



**Вариант № 585**

**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. Gifted Children Always Become Famous
2. Awareness of Giftedness
3. Special Attitude is Required
4. Lack of Challenge May Cause Problems
5. Contrary to Popular Belief
6. Gifted Children Have no Support
7. Identifying the Gifted Child
8. Being Gifted Is not Always Easy

**A.** Gifted children's behaviour differs from that of their age-mates. Many gifted children learn to read early, with better comprehension of the nuances of language. As much as half of the gifted and talented population has learned to read before entering school. They can work independently at an earlier age and can concentrate for longer periods. They like to learn new things, are willing to examine the unusual, and are highly inquisitive.

**B.** Being academically gifted is a topic laced with myths and fears, many of which are unfounded. Moreover, academically gifted children often face special problems. So do their parents. Schools treat those children differently from those whose talents lie in other areas, like music, art, and sports. Gifted children may also be learning disabled, or have another disability while being highly intelligent.

**C.** Social and emotional difficulties are not directly linked to giftedness. Rather, they result from a lack of understanding by the child of the nature of their intellectual difference. Parents and teachers don't usually discuss this difference with them because of the concern that they may get a "swelled head". The risk is that gifted children may view their differences as "weird" or "bad" or try to ignore or deny them.

**D.** Most of the athletes are allowed to develop their special skills at whatever rate best suits them. No one tries to stop them from becoming much better baseball players or swimmers than their classmates. Yet if an academically gifted child tries to do two years of work in one, that's viewed as potentially harmful. Much of the concern focuses on the non-academic areas of these gifted children's development.

**E.** Researchers emphasize that for the vast majority of academically gifted children those concerns are groundless. In fact, these children are more likely to develop social and even academic problems if they don't feel intellectually challenged. If gifted children don't go to challenging programs, they may not learn how to learn. Eventually, in college or graduate school, they feel emotionally overwhelmed when they can't just coast through their courses anymore.

**F.** Gifted children represent both a challenge and a resource for schools. Educators have a responsibility to provide programs to meet the educational needs of gifted students who are capable of learning at advanced levels. Ideally, schools should have specifically trained teachers for gifted students to create a challenging and supportive learning environment for these children.



**G.** Gifted children are often viewed as “the smart ones” who should know everything. Yet, being gifted does not mean they possess great abilities in every area. Albert Einstein was 4 years old before he spoke a word. Winston Churchill failed the 6th grade, and Leo Tolstoy flunked out of college. What do these three famous people have in common? In fact, they are all considered gifted, and in some cases, geniuses.

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.*

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, **A**\_\_\_\_\_ . 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, **B**\_\_\_\_\_ .

Hubble was launched in 1990 from the “Discovery” space shuttle and it is about 350 miles above our planet, **C**\_\_\_\_\_ . It is far from the glare of city lights, it doesn’t have to look through the air, **D**\_\_\_\_\_ . 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 **E**\_\_\_\_\_ . 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 **F**\_\_\_\_\_ . Some of the sights of our solar system that Hubble has glimpsed may even change the number of planets in it.

1. which is above Earth’s atmosphere.
2. which are transmitted to scientists on Earth.
3. which is invisible to the human eye.
4. who calculated the speed at which galaxies move.
5. so it has a clear view of space.
6. because many stars are in clouds of gas.
7. but where it is.

A	B	C	D	E	F

*Прочитайте текст и выполните задания А15-А21. В каждом задании обведите цифру 1, 2, 3 или 4, соответствующую выбранному Вами варианту ответа.*



## Why I sent Oxford a rejection letter

A little over a month ago, I sent Oxford a rejection email that parodied the thousands that they send each year. Much to my surprise, it has become a bit of an Internet hit, and has provoked reactions of both horror and amusement.

In my letter I wrote: “I have now considered your establishment as a place to read Law (Jurisprudence). I very much regret to inform you that I will be withdrawing my application. I realize you may be disappointed by this decision, but you were in competition with many fantastic universities and following your interview, I am afraid you do not quite meet the standard of the universities I will be considering.”

I sent the email after returning from my interview at Magdalen College, Oxford, to prove to a couple of my friends that Oxbridge did not need to be held in awe. One of them subsequently shared it on Facebook because he found it funny.

I certainly did not expect the email to spread as far as it has. Varying between offers of TV interviews and hundreds of enthusiastic Facebook messages, it has certainly been far-reaching. Many of my friends and undoubtedly many strangers were unable to comprehend that I'd sent such an email to this bastion of prestige and privilege. Why was I not afraid of damaging my future prospects as a lawyer? Didn't I think this might hurt my chances with other universities?

For me, such questions paint a picture of a very cynical society. I do not want to study law because I want to be rich, or wear an uncomfortable wig and cloak. Perhaps optimistically, I want to study law because I am interested in justice.

To me, withdrawing my application to an institution that is a symbol of unfairness in both our education and the legal system (which is so dominated by Oxbridge graduates) makes perfect sense, and I am reluctant to be part of a system so heavily dominated by such a narrow group of self-selecting elites.

So, why did I apply in the first place? If you're achieving high grades at A-level (or equivalent), you can feel quite a lot of pressure to “prove yourself” by getting an Oxbridge offer. Coupled with the fact that I grew up on benefits in council estates throughout Bristol - not a type of heritage often associated with an Oxbridge interview - I decided to give it a try.

It was only at the interview that I started to question what exactly I was trying to prove. I was well aware that fantastic candidates are often turned down, and I did not believe that this was a true reflection of their academic potential.

Although I share concern that not going to Oxbridge gives you a “*chip on your shoulder*”, I did not write to Oxford to avoid the risk of being labeled as an “Oxbridge reject”: I already am one. Last year I made an (admittedly weak) application to Cambridge and was inevitably rejected post-interview.

A year ago, I was in awe of the beautiful buildings of Oxbridge, but today I am in awe of the sheer number of people who, like me, *have managed to not take it so seriously*. Ultimately, I am not harming Oxford by laughing at it, and it is an amazing feeling to realize that so many people are enjoying my email. Actually, I was amazed to know how many people of different ages bothered to read it and even to leave their comments about it in Facebook. I had fun reading some of them, too.



- A15** The email letter the author sent to Oxford was meant to be ...
- 1) desperate.
  - 2) respectful.
  - 3) mocking.
  - 4) regretful.
- A16** The letter caused so much response because people ...
- 1) fully agreed with the message.
  - 2) were outraged with the letter.
  - 3) wanted to defend Oxbridge.
  - 4) found the topic exciting.
- A17** The author accuses society of cynicism because...
- 1) universities are very selective.
  - 2) people supported Oxbridge.
  - 3) people seem to be more worried about reputations.
  - 4) lawyers do their job for high incomes.
- A18** Judging by paragraph 7, the author comes from a family which is ...
- 1) educated.
  - 2) big.
  - 3) aristocratic.
  - 4) not very rich.
- A19** The author believes that the selection to Oxbridge...
- 1) is hard to understand.
  - 2) is unfair.
  - 3) reveals candidates' abilities.
  - 4) needs improvement.
- A20** The expression "*chip on your shoulder*" in paragraph 9 means...
- 1) feelings of unfair treatment.
  - 2) reflection of one's potential.
  - 3) below-average performance.
  - 4) record of achievements.
- A21** "It" in '*have managed to not take it so seriously*' in the last paragraph refers to...
- 1) Oxbridge rejection.
  - 2) Oxford.
  - 3) university studies.
  - 4) university interview.

**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 **B4-B10**, так, чтобы они грамматически соответствовали содержанию текстов. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B4-B10**.

The legends of ancient Greece tell us about the half man-half bull called the Minotaur. People were afraid of this strange and terrible beast **B4** \_\_\_\_\_ in a deep, dark Labyrinth on the island **LIVE** of Crete.

The Labyrinth **B5** \_\_\_\_\_ by the cunning and **DESIGN** ingenious mind of Daedalus.

Daedalus was a brilliant architect and inventor – in fact, he was so brilliant that King Minos of Crete **B6** \_\_\_\_\_ to let him **NOT WANT** go back to his home in Athens.

Instead, he **B7** \_\_\_\_\_ him as a prisoner. **KEEP**

Daedalus lived with his son Icarus in a tower of the palace, and King Minos made him invent weapons of war that would make his army and navy even **B8** \_\_\_\_\_ than they already were. **POWERFUL**

Although Daedalus and Icarus had every comfort that they **B9** \_\_\_\_\_ ask for, the father longed to return home to **CAN** Athens. Icarus hardly remembered his city, but he too wanted to leave, because he longed to run and play in the open, rather than be in a tower all day.

Daedalus looked out over the waves of the sea, and he realised that even if they managed to slip out of the tower and find a little boat, they would not be able to sail far. One of King Minos's **B10** \_\_\_\_\_ would spot and catch them very soon. **SEAMAN**

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**.

### The Training Programme

If you're interested in getting fit, then what you need is a training programme. Although aimed at improving physical **B11** \_\_\_\_\_, this programme can also be **FIT** designed in such a way that it helps in the development of particular athletic skills.

There is a range of **B12** \_\_\_\_\_ activities to **DIFFER** choose, from a growing amount of scientific knowledge to explain the effects of each one.



When you begin training, it is important to start gently, raising the

**B13** \_\_\_\_\_ of the programme in a gradual **INTENSE** way.

Although it is important to work hard **B14** \_\_\_\_\_ to **SUFFICIENT** make an impression on your physical condition, do not overwork.

Remember that the activities shouldn't be **PAIN**

**B15** \_\_\_\_\_. It is **B16** \_\_\_\_\_, therefore, to **WISE** ignore warning symptoms such as sharp or persistent pain in particular muscles.

*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.*

### Play Now, Pay Later

Did you ever hear the story of the ants and the grasshopper? It goes like this. During the summer, the ants worked hard to prepare for the winter. From sunup to sundown, they hid pieces of food in hollow spaces off a main underground tunnel. For weeks, the ants **A22** \_\_\_\_\_ to work hard. And what did the grasshopper do during this time? He played. He sang and danced and had a fine time. When the ants **A23** \_\_\_\_\_ him that winter was coming, he just laughed and said, "I **A24** \_\_\_\_\_ it will, but no one knows for **A25** \_\_\_\_\_. Anyway, there will always be plenty of food to eat. You'll see." But, of course, winter did come. The ants went into their tunnels and lived off the food that they had carefully **A26** \_\_\_\_\_ there in **A27** \_\_\_\_\_ piles. Soon the grasshopper knocked at their door. "I'm hungry!" he said. "Will you share your food with me?" The ants **A28** \_\_\_\_\_ their heads. "Now maybe you are sorry the way you spend the summer," they said. They shut the door on the grasshopper and left him alone and hungry in the snow.

- |            |                |                |              |              |
|------------|----------------|----------------|--------------|--------------|
| <b>A22</b> | 1) extended    | 2) continued   | 3) prolonged | 4) produced  |
| <b>A23</b> | 1) warned      | 2) concentrate | 3) proved    | 4) refreshed |
| <b>A24</b> | 1) excite      | 2) suppose     | 3) search    | 4) explore   |
| <b>A25</b> | 1) unlikely    | 2) ignorant    | 3) definite  | 4) sure      |
| <b>A26</b> | 1) arranged    | 2) buried      | 3) sent      | 4) rescued   |
| <b>A27</b> | 1) unthinkable | 2) unsuitable  | 3) ancient   | 4) neat      |
| <b>A28</b> | 1) pointed     | 2) trembled    | 3) shook     | 4) greeted   |

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



### Раздел 3.

#### Письмо

Для ответов на задания C1 и C2 используйте бланк ответов № 2. Черновые пометки можно делать прямо на листе с заданиями, или можно использовать отдельный черновик. При выполнении заданий C1 и C2 особое внимание обратите на то, что Ваши ответы будут оцениваться только по записям, сделанным в бланке ответов № 2. Никакие записи черновика не будут учитываться экспертом. Обратите внимание также на необходимость соблюдения указанного объёма текста. Тексты недостаточного объёма, а также часть текста, превышающая требуемый объём, не оцениваются. Запишите сначала номер задания (C1, C2), а затем ответ на него. Если одной стороны бланка недостаточно, Вы можете использовать другую его сторону.

#### C1

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

*...Do you often have arguments with your parents? I do. My mother thinks that I spend too much time hanging around with my friends. Do you often meet your friends? What do you usually do together? And what do you do when you disagree with your parents about how you spend your free time?*

*Write back soon.*

*Love,  
Ann*

Write back to Ann answering her questions. Ask **3 questions** about her sister's dog.

Write **100 – 140 words**.

Remember the rules of letter writing.

#### C2

Comment on the following statement.

*Some teenagers would like to have a highly paid job; others believe that their future job should be interesting and bring satisfaction.*

**And what about you?** What is the most important thing for you in your future occupation?

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