

**«УТВЕРЖДАЮ»**  
**Руководитель Департамента**  
**общего и дошкольного образования**  
**Минобразования России**

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**Инструкция по выполнению работы**

Экзаменационная работа по английскому языку состоит из пяти частей, включающих 43 задания.

Часть 1 (Аудирование) включает 14 заданий, из которых 6 заданий с кратким ответом, одно задание на установление соответствия и 7 заданий с выбором правильного ответа из трех предложенных. Рекомендуемое время на выполнение Части 1 – 25 минут.

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

Часть 3 (Лексика и грамматика) включает 15 заданий, из которых 8 заданий с кратким ответом и 7 заданий с выбором правильного ответа из четырех предложенных. При выполнении заданий с кратким ответом вы должны самостоятельно записать ответ в соответствующем месте работы. Рекомендуемое время на выполнение Части 3 – 30 минут.

Часть 4 (Письмо) состоит из двух заданий и представляет собой небольшую письменную работу (написание открытки и личного письма). Рекомендуемое время на выполнение этой части работы – 45 минут. Черновые пометки делаются прямо на листе с заданиями (они не оцениваются), и только полный вариант ответа заносится в Бланк ответов № 2.

Часть 5 (Говорение) включает три задания: тематическое монологическое высказывание, диалог с целью обмена фактической информацией и диалог с целью обмена оценочной информацией. Время устного ответа – 12 минут на одного испытуемого.

Чистое время проведения экзамена на одного человека (без учета времени ожидания и инструктажа) 142 минуты.

Выполняя задания, всегда указывайте наиболее вероятный, с вашей точки зрения, ответ.

Рекомендуется выполнять задания в том порядке, в котором они даны.

По окончании выполнения заданий каждой части не забывайте переносить свои ответы в Бланк ответов.

**Желаем успеха!**

**Часть 1. Аудирование**

*Вы услышите два объявления о полетах. Запишите недостающую информацию в заданиях В1 – В6 в виде цифры, слова или словосочетания в отведенное для этого место. Вы услышите каждое объявление дважды.*

**Announcement 1**

**В1** The plane arrives in \_\_\_\_\_ .

**В2** The flight lasts \_\_\_\_\_ hours .

**В3** The weather in the city of arrival at the moment is \_\_\_\_\_ .

**Announcement 2**

**В4** The plane makes a stop in \_\_\_\_\_ .

**В5** The number of departure gate is \_\_\_\_\_ .

**В6** The weather outside at the moment is \_\_\_\_\_ .

**В7** *Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего 1 – 5 и утверждениями, данными в списке А – F. Используйте каждую букву, обозначающую утверждение, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу.*

**Which speaker says that**

- A.** at the age of 7 school should still be fun?
- B.** testing prepares children for the modern world?
- C.** teachers put more pressure on children than tests do?
- D.** children worry a lot about their test results?
- E.** parents put more pressure on children than tests do?
- F.** more attention should be given to learning and less to test preparation?

Говорящий	1	2	3	4	5
Утверждение					

*Вы услышите интервью с мужчиной, в котором он говорит о своем опыте достижения поставленной цели. В заданиях A1 – A7 обведите номер выбранного вами варианта ответа. Вы услышите запись дважды.*

**A1** Mr. Merry says that he lived

- 1) a boring life.
- 2) a hard life.
- 3) an aimless life.

**A2** Mr. Merry told his friends about his goal to lose weight because

- 1) he looked for their support.
- 2) it helped him to keep his word.
- 3) he needed their advice badly.

**A3** According to Mr. Merry, planning actions refers to

- 1) performance goals.
- 2) dream goals.
- 3) daily goals.

**A4** According to Mr. Merry, a daily goal is something you

- 1) think about every day.
- 2) work on every day.
- 3) talk about every day.

**A5** According to Mr. Merry, a “**smart**” goal is the one that is

- 1) specific.
- 2) realistic.
- 3) measurable.

**A6** Mr. Merry thinks that most people fail to reach their goals because they

- 1) change them too often.
- 2) set too many goals.
- 3) forget about them.

**A7** According to Mr. Merry, a “**loose**” goal is the one that is

- 1) unclear.
- 2) unachievable.
- 3) unrealistic.

***По окончании выполнения заданий **V1 – V7** и **A1 – A7** НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ № 1!***

***ОБРАТИТЕ ВНИМАНИЕ***, что ответы в заданиях **V1 – V7** и **A1 – A7** располагаются в разных частях Бланка ответов. **V1 – V7** расположены в нижней части бланка. При переносе ответов в заданиях **V1 – V7** буквы записываются без пробелов и знаков препинания.

**Часть 2. Чтение.**

**B8**

*Установите соответствие рубрик А – G текстам 1 – 6, в которых содержится важная информация для туристов, приезжающих в Ирландию. Занесите свои ответы в таблицу. Используйте каждую букву только один раз. В задании одна рубрика лишняя.*

**A. INFORMATION**

**B. TRANSPORT**

**C. PEOPLE**

**D. CLIMATE**

**E. TELEVISION**

**F. FOOD**

**G. RADIO**

1. Ireland is located on an island. Winters in Ireland are not cold and rivers do not freeze. The summer months of June, July and August are mild. However, the weather is changeable. If you are going to visit Ireland in summer, do not forget to take an umbrella and warm clothes.
2. Most buses in big cities in Ireland have conductors who collect the money, but in small places passengers pay the driver. The trains in Ireland are not cheap, but they usually leave on time. Taxies are easy to get although they are rather expensive in comparison to other countries.
3. Irish farmhouse cheeses are very popular gift items. Other products to delight tourists are Irish salmon, netted in autumn, oysters and hand-made chocolates.
4. The best place to learn how to get a room in a hotel, change money, and much more is your nearest Tourist office. In Dublin city-centre the Tourist office is situated at 14 Upper O'Connell Street, beside the Savoy cinema.
5. Ireland has two national stations, *RTE 1* and *Network 2*. You can watch different programmes. Most popular are political news, country news, sports and music programmes. People can also enjoy watching drama, films etc.
6. It is impossible to make any statement about the characteristics of the Irish, but they are known for their humour, hospitality, kindness.  
The Irish know how to have a good time and very often they get enjoyment in the pub to the accompaniment of Irish folk music.

1	2	3	4	5	6

**B9**

*Прочитайте вопросы 1 – 5 и рекламные объявления А – F о музеях в Вашингтоне, столице США, и установите соответствие между вопросами и рекламными объявлениями. В каждом тексте вы найдете ответ **только на один вопрос**. Запишите свои ответы в таблицу, приведенную ниже, где под номером вопроса впишите соответствующую букву. В задании **один текст лишний**.*

**Which museum**

1. is more than a century old?
2. is named after a man who loved Asian art?
3. gives an idea of what George Washington looked like?
4. collects things of working class people?
5. gives its visitors a chance to travel in space?

**-A-**

The Mount Vernon Museum gives an idea of George and Martha Washington's life. On display are personal things of America's first president and military equipment. One can also see porcelain and silver used at Mount Vernon.

A bust of George Washington modeled at Mount Vernon by the French sculptor Jean Houdon, is also exhibited. The bust is thought to look like the model. Washington is depicted as a general, the founder of the state.

**-B-**

In the Freer Gallery of Art visitors will find one of the finest collections of Chinese and Japanese art in the western world. A Detroit industrialist, Charles Lang Freer, was fond of Oriental art. During his trips to London he began collecting it. Later he gave his private collection to the museum which had been opened a century before.

**-C-**

The Renwick gallery shows American art from the 19<sup>th</sup> to the 21<sup>st</sup> centuries. The collection has works of modern American artists in glass, ceramics, metal, and wood. The building, begun in 1859, was Washington, D.C.'s first art museum. It is named after the building's architect, James Renwick.

**-D-**

This museum is filled with the sounds, sights and smells of the life of this big city in the past.

The museum tells about common people who worked in industries, trades and services, looking at their work and pastimes and uses reconstructed scenes, objects and photographs to bring their story to life.

**-E-**

This Museum is so much fun for kids and grown-ups. It tells the story of flight, from the first balloons to our current exploration of the Universe. It is the home of the first airplane. Only in this museum visitors can make a tour of the Universe and walk through a skylab orbital workshop.

**-F-**

The attractive and unusual architecture of the Hirshhorn Museum sets it apart from the other museums on the Mall. Looking like a sculpture itself, the Hirshhorn Museum is a tall cylinder. The museum is named after an American collector of modern art.

1	2	3	4	5

*Прочитайте отрывок из рассказа "Доверие" и выполните задания А8 – А14, обводя цифру 1, 2, 3 или 4, соответствующую номеру выбранного вами варианта ответа.*

During the baking hot months of the summer holidays my mother and I used to escape to one of the scattered lakes north of Prince Albert. In its magic surroundings we used to spend the long summer days in the open air, swimming and canoeing or just lying dreaming in the sun. In the evening the lake was always a bright, luminous grey after the unbelievable sunset colours had faded.

The last summer before we returned to England was particularly enchanted. For one thing, I was in love for the first time. No one will ever convince me that one cannot be in love at fifteen. I loved then as never since, with all my heart and without doubts or reservations or pretence.

My boyfriend Don worked in Saskatoon, but the lake was "his place" – the strange and beautiful wilderness drew him with an obsessive urgency, so I suspected it was not to see me that he got on his motor-cycle as many Fridays as he possibly could, and drove three hundred-odd miles along the pitted prairie roads to spend the weekends at our place.

Sometimes he couldn't come, and the joy would go out of everything until Monday, when I could start looking forward to Friday again. He could never let us know in advance, as we were too far from civilization to have a phone or even a telegraph service. Three hundred miles in those conditions is quite a journey. Besides, Don was hard up, and sometimes worked overtime at weekends.

One Friday night a storm broke out. I lay in bed and listened to the thunder and the rain beating on the roof. Once I got up and stood looking out over the treetops, shivering. I tried not to expect Don that night hoping he would have enough sense to wait until the storm ended. Yet in my frightened thoughts I couldn't help imagining Don fighting the storm. His motorbike, which had always looked to me so heavy and solid, seemed in my thoughts frail enough to be blown onto its side by the first gust that struck it. I thought of Don pinned under it, skidding, his face pressed into the mud.

I crawled back into bed, trying to close my throat against the tears. But when my mother, prompted by the deep sympathy and understanding between us, came in to me, she kissed my cheek and found it wet.

"Don't get upset, Jane," she said softly. "He may still come."

When she had tucked me in and gone, I lay thinking about Don, about the danger of the roads ... you couldn't ride or walk along them safely after heavy rain; your feet would slip from under you. The roads in Northern Canada are not like the friendly well-populated English ones, where there are always farmhouses within walking distance and cars driving along them day and night.

It was hours later, that I suddenly realized the sound of the roaring engine was real. The storm was dying. I lay absolutely still, relief and pain fighting for ascendancy within me, each in itself overwhelming enough to freeze the breath in my lungs as I heard Don's heavy tired footsteps on the wooden stairs.

**A8** The last summer was particularly fascinating for Jane because she

- 1) spent it in the magic surroundings.
- 2) had a lot of fun in the open air.
- 3) enjoyed unbelievable sunsets by the lake.
- 4) fell in love for the first time.

**A9** Jane believes that love at fifteen is

- 1) a sincere deep feeling.
- 2) associated with doubts.
- 3) full of reservations.
- 4) connected with pretence.

**A10** Don travelled three hundred-odd miles every weekend because he was

- 1) desperate to see the author before she left.
- 2) fond of riding his motorcycle.
- 3) attracted by the beauty of the lake.
- 4) fond of spending weekends with his friends.

**A11** Sometimes Don didn't come to see Jane and her mother on Friday because he

- 1) thought they were too far from civilization.
- 2) had given up hope of seeing the author.
- 3) worked to make some extra money.
- 4) hated travelling in exhausting conditions.

**A12** Mother came into Jane's room during the storm because she

- 1) felt Jane was afraid of the thunder.
- 2) felt Jane was worried about Don.
- 3) heard Jane walking in the room.
- 4) heard Jane crying in her bed.

**A13** According to the author the roads in Northern Canada were

- 1) slippery.
- 2) muddy.
- 3) lonely.
- 4) busy.

**A14** "... relief and pain fighting for ascendancy within me..." means that the author felt

- 1) overwhelming pain.
- 2) relief and pain alternately.
- 3) relief as a prevailing emotion.
- 4) neither relief nor pain.



*По окончании выполнения заданий **B8, B9** и **A8 – A14** НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ № 1!*

***ОБРАТИТЕ ВНИМАНИЕ**, что ответы в заданиях **B8, B9** и **A8 – A14** располагаются в разных частях Бланка ответов. **B8** и **B9** расположены в нижней части бланка. При переносе ответов в заданиях **B8** и **B9** буквы записываются без пробелов и знаков препинания.*

**Часть 3. Лексика и грамматика**

*Прочитайте приведенный ниже текст. Преобразуйте слова, напечатанные заглавными буквами после номеров **B10 – B17** так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B10 – B17**.*

**Little Sassy Sam**

Little Sassy Sam was a special kind of kid.

**B10**

Nobody knew quite what to think of \_\_\_\_\_ . **HE**

Everything he did or said was strange in some way. For the most part, he seemed to be quite ordinarily, but ... something just wasn't right with him.

**B11**

For instance, he wore a striped orange T-shirt. Nobody else \_\_\_\_\_ a shirt like that, just Little Sassy Sam. Where **HAVE** on earth could anybody get that kind of a shirt?

**B12**

Wherever he went, you were sure to see his dog, Tickles, with him. The two \_\_\_\_\_ many afternoons together **SPEND** laughing and running around in circles.

**B13**

When they were tired from \_\_\_\_\_, they would lie **RUN** down in the grass and lick each other's faces.

**B14**

"Now, isn't that strange!" The other kids would say. "I \_\_\_\_\_ anything like it." **NEVER SEE**

**B15**

Little Sassy Sam certainly had a reputation, although he wasn't fully aware of it. His teachers always remarked how wonderful it was to have Little Sassy Sam in \_\_\_\_\_ **THEY** classrooms.

**B16**

"He's a joy!" His \_\_\_\_\_ grade teacher, Mrs. **ONE** Spindlehorn told his parents at Parent-Teacher conference.

**B17**

"No matter what's going on in the world, Little Sassy Sam always \_\_\_\_\_ a smile on his face." **HAVE**

Прочитайте текст с пропусками, обозначенными номерами **A15 – A21**. Эти номера соответствуют заданиям **A15 – A21**, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

### Felix and Nancy

Felix and Nancy held **A15** \_\_\_\_\_ as they walked together through the crowded stores of Fashion Place Mall. It was a cold winter day outside and even though the **A16** \_\_\_\_\_ wasn't bathing in riches, they thought it might be fun to "window" shop. Felix led his girlfriend into an electronics store. He smiled when he **A17** \_\_\_\_\_ there a huge collection of wide-screen TV's.

"Just **A18** \_\_\_\_\_ this!" he said aloud. "This is the right size for our family room! We could invite all of our friends over, put on some DVDs, and serve some drinks and appetizers..."

He laughed. Nancy laughed with him and added, "We could have an Indiana Jones marathon."

The salesperson asked them if his assistance was needed.

"Nah, we're just **A19** \_\_\_\_\_," Felix explained.

"Ok. Let me know if you have any questions."

The jewelry store was next. Nancy went directly for the emeralds. They were her favorite!

Without warning, she caught Felix by his sleeve and pointed to a sparkling emerald ring on either side. "Look at how gorgeous it is," she said in an excited whisper. "And it's just my size!"

Nancy asked the jeweler if she could try it **A20** \_\_\_\_\_ .

She was right. It fit her **A21** \_\_\_\_\_.

- |            |             |               |                 |               |
|------------|-------------|---------------|-----------------|---------------|
| <b>A15</b> | 1) arms     | 2) hands      | 3) fingers      | 4) palms      |
| <b>A16</b> | 1) team     | 2) pair       | 3) group        | 4) collective |
| <b>A17</b> | 1) founded  | 2) opened     | 3) explored     | 4) found      |
| <b>A18</b> | 1) look for | 2) look after | 3) look through | 4) look at    |
| <b>A19</b> | 1) seeing   | 2) watching   | 3) looking      | 4) observing  |
| <b>A20</b> | 1) on       | 2) by         | 3) with         | 4) over       |
| <b>A21</b> | 1) good     | 2) better     | 3) perfectly    | 4) perfect    |

*По окончании выполнения заданий **B10 – B17, A15 – A21 НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ №1! ОБРАТИТЕ ВНИМАНИЕ**, что ответы на задания **B10 – B17, A15 – A21** располагаются в разных частях бланка. При переносе ответов в заданиях **B10 – B17** буквы записываются без пробелов и знаков препинания.*

**Часть 4. Письмо**

*Для ответов на задания C1, C2 используйте Бланк ответов № 2. 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.*

*При заполнении Бланка ответов № 2 вы указываете сначала номер задания C1, C2, а потом пишете свой ответ.*

*При выполнении задания C1 (почтовая открытка) вы помещаете текст открытки слева, а адрес справа.*

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

**C1** POSTCARD.

Read the postcard you've got from your English pen friend and write back.

<p><i>Dear N,</i> <i>I'm happy you can come to stay with us in summer. Please, let me know when you are going to come and what you would like to do.</i></p> <p><i>Best wishes,</i> <i>Ann.</i></p>	<div data-bbox="1209 315 1385 423" style="border: 1px solid black; width: 110px; height: 48px; margin: 0 auto 10px auto;"></div> <p><i>N. N.</i> <i>10 Sadovaya Str.</i> <i>St. Petersburg, Russia</i></p>
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Your friend Ann White lives in Oxford at 2 Victoria Street.  
Her postcode is OX 2 006.

Write 25 – 35 words.

Remember to write the address in the correct order.

C2

PERSONAL LETTER.

Read the extract from your pen friend's letter. Her name is Alice.

*... I hope you enjoyed your summer holidays. Where did you spend them? Please, tell me about the most interesting things you did.*

*By the way, we are moving house and I am sending you my new address.*

Write a letter to Alice.

In your letter

- tell her about your summer holidays,
- ask 3 questions about the new house.

Write 100 – 140 words.

Remember the rules of letter writing.

**Часть 5. Говорение**

*Вы получите карточку, на которой представлены три задания для устного ответа: C3 – тематическое монологическое высказывание, C4 – диалог с целью обмена фактической информацией, C5 – диалог с целью обмена оценочной информацией. Окончание выполнения каждого задания определяет экзаменатор. Во время проведения этой части экзамена идет постоянная запись на аудиокассету.*

**Задания для экзаменуемого****STUDENT CARD****C3 Task 1 ( 3 – 3.5 min)**

Give a 2 minute talk on **music**.

Remember to say:

- **what your favourite type of music is**
- **if your taste in music has changed over the years, why/why not**
- **where you like to listen to music**
- **if you like to listen to music with or without your friends**

You have **to talk for 1.5 – 2 minutes**. The teacher will **listen until you have finished**. Then she/he will ask you some questions.



**C4****Task 2 ( 1 – 1.5 min)**

You would like to go to an international youth camp in Russia in July to practise English.

**Before choosing** the camp you will go to ask the youth camp agent about:

- **camp location (place)**
- **meals provided**
- **language spoken in the camp**
- **month you can stay in the camp**

**The teacher** will play the part of the agent and will **speak first**.

**Remember to:**

- be active and polite
- get **all** the information you need
- **decide** on the camp you will go to

**C5****Task 3 ( 3 – 4 min)**

You are going to eat out with your friend. Discuss with her/him where you would like to go and choose **one** place you'll both enjoy visiting.

Here is the list of possible places:

- a fast food restaurant
- a cafe
- a Chinese restaurant
- a pizza restaurant

**You begin** the conversation and have to decide on **one** place **only**. The teacher will play the part of your friend.

**Remember to:**

- discuss **all** the options
- take an **active** part in the conversation and be **polite**
- **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**
- come to an **agreement**

**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 аудио-текста для внесения ответов. По окончании выполнения всего раздела «Аудирование» перенесите свои ответы в бланки ответов.

**Задания В1 – В6**

*Вы услышите два объявления о полетах. Запишите недостающую информацию в вопросах В1 – В6 в виде цифры, слова или словосочетания в отведенное для этого место. Вы услышите каждое объявление дважды.*

**Now we are ready to start.**

**Announcement 1**

Hello everyone, this is your captain speaking, and I would like to welcome you to Flight 18 going to Boston.

Our flight time today is 2 hours, and we will be flying at an average altitude of 29,000 feet. The local time in Boston is a quarter to twelve, and at the moment the weather is sunny there, but there is a chance of rain later in the day.

We will be arriving at Gate 3C, and we will be announcing connecting flights on our approach to the airport.

On behalf of Sky Airlines and the crew, I would like to wish you an enjoyable flight.

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

**Now you will hear announcement 1 again. (Repeat)**

**Announcement 2**

Attention, please, passengers of Flight 623 going to Caracas, with a stop in New York, the departure gate has been changed to 5B. Also, there will be a departure delay of 50 minutes due to stormy weather. We should be boarding at about 12:15. Thank you for your patience.

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

**Now you will hear announcement 2 again. (Repeat)**

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

**Задание В7.**

*Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего 1 – 5 и утверждениями, данными в списке А – F. Используйте каждую букву, обозначающую утверждение, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу.*

**Now we are ready to start**

**Speaker 1**

I can say from my experience that it's not tests that ever really worried me. It was the nervous atmosphere that teachers created around them that affected me more than tests themselves. The competition between schools and teachers is the problem not the tests.

**Speaker 2**

Children are just not allowed to be children anymore. What does a standard test mean to a seven-year-old kid? They should be at play instead of preparing for tests or worrying about the results.

**Speaker 3**

I was fortunate enough to go to school before tests for 7- and 11-year-old children appeared, but I spent a year being prepared for the test at the age of 14. Instead of being taught English, Maths or History, I was taught exactly what I needed to pass some tests. As a result I wasn't given basic knowledge in these subjects that I needed for my school leaving exam.

**Speaker 4**

People who say that there shouldn't be any competition in education should ask themselves if their children are going to meet competition when they reach the real world. Of course they are. Schools should hold competitions in whatever form they can, including testing, or children will be unprepared for real life.

**Speaker 5**

It is not a bad thing to have tests. My daughter is studying in the Chinese system and has tests four times a year and exams two times a year. The idea is to find out what progress the child is making. Unfortunately, I think that a lot of parents look on test results as a competition among kids, that's where pressure comes from.

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

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

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

**Задания А1 – А7**

*Вы услышите интервью с мужчиной, в котором он говорит о своем опыте достижения поставленной цели. В заданиях А1 – А7 обведите номер выбранного вами варианта ответа. Вы услышите запись дважды.*

**Now we are ready to start.**

**Interviewer:** Tell me about your work in goal setting.

**Mr. Merry:** Ok. Getting what you want out of life doesn't just happen, you have to make it happen. As for me I was bumbling through life, not really knowing what I wanted to achieve, and then finally it sort of dawned on me. I realised that I wasn't really going anywhere. And then finally I decided that I needed to do something, and the big thing for me was ... I was too heavy.

So what I did was ... I got a group of friends around me and told them that I wanted to lose weight. It was very important for me to let them know about it because if you tell other people about your goals, they're no longer YOUR secret. Frequently what I used to do was set a goal and say, "Right. I'm going to do this, but I didn't tell anyone about my solution, so when I never did it, it didn't really matter because nobody knew about my goal". So by telling other people, "I really want to do this" I was looking for some kind of guarantee that I won't give in. It helped me to be as good as my word, I suppose.

There are three types of goals. There's the dream goal, the performance goal and the daily goal. For me, for example, I want to lose twenty kilos, so I'll wake up and think, "I'm going to lose twenty kilos", it's a dream goal.

The performance goal is, OK, what do I have to do to lose twenty kilos? And that might be, I've got to exercise every day or I'm only going to eat three meals a day and no chocolate bars or whatever. So, actually, I start planning things.

And then there's the daily goal which is actually **taking actions**. Many of us have had New Year's resolutions where we say, "Right, this year I'm going to lose weight or get fit or give up smoking or whatever". We think about actions that should be taken, we talk them over with our friends, but February comes and we've forgotten all about it.

Also when it comes to goal setting, we frequently hear people say that goals need to be SMART that is they need to be specific and measurable. So if you have a goal, let's say, "Oh, I'm going to climb Mount Kilimanjaro", and then five years later it's like, "Oh, that's right, I want to climb Mount Kilimanjaro", it's not really a goal, that's more of a dream. By having it as a goal it should be realistic and achievable.

**Interviewer:** Why is it that most people do so badly at reaching goals?

**Mr. Merry:** They lose focus. There is so much happening in everybody's life that what happens is they might have a goal, and then something will get in the way. Maybe their goal is to go on a holiday, and they put in their leave form with their boss, and their boss is like, "Oh, now's not a good time, we've got this project on. Can you wait ... a month?" And then next month it's, "Can you wait another month?" And so different things get in the way, life goes on and they fail to remember what their goal was all about.

Also a lot of people don't set goals. They think they do, but it's either a dream, or it's a very loose goal. So when it comes to making a decision about an action which they need to take in their life, the goal is so FAR BACK IN THEIR MIND, so indefinite and vague, that they don't act in their best interests.

**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.**

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

## Приложение 2.

## Ответы.

Часть 1. Аудирование		Часть 2. Чтение.		Часть 3. Лексика и грамматика.	
№ задания	Ответ	№ задания	Ответ	№ задания	Ответ
A1	3	A8	4	A15	2
A2	2	A9	1	A16	2
A3	1	A10	3	A17	4
A4	2	A11	3	A18	4
A5	2	A12	2	A19	3
A6	3	A13	3	A20	1
A7	1	A14	2	A21	3

<u>Аудирование</u>	
B1	Boston
B2	2 <или> two
B3	sunny / good
B4	New York <или> NY
B5	5B
B6	stormy
B7	CAFBE
<u>Чтение</u>	
B8	DBFAEC
B9	CBADE
<u>Лексика и грамматика</u>	
B10	him
B11	had
B12	spent
B13	running
B14	have never seen/ 've never seen
B15	their
B16	first
B17	has

### Приложение 3.

## Карточка экзаменатора-собеседника задания С3.

### Warm up

1. *Do you like going to school?*
2. *What are your favourite classes/ subjects?*
3. *What do you like doing in your free time?*

### INTERLOCUTOR CARD

#### Task 1 (3 – 3.5 min)

Let the student talk for 1.5 – 2 minutes.

Ask only **those questions** which the student has not covered while giving a talk.

1. *What is your favourite type of music?*
2. *Has your taste in music ever changed over the years? Why/ why not?*
3. *Where do you like to listen to music?*
4. *Do you like to listen to music with or without your friends?*

**All of these ideas must be covered.**

**Finally**, you must ask **each student** the following question:

**Why do many teenagers like listening to music?**

### SKILLS TO BE TESTED:

**The student is expected to demonstrate her/his ability to:**

- **speak at length elaborating on the topic;**
- **produce coherent utterances;**
- **give reasons;**
- **use accurate grammar structures and a good range of vocabulary appropriate to the context and function.**



**Карточка экзаменатора-собеседника задания С4.**

## INTERLOCUTOR CARD

**Task 2 (1 – 1.5 min)**

You are a youth camp agent. You begin the conversation by saying: “Hello! Can I help you?”

This is the information you have:

<b>Location</b>	<b>Meals</b>	<b>Language</b>	<b>Month</b>
At the seaside (the Black sea)	Breakfast	English and Russian as young people from all parts of the world come to practise Russian	July
By lake Baikal	Three meals a day	English	May
In the mountains (the Altai)	You have to cook meals yourself	English	July

NOTE: When the student asks you about the camp location, tell her/him **only about the first two**. After she/he elicited all the information about them, tell her/him that there is one more camp.

If the student asks about

- **the price**, tell her/him: “It’s the same for all the camps, 6000 rbls, tickets are not included.”
- **courses to practise English**, tell her/him: “Courses are not available. You can practise English socializing with people from different countries.”
- **accommodation**, tell her/him: “You will stay in cottages.”

**SKILLS TO BE TESTED:**

The student is expected to demonstrate her/his ability to:

- **elicit the needed factual information by asking questions;**
- **maintain and conclude the conversations;**
- **be polite;**
- **make a decision.**

**Карточка экзаменатора-собеседника задания С5.****INTERLOCUTOR CARD****Task 3 ( 3 – 4 min )**

You are discussing with your friend (a student) where to go out.

The student begins the conversation.

This is what you think about each option:

	–	+
<b>Fast food restaurant</b>	<ul style="list-style-type: none"> <li>• They serve junk food (not healthy) which contains much fat and cholesterol.</li> <li>• There's no choice: only hamburgers, French fries and a few salads.</li> <li>• There are always a lot of people and it's difficult to find a vacant place.</li> <li>• I can't stand the atmosphere. It's really noisy as they are playing loud music.</li> </ul>	<ul style="list-style-type: none"> <li>• They are quite quick to serve.</li> <li>• It's not very expensive.</li> <li>• There is a variety of burgers at every restaurant so we have choice.</li> </ul>
<b>Cafe</b>	<ul style="list-style-type: none"> <li>• It's rather expensive.</li> <li>• We may have to wait long till the dish is cooked.</li> <li>• People are usually allowed to smoke and I don't really like eating while somebody is smoking.</li> </ul>	<ul style="list-style-type: none"> <li>• They serve all types of food: fish, steak, pastas of different types and fresh vegetables.</li> <li>• The service is polite and unhurried</li> <li>• Atmosphere is relaxed and comfortable.</li> </ul>
<b>Chinese restaurant</b>	<ul style="list-style-type: none"> <li>• Dishes are too spicy.</li> <li>• Food there is so unusual, we might have stomach problems.</li> <li>• They mix pineapples, ham and mushrooms in one salad and I don't like eating such things.</li> </ul>	<ul style="list-style-type: none"> <li>• They serve exotic food and it's nice to try something you haven't tasted before (something new).</li> <li>• The oriental atmosphere is exotic; we will see waiters in national costumes.</li> <li>• Service is efficient and friendly.</li> <li>• Food is of very high quality.</li> <li>• It's expensive but worth it.</li> </ul>

<b>Pizza restaurant</b>	<ul style="list-style-type: none"> <li>• Even vegetable pizzas contain much fat.</li> <li>• All these restaurants are downtown.</li> <li>• Pizza cooked at home is tastier.</li> <li>• Servings there are so big that can never eat it up.</li> </ul>	<ul style="list-style-type: none"> <li>• Pizzas are very tasty. You won't be able to resist.</li> <li>• Pizza is very rich; one piece is enough to feel full.</li> <li>• They are cooked to original Italian recipes and only fresh ingredients are used.</li> </ul>
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**Note:** Make sure **all the options** have been discussed.

When discussing each option **first** use the information that is contrary to what the student says. You may choose to make use of some ideas only.

Do not speak **first all the time** but ask the student what she/he thinks about the options.

Invite the student to come up with her/his suggestions, especially if she/he readily agrees with the things you say.

If the student says all the time: "What do you think about it?" without expressing her/his own opinion, say: "Sorry, I don't know" or "I'm not sure. How do you feel about it?"

#### **SKILLS TO BE TESTED:**

The student is expected to demonstrate her/his ability to:

- **initiate and maintain conversation;**
- **come up with suggestions;**
- **give good reasons;**
- **find out her/his partner's attitudes;**
- **invite the partner to come up with suggestions;**
- **agree or disagree with her/his partner's opinion;**
- **reach an agreement by taking into account the partner's attitudes.**