

Единый государственный экзамен по АНГЛИЙСКОМУ ЯЗЫКУ

ПИСЬМЕННАЯ ЧАСТЬ

Инструкция по выполнению работы

Экзаменационная работа по английскому языку состоит из четырёх разделов («Аудирование», «Чтение», «Грамматика и лексика», «Письменная речь»), включающих в себя 38 заданий.

На выполнение экзаменационной работы отводится 3 часа 10 минут (190 минут).

Ответы к заданиям 3–9, 12–18 и 30–36 записываются по приведённому ниже образцу в виде одной цифры, которая соответствует номеру правильного ответа. Эту цифру запишите в поле ответа в тексте работы, а затем перенесите в бланк ответов № 1.

КИМ Ответ: 2 2 Бланк

Ответы к заданиям 1, 2, 10, 11 записываются по приведённому ниже образцу в виде последовательности цифр. Эту последовательность цифр запишите в поле ответа в тексте работы, а затем перенесите в бланк ответов № 1.

[illegible]

Ответы к заданиям 19–29 записываются по приведённому ниже образцу в виде слова (нескольких слов). Ответ запишите в поле ответа в тексте работы, а затем перенесите в бланк ответов № 1.

OTBet: *DO NOT KNOW* DONOTKNOW

Раздел 4 («Письменная речь») состоит из 2 заданий (37 и 38) и представляет собой небольшую письменную работу (написание электронного личного письма и письменного высказывания с элементами рассуждения на основе таблицы). В бланке ответов № 2 укажите номер задания и запишите ответ к нему.

Все бланки ЕГЭ заполняются яркими чёрными чернилами. Допускается использование гелевой или капиллярной ручки.

При выполнении заданий можно пользоваться черновиком. Записи в черновике, а также в тексте контрольных измерительных материалов не учитываются при оценивании работы.

Баллы, полученные Вами за выполненные задания, суммируются. Постарайтесь выполнить как можно больше заданий и набрать наибольшее количество баллов.

После завершения работы проверьте, чтобы ответ на каждое задание в бланках ответов № 1 и № 2 был записан под правильным номером.

Желаем успеха!

Раздел 1. Аудирование

1	<p>Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего A–F и утверждениями, данными в списке 1–7. Используйте каждое утверждение, обозначенное соответствующей цифрой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу.</p>
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1. Skipping breakfast is not necessarily bad.
2. Having breakfast can improve academic performance.
3. It's a bad idea to have any carbohydrates for breakfast.
4. A good breakfast is necessary for a sportsman.
5. Not all breakfast foods are good for you.
6. Not having breakfast can lead to weight problems.
7. People don't have breakfast for various reasons.

Говорящий	A	B	C	D	E	F
Утверждение						

2 Вы услышите диалог. Определите, какие из приведённых утверждений **A–G** 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**). Занесите номер выбранного Вами варианта ответа в таблицу. Вы услышите запись дважды.

- A.** John and Sandra's academic year is over.
- B.** John has never been to Africa before.
- C.** John finds some pros and cons of life in Tanzania.
- D.** John is an excellent cook.
- E.** John finds working in Tanzania boring.
- F.** John knows Swahili very well.
- G.** Sandra is going to Tanzania with John.

Утверждение	A	B	C	D	E	F	G
Соответствие диалогу							

Вы услышите интервью. В заданиях 3–9 запишите в поле ответа цифру 1, 2 или 3, соответствующую выбранному Вами варианту ответа. Вы услышите запись дважды.

3 What do we learn about Andrew Miles at the beginning of the interview?

- 1) He bought his restaurant from his parents.
- 2) China is his favourite country.
- 3) His restaurant is really popular.

Ответ:

4 In his restaurant, Andrew serves ... dishes.

- 1) expensive
- 2) unusual
- 3) ordinary

Ответ:

5 According to Andrew, dim sum is a dish which is ... to cook.

- 1) quick
- 2) easy
- 3) hard

Ответ:

6 For home cooking, Andrew picks up recipes which ...

- 1) are easy to cook.
- 2) his wife likes.
- 3) include garlic.

Ответ:

7 Andrew sees his mission as teaching the British to ...

- 1) cook authentic Chinese food.
- 2) eat Chinese dim sum correctly.
- 3) appreciate Chinese culture.

Ответ:

8 Andrew gets most critical remarks from ...

- 1) his relatives.
- 2) the Chinese.
- 3) the British.

Ответ:

9 Which of the following is TRUE about Andrew coming to his family business?

- 1) It happened by chance.
- 2) It was a hard decision for him.
- 3) It was his childhood dream.

Ответ:

По окончании выполнения заданий 1–9 не забудьте перенести свои ответы в БЛАНК ОТВЕТОВ № 1! Запишите ответ справа от номера соответствующего задания, начиная с первой клеточки. При переносе ответов на задания 1 и 2 цифры записываются без пробелов, запятых и других дополнительных символов. Каждую цифру пишите в отдельной клеточке в соответствии с приведёнными в бланке образцами.

Раздел 2. Чтение

10 Установите соответствие между текстами **A–G** и заголовками **1–8**. Занесите свои ответы в таблицу. Используйте каждую цифру **только один раз**. В задании **один заголовок лишний**.

- | | |
|--------------------------------------|-------------------------------------|
| 1. Examples to follow | 5. Seek support |
| 2. Promoting a healthy diet | 6. Prepared to rest |
| 3. A stimulus is needed | 7. Time for everything |
| 4. Benefits for body and mind | 8. A negative vision of life |

- A.** Getting enough sleep is highly important for growing bodies and minds. It sounds simple but the 'body clock' of teens naturally keeps them up later at night. But teens need to get 8-10 hours of sleep each night to reduce nervousness and worry. Sleep cleans out toxins that build up in the brain, and reduce risky or emotional decisions. Some simple tips include creating a cool and calming sleep environment, using your desk and not your bed as a work area. It is also important to limit sugary foods and electronic equipment close to bedtime.
- B.** Make a thoughtful decision to be active and get moving every day. Did you know that 9 in 10 young people in Russia don't move enough? Studies show that exercise is an effective treatment for anxiety and depression. It can help reduce risk of diseases, increases concentration, and reduces aggression. It is important to plan exercise every week. It should be one of your main priorities. Set a realistic goal like 10000 steps per day, or choose an activity that you enjoy. Find a healthy interest you get excited about, and add it into your schedule.
- C.** It is easy during your teen years to let your social life take over, but you may regret that later on. Work with your family and friends to find a weekly schedule that works for all important areas of your life. It should include school work, extra-curricular activities, exercise, family time, social time with friends, and possibly a part-time job. This balance will reduce the chance of stress and worry, and ensure you are looking after all the important areas of your life. You will not need to rush or worry about failing a deadline.
- D.** During your teen years, your body and mind undergo major changes, so it's important to know what feels 'normal' in your body and mind. Listen to any changes, understand what you can and can't control, and make positive steps to stay healthy and happy. If you feel something is getting on top of you or something just isn't right, speak to your parents, friends or teachers as soon as possible, and make some changes for the better. People in your life who really care about you will help you build healthy habits and back you up on the way.

- E.** Proper nutrition is important for all of us, but for teens it is extra important. They are still growing quickly, and have increased appetites. However, they are at school and out with their friends all the time, so it is more difficult for parents to make sure that they eat fruits, vegetables, whole grains, protein and dairy. It helps to have healthy snacks in the house and have a nutritious family meal together at least a couple of times a week. Teens need to get involved in food shopping and cooking. They should know how to prepare meals when they are on their own.
- F.** Teens usually sleep until noon on the weekends and during the summer, and then laze around the house all day. Sometimes they do not take a shower or even wash their face or brush their teeth. Consistent laziness when it comes to proper hygiene can lead to skin problems and dental issues. Teens also easily get infections if they do not practise good hygiene every day. They were taught how to properly brush their teeth when they were small, but parents should give them gentle reminders on the days they seem to be too lazy.
- G.** Physical health is important. Mental health is important as well. Teens should find hobbies that will make them more interested in singing, writing, or following their favourite sportsmen. Doing something they love will help them deal with stress better, as well as have a more positive outlook on life. Of course, teaching all these important habits is easier said than done. We know that teenagers often try to demonstrate their importance. Parents should be their role models and practise the habits they want their kids to follow.

ОТВЕТ:

A	B	C	D	E	F	G

11

Прочитайте текст и заполните пропуски **A–F** частями предложений, обозначенными цифрами **1–7**. Одна из частей в списке **1–7** лишняя. Занесите цифры, обозначающие соответствующие части предложений, в таблицу.

Culture influences the way we think

Did you know that your culture influences the way you think? For a long time, people who study the brain believed that everyone thinks in the same way, **A** _____. Yet this isn't true.

In studies comparing people from the East and West, researchers found big differences in how they think. These differences were not just about what people thought, but also about their actual thinking processes.

People from the West tend to think in a more "analytical" way. They focus on things separately and use a lot of formal logic, **B** _____ in a more "holistic" way. They pay attention to how things are connected and rely more on their experiences than logic.

These cultural differences in thinking have important effects. People from the East are less likely to make a "fundamental attribution error" **C** _____. This is when you explain someone's behaviour based only on their personality, **D** _____. People from the East are also more willing to accept that things can be opposite. They see the good points in arguments and disagreements. People from the West are more likely to stick to their opinions, **E** _____ they are wrong.

These differences in Eastern and Western thinking probably started centuries ago because of the different philosophies and religions that developed in different parts of the world. But the main point is clear: the way you think is shaped by the culture you grow up in, **F** _____.

1. no matter what part of the world they come from
2. not just something you are lucky to be born with
3. without thinking about the situation as a whole
4. even when they get information that shows
5. because they are more aware of the context
6. though the ways our brains work aren't universal
7. while those coming from Eastern countries think

ОТВЕТ:

A	B	C	D	E	F

Прочитайте текст и выполните задания **12–18**. В каждом задании запишите в поле ответа цифру **1, 2, 3** или **4**, соответствующую выбранному Вами варианту ответа.

Reconsidering language teaching

I don't mean to offend anyone who is currently dedicating part of their life, or their whole life, to teaching. It is not an easy job, and many teachers commit themselves to it. That being said, I have some criticisms of how classes are often structured. All too often we hear the same story: "I took four years of Spanish in high school and I don't remember a thing." If you hear these comments as commonly as I do, then, we really need to re-evaluate what we are doing in the classroom.

The traditional curriculum does not focus on language holistically. Language is not viewed as a whole, but is broken down into discrete parts and segments. The result is that many students leave their language class with an inadequate view of the language and, therefore, they don't retain it after a few years. They don't retain it because they don't have the full picture.

Language is here this instant, and gone the next. This is the mindset that we need to adopt when teaching languages. It is constantly adapting and growing. Words change their meaning in certain contexts and after a certain period of time. Words are melded together. Language comes up with rules and then breaks them. It is a disservice to students to study language in discrete parts. **It** bypasses its beautiful constant fluctuation and adaptation to the culture and to reality.

Instead of spending class time using, creating, and enjoying language, we spend most of our time talking about the language. We ask students to follow a certain set of rules, guidelines, procedures, and numbered lists so that they will eventually become "proficient" in a language. We break down concepts into a **discrete** set of rules, and then make students practise them. If you spend all your time thinking about language, instead of just doing language, you're missing the point.

The major structure of the high school classroom is to teach a "theme" around a distinct grammar point. Teachers with good intentions provide acronyms, songs, mnemonics, and games to help students remember these rules. Students feel confident, but then there is a complete "irregular" section, because there are always exceptions. The teacher shrugs and says, "That's just how language works, sometimes it doesn't play by the rules."

We also have a terrible tendency to teach students that there is only one definition per word. But then, undoubtedly, students will encounter that same word in an article, recording, or textbook and say, "I thought that *x* meant *y*." The teacher then responds: "Oh, wait, in this article *x* means *z*." Then the students will remark with some cliché response: "This language is so annoying, they have so many words that mean multiple things."

We are setting students up for frustration because we don't acknowledge the fact that every language does this. Instead, students need to be exposed to myriad

examples of language through listening, reading, teacher input, and repetition. Students need immense amounts of input to best acquire a language. We need to teach students that language is a well-organized and rule-bound tool to communicate ideas and meanings.

To sum up, we need to reorient our focus to a more holistic and practical approach to language learning. We need to explain to students that yes, there is some glue used to hold the language together, but it is best learned through observation and examples. We need to focus on real-world and authentic language uses. We also need to educate students on the true meanings and use of words. If we teach this way, students will be less frustrated and more successful.

12 What is the main idea of paragraph 1?

- 1) Critics of language teaching methods are biased.
- 2) There are complaints about how languages are taught.
- 3) We may need to rethink language teaching methods.
- 4) The way teachers do their jobs must be improved.

ОТВЕТ:

13 According to the text, people do not remember what they were taught at school, because they do not ...

- 1) form a complete understanding of language.
- 2) master enough words and structures.
- 3) quickly forget what they were taught.
- 4) receive adequate explanations and practice.

ОТВЕТ:

14 In paragraph 3 *it* (It bypasses its beautiful constant fluctuation...) most probably refers to the ...

- 1) previous approach to language teaching.
- 2) students' approach to language learning.
- 3) exceptions to grammatical rules.
- 4) essential nature of language learning.

ОТВЕТ:

15 The word *discrete* in paragraph 4 (We break down concepts into a discrete set of rules) most probably means ...

- 1) confusing.
- 2) challenging.
- 3) specific.
- 4) boring.

ОТВЕТ:

16 What feeling do language students occasionally have, according to the author?

- 1) Impatience.
- 2) Disappointment.
- 3) Anxiety.
- 4) Anger.

ОТВЕТ:

17 Which statement about the author's understanding of effective language learning is FALSE?

- 1) Students need to be surrounded by language.
- 2) Language is to be taught as a communication tool.
- 3) Words must be explained to have multiple meanings.
- 4) Grammatical rules and practice should be avoided.

ОТВЕТ:

18 The author concludes by suggesting that effective language learning ...

- 1) focuses on vocabulary.
- 2) makes students less confident.
- 3) happens outside the class.
- 4) integrates a variety of aspects.

ОТВЕТ:

По окончании выполнения заданий 10–18 не забудьте перенести свои ответы в БЛАНК ОТВЕТОВ № 1! Запишите ответ справа от номера соответствующего задания, начиная с первой клеточки. При переносе ответов на задания 10 и 11 цифры записываются без пробелов, запятых и других дополнительных символов. Каждую цифру пишите в отдельной клеточке в соответствии с приведёнными в бланке образцами.

Раздел 3. Грамматика и лексика

Прочитайте приведённый ниже текст / приведённые ниже тексты. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 19–24, так, чтобы они грамматически соответствовали содержанию текстов. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы 19–24.

Pineapples

19 Pineapples grow in tropical countries. They are juicy and tasty, so children enjoy _____ them very much. EAT

It is a good idea to include pineapples in your diet from time to time. To begin with, pineapples contain a lot of minerals that help a human body to adsorb nutrients much _____. GOOD

Moreover, pineapples have a lot of vitamins which help to fight infections. Scientists are sure that if you eat pineapples at least from time to time, you _____ strong and healthy. BE

Library guards

22 Libraries all over the world have problems with pests. In some libraries there are a lot of _____ which destroy valuable books. That is why such libraries have cats who hunt and kill the squeaking creatures. MOUSE

23 In hot countries libraries suffer from insects ruining books, so last year some Portuguese libraries _____ to use bats to fight them. BEGIN

24 If this idea _____ successful, other libraries in the country will have bats to protect their books from pests, too. BE

Прочитайте приведённый ниже текст. Образуйте от слов, напечатанных заглавными буквами в конце строк, обозначенных номерами 25–29, однокоренные слова, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы 25–29.

From the history of instant noodles

25 Many people around the world love instant noodles. It's not surprising as instant noodles are quick, tasty and not too _____ compared with other kinds of fast food. HEALTHY

26 The mass _____ of instant noodles was started in 1958 by Momofuku Ando from Japan. PRODUCE

27 It _____ made the man rich bringing him millions of dollars. But how did it all start? You see, after World War II Japan faced a serious food shortage in the country worsened by the worst harvest season. QUICK

28 To fight this hunger, thousands of open-air markets opened up catering cheap food to factory _____. Ando just saw how popular ramen was among these hungry people and got a brilliant idea how to make it fast. WORK

29 The _____ of instant noodles was just what the country needed at that time. INVENT

Прочитайте текст с пропусками, обозначенными номерами 30–36. Эти номера соответствуют заданиям 30–36, в которых представлены возможные варианты ответов. Запишите в поле ответа цифру 1, 2, 3 или 4, соответствующую выбранному Вами варианту ответа.

Ami

Ami came home again for the Christmas holiday and semester break. She had a good chance to write then. She had an idea for a novel, but decided to wait 30 _____ the summer when she had more time.

Her classes were 31 _____ her busy. But in spare moments between assignments, she worked on the outline for the book, which was gnawing at her loudly by spring. She knew she had a story in her, and it had to go out. She couldn't wait for her classes to end in May to start the book. She 32 _____ her room in the dorm, since she would get a new room in a different dorm in the fall. Her first night back at home, she started her work on the novel, which had been 33 _____ in her head for months. Ami worked day and night for the first three weeks and 34 _____ left her room. She had several chapters written before she began a summer job in a bookshop that specialized in rare books and first editions. Her father had bought books there frequently, and they were impressed by her knowledge, and 35 _____ her the job for two months.

Ami wrote every night, and in the last week of August she finished the first draft of her book. It was perfect timing, since she was going back to school the following week. She was nineteen years old and had just written her first book. She was so excited that couldn't sleep all night, thinking about it. Ami couldn't believe she'd done it, and felt a little 36 _____ without the book to work on.

30

- 1) until 2) while 3) unless 4) apart

Ответ:

31

- 1) having 2) putting 3) keeping 4) holding

Ответ:

32

- 1) evacuated 2) spaced 3) vacated 4) removed

Ответ:

33

- 1) improving 2) developing 3) advancing 4) discovering

Ответ:

34

- 1) hardly 2) shortly 3) nearly 4) simply

Ответ:

35

- 1) provided 2) offered 3) suggested 4) supplied

Ответ:

36

- 1) missed 2) lacked 3) failed 4) lost

Ответ:

По окончании выполнения заданий 19–36 не забудьте перенести свои ответы в БЛАНК ОТВЕТОВ № 1! Запишите ответ справа от номера соответствующего задания, начиная с первой клеточки. При переносе ответов на задания 19–29 буквы записываются без пробелов, запятых и других дополнительных символов. Каждую букву или цифру пишите в отдельной клеточке в соответствии с приведёнными в бланке образцами.



Проверьте, чтобы каждый ответ был записан рядом с номером соответствующего задания.

Раздел 4. Письменная речь

Для ответов на задания 37 и 38 используйте БЛАНК ОТВЕТОВ № 2. Черновые пометки можно делать прямо на листе с заданиями или использовать отдельный черновик. При выполнении заданий 37 и 38 особое внимание обратите на то, что Ваши ответы будут оцениваться только по записям, сделанным в БЛАНКЕ ОТВЕТОВ № 2. Обратите внимание также на необходимость соблюдения указанного объёма текста. Тексты недостаточного объёма, а также часть текста, превышающая требуемый объём, не оцениваются. Соблюдайте нормы письменной речи, записывайте ответы аккуратно и разборчиво.

Укажите номер задания 37 в БЛАНКЕ ОТВЕТОВ № 2 и напишите текст своего ответного электронного письма зарубежному другу по переписке.

- 37 You have received an email message from your English-speaking pen-friend Nicola:

From: Nicola@mail.uk

To: Russian_friend@ege.ru

Subject: Online classes

...I usually spend a lot of time studying online. I find it really convenient. What kind of online classes can you join in your country? Are online classes popular with teenagers in Russia, and why or why not? What difficulties do you face while studying online?

My sister has just won a dance contest...

Write an email to Nicola.

In your message:

- answer her questions;
- ask **3 questions** about the dance contest.

Write 100–140 words.

Remember the rules of email writing.

Выберите только ОДНО из двух предложенных заданий (38.1 или 38.2), укажите его номер в БЛАНКЕ ОТВЕТОВ № 2 и выполните согласно данному плану. **В ответе на задание 38 числительные пишите цифрами.**

- 38.1 Imagine that you are doing a project on **why ordering food for delivery is very popular with Zetlanders**. You have found some data on the subject – the results of a survey (see the table below).

Comment on the survey data and give your opinion on the subject of the project.

The survey question: Why do you prefer to order food for delivery?	
Reasons	Number of respondents (%)
To choose from a wider range of products	37
To save time	28
To avoid the shopping crowds	20
To save money	9
Not to carry heavy bags	6

Write 200–250 words.

Use the following plan:

- make an opening statement on the subject of the project;
- select and report 2–3 facts;
- make 1–2 comparisons where relevant and give your comments;
- outline a problem that can arise with ordering food for delivery and suggest a way of solving it;
- conclude by giving and explaining your opinion on the advantages of food delivery.

38.2 Imagine that you are doing a project on **what promises Zetlanders make to themselves on the first day of the year**. You have found some data on the subject – the results of a survey (see the table below).

Comment on the survey data and give your opinion on the subject of the project.

The survey question: What was your New Year's resolution?	
Resolutions	Number of respondents (%)
To use money wisely	34
To do sports more often	26
To eat healthy food	18
To spend more time with family	14
To start volunteering	8

Write 200–250 words.

Use the following plan:

- make an opening statement on the subject of the project;
- select and report 2–3 facts;
- make 1–2 comparisons where relevant and give your comments;
- outline a problem that can arise with keeping New Year's resolutions and suggest a way of solving it;
- conclude by giving and explaining your opinion on the importance of planning your future.



Проверьте, чтобы каждый ответ был записан рядом с номером соответствующего задания.