при дополнительном самостоятельном изучении английского языка, используя материалы своего языкового досье по результатам опыта изучения иностранного языка в 8—11 классах и опыта выполнения иноязычных контрольных заданий;
- позволяют старшеклассникам более внимательно относиться к учебной литературе, которую они используют в школе, а также научиться использовать некоторые ресурсы Интернета для расширения информационно-тематической базы общения на английском языке.

Желаю успехов в подготовке к ЕГЭ по английскому языку и его сдаче!

Д.п.н., профессор
В.В. Сафонова

Секция I.
ИНФОРМАЦИОННО-ПОДГОТОВИТЕЛЬНЫЕ ЗАДАНИЯ
(ТЕМАТИКА, СТРУКТУРА И УРОВНИ СЛОЖНОСТИ ЗАДАНИЙ ЕГЭ ПО ИНОСТРАННОМУ ЯЗЫКУ)

Задание 1

При подготовке к ЕГЭ по иностранному языку важно иметь ясные представления о темах, на материале которых строятся тестовые иноязычные задания на этом экзамене. Ознакомьтесь с тематикой, которая обычно лежит в основе тестовых заданий ЕГЭ.

Заполните таблицу (см. с. 7—8) и определите, как часто случалось вам читать или аудировать иноязычные тексты по этой тематике. Можно ли найти тексты по сходной тематике в учебнике или других учебных пособиях, по которым вы занимались? Нужно ли вам найти дополнительные иноязычные источники по какой-либо из тем? Которые из тем сформулированы слишком широко?

Задание 2

В любой коммуникативно-ориентированный экзамен время от времени вносятся изменения, в том числе и в его тематику. Где и как можно самостоятельно найти информацию об этих изменениях? Она кратко дается в документе «Кодификатор»[1], который можно найти на официальном информационном портале ЕГЭ:

www.ege.edu.ru

Посетите этот официальный информационный портал ЕГЭ, найдите информацию о ЕГЭ по английскому языку, а в ней рубрику «Кодификатор». Затем озна-

[1] **Кодификатор** — перечень элементов содержания за курс среднего общего образования по учебному предмету, в котором каждому элементу содержания присвоен собственный код. Кодификаторы ЕГЭ составлены на базе обязательного минимума содержания среднего (полного) и основного общего образования.

Тематика	Читал/а тексты по данной теме			Аудировал/а тексты по данной теме		
	часто	иногда	никогда	часто	иногда	никогда
A. Повседневная жизнь семьи, распределение обязанностей в семье в России и стране / странах изучаемого языка						
B. Жилищные и бытовые условия проживания в городской квартире или доме / коттедже в сельской местности в России и стране / странах изучаемого языка						
C. Общение в семье и школе, межличностные отношения с членами семьи, друзьями, знакомыми						
D. Здоровье и забота о нем, самочувствие, медицинские услуги, проблемы экологии и здоровья						
E. Молодежь в современном обществе, ее роль и проблемы						
F. Досуг молодежи: посещение кружков, спортивных секций, клубов по интересам						
G. Страна / страны изучаемого языка, их географические и природные особенности, достопримечательности						
H. Ознакомительные туристические поездки по своей стране и за рубежом, их планирование и подготовка. Образовательный туризм и экотуризм						
I. Природа и экология, научно-технический прогресс						
J. Спорт в современном мире. Проблемы любительского и профессионального спорта						

Окончание табл.

Тематика	Читал/а тексты по данной теме			Аудировал/а тексты по данной теме		
	часто	иногда	никогда	часто	иногда	никогда
K. Вклад России и стран изучаемого языка в развитие науки и культуры						
L. Современный мир профессий, рынок труда. Проблема выбора профессии						
M. Возможности продолжения образования в высшей школе в России и за рубежом. Общие сведения о системе образования в России и за рубежом						
N. Планы на ближайшее будущее, выбор профессии, продолжение образования						
O. Языки международного общения и их роль при выборе профессии в современном мире и знакомстве с культурным наследием стран и континентов						
P. Особенности речевого и неречевого поведения в процессе межличностного и межкультурного общения						
Q. Филология как сфера профессиональной деятельности (литератор, переводчик, лингвист, преподаватель языка, библиотекарь)						
R. Средства массовой информации и новые информационные технологии в современном мире						
S. Праздники и знаменательные даты в различных странах мира						

комьтесь с его содержанием и скажите, какая еще информация, данная в Кодификаторе, может быть полезна для человека, который собирается сдавать ЕГЭ по английскому языку. Какими умениями он должен владеть при чтении и аудировании иноязычных текстов? Какого типа монологические высказывания он должен быть способен порождать письменно на иностранном языке? Какими еще иноязычными знаниями и умениями должен владеть школьник, чтобы быть готовым к сдаче ЕГЭ по английскому языку?

Задание 3

Знаете ли вы, какова структура ЕГЭ?

Сравните схемы 1 и 2 и скажите, насколько структура ЕГЭ в 2008 г. отличается от структуры экзамена в 2012 г.

Задание 4

Информация о структуре ЕГЭ по иностранным языкам в конкретном году содержится в демоверсии и спецификации, помещенных на сайтах **www.ege.edu.ru** и **www.fipi.ru.**

Схема 1. ЕГЭ в 2008 г.

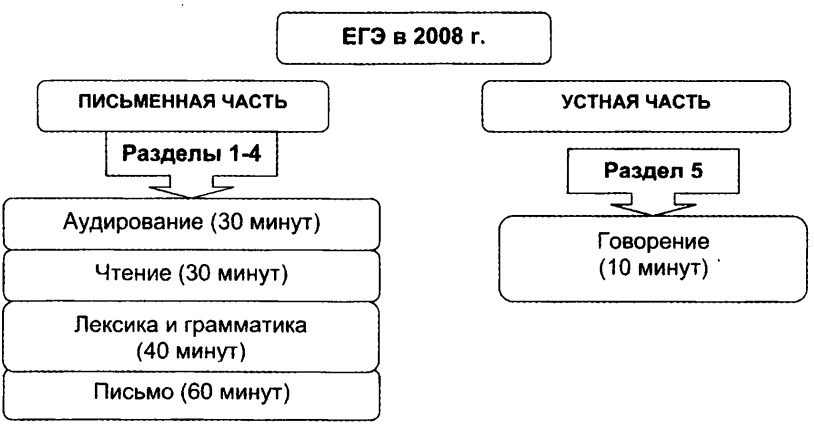
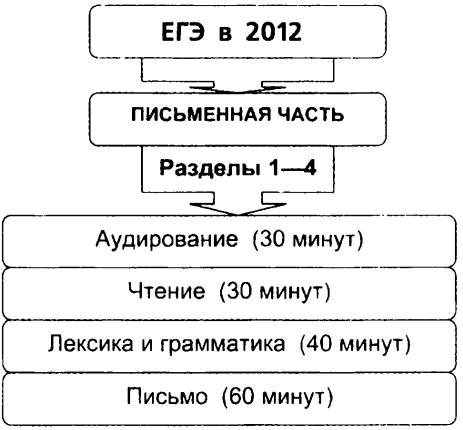


Схема 2. ЕГЭ в 2012 г.



Ознакомьтесь с демоверсией ЕГЭ по английскому языку текущего года, посетив один из вышеназванных сайтов, и определите:

- Будет ли в текущем году оцениваться на ЕГЭ уровень умений в аудировании, чтении, письме и говорении?
- Будет ли в текущем году оцениваться уровень владения лексическими и грамматическими навыками?
- Какие из заданий могут лично у вас вызвать затруднения?

Задание 5

Ознакомьтесь с описанием общеевропейских уровней владения языком и перечислите шесть общеевропейских уровней, используя буквенно-числовые символы, данные в таблицах 1—4 (см. с. 11—16). Встречали ли вы когда-либо эти обозначения? Который из общеевропейских уровней является самым низким уровнем владения иностранным языком, а который — самым высоким? Как вы полагаете, какой уровень владения английским языком вы уже достигли в умениях читать и аудировать, а также в умениях писать и говорить на нем?

Таблица 1

Common Reference Levels: self-assessment grid (listening, Council of Europe)

		A1	A2	B1	B2	C1	C2
UNDERSTANDING	Listening	**I can** understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly	**I can** understand phrases and the highest frequency vocabulary related to the areas of most immediate personal relevance (e.g., very basic personal and family information, shopping, local area, employment). **I can** catch the main point in short, clear, simple messages and announcements	**I can** understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. **I can** understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear	**I can** understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. **I can** understand most TV news and current affairs programmes. **I can** understand the majority of films in standard dialect	**I can** understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. **I can** understand television programmes and films without too much effort	**I have no difficulty** in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent
www.coe.int/t/dg4/linguistic/Source/Little_CEFRmigrants_EN.doc							

Таблица 2

Common Reference Levels: self-assessment grid (reading, Council of Europe)

		A1	A2	B1	B2	C1	C2
UNDERSTANDING	Reading	**I can** understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues	**I can** read very short, simple texts. **I can** find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and **I can** understand short simple personal letters	**I can** understand texts that consist mainly of high frequency everyday or job-related language. **I can** understand the description of events, feelings and wishes in personal letters	**I can** read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. **I can** understand contemporary literary prose	**I can** understand long and complex factual and literary texts, appreciating distinctions of style. **I can** understand specialised articles and longer technical instructions, even when they do not relate to my field	**I can** read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works
www.coe.int/t/dg4/linguistic/Source/Little_CEFRmigrants_EN.doc							

Таблица 3

Common Reference Levels: self-assessment grid (writing, Council of Europe)

		A1	A2	B1	B2	C1	C2
WRITING	**Writing**	**I can** write a short, simple postcard, for example sending holiday greetings. **I can** fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form	**I can** write short, simple notes and messages. **I can** write a very simple personal letter, for example thanking someone for something	**I can** write simple connected texts on topics which are familiar or of personal interest. **I can** write personal letters describing experiences and impressions	**I can** write clear, detailed texts on a wide range of subjects related to my interests. **I can** write an essay or report, passing on information or giving reasons in support of or against a particular point of view. **I can** write letters highlighting the personal significance of events and experiences	**I can** express myself in clear, well-structured texts, expressing points of view at some length. **I can** write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. **I can** select a style appropriate to the reader in mind	**I can** write clear, smoothly-flowing texts in an appropriate style. **I can** write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. **I can** write summaries and reviews of professional or literary works
www.coe.int/t/dg4/linguistic/Source/Little_CEFRmigrants_EN.doc							

Common Reference Levels: self-assessment grid (Spoken interaction

		A1	A2	B1
SPEAKING	Spoken Interaction	**I can** interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. **I can** ask and answer simple questions in areas of immediate need or on very familiar topics	**I can** communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. **I can** handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself	**I can** deal with most situations likely to arise whilst travelling in an area where the language is spoken. **I can** enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g., family, hobbies, work, travel and current events)
		I can use simple phrases and sentences to describe where I live and people I know	**I can** use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job	**I can** connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. **I can** briefly give reasons and explanations for opinions and plans. **I can** narrate a story or relate the plot of a book or film and describe my reactions

www.coe.int/t/dg4/linguistic/Source/Little_CEFRmigrants_EN.doc

Таблица 4

& production, Council of Europe)

	B2	C1	C2
I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. **I can** explain a viewpoint on a topical issue giving the advantages and disadvantages of various options	**I can** interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. **I can** take an active part in discussion in familiar contexts, accounting for and sustaining my views	**I can** express myself fluently and spontaneously without much obvious searching for expressions. **I can** use language flexibly and effectively for social and professional purposes. **I can** formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers	**I can** take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. **I can** express myself fluently and convey finer shades of meaning precisely. If I do have a problem **I can** backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it
I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion			
I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points			

Ознакомьтесь с общеевропейскими требованиями к умениям аудировать (таблица 1), читать (таблица 2), к умениям писать на иностранном языке (таблица 3), к умениям диалогической и монологической речи (таблица 4), которые обобщены в краткой шкале[1], предназначенной для использования человеком при самооценке своего уровня владения различными видами речевой деятельности.

В настоящее время в Европе выделено шесть уровней владения коммуникативной компетенцией и описаны требования к иноязычным знаниям, умениям и навыкам человека, претендующего на владение иностранным языком на конкретном уровне.

С ориентацией на общеевропейские уровни разрабатываются национальные и международные европейские коммуникативно-ориентированные экзамены по иностранным языкам, в том числе и ЕГЭ.

Задание 6

Прочитайте следующий абзац из Спецификации[2] по ЕГЭ 2012 г. и скажите, какие тестовые задания построены полностью в соответствии с общеевропейскими уровнями, а какие из них только частично соответствуют общеевропейскому уровню. Как вы думаете, если

[1] Существуют более подробные описания этих уровней: Common European Framework of Reference: Learning, teaching, assessment. — Cambridge: CUP, 2001; Modern Languages in My Life. Современные языки в моей жизни (Материалы для самооценки уровня владения иностранными языками в 8—11 классах школ с углубленным изучением английского языка) / В.В. Сафонова, Н.А. Юрлова и др. — М.: Еврошкола, 2001.

[2] **Спецификация** — основной документ, определяющий структуру и содержание контрольных измерительных материалов по учебному предмету. Спецификация описывает назначение экзаменационной работы, устанавливает распределение заданий по содержанию, видам деятельности и уровню сложности, утверждает систему оценивания отдельных заданий и работы в целом, обозначает условия проведения и проверки результатов экзамена. На основе плана экзаменационной работы, содержащегося в спецификации, формируются КИМы (см. www.fipi.ru).

школьник владеет иностранным языком только на уровне А2, сможет ли он успешно сдать ЕГЭ по иностранному языку?

«Базовый, повышенный и высокий уровни заданий ЕГЭ соотносятся с уровнями владения иностранными языками, определенными в документах Совета Европы следующим образом:

Базовый уровень — А2+

Повышенный уровень — В1

Высокий уровень — В2

Поскольку весь возможный спектр уровней владения иностранным языком представлен в документе Совета Европы лишь шестью уровнями, очевидно, что внутри каждого из них можно выделять определенные подуровни. Обозначение базового уровня ЕГЭ как А2+ означает, что из описания уровня А2 для подготовки заданий базового уровня разработчики ориентируются на дескрипторы, лежащие ближе к уровню В1, а не к А1[1]».

Задание 7

Найдите в Спецификации ЕГЭ текущего года, данной на сайте **www.ege.edu.ru**, описание уровней сложности тестовых заданий, предлагаемых в ЕГЭ. Есть ли изменения в уровне сложности тестовых заданий по сравнению с прошлым годом? Если вы затрудняетесь ответить на этот вопрос, то проконсультируйтесь у своего учителя по английскому языку.

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[1] www.ege.edu.ru

Секция II.
ИНФОРМАЦИОННО-ПОДГОТОВИТЕЛЬНЫЕ ЗАДАНИЯ К РАЗДЕЛАМ «АУДИРОВАНИЕ» И «ЧТЕНИЕ»

Задание 1

Ознакомьтесь с таблицей 1, данной ниже (см. с. 19), которая включает тексты инструкций некоторых разновидностей одного и того же типа задания, используемые в ЕГЭ 2009 г. в разделах «Аудирование» и «Говорение». Затем ответьте на вопросы:

- Какие из инструкций предназначены для заданий по аудированию, а какие — для заданий по чтению?
- Что общего можно найти во всех этих инструкциях? Почему все эти задания называют заданиями на установление соответствий?
- Являются ли задания на установление соответствий, используемые в ЕГЭ по английскому языку, одинаковыми по уровню сложности?

Задание 2

Работайте в двух группах по шесть человек.

Найдите два задания B1 в разделе «Аудирование», представленные в демоверсии предыдущих двух лет (из размещенных на сайте: **www.ege.edu.ru**).

Каждый член группы № 1 должен подготовиться к озвучиванию одного из говорящих в аудиотексте, данном в одной демоверсии, а каждый член группы № 2 должен подготовиться к озвучиванию одного из говорящих в аудиотексте, данном в другой демоверсии.

Затем группа № 1 озвучивает аудиотекст из первой демоверсии, а группа № 2 выполняет задание B1.

После этого группа № 2 озвучивает аудиотекст из второй демоверсии, а группа № 1 выполняет задание B1.

Таблица 1

Буквенно-числовое обозначение заданий в тесте	Инструкции	Цель задания	Уровень
B1	Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего **1—6** и утверждениями, данными в списке **A—G**. Используйте каждое утверждение, обозначенное соответствующей буквой, **только один раз. В задании есть одно лишнее утверждение.** Вы услышите запись дважды. Занесите свои ответы в таблицу	Проверка понимания основного содержания текста	**Базовый** A2+
B2	Установите соответствие между заголовками **A—H** и текстами **1—7**. Занесите свои ответы в таблицу. Используйте каждую букву **только один раз. В задании один заголовок лишний**	Проверка понимания основного содержания текста	**Базовый** A2+
B3	Прочитайте текст и заполните пропуски **1—6** частями предложений, обозначенными буквами **A—G. Одна из частей в списке A—G лишняя.** Занесите букву, обозначающую соответствующую часть предложения, в таблицу	Проверка понимания логико-смысловых связей в тексте	**Повышенный** B1

Задание 3

Работа в парах. Найдите задание B2 по чтению в демоверсии предыдущих двух лет (из размещенных на сайте: **www.ege.edu.ru**). Пусть каждый из вас выполнит одно из заданий B2 по чтению, а затем кратко обменяйтесь мнениями, насколько задание B1 по аудированию труднее или легче задания B2 по чтению и почему.

Задание 4

Ознакомьтесь с таблицей 2, данной ниже (см. с. 21—22), которая включает тексты инструкций разновидностей задания с выбором ответа из ряда данных в ЕГЭ 2009 г. в разделах «Аудирование» и «Чтение». Затем ответьте на вопросы:

- Что общего можно найти во всех этих инструкциях? Почему все эти разновидности тестов относятся к заданию с выбором ответа из ряда данных?
- Какие умения проверяются с помощью разновидностей этого типа задания в ЕГЭ по иностранному языку в разделах «Аудирование» и «Чтение»?
- Каковы могут быть уровни сложности данного типа задания при аудировании и чтении?

Задание 5

Найдите задание с выбором ответа из числа данных в разделе «Чтение» демоверсии по английскому языку ЕГЭ предыдущего года и выполните его, фиксируя время начала и конца его выполнения, затем ответьте на вопросы:

- Является ли этот письменный текст сложным для вашего понимания? Сложен ли он по своей тематике? Сложна ли проблема, которая в нем обсуждается? Затрудняют ли его понимание встречающиеся в нем слова, выражения и/или грамматические явления, не известные для вас?
- Понятно ли сформулированы тексты ответов, предлагаемые для выбора?

Таблица 2

Буквенно-числовое обозначение заданий в тесте	**Инструкции**	**Цель задания**	**Уровень в аудировании и чтении**
B1	Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего **1—6** и утверждениями, данными в списке **A—G**. Используйте каждую букву **один раз. В задании есть одно лишнее утверждение.** Вы прослушаете тексты два раза. Занесите свои ответы в таблицу	Проверка умения понять основное содержание текста	**Аудирование:** базовый
B3	Прочитайте текст и заполните пропуски **1—6** частями предложений, обозначенными буквами **A—G**. Одна из частей в списке A—G — **лишняя**. Занесите букву, обозначающую соответствующую часть предложения, в таблицу		**Чтение:** базовый
A1—A7	Вы услышите разговор друзей. Определите, какие из приведенных утверждений **A1—A7** соответствуют содержанию текста **(1 — True)**, какие не соответствуют **(2 — False)** и о чем	Проверка умения понять запрашиваемую информацию	**Аудирование:** высокий

Окончание табл. 2

Буквенно-числовое обозначение заданий в тесте	Инструкции	Цель задания	Уровень в аудировании и чтении
	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		
A8—A14	Вы услышите рассказ студента. В заданиях **A8—A14** обведите цифру **1**, **2** или **3**, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды	Проверка умения полно и точно понять информацию текста	**Аудирование:** высокий
A15—A21	Прочитайте рассказ и выполните задания **A15—A21**. В каждом задании обведите цифру **1**, **2**, **3** или **4**, соответствующую выбранному вами варианту ответа		**Чтение:** высокий

• Сколько времени потребовалось вам для выполнения заданий А15—21? Смогли ли вы выполнить их за время, которое не превышает 15 минут, как это предполагается на ЕГЭ? Если нет, то почему?

Задание 6

Прочитайте информацию, которая дается в конце каждого из разделов «Аудирование» и «Говорение», и ознакомьтесь с бланком ответов № 1 (см. с. 24).

Затем скажите, насколько важно для школьника, сдающего ЕГЭ, быстро и точно ориентироваться в буквенно-числовых обозначениях разных типов заданий, в том числе в разделах «Аудирование» и «Чтение».

Раздел «Аудирование»

По окончании выполнения заданий В1 и А1—А14 не забудьте перенести свои ответы в бланк ответов № 1! Обратите внимание, что ответы на задания В1, А1—А14 располагаются в разных частях бланка. Задание В1 расположено в нижней части бланка. При переносе ответов в задании В1 буквы записываются без пробелов и знаков препинания.

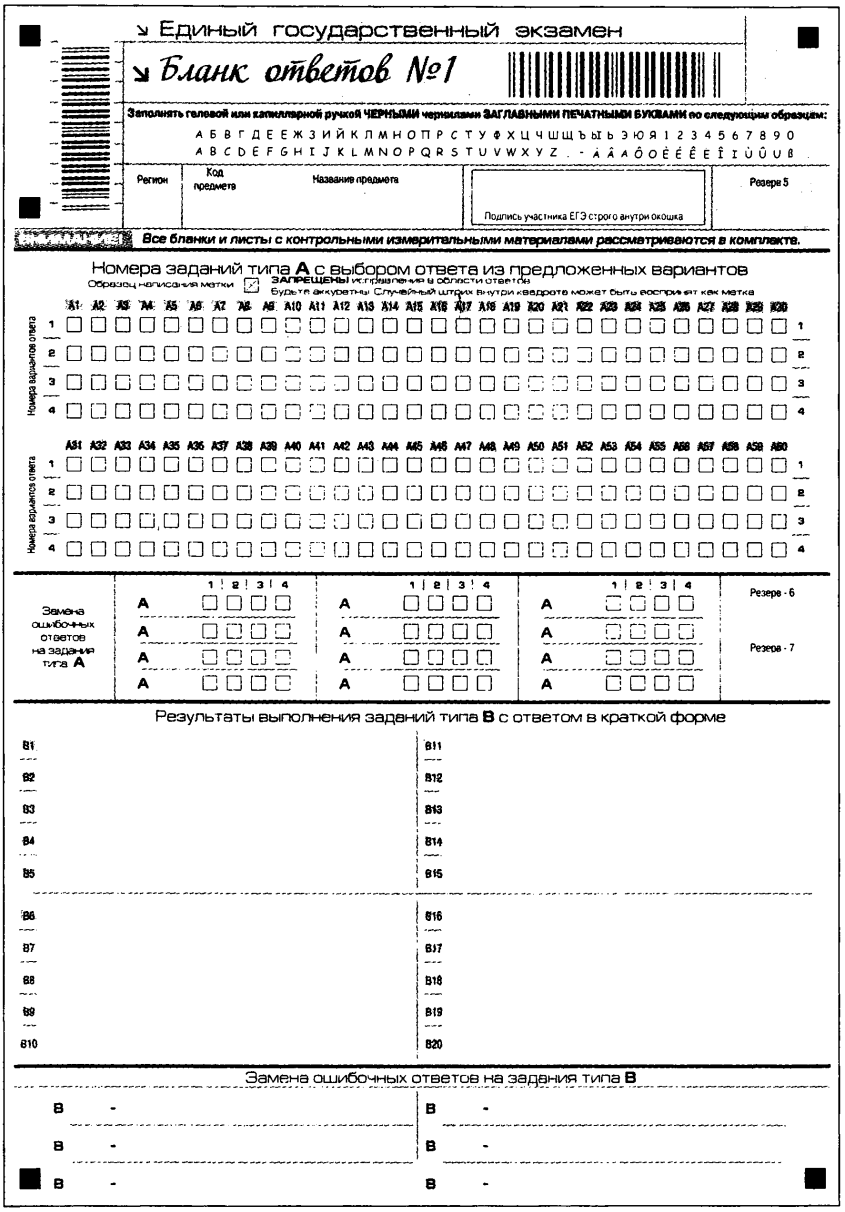
Раздел «Чтение»

По окончании выполнения заданий В4—В16, А22—А28 не забудьте перенести свои ответы в бланк ответов № 1! Обратите внимание, что ответы на задания В4—В16, А22—А28 располагаются в разных частях бланка. При переносе ответов в заданиях В4—В16 буквы записываются без пробелов и знаков препинания.

Задание 7

Работайте в парах.

Каждый из вас подготавливает озвучивание аудиотекста, предложенного в задании А8—А14 (раздел



↘ Единый государственный экзамен

↘ Бланк ответов №1

Заполнять гелевой или капиллярной ручкой ЧЕРНЫМИ чернилами ЗАГЛАВНЫМИ ПЕЧАТНЫМИ БУКВАМИ по следующим образцам:

А Б В Г Д Е Ё 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

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z . - À Â Ä Ô Ö É È Ê Ë Î Ï Ù Û Ü ß

Регион | Код предмета | Название предмета | Подпись участника ЕГЭ строго внутри окошка | Резерв 5

Все бланки и листы с контрольными измерительными материалами рассматриваются в комплекте.

Номера заданий типа **A** с выбором ответа из предложенных вариантов

Образец написания метки: ЗАПРЕЩЕНЫ исправления в области ответов. Будьте аккуратны. Случайный штрих внутри «квадрата» может быть воспринят как метка.

Номера вариантов ответа

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 A29 A30

1 2 3 4

A31 A32 A33 A34 A35 A36 A37 A38 A39 A40 A41 A42 A43 A44 A45 A46 A47 A48 A49 A50 A51 A52 A53 A54 A55 A56 A57 A58 A59 A60

1 2 3 4

Замена ошибочных ответов на задания типа **A**

1 2 3 4

A

Резерв - 6

Резерв - 7

Результаты выполнения заданий типа **B** с ответом в краткой форме

B1 B2 B3 B4 B5 B6 B7 B8 B9 B10

B11 B12 B13 B14 B15 B16 B17 B18 B19 B20

Замена ошибочных ответов на задания типа **B**

B -

«Аудирование») в разных демоверсиях ЕГЭ по английскому языку, помещенных на сайте: **www.ege.edu.ru**.

Затем проигрывается следующая экзаменационная ситуация при аудировании иноязычных текстов с фиксацией времени, затраченного на выполнение каждого из заданий: один учащийся озвучивает аудиотекст из одной демоверсии, а другой учащийся выполняет задание А8—А14.

После этого вы меняетесь ролями.

Секция III. ТРЕНИРОВОЧНЫЕ ЗАДАНИЯ К РАЗДЕЛУ «АУДИРОВАНИЕ»

Задания типа B1

Задание 1

Вспомните, какие умения по аудированию проверяются в заданиях типа B1. Если необходимо, просмотрите задание 1 в секции II.

Задание 2

Прочитайте инструкцию, которая открывает каждый раздел «Аудирование», и ответьте на вопросы:

- Каково количество пауз в ходе выполнения каждого из заданий данного раздела?
- Каковы ваши действия в период первой паузы перед непосредственным прослушиванием аудиотекста?
- Каковы ваши действия при первом прослушивании аудиотекста?
- Каковы ваши действия в период второй паузы после первого прослушивания аудиотекста?
- Каковы ваши действия в период третьей паузы после второго прослушивания аудиотекста?

Во время выполнения теста по аудированию перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также даются паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всего раздела «Аудирование» перенесите свои ответы в бланк ответов.

Прочитайте инструкцию к заданию B1 и, не выполняя его, ответьте на вопросы:

- Что вы должны сделать в этом задании? Должны ли вы использовать все утверждения в своих ответах?
- Каковы ваши действия до первого прослушивания аудиотекста?
- Каковы ваши действия при первом прослушивании аудиотекста? Вы будете стараться понять каждую фразу и слово говорящих или вам нужно понять основную суть сказанного и/или установить точку зрения говорящего?
- Каковы ваши действия во время второй паузы (после прослушивания аудиотекста)?
- Каковы ваши действия при втором прослушивании аудиотекста?
- Каковы ваши действия во время третьей паузы?

B1. Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего **1—6** и утверждениями, данными в списке **A—G**. Используйте каждую букву **только один раз. В задании есть одно лишнее утверждение**. Вы прослушаете тексты два раза. Занесите свои ответы в таблицу.

A. This book is ideal for letting a traveller prepare very well for a journey to Moscow.
B. It is this book and nothing else that let the speaker enjoy Moscow sightseeing.
C. This guidebook is highly praised for providing various information on the traveller's needs.
D. Though this guidebook is criticised, it is still recommended to tourists on a short visit.
E. This book is the worst guidebook that the speaker's family has ever used while travelling.
F. This book is good neither for a short visit nor for planning a journey to Moscow.

G. This book and the visitor's ability to read a bit in Russian made sightseeing very easy.

Задание 2.1

Прослушайте аудиотекст (см. с. 30—31) и определите по-английски:

- общую тематику высказываний;
- точки зрения говорящих при обсуждении общей темы.

Задание 2.2

Отметьте только те ответы, в которых вы уверены.

A. This book is ideal for letting a traveller prepare very well for a journey to Moscow.
B. It is this book and nothing else that let the speaker enjoy Moscow sightseeing.
C. This guidebook is highly praised for providing various information on the traveller's needs.
D. Though this guidebook is criticised, it is still recommended to tourists on a short visit.
E. This book is the worst guidebook that the speaker's family has ever used while travelling.
F. This book is good neither for a short visit nor for planning a journey to Moscow.
G. This book and the visitor's ability to read a bit in Russian made sightseeing very easy.

Говорящий	1	2	3	4	5	6
Утверждение						

Задание 2.3

Прослушайте аудиотекст второй раз и решите, нужно ли изменить предложенные вами ранее ответы. Заполните полностью таблицу соответствий, не оставляя незаполненные клетки. Как неправильный ответ, так и

незаполненная клетка в таблице ответов оценивается в 0 баллов. Если же ваш ответ, в котором вы не уверены, все же окажется правильным, то вы получите 1 балл.

A. This book is ideal for letting a traveller prepare very well for a journey to Moscow.
B. It is this book and nothing else that let the speaker enjoy Moscow sightseeing.
C. This guidebook is highly praised for providing various information on traveller's needs.
D. Though this guidebook is criticised, it is still recommended to tourists on a short visit.
E. This book is the worst guidebook that the speaker's family has ever used while travelling.
F. This book is good neither for a short visit nor for planning a journey to Moscow.
G. This book and the visitor's ability to read a bit in Russian made sightseeing very easy.

Говорящий	1	2	3	4	5	6
Утверждение						

Задание 2.4

Прочитайте фонограмму аудиотекста и ответьте на вопросы:

• Есть ли среди утверждений A—G те, которые перефразируют сказанное говорящим в аудиотексте?

• Есть ли среди утверждений A—G те, которые обобщают сказанное говорящим?

• Передают ли верные утверждения сказанное говорящим в тех же словах и выражениях или в утверждениях используются другие слова и выражения?

• Как построено неправильное утверждение? Оно полностью информационно неправильно или частично искажает информацию?

Speaker 1: We travel internationally at least 3-4 times a year on vacation with our family. Therefore, I always buy a travel guide to help us with our destination. So I bought this travel guide for Moscow because I heard it was a difficult city to get around. But this book has NO operating hours, NO operating days, NO metro stops listed, NO cost of tickets, etc. We couldn't get even into the Kremlin because this guide book was of no help at all. We did finally get into the Kremlin with the help of a kind Russian soul who spoke some English. Avoid this worthless book!!!

Speaker 2: I've been to Moscow twice and know a little Russian. I was going to the Tretyakov art gallery for the first time. I came out of the metro stop, found easily the landmarks and the street names which are well drawn in the Russian guide. So I was able to find the gallery without taking a single wrong turn. Still I highly recommend learning at least a little Russian. If you can't read in Russian, the Cyrillic alphabet is like reading Arabic. And if you want to toodle around on the subway or walk through the streets — nothing makes sense and it all looks the same. You can learn the Cyrillic alphabet very quickly.

Speaker 3: I went to Moscow in 2008 for 2 weeks. I speak very little Russian and read even less. Pictures and maps in this guide (with the actual and phonetic spellings on them) are how you're going to make it work. I explored Moscow with no guide, no translator and no dictionary — only my guidebook. I didn't get lost and I saw everything that I wanted to see. I didn't care that it was published in 2000 — churches, museums and other places of interest do not move — prices change frequently anyway. This is a guide for seeing, doing and exploring.

Speaker 4: I travelled to Moscow once and found this guide to be of great assistance in planning what I wanted to see, getting background information and in follow-up reading and reference after I returned. The pictures are beautiful, and the background information is exten-

sive and helpful in understanding what you are going to see. Comparing different guidebooks, I think that this one is by far the best for detail, pictures and general information.

Speaker 5: This book does a good job covering all the main sites of Moscow. The illustrations are very detailed and I think it would best fit someone who is only in Moscow for a day or two, and just wants to hit a few of the tourist attractions. The one drawback is that the book which was published in 2000 does not contain useful information on new hotels, restaurants or prices. And thus there is a lack of practical information such as best days and times to see certain things, places to avoid, where to buy the best souvenirs, where to stay away from, etc.

Speaker 6. This is one of the best travel guides I have ever used. It gave more information than the private guides I hired. It includes some of the little known, "personal facts" as well as information on food, transportation and gifts to bring home. I highly recommend this book.

Задание 2.5

Опишите эффективную стратегию по выполнению тестового задания типа B1 на основе обобщения вашего опыта по выполнению заданий 2.1—2.5.

Задание 3[1]

B1. Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего **1—6** и утверждениями, данными в списке **A—G**. Используйте каждую букву **только один раз**. **В задании есть одно лишнее утверждение.** Вы прослушаете тексты два раза. Занесите свои ответы в таблицу.

A. The speaker thinks that it is better never again to stay at this low-priced hotel.

[1] Тексты для аудирования даны на с. 252—277.

B. This renovated hotel disappointed all its guests because the lifts were out of order.
C. On the whole the speaker liked this hotel, but he didn't like its surrounding area.
D. The room services at this hotel were of the lowest standards ever possible.
E. The size of the room made the speaker feel physically very uncomfortable.
F. At this hotel, very convenient for its guests, everything is of the highest quality.
G. The speaker didn't expect that at this hotel the concierge service would be so bad.

Говорящий	1	2	3	4	5	6
Утверждение						

Задание 4

B1. Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего **1—6** и утверждениями, данными в списке **A—G**. Используйте каждую букву **только один раз**. **В задании есть одно лишнее утверждение**. Вы прослушаете тексты два раза. Занесите свои ответы в таблицу.

A. It is politeness that easily opens doors to friendships.
B. Friends are wonderful gifts that we are given in our life.
C. Good friends respect and accept each other as they are.
D. Mutual help and good interaction are signs of friendship.
E. An informal conversation is a good way of making friends.
F. Good friends always tell each other the truth and never lie.
G. A true friend is someone who is a reliable person.

Говорящий	1	2	3	4	5	6
Утверждение						

Задания типа A1—A7

Задание 1

Вы услышите разговор между официантом и посетителем кафе. Определите, какие из приведенных утверждений **A1—A7** соответствуют содержанию текста **(1 — True)**, какие не соответствуют **(2 — False)** и о чем в тексте не сказано **(3 — Not stated)**, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа. Обведите номер выбранного вами варианта ответа. Вы услышите текст дважды.

A1. The client had to wait for a very little time until a free table was available.

1) True 2) False 3) Not stated

A2. The client likes spicy food very much and ordered only spicy dishes.

1) True 2) False 3) Not stated

A3. The client had a meal of three courses: first course, second course and a dessert.

1) True 2) False 3) Not stated

A4. It took a lot of time to cook the Mexican dish ordered by the client.

1) True 2) False 3) Not stated

A5. One of the café's cakes was described in detail by the waiter to the client.

1) True 2) False 3) Not stated

A6. Every week a new selection of fruit ice cream was made by the chef.

1) True 2) False 3) Not stated

A7. The client didn't want to have an ice cream for dessert.

1) True 2) False 3) Not stated

Задание 2

Вы услышите интервью с Тони, которое знакомит с ее опытом получения образования. Определите, какие из приведенных утверждений **A1—A7** соответствуют содержанию текста **(1 — True)**, какие не соответствуют **(2 — False)** и о чем в тексте не сказано **(3 — Not stated)**, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа. Обведите пример выбранного вами варианта ответа. Вы услышите текст дважды.

A1. Toni was the best student who has ever done bachelor's and master's degrees.

1) True 2) False 3) Not stated

A2. Toni's school was good enough to let her successfully continue her education.

1) True 2) False 3) Not stated

A3. While studying at college, Toni started working as a teacher at secondary school.

1) True 2) False 3) Not stated

A4. Toni had to work to be able to take a holiday and have appropriate clothes.

1) True 2) False 3) Not stated

A5. Toni's college life was always easy and the most enjoyable time in her life.

1) True 2) False 3) Not stated

A6. Toni believes that it is in college, not in school that a student is a real decision-maker.

1) True 2) False 3) Not stated

A7. Sometimes Toni starts using her professional skills in her private life.

1) True 2) False 3) Not stated

Задание 3

Выполните следующее задание, при этом при первом прослушивании текста закройте глаза. Выполнив задание, ответьте на следующий вопрос:

Как лично вам легче сосредоточиться при прослушивании аудиотекста и понять его содержание — с открытыми или закрытыми глазами?

Вы услышите рассказ девушки о том, как поступают в университет в Британии. Определите, какие из приведенных утверждений **A1—A7** соответствуют содержанию текста **(1 — True)**, какие не соответствуют **(2 — False)** и о чем в тексте не сказано **(3 — Not stated)**, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа. Обведите пример выбранного вами варианта ответа. Вы услышите текст дважды.

A1. A levels are necessary for entering a university.

1) True 2) False 3) Not stated

A2. Grammar schools prepare the best students for universities.

1) True 2) False 3) Not stated

A3. The more A levels a student has done the better are his chances to enter a university.

1) True 2) False 3) Not stated

A4. Universities create special web pages to attract students.

1) True 2) False 3) Not stated

A5. Teachers write special papers for universities about their students.

1) True 2) False 3) Not stated

A6. The regulation is as follows: the student can't apply to more than two universities.

1) True 2) False 3) Not stated

A7. According to the speaker, all A levels are written exams.

1) True 2) False 3) Not stated

Задание 4

Вы услышите разговор двух друзей, Вики и Стейси, в котором обсуждается их отношение к хождению по магазинам. Определите, какие из приведенных утверждений **A1—A7** соответствуют содержанию текста **(1 — True)**, какие не соответствуют **(2 — False)** и о чем в тексте не сказано **(3 — Not stated)**, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа. Обведите пример выбранного вами варианта ответа. Вы услышите текст дважды.

A1. Both friends are fond of going shopping and doing window shopping.

1) True 2) False 3) Not stated

A2. Nearly every day they go to the mall for shopping and socializing.

1) True 2) False 3) Not stated

A3. On that day these friends have decided to go window shopping.

1) True 2) False 3) Not stated

A4. One of the friends would like to listen to new music at the music shop.

1) True 2) False 3) Not stated

A5. One of the friends is going to buy a CD at the music store.

1) True 2) False 3) Not stated

A6. One of the friends prefers buying some goods on the Internet.

1) True 2) False 3) Not stated

A7. Computers are among goods that are not fit to buy on the Internet.

1) True 2) False 3) Not stated

Задание 5

Работайте в группе из трех человек. Каждый из вас выписывает утверждения в одном из заданий группы A1—A7, сгруппировав их по группам: верно, неверно, не сказано. Затем читает фонограмму аудиотекста (с. 258—266) к заданию и определяет:

• Какие утверждения (относящиеся к группам «верно», «неверно» или «не сказано») чаще всего перефразируют информацию текста?

• В каких из утверждений в этих заданиях встречаются те же слова или выражения, которые можно найти и в тексте?

• Какие из высказываний содержат информацию, прямо противоположную той, которая дается в тексте?

• В каких утверждениях информация полностью не совпадает с той, которая дается в аудиотексте?

• Как отличить утверждение, признанное неверным, от того, которое относят к числу «не сказано»?

Обобщите свои наблюдения, иллюстрируя свои ответы примерами из текста фонограмм, и проконсультируйтесь с учителем, насколько ваши предположения правомерны.

Задание 6

Обобщите свой опыт выполнения заданий типа А1—А7, расположив следующие высказывания в той последовательности, которая представляется вам наилучшим порядком выполнения заданий этого типа:

а) чтение инструкции, с обращением внимания на тему, обсуждаемую в аудиотексте;
б) прослушивание записи аудитекста первый раз;
в) прослушивание записи второй раз и сосредоточение на вопросах, в которых вы не уверены;
г) чтение утверждений А1—А7 первый раз;
д) чтение утверждений А1—А7 и выбор ответов;
е) просмотр утверждений А1—А7 и окончательный выбор;
ж) внесение своих ответов в бланк ответов.

Задание 7

Напишите для себя рекомендации, как выполнять задания типа А1—А7.

Задания типа A8—A14

Задание 1

Вы услышите речь на выпускном вечере. В заданиях **A8—A14** обведите цифру **1**, **2** или **3**, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

A8. The speaker is one of those who:

1) has completed his secondary education at this high school;
2) has been invited to this graduation ceremony as a guest speaker;
3) has been asked by former graduates to prepare a speech.

A9. When the speaker learnt that he had won a scholarship he:

1) was absolutely happy;
2) felt rather worried;
3) was completely indifferent.

A10. As soon as the speaker started studying at Roxburgh, he:

1) immediately took a liking to his new place of studying;
2) started thinking very negatively of his new school;
3) made a plan how not to attend his new school.

A11. His school life changed for the better when:

1) the school principal found the way to make him study efficiently in school;
2) his family became well informed about his learning difficulties in this school;
3) the school principal started talking regularly with the speaker.

A12. The new school made the speaker become more:

1) unsure of himself;
2) sensitive;
3) self-confident.

A13. The speaker's experience makes him believe that:

1) the less changes there are in the life of school students the better their life is;
2) there is nothing wrong with change, if it is in the right direction;
3) he will always try to remain unchanged no matter what happens in his life.

A14. In his speech the speaker:

1) highly appreciated what his school did for the development of his personality;
2) was very polite and flattered the school principal and teachers as much as possible;
3) recalled what was negative and what was positive in his academic studies.

Задание 2

Вы услышите речь на празднике в колледже. В заданиях **A8—A14** обведите цифру **1**, **2** или **3**, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

A8. The place where the speaker has made his speech is:

1) a university;
2) a high school;
3) a vocational college.

A9. The speaker has come to this place because he would like to speak about:

1) the academic achievements of the students of Texas A&M and the Bush School of Government and Public Services;
2) young Americans who have gained exceptional professional achievements in their public service careers;
3) the present and past of the community service made by people without being paid to the people in need.

A10. From the speaker's point of view, volunteerism in the USA:

1) is slowly dying out;
2) is neglected by media;
3) was only in the past.

A11. The speaker stresses the point that the people who are mostly involved in volunteerism in the USA today are:

1) mature professional adults;
2) influential businessmen;
3) teenagers.

A12. In the speaker's childhood volunteering was:

1) the most enjoyable activity he ever had done;
2) one of his social activities he had to do;
3) the most rewarding activity for him.

A13. When the speaker joined the bank, he:

1) was sure that he shouldn't be much involved in volunteering;
2) decided that it was the correct time to start volunteering;
3) acquired some positive experience in acting as a volunteer.

A14. The speaker's later experience made him understand that volunteerism:

1) has been successfully developed in the university visited by him;
2) helps much to create a democratic society everywhere in the world;
3) is still among the American strongest cultural traditions to follow.

Задание 3

Вы услышите разговор между двумя друзьями, Майком и Джоном. Начинает разговор Майк. В заданиях **A8—A14** обведите цифру **1**, **2** или **3**, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

A8. Mike, one of the friends, has noticed that his friend is:

1) about to go out;
2) very unhappy;
3) dreaming.

A9. Mike can't go on composing music because:

1) he sees his friend in low moods;
2) he would like to have a break for a while;
3) the area near their house is too gloomy.

A10. John is very upset because he:

1) doesn't think he still likes painting;
2) has got tired of taking exams this year;
3) has not been allowed to take exams.

A11. Mike has learnt that John:

1) didn't complete secondary education;
2) found homeschooling better than school;
3) was going to take more art classes.

A12. Why doesn't John want to be an architect?

1) None of high school teachers recommended him to take this career path.
2) High school teachers told him that he would be a very promising artist.
3) He believes that only drawing and painting can be regarded as true art.

A13. From Mike's point of view, architecture is:

1) one of the most interesting occupations;
2) an occupation for the most talented ones;
3) worth being chosen by John as an occupation.

A14. Mike tries hard to make John:

1) stop thinking about becoming an artist;
2) do everything what he can to reach his goal;
3) think about trying to finish high school.

Задание 4

Вы услышите интервью с американским режиссером. В заданиях **A8—A14** обведите цифру **1**, **2** или **3**, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

A8. History has become of special interest to this filmmaker since:

1) his childhood focused on reading;
2) his adventurous, wild teens' years;
3) the appearance of the *Star Wars.*

A9. When a school student the filmmaker was mostly keen on:

1) language arts;
2) social sciences;
3) mathematics.

A10. From the filmmaker's point of view, the media:

1) stimulates teens' violent and harmful behaviour;
2) often focuses on destroying the images of heroes;
3) doesn't create any heroes to admire and respect.

A11. The filmmaker believes that it is important for people to have something to believe in, because:

1) otherwise people can't bring about any positive changes in their society;
2) it is strong beliefs that are at the bottom of the people's creative activities;
3) people without being religious can't change the world for the better.

A12. From the filmmaker's point of you, people should not lose their faith, because otherwise:

1) their society will be developing slowly and less successfully than before;
2) the Constitution and the government will stop working effectively;
3) their society will come to its end in all spheres of human activities.

A13. The filmmaker believes that the greatest challenge facing teens today is to:

1) travel as much as possible all over the world;
2) go to college and get the best possible education;
3) find out what they can do the best in their life.

A14. The filmmaker is sure that a young person who is dreaming about filmmaking, by all means should:

1) try to become the most successful money maker involved in filmmaking;

2) be able to work day and night and to be truly devoted to filmmaking career;
3) be ambitious enough to do his best to become the most popular filmmaker.

Задание 5

Работая в парах, обобщите свой опыт выполнения заданий типа A8—A14. Скажите, какие из рекомендаций по выполнению заданий A1—A7 могут быть вам полезны при выполнении заданий A8—A14. Считаете ли вы, что их можно дополнить, если речь идет о заданиях A8—A14?

Секция IV. ТРЕНИРОВОЧНЫЕ ЗАДАНИЯ К РАЗДЕЛУ «ЧТЕНИЕ»

Задания типа B2

Задание 1.1

B2. Установите соответствие между заголовками **A—H** и текстами **1—7**. Занесите свои ответы в таблицу. Используйте каждую букву **только один раз**. **Один из этих заголовков лишний.**

A. Pupils Reject Healthy, but Costly School Meals.
B. Financial Obstacles to Healthy School Meals.
C. Making All Kinds of Healthy Food Available to Pupils.
D. Developing Healthy-Minded Food Choices at School.
E. Culture and Food-Related Etiquette.
F. Nations' Food Portraits and Going Overseas.
G. Healthy Meals Are Family Meals.
H. The Right Meals at the Right Times.

1. In some countries people eat with forks and spoons while in others people may use fingers or chopsticks. However, utensil choice is much more complicated than choosing chopsticks or fingers. In some countries, licking the fingers is polite; in others, licking the fingers is considered impolite. The amount of food people eat and leave uneaten also varies from group to group. Some people from Middle East and Southeast Asian countries might leave a little bit of food on their plates in order to indicate that their hunger has been satisfied.

2. One in seven of Denbighshire's schoolchildren has given up school meals in the past three years and the take-up rate is much less than it was before, only about 48% now. And that is because the cost of groceries rose by 29,000 last year and more was paid for meat. The increased use of fresh vegetables has pushed the cost of meals well above inflation. Rising costs for fresh vegetables and fish are also adding to pressures. Even modest price rises could lead to a disproportionate drop in the number of pupils eating school dinners.

3. The idea of set mealtimes eaten together as a family may feel like an impossible task given for our 'hectic, 21st century' lifestyles. But it should be remembered that regular meals are essential when it comes to maintaining a healthy lifestyle. And nowadays there is no other way but to start eat regularly and at one and the same time. Eating on the go, sporadic mealtimes and snacks are not good habits, especially for kids. This can often lead to skipping meals altogether meaning your kids will be missing out on essential nutrients.

4. Pauline Page, finance and administration manager at Whole School Foods, a catering company in Kent, said food prices are 20 to 25% higher than this time last year. "It's been getting worse since last October. The cost of all food is going up — even from local suppliers. It's quite tough at the moment," Page said. School caterers are struggling to keep healthy meals on the menu as the price of basic ingredients soars.

5. "Getting students excited and interested in preparing and cooking 'real' food is an important way of encouraging them to make healthier, informed food choices," says Steven Watts. "At

the start of this year, we launched our own interactive cooking competition for secondary schools, it is designed to inspire students to eat and live healthily."

6. The Select menu offers pupils more fresh fruit, vegetable and salad options, more home-cooked foods, all fresh meat sourced from the UK and a comprehensive reduction in fat, salt and sugar content. Feedback from the 25 schools taking part in the nationwide trial has been extremely positive, with figures showing meal take-up rising by as much as 23 per cent.

7. The idea of linking cuisine to national character goes back a long way: think, for example, of the French characterisation of the English as 'rosbifs' and the English calling the French 'frogs', each based on ideas of the food eaten in the other country. The existence of religious feasts, fasts and prescriptions on certain foods (or requirements to eat them) also make a difference to a national cuisine too. When travelling, don't forget about national cuisines. Learn about them before you go anywhere.

1	2	3	4	5	6	7

Задание 1.1

Определите общую тему всех коротких текстов в задании 1.1 и найдите ее в кодификаторе.

Ответьте на следующие вопросы:

• Как бы вы по-русски сформулировали заголовок к каждому тексту?

• Можно ли, исходя из содержания этих текстов, сказать, что у них есть одна общая тема, которая находит свое отражение в ряде подтем?

• Можно ли сказать, что в некоторых из этих текстов перекрещиваются несколько тем, указанных в кодификаторе?

Задание 1.2

Работайте в группе из семи студентов. Пусть каждый из вас составит список ключевых слов данных текстов (без которых общее понимание этих текстов невозможно) и список слов, которыми можно пренебречь. Затем обменяйтесь информацией.

Задание 1.3

Сформулируйте по-русски основную идею каждого из текстов в задании 1.

Задание 1.4

Прочитайте внимательно заголовки A—H в задании 1 и ответьте на следующие вопросы:

• Испытывали ли вы трудности в понимании этих заголовков?

• Обобщает ли каждый из этих заголовков полностью суть каждого текста или только его отдельную часть?

Задание 1.5

Какие речевые умения у вас проверяются с помощью этого задания:

Умения полностью понять эти тексты? Умения детально понять эти тексты? Умения понять основное содержание этих текстов и найти среди утверждений A—H те, которые формулируют суть сказанного?

Задание 1.6

Найдите тексты по сходной тематике в вашем учебнике и в Интернете и начните создавать свой банк текстов для чтения, в соответствии с темами, обозначенными в кодификаторе.

Задание 2

B2. Установите соответствие между заголовками **A—H** и текстами **1—7**. Занесите свои ответы в таблицу. Используйте каждую букву **только один раз**. **Один из этих заголовков лишний.**

A. Nearest Future for Mobile Phones.
B. Leave the Skies Phone-Free.
C. Country Users Are in Danger.
D. New Mobile Life on the Plane.
E. The Mobile Phone as a City Guide.
F. Phones to Guide Your Home.
G. Recommendations to Mobile Users.
H. No Healthy Risks from Mobiles.

1. Mobile phones may pose a risk to rural dwellers because they emit more intense signals in the countryside, Swedish scientists said yesterday. A recent study found no extra risk of brain tumours for people who lived in cities but up to three times greater risk for country dwellers. One possible explanation, Dr Hardell said, was the adaptive power control systems used in mobile phones to adjust power output. In the countryside, where base stations are further apart, the phones operate at higher power levels.

2. New mobile technologies will be able to guide motorists around traffic jams and deliver information about restaurants and other services instantly over the phone, writes Dick Ahlstrom, Science Editor. Strongly multi-disciplinary and involving a collection of third-level institutions and companies, the project will integrate data from Geographical Information Systems (GIS) such as the orbiting Global Positioning System with the wealth of information already available from other data-producing systems, from CCTV to sensors. A real-time 3D computer representa-

tion of an area could help guide a visually impaired person safely through a given space.

3. It has not been conclusively proven that mobiles present enough of a health risk to discourage their usage, especially when so much of social interaction and business is conducted on them. Furthermore, the World Health Organisation has concluded from research that it is exceptionally unlikely that radiation from mobiles is responsible for headaches and similar complaints that have previously been attributed to it. However, most people believe that they are unlikely to suffer from long-term harm from using mobiles.

4. Brian Nadel, writing in Computerworld magazine, discussed the "more daring and more personal" approach to designing mobiles with a host of industry members. "In a couple of years," he says, "we may see the Packet phone that folds into a five square-centimetre package, while technology available in three or four years includes a double-sided touch screen camera phone designed in China. Predictions have also been made for phones that recharge using solar power or users' kinetic energy."

5. Most pieces of advice on the healthy use of mobiles focus on reducing contact with the body entirely. It is also wise to increase the proximity of your head to your mobiles. As mobiles use microwaves and can heat up the head and eyes somewhat, there are concerns that mobiles may potentially be able to cause early cataracts, although many sources believe this to be unlikely. You could use speakerphone to keep your mobiles away from your head, although you must be aware that this could be very impolite in public.

6. Passengers could soon be using their mobile phones on planes flying through European airspace. Plans have been developed across EU countries to introduce technology which permits mobile calls without risk of interference with aircraft systems. Regulators around Europe are calling for consultation on the potential introduction of the technology. If given the go ahead, the service would allow calls to be made when a plane is more than 3,000 metres high.

7. The prospect that mobile phones might be used on planes is horrifying. One has only got to listen to some of the mainly irrelevant calls which take place on public transport to be very concerned at the prospect of mobile phones being used on planes.
   The phone users will be competing with engine noise and it is likely they will have to speak loudly. It is all a recipe for air rage and hopefully with sufficient opposition it will not go ahead.

1	2	3	4	5	6	7

Задание 3

B2. Установите соответствие между заголовками **A—H** и текстами **1—7**. Занесите свои ответы в таблицу. Используйте каждую букву **только один раз**. **Один из этих заголовков лишний.**

A. Culturally-Educated Traveller is a Must Today.
B. All-Inclusive Holiday Is Worth Trying.
C. Getting the Most out of the Dollar.
D. What Is the Best Way of Learning Languages.
E. School in the Past, a Fantastic Holiday Place at Present.

F. Staying in Touch While Travelling.
G. How to Stay Fit While Travelling.
H. Learning Languages and Travelling Abroad.

1. When we are travelling abroad, we are missing those who are left at home. Before the Internet era every traveller couldn't avoid the trap of nostalgia for home, relatives and friends. Nowadays the situation is quite different. You can easily tell the mother you're still alive just by e-mail. Nearly each of us has a mobile, and for 20 dollars extra month, you can have all unlimited texting and e-mailing from the country that you're visiting. If you're going to be gone for an extended period of time, get a cell phone there. You can easily buy chips for each individual country and you can use that cell phone for years. It seems to be quite convenient and relatively affordable. Also, go online. Internet cafes are ubiquitous. You can track your travel route with bootsandall.com sites like that where you can actually map out where you're going and send pictures to people.

2. Nearly all of us speak English more or less. But if you're exploring even today's modern world, don't expect everybody to know English. So it may be nice from a cultural standpoint to learn a few words in the language spoken in the country that you are going to visit. It doesn't mean that you have to be fluent in a language. You can pick yourself up some tapes, and while you're going somewhere by bus or the underground or on foot, learn a little bit about this new language. You can also learn about language conversation on the Internet. And if you learn a little bit about the language before you go to a particular country, you'll find out that this will give you a tremendous courtesy ability there.

Just saying something in French, for instance, will be very helpful if you're going to visit any French-speaking country.

3. Whether you're a frequent flier who travels regularly for work or just an occasional vacationer, you don't have to give up on all your health and fitness goals when you are on the road. Firstly, it is advisable to drink two 8-ounce glasses of water before boarding your plane. Secondly, some people say as well that if you keep drinking water on the plane, it will help to avoid dehydration. It's also better to plan to arrive at your destination during the day so that when you get there you can take advantage of remaining daylight to do something active outside. That also helps lessen jet lag. Finally, wise people exercise at least every third day to keep their energy level up and perform at least a third of their typical aerobic routine.

4. What makes a person travel well? In an age when an international voyage is as easy as it is unsettling, people need a variety of skills to cope with the unknown. Simple country information is not enough. You should combine traditional security awareness, cross-cultural, and interpersonal skills in order to develop the right attitude and the right approach for a successful journey. It is about much more than security. It is also about being clear with yourself about who you are and what resources and limitations you bring with you. You should have a clear idea about how to operate successfully in our new and sometimes dangerous cross-cultural world. With a solid understanding of your strengths and weaknesses you can explore strategies for minimizing the risk and maximizing the gain in your travels.

5. The St. Eugene Mission was built in 1910 in the Canadian West for teaching and assimilating four Indian tribes — forcefully at times — into Western society. For 60 years about 5,000 students had been taught at the St. Eugene Mission. Then it was closed in 1970 after the Canadian government changed educational policies for First Nations children. Several former students wanted to erase painful memories of the place and pushed for the building to be destroyed. Instead, it became a resort: now the St. Eugene has a golf course, 25 rooms, four restaurants and plenty of nearby outdoor activities. One part luxury hotel, one part history lesson, the St. Eugene Mission Resort is set among the funky towns and ski resorts of southeast British Columbia. Summer rates for a standard room begin at about $134.

6. A trip to the United States has to be a top contender for European families this year. Notwithstanding higher prices for airfare and gasoline. The U.S. dollar's continued slide (nearly 20% versus the Euro since April 2006 and more than 45% since 2004) makes a family vacation in the United States a bargain. Resorts and activities that once seemed out of reach are today a steal. Don't forget to bring an extra suitcase. The savings on fall school shopping (or next year's summer wear) may just cover the cost of a plane ticket!

7. The adventure of travelling is sometimes stressful. Booking flights and hotels is the very least of all that is involved — you also have excursions to plan such as sightseeing tours, hiking, biking, sailing, and dining out at unique restaurants. All of this must be planned in the native

tongue of the country you have travelled to and paid for in their currency. Many times this represents a splitting headache to those travellers who do not want to feel like they are always planning and negotiating. Thankfully, there are such vacations where every meal is paid for, gratuity is included, excursions have been planned and paid for by the resort or cruise line and the traveller need only enjoy the ride or hike for that matter. Before spending all your travel money on your flights and hotel learn for free from one of our travel experts about planning an all-inclusive vacation. But you should learn how to customize such a vacation package and what to expect upon arrival.

1	2	3	4	5	6	7

Задания типа B3

Задание 1

B3. Прочитайте текст и заполните пропуски **1—6** частями предложений, обозначенными буквами **A—G**. **Одна из частей в списке A—G — лишняя**. Занесите букву, обозначающую соответствующую часть предложения, в таблицу.

What Makes People Happy?

Would winning the lottery make you happy? Not likely. According to David G. Myers, a happiness researcher, money does not buy happiness. Rich people are no more happy than **1** _____ .
In addition, older people are neither less nor more happy than young people. And men have no advantage over women. So who is happy?

Only about 10—15 per cent Americans identify themselves as truly happy. Certain personality traits, such as extroversion, agreeableness, and conscientiousness, are related to happiness. However, in the right situation, anyone can be happy.

Psychologist Mihaly Brown has observed that **2** _____ when their work and leisure life provide them opportunity to use their skills. Somewhere between the anxiety of being overwhelmed and the apathy of being bored is the ideal mix called "flow". Happy people have more flow. They are appropriately challenged in ways that allow them to personally contribute.

Happiness has also been linked to meaningful relationships. Individuals who are happy are supported **3** _____. Such relationships help fulfil our need to belong to something bigger than ourselves. The network of friends and family also provides us with opportunities to help or be helped. If we are to maintain a healthy balance in life, we will eventually need help from others. Perhaps this partly explains the finding that married individuals, both male and female, are on average happier than single individuals.

So, **4** _____, forget the lottery tickets, look to your network of friends and family and use your skills to make a difference at home and at work. It has been said that if you smile, the world smiles with you. **5** _____ can dramatically influence how people interact with us. When we are happy, we draw people to us and develop a greater support system. Even a brief exchange of smiles connects us momentarily to others.

Participating in a club, a church group, or community group can create many opportunities. It can **6** _____, provide opportunities for service, and provide a meaningful cause or purpose to which you can contribute your skills.

A. if happiness is your goal
B. if we can always believe these people
C. people with average incomes
D. broaden your network of relationships
E. people are most satisfied with life
F. having a cheerful disposition
G. by close relationships with family and friends

1	2	3	4	5	6

Задание 2

B3. Прочитайте текст и заполните пропуски **1—6** частями предложений, обозначенными буквами **A—G**. **Одна из частей в списке A—G — лишняя**. Занесите букву, обозначающую соответствующую часть предложения, в таблицу.

Being celebrity-thin can ruin your health

Celebrities may feel they need to be slimmer than ever, but staying super-thin can seriously damage your health. Nutritionist Juliette Kellow warns that maintaining a reed-thin physique can pave the way for future illnesses. People who take slimming-down too far **1** _____ _____.

If food intake is low, it's more likely you will be lacking in vitamins and minerals. "The body will try to protect itself and direct any nutrients available to vital areas rather than hair and nails," explains Juliette. "So looks start to suffer and you could lose that healthy glow, so highly prized in Hollywood."

Stars who cut out dairy products are laying themselves open to future bone problems. Calcium and nutrient deficiencies can encourage the bone-thinning disease osteoporosis. Also, the lighter a person is, **2** _____ _____. "That's why it's good to

do weight-bearing and aerobic exercises in the gym," says Juliette.

The body's immune system can suffer the effects of nutrient deficiencies. You have less ability to fight off colds, flu and bugs, and so **3** _____. "Underweight people would need to eat immunity-boosting foods such as red peppers, berries and citrus fruits. They would also need to increase their zinc intake to help fight infection," says Juliette.

Lack of calories can mean lack of energy. The body converts calories into energy and without them it simply does not have enough fuel to run on. Just getting through the day can be an ordeal. **4** _____ _____.

If there's not enough food moving round the body, it could lead to a sluggish digestive system, discomfort and bloating. Low levels of iron mean you're not making enough haemoglobin — responsible for red blood cells and transporting oxygen round the body. "People on a diet are probably **5** _____, such as fortified breakfast cereals, red meat, oily fish, leafy green vegetables, nuts and seeds," says Juliette.

Forty per cent of women under 34 in the UK were shown to be at risk of anaemia due to iron deficiency. Symptoms include tiredness, weakness, dizziness, paleness of skin, brittle nails and headaches. But the deficiency can play a part **6** _____ such as cancer, rheumatoid arthritis and other infections.

A. become more susceptible to infection
B. you could feel tired all the time
C. more likely to skip foods rich in iron
D. could develop some serious deseases
E. in leading to chronic illnesses
F. in helping to lead a healthy way of life
G. the less weight stress there is on the bones

1	2	3	4	5	6

Задание 3

B3. Прочитайте текст и заполните пропуски **1—6** частями предложений, обозначенными буквами **A—G**. **Одна из частей в списке A—G — лишняя**. Занесите букву, обозначающую соответствующую часть предложения, в таблицу.

21st Century Inventions

The 20th century was one of the most remarkable centuries because of the technological, medical and international innovations. Known as the Information Age, it could also be called the Consumer Age or the Communications Age. By the end of 1999, **1** _____ from the birth and death rates to the way we live and work from day to day. And the reasons for this revolution are as follows: science, engineering and technology.

In 1900, the pace of life was significantly slower. Society was powered by steam and coal, electricity was just starting to arrive in a few homes, and radio, television, computers and other electronic devices were unheard of. People mainly stayed in the communities where they were born and even thinking of going to space was ridiculous. By the end of the century, man had walked on the moon, sheep were being cloned, nuclear energy was powering our lives, the aeroplane had made the world accessible and **2** _____.

Even on a domestic front, technology had changed our lives. In the early part of the century, gas and then electricity offered the opportunity to cook more quickly and efficiently. Technology sped through everyday living, eating became 'on the run'. The introduction of microwave cooking has been at the forefront of this change in lifestyle. Cooking by microwave energy happened in the 1950's but only became of real interest in the 1970's when people wanted food to be fast, efficient and convenient. Food companies took this trend on board and produced complete meals suitable for people who had decided

they would prefer to spend their time out of the kitchen. **3** _____. The fact that microwave cooking is the most economical cooking method on the market is superfluous, but the fact remains, if everyone in the country cooked a jacket potato in a microwave instead of a standard oven, in just one day one entire power station could be closed down. Cooking by microwave has been described as the 21st century cooking revolution. It perhaps should also be described as the appliance of freedom that **4** _____.

So which inventions from the 20th century will impact on developments in the 21st century? The general consensus is that space travel, genetic engineering and wireless communications will see the biggest developments. What railroads were to the 19th century and airplanes were to the 20th century, e-mail is to the 21st. E-mail is the single reason for the widest reaching, most impactful communications revolution in history. It has redefined the term 'global village' by easing **5** _____. Every minute millions of Yahoo! Mails are sent and received. It has been estimated that eight billion e-mails are exchanged every day and this figure will increase. E-mail is without doubt one of the great inventions of our lifetime, as it affects every aspect of human communication from dating to business, from war to peace.

The inventions of the 21st century mainly revolve around things **6** _____. These things will continue to be developed and improved upon throughout the coming century.

A. communication between millions of people worldwide
B. variety, safety and convenience were the key factors
C. the 21st century is facing new technological challenges
D. technology turned us into a global community

E. such as the personal computer and the Internet
F. virtually every aspect of our lives had changed
G. meets the demands of 21st century living

1	2	3	4	5	6

Задание 4

Просмотрите все задания типа B3 и скажите, на материале каких тем, указанных в кодификаторе, они построены. Затем ответьте на следующие вопросы.

- Скажите, были ли у вас какие-либо трудности при выполнении этих заданий? Если да, то чем они были вызваны?
- Как вы считаете, может ли вам в некоторой степени помочь информационная готовность к чтению текстов по данной тематике на русском и/или на английском языках?
- Включены ли тексты по данной тематике в ваш учебник по английскому языку?
- Считаете ли вы необходимым сделать подборку текстов той тематики, которая для вас наиболее трудна для понимания?

Задание 5

Найдите в сети Интернет демоверсии ЕГЭ по английскому языку за 2006—2012 гг., в них найдите задания типа B3 и выполните их.

Обобщите весь ваш опыт выполнения заданий типа B3 и скажите, какие из перечисленных знаний и умений вам особенно нужны для их успешного выполнения:

- общая информационная осведомленность по темам (перечисленным в кодификаторе);
- информационная осведомленность в отношении вопросов, которые чаще всего освещаются в прессе;
- грамматические знания в отношении построения разных типов предложений и их частей;

• грамматические знания в отношении построения параграфов;

• знания о логико-смысловом построении публицистического и научно-популярного текстов;

• знание ключевых слов по теме;

• знания о том, как лексически сочетаются слова в английской речи;

• умения ориентироваться в смысловом содержании текста;

• умения ориентироваться в контекстном окружении до и после пропуска в тексте при подборе пропущенной части.

Задание 6

Попытайтесь определить, какова может быть удачная стратегия выполнения заданий типа B3, описав ваши действия.

Вопросы для размышления:

• Вы начнете с чтения текста или с чтения текстовых частей для заполнения пропусков?

• Вы начнете сразу же заполнять пропуски или будете принимать решения на основе внимательного прочтения каждого абзаца с пропуском?

• Вы начнете с подбора текстовых частей для заполнения пропуска, походящих прежде всего, как вам кажется, по смыслу, или с подбора текстовых частей для заполнения пропусков, которые грамматически легко встраиваются в абзац текста, или же будете выполнять оба эти действия одновременно при работе с каждым из абзацев?

• Вы прочитаете текст со всеми вставленными пропусками, прежде чем перейдете к следующим заданиям группы A15—A21, или нет?

Задание 7

Работайте в группах из трех человек. Попытайтесь подобрать тексты в Интернете по темам, которые вошли в кодификатор, но на материале которых не были

построены задания в демоверсиях ЕГЭ по английскому языку 2006—2012 гг., и создать задания группы В3. Затем используйте их в своей речевой практике.

Задания типа А15—А21

Задание 1

Прочитайте статью и выполните задания **А15—А21**. В каждом задании обведите цифру **1, 2, 3** или **4**, соответствующую выбранному вами варианту ответа.

Over the past 50 years human culture has changed dramatically. Modern society now actually discourages physical activity. Urban and non-urban communities are centered on the automobile — discouraging walking and bicycling by children and teens. Those activities dropped by 50% in children ages 5-15 since 1977. Because of concerns about safety, children spend less time outside playing. TV, computers, hand-held children's electronic games make young people less active. And over three quarters of the children spend at least two hours in front of a TV or computer screen every day, whatever their social and economic background. But children from more disadvantaged backgrounds expend significantly more physical energy than children from more privileged backgrounds. Schools have provided less time for physical activity programs by focusing more on traditional academics, and many communities have failed to invest in close-to-home recreational facilities such as parks and recreation centres.

Some British researches suggest that girls are even much less physically active than boys from a very early age. The researches have found that teenage girls are less likely to take vigorous exercise than their male counterparts. They also show that girls are almost half as phys-

ically active as boys well before they reach their teens. The girls also tend to receive less encouragement than boys, and some parents adopted an over-protective attitude, for instance not letting their daughters ride their bicycles in public areas.

These results raise concerns because inactivity in childhood can influence activity patterns as an adult, and because inactive children risk health problems in later life. Some researchers believe that inactivity patterns, do tend to track from childhood to adulthood where inactivity is a risk factor for obesity and heart disease. Thus the lack of physical activity and appropriate nutrition in childhood has serious consequences. Meanwhile there are many benefits of regular physical activity for children. Daily physical activity helps build and maintain healthy bones, muscles, and joints; helps control weight, build lean muscle, and reduce fat; prevents or delays the development of high blood pressure; reduces feelings of depression and anxiety; and through its effects on mental health, physical activity may help increase students' capacity for learning. Regular physical activity has long been regarded as an important component of a healthy lifestyle.

Parents should encourage their children to participate in physical activity, provide opportunities for them to participate in physical activity, participate with them in these physical activities. It is also important that parents, particularly mothers, provided a good role model. As for teenagers, they should incorporate physical activity into their daily routine (e.g., by walking or biking rather than riding in; by taking the stairs rather than using the elevator or escalator; by doing chores that require effort, such as vacuuming and mowing the lawn).

If modern society is to change to one that is more physically active, health organizations and educational institutions must communicate to the public the amounts and types of physical activity that are needed to prevent

disease and promote health. These organizations and institutions, communities, and individuals must also implement effective strategies that promote the adoption of physically active lifestyles.

A15. The article characterises the children's life in modern society as:

1) intellectually demanding;
2) technologically attractive;
3) involving little exercise;
4) rich in dangerous adventures.

A16. The article suggests that one of the reasons for girls being less physically active than boys is the following:

1) by nature girls are not so physically strong as boys are;
2) parents are usually more over-protective of girls than of boys;
3) there is not much physical activity in girls' daily routine;
4) girls often prefer TV watching to doing physical exercises.

A17. The article says that physical inactivity in childhood:

1) does not make a negative impact on a person's life as an adult;
2) deprive children of enjoyable childhood and healthy lifestyle;
3) influences children's academic achievements and performance;
4) causes serious healthy problems when children reach adulthood.

A18. From the writer's point of view, parents should:

1) tell their kids what games their parents played in their childhood and in their teenage time;
2) discuss the importance of different physical activities for their development and health;

3) be physically active themselves and let their children participate with them in different physical activities;
4) encourage children to find those physical activities which they will enjoy most of all.

A19. This article says that it is the children from well-to-do families who:

1) as a rule participate in physical activities with their parents;
2) are not enough involved in physical activities at home;
3) like such activities as walking, biking, skating or dancing;
4) are always brought up to be in a very good physical shape.

A20. This article suggests that if teenagers are involved in physical activities on a regular basis, they will:

1) make their relationship with their parents much better;
2) discover activities accessible to all young people;
3) improve their school performance;
4) prepare them for lifelong physical fitness.

A21. This article mostly aims at:

1) finding people who could invest money in recreational facilities offering activities that are attractive to all young people;
2) suggesting some new ideas about effective ways of monitoring youth physical activity and fitness in the UK;
3) suggesting what should be done by all health providers to promote better health through physical activity in society;
4) describing community sports and recreation programs that are effective for all young people.

Задание 2

Прочитайте текст и выполните задания **A15—A21**. В каждом задании обведите цифру **1, 2, 3** или **4**, соответствующую выбранному вами варианту ответа.

I was born in Brighton, but spent my early life in Kenya, although later I returned to England, where I was brought up in Barcombe, East Sussex. My father was a university professor, but I went to the local comprehensive. In the summer of 1991, after completing the rigours of A-levels, I dreamt about a carefree year travelling the world. If anything was furthest from my mind, it was journalism. However, the job I took instead of sightseeing, in the office of Neil Kinnock, inspired me to join the industry in which I'm now so well-known.

Working as an office skivvy for the Labour leader, I was the complete junior — doing every task from making the tea to delivering letters to Downing Street. People are surprised that I didn't end up pursuing a political career, but witnessing the machinations of our democracy in action was not as stimulating as mixing with the press, as I assisted in the 1992 election organisation. Before then, I hadn't even contemplated a career in journalism. But then the bug bit me. My studies had previously been all-consuming, but when I eventually started at Oxford I instigated the search for a route into broadcasting.

During the university holidays I sought as much experience as possible, but with difficulty, only finding work in the BBC secretarial pool and finding a job after graduating wasn't any easier, so while I was firing off hundreds of letters to TV firms begging for advice, I went on the dole. I could only find myself working in a succession of mundane jobs, including one which involved daily trips to the nearest supermarket to buy ingredients for the salad lunch of the managing director of a temporary employment agency for whom I worked as a personal assistant. I remember this period of my working life

as the unhappiest. I felt 'demoralised' and 'a failure', particularly as many Oxford friends had secured top jobs via the milk round. The letters I received declining my applications for work I still keep in a box underneath my bed. But I went on writing letters of application. One respondent to my pleas was Jill Dando, who actually took the trouble to call me and invite me for coffee. She gave me the most inspirational piece of advice for an aspiring presenter: always believe in yourself and never take rejection personally.

I kept trying to break into television and found work on a cable channel, Talk TV, alongside Sacha Baron Cohen, the future Ali G. That was the vital break I had been desperately searching for and within a year, I was taken on at Meridian television in Maidstone. The people there trained me up and eventually gave me the morning news show to present. It was my first news role and led to my presenting the station's evening bulletins with Fred Dinenage. When I was given the chance to work alongside Alastair Stewart presenting *London Tonight*, I had my dream job. It lasted a year. Journalism had truly gripped me. Yet at the same time, I bought my first flat in London, forcing me to make a long commute to the south coast every day, until, fortunately, *London Tonight* came calling.

I settled in very happily to presenting the capital's flagship news programmes, so when my agent called me during a holiday with an approach from *Sky News*, I was very upset, even cross. I was convinced that I didn't want to move. He spent hours pleading, trying to convince me that cutting my teeth on a 24-hour breaking news network was a career move that could not be spurned. My two years on *Sky*, dealing with limited resources and interviewing a diverse range of guests at short notice on *Sunrise* and *Live at Five*, turned out to be a tremendous learning experience. But I promised myself I would never do the early starts again — until *Breakfast* headhunted

me to work on the BBC channel that I had always longed to work for.

I have had a strange career, moving around an awful lot. In fact, my current stint on the early morning BBC sofa is the longest I have remained in a job since I started in television. However, it is an enormous strain and it takes huge sacrifices to wake up at such a ridiculous time in the morning. Over the years, I have wished that I had banked up more sleep. I have embarked on a totally different stage in my career — entertainment presenting. I never thought I would make it as far in television so quickly, especially recalling how difficult it was to find a job at the outset. Aspiring broadcasters should remember that most people are sympathetic, that you have to start from somewhere, and it is in people's nature to help. That said, so much is based on luck, rather than a fantastic CV, and as Jill so memorably told me in my hour of need, you have to believe in yourself.

A15. The article says that the author has lived the most of her life in:

1) a small country town in East Success;
2) Oxford, famous for its ancient University;
3) Kenya, a country located in East Africa;
4) England, the southern part of the UK.

A16. After the author had passed A-level exams, she:

1) immediately went travelling the world;
2) went straight to Oxford University;
3) started doing an unqualified job;
4) experienced different types of workplaces.

A17. In this article the author stresses that:

1) journalism became her dream career as soon as she had completed A-level exams;
2) salaries for journalists may vary widely depending on what is the person's area of specialization;

3) journalism as the most high-paid occupation in many countries attracted her immediately;
4) she started thinking about how to become a TV journalist when she studied at the university.

A18. After she had graduated from Oxford University:

1) she wrote to everyone asking for a job as a presenter;
2) she immediately started working as a BBC journalist;
3) she quite easily found a job of a BBC newsreader;
4) she was never among unemployed media specialists.

A19. She left the TV programme *London Tonight* because:

1) she didn't like her job there any more;
2) she had been persuaded to change her job;
3) she lived very, very far from her work;
4) she was about to make a career move.

A20. The writer feels that her years on *Sky News* were from professional point of view:

1) absolutely useless;
2) extremely useful;
3) quite encouraging;
4) financially stable.

A21. In this article the writer tries to prove that in the world of TV journalism:

a) only self-confident professionals usually make a successful career;
b) good written CVs always help professionals to find a dream TV job;
c) successful journalists shouldn't often change their places of work;
d) good communication and writing skills are not enough to be a journalist.

Задание 3

Прочитайте рассказ и выполните задания **A15—A21**. В каждом задании обведите цифру **1, 2, 3** или **4**, соответствующую выбранному вами варианту ответа.

Another course that I didn't like, but somehow managed to pass, was economics. I went to that class straight from the botany class, which didn't help me any in understanding either subject. I used to get them mixed up. But not as mixed up as another student in my economics class who came there direct from a physics laboratory. He was a tackle on the football team, named Bolenciecwcz. At that time Ohio State University had one of the best football teams in the country, and Bolenciecwcz was one of its outstanding stars. In order to be eligible to play it was necessary for him to keep up his studies, a very difficult matter, for while he was not dumber than an ox he was not any smarter.

Most of his professors were lenient and helped him along. None gave him more hints in answering questions, or asked him simpler ones than the economics professor, a thin, timid man named Bassum. One day when we were on the subject of transportation and distribution it came to Bolenciecwcz's turn to answer a question, "Name one means of transportation," the professor said to him. No light came into the big tackle's eyes. "Just any means of transportation," said the professor. Bolenciecwcz sat staring at him. "That is," pursued the professor, "any medium, agency, or method of going from one place to another." Bolenciecwcz had the look of a man who is being led into a trap. "You may choose among steam, horse-drawn, or electrically propelled vehicles," said the instructor. "I might suggest the one which we commonly take in making long journeys across land." There was a profound silence in which everybody stirred uneasily, including Bolenciecwcz and Mr Bassum.

Mr Bassum abruptly broke this silence in an amazing manner: "Choo-choo-choo," he said, in a low voice, and

turned instantly scarlet. He glanced appealing around the room. All of us, of course, shared Mr Bassum's desire that Bolenciecwcz should stay abreast of the class in economics, for the lllinois game, one of the hardest and most important of the season, was only a week off. "Toot, toot, too-tooooooot!" some student with a deep voice moaned, and we all looked encouragingly at Bolenciecwcz. Somebody else gave a fine imitation of a locomotive letting off steam. Mr Bassum himself rounded off the little show. "Ding, dong, ding, dong," he said hopefully. Bolenciecwcz was staring at the floor now, trying to think, his great brow furrowed, his huge hands rubbing together, his face red.

"How did you come to college this year, Mr Bolenciecwcz?" asked the professor. "Chuffa chuffa, chuffa chuffa." "My father sent me," said the football player. "What on?" asked Bassum.

"I git an'lowance," said the tackle, in a low, husky voice, obviously embarrassed.

"No, no," said Bassum. "Name a means of transportation. What did you ride here on?"

"Train," said Bolenciecwcz. "Quite right," said the professor. "Now Mr Nugent, will you tell us..."

From *My Life and Hard Times*, by James Thurber

A15. The author writes about an event that once took place:

1) in a class for Economics;
2) in a class for Botany;
3) in a class for Physics;
4) in a class for Maths.

A16. The passage tells us that the University valued Bolenciecwcz for his:

1) hard work in the classroom;
2) intelligence and kindness;
3) excellent sports achievements;
4) loyalty to the University.

A17. In order to be able to play football for the University Bolenciecwcz should:

1) not fail in studying chosen subjects;
2) not fail to play well in the football team;
3) be on good terms with teachers;
4) be on good terms with his classmates.

A18. We learn from this passage that teachers at this University always:

1) tried to give Bolenciecwcz the highest possible mark in all subjects;
2) asked Bolenciecwcz the most difficult questions in the classroom;
3) gave Bolenciecwcz some clues about how to answer their questions correctly;
4) said themselves the correct answers to their own course questions.

A19. The fact that the economics professor "glanced appealing around the room" after he had made the sound "choo-choo-choo-choo" in the classroom tells us that:

1) he tried to make fun of Bolenciecwcz as the stupidest student in the class of Economics;
2) he had lost any hope to find a way of prompting Bolenciecwcz the correct answer;
3) Bolenciecwcz was the last hope for the next hardest and most important game of the season;
4) he hoped that his students would somehow help Bolenciecwcz to give the correct answer to his simple question.

A20. In order to help Bolenciecwcz answer the professor's question, students:

1) whispered one by one the correct answer to the question;
2) tried to imitate the sounds associated with the word 'train';

3) used their gestures and showed pictures of different trains;
4) said "Ding, dong, ding, dong, ding, dong" all the time.

A21. The passage is intended to be:

1) educational,
2) instructive,
3) humorous,
4) satirical.

Задание 4

Работайте в группе из трех человек. Пусть каждый из вас, выбрав одно из заданий группы A15—A21, определит, встречаются ли среди всех ответов, данных для выбора, те, которые:

- содержат полностью неверную информацию;
- содержат частично неверную информацию;
- содержат информацию, которая нигде не дается в тексте;
- содержат верную информацию;
- дают ложное представление о точке зрения;
- дают верное представление о точке зрения;
- представляют точку зрения, которая нигде не высказывается в тексте.

Задание 5

Найдите в сети Интернет демоверсии ЕГЭ по английскому языку за 2006—2012 гг., а в них задания типа A15—A21. Выполните их, затем обратитесь к ответам, данным для выбора, и расклассифицируйте их по группам, которые упомянуты выше в задании 4.

Задание 6

Определите, в каких из ответов можно встретить слова и выражения из текста? В верных или ложных? В каких из ответов чаще встречается перифраз?

Могут ли эти наблюдения вам иногда помочь в тех случаях, когда вы сомневаетесь, который из двух сходных ответов выбрать?

Задание 7

Исходя из приобретенного опыта, попытайтесь определить наилучшую стратегию выполнения заданий типа A15—A21, описав ее в ваших действиях по работе с текстом.

Задание 8

Обратитесь к бланку ответов № 1 на с. 24 и скажите, ответы каких заданий по аудированию и чтению будут в одной и той же части бланка. Когда вы будете заполнять каждую из частей бланка ответов № 1?

Задание 9

Скажите, что общего между заданиями A8—A14 по аудированию и A15—A21 по чтению. Чем отличается, на ваш взгляд, стратегия выполнения первых и вторых? Может ли быть в стратегиях выполнения этих заданий по аудированию и говорению что-либо общее?

Задание 10

Обратитесь к демоверсии ЕГЭ текущего года по английскому языку. Посмотрите, сколько времени дается на выполнение всех заданий по чтению. Выполните задания по чтению, замерьте время, затраченное на каждое задание, и определите, какие из заданий по чтению являются самыми трудными именно для вас.

Задание 11

Задания подобного рода используются не только в ЕГЭ, но и в ряде международных экзаменов по английскому языку. Посетите сайт First Certificate in English

(FCE) по адресу: **www.examenglish.com/FCE/index.php** и выполните задания по чтению. Насколько тест, предлагаемый на сайте, легче или труднее заданий по чтению в ЕГЭ по английскому языку?

Задание 12

Найдите информацию в Интернете о разделах чтения в следующих международных экзаменах по английскому языку: PET, IELTS и TOEFL. Выполните задания по чтению в них и скажите, есть ли среди них те, что напоминают задания ЕГЭ.

Секция V. ИНФОРМАЦИОННО-ПОДГОТОВИТЕЛЬНЫЕ ЗАДАНИЯ К РАЗДЕЛУ «ЛЕКСИКА И ГРАММАТИКА»

Задание 1

Перед вами отрывок из кодификатора ЕГЭ по английскому языку 2009 г. Просмотрите разделы грамматики в кодификаторе и определите, знания по каким подразделам (грамматическая сторона речи: синтаксис, морфология, лексическая сторона речи) вам надо освежить, а каких знаний вам явно может не хватить при выполнении раздела ЕГЭ по английскому языку «Лексика и грамматика». Думаете ли вы, что у вас есть ощутимые пробелы в грамматических знаниях?

Если в кодификаторе встречаются неизвестные вам грамматические или лексические термины, обратитесь к учителю за их разъяснением.

5	**Грамматическая сторона речи**
5.1	***Синтаксис***
5.1.1	Коммуникативные типы предложений: утвердительные, вопросительные, отрицательные, побудительные и порядок слов в них
5.1.2	Безличные предложения. Предложения с *there is / are*
5.1.3	Сложносочиненные предложения с союзами *and, but*. Сложноподчиненные предложения с союзами *because, so, if, when, that, that is why*
5.1.4	Согласование времен и косвенная речь
5.1.5	Предложения с союзами *neither nor, either or*
5.2	***Морфология***
5.2.1	Имена существительные во множественном числе, образованные по правилу, а также исключения. Употребление артиклей

Окончание табл.

5.2.2	Местоимения личные, притяжательные, вопросительные, объектные, указательные. Неопределенные местоимения, производные от *some, any, no, every*
5.2.3	Имена прилагательные в положительной, сравнительной и превосходной степенях, образованные по правилу, а также исключения. Наречия в сравнительной и превосходной степенях
5.2.4	Числительные количественные, порядковые
5.2.5	Предлоги места, направления, времени
5.2.6	Понятие глагола-связки. Образование и употребление глаголов в Present, Past, Future Simple (Indefinite) в активном и пассивном залогах; в Present, Past Progressive (Continuous) и Present, Past Perfect в активном залоге; Future-in-the Past. Употребление глаголов в Present Simple (Indefinite) для выражения действий в будущем после союзов *if, when*. Конструкция *be going to do*
5.2.7	Узнавание при чтении глаголов в Present / Past / Future Perfect Passive; Present / Past Progressive (Continuous) Passive, неличных форм глаголов: инфинитива, герундия, причастия настоящего и прошедшего времени
5.2.8	Фразовые глаголы
5.2.9	Модальные глаголы (*can, may, must, should, have to, need*) и их эквиваленты
5.3	***Лексическая сторона речи***
5.3.1	Аффиксы как элементы словообразования: *un-, in-, im-, re-, dis-, mis-, -er, -or, -tion (-sion), -ing, -ness, -ment, -ist, -ism, -y, -ic, -less, -able (ible), -ful, -ive, -al, -ous, -(i)ty, -ly*
5.3.2	Многозначность лексических единиц. Синонимы. Антонимы
5.3.3	Лексическая сочетаемость

Задание 2

Найдите в кодификаторе ЕГЭ текущего года по английскому языку раздел «Лексика и грамматика» и уточните, не внесены ли в него какие-либо изменения.

Задание 3

Просмотрите учебные пособия по английскому языку, которые вы используете на занятиях по английскому языку, и сделайте в них закладки по грамматической стороне английской речи, заданной в кодификаторе.

Задание 4

Просмотрите один из типов заданий, включенный в ЕГЭ по английскому языку в раздел «Лексика и грамматика». Выполните его и скажите, какие из элементов кодификатора в нем проверяются.

Прочитайте приведенный ниже текст. 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**.

Tea — the World's Favourite Drink

B4. Tea is by far the most popular drink consumed in Britain today, with over 165,000,000 cups being drunk in the UK every single day of the year. The British have been drinking tea for _____ 400 years. NEAR

B5. The first tea imported into Great Britain in the 16th century was 'green'. But since the nineteenth century 'black' tea is by far the most _____ drunk tea. WIDE

B6. Tea was once a luxury product that only the rich could afford (in the late 1500s). Tea breaks are traditions that have been with people for approximately 200 years. Initially when workers commenced their

day at around 5 or 6 am, employers allowed a break in the morning when food and tea _____. Three hundred years later people from all classes started drinking it. SERVE

B7. Making a proper cup of tea is easy. You need some loose black tea (of a blend of your choice), a teapot, and _____ hot water. A traditional British cup of tea is certain to have bits of tea leaves on the bottom of the cup. BOIL

B8. Here's how to make one: Put one teaspoon of tea per cup (plus one extra for the pot!) into a warmed teapot. Fill with freshly boiled water and stir a few seconds with a tall spoon to 'elevate' the tea. Allow the tea to steep for 2-5 minutes. The tea will get _____ the longer it steeps. Stir again before pouring. STRONG

B9. Most Britons add milk to their tea. A habit which began when tea was thought to be bad for your health; so milk _____, in an attempt to make it 'healthier'. Hardly anyone adds lemon! ADD

B10. Nowadays scientists say that tea with milk provides 16% of daily calcium requirement in 4 cups. Tea _____ some zinc and folic acid. Tea is a rich source of minerals manganese, essential for bone growth and body development, and potassium, vital for maintaining body fluid levels. CONTAIN

Keys: B4 — nearly; **B5** — widely; **B6** — were served; **B7** — boiling; **B8** — stronger; **B9** — was added; **B10** — contains.

Задание 5

Сравните, как написаны слова в ключах в задании 4, с тем, как пишутся ответы в бланке ответов № 1.

B4	N	E	A	R	L	Y										
B5	W	I	D	E	L	Y										
B6	W	E	R	E	S	E	R	V	E	D						
B7	B	O	I	L	I	N	G									
B8	S	T	R	O	N	G	E	R								
B9	W	A	S	A	D	D	E	D								
B10	C	O	N	T	A	I	N	S								

Задание 6

Просмотрите задание ЕГЭ, приведенное далее. Выполните его и скажите, какие из элементов кодификатора в нем проверяются. Скажите, схожи ли типы этого и предыдущего задания или это разные типы заданий? Отличаются ли эти задания, на ваш взгляд, степенью сложности?

Которое из заданий в большей степени сконцентрировано на определении уровня владения навыками словообразования? Какое задание лично вам показалось наиболее легким? А как эти задания отличаются по своему буквенно-числовому обозначению?

Прочитайте приведенный далее текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами после номеров **B11—B16**, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B11—B16.** Запишите ваши ответы также в таблицу, следующую за текстом, в соответствии с правилами заполнения бланка ответов № 1.

The Excitement of Working in Broadcasting

B11. Keen competition is expected for many jobs in Radio and Television Broadcasting due to the large number of jobseekers attracted by the glamour of this industry. Many entry-level positions are at smaller stations, where an _____ may perform several different job functions. EMPLOY

B12. Except for news, relatively few workers in this industry are involved in the _____ of television programs because most are pre-recorded by the motion picture industry. PRODUCE

B13. Most people in this industry work in clean, comfortable _____ in broadcast stations and studios. Some work outside the broadcast studio, however, under less favourable conditions. SURROUND

B14. News teams made up of reporters, camera operators, and technicians travel in electronic news gathering trucks to _____ locations to cover news stories. Although such location work is exciting, assignments such as reporting on natural disasters may present danger. These assignments may also require outdoor work under adverse weather conditions. VARY

B15. News, programming, and engineering employees work under a great deal of stress in order to meet deadlines. As a result, these workers are more likely to experience erratic work schedules than are sales and _____ workers. ADMINISTRATE

B16. For many people, the excitement of working in broadcasting compensates for the demanding nature of the jobs. Although this industry is noted for its high _____, the work is not hazardous. PRESS

B11															
B12															
B13															
B14															
B15															
B16															

Keys: B11 — employee; **B12** — production; **B13** — surroundings; **B14** — various; **B15** — administrative; **B16** — pressure.

Задание 7

Ознакомьтесь со следующим типом лексико-грамматического задания, включенного в ЕГЭ по английскому языку. Выполните его и скажите, какие из элементов кодификатора в нем проверяются. В какой части бланка ответов № 1 (данного на с. 24 в этом пособии) вы будете заносить свои ответы, какими буквами вы будете их писать и каким образом?

Прочитайте 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.

High School Students Preparing for the Future

Almost every single career and job requires a high school diploma or a GED (General Educational Development).

So rather you already know what you want to do for a career or if you have no idea, basic communication and math skills are essential for every **A22** _____ and every career.

Your education is an investment in you. When you place **A23** _____ in a college you are investing in your future, your success and your life contentment. The first step of any investment is research. Research **A24** _____ careers interest you. Learn what you like about them, what you hate about them and who you are able to work with when days are gloomy. The key is finding a career that has more positives than negatives and the one that can make you want to go to work every day.

Let's say you are very creative and you are able to create stunning pieces of art, yet you are not competitive. That could effect your ability to advance your career. However don't **A25** _____ a career that interests you just because it's competitive. If your interests and abilities draw you to a field like journalism, law, piloting, or some other competitive occupation — go for it. Just be prepared for the challenges and have a basic understanding of how you will face those challenges.

The world resolves around computers. Take advantage **A26** _____ every opportunity to learn new computer programs that can potentially advance your career.

You are the product that you are selling to **A27** _____. You will have to market your skills, abilities and your experience.

There is no such thing as a person who knows it all. Take every opportunity to **A28** _____ new skills. In addition, the more you upgrade your skills, the more likely your career will advance and adapt to future changes.

A22. 1) job
2) work
3) labour
4) vacancy

A23. 1) oneself
2) —
3) yourself
4) youselves

A24. 1) that
2) what
3) —
4) which

A25. 1) put out
2) put up at
3) put on
4) put off

A26. 1) on
2) of
3) in
4) over

A27. 1) masters
2) employees
3) owners
4) employers

A28. 1) learn
2) study
3) find out
4) discover

Задание 8

Найдите в Интернете материалы из раздела «Лексика и грамматика» в демоверсиях ЕГЭ по английскому языку с 2006 г. по текущий год. На материале каких тем построены эти задания и соотносятся ли эти темы с теми, которые даны в кодификаторе? Какие типы текстов используются, по вашему мнению, при подготовке таких заданий? Информационные? Публицистические? Художественные?

Задание 9

В таблице ниже (см. с. 88) обобщены основные сведения о типах тестовых заданий, используемых в ЕГЭ по английскому языку. Просмотрите эту таблицу и скажите, как следует готовиться к выполнению заданий данного типа. Для этого ответьте на вопросы:

- Следует ли вести **тематические** лексические тетради? Если да, то что вы будете в них включать? Только общеупотребительные слова или также часто употребляемые фразеологические выражения и идиомы? Слова, обозначающие культурные реалии, которые часто используются в конкретной теме? Будет ли это только список ключевых слов или также имеет смысл включить примеры из аутентичных текстов, в которых они функционируют?
- Нужно ли вам подобрать дополнительную учебную литературу **по коммуникативно-ориентированной** грамматике или вам достаточно сделать закладки в своем учебнике?
- Следует ли составлять свой банк данных, включающий грамматические задания к разным подразделам грамматики, упоминаемым в кодификаторе? Следует ли собрать в единую папку файлы с материалами иноязычных сайтов, помогающими в тренировке по конкретным грамматическим разделам?

Задание 10

Составьте свой план подготовки к выполнению тестовых заданий ЕГЭ по английскому языку в разделе «Лексика и грамматика».

Словесно-числовое обозначение	Уровень языковой компетенции[1]	Тип задания	Задание направлено на контроль навыков использования в речи:	Типы/Жанры текстов
B4—B10	**Базовый** по классификации ЕГЭ **A2** по общеевропейской шкале	Задание с кратким ответом	• видовременных форм глагола • личных и неличных форм глагола • форм местоимений • степеней сравнения прилагательных и наречий	Повествовательный: • информационный • (из газет и журналов) • научно-популярный
B11—B18	**Повышенный** по классификации ЕГЭ **B1** по общеевропейской шкале	Задание с кратким ответом	• суффиксов и префиксов разных частей речи (см. *кодификатор*) • словоформ и словообразования	Повествовательный: • информационный • (из газет и журналов) • научно-популярный
A22—A28	**Высокий** по классификации ЕГЭ **B2** по общеевропейской шкале	Задания с выбором ответа из ряда данных	• грамматической сочетаемости • лексической сочетаемости	Повествовательный: • информационный • (из газет и журналов) • публицистический • художественный

[1] Подробное описание языковой компетенции см.: раздел «Лингвистическая компетенция» в “Modern Languages in My Life”. Современные языки в моей жизни (Материалы для самооценки уровня владения иностранными языками в 8—11 классах школ с углубленным изучением английского языка) / В.В. Сафонова, Н.А. Юрлова и др. — М.: Еврошкола, 2001; Appendix A (Lexical exponents of specific notions for Vantage), Appendix B (Grammatical Summary) в общеевропейском образовательном документе: Ek J.A. van & Trim J.L.M. Vantage. — Cambridge: CUP, 2001.

Секция VI. ТРЕНИРОВОЧНЫЕ ЗАДАНИЯ К РАЗДЕЛУ «ЛЕКСИКА И ГРАММАТИКА»

Задания группы B4—B10

Задание 1

Прочитайте приведенный ниже текст. 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**.

What Should I Do or Not Do When I Am Eating in Britain?

B4. The British generally pay a lot of attention to good table manners. Even young children _____to eat properly with knife and fork. EXPECT

Here are rules you should follow.

We eat most of our food with cutlery. The foods we don't eat with a knife, fork or spoon include sandwiches, crisps, corn on the cob, and fruit. If you cannot eat a certain type of food or have some special needs, tell your host several days before the dinner party.

B5. If you are a guest, it is polite to wait until your host starts eating or indicates you _____ do so. It shows consideration. SHALL

You may eat chicken and pizza with your fingers if you are at a barbecue, finger buffet or very informal setting. Otherwise always use a knife and fork.

B6. Always say *thank you* when served something. It shows appreciation.
It is ok to pour your own drink when eating with other people, but it is _____ to offer pouring drinks to the people sitting on either side of you. When eating rolls, break off a piece of bread before buttering. Eating it whole looks tacky. POLITE

B7. When you have finished eating, and to let others know that you have, place your knife and fork together, with the prongs (tines) on the fork facing upwards, on your plate. In a restaurant, it is normal to pay for your food by putting your money on the plate the bill _____ on. COME

B8. There are some things that you shouldn't do. It is impolite to start eating before everyone _____ unless your host says that you don't need to wait. SERVE

B9. Never chew with your mouth open. No one wants to see food being chewed or hearing it being chomped on. Never talk with food in your mouth. Never slurp your food or eat noisily.
But what to say if accidentally, you _____ too much food and you cannot possibly eat it all? TAKE

B10. Say: "I'm sorry, but it seems that my eyes are _____ than my stomach" or "I'm sorry. It was so delicious but I am full." The main thing is not to offend your host. BIG

Задание 2

Прочитайте приведенный ниже текст. 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**.

English Country Houses

B4. What is a country house and why does it deserve a special mention in this history of Britain? The country houses of England have evolved over the last 500 years. The term "country house" is practically synonymous with "historic house". The English country house is generally accepted as a large house or mansion.
The heyday of the country house was the 18th century, and most of the examples that survive _____ from this period. BE

B5. The country house as a style of building rose up in the relative peace and prosperity of the Tudor age. Country houses not only displayed the _____ fashionable and cultivated tastes, but were the centre of a vast landed estate, providing employment to hundreds. OWNER

B6. Many country houses are worth _____ just for a chance to experience the magnificent gardens that surround them. VISIT

B7. The predominant style of the early 18th century was Palladian, based on the classical designs of Andreas Palladio. What _____ a Palladian country house? Generally, they were situated on rising ground, with gardens stretching up to the "back door" from parkland below. They were classical in style, with a large central portico and strong vertical lines on the exterior. It was in the interior that these country houses really shone, however. MAKE

B8. Later in the 18th century design became more refined. There _____ a passing fashion for Chinese elements in decoration, but on the whole the inspiration was still classical Roman and Greek, fostered by the newly excavated remains of buildings at Pompeii. BE

B9. This "Classical Revival" period _____ by superb craftsmanship and design. From the foundations to the tiniest detail of decoration you can see sophisticated, elegant excellence. CHARACTERISE

B10. Among the best country houses of this later period is Harewood House, home to the Queen's cousin, the Earl of Harewood, _____ a great day out for all the family. It is set in spectacular landscaped grounds, which include formal gardens and gentle woodland walks, a Bhutanese Stupa, waterfall and Himalayan Garden. PROVIDE

Задание 3

Прочитайте приведенный ниже текст. 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**.

What is Global Warming?

B4. Climate change, specifically global warming, _____ the attention of people worldwide. CAPTURE

B5. It _____ more debate and action — personal, political and corporate — than perhaps any other environmental issue in history. INSPIRE

B6. Global warming is the worldwide warming of the atmosphere. Governments, corporations, and individuals around the world _____ the reality of global warming, and have already started working on solutions. DEBATE

B7. Global warming _____ by the increases in the amount of carbon dioxide and other gases being released into the atmosphere by the burning of fossil fuels. These gases add to the natural greenhouse effect. CAUSE

B8. In future the effects of global warming in the 21st century _____ in every region and at all levels of society. FEEL

B9. They _____ to be disastrous, according to the summary of a scientific report issued on April 6, 2007 by the world's leading panel of climate change scientists. And many of those changes are already under way. EXPECT

B10. For example, sea levels will rise due to the melting of the ice caps. This will cause _____ in many low-lying area of the world. These areas include Bangladesh, East Anglia (England) and The Netherlands. FLOOD

Задание 3.1

Вспомните, как нужно писать ответы в бланке ответов № 1, и напишите их в таблице ниже именно по правилам.

B4																
B5																
B6																
B7																
B8																
B9																
B10																

Задание 4

Прочитайте приведенный ниже текст. 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**.

What Are Some Environmental Problems?

B4. Environmental problems can _____ in all areas of the world. Some affect the water, others affect the air, and still others affect the land and the animals. Many environmental problems can be reduced through corrective actions or proactive measures. FIND

B5. Water pollution is a prominent environmental problem witnessed across the globe. In some cases, water pollution _____ when pollutants drain into rivers, streams, lakes, and other bodies of water. Pollutants can be in the form of chemicals from fertilizers, pesticides, oil, gasoline, antifreeze, and even mulch or dirt. OCCUR

B6. Air pollution is another environmental problem that _____ throughout the world. Air pollution can be created by factories or companies that release pollutants into the air. SEE

B7. Oftentimes, the air pollutants may originate in one country and can easily blow across the border and pollute another _____ air. COUNTRY

B8. Environmental problems can also include the well-being of threatened or endangered animals. For example, in the United States, logging of forest land is destroying the habitat of the Northern Spotted Owl, a threatened species. In Central and South America, the rainforests _____ to make room for farming. DESTROY

B9. Global warming is another environmental problem. Greenhouse gases, such as carbon dioxide, are emitted into the atmosphere and are destroying the ozone layer, _____ the earth to reach high temperatures. CAUSE

B10. Taking steps, such as _____ carbon emissions, can lessen this problem — according to some scientists. Using electric or hydrogen powered vehicles, solar power and wind power can also work to greatly reduce carbon emissions, as well as reduce dependence on non-renewable resources and foreign oil. REDUCE

Задания 4.1

Напишите ваши ответы в таблице ниже по правилам их написания в бланке ответов № 1.

B4															
B5															
B6															
B7															
B8															
B9															
B10															

Задание 5

Прочитайте приведенный ниже текст. 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**.

Cheerful Music "Can Make Everyone Around You Look Happy"

B4. Llistening to cheerful music does not only improve your mood, it makes you think everyone else around you is happy as well, according to research. The effect takes just a fraction of a second and can happen without us even _____ of it, the study reveals. AWARE

B5. The finding was made by psychologists at Goldsmiths, University of London, after a series of experiments on students. In the tests, the volunteers listened to 15 second clips of music and their reactions to photographs of a variety of faces _____. RECORD

B6. The researchers used 120 different excerpts of instrumental pop, classical and jazz muzic. After each piece was played, the students were asked to rate the mood of the faces in the pictures. Results showed that happy music "significantly enhanced the perceived happiness of a face." Further studies of the volunteers' brain waves _____ that the effect of the music was almost instantaneous. It took just 50 milliseconds for changes to REVEAL

take place — too fast to be under our conscious control. Similarly, listening to depressing music made sad faces appear more miserable.

B7. These new findings on the same subject-matter _____ in the journal *Neuroscience Letters*. PUBLISH

B8. One of authors, Dr Joydeep Bhattacharya, described these results as "striking", especially in the way an emotionless face was rated happier after a burst of uplifting music. He _____ for more research to discover how environmental sounds, such as background music in supermarkets, affected our emotions. CALL

B9. "What surprises us _____ that even as short as fifteen seconds of music can cause this effect. BE

B10. However more research _____ to find how long the effect lasts or if, and how, other factors such as musical preference and personality control this," he said. NEED

Задание 5.1

Напишите ваши ответы в таблице ниже по правилам их написания в бланке ответов № 1.

B4																
B5																
B6																
B7																
B8																
B9																
B10																

Задание 6

Прочитайте приведенный ниже текст. 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**.

Acceptable Behaviour in England

B4. The English are said to be reserved in manners, dress and speech. They are famous for their politeness, self-discipline and especially for their sense of humour. Basic politeness (please, thank you, excuse me) _____. EXPECT

B5. You may be called by many different "affectionate" names, according to which part of England you are visiting. _____ _____, this is quite normal. OFFEND

B6. When being entertained at _____ home it is nice to take a gift for the host and hostess. A bottle of wine, bunch of flowers or chocolates are all acceptable. SOMEONE

B7. There are a lot of DOs and DON'Ts (taboos) in England.
In England they like to form orderly queues (standing in line) and wait patiently for their turn. It is usual to queue when required, and expected that you will take your correct turn and not push in front. "Queue jumping" _____ upon. FROWN

B8. It is impolite for men to wear hats indoors especially in churches. If someone is blocking your way and you would like them to move, say "excuse me" and they _____ out of your way. MOVE

B9. It is very good manners to say "please" and "thank you". It_____ rude if you don't. When you are the first to be introduced to someone, shake their right hand with your own right hand. CONSIDER
A smiling face is a welcoming face.

B10. Do not greet people with a kiss: they only kiss people who are close friends and relatives. Avoid _____ loudly in public. It is impolite to stare at anyone in public. TALK
Privacy is highly regarded.

Задание 6.1

Напишите ваши ответы в таблице ниже по правилам их написания в бланке ответов № 1.

B4															
B5															
B6															
B7															
B8															
B9															
B10															

Задания группы B11—B16

Задание 1

Прочитайте приведенный ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами после номеров **B11—B16**, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B11—B16**.

Family Meals: More Than Just Eating at Home

B11. In all cultures throughout recorded history, family meals have been an honoured ritual for sharing food and providing an opportunity for family members to _____ with one another. Recently, societal changes in family structures and schedules have served to undermine families having routine meals. — CONNECTION

B12. Surveys indicate that the vast majority of families (80 percent) value mealtime together, but the minority (33 percent) _____ achieve daily family meals. — SUCCESS

B13. Whether a family comes together to share meals can have a _____ impact on a variety of outcomes. — SIGNIFICANCE

B14. Family meals are positively associated with improving dietary quality, preventing obesity, enhancing

language acquisition and academic _____, improving social skills and family unity, and reducing risk-taking behaviors. PERFORM

B15. According to a survey conducted by the University of Minnesota _____ family meals are related to better nutritional intake. FREQUENCE

B16. The study showed that families eating meals together "every day" or "almost every day" generally consumed higher amounts of _____ nutrients such as calcium, fiber, iron, vitamins B6 and B12, C and E, and consumed less overall fat, compared to families who "never" or "only sometimes" eat meals together. IMPORTANCE

Family meals should be dynamic — an exchange of ideas, conversation and feelings. Turn off the television, the video games and the computer. Mealtime is a wonderful opportunity to strengthen family ties and pass on family cultural traditions.

Задание 1.1

Сравните следующие пары слов и ответьте на вопросы:

• Какая часть речи представлена этими словами? Какие из этих слов имеют негативное значение? С помощью каких префиксов они образованы?

• Встречаются ли слова подобного рода в тексте выше? Дополните список этих слов, найдя другие примеры в англо-русском или английском толковом словаре. Обобщите ваши лингвистические наблюдения о словоо-

бразовании слов (представляющих данную часть речи) с негативным значением.

• Какие трудности лично вы можете встретить, выполняя задания группы **B11—B16**, и как их избежать при подготовке к ЕГЭ?

able — disabled
athletic — non-athletic
legal — illegal
responsible — irresponsible
practical — impractical
possible — impossible
mature — immature
happy — unhappy
official — unofficial
willing — unwilling
capable — incapable
convenient — inconvenient

Задание 2

Прочитайте приведенный ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами после номеров **B11—B16**, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B11—B16**.

Litter Trashes the Environment

B11. Litter is an eyesore that pollutes the earth and costs a fortune to clean up. Environmentalists consider litter a nasty side effect of our _____-oriented disposable culture. Just to highlight the scope of the problem, California alone spends $28 million a year cleaning up and removing litter along its

CONVENIENT

Окончание табл.

List A:	List B:
geologist, grocer, historian, judge, interpreter, lawyer, manager, mathematician, mechanic, military man, miner, musician, nurse, office worker, opera singer, pop-singer, jazz singer, pilot, computer programmer, painter, philologist, psychologist, reporter, journalist, sailor, salesman, saleswoman, singer, sociologist, scientist, self-employed worker, secretary, shop assistant, shopkeeper, social worker, soldier, school/university teacher, technician, therapist, tour guide, tradesman, translator, travel agent, typist, waiter, waitress.	• computer programmer, computer software engineer, computer support specialist, computer systems analyst, database administrator, network and computer systems administrator; • advertising and promotion manager, marketing manager, sales manager, financial manager, agricultural manager, education administrator, food service manager, medical and health services manager; • farming, fishing, and forestry worker; agricultural inspector; animal breeder.

Задание 3.5

Search the Internet to find useful information on the three occupations chosen by you in task 3.4. under the following headings:

- nature of work (what the person is expected to do);
- abilities and aptitudes (e.g. an analytical mind, curiosity, practicality, etc.);
- education (school/college/university education);
- environment (indoor/outdoor work);
- income.

Use tables (like the one given below) to organize the information collected by you.

Occupation	General manager (tourism business)
Nature of work	she/he supervises staff, plans and directs a particular branch of tourism business, establishes the financial and service standards of the travel agency, prepares budgets and monitors expenses

Окончание табл.

Occupation	General manager (tourism business)
Abilities and aptitudes	she/he is self-confident, is able to get along with people well and to work under stress; has a nice appearance and pleasant personality; has good English language skills, communication skills, leadership skills, business management skills
Environment	mostly indoor work, business trips from time to time
Occupation	General manager (tourism business)
Education	she/he has got a college diploma or university degree in business management or a related field, several years of experience is required
Average salary	$63,936 to $85,129 (USA), not including bonuses

Задание 3.6

Прочитайте вопросы, попросите одного из ваших одноклассников начитать их на диктофон, затем ответьте на них, слушая запись на диктофоне.

• Which of the occupations listed in task 2.1.1 do you think are the most interesting and which of them do you believe are the least interesting?

• What kind of person are you? Are you open, diplomatic and tactful with people? Are you good at solving technical problems or solving problems with people? Are you quiet and shy, and do not enjoy being with other people or are you active and confident, the one who enjoys spending time with other people? Do you make decisions quickly and not very carefully or do you make decision slowly and carefully? Would you like to choose a career that suits your personality?

• What could you say about the job you would like to have in the future? Do you prefer outdoor jobs or indoor jobs? Would you like to find a job that let you do at work what you are interested in or are you ready to do even a dull job, if you are highly paid? Will you try to get any job in hard times or do you prefer to live on the dole, doing nothing?

• What are you going to do after leaving school? Are you planning to go to college/university or to get a job, or to take some time off?

• Why do you think a school leaver may decide to start working after leaving school? How many people in your class are planning to go to university and how many of them will start working after leaving school?

• Are there any classmates who are about to take some time off after leaving school? Do you think that taking a year off between secondary school and the 'real world' can be beneficial or do you think it is a waste of time? Would you like to take a year off in order to be able to travel, do community service, or even live in a foreign country before the responsibilities of life make it harder to do so?

• What is your final career choice? Did your parents or other people influence much your career choice/s? Are you planning to go straight to university or are you going to start working? Have you already chosen a career that you think will suit your personality? What education do you need for this career? What can be your career path? What will your start with and how you hope you will advance your career?

Задание 3.7

Составьте тематические карточки на английском языке (на примере задания 3.6), расскажите обо всех работающих членах вашей семьи с опорой на эти карточки.

Задание 3.8

Расскажите о карьере ваших родителей с опорой на информацию, записанную на английском языке в предыдущем задании.

Задание 3.9

Give a talk about your plans after leaving school with a special focus on the following:

- What modern careers you think suit your personality perfectly?
- What profession or a number of professions you are to be trained for?
- Who were your career advisers and how helpful they were?
- What you are going to do for pursuing this career?
- What kind of obstacles you may face to fulfill your career ambitions and how to avoid them?

Задание 3.10

В конце вашего монологического высказывания, по истечении 2-х минут, экзаменатор-собеседник может вас прервать и задать следующий вопрос: Are there any other classmates in your school who have decided to start working after school? Why?/Why not?

Ответьте спонтанно на этот вопрос, используя 3–5 предложений.

Задание 3.11

Ознакомьтесь с экзаменационной карточкой ниже. Подготовьтесь по каждому из этих вопросов в информационном и в лексико-грамматическом плане и попытайтесь написать опорные слова и выражения, помогающие логично и последовательно высказаться по предлагаемой теме.

Выполните экзаменационное задание по предложенной теме и запишите его на диктофон.

Candidate Task Card 2

Describe an enjoyable event that you experienced when you were at school.

You should say:

- When it happened
- What was good about it
- Why you particularly remember this event

And explain what was so special about this event.

Задание 3.12

Подготовьтесь к выполнению задания ниже, придумайте вводную фразу для вашего двухминутного выступления, набросав ключевые выражения и продумав заключительную фразу.

Выполните экзаменационное задание, записав его на диктофон.

Candidate Task Card

Describe an object you particularly like.

You should say:

- What it is and what it looks like
- What it is made of
- What it is for

And explain why it is special for you.

Задание 3.13

Выполните экзаменационное задание и запишите свое двухминутное выступление на диктофон. Во время выступления поставьте будильник и остановитесь, как только он зазвонит.

Candidate Task Card

Describe a newspaper or magazine your parents enjoy reading.

You should say:

- What kind of newspaper / magazine it is
- Which parts of it they read regularly
- When and where they read it

Explain why they enjoy reading it.

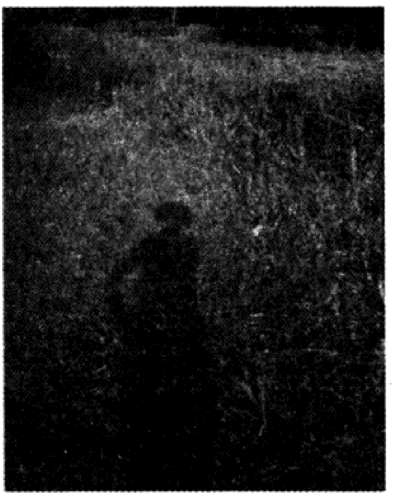
Задание 3.14

Прослушайте ваши записи выполнения заданий 3.12 и 3.13, скажите:

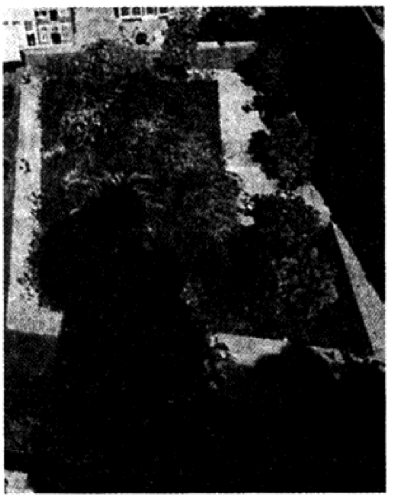
- Успели ли вы в своем монологе высказаться по всем пунктам задания? Насколько точно вы выполнили задание? Если вы не успели, то почему? Не слишком ли вы задержались на первых двух пунктах? Не забыли ли вы какой-либо пункт в своем высказывании? Нет ли в вашем высказывании пунктов, которые не нужно было включать в свое высказывание? Насколько точно вы выполнили задание?
- Используются ли у вас в высказывании факты, которые подтверждают ваши основные мысли?
- Ваш монолог — это связное высказывание или он состоит из отдельных фраз, которые не всегда связаны между собой?
- Пользовались ли вы заполнителями пауз типа *well, you see*? Не злоупотребляли ли вы ими слишком часто?
- Насколько удачны вступительная и заключительная фразы?
- Насколько интонационно приятно и свободно звучит ваша речь? Не слишком ли быстро или медленно вы говорите?
- Какая языковая или речевая практика вам еще требуется, чтобы вы могли выполнить это задание почти без подготовки?

Задание 4

Compare and contrast the pictures below.



A.



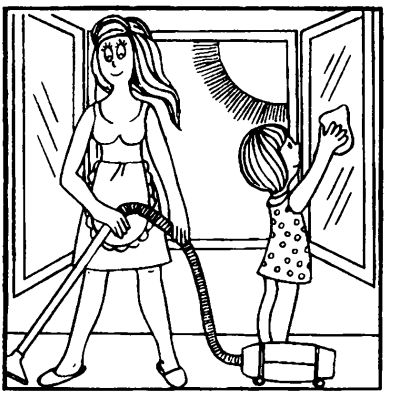
B.

- Whose shadows can you identify in the pictures?
- Are they the shadows of women or men or young people or children? What makes you think so?
- What are the people doing in these pictures?
- Where are they? Are they in the same place or in different places?
- What are their hobbies? Is it the same or different?
- What are their leisure patterns? Are they different or similar?
- What kind of children's attraction is the one in picture B?
- What places do these people prefer while traveling?
- Do you like visiting the similar places?
- What would you do if you happened to be in one of the places depicted in these photographs?
- Do you find these places fascinating or boring?
- Did you often or seldom or never visit the places like the ones in the photographs?

Задание 4.1

Describe and contrast the pictures. Say what house work you are more familiar with — as shown in the first or in the second picture?

A.



B.

Задание 4.2

Прочитайте советы британских экзаменаторов, как себя вести на экзамене при выполнении экзамена второй части экзамена IELTS. Скажите, какие из них следует соблюдать на любом экзамене при выполнении заданий по порождению монологического высказывания на заданную тему и с ответом на выделенные в нем вопросы.

- Use the preparation time in Part 2 to think about what is written on the card. (IELTS)
- Use the instructions and prompts on the card in Part 2 to help you to organise your long turn.
- Don't keep your answers too short or too lengthy.
- Don't give very short answers, except when the examiner interrupts you at the end of the 2 minutes in Part 2. At this point, the examiner needs to move on to Part 3 of the test and only expects a short answer to his/her questions.

• Don't learn answers by heart.

• Don't use the word 'no' in any answer. Don't talk about something different from what is on the card in Part 2.

• Don't ask the examiner if what you say is correct.

• Don't worry if the examiner stops you in Part 2. It means you have spoken enough, and they have to keep to the timing of the test.

• Don't write on the task card.

• In the cue card session, continue speaking on the topic until you are asked to stop.

• Speak clearly and slowly. Speak clearly as your voice will be recorded through an audio device. The cassette will be played at the end of your interview to check the clarity in your voice. If the recording is not clear, chances are pretty high that your interview will be repeated.

• Whatever you say, say it with conviction.

• Approach your interview as you would have an informal conversation, but avoid using slang.

• Answer your question in a balanced and genuine manner.

• Grammatically, you should sound correct. Do not hesitate to correct your grammatical mistakes immediately.

• Make sure you use the right word in the right place. If you are not sure of the meaning of a word, don't use it.

• It doesn't matter if you speak less; just ensure your answers are appropriately worded.

Задание 4.3

Определите свою стратегию выполнения заданий по созданию монологического высказывания на заданную тему с ответом на выделенные в нем вопросы.

Задание 4.4

Give a short talk, interpreting the following statement: "Music is a language with some meaning for immense majority of mankind, although only a tiny mi-

nority of people are capable to formulate a meaning in it" (Claude Levi-Straus). Follow the suggested outline below.

Talk outline

1. Greet the imaginary audience.
2. Inform the audience of the theme and the subject matter of your talk.
3. Say what you are going to focus on in your talk.
4. Speak on its major items.
5. Make conclusions.
6. Thank the audience for its attention and welcome the people to ask you questions.

Задание 4.5

Give a 2-minute talk on the following topic:

What is the best thing in human life, what makes it a joy to be you?

ДИАЛОГИЧЕСКОЕ ОБЩЕНИЕ НА ЭКЗАМЕНАХ ПО УСТНОЙ РЕЧИ

Диалог-расспрос

Задание 1

Почти во всех национальных и международных экзаменах интервью ("interview") с экзаменатором-собеседником входит в число тестовых заданий. В международных британских экзаменах речевое поведение экзаменуемого оценивается экзаменатором-экспертом.

Работайте в парах. Ознакомьтесь с вопросами входящими в первую часть устного экзамена в разных коммуникативно-ориентированных экзаменах. Затем, по очереди, задавайте друг другу каждый из вариантов вопросов и отвечайте на них.

Экзамены	Название части экзамена	Вопросы экзаменатора
ЕГЭ 2004 г.	Warming up	• Do you like going to school? • What are your favourite classes/ subjects? • What do you like doing in your free time?
PET B1	Part 1 Interview	• Where are you from? • Can you tell me something about your town? • What is the most interesting part of your town? • Can you describe some of the shops in your town? • What is the difference between life in cities and life in the countryside in your country?
FCE B2	Part 1 Interview	• Where are you from? • What do you like and dislike about the place where you live? • Would you like to live in another place? • What is the weather usually like in the place where you live?

Продолжение табл.

Экзамены	Название части экзамена	Вопросы экзаменатора
FCE B2	Part 1 Interview	• What kind of work do people usually do in the place where you live? • Would you prefer to live in your own country or in another country? • What is the most interesting part of your town/village? • Can you describe some of the shops in your town/village? • Is there anything you would like to change about the area where you grew up? ... (Why? / Why not?) • What is there to do in the evening in your town/village? • Is it possible to enjoy yourself in your town/village without spending too much money? • Which part of your town/village do you like most? • What is the difference between life in cities and life in the countryside?
IELTS	Part 1 Interview	• For the first part of the test, I would like to ask you some questions about the place where live. • Let's talk about your home town/ village. Where were you born? • Do you still live in this place? • How long have you been living there? • Do most people like living in your home town/village? • What do you personally like about living in your home town/village? • I'd like to move on to talk about health. What is a major health concern in the place where you live? • How many kids and teens are actually involved in sports in the place where you live? • Do kids and teens gain much from participating in sports? • Should kids start sports at an early age?

Окончание табл.

Экзамены	Название части экзамена	Вопросы экзаменатора
IELTS	Part 1 Interview	• Now, let's move on to talk about shopping. How do you feel about going shopping? • Do you like buying clothes or goods on the Internet? • What don't you like about shopping? • What did you buy last week?

Задание 1.1

Посетите англоязычные сайты по адресу http://www.youtube.com/watch?v=MjIYSM27z_U&feature=related и http://www.youtube.com/watch?v=fukjnVXW8Z0&feature=related для ознакомления с первым заданием (Part 1 "Interview") британского международного устного экзамена "PET" и первым заданием (Part 1 "Interview") британского международного устного экзамена "FCE".

Запишите вопросы экзаменатора в каждом из заданий и ответьте на них.

Задание 1.2

Используя ключевые слова, найдите на YouTube сайты с первым заданием (Part 1, Interview) экзаменов "PET" и "FCE" и "IELTS" (5 сайтов по каждому из экзаменов) и создайте собственный банк данных вопросов экзаменатора. Зафиксируйте их и запишите их на диктофон. Затем, слушая вопросы, ответьте на них без подготовки. Но, если испытываете трудность при ответе на них, то подготовьтесь и ответьте на них. Через дня два попробуйте ответить на них без подготовки.

Ключевые слова

- PET speaking sample YouTube
- FCE speaking sample YouTube
- IELTS speaking sample YouTube

Задание 1.3

Работа в парах. Выберите вопросы для включения в экзаменационную ситуацию ниже и проиграйте ее, по очереди выполняя роли экзаменатора и экзаменуемого.

Меняя вопросы, проиграйте ее несколько раз. Сделайте две аудио или видеозаписи, как каждый из вас отвечает на вопросы экзаменатора.

Экзаменационная ситуация: Интервью (Interview)

Examiner: You name is ... Can you tell me your full name, please?
Candidate: _____

_____

Examiner: Can you spell it?
Candidate: _____

_____

Examiner: And now let's talk about .... (Question 1)
Candidate: _____

_____

Examiner: (Question 2)
Candidate: _____

_____

Examiner: (Question 3)
Candidate: _____

_____

Examiner: (Question 4)
Candidate: _____

_____

Examiner: (Question 5)
Candidate: _____

_____

Examiner: (Question 6)
Candidate: _____

_____

Examiner: (Question 7)
Candidate: _____

_____

Examiner: (Question 8)
Candidate: _____

_____

Examiner: (Question 9)
Candidate: _____

_____

Examiner: (Question 10)
Candidate: _____

_____

Examiner: Thank you.

Questions	
• Can you tell me what your name means? How was your name chosen for you? Do you like your name(s)? • Are names important? (Why/ why not?) Would you ever change your name? (When?) • What do you like about living in your home city/town/village? How long have you been living there? • Has there been much change in your hometown since your childhood? • How safe is your home city/ town/village to live in? • Is there anything that you'd like to improve in your home /city / town /village? • Do you live in a house or a flat? • Do you think it's better to live in a house or an apartment? Why?/Why not? • Do you like your neighbourhood? Why or why not? How do people choose their place to live? • What are the most interesting places you'd like foreign tourists to visit? • Did you enjoy your last holiday? Why? Why not? What kind of holidays do you like? • Who do you like travelling with? • And who did you travel with last time? • Where would you like to travel to in the future? And where were you last summer?	• What sort of music do you like? • Is music very important to you? • Do you prefer listening to live or recorded music? • Do you like the same kind of music as other member of your family? • Do you prefer live or recorded music? • Has the kind of music you like changed over the years? • Have you ever learned to play a musical instrument? • Do you think children should learn to play a musical instrument at school? • How easy or difficult would it be to learn to play an instrument without a teacher? • Do you think that listening to music helps your study? • What hobbies do you have if any? • Why do you enjoy these activities/this activity? • What do you do and where do you go when you get together with your friends? • What sports do you play or like to watch? • What type of books do you enjoy reading? • Is there anything you find difficult in your present life? • How easy would it be to learn to play an instrument without a teacher?

Задание 1.4

Прочитайте рекомендации экзаменуемому, как себя вести при выполнении задания типа «Интервью» и определите, как каждому из вас следует индивидуально готовиться к выполнению заданий типа «Интервью».

Exam Tips

- listen carefully to the instructions and questions during the test and respond appropriately
- talk to the examiner, not your partner
- make sure you can spell your name
- try to give more than one-word answers don't worry too much if you don't know a word
- don't prepare long answers in advance, try to behave naturally

Диалог-обмен мнениями

Задание 2

Сравните вопросы в колонках A & B, встречающиеся в разных частях британского экзамена "IELTS". Которые из них, на ваш взгляд, требуют выражения вашего хорошо аргументированного мнения по темам, часто обсуждаемым в современном обществе.

QUESTIONS	
IELTS, Part 1 • At what times do you usually eat your meals? • What kinds of food do you like to eat? • Are you concerned about your daily calorie intake when choosing something to eat? • Do you have any food allergies?	**IELTS, Part 3** • Do people usually prefer their own country's food or do they often like food from other countries? • Is McDonaldization inevitable? Do people today really need celebrity chefs and cooks? • Is it possible to notice any differences in the way food is served at the table when a person travels abroad?

- Are there any foods which you wouldn't eat as a child but that you eat now?
- Are there any foods that bring back special memories for you? What are they?
- What kind of new food would you like to try? Why?
- What new foods have you tried this month?
- What is the strangest food you have ever tasted?
- Do you have a favorite cafe? If so, where is it? Why do you like it?
- Do you prefer to eat at a the McDonald's restaurant or at home?
- Do you like cooking? Why/Why not?
- What was the last meal you cooked?
- Do you prefer home-cooked food or food from the restaurant? Why?
- Does your family have any special recipes that are passed down from generation to generation?
- Have you been hungry?
- Do we eat to live or live to eat?
- Do you believe that «we are what we eat?»
- Have you ever seen hungry people?
- Have you ever had anyone come up to you and ask for money to buy food?
- What was your reaction? Did you feel uncomfortable? Could it be a fraud?
- Are their many hungry people in the place where you live?
- Why do the world's poorest inhabitants starve in Africa and Asia in an age of food abundance in rich countries? Why does this happen?
- Who are the poor and the hungry on the Earth?
- Do they live only in the poorest countries? Do you happen to know where they are located?
- How often and how is hunger portrayed by the media in Russia?
- What is the relationship between hunger and poverty?
- Do you think there is such a thing as global hunger?
- Most of us are aware that there are many hungry people in the world. How can we help them today?
- How should people respond to global poverty and hunger?
- How should wealthy countries respond to poverty and hunger in poor countries?

Задание 2.1

Прочитайте вслух вопросы в левой колонке (задание 2.1) и запишите их на диктофон.

Задание 2.2

Работа в парах. Подготовитесь к ответам на вопросы в левой колонке (задание 2), затем, слушая вашу аудиозапись вопросов (или вашего одноклассника), ответьте на них.

Оцените:

- точность ответов на вопросы;
- лексико-грамматическую правильность речи;
- интонационную правильность речи;
- уверенность при ответе на вопросы;
- естественность в невербальном поведении.

Задание 2.3

Use the prompts below to ask questions related to the topic "SCHOOLING". Write them down and then write your answers to these questions.

- what school /you /attend;
- leaving / secondary school/this year/or/next year;
- what subjects/ be/your favourite/for the last two years;
- what subject / you/ enjoy /the most/ the least;
- how long /you/ study English;
- what / you /find /most difficult in studying this subject;
- you /think /you/ use English/ a lot / in the future;
- what/the bestway /be/ study school subjects;
- what books /you / use for learning English;
- use/English CDs for learning English;
- you/ go /on the Internet/to find some information/ for home assignment;
- you /study/ on your own/ or/ together with some other classmates;
- you/also/ be educated / at home/ by a number of tutors;
- there/be/ any tutor/ who/ help/you/with your English/Russian/Maths;
- how long/he/she/ teach/ you/this subject;
- In what way /you / use English/ a lot /in the future.

Задание 2.4

Ознакомьтесь с текстом фонограммы одной из частей устного экзамена «FCE» (part 2) и проиграйте эту экзаменационную ситуацию, заменив ответы экзаменуемых вашими собственными ответами.

Экзаменационная ситуация

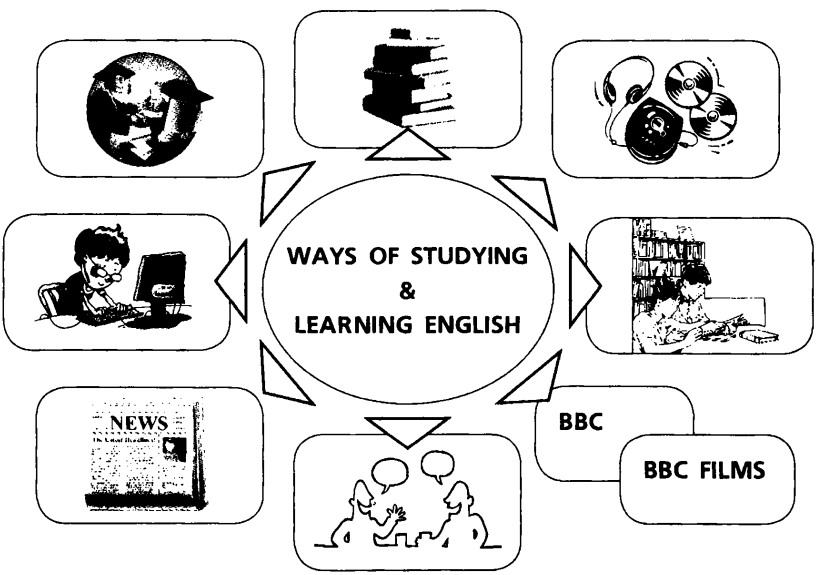
Examiner: Now, I'd like you to talk about something together for about three minutes. I'm just going to listen to you. Discuss how useful you find each of the ways of studying English, and then agree with each other on three major points that both of you would recommend to a friend.

You have only about three minutes for this, so, once again, don't worry if I stop you and please speak so that we can hear you. Alright?

Nastya: Okay.

Alex: All right.

Examiner: And here are some pictures suggesting ways you might try to improve your English. Can you start speaking now?



Nastya: Well, the pictures give us some hints about different ways of studying English. What do you think, Alex, is the best way of studying or learning English?

Alex: I think that learning English online is the best one, because you can use online language courses, watch topical YouTube videos and even take various English tests. Are you of the same opinion?

Nastya: Partly I agree, we can study at any time and at any place on our selves, but I find face-to-face English conversation most difficult, so talking to English-speaking people is very important for me.

Alex: Oh, yes, that's of no less importance, and besides meeting people and discussing interesting topics with them are very enjoyable, too. And isn't it easier to learn to communicate in English and enjoy yourself at the same time?

Nastya: Surely, it is. And by-the by, watching English films is also fun, isn't it? Nowadays many videos and DVDs have sub-titles and they make it easier to understand what is being said.

Alex: That's true. But in some films it is too difficult to understand every conversation. And I prefer watching YouTube podcasts. When watching them I can stop the podcast at any time and listen to this or that sentence again and again. More than that, podcasts are not very long, whereas films take a lot of time as watching them take no less than an hour.

And what sort of TV programmes do you think are also useful for learning English?

Nastya: Well, we can improve our listening skills by watching the news and documentaries? Soap operas and drama. We can hear how people really talk in the UK. And you can learn a lot about British culture in this way, can't we?

Alex: We can, if we live in countries, where BBC is broadcast. But it is not broadcast everywhere, especially in English and not in translation. Besides you should pay for watching it. I think it's better to read British national papers.

Nastya: British national newspapers? You don't say so! British newspapers and magazines are also not sold

everywhere. I doubt if I can buy a British newspaper in every Russian town.

Alex: Well, I don't mean traditional, printed papers, but I'm talking about online papers which include not only different and interesting texts for reading, but also very useful podcasts on wide topics.

Nastya: Oh, that's really a very good idea. And it seems to me that we can't avoid the Internet if we'd like to improve English on our own. Let's see... what picture have we missed and not discussed yet. Well. We haven't mentioned English books and CDs, have we?

Alex: Well, somehow we haven't focused our attention on them. But, surely, we can't learn any language without using course-books, text-books, grammar and vocabulary books and the like staff. But books without a good English teacher is nothing. Do you use books recommended by your teacher or you choose them on your own?

Nastya: At school our teacher usually tells us what course-books we are supposed to use at our lessons. But besides I buy English books on history and literature on my own for my self-studies or my studies with the tutor.

Alex: So, let's come to a conclusions about the ways we might try to improve our English. In other words, what are they? The first two, I believe, include the Internet opportunities and books. We've earlier agreed on these points, haven't we?

Nastya: Yes, we have. But personally I believe that socializing with people is also very important. If you have nice English-speaking friends, you will keep on learning more and more about English-speaking communities and their cultures. You can hear different English accents and meet people from different social stratum.

Alex: No doubts, but sometimes it can be rather difficult to make friends with native English speakers when you don't live in an English-speaking country.

Nastya: But once you met someone you can skype with him or with her and talk for hours and hours.

Alex: O.K. Let it be the third useful way of helping us to improve our speaking practices.

Nastya: In other words, firstly, one of the ways is the Internet and its use for various purposes, secondly, using printed books can't be also avoided. And, thirdly, communicating with English-speaking people is also very beneficial to us

Examiner: Thank you.

Задание 2.5

Подготовьте банк общих, специальных, альтернативных и разделительных вопросов по следующей тематике:

- English as an international language;
- Famous polyglots & their language lives;
- Best Education for good life in the 21st century;
- Travelling as a means of multicultural education;
- Work and study: the importance of the Internet today.

Задание 2.6

Работа в парах. Измените в диалоге Насти и Алекса те высказывания, с которыми вы лично не согласны (если такие есть) и разыграйте его, не забыв записать диалог на диктофон или на видеокамеру.

Задание 2.7

Работа в парах. Создайте пиктограммы (см. задание 2.5) для обсуждения следующих вопросов:

1) What are advantages and disadvantages of taking a sport for pleasure and going in for professional sport?

2) Could be anything of interest for a modern person about visiting different museums and galleries?

3) Money obviously plays a large role in our lives, but is it a good thing or a bad thing? Is money good or evil?

4) Childhood, Youth and Adulthood. What is the best age to be?

5) Is sightseeing always beneficial to human character or is it sometimes a waste of tourists' time?

Задание 2.8

Подготовьтесь к обсуждению 2-3 вопросов из задания 2.7. Затем, используя ваши пиктограммы, обсудите без дополнительной подготовки в течение двух минут эти вопросы и попытайтесь прийти к взаимному согласию. Запишите свое обсуждение на видеокамеру.

Задание 2.9

Просмотрев видеозапись, которую вы сделали ранее, ответьте на следующие вопросы:

- Did you look at each other when you were discussing the questions under consideration?
- Did you feel confident and relaxed or did you look a bit tense and nervous?
- Did you express your opinions freely or was it difficult for you to express them and did you often hesitate?
- Did you and your partner talk about all the pictures or only some of them?
- Did you listen carefully to your partner?
- Did you ask good questions to make the discussion interesting?
- Did you give short or expanded answers to your partner's questions?
- Did you interrupt your partner without letting him/her to have her/his sentence finished?
- Did your partner interrupt you?
- Were you equal partners in this exchange of opinions or did anybody always try to take the lead?
- Did you manage to reach mutual decision?
- Did you enjoy discussing these questions?

Задание 2.10

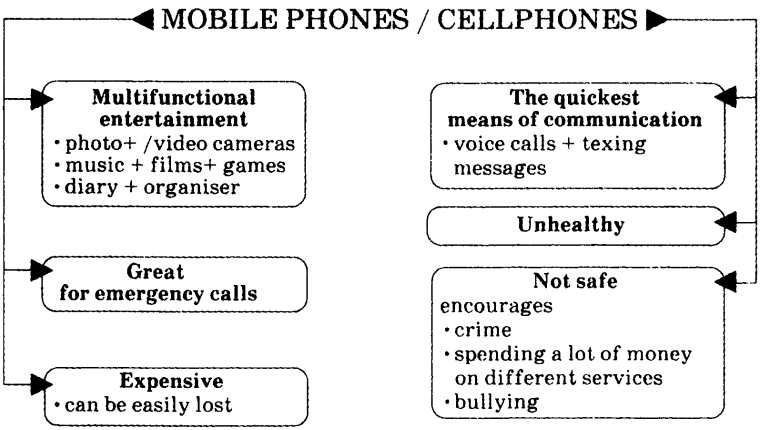
Напишите по-русски, как следует и как не следует себя вести на устном экзамене при совместном обсуждении вопросов в диалоге-обмене мнениями.

Задание 2.11

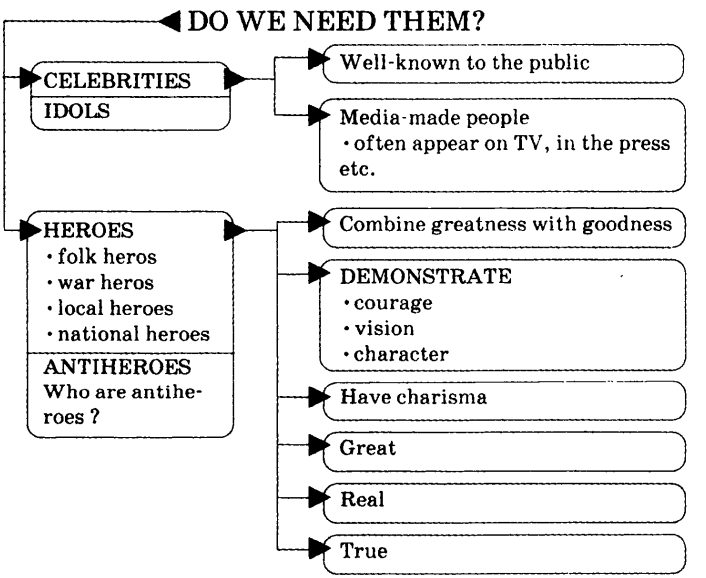
Work in pairs. Look at the mind map below and discuss the following question:

- Life without mobile phones.
- Celebrities versus Heroes.

SPIDERGRAPH 1. Mobile Phones



SPIDERGRAPH 2. Heroes versus Celebrities



Задание 2.12

Create mind maps for discussing the following:
Work as a right and a privilege
Large families: advantages and disadvantages
If necessary, surf the Internet for information.

Задание 2.13

Work in pairs. Use your own mind maps and discuss one of the questions given in task 2.12.

Задание 2.14

Work in pairs. Role-play the following exam situation:
The world needs changes, doesn't it? Discuss with one of your classmates who could be the best change maker who can make the world a better place to live in. Discuss with one of your classmates the options below and choose only one of them:

- a president;
- an outstanding writer;
- a famous actress/actor;
- environmentalists.

Don't forget to:	**Try your best to:**
• discuss all the options; • come to an agreement.	• be polite when agreeing/ disagreeing with your friend; • take an active part in the conversation: ➢ explain the situation; ➢ 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.

Задание 2.15

Прочитайте экзаменационную ситуацию:

You are talking with your friend about alternative sources of energy. Discuss all the options given below, but you have to choose only one as the most promising alternative energy, because the local authorities can't provide money for research projects on all of them.

Options:

- atomic power;
- solar energy;
- wind energy;
- vegetable oil (biodiesel).

Попытайтесь ответить на следующие вопросы:

- Это задание предполагает ваше участие в диалоге-расспросе или диалоге обмене мнениями. Можно ли выполнить это задание без дополнительной информационной подготовки, обращаясь к англоязычным сайтам?
- Могут ли, на ваш взгляд, вопросы подобного рода, встретиться в российских национальных или международных экзаменах? Как вы можете об этом узнать, в том числе и посредством использования Интернет?
- Насколько полезно заглянуть в Кодификатор ЕГЭ в разделы «Предметное содержание речи» и «Элементы содержания (проверяемые на ЕГЭ) в разделе «Говорение»?
- Какие лексико-грамматические трудности могут встретиться при беседе на данную тематику и как с ними справиться?

Могут ли встретиться у вас какие либо коммуникативно-речевые трудности? Например, знаете ли вы, как начать диалог, как поддерживать диалог или как вежливо спорить на английском языке, как совместно приходить к соглашению в диалоге?

Задание 2.16

Подготовьтесь к проигрыванию ситуации, данной в задании 2.15, учитывая ваши типичные трудности при выполнении заданий подобного рода.

Задание 2.17

Проиграйте экзаменационную ситуацию, данную в задании 2.15.

Задание 3

Просмотрите одну из видеозаписей британского экзамена "IELTS" на сайте по адресу: http://www.youtube.com/watch?v=_2oawkQIgrw&feature=related. Запишите вопросы в первой и в третьей части экзамена и сравните их сложность для вас в информационном плане и в лексико-грамматическом плане.

Попытайтесь ответить на эти вопросы, не повторяя мнений и идей, высказанных экзаменуемой из Сирии.

Задание 3.1

Прочитайте краткую информацию о разделе "Speaking" в британском экзамене "IEELTS". Затем просмотрите еще раз видеозапись на сайте по адресу: http://www.youtube.com/watch?v=_2oawkQIgrw&feature=related. Кратко опишите каждую из частей этого устного экзамена, подкрепляя примерами из видео.

IELTS SPEAKING		
Parts	**What's involved?**	**What skills are tested?**
Part 1 – Introduction and interview	In this part, the examiner introduces him/herself and checks your identity. Then the examiner asks you general questions on some familiar topics such as home, family, work, studies or interests. To make sure that every test is the same, questions are taken from a script. Part 1 is 4–5 minutes long.	This part of the test tests your ability to give opinions and information on everyday topics and ordinary experiences or situations by answering a range of questions.
Part 2 – Long turn	Part 2 is the individual long turn. The examiner gives you a task card which asks you to talk about a particular topic. The card tells you what points you should include in your talk	This part tests your ability to speak at length on a given topic (without further help from the examiner), using appropriate language and organising your ideas logically. You will need to

Окончание табл.

IELTS SPEAKING		
Parts	**What's involved?**	**What skills are tested?**
Part 2 – Long turn	and instructs you to explain one aspect of the topic. You have 1 minute to prepare your talk, and the examiner will give you a pencil and paper to make notes. By using the points on the task card and making notes during the preparation time, you should be able to think of appropriate things to say, and have time to structure your talk so that you keep talking for 2 minutes. The examiner will ask you to talk for 1–2 minutes and stop you when the time is up. They then ask you one or two questions on the same topic. Part 2 lasts 3–4 minutes, including the preparation time.	think about your own experiences to complete the long turn.
Part 3 – Discussion	In Part 3, you and the examiner discuss issues related to the topic in Part 2 in a more general and abstract way and, where appropriate, in greater depth. Part 3 lasts 4–5 minutes.	This part tests your ability to explain your opinions and to analyse, discuss and speculate about issues.

Задание 3.2

Посетите сайт по адресу: http://www.youtube.com/watch?v=fK6_vU2Cz8U. Сначала прослушайте все вопросы экзаменатора, затем выполните все части экзамена "IELTS". Слушайте каждый вопрос, останавливайте видеозапись и отвечайте на каждый вопрос экзамена.

Задание 4

Работа в парах. Ознакомьтесь с британским экзаменом "FCE", посетив следующие сайты:

- FCE SPEAKING PART 1 (http://www.youtube.com/watch?v=fukjnVXW8Z0&feature=related);
- FCE SPEAKING PART 2 (http://www.youtube.com/watch?v=2_jFjQ-TBng&feature=relmfu)
- FCE SPEAKING PART 3 (http://www.youtube.com/watch?v=Gge4Hn6HduY&feature=relmfu)
- FCE SPEAKING PART 4 (http://www.youtube.com/watch?v=_baaJLckxNk&feature=relmfu)

Используйте эту видеозапись для тренировки, слушая экзаменатора и отвечая на ее вопросы.

Какой экзамен вам кажется труднее — "IELTS" или "FCE" и почему?

Задание 4.1

Work in pairs. Practise answering FCE speaking questions in part 1, visiting the site at: http://www.youtube.com/watch?v=pSuKmvOZbBE.

Задание 4.2

Work in pairs. Practise answering FCE speaking questions in part 2, visiting the site at: http://www.youtube.com/watch?v=iCdJSxnbzFY and http://www.youtube.com/watch?v=dpyDPMndV64.

Задание 4.3

Work in pairs. Practise answering FCE speaking questions in parts 3&4, visiting the site at: http://www.youtube.com/watch?v=4FWji4Dq2b0.

Задание 4.4

Role-play the third part of the FCE Speaking, using the Internet visuals at:

a) http://www.youtube.com/watch?v=BGzS4ZiDL9I
and
b) http://www.youtube.com/watch?v=X2hFJNWbrWY

Задание 5

You're planning a long-distance journey for a month in summer. Here are some possible routes:

• Moscow — Kiev — Warsaw — Paris — London — Dublin

• St Petersburg — Tallinn — Helsinki — Stockholm — London

• Moscow — Amsterdam — Singapore — Sydney — Wellington

• Moscow — Barnaul — Alma-Ata — Peking — Delhi

Choose one of them and discuss with your partner:

• your route, the pros and cons of following it; what transport is better to use;

• what you should learn about the countries you are going to visit in advance and what sights are of particular interest to you;

• if English will be enough to communicate with people in the countries chosen or you should know other languages or be able to use a bilingual phrase book;

• what is necessary to take with you.

Задание 5.1

Talk about the last time when your family went out and had a meal somewhere in the city/town where you live. Do the following:

• Name the place you visited and say when, why and with whom you went there and how you got there.

• Express your opinion on the interior and the atmosphere there, the prices, the food and the service.

• Mention what you particularly liked or disliked about this place.

Задание 5.2

Imagine you've been offered to set up a Youth Club in your area. The city/town/district authorities believe that this club may help to keep teenagers off the streets and reduce juvenile vandalism which sometimes does happen in the place where you live. The Youth Club will be open every day from 5 pm to 9 pm. Focus on the following:

- plan some Club activities you think would be attractive to teenagers in your area;
- think of people who could be involved in organising leisure time at the Club, speak;
- about your plans and concentrate on three activities which seem to you to be the most interesting.

Задание 5.3

Work in pairs. Develop the ideas expressed in the passage below in your dialogue.

Use the Internet resources to support your opinions and points of view with interesting visuals.

If ...[1]

You can't win. If you run after money, you're materialistic. If you don't get it, you're a loser. If you get it and keep it, you're a miser. If you don't try to get it, you lack ambition. If you get it and spend it, you're a spendthrift. If you still have it after a lifetime of work, you're a fool who never got any fun out of life.

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[1] http://jayperoni.com/is-money-good-or-evil

ТЕКСТЫ ДЛЯ АУДИРОВАНИЯ

Задания типа B1

Задания 2, 2.2 (B1)

Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего 1—6 и утверждениями, данными в списке A—G. Используйте каждую букву только один раз. В задании есть одно лишнее утверждение. Вы прослушаете тексты дважды. Занесите свои ответы в таблицу.

Now we are ready to start.

Speaker 1: We travel internationally at least 3-4 times a year on vacation with our family. Therefore, I always buy a travel guide to help us with our destination. So I bought this travel guide for Moscow because I heard it was a difficult city to get around. But this book has NO operating hours, NO operating days, NO metro stops listed, NO cost of tickets, etc. We couldn't get even into the Kremlim because this guide book was of no help at all. We did finally get into the Kremlin with the help of a kind Russian soul who spoke some English. Avoid this worthless book!!!

Speaker 2: I've been to Moscow twice and know a little Russian. I was going to the Tretyakov art gallery for the first time. I came out of the metro stop, found easily the landmarks and the street names which are well drawn in the Russian guide. So I was able to find the gallery without taking a single wrong turn. Still I highly recommend learning at least a little Russian. If you can't read in Russian, the Cyrillic alphabet is like reading Arabic. And if you want to toodle around on the subway or

walk through the streets — nothing makes sense and it all looks the same. You can learn the Cyrillic alphabet very quickly.

Speaker 3: I went to Moscow in 2008 for 2 weeks. I speak very little Russian and read even less. Pictures and maps in this guide (with the actual and phonetic spellings on them) are how you're going to make it work. I explored Moscow with no guide, no translator and no dictionary — only my guidebook. I didn't get lost and I saw everything that I wanted to see. I didn't care that it was published in 2000 — churches, museums and other places of interest do not move — prices change frequently anyway. This is a guide for seeing, doing and exploring.

Speaker 4: I travelled to Moscow once and found this guide to be of great assistance in planning what I wanted to see, getting background information and in follow-up reading and reference after I returned. The pictures are beautiful, and the background information is extensive and helpful in understanding what you are going to see. Comparing different guidebooks, I think that this one is by far the best for detail, pictures and general information.

Speaker 5: This book does a good job covering all the main sites of Moscow. The illustrations are very detailed and I think it would best fit someone who is only in Moscow for a day or two, and just wants to hit a few of the tourist attractions. The one drawback is that the book which was published in 2000 does not contain useful information on new hotels, restaurants or prices. And thus there is a lack of practical information such as best days and times to see certain things, places to avoid, where to buy the best souvenirs, where to stay away from, etc.

Speaker 6. This is one of the best travel guides I have ever used. It gave more information than the private guides I hired. It includes some of the little known, "per-

sonal facts" as well as information on food, transportation and gifts to bring home. I highly recommend this book.

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

Now you will hear the text again.

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

Задание 3 (B1)

Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего 1—6 и утверждениями, данными в списке A—G. Используйте каждую букву только один раз. В задании есть одно лишнее утверждение. Вы прослушаете тексты дважды. Занесите свои ответы в таблицу.

Now we are ready to start.

Speaker 1: When we arrived we had absolutely frozen welcome. The room itself was not so bad, but we found black hair everywhere, also in our beds. The bathroom door was covered with dirt from both sides and in the corners of a bath were big black spots with something on them. I am allergic to these things and I got few spots from it. When I said at the reception that I wanted the bathroom to be cleaned, to my great surprise and disappointment, nothing had been done.

Speaker 2: The hotel was nice and centrally located, very clean and the staff were friendly and the breakfast was really good as well. But when we arrived we had to stay in a twin room, though I had booked in advance a double. At the reception they told us they would sort it out first thing in the morning. And then they gave us a double room which was too small — we could hardly have space to move around. The shower was too small as well — there wasn't even space to turn around in it.

Speaker 3: The hotel, one of the cheapest ones in the city, has an absolutely unimaginable bathroom and ceiling and terrible service to match. The bathroom has a bath-

tub, but the distance from the floor to the ceiling is only one metre, and the bathtub's length is also extremely short. The ceiling has a couple of wooden beams that are cracked down the middle, and look in danger of falling. When we asked for a room change, the receptionist told us that it was impossible to have it. Basically, there is no point booking this cheap hotel, unless you simply want to cut cost along with service.

Speaker 4: This hotel is definitely not for business travellers. The room services were minimal and the staff at the counter were extremely unfriendly. Our very simple requests were often greeted with 'Sorry, can't help much, look at the Yellow Pages over there.' We knew it was a budget hotel and did not expect much. However, we were still rather disappointed.

Speaker 5: The check-in process as well as concierge service were professional and efficient. The hotel looked like it was in the process of renovation (one elevator was done up and looked new) and it probably could do with a face lift. The breakfast was included and the selection was excellent. The housekeeping service was also very efficient. The location was very, very good. Everything was located within walking distance! The underground station was only 100 metres away — I believe it was the Piccadilly Line. We had our family there and we will definitely stay there again for the convenience of location, large room and great breakfast.

Speaker 6: I stayed at that hotel for four nights. The room was clean and secure, the receptionist was very polite and the breakfast was excellent. But the hotel suffers from some grave shortcomings. The water pressure is low, so you struggle to have a shower. But the main problem is that the neighbourhood is said to be dangerous and it takes a while to reach there by bus. There is no access by underground. Just bus or train, or bus after underground and I was lucky enough not to have any incident.

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

Now you will hear the text again.

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

Задание 4 (B1)

Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего 1—6 и утверждениями, данными в списке A—G. Используйте каждую букву только один раз. В задании есть одно лишнее утверждение. Вы прослушаете тексты дважды. Занесите свои ответы в таблицу.

Now we are ready to start.

Speaker 1: Many people find it hard to make friends. It really isn't, so get out of your shell and remember that if you love yourself, others will too. Don't be shy, it won't help you in anything. Look around for someone that seems interesting, then relax and go up to talk to them. Say hi, give them your name, ask how they are, just meet them and start any small talk. A good subject to talk about to anyone is music, because almost everybody likes music, you can ask someone what kind of music they like and start a cool conversation with them and even find things in common. Other topics could be movies or sports.

Speaker 2: Good friends have to be honest and tell someone what they really think. Sometimes your friends might want to do something that is morally wrong or illegal or just plain unfair on another person. Are you able to tell your friend honestly what you think about it, without just going along with it? Or do you try to find a compromise if you can't agree with a friend? The sign of a good friendship is when you can be totally honest with the other person, without them being offended because they know you have their best interests at heart.

Speaker 3: One of the best things about having a friend is that you have someone to whom you can talk

about anything, even secrets that you hide from the rest of the world. Friends usually turn to each other to share a problem or seek help. The key to being a good confidant is the ability to keep secrets, so don't gossip about others or spread rumors or try to damage their reputation. On the contrary you will do your best to stick up for them when he or she is in trouble. True friends never try to put each other into situations that make any of them uncomfortable.

Speaker 4: All people want to have a lot of friends. And if you want to have many friends, you should be a very nice person. That's how you attract many people to come to you. That's how you make people want to build relationships with you. Being a good person is what's most important. So be nice to everybody. Say hello to people even if you don't know them. Smile and be friendly, don't try to show off, don't try to act tough. Just be yourself, positive and friendly.

Speaker 5: Another way to be a great friend is just to be a good companion, be there for your friends if they are having a hard time, be there for them when they are having fun. Most importantly, you should be there when they are in difficult times. It's easy to befriend someone when everything is all right. But difficult times are your chances to prove that you are a true friend. It is important that you should be able to provide your time for your friends. To build strong friendship you need to spend time together. Invite your new friends to go out together with you, go to the mall or hang out at a cool place, have fun together. So you can introduce your new friends to old friends and build your social circle from there, with people that accept each other.

Speaker 6: Usually when people meet for the first time, there is a tendency to try and "be right." When somebody expresses an opinion or a belief that is different from yours, instead of trying to "prove them wrong," respect their opinion and try to see what you can learn from them. One of the great things about having many

different friends with different backgrounds is that you will always get a fresh perspective that you otherwise wouldn't have. Nobody is perfect including you. Everyone has both positive and negative sides. So don't expect everyone to be what you want. Give them the freedom to be themselves with all their positive and negative traits. Doing this will liberate you from unrealistic expectations and help you have good relationships with others.

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

Now you will hear the text again.

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

Задания типа A1—A7

Задание 1

Вы услышите разговор между официантом и посетителем кафе. Определите, какие из приведенных утверждений A1—A7 соответствуют содержанию текста (True), какие не соответствуют (False) и о чем в тексте не сказано (Not stated), то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа. Обведите пример выбранного вами варианта ответа. Вы услышите текст дважды.

Waiter: Welcome to Betsy's International Cuisine. How many?

Client: One. How long will it take to wait?

Waiter: I can seat you right away.

Client: Great!

Waiter: This way, please. And there is a menu.

[The waiter leads the customer to a table. A few seconds pass.]

Waiter: Are you ready to order?

Client: Well, I have some questions. What is "Thai Phoon Shrimp"?

Waiter: It's the perfect storm of texture and flavours. Golden-brown fried shrimp tossed in a green papaya Chile sauce.

Client: Hmm, well I'm afraid that "Thai Phoon" is too spicy for me.

Waiter: But we can make it mild for you.

Client: That sounds good. I'll have that. And what would you recommend for the second course?

Waiter: Well, we have a wonderful traditional Mexican dish composed of a corn or wheat tortilla rolled around a beef filling.

Client: Great! I'll take it.

Waiter: Okay. Anything to drink?

Client: What soft drinks do you have?

Waiter: We have Coke, Diet Coke, Sprite, Sunkist, Iced Tea, and Lemonade.

Client: Ok, I will have an Iced Tea.

Waiter: Would you like any dessert? I can recommend "New York Cheesecake". Thick, rich, and creamy. Topped with a generous blanket of blackberry sauce, made with plump ripe berries. Finished with a dusting of powdered sugar.

Client: And do you have any fresh fruit salad?

Waiter: Unfortunately no, but we have fresh berries with a strawberry sauce over vanilla ice cream. Would you like any?

Client: No thanks.

Waiter: Ok, I will be back with iced tea in a minute. And your order will also come soon. Have a nice time.

Client: Thank you.

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

Now you will hear the text again.

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

Задание 2

Вы услышите интервью с Тони, которое знакомит с ее опытом получения образования. Определите, какие из приведенных утверждений A1—A7 соответствуют содержанию текста (True), какие не соответствуют (False) и о чем в тексте не сказано (Not staled), то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа. Обведите пример выбранного вами варианта ответа. Вы услышите текст дважды.

Now we are ready to start.

Interviewer: You've just graduated from Plattsburgh State University. Many school leavers are thinking about what to do after high school and I would like to ask you a few questions that may be of interest to them. So, why was it so important to go to college?

Toni: Well, I believe education is critical. I have seen many who didn't go to college get laid off in their late 40s and be stuck without any job. Finally, their alternative is to go to college, but I think going to college early is the best decision.

Interviewer: And what did you study in college?

Toni: I have my bachelor's degree in psychology and sociology, and for my master's degree I studied school counselling.

Interviewer: What helped you decide what to study?

Toni: I have seen many high school students who don't have positive role models. They are left without someone to turn to, so I want to be there to help them. That's why I decided to study psychology and school counselling, being able to give advice and support these school kids.

Interviewer: What do you think about your college life now?

Toni: College was stressful. I graduated from high school young, entered college when I was 17, and continued full time until I graduated with my master's degree six years later. I worked at a restaurant 30 hours a week, too, so I never took a break. I found it difficult to balance my time, but when I look back there's nothing I would want to change because that crazy lifestyle is memorable.

Interviewer: And is there any difference between life in high school and university college?

Toni: I think there's a big difference. In college you have to be more responsible. Decisions are yours to make. There is no teacher to tell you what to do, but the good news is you get to choose which classes to take, so they are interesting.

Interviewer: What were your college goals?

Toni: Graduating was my long-term goal. Short-term goals included finishing projects on time, keeping appointments, doing well in classes, and making it through the week.

Interviewer: You said it was difficult to balance your time, so why did you work as a waitress at a busy restaurant?

Toni: The university syllabus included some practice at school in order to gain professional experience. So I needed to dress appropriately for my internship. Plus, I rewarded myself with vacations. These things cost money and I don't like being broke. Therefore, I had to manage my time well so I could combine studying and working.

Interviewer: What did you like most about college life?

Toni: Feeling like I accomplished something. I am proud of myself and the people I met there were very nice.

Interviewer: And do you apply sometimes your knowledge from college to real life?

Toni: By taking counselling courses, I have learned how to talk to people about doing things that are beneficial for them. In my non-counselling life I am now able to convince people to do things. For instance, if I want to go to the movies, but my fiancé doesn't, I can use my counselling skills to convince him to go.

Interviewer: I hope that you do not use your skills for manipulating people. Do you?

Toni: Oh, no, not, of course.

Interviewer: Good luck in your career and other walks of life.

Toni: Thank you.

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

Now you will hear the text again.

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

Задание 3

Вы услышите рассказ девушки о том, как поступают в университет в Британии. Определите, какие из приведенных утверждений A1—A7 соответствуют содержанию текста (True), какие не соответствуют (False) и о чем в тексте не сказано (Not stated), то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа. Обведите пример выбранного вами варианта ответа. Вы услышите текст дважды.

Now we are ready to start.

In order to get into a university, you have to have done your A levels, normally, when you are a student. You go on to do your A levels after you have done your GCSEs. If you have five exams passed in the GCSE level,

you can go then into a college or a sixth form to do your A levels. You have to do three A levels, in order to get into a university, but you can in some colleges do two and a half or maybe just two.

I went to a sixth form school, a grammar school, and I had to do three A levels there, in fact I did four. At a sixth form you then start thinking about a university, and applying to a university, you start looking into prospectuses and brochures which the schools and colleges provide for you, which show you what the university looks like, tell you about the courses which are available, the activities you can do in your spare time. Basically universities try to sell themselves in these prospectuses. After having decided which course you would like to do, and having chosen the universities you would like to apply to, you then fill out UCA forms, where you can choose and write down your choices of universities and degrees and things. These forms are then sent away with reports from your tutors and teachers and lecturers with predicted grades for your A levels. And then you just do your A levels and you wait for the forms to be sent back from the UCA offices which basically tell you whether you've been accepted by the university or not. And they usually tell you the grades that you must obtain in order to get into the university that you want to get into.

You don't just apply to one university, you apply to several different universities, because basically, the universities, obviously, only have a certain amount of places and they may not necessarily want you or your grades may not be good enough to get into that university, so you apply to lots of different ones, and when they send the form back, the UCA form, it tells you which universities have accepted you or want you after you have got the good grades at A levels that they ask for.

You sit three A levels normally and these are written examinations, you'd have about two or three written papers for each A level that you take. I took English Lit-

erature, History and Religious Studies and then Polish as an extra one. And I had to do about three or four papers for each exam, there were also orals for English Literature and Polish, obviously. These examinations take place in your college or your sixth form and the lecturers do the examinations, no, they don't ... The papers are national papers that we sit for A levels, they come in sealed envelopes, the lecturers have never seen them before, they have to open the envelope in front of us, in the room and distribute them to us and then the clock starts.

We start our examination. A levels normally take three hours, and in my case I had to write essays, because I took English Literature and Religious Studies. Then the papers are collected in, put back into envelopes, sealed in front of us and sent off to various examining boards round the country, like Oxford Examining Board, Cambridge, Northern. They are all marked together and then you receive the results after having finished the two years at your college or sixth form.

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

Now you will hear the text again.

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

Задание 4

Вы услышите разговор двух друзей, Вики и Стейси, в котором обсуждается их отношение к хождению по магазинам. Определите, какие из приведенных утверждений A1—A7 соответствуют содержанию текста (True), какие не соответствуют (False) и о чем в тексте не сказано (Not stated), то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа. Обведите пример выбранного вами варианта ответа. Вы услышите текст дважды.

Now we are ready to start.

Vicky: Well, Stacey, why not go to the mall?

Stacey: I'd love to, but I'm afraid I've been completely exhausted. In the morning I took my final exam in literature. And why do you want to go to the mall? Are you going to look for something special?

Vicky: No, nothing special, but I like browsing through the music store there.

Stacey: Are you sure you only want to browse?

Vicky: Yes, I like to listen to new albums there. I don't have money to buy them, but I can go there and listen. You know you don't have to pay for listening.

Stacey: Oh, how clever you are!

Vicky: Well, and then we can still do some window shopping, can't we?

Stacey: Just look around? Oh, no, that's so boring. I hate window shopping. You see a lot of beautiful things, some luxury brands and the like. But you do understand that you can't afford them. I prefer doing shopping online.

Vicky: Shopping clothes online? But is it really convenient to buy clothes online? Is it really possible to buy shoes and clothes without trying them on? I have some doubts here.

Stacey: Still my experience says that it's convenient, you have many choices with online shopping. It is a new way to have a convenient life. I like this very much, it's a very good method to buy books online, I can enjoy the high quality service of the suppliers. However, I think some kinds of goods are not fit for online shopping, and I never buy clothes and shoes online. But some things may be easily bought online at home without going out. For example, I have bought a nice bag and some funny T-shirts, and they are much cheaper than those at the mall shops.

Vicky: Well, but it is quite possible to buy T-shirts and some other clothes cheaper not only online, but at some other places as well. We may shop at less expensive places, such as an outlet mall or discount store where it is quite possible to find great deals and get more for your money. Besides at the mall, while doing window shopping, we may meet some of our friends and then go and see a movie or have a chat at a café.

Stacey: So it is not shopping as such that interests you most of all, but socializing at the mall?

Vicky: That's true. And I hope you don't think that I'm a person who loves to buy anything and everything, even if I don't need it?

Stacey: Oh, calm down, calm down. I've never thought about you in that way.

Vicky: So, then, what about going to the mall?

Stacey: Well ... perhaps not today. Don't feel like it today.

Vicky: Then I'll go myself.

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

Now you will hear the text again.

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

Задание типа А8—А14

Задание 1

Вы услышите речь на выпускном вечере. В заданиях **А8—А14** обведите цифру **1**, **2** или **3**, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

Now we are ready to start.

Principal Morton, Honoured Guests Mrs Frail, Mr Hubbard and Mr Nicol. Students and families.

I am truly honoured to be here before you on graduation day. As I prepared some high school graduation speeches I truly started to know what it means to graduate and also to be at Roxburgh High. Some years ago my mom came home and announced that I had won a scholarship to this amazing high school. I cannot say that filled me with joy!

My first thoughts were, what about my friends, what about the neighbourhood, was I leaving my local school, how would I get to Roxburgh in the morning? There was so much to take in that I could not really see how this would help me. My opportunity to adjust came 4 days later when I changed school. I hated it!

I became very angry with my parents and my resentment for my parents knew no bounds. My dislike of the school and my new classmates was in equal amount. THIS WAS A DISASTER!!! I skipped school a number of days and spent them complaining to my old friends. I studied little and I lived deep in my own world of self-pity, fear and hatred.

Luckily my guardian angel Principal Morton was committed to my cause.

Unbelievably he gave me responsibility for the school tutoring programme for those who are finding learning a bit difficult. He gave me more work! He made sure I attended evening events in coalition with my family. How I loved them all!!! My resentment shot off the scale.

Strangely I enjoyed tutoring and felt great when I helped someone improve. Even more strangely I enjoyed the times I had to research and present facts and opinion to class. Even worse though was I started to make friends with wonderful people.

In my own mind this was a disaster but now it was not so bad. How could the truth be that Roxburgh is a great place with great teachers and great students? Slow-

ly but surely the truth dawned on me. I started to meet new people and we helped to coach each other. They showed me the truth, that I could handle the work if I worked hard and persevered. It was not about lack of intelligence. Eventually I realised that I was good at something, English, and that has become my college major. So what has it all been about? Well, for me learning that the truth is something you should seek for yourself. Your friends have their lives and you should give them all the support and love you can.

The truth also is, there are great people out there ready to be your friends, teach, support, mentor and love you. The truth also is that sometimes you need something to make a big change in your life to get you started. I retain strong links in my neighbourhood and I love to keep up with old friends, however I recognise how much I have changed. As Nelson Mandela said: "There is nothing like returning to a place that remains unchanged to find ways in which you yourself have altered."

The biggest of thanks, love and respect to my family, my new and old friends, Principal Morton, The Guidance team, our teachers and my fellow graduates.

Roxburgh high has opened up our minds to the truth, we can achieve great things.

We must all look at what is possible rather than just see what is directly in front of us. I think my mom did that for me and I hope to do it for others as we go through life. Not surprisingly I intend to be a journalist! What is your dream? Looking around for the last time Roxburgh High has given me challenges, strong friends, and a lifelong sense of purpose.

Good luck to all of you!!!

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

Now you will hear the text again.

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

Задание 2

Вы услышите речь на празднике в колледже. В заданиях **A8—A14** обведите цифру **1**, **2** или **3**, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

Now we are ready to start.

Ladies and Gentlemen,

It's wonderful to be here in your town, College Station, for this important event. I'd like to thank the students and faculty of Texas A&M and the Bush School of Government and Public Service and all of you for coming here today to help us celebrate volunteerism in America.

I appreciate the hospitality you've all shown my teammates and me, and that was a nice round of applause just now ... I'd like to take just a moment to congratulate all of you on the university you've built here. I've known for years that Texas A&M is one of the nation's largest and finest institutions of higher learning — I now see that the university is as beautiful in its physical character as it is impressive in its academic achievements. Texas A&M also is a hotbed of volunteerism. I am here to honour and pay tribute to the work to all those who are involved in volunteerism and community service.

We have a long and honourable history of volunteerism in America. The willingness and enthusiasm with which our citizens have freely joined causes greater than themselves have marked our country's progress throughout our history. Even so, we worry that our children are not heeding the call of duty as so many Americans have in the past. And we wonder: If America is, indeed, losing

its culture of community service, who will do something about it? I don't have yet definite answers to these questions. But I do have some ideas about why volunteerism is so important to our country. So, this is what I'd like to talk about today...

First, the volunteerism that founded our country was much more than the voluntary political and military action of the handful of founding fathers we celebrate today. It was grass roots volunteerism, thousands of citizens asking that first, most important question: "What can I do?" In the same way, we won't see today's American volunteers on the front page of the paper or on television. Our volunteers are working silently but diligently on the front lines of our many battles against social and economic hardship. They are more numerous and more committed than most of us imagine.

Second, the vast majority of these volunteers get involved in projects through organizations in their communities to which they already belong: schools, churches, clubs or workplaces. Finally, and certainly not least important, American teens aged 12-17 continued to have the highest rate of volunteer participation of any demographic group — almost 60 percent. These 13.3 million teens gave a total of 2.4 billion hours to worthy causes last year.

And before I conclude, I should say a few words about my own experience with volunteerism ... why I believe it is so important ... and why I personally find it so gratifying. The fact is, I didn't start out in life as much of a volunteer. As a child, I had to do some good deeds as a Boy Scout. But I lost interest in scouting when I discovered sports and girls. I missed becoming an Eagle Scout by one merit badge — I actually did the work, but never filled the papers. My mother never forgave me for that.

When I first joined the bank, I was too focused on my career to volunteer much in the community. I was young and ambitious and couldn't see the payoff. I also had a bad experience with The United Way — I was given the name of a man to see for fund-raising, and when I went to his house and asked for him the woman at the door burst into tears. It was her husband and he'd been deceased for two years. That set me back a bit, and took me away from volunteering for a while.

But over time, I found myself becoming more and more involved in the Charlotte community, and volunteering started to become more natural, more enjoyable and more rewarding. My wife Jane and I taught Sunday school at our church. I sat on the boards of some local non-profits, and chaired fund-raising drives for local charities. Finally, I got involved in Habitat for Humanity, and found a really wonderful way to help people, make new friends and have fun at the same time.

What I learned later in life that I didn't fully understand earlier is that our culture of service is one of America's great strengths. Volunteerism provides all of us an opportunity to help our neighbours, and to be helped in our own times of need. It helps build stronger communities as people get out of their homes and their offices and work together, shoulder-to-shoulder, getting to know one another and building new friendships.

Today, in this honoured place, we all have chosen freely to gather and celebrate our nation's volunteers. Today, we urge our neighbours, our co-workers and our friends to join us in our commitment to this cause greater than ourselves. We ask our leaders in business, education, politics and religion to do the work of leadership — to ask followers to do the right thing and to carry this rich tradition of community service into their personal and professional lives. Most important, we offer our gratitude to all our citizens who put aside personal gain to pursue the

welfare of another — whether a mentor to a young child in an inner-city school, or a daughter of the Revolution bringing care and comfort to American patriots on a frozen battlefield. It is these Americans who are giving their lives — and have given their lives — that we might choose freely to dedicate our lives in service.

Thank you.

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

Now you will hear the text again.

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

Задание 3

Вы услышите разговор между двумя друзьями, Майком и Джоном. Начинает разговор Майк. В заданиях **A8—A14** обведите цифру **1**, **2** или **3**, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

Now we are ready to start.

Mike: John, what's wrong? You've been standing there, staring out that window for who knows how long. What could be so bad that it would make you lock eyes on that gloomy patio for an eternity?

John: Leave me alone, Mike. Go back to your music.

Mike: I can't work with you standing here, being all glum. The atmosphere's all wrong.

John: Well, excuse me, Mr Composer. Forgive me for disturbing you. I'll just go sit in the dismal patio. I'll fit right in.

Mike: John. Don't be like that. Why don't you do some drawing or painting? That always cheers you up.

John: What's the use anymore? I'm a failure at art. I don't even know why I bother at it anymore.

Mike: You have a lot of talent...

John: Not according to the Arts Academy.

Mike: You shouldn't give up after only one try. Maybe they ran out of space the first time you applied. Surely you'll make it into the Academy next time.

John: I already tried. They won't even let me into the exams! "Lack of talent," they said. Maybe they're right.

Mike: Then keep trying. Take some more art classes and prepare for the next exams.

John: School was a waste of time. I'm so glad I dropped out.

Mike: I thought you had finished.

John: Why should I? I wanted to be an artist and Mom gave me everything I needed.

Mike: What about Architecture school?

John: That's not real art.

Mike: But, it's a job.

John: Why waste my talent on something like that?

Mike: You need to make a living. Besides, your high school drawing professor was always telling you to be an architect. I heard him mention it to you several times. He said you'd probably be one of the first to be chosen.

John: I want to be an artist.

Mike: Then, be one.

John: But, everyone keeps telling me I can't do it.

Mike: I haven't told you that. I think you have a lot of talent. I know you can do it.

John: Do you really think I can do it?

Mike: Definitely. I know you have it in you to succeed. You have more drive than any other person I've seen in my life. When you set yourself to a goal, you achieve that goal. Once you put your mind on a certain track, you never veer off. You stand firm in your desires. You will succeed, John. And one day, all the world will know the name John Brown. You will be immortal.

John: I'll try, Mike. But, I don't want to disappoint you.

Mike: I'll be satisfied with whatever you do as long as you do your best.

John: I'll do the best I can.

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

Now you will hear the text again.

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

Задание 4

Вы услышите интервью с американским режиссером. В заданиях **A8—A14** обведите цифру **1**, **2** или **3**, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

Interviewer: From what I've read and seen here at Skywalker Ranch, it's obvious you're very interested in history. What exactly sparked your interest?

Interviewee: I've always been interested in where we come from, who we are and what's happened; obviously history has some great stories. When I was eight or nine there was a series of books called Landmark Books. I started reading them, and I ended up over the next four or five years with a whole collection — I've got tons of them. It was from reading these history books that I became very interested in history — and I never stopped.

Interviewer: Is there anything you wished you had studied, or paid more attention to, or read more about when you were a teenager?

Interviewee: Well, I wish that I had enjoyed school more; I was much more interested in the social sciences than mathematics and the language arts, so I wish I had

been exposed to more humanities and more history, more psychology and more anthropology.

Interviewer: Who do you think should be the real role models for teens today?

Interviewee: Well, I don't know; obviously there are a lot of historical role models I think people can have.

And the problem today with the media is that they don't spend much time building up heroes. They spend most of their time tearing down heroes so there are not many people left anyone can look up to and say, "This is who I aspire to be."

Interviewer: I want to ask why you think it's so important for people in a society to have something to believe in?

Interviewee: Well, you have to have something to aspire to, to guide you, that gives you a context in which to live your life. That's why religions were created, that's why the secular world was created. It sets up rules and aspirations and ways of living that you have to have. If you don't have that, and it's not created artificially, nature will create it for you; but since we have minds and we can think, we're constantly curious and willing to figure things out and create new paradigms in which we live to try to improve on, that's the nature of the human beast, which is great because we do have the ability to make things better and see where we're doing things wrong and hopefully learn from that and try to improve it.

Interviewer: If society only works on faith like you say it does, what do you think is holding our society together today?

Interviewee: Well, the faith that holds our society together is faith in the system; it's faith in a lot of things. It's faith in the Constitution, faith in the government, faith in the President, faith in Congress, faith in your local police officer, faith in the institutions and that

they're doing the right thing. Once you lose that, the society falls apart, because people don't believe in it any more. And it's the glue that holds this society together, or anything, really.

Interviewer: What do you think are some of the greatest challenges facing teens today, and what can they do to overcome them?

Interviewee: Well, I think the hardest challenge you'll face is to figure out what you want to do with your life.

And it's interesting, because society has not built in an adequate system to deal with that, and it is the key decision. We have let people float and land and stick to something. Most young people don't get any exposure to the kinds of opportunities that are out there. I think the one thing young people can do is travel as much as possible, have as many experiences as they can and associate with many professionals in various fields. As they work they get a sense of what kinds of jobs and opportunities are out there, which are endless. Most kids have a very, very narrow scope of what they think is available. When they go to college opportunities grow a little bit, but the endless variety of kinds of work you can do and careers you can have is amazing, and it's important you find something you really enjoy doing.

Interviewer: What advice can you give a young person who wants to be a filmmaker?

Interviewee: Well, I would say you have to be persistent first of all, because it's a very hard thing to get into, and it's very hard to make it because the odds are against you. So, you have to really love it; kids who get into it because they think they're going to make a lot of money or be famous or tell a lot of people what to do all the time will never make it. But if you're obsessed with film and you love to tell stories and you love working in that medium, then that will give you the strength to be persistent and make it happen.

Interviewer: Thank you very much that you have found time to answer teens' questions.

Interviewee: I've been happy to do that.

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

Now you will hear the text again.

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

ОТВЕТЫ К ТРЕНИРОВОЧНЫМ ЗАДАНИЯМ

Ответы к тренировочным заданиям раздела «Аудирование»

Задания типа B1

Задание 2	Задание 3	Задание 4
EGBADC	DEAGFC	EFDAGC

Задания типа A1—A7 и A8—A14

	A1	A2	A3	A4	A5	A6	A7
Задание 1	2	2	2	3	1	3	1
Задание 2	3	3	2	1	2	1	1
Задание 3	1	3	1	2	1	3	2
Задание 4	2	3	2	1	2	1	3

	A8	A9	A10	A11	A12	A13	A14
Задание 1	1	2	2	1	3	2	1
Задание 2	1	3	3	3	2	1	3
Задание 3	2	1	3	1	3	3	2
Задание 4	1	2	2	1	3	3	2

Ответы к тренировочным заданиям по разделу «Чтение»

Задания типа B2

Задание 1	Задание 2	Задание 3
EAHBDCF	CEHAGDB	FHGAECB

Задания типа B3

Задание 1	Задание 2	Задание 3
CEGAFD	DGABCE	FDBGAE

Задания типа A15—21

	A15	A16	A17	A18	A19	A20	A21
Задание 1	3	2	4	3	2	4	3
Задание 2	4	3	4	1	2	2	1
Задание 3	1	3	1	3	4	2	3

Ответы к тренировочным заданиям по разделу «Лексика и грамматика»

Задания группы B4—B10

Задание 1		Задание 2	Задание 3
B4	are expected	are	has captured
B5	should	owners'	has inspired
B6	more polite	visiting	are debating
B7	comes	makes	is caused
B8	has been served	was	will be felt
B9	have taken	is characterised	are expected
B10	bigger	provides	flooding

Задание 4		Задание 5	Задание 6
B4	be found	being aware	is expected
B5	occurs	were recorded	do not be offended
B6	is seen	revealed	soneone's
B7	country's	were published	will be frowned /is frowned
B8	are destroyed	called	will move
B9	causing	is	is considered
B10	reducing	is needed	talking

Задания группы B11—B16

	Задание 1	Задание 2	Задание 3
B11	connect	convenience	popularity
B12	successfully	containers	commercial
B13	significant	government	maker
B14	performance	yearly	thriller
B15	frequent	educate	directors
B16	important	tightly	entertainment

	Задание 4	Задание 5	Задание 6
B11	communicate	researchers	growth
B12	preferably	predict	attractions
B13	especially	produces	development
B14	growth	sweaty	appreciation
B15	pleasure	simultaneously	environmentally
B16	professional	medical	different

Задания группы А22—А28

	А22	А23	А24	А25	А26	А27	А28
Задание 1.1	3	2	4	4	2	3	1
Задание 2.1	2	1	4	2	4	3	2
Задание 3.1	4	2	2	1	1	4	3
Задание 4.1	2	2	2	3	4	2	3
Задание 5.1	3	1	4	1	2	2	3
Задание 6.1	2	4	4	2	3	3	2

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