

**«УТВЕРЖДАЮ»**

**Директор  
Федерального института  
педагогических измерений**



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**«30» сентября 2009 г.**

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**«30» сентября 2009 г.**

**Единый государственный экзамен по ИНОСТРАННЫМ ЯЗЫКАМ**

**Демонстрационный вариант  
контрольных измерительных материалов  
единого государственного экзамена  
2010 года по английскому языку**

**подготовлен Федеральным государственным научным учреждением  
«ФЕДЕРАЛЬНЫЙ ИНСТИТУТ ПЕДАГОГИЧЕСКИХ ИЗМЕРЕНИЙ»**

## **Единый государственный экзамен по АНГЛИЙСКОМУ ЯЗЫКУ**

### **Пояснения к демонстрационному варианту контрольных измерительных материалов единого государственного экзамена 2010 года по английскому языку**

При ознакомлении с демонстрационным вариантом контрольных измерительных материалов ЕГЭ 2010 года следует иметь в виду, что задания, в него включённые, не отражают всех вопросов содержания, которые будут проверяться с помощью вариантов КИМ в 2010 году. Полный перечень вопросов, которые могут контролироваться на едином государственном экзамене 2010 года, приведен в Кодификаторе элементов содержания и требований к уровню подготовки выпускников общеобразовательных учреждений для единого государственного экзамена 2010 года по английскому языку.

Назначение демонстрационного варианта заключается в том, чтобы дать возможность любому участнику ЕГЭ и широкой общественности составить представление о структуре будущих КИМ, количестве заданий, их форме, уровне сложности. Приведённые критерии оценки выполнения заданий с развёрнутым ответом, включённые в этот вариант, дают представление о требованиях к полноте и правильности записи развёрнутого ответа.

Эти сведения позволят выпускникам выработать стратегию подготовки к ЕГЭ.

**Демонстрационный вариант контрольных измерительных  
материалов единого государственного экзамена  
2010 года по английскому языку**

**Инструкция по выполнению работы**

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

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

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

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

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

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

Общее время проведения экзамена – 160 минут.

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

**Желаем успеха!**



*Вы услышите рассказ студента. В заданиях A8–A14 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.*

**A8**

The narrator says that the Union is a body which

- 1) includes both – the students and the teachers.
- 2) is of a political character.
- 3) does not represent all groups of students.

**A9**

According to the narrator the behavior of the Union members shows

- 1) a high level of intellect.
- 2) a lack of maturity.
- 3) a sense of responsibility.

**A10**

The narrator ran for the office because

- 1) he had supporters.
- 2) he wanted the position.
- 3) he was sure he would make it.

**A11**

The narrator is not happy about the Union because the members

- 1) are not aware of the current political situation in the world.
- 2) are too young to understand the interests of mature students.
- 3) tend to discuss their private affairs and problems.

**A12**

The narrator thinks that the Union should

- 1) be abolished.
- 2) do its work better.
- 3) attract more attention.

**A13**

The narrator believes that the Union members are interested in

- 1) getting more money for their work.
- 2) increasing their experience.
- 3) having fun together.

**A14**

For the narrator the university is a place to

- 1) entertain himself.
- 2) study hard.
- 3) make friends.

*По окончании выполнения заданий **V1** и **A1–A14** НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ № 1! ОБРАТИТЕ ВНИМАНИЕ, что ответы на задания **V1**, **A1–A14** располагаются в разных частях бланка. **V1** расположено в нижней части бланка. При переносе ответов в задании **V1** буквы записываются без пробелов и знаков препинания.*

**Раздел 2. Чтение****B2**

*Установите соответствие между заголовками А–Н и текстами 1–7. Занесите свои ответы в таблицу. Используйте каждую букву **только один раз**. В задании один заголовок лишний.*

**A. First computers****B. Risky sport****C. Shopping in comfort****D. Difficult task****E. Professional sport****F. Shopping from home****G. New users****H. Digging for the past**

1. A group of university students from Brazil have been given the job of discovering and locating all the waterfalls in their country. It is not easy because very often the maps are not detailed. The students have to remain in water for long periods of time. Every day they cover a distance of 35 to 40 kilometers through the jungle, each carrying 40 kilos of equipment.
2. For many years now, mail-order shopping has served the needs of a certain kind of customers. Everything they order from a catalogue is delivered to their door. Now, though, e-mail shopping on the Internet has opened up even more opportunities for this kind of shopping.
3. Another generation of computer fans has arrived. They are neither spotty schoolchildren nor intellectual professors, but pensioners who are learning computing with much enthusiasm. It is particularly interesting for people suffering from arthritis as computers offer a way of writing nice clear letters. Now pensioners have discovered the Internet and at the moment they make up the fastest growing membership.
4. Shopping centres are full of all kinds of stores. They are like small, self-contained towns where you can find everything you want. In a large centre, shoppers can find everything they need without having to go anywhere else. They can leave their cars in the shopping centre car park and buy everything in a covered complex, protected from the heat, cold or rain.
5. Not many people know that, back in the fifties, computers were very big, and also very slow. They took up complete floors of a building, and were less powerful, and much slower than any of today's compact portable computers. At first, the data they had to process and record was fed in on punched-out paper; later magnetic tape was used, but both systems were completely inconvenient.
6. Potholing is a dull name for a most interesting and adventurous sport. Deep underground, on the tracks of primitive men and strange animals who have adapted to life without light, finding unusual landscapes and underground

lakes, the potholer lives an exciting adventure. You mustn't forget, though, that it can be quite dangerous. Without the proper equipment you can fall, get injured or lost.

7. Substantial remains of an octagonal Roman bath house, probably reused as a Christian baptistry, have been uncovered during a student training excavation near Faversham in Kent. The central cold plunge pool was five metres across, and stood within a structure which also had underfloor heating and hot pools, probably originally under a domed roof.

1	2	3	4	5	6	7



**B3**

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

Before the Hubble Space Telescope was launched, scientists thought they knew the universe. They were wrong.

The Hubble Space Telescope has changed many scientists’ view of the universe. The telescope is named after American astronomer Edwin Hubble, **1** \_\_\_\_\_.  
He established that many galaxies exist and developed the first system for their classifications.

In many ways, Hubble is like any other telescope. It simply gathers light. It is roughly the size of a large school bus. What makes Hubble special is not what it is, **2** \_\_\_\_\_.

Hubble was launched in 1990 from the “Discovery” space shuttle and it is about 350 miles above our planet, **3** \_\_\_\_\_.  
It is far from the glare of city lights, it doesn’t have to look through the air, **4** \_\_\_\_\_.  
And what a view it is! Hubble is so powerful it could spot a fly on the moon.

Yet in an average orbit, it uses the same amount of energy as 28 100-watt light bulbs. Hubble pictures require no film. The telescope takes digital images **5** \_\_\_\_\_.  
Hubble has snapped photos of storms on Saturn and exploding stars. Hubble doesn’t just focus on our solar system. It also peers into our galaxy and beyond. Many Hubble photos show the stars that make up the Milky Way galaxy. A galaxy is a city of stars.

Hubble cannot take pictures of the sun or other very bright objects, because doing so could “fry” the telescope’s instruments, but it can detect infrared and ultra violet light **6** \_\_\_\_\_.

Some of the sights of our solar system that Hubble has glimpsed may even change the number of planets in it.

- A.** which is above Earth’s atmosphere.
- B.** which are transmitted to scientists on Earth.
- C.** which is invisible to the human eye.
- D.** who calculated the speed at which galaxies move.
- E.** so it has a clear view of space.
- F.** because many stars are in clouds of gas.
- G.** but where it is.

1	2	3	4	5	6

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

When Suzanne had ever thought of New Orleans, it was always in connection with Hector Santien, because he was the only soul she knew who dwelt there. He had had no share in obtaining for her the position she had secured with one of the leading dry goods firms; yet it was to him she addressed herself when her arrangements to leave home were completed.

He did not wait for her train to reach the city, but crossed the river and met her at Gretna. The first thing he did was to kiss her, as he had done eight years before when he left Natchitoches parish. An hour later he would no more have thought of kissing Suzanne than he would have tendered an embrace to the Empress of China. For by that time he had realized that she was no longer twelve nor he twenty-four.

She could hardly believe the man who met her to be the Hector of old. It was not his black hair that was dashed with grey on the temples; nor his short, parted beard and a small moustache that curled. From the crown of his glossy silk hat down to his trimly gaitered feet, his attire was faultless. Suzanne knew her Natchitoches, and she had been to Shreveport and even penetrated as far as Marshall, Texas, but in all her travels she had never met a man to equal Hector in the elegance of his appearance.

They entered a cab, and seemed to drive for an interminable time through the streets, mostly over cobble stones that rendered conversation difficult. Nevertheless he talked incessantly, while she peered from the windows to catch what glimpses she could, through the night, of that New Orleans of which she had heard so much. He was taking her to a friend of his, the dearest little woman in town. That was Maman Chavan, who was going to board and lodge her charging a ridiculously small sum of money.

Maman Chavan lived within comfortable walking distance of Hector's place. She was waiting for them – a lovable, fresh-looking, white-haired, black-eyed, small, fat little body, dressed all in black. She understood no English; which made no difference. Suzanne and Hector spoke only French to each other.

Hector came every Sunday morning, an hour or so before noon to breakfast with them. Suzanne was never in Hector's company elsewhere than at Maman Chavan's. Besides the Sunday visit, he looked in upon them sometimes at dusk, to chat for a moment or two. He often treated them to the theatre and even to the opera, when business was brisk.

One day she sent word to Hector to come to her. "Hector," she began when he was there. "Someone has told me I should not be seen upon the streets of New Orleans with you". He was trimming a long rose-stem with his sharp penknife. He did not stop, nor start, nor look embarrassed, nor anything of the sort. "Indeed!" he said. "I want you to look me in the face, Hector, and tell me if there is any reason." He snapped the knife-blade and replaced the knife in his

pocket; then he looked in her eyes so steadily, that she hoped and believed that a confession of innocence would follow and she would gladly have accepted it. But he said indifferently: "Yes, there are reasons." Suzanne suddenly felt sick at heart. "There are no reasons that I will hear or believe." He silently held the rose by its long stem, and swept it lightly across her forehead along her cheek, and over her pretty mouth and chin. She sank upon the bench, and buried her face in her palms. A slight convulsive movement of the muscles indicated a suppressed sob. "That work at the store is telling on your nerves, Suzanne. Promise me that you will go back to the country. That will be best." He did not return; neither during the week nor the following Sunday. Then Suzanne told Maman Chavan she was going home.

**A15** Suzanne associated New Orleans with Hector Santien because

- 1) he had helped her to find a job at a dry-goods firm there.
- 2) she used to address her letters to him when he lived there.
- 3) she was not acquainted with anyone else there.
- 4) he had arranged her visit to that city.

**A16** When Hector met Suzanne he kissed her

- 1) as such was his manner of greeting her.
- 2) as he used to do when she came to New Orleans.
- 3) because he was overwhelmed by her beauty.
- 4) to show that she was still a little girl for him.

**A17** Suzanne could hardly recognise the Hector of old because

- 1) his hair was already turning grey on the temples.
- 2) he was wearing a short beard and a small moustache.
- 3) he was wearing outrageously expensive clothes.
- 4) he looked the very embodiment of good taste.

**A18** While driving in a cab Suzanne didn't speak much because she

- 1) was deafened by the noise of busy streets of the city.
- 2) was curious to see at least something of the city.
- 3) felt shy and awkward in Hector's presence.
- 4) expected Hector to do all the talking.

**A19** The main reason why Hector arranged Suzanne's staying at Maman Chavan's was that

- 1) Maman Chavan's house was not far from the city centre.
- 2) Maman Chavan didn't ask much for accommodation.
- 3) he wanted both women to become friends.
- 4) it was a good opportunity for Suzanne to practice French.

**A20** The phrase "He often treated them to the theatre ... when business was brisk" implies that

- 1) Hector bought theatre tickets for them.
- 2) Hector accompanied them to the theatre.
- 3) Hector's business had something to do with the theatre.
- 4) Hector was well connected in the theatrical world.

**A21** After her talk with Hector Suzanne realized that

- 1) his business must have been illegal.
- 2) he was romantically involved with another woman.
- 3) their relationship might break down.
- 4) she had been exhausted by her work at the store.

*По окончании выполнения заданий **B2, B3** и **A15–A21** НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ № 1! ОБРАТИТЕ ВНИМАНИЕ, что ответы на задания **B2, B3, A15–A21** располагаются в разных частях бланка.*

**Раздел 3. Грамматика и лексика**

*Прочитайте приведённый 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**.*

**A Smart Boy**

- B4** Mr. Jones and Mr. Brown worked in the same office. One day Mr. Jones said, \_\_\_\_\_ pleasantly to Mr. Brown: “We are going to have a small party next Monday evening. Will you and your wife come?” SMILE
- B5** “That’s very kind of you. We are free that evening, I think. But I \_\_\_\_\_ my wife and ask her”. CALL
- B6** Mr. Brown \_\_\_\_\_ into the other room and telephoned. GO
- B7** He \_\_\_\_\_ very much by his telephone conversation. SURPRISE
- B8** When he came back Mr. Jones asked him, “\_\_\_\_\_ (you) to your wife already?” SPEAK
- B9** “No, she \_\_\_\_\_ there when I phoned. My small son answered the phone. I asked him, “Is your mother there?” And he said, “She is somewhere outside”. NOT BE
- B10** “Why is she outside?” I asked. “She \_\_\_\_\_ for me”, he answered. LOOK

Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B11–B16**, так чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B11–B16**.

### UK: Conservation and Environment

**B11**

Going for a walk is the most popular leisure activity in Britain. Despite its high population density and widespread \_\_\_\_\_, the UK has many unspoilt rural and coastal areas.

URBAN

**B12**

Twelve National Parks are freely accessible to the public and were created to conserve the \_\_\_\_\_ beauty, wildlife and cultural heritage they contain.

NATURE

**B13**

Most of the land in National Parks is privately owned, but administered by an independent National Park Authority which works to balance the expectations of \_\_\_\_\_ with the need to conserve these open spaces for future generations.

VISIT

**B14**

The UK also works to improve the global environment and has taken global warming \_\_\_\_\_ ever since scientists discovered the hole in the ozone layer.

SERIOUS

**B15**

In 1997, the UK subscribed to the Kyoto Protocol binding developed countries to reduce emissions of the six main greenhouse gases. The Protocol declares environmental \_\_\_\_\_.

PROTECT

**B16**

Nowadays British \_\_\_\_\_ are taking part in one of the largest international projects that is undertaken to protect endangered species.

SCIENCE

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.

### Tracy

Tracy was as excited as a child about her first trip abroad. Early in the morning, she stopped at a **A22** \_\_\_\_\_ agency and reserved a suite on the Signal Deck of *the Queen Elizabeth II*. The next three days she spent buying clothes and luggage.

On the morning of the sailing, Tracy hired a limousine to drive her to the pier. When she **A23** \_\_\_\_\_ at Pier 90, where *the Queen Elizabeth II* was docked, it was crowded with photographers and television reporters, and for a moment Tracy was panic stricken. Then she realized they were interviewing the two men posturing at the foot of the gangplank. The members of the crew were helping the passengers with their luggage. On deck, a steward looked at Tracy's ticket and **A24** \_\_\_\_\_ her to her stateroom. It was a lovely suite with a private terrace. It had been ridiculously expensive but Tracy **A25** \_\_\_\_\_ it was worth it.

She unpacked and then wandered along the corridor. In almost every cabin there were farewell parties going on, with laughter and champagne and conversation. She felt a sudden ache of loneliness. There was no one to see her **A26** \_\_\_\_\_, no one for her to care about, and no one who cared about her. She was sailing into a completely unknown future.

Suddenly she felt the huge ship shudder as the tugs started to pull it out of the harbor, and she stood **A27** \_\_\_\_\_ the passengers on the boat deck, watching the Statue of Liberty slide out of **A28** \_\_\_\_\_, and then she went exploring.

**A22** 1) journey                      2) trip                              3) travel                            4) tourist

**A23** 1) achieved                      2) arrived                        3) entered                        4) reached

**A24** 1) set                                2) came                            3) headed                        4) directed

**A25** 1) determined                2) resolved                      3) decided                        4) assured

**A26** 1) in                                2) off                                3) of                                4) after

**A27** 1) among                        2) along                            3) between                        4) besides

**A28** 1) glance                        2) stare                            3) sight                            4) look

*По окончании выполнения заданий **B4–B16, A22–A28** НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ №1! ОБРАТИТЕ ВНИМАНИЕ, что ответы на задания **B4–B16, A22–A28** располагаются в разных частях бланка. При переносе ответов в заданиях **B4–B16** буквы записываются без пробелов и знаков препинания.*



**Раздел 4. Письмо**

*Для ответов на задания С1, С2 используйте Бланк ответов № 2.*

*При выполнении заданий С1 и С2 особое внимание обратите на то, что ваши ответы будут оцениваться только по записям, сделанным в Бланке ответов № 2. Никакие записи черновика не будут учитываться экспертом. Обратите внимание также на необходимость соблюдения указанного объема текста. Тексты недостаточного объема, а также часть текста, превышающая требуемый объем – не оцениваются.*

*При заполнении Бланка ответов № 2 вы указываете сначала номер задания С1, С2, а потом пишете свой ответ.*

*Если одной стороны Бланка недостаточно, вы можете использовать другую сторону Бланка.*

**C1** You have 20 minutes to do this task.

You have received a letter from your English-speaking pen-friend Tom who writes:

*... In Great Britain most young people want to become independent from their parents as soon as possible. Could you tell me what you and your friends think about not relying on your parents? Are you ready to leave your family immediately after you finish school? Is it easy to rent a house or an apartment for students in Russia?*

*As for the latest news, I have just returned from a trip to Scotland...*

Write a letter to Tom.

In your letter

- answer his questions
- ask **3 questions** about his trip to Scotland

Write **100 – 140 words**.

Remember the rules of letter writing.

**C2** You have 40 minutes to do this task.

Comment on the following statement.

*Some people prefer to travel abroad; others say that there is much to be seen in our own country.*

**What is your opinion?**

Write **200 – 250 words**.

Use the following plan:

- make an introduction (state the problem)
- express your personal opinion and give reasons for it
- give arguments for the other point of view and explain why you don't agree with it
- draw a conclusion

**Приложение 1****Тексты для аудирования**

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

**Задание В1**

*Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего 1–6 и утверждениями, данными в списке А–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. У вас есть 20 секунд, чтобы ознакомиться с заданием.*

**Now we are ready to start.**

**Speaker 1**

I'm trying to get back on track again with healthy food. I've been really bad this couple of months, resulting in a horrible weight gain. I still go to the gym 3-4 times a week, but I eat a lot of unhealthy snacks between meals. I somehow thought it's my reward for going to the gym, but it certainly made me gain more weight rather than lose it. I figure if I can replace my dinner with fruits, I will achieve weight loss easily and in a healthy way. But the problem is, after the gym when I feel really hungry the first thing I look for is something savoury.

**Speaker 2**

My name is Jenna and I'm 17 years old. I'd never had weight issues until last year. I had some problems that made me very depressed, so I ate all the time and watched TV because I didn't want to leave the house. I know that's not an excuse for eating so unhealthily, but I was in my own little world, you could say. I'm a very athletic person and I still have all my muscle, but I've just gained weight. I've decided to start my diet on Wednesday and work out Mondays, Wednesdays and Fridays with one of my friends.

**Speaker 3**

I am utterly frustrated at the moment. My weight is not moving in the right direction. Which is not surprising since I just can't resist food, especially unhealthy food. Like yesterday, I went to the supermarket and bought strawberries and grapes and apples only to go back 20 minutes later to get a marble cake. I only ate two slices of it and it was all I had for dinner but still it makes me angry. Sometimes I feel it has to be either all or nothing. I just know that eating nothing is not the right thing to do and that it won't help in the long run.

**Speaker 4**

I'm doing really well. I thought that when I came home from school I would balloon up, because my mom is an awesome cook and when I'm home I work two jobs and I am always too tired to exercise. Plus, at school the gym is free and at home it most certainly is not. However, I've managed to stay at the same weight, and am at my lowest weight on my mom's scale! I eat around 1200-1400 calories a day so that my parents don't suspect anything, but I know they're impressed with my weight loss. I am too!

**Speaker 5**

My name is Bobbi. I'm a sophomore in college and live in the dorm. This is the first time I've experienced living on my own. So I can go to any grocery shop and get whatever I want or go out to eat whenever I want. I stopped being active after the swim season was over in my senior year of high school. My weight has steadily increased since then because of my eating and exercise habits alone, I think. So I have asked my doctor recently to work out a special combination of diet and sport activities. I hope it will help.

**Speaker 6**

I wish I could just kick the pounds away but alas, no way. I cannot starve myself, and also, I don't want to. Still, I want to lose weight, as fast as possible, of course. I thought I'd try to eat healthy food and exercise a lot but it's just so hard to come home and not plunder the fridge. It's so difficult to change one's lifestyle. I need some support and encouragement from somebody who understands how difficult it is to solve my problem.

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

**Now you will hear the texts again. (Repeat.)**

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

**Задания А1–А7**

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

**Now we are ready to start.**

**Susan:** Sally, have you read “Alice’s Adventures in Wonderland”?

**Sally:** Yes. My mother read and loved it when she was younger and I have her copy. I loved it when I was younger, and even more now that I understand the metaphors and the irony.

**Susan:** Personally, I have a great love for the Caterpillar. And who is your favourite character from the book?

**Sally:** I think it is the Mad Hatter. His madness and playfulness helps me understand who I am or at least try to be as a person. What is your favourite passage from the book?

**Susan:** I love when the queen says “Sometimes I’ve believed in as many as six impossible things before breakfast.”

**Sally:** My favourite passage is Alice’s conversation with herself as she falls down the rabbit hole. It was in that moment that I really fell in love with the quaint little girl named Alice.

**Susan:** Do you think that the book has any undertones, or do you merely love it as it is, a book written in an eccentric and witty style, full of twisted adventures?

**Sally:** I would say there are many witty, eccentric, slightly twisted books out there. Of course I think there are undertones. There are so many undertones in fact that I’m afraid the Alice book may become too outdated and cryptic for today's children.

**Susan:** Oh, no! I think of it as a contemporary book that can be enjoyed for years to come. I hope my children will read the same cherished copy I read and my mother read before me.

**Sally:** By the way, what is your favourite film adaptation of the Alice book?

**Susan:** I am not as familiar with the film adaptations as I am with the novel and musical interpretations. I quite like a music video that a friend of mine has done to the song “White Rabbit”, but I suppose my favourite Alice film is the Disney version.

**Sally:** Yes. I highly respect Walt Disney and his work, and I think the movie is well done. Though I much prefer the book itself, Disney was not afraid to add a little bit of himself to the film, which I respect him for.

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

**Now you’ll hear the text again. (Repeat.)**

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

### **Задания А8–А14**

*Вы услышите рассказ студента. В заданиях А8–А14 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды. У вас есть 50 секунд, чтобы ознакомиться с заданиями.*

**Now we are ready to start.**

Again, I’m not sure how this works in any other part of the world. At my university we have a student-elected body of representatives called “The Union”. It is a quasi-political body, elected from the student body and meant to represent the student body as a whole. However, I have doubts about their ability to represent me, and any other mature student at that university.

Let me begin by saying that this year's President likes to be called "Gravy". The behavior of the Union on the whole reflects this level of maturity. This year I ran for the office, I promised someone that I would run. A random meeting with next year's President and a rant about how ineffectual I thought the Union was brought this about, and I must say, my mates gave me a lot of support. However, I did not make the effort to canvass, I did not want the position.

Yes, if more mature and experienced people do not join, what hope is there of this body being more representative? I should feel worse than I do about my lax efforts, but there is no way in the world I could sit in an office with these people without ranting and raving at them. How can a body of 19 and 20 year olds represent a student body that ranges from 18 to 80? In the UK, more and more mature students are returning to study every year. If the body that is meant to represent them discusses issues like the ethics of every single product in the Union shop, or whether not allowing Al-Qaeda to operate from the university is discrimination or not ... they are simply not represented. How can I present problems specific to a mature student to someone with little or no life experience themselves?

This became evident in a short time and I did not actually take any notice of the elections because these were not elections based on any kind of merit, but on how popular someone is, or how much attention they can draw to themselves during the elections by dressing up. When I see taxpayers' money wasted on these things (and yes, it is that money that is used) it makes me see red. The Union has a very important job to do, and unfortunately it does not do it very well at all. The Union would perform better as a non-elected body where people with experiences of the issues and methods do the work, rather than young and inexperienced people who want nothing more than a jolly good time with their mates, and something to put on their CV.

I have overheard some people talking about this on occasions. They think that there is something wrong with the situation. In my opinion, there's definitely something wrong with it.

I never thought that this was what university would be about. I am there for a reason, to learn. I sold my house to finance this degree, it is a pretty major commitment for me, so of course I am going to take it seriously.

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

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

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

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

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

**Приложение 2****Ответы**

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

<b><u>Аудирование</u></b>	
B1	BAEFCD
<b><u>Чтение</u></b>	
B2	DFGCABH
B3	DGAЕBC
<b><u>Грамматика и лексика*</u></b>	
B4	smiling
B5	willcall<или>'llcall
B6	went
B7	wassurprised
B8	haveyouspoken<или>havespoken
B9	wasn't<или>wasnot
B10	islooking
B11	urbanization
B12	natural
B13	visitors
B14	seriously
B15	protection
B16	scientists

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

**Приложение 3**

**Схемы оценивания выполнения заданий раздела «Письмо» (2010 г.)  
(Максимум 20 баллов)**

**Критерии оценивания выполнения заданий C1–C2**

Баллы	Решение коммуникативной задачи (содержание)		Организация текста	
	K1 (C1)	K1 (C2)	K2 (C1)	K2 (C2)
<b>3</b>	<b>Задание выполнено полностью:</b> содержание отражает все аспекты, указанные в задании; стилевое оформление речи выбрано правильно с учетом цели высказывания и адресата; соблюдены принятые в языке нормы вежливости.		Высказывание логично; средства логической связи использованы правильно; текст разделен на абзацы; оформление текста соответствует нормам, принятым в стране изучаемого языка.	
<b>2</b>	<b>Задание выполнено:</b> некоторые аспекты, указанные в задании, раскрыты не полностью; имеются отдельные нарушения стилевого оформления речи; в основном соблюдены принятые в языке нормы вежливости.		Высказывание в основном логично; имеются отдельные недостатки при использовании средств логической связи; имеются отдельные недостатки при делении текста на абзацы; имеются отдельные нарушения формата высказывания.	
<b>1</b>	<b>Задание выполнено не полностью:</b> содержание отражает не все аспекты, указанные в задании; нарушения стилевого оформления речи встречаются достаточно часто; в основном не соблюдаются принятые в языке нормы вежливости.		Высказывание не всегда логично; имеются многочисленные ошибки в использовании средств логической связи, их выбор ограничен; деление текста на абзацы отсутствует; имеются многочисленные ошибки в формате высказывания.	
<b>0</b>	<b>Задание не выполнено:</b> содержание не отражает те аспекты, которые указаны в задании, или не соответствует требуемому объему.		Отсутствует логика в построении высказывания; формат высказывания не соблюдается.	



Баллы	Лексика	Грамматика	Орфография и пунктуация
	К3 (С2)	К4 (С2)	К5 (С2)
<b>3</b>	Используемый словарный запас соответствует поставленной задаче; практически нет нарушений в использовании лексики.	Используются грамматические структуры в соответствии с поставленной задачей. Практически отсутствуют ошибки.	
<b>2</b>	Используемый словарный запас соответствует поставленной задаче, однако встречаются отдельные неточности в употреблении слов либо словарный запас ограничен, но лексика использована правильно.	Имеется ряд грамматических ошибок, не затрудняющих понимание текста.	Орфографические ошибки практически отсутствуют. Текст разделен на предложения с правильным пунктуационным оформлением.
<b>1</b>	Использован неоправданно ограниченный словарный запас; часто встречаются нарушения в использовании лексики, некоторые из них могут затруднять понимание текста.	Либо часто встречаются ошибки элементарного уровня, либо ошибки немногочисленны, но затрудняют понимание текста.	Имеется ряд орфографических и/или пунктуационных ошибок, которые незначительно затрудняют понимание текста.
<b>0</b>	Крайне ограниченный словарный запас не позволяет выполнить поставленную задачу.	Грамматические правила не соблюдаются.	Правила орфографии и пунктуации не соблюдаются.

Примечание: Эксперты оценивают выполнение задания С1 по критериям **1. Содержание** и **2. Организация текста**; задание С2 – по всем пяти критериям: **1. Содержание**; **2. Организация текста**; **3. Лексика**; **4. Грамматика**; **5. Орфография**. Критерий Орфография и пунктуация в разделе «Письмо» оценивается в 2 балла. При получении экзаменуемым 0 баллов по критерию «Содержание» всё задание оценивается в 0 баллов.

## Приложение 4

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

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

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

- стяженные (краткие) формы can't, didn't, isn't, I'm и т.п. считаются как одно слово;
- числительные, выраженные цифрами 1; 25; 2009, 126204 и т.п. считаются как одно слово;
- числительные, выраженные словами, считаются как слова;
- сложные слова, такие как good-looking, well-bred, English-speaking, twenty-five считаются как одно слово;
- сокращения, например, USA, e-mail, TV, CD-rom считаются как одно слово.