



Вариант № 572

Инструкция по выполнению работы

Экзаменационная работа по английскому языку состоит из трех разделов, включающих 31 задание.

Раздел 1 (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 1 - 30 минут.

Раздел 2 (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 2 - 40 минут.

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

Раздел 3 (Письмо) состоит из двух заданий и представляет собой письменную работу (написание личного письма и письменного высказывания с элементами рассуждения). Рекомендуемое время на выполнение заданий этого раздела работы - 80 минут. Черновые пометки можно делать прямо на листе с заданиями, или можно использовать отдельный черновик. Любые черновые пометки (черновик) не проверяются и не оцениваются. Оценке подлежит только вариант ответа, занесённый в бланк ответов № 2.

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

Общее время проведения экзамена - 150 минут.

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

Желаем успеха!



Раздел 1.

Чтение

B2

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

- | | |
|---------------------|-------------------------|
| 1. Health | 5. Telephoning |
| 2. Nightlife | 6. At home |
| 3. Public transport | 7. Your personal safety |
| 4. Out and about | 8. Course changes |

A. Walk confidently. Try to carry a small torch and an audible alarm. Don't trust strangers. If threatened or attacked, try to walk quickly away and shout loudly to attract attention. Only carry as much money as you need, avoid carrying large notes. Make sure that you stay in well-lit areas where there are plenty of people around.

B. Avoid empty upper bus decks or empty train compartments. Try and sit near the driver. If you are pestered by someone complain to the bus driver or guard on the train. Do not stop cars by 'thumbing a lift', 'hitchhiking', 'auto stop'.

C. If you hear someone breaking in, do not confront the intruder. Always look who is at the door before opening it. If you are staying with a family, remember that they are responsible for you while you are there and that you are a guest in their home. Please comply with their rules, particularly regarding the time you are expected to return home during the day or evening.

D. If you are assaulted, please tell the police immediately. Do not worry about language difficulties, the police can provide language translators free of charge. While you are waiting for the police, you should write down a description of the offender, including age, height, hairstyle and colour, clothing and anything distinctive. It is important to tell the police if you have seen these persons before and where.

E. Places of high activity such as pubs, clubs and discotheques can sometimes attract trouble — especially late at night. Don't hang about unnecessarily in areas where problems are most likely to occur. Keep away from any sign of trouble.

F. Do not buy or accept substances that are illegal or that you are unsure of; drugs can be extremely dangerous. You can be put you in touch with a doctor, dentist or optician.

G. Students are not permitted to "downgrade" their course once it has started. For example, if you have booked a GE2 course, you cannot change to a GE1 course and convert your afternoon classes either to 1:1 tuition or an extension of GE1 classes. Please not that in accordance with paragraph 3 of our Terms and Conditions, no refunds can be given after the course has started.

A.	B.	C.	D.	E.	F.	G.

B3

Прочитайте текст и заполните пропуски А-Г частями предложений, обозначенными цифрами 1-7. Одна из частей в списке 1-7 лишняя. Занесите цифры, обозначающие соответствующие части предложений, в таблицу.



Stonehenge is probably the most important prehistoric monument in Britain. The Stonehenge that we see today is the final stage **A**_____. But first let us look back 5,000 years.

The first Stonehenge was a large earthwork or Henge, comprising a ditch, bank, and the Aubrey holes, all probably built around 3100 BC. The Aubrey holes are round pits in the chalk, about one metre wide and deep, **B**_____. Excavations have revealed cremated human bones in some of the chalk filling, but the holes themselves were probably made not for the purpose of graves but as part of the religious ceremony. Shortly after this stage Stonehenge was abandoned, left untouched for over 1000 years.

The second and most dramatic stage of Stonehenge started around 2150 BC. Some 82 bluestones from south-west Wales were transported to the site. It is thought that these stones, some weighing 4 tonnes each, were dragged on rollers and sledges to the headwaters and then loaded onto rafts. This astonishing journey covered nearly 240 miles. Once at the site, these stones were set up in the centre **C**_____.

The third stage of Stonehenge, about 2000 BC, saw the arrival of the Sarsen stones. The largest of the Sarsen stones weigh 50 tonnes and transportation by water would have been impossible **D**_____. These stones were arranged in an outer circle with a continuous run of lintels. Inside the circle, five trilithons were placed in a horseshoe arrangement, **E**_____.

The final stage took place soon after 1500 BC **F**_____. The original number of stones in the bluestone circle was probably around sixty. They have long since been removed or broken up. Some remain only as stumps below ground level.

1. when the bluestones were rearranged in the horseshoe and circle that we see today
2. to form an incomplete double circle
3. which form a circle about 284 feet in diameter
4. which were almost certainly brought from the Marlborough Downs
5. so the stones could only have been moved using sledges and ropes
6. whose remains we can still see today
7. that was completed about 3,500 years ago

A.	B.	C.	D.	E.	F.

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

The Slob's Holiday

My husband and I went to Reno for our holiday last year. "Isn't that place where people go to get a quickie divorce?" asked my second son. 'Yes', I said, trying to look enigmatic and interesting. 'You are not getting divorced, are you?' he asked bluntly. 'No,' I said, 'we are going to an outdoor pursuit trade fair. The children sighed with relief and slouched away, muttering things like 'boring'. I call them children, but they are all grown up. My eldest son has started to develop fine lines around his eyes – fledgling crow's feet. *A terrible sight for any parent to see.* Anyway, the piece isn't about children. It's about holidays.

The first thing to be said about holidays is that anybody who can afford one should be grateful. The second thing is that planning holidays can be hard work. In our



household it starts with somebody muttering, 'I suppose we ought to think about a holiday.' This remark is usually made in July and is received glumly, as if the person making it has said 'I suppose we ought to think about the Bolivian balance of payment problems.'

Nothing much happens for a week and then the potential holiday-makers are rounded up and made to consult their diaries. Hospital appointments are taken into consideration, as are important things to do with work. But other highlights on the domestic calendar, such as the cat's birthday, are swept aside and eventually two weeks are found. The next decision is the most painful: where?

We travel abroad to work quite a lot but we return tired and weary, so the holiday we are planning is a slob's holiday: collapse on a sunbed, read a book until the sun goes down, stagger back to hotel room, shower, change into glad rags, eat well, wave good-bye to teenagers, have a last drink on hotel terrace, go to bed and then lie awake and wait for hotel waiters to bring the teenagers from the disco.

I never want to be guided around another monument, as long as I live. I do not want to be told how many bricks it took to build it. I have a short attention span for such details. I do not want to attend a 'folk evening' ever, ever again. The kind where men with their trousers tucked into their socks wave handkerchiefs in the direction of women wearing puff-sleeved blouses, long skirts and headscarves.

I also want to live dangerously and get brown. I want my doughy English skin change from white sliced to wheat germ. I like the simple pleasure of removing my watch strap and gazing at the patch of virgin skin beneath.

I don't want to make new friends – on holidays or in general; I can't manage the ones I have at home. I do not want to mix with the locals and I have no wish to go into their homes. I do not welcome tourists who come to Leicester into my home. Why should the poor locals in Holidayland be expected to? It's bad enough that we monopolize their beaches, clog their pavements and spend an hour in a shop choosing a sunhat that costs the equivalent of 75 pence.

So, the slob's holiday has several essential requirements: a hotel on a sunny beach, good food, a warm sea, nightlife for the teenagers, a big crowd to get lost in, and the absence of mosquitoes.

As I write, we are at the planning stage. We have looked through all the holiday brochures, but they are full of references to 'hospitable locals', 'folk nights', 'deserted beaches', and 'interesting historical sights'. Not our cup of tea, or glass of sangria, at all.

A15 The parents' choice of holiday destination made the narrator's children feel

- 1) jealous.
- 2) excited.
- 3) alarmed.
- 4) indifferent.

A16 The narrator's words '*A terrible sight for any parent to see*' refer to

- 1) the way children behave.
- 2) the fact that children are aging.
- 3) the way children change their image.
- 4) the fact there is a generation gap.



A17 When the need for holiday planning is first announced in the narrator's family,

- 1) is regarded as an important political issue.
- 2) is met with enthusiasm by all the family.
- 3) seems like an impossible task.
- 4) is openly ignored.

A18 To find a two-week slot for a holiday potential holiday-makers have to

- 1) negotiate the optimum period for travel.
- 2) cancel prior business appointments.
- 3) re-schedule individual summer plans.
- 4) make a list of the things to be taken into account.

A19 The slob's holiday is the type of holiday for people, who

- 1) do not want to go on holiday abroad.
- 2) go on holiday with teenagers.
- 3) do not like public life.
- 4) prefer peaceful relaxing holidays.

A20 When the narrator says 'I also want to live dangerously', she means

- 1) getting lost in the crowd.
- 2) going sightseeing without a guide.
- 3) choosing herself the parties to go to.
- 4) lying long hours in the sun on the beach.

A21 The main reason the narrator doesn't want to mix up with locals is because she

- 1) doesn't let tourists to her house at Leicester.
- 2) doesn't want to add to their inconveniencies.
- 3) is afraid to make friends with local people.
- 4) values her own privacy above all.

По окончании выполнения заданий В2, В3 и А15–А21 НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ № 1! ОБРАТИТЕ ВНИМАНИЕ, что ответы на задания В2, В3, А15–А21 располагаются в разных частях бланка. При переносе ответов в заданиях В2 и В3 последовательность цифр записывается без пробелов, знаков препинания и буквенных символов.

Раздел 2.

Грамматика и лексика

Прочитайте приведённые ниже тексты. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами В4–В10, так, чтобы они грамматически соответствовали содержанию текстов. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы В4–В10.

Maya Angelou is a famous African American author, play writer, director, performer, singer, and producer. She survived a very poor and painful childhood to achieve success in all of these fields. She even had the distinction of **B4** _____ by President Clinton to write and deliver a poem at his first inauguration Day ceremony. She was the

INVITE



B5 _____ African American woman to have this honor. It was a difficult task for her to write a poem **B6** _____ the millions of diverse people. Throughout her life, however, she was willing to accept all challenges as **B7** _____ for personal growth and change. One of these challenges **B8** _____ when she was fifteen.

ONE

TOUCH

OPPORTUNITY
OCCUR

At that time, she decided to take some time off from school and get a job. She didn't want any of the jobs **B9** _____ held by women. She longed to be a conductor on a San Francisco trolley car, but this was a difficult goal to achieve since African Americans **B10** _____ to work on the trolleys. Maya refused to accept this prejudice, and her mother encouraged her to fight.

TRADITION

PERMIT

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

Chemistry or no chemistry

I was planning a career in biology but was not looking forward to taking chemistry in my first year at Carleton University in Ottawa. However, the professor of chemistry was a famous **B11** _____.

SCIENCE

He made the course interesting with his many small **B12** _____ explosions and crazy quizzes. Once, he posed the question: "What in the world isn't chemistry?" and offered a prize to the student who answered **B13** _____.

CHEMISTRY

A couple of weeks passed. **B14** _____, he announced in class that the contest was over. A student had gone to his office to ask if she could try her hand at the question. "What in the world isn't chemistry?" she asked. "My **B15** _____ with my last boyfriend – that wasn't chemistry." By default, she became the **B16** _____.

CORRECT
FINAL

RELATION

WIN

*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.



'It's Only Me'

After her husband had gone to work, Mrs Richards sent her children to school and went upstairs to her bedroom. She was too excited to do any housework that morning, because in the evening she would be going to a fancy dress **A22** _____ with her husband. She intended to dress up as a ghost and she had made her costume the night before. Now she was **A23** _____ to try it on. Though the costume consisted only of a sheet, it was very effective. Mrs Richards put it **A24** _____, looked in the mirror, smiled and went downstairs. She wanted to find out whether it would be **A25** _____ to wear.

Just as Mrs Richards was entering the dining-room, there was a **A26** _____ on the front door. She knew that it must be the baker. She had told him to come straight in if ever she failed to open the door and to leave the bread on the kitchen table. Not wanting to **A27** _____ the poor man, Mrs Richards quickly hid in the small store-room under the stairs. She heard the front door open and heavy footsteps in the hall. Suddenly the door of the store-room was opened and a man entered. Mrs Richards realized that it must be the man from the Electricity Board who had come to read the meter. She tried to **A28** _____ the situation, saying 'It's only me', but it was too late. The man let out a cry and jumped back several paces. When Mrs Richards walked towards him, he ran away, slamming the door behind him.

- | | | | | |
|------------|---------------|----------------|----------------|--------------|
| A22 | 1) show | 2) performance | 3) party | 4) programme |
| A23 | 1) nervous | 2) restless | 3) ill at ease | 4) impatient |
| A24 | 1) up | 2) on | 3) over | 4) down |
| A25 | 1) attractive | 2) exciting | 3) comfortable | 4) cozy |
| A26 | 1) knock | 2) kick | 3) hit | 4) crash |
| A27 | 1) fear | 2) worry | 3) disturb | 4) frighten |
| A28 | 1) describe | 2) explain | 3) interpret | 4) clear |

По окончании выполнения заданий В4-В16, А22-А28 не забудьте перенести свои ответы в бланк ответов № 1! Обратите внимание на то, 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.

Раздел 3.

Письмо

Для ответов на задания С1 и С2 используйте бланк ответов № 2. Черновые пометки можно делать прямо на листе с заданиями, или можно использовать отдельный черновик. 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 объёма текста. Тексты недостаточного объёма, а также часть текста, превышающая требуемый объём, не оцениваются. Запишите сначала номер задания (С1, С2), а затем ответ на него. Если одной стороны бланка недостаточно, Вы можете использовать другую его сторону.

**C1**

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

*..As for me, I'm crazy about skateboarding and I love rock and pop music. I think my favourite band at the moment is Radiohead. Do you know them? What kind of things do you like doing and what music do you enjoy?
I'm glad you're staying with us in summer. Is there anything you particularly want to do while you're here? ...*

Write back to Adam.

In your letter

- answer his questions
- ask **3 questions** about his family

Write **100–140 words**.

Remember the rules of letter writing.

C2

Comment on the following statement.

The future of education — books or computers?

What is your opinion? Do you agree or disagree?

Write **200–250 words**.

Use the following plan:

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