

**Сборник тренировочных материалов для подготовки
к государственной итоговой аттестации по АНГЛИЙСКОМУ ЯЗЫКУ
для слепых и поздноослепших обучающихся
по образовательным программам
СРЕДНЕГО общего образования**

ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Тренировочные материалы предназначены для подготовки к единому государственному экзамену и государственному выпускному экзамену (в письменной форме) по АНГЛИЙСКОМУ языку.

Тренировочные материалы состоят из трёх разделов, в которых задания сгруппированы следующим образом:

- раздел 1 – «Чтение»;
- раздел 2 – «Грамматика и лексика»;
- раздел 3 – «Письмо».

Раздел 1 содержит 18 заданий. За правильный ответ на задания 1 и 2 ставится максимально 7 баллов, а на задания 3 и 4 – 6 баллов. Задания 5–18 оцениваются в 1 балл. Задания 1–4 могут включаться как в экзаменационные материалы ГВЭ-11, так и в КИМ ЕГЭ, а задания 5–18 – только в КИМ ЕГЭ.

Раздел 2 содержит 40 заданий. За правильный ответ на задания 1–40 ставится 1 балл. Задания 1–40 могут включаться как в экзаменационные материалы ГВЭ-11, так и в КИМ ЕГЭ.

Раздел 3 содержит 4 задания. За полный правильный ответ на задания 1 и 2 ставится 6 баллов, а задания 3 и 4 оцениваются каждое максимально в 14 баллов в соответствии с критериями оценивания. Задания 1 и 2 могут включаться как в экзаменационные материалы ГВЭ-11, так и в КИМ ЕГЭ, а задания 3 и 4 – только в КИМ ЕГЭ.

Раздел 1. Чтение

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

- | | |
|---|--|
| <p>1. How we got that mark</p> <p>2. From a million pounds to thousands of dollars</p> <p>3. What in a colour</p> <p>4. Weight of money</p> | <p>5. Size matters</p> <p>6. Money string changes source</p> <p>7. Free to choose from</p> <p>8. Before money comes in</p> |
|---|--|
- A.** In early societies people developed barter as a form of proto-money, when they used the things that everyone agreed to accept in trade. Various items have been used by different societies at different times. Thus, for example, Aztecs used cacao beans, Norwegians used butter, the early U.S. colonists used tobacco leaves, and Roman soldiers were paid a salary of salt. On the island of Nauru, the islanders even used rats for this purpose.
- B.** The first coins were made in the Kingdom of Lydia, located on the territory of Turkey in the 7th century B.C. The Lydians used weighed lumps of metal and stamped them with pictures to confirm their weight (the shape of the coins was unimportant). The process of stamping was called “minting”. In fact, the stamp on the coin was a seal that identified the person who had guaranteed the weight of that coin.
- C.** The well-known dollar sign has various explanations. Perhaps one of the most widely accepted is that it was the result of the evolution of the Mexican or Spanish “Ps” which was used for pesos. This theory explains that the “S” gradually came to be written over the “P”, developing a close equivalent to the American dollar “\$” mark. It was widely used even before the adoption of the United States dollar in 1785.
- D.** The largest banknote ever issued by the Bank of England was the £1,000,000 note. Designed for use by the UK government only, the notes were canceled after just a few months, allowing very few to escape into private hands. However, just because the notes are out of service nowadays doesn’t mean that they are valueless. In 2008, one of two known surviving notes was sold at auction for almost \$120,000.

- E. According to the Guinness Book of World Records, the world's largest banknote is the 100,000-peso note, which is of the size of a standard sheet of paper. It was created by the government of the Philippines in 1998 to celebrate a century of independence from Spanish rule. The note was offered only to collectors, who could purchase one of the limited-edition notes for 180,000 pesos, or about \$3,700.
- F. American Indians used to have strings of clamshells, which they called wampum and used as money. The process to make wampum was very labor intensive, which increased their value among the European traders. However, the Dutch colonists began to manufacture wampum themselves and eventually became the primary source of wampum, thereby destroying the system which had functioned for centuries.
- G. Why are U.S. notes green? No one is really sure. However, in 1929, when the Bureau of Printing and Engraving began making smaller size currency, green continued to be used because its pigment was readily available in large quantities. Green is also relatively high in its resistance to chemical and physical changes, and it has been psychologically identified with the strong and stable credit of the government.

Ответ:

A	B	C	D	E	F	G

2

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. Good enough for the royal family | 5. From childhood and on |
| 2. From women to the military | 6. From movie stars to every woman |
| 3. The company moves overseas | 7. Changes in cinematography, changes in make-up |
| 4. New products, new leaders | 8. New place, new make-up |
- A. Max Factor is often called the father of modern make-up. The success story started in Max's early years. He was born Max Faktorowicz in Lodz, Poland, near the Russian border, around 1877. With 10 children, his parents could not afford formal education for their children, so at the age of eight Max was placed in an apprenticeship to a pharmacist. Years of mixing potions for the pharmacy developed his fascination with cosmetics.
- B. Eventually, Max opened his own shop in a suburb of Moscow, selling hand-made cosmetics. "Health and beauty products" became an important business for him. A traveling theatrical troupe bought and wore Max's make-up and wigs while performing for Russian nobility. Soon Max became the official cosmetic expert for members of the Russian court, the Imperial Grand Opera and the Ballet.
- C. In 1904, Max and his family moved to the United States. Max Faktorowicz was now Max Factor, the name given to him at Ellis Island by immigration officials. Now Max Factor was dreaming of movie actors and actresses using his products. He moved his family to Los Angeles. In 1914, Max Factor created a make-up specifically for movie actors that, unlike thick theatrical make-up, would not crack.
- D. The development of color film production required the Max Factor company to develop a new line of products. The existing make-up reflected surrounding colors. As a result of how bad they looked, many actors and actresses refused to appear in color films. At this time Frank Factor, Max's son, took the lead and developed a suitable product. It had a solid cake form and was applied with a damp sponge, which concealed skin imperfections.

- E. Soon actresses and other women working on movies sets were stealing new make-up to use in their personal lives. Its only disadvantage for everyday use was that it made the skin too dark under regular lights, having been designed for the powerful lights used in film studios. Frank Factor began developing lighter shades. In 1937, new "Pan-Cake" make-up was released to the public and it became one of the fastest selling cosmetic items.
- F. After Max Factor's death, Frank Factor took the name Max Factor, Jr., and expanded the still private cosmetics firm. The company began development of a smear-proof lipstick which would not fade. A special machine was constructed to test the formula's resistance. The result was "Tru-Color" lipstick in six shades of red. During World War II, Max Factor developed make-up shades for use by the US Marine Corps in camouflaging faces.
- G. Max Factor, Jr., continued his commercially successful developments, such as cream make-up supplied in stick form. Soon the company offered shampoo for men and its first perfume called "Electrique". The early 1960s saw the company go public and list its stock on the New York Stock Exchange. This period also saw the third generation of the Factor family rise to senior positions within the company.

Ответ:

A	B	C	D	E	F	G

3

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.

The languages of integration

Every year the European Day of Languages is marked on 26 September. The idea behind the event is to raise public awareness of all the languages spoken in Europe and the importance of language learning in **A** _____ . The European Day of Languages celebrates linguistic diversity as one of Europe's strengths, **B** _____ of school.

The European Union is convinced **C** _____ compared with the professional and personal opportunities lost due to inadequate language skills. That is why many national governments encourage people to learn languages at all educational levels and at all ages during their working life.

Many local authorities provide immigrants with language training, familiarization courses on local society and culture, **D** _____ . The latter elements are often provided in the immigrants' own languages.

One example is from the Flemish city of Ghent in Belgium, **E** _____ including 1200 hours of Dutch, plus 75 hours of civic orientation courses. Hungary developed its national integration policy on the basis of a six-month pilot project called Matra **F** _____ , 700 hours of cultural and legal orientation, and financial assistance with living expenses. The Finnish education system supports the maintenance and development of the mother tongues of immigrants to ensure what it calls functional bilingualism.

1. and assistance in finding jobs in a new country
2. spreading tolerance and mutual understanding
3. upbringing healthier and more athletic children
4. that the cost of promoting language learning is modest
5. that included 1200 hours of language teaching for immigrants
6. and encourages lifelong language learning in and out
7. where immigrants are offered an introductory programme

Ответ:

A	B	C	D	E	F

4

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.

The discovery of three planets

In 1781, William Herschel, viewing the sky, recognized that an object in the constellation of Gemini was moving against the background of stars. At first, he thought he was looking at a new comet, but upon further investigation realized A _____.

Herschel named his discovery ‘the Georgian planet’ after his patron, George III. Other names proposed included Herschel and Uranus. Eventually Uranus became the universally accepted name. Uranus is similar in composition to Neptune, and both B _____ larger gas giants Jupiter and Saturn.

In the 19th century it became evident that the orbit of Uranus did not follow Newton’s law of Gravitation. Many astronomers began to question whether Newton’s theory applied to an object so far from the sun. However, two astronomers in two different countries independently came up with the theory C _____ by a more distant planet.

Working to these calculations, astronomers at the Berlin Observatory D _____. They had discovered the eighth planet of the solar system, Neptune. It was observed on 23 September 1846, and its largest moon, Triton, was discovered shortly thereafter, though none E _____ telescopically until the 20th century.

After the discovery of Neptune, astronomers F _____ the solar system for a ninth planet. In 1930, an American astronomer discovered the last of the known worlds of our solar system, Pluto.

1. that was completely new
2. were able to identify this planet
3. that he was looking at a new planet
4. that the orbit of Uranus had been disturbed
5. started to look further into the depths of
6. are of different chemical composition than the
7. of the planet's remaining 12 moons were located

Ответ:

A	B	C	D	E	F

Прочитайте текст и выполните задания 5–11. В каждом задании запишите в поле ответа цифру 1, 2, 3 или 4, соответствующую выбранному Вами варианту ответа.

Imperial treasures from Vienna

It is small – it’s just a ring, after all. It is also surprising and breathtaking. The colour and purity of the stone and the shield-like shape that forms the front of the object give the sapphire ring the kind of cool elegance that can, however, be reproduced in photographs. But its amazing hot halo of shooting blue, purple and pink lights is visible only in person. The entire ring is masterfully carved from a single, unbroken hunk of the precious gem. It’s unique – there is nothing quite like it anywhere else. Made in 1400, the ring is the earliest of the 60 treasures on view in “Splendour and Power”, which just opened at the Fitzwilliam Museum in Cambridge. It is a perfect example of the exhibition’s purpose, which is to delight visitors while also explaining why rulers collected these very expensive, ornate and masterfully crafted objects. In this case the collectors were the dynasty of the Habsburgs, who ruled the Holy Roman Empire from their Austrian base for centuries.

Surprisingly, these pieces may occasionally mimic the shapes of useful objects, like drinking cups, but **they were never meant to be utilitarian**. That is not to say they lacked purpose. Indeed, they were designed to “enchant the senses, delight the eye and inspire the intellect,” writes Sabine Haag, the curator of this show, which was loaned from Vienna’s Kunsthistorisches Museum (KHM), in the excellent catalogue.

Some of the precious objects were prized as exotic messengers from far-off lands. These include a carved, pale jade Ming bowl, mounted with rubies from the Ottoman court (possibly as a diplomatic gift). When it made its way to the Habsburgs it joined other spectacular objects in the Kunstkammer (art chamber), collected to further legitimise and enhance the power of the ambitious owner.

It was only in the 19th century that art was split into “high” and “low”. Anything decorative fit into the latter category, regardless of beauty or technical expertise. As a result, **some** may find it difficult to look at these rock-crystal vessels, jewels and perfume flasks as works of art. The single piece in this exhibition that should succeed in repairing this ill-judged high/low divide is the ivory cup made by Bernhard Strauss in Augsburg around 1660. It is so deeply carved with classical gods and goddesses – Apollo with his lyre, Diana with her alert dog – that the piece has become translucent. It seems Strauss brought Olympus to life.

Elsewhere in the Fitzwilliam paintings and sculpture are exhibited in rooms decorated with fine Oriental rugs, warm wood furniture and tick-tocking Thomas Tompion clocks. But never mind. Benefactions from the Monument Trust have allowed the Fitzwilliam to commission new display cases of non-reflective glass. The welcome illusion is that nothing separates the viewer from the viewed.

The Kunstkammer at the KHM can boast of the greatest surviving princely treasure in the Western world. It has been closed for refurbishment since 2002, making this loan – the largest for half a century – possible. The Kunstkammer is expected to reopen at the end of next year, after which decades will surely pass before its objects leave home again. For those within striking distance of Cambridge, enough said.

5 According to the author, the beauty of the exhibited sapphire ring can be fully appreciated ...

- 1) in a photograph.
- 2) at the exhibition.
- 3) in special light.
- 4) where it was carved.

ОТВЕТ:

6 “It” in “It is a perfect example of the exhibition’s purpose” (paragraph 1) refers to the ...

- 1) ring.
- 2) exhibition’s collection.
- 3) exhibition’s origin.
- 4) exhibition’s catalogue.

ОТВЕТ:

7 Saying “*they were never meant to be utilitarian*” the author means that the exhibits were supposed to be ...

- 1) useful.
- 2) expensive.
- 3) decorative.
- 4) unusual.

ОТВЕТ:

8 According to the author (paragraph 4), some objects may be seen as ...

- 1) common things.
- 2) poorly manufactured.
- 3) spoilt in repairs.
- 4) collected ill-advisedly.

ОТВЕТ:

9 “Some” in “some may find it difficult to look at these rock-crystal vessels, jewels and perfume flasks as works of art” (paragraph 4) refers to the ...

- 1) exhibits.
- 2) visitors.
- 3) artists.
- 4) owners.

ОТВЕТ:

10 The Monument Trust helped to provide ...

- 1) better attendance of the exhibition.
- 2) better decorated rooms.
- 3) furniture for the exhibition rooms.
- 4) better conditions for viewing the exhibits.

ОТВЕТ:

11 The article was written to ...

- 1) advertise Vienna’s Kunsthistorische Museum.
- 2) prove that the exhibits are works of art.
- 3) attract more visitors to the exhibition.
- 4) describe the treasures of the Hapsburgs.

ОТВЕТ:

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.

Ordeal by water

It is tempting to regard the river Thames as another artery in London's integrated transport system, a continuation of the Victoria Underground line. In this ideal world, passengers move effortlessly from river ferry to train, bus or Tube, continuing their seamless journey carefree.

Unfortunately, that is not exactly how it is. Father Thames is not as kind and even-tempered as it might seem as one is looking at the map. It is a muddy, tidal creek whose flukish currents insidiously rip round the base of bridges. Navigation is hard. And the river is not straight: it does giant loops, especially around the Canary Wharf financial district. A passenger alighting from a river ferry often has to walk five or ten minutes to the nearest land connection.

With London's Tube and buses bursting at the seams, a succession of entrepreneurs have braved these negatives and tried unsuccessfully to set up commuter services on this **natural highway**. Sean Collins reckons he is the 15th since 1905 – but this time things may have changed. His business, which started as Collins River Enterprises in 1999, shows every sign of surviving its second decade, despite the economy's woes and volatile fuel costs. Thames Clippers, as the firm is called these days, carried 3.2m passengers in 2009, running fast catamarans between Woolwich, downriver of the city centre, and Waterloo.

Perhaps Mr. Collins, now its managing director, simply was lucky enough to pick the right time. The past decade has been kind to the Thames. Big property developments have sprung up on both sides of the river, and more are on their way before the 2012 Olympic games. And so far, at least, Canary Wharf seems to be weathering the financial storm. But there has been still another advantage: both public and private backing for the firm have been crucial.

Thames Clippers gets a small subsidy from Transport for London, part of the Greater London Authority. A big step towards welcome integration came in November, when passengers were first allowed to use **their** fare cards on Thames Clippers, too. And recently, Greenwich Council agreed to pay £269,000 for guaranteed service between Greenwich and Woolwich over the next four years.

One big problem is the jumbled ownership and management of landing piers: the Greater London Authority owns 7 of the 13 in central London and various property developers the rest. At piers used jointly, the situation does not favour the ferries trying to stick to a timetable. They can be delayed by tourist boats hanging on for passengers. To have more control of its schedule, Thames Clippers took over the lease of the privately-owned London Bridge City Pier in November.

Another impediment is the unnecessarily rigid restriction on speed. The Port of London Authority imposes a 12-knot limit west of Wapping, which means that

boats can show their exhilarating 30-knot cruising speed only on the eastern stretches of the river.

The Port of London Authority supports the plan to get more people on the river but insists that safety is most important. It also points out that tourists and freight, not just commuters, use the Thames. So for the moment, Thames Clippers' civilised catamarans to and from Waterloo remain a secret pleasure for the connoisseurs.

12 According to paragraphs 1 and 2, the Thames is ...

- 1) fully integrated into London's transport system.
- 2) not perfectly fit for solving London's transport problems.
- 3) an ideal way to travel round the city.
- 4) providing a shorter journey than on-land transport.

ОТВЕТ:

13 The words "*the natural highway*" in "tried unsuccessfully to set up commuter services on this natural highway" (paragraph 3), stand for ...

- 1) the city centre.
- 2) the railway.
- 3) the Tube.
- 4) the Thames.

ОТВЕТ:

14 Which was the most important factor for Thames Clippers' success?

- 1) Huge numbers of passengers.
- 2) The luck of the owner.
- 3) Private and public investments.
- 4) New and fast catamarans.

ОТВЕТ:

15 "*Their*" in "allowed to use their fare cards on Thames Clippers, too" (paragraph 5) refers to ...

- 1) Transport for London.
- 2) the passengers.
- 3) Greenwich Council.
- 4) Thames Clippers.

ОТВЕТ:

16 Which impediment for Thames Clippers operations is NOT mentioned in the text?

- 1) Inadequate fares for boat trips.
- 2) Uncertainty about the timetable.
- 3) Joint ownership of the piers.
- 4) Speed limit for river transport.

Ответ:

17 Calling the catamarans “a secret pleasure for the cognoscenti”, the author means that ...

- 1) they are not very suitable.
- 2) they offer a good way to spend your free time.
- 3) there are few of them compared to the tourist boats.
- 4) the possibility to use them is not appreciated by everybody.

Ответ:

18 According to the title of the article, the author thinks that the river transport ...

- 1) needs improvement.
- 2) is not very promising.
- 3) is suitable only for tourists.
- 4) provides big business opportunities.

Ответ:

Ответы к заданиям

№ задания	Ответ
1	8412563
2	5187624
3	264175
4	364275
5	2
6	1
7	3
8	1
9	2
10	4
11	3
12	2
13	4
14	3
15	2
16	1
17	4
18	1

**Раздел 2.
Грамматика и лексика**

Прочитайте приведённые ниже тексты. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 1–7, так, чтобы они грамматически соответствовали содержанию текстов. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы 1–7.

Christmas trees

One Christmas Eve the trees in a wood were very unhappy. They wished very much to make Christmas stay, but they

NOT KNOW

1

‘Hush, children, hush,’ whispered North Wind in a gentle voice, which was unusual for the _____ of all winds. ‘Go to sleep.’ While they slept something happened.

BAD

2

When the trees awoke they found that someone, perhaps North Wind, had cast over each of _____ a lovely soft cloak of spotless feathery white.

THEY

3

Seagull problem

The councillors of Dumfries, Scotland, are determined to do something about the seagull problem. Dumfries is the _____ town in the region invaded by seagulls which attack people. The birds protect their nests.

THREE

4

Local authorities declared that next spring special anti-gull ‘task-force’ _____ the gull nests. ‘‘Seagulls are a menace to Scottish towns,’’ said Environment Minister Michael Russell.

DESTROY

5

‘‘Recently, they _____ aggressive to other birds, pets and even people.’’

BECOME

6

Councillor Jack Groom said the time for talk was over, adding that it was time for action before _____ people were hurt by the gulls.

MANY

7

Прочитайте приведённые ниже тексты. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 8–14, так, чтобы они грамматически соответствовали содержанию текстов. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы 8–14.

**Why do the Chinese call the Yellow River in China
‘‘China’s Sorrow’’?**

The Huang He, or Yellow River, in China is called ‘‘China’s Sorrow’’ by the Chinese themselves. Since long ago, flooding

8

_____ a serious problem.

BE

9

The _____, most sorrowful flood on record happened in 1931.

BAD

10

The waters began to rise in July, and by November of that year, more than 40,000 square miles had been flooded, _____ 80 million people homeless.

LEAVE

A rabbit and a tortoise

Once there lived a rabbit and a tortoise. The rabbit challenged the tortoise to have a race with _____. The tortoise agreed and they started the race.

11

HE

12

The rabbit ran _____ than the tortoise, and in a few minutes he was near the crossing line. He couldn’t see the tortoise, so he decided to rest for a while till the tortoise arrived and then he would quickly cross the line.

FAST

13

The rabbit lay down under a tree and soon he was asleep. When he awoke, he saw that the tortoise _____ the line.

CROSS

14

The tortoise _____ the match, showing that it’s more important to be steady and active than to be fast.

WIN

Прочитайте приведённый ниже текст. Образуйте от слов, напечатанных заглавными буквами в конце строк, обозначенных номерами 15–20, однокоренные слова так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы 15–20.

Transport in Bangkok

Bangkok is known as the “Venice of the East”. Today, many of the canals have been filled in and paved over to make room for roads, but a massive network of waterways still crosses the city. In the late 19th and early 20th centuries Bangkok experienced _____ influence.

EUROPE

15

As a result, the city _____ shifted to a road-based transport system.

SLOW

16

Over the last decade, Bangkok has evolved from a humid riverside city into a modern, rapidly growing Asian _____ centre. Business travellers will appreciate the city’s growth in public transportation and its world-class airport.

COMMERCE

17

The Suvarnabhumi Airport, which is located 25km east of the city centre, contributed greatly to Bangkok’s _____.

DEVELOP

18

A modern, convenient elevated rail link connects the airport to the city in 30 minutes, helping _____ avoid traffic jams.

VISIT

19

The city’s modern public transportation system is a _____ of sky trains and underground subways. It has transformed the bustling city centre into a futuristic district of street-level roads, elevated roads and sky trains.

COMBINE

20

Прочитайте приведённый ниже текст. Образуйте от слов, напечатанных заглавными буквами в конце строк, обозначенных номерами 21–26, однокоренные слова так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы 21–26.

Scottish inventions

Do you know how the refrigerator was invented? It is one of the most important _____ of the Scots to the world.

CONTRIBUTE

21

If James Harrison (1816–1893), a Scottish immigrant to Australia, didn’t _____ push ether gas into a metal tube, people might still be using boxes filled with blocks of ice to cool their food.

ACCIDENTAL

22

The main problem was how to overcome the need for ice in the _____ process.

REFRIGERATE

23

Ice had to be cut fresh from frozen lakes and stored inside an underground house until it was ready to be used as a _____.

COOL

24

Australians had difficulty gaining access to _____ ice since Australia does not enjoy that many lakes.

NATURE

25

Harrison’s discovery was beneficial the world over, but especially important for Australia because now it could export frozen meat to Europe. He even tried one such journey to Europe, but the ether had leaked during the voyage and ruined the entire cargo. Harrison went bankrupt but his legacy meant a huge _____ to the Australian economy.

DIFFER

26

Прочитайте текст с пропусками, обозначенными номерами 27–33. Эти номера соответствуют заданиям 27–33, в которых представлены возможные варианты ответов. Запишите в поле ответа цифру 1, 2, 3 или 4, соответствующую выбранному Вами варианту ответа.

Merrywood Elementary

My mother decided it was time for me to go to school. I was sent to Merrywood Elementary when I was six and I thought it was a complete waste of time. What was the **27** _____ of school when I could learn all I needed at the docks? It turned **28** _____ that Mum had other plans for my future which didn't include joining Uncle Stan in the shipyard.

Once Mum had dropped me off each morning, I would hang around in the yard until she was out of sight, and then slope off to the docks. I made sure I was always back at the school gates when she returned to pick me up in the afternoon. On the **29** _____ back home, I had to be very inventive. I would **30** _____ her everything I'd done at school that day. I was good at making up stories. **31** _____, it wasn't long before she discovered that was all they were – stories.

Occasionally Mr. Haskins, the gatekeeper, decided he'd seen me leave the school too often and I'd be **32** _____ to the headmaster. My form master, Mr. Holcombe, never let on if I didn't show up for his class, but then he was a bit soft.

One or two other boys from my school also **33** _____ to hang around the docks but I kept my distance from them. They were older and bigger and never missed a chance to beat me if I got in their way.

27

- 1) help 2) goal 3) point 4) aim

Ответ:

28

- 1) off 2) out 3) in 4) over

Ответ:

29

- 1) trial 2) path 3) track 4) way

Ответ:

30

- 1) speak 2) say 3) tell 4) talk

Ответ:

31

- 1) moreover 2) however 3) therefore 4) although

Ответ:

32

- 1) reported 2) remembered 3) reminded 4) required

Ответ:

33

- 1) held 2) kept 3) used 4) had

Ответ:

Прочитайте текст с пропусками, обозначенными номерами 34–40. Эти номера соответствуют заданиям 34–40, в которых представлены возможные варианты ответов. Запишите в поле ответа цифру 1, 2, 3 или 4, соответствующую выбранному Вами варианту ответа.

At home

The holiday time was approaching. Harry hadn't been **34** _____ forward to the holidays; not just because he wondered if he'd ever see his friend Giles again, but also because it meant **35** _____ to No. 27 Ashton Road. He would have to share a room with his uncle, Stan.

Harry's days at Ashton Road **36** _____ into a well-ordered routine: up at five, one slice of toast for breakfast, report to Mr. Deakins at the newsagent's by six, stack the papers in the correct order, then deliver them. The whole exercise took about two hours, **37** _____ him to be back home in time for a cup of tea with Mum before she went off to work. At around eight-thirty Harry would set off for the library, where he would meet up with his best friend, Billy. Billy was always sitting on the top step waiting patiently for him.

In the afternoon, Harry would report for choir practice, as part of his **38** _____ to St Bede's. He never **39** _____ it as such because he enjoyed singing so much.

In fact, he often prayed, "Please, God, when my voice breaks, let me be a tenor and I'll never ask for anything else."

After spending the evening going **40** _____ old exam papers, Harry would climb into bed around ten. He quickly fell asleep because he felt tired at the end of the day.

- 34** 1) seeing 2) looking 3) watching 4) glancing

Ответ:

- 35** 1) replacing 2) returning 3) restoring 4) removing

Ответ:

- 36** 1) kept 2) held 3) went 4) fell

Ответ:

- 37** 1) agreeing 2) admitting 3) allowing 4) accepting

Ответ:

- 38** 1) agreement 2) obligation 3) requirement 4) responsibility

Ответ:

- 39** 1) regarded 2) respected 3) thought 4) found

Ответ:

- 40** 1) about 2) with 3) over 4) into

Ответ:

Ответы к заданиям

№ задания	Ответ
1.	didnotknow; didn'tknow
2.	worst
3.	them
4.	third
5.	woulddestroy
6.	havebecome; 'vebecome
7.	more
8.	hasbeen
9.	worst
10.	leaving
11.	him
12.	faster
13.	hadcrossed; wascrossing
14.	won
15.	European
16.	slowly
17.	commercial
18.	development
19.	visitors
20.	combination
21.	contributions
22.	accidentally
23.	refrigeration
24.	cooler
25.	natural
26.	difference
27.	3
28.	2
29.	4
30.	3
31.	2
32.	1
33.	3
34.	2
35.	2
36.	4
37.	3
38.	2
39.	1
40.	3

Раздел 3. Письмо

Для ответов на задания 1–4 используйте дополнительный лист. Обратите внимание на необходимость соблюдения указанного объёма текста. Тексты недостаточного объёма, а также часть текста, превышающая требуемый объём, не оцениваются. Запишите сначала номер задания (1–4), а затем ответ на него. Если одной стороны бланка недостаточно, Вы можете использовать другую его сторону.

- 1** You have received a letter from your English-speaking pen-friend John who writes:

*...My brother has just graduated from University. He is a lawyer now. What professions are the most prestigious in Russia? What kinds of money-making jobs in Russia do not require a university degree? Do you want to go to college, why or why not?
This summer we are going on a three-day bicycle trip...*

Write a letter to John.

In your letter

- answer his questions
- ask **3 questions** about the trip.

Write **100–140 words**.

Remember the rules of letter writing.

- 2** You have received a letter from your English-speaking pen-friend Elisabeth who writes:

*...Yesterday I finished reading a book about the 14th century England. What kinds of books do you like reading? What would you call the most interesting period in Russian history and why? If there were a time machine, what country and what period would you like to visit?
I got a puppy for my birthday this year!...*

Write a letter to Elisabeth.

In your letter

- answer her questions
- ask **3 questions** about her birthday this year.

Write **100–140 words**.

Remember the rules of letter writing.

3 Comment on the following statement.

Young people like travelling more than senior citizens.

What is your opinion? Do you agree with this statement?

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

4 Comment on the following statement.

It's important for high school students to study compulsory subjects, even if they don't see any need for them in the near future.

What is your opinion? Do you agree with this statement?

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

Критерии оценивания выполнения заданий 1, 2 (максимум 6 баллов)

Баллы	Решение коммуникативной задачи	Организация текста	Языковое оформление текста
	К1	К2	К3
2	Задание выполнено полностью: содержание отражает все аспекты, указанные в задании (даны полные ответы на все вопросы, заданы три вопроса по указанной теме); стилевое оформление речи выбрано правильно с учётом цели высказывания и адресата; соблюдены принятые в языке нормы вежливости	Высказывание логично; средства логической связи использованы правильно; текст верно разделён на абзацы; структурное оформление текста соответствует нормам, принятым в стране изучаемого языка	Используемый словарный запас и грамматические структуры соответствуют поставленной задаче; орфографические и пунктуационные ошибки практически отсутствуют (допускается не более двух негрубых лексико-грамматических ошибок или/и не более двух негрубых орфографических и пунктуационных ошибок)
1	Задание выполнено не полностью: содержание отражает не все аспекты, указанные в задании (более одного аспекта раскрыто не полностью, или один аспект полностью отсутствует); встречаются нарушения стилевого оформления речи или/и принятых в языке норм вежливости	Высказывание не всегда логично; имеются недостатки/ошибки в использовании средств логической связи, их выбор ограничен; деление текста на абзацы нелогично/отсутствует; имеются отдельные нарушения принятых норм оформления личного письма	Имеются лексические и грамматические ошибки, не затрудняющие понимания текста; имеются орфографические и пунктуационные ошибки, не затрудняющие коммуникации (допускается не более четырёх негрубых лексико-грамматических ошибок или/и не более четырёх негрубых орфографических и пунктуационных ошибок)
0	Задание не выполнено: содержание не отражает тех аспектов, которые указаны в задании, или/и не соответствует требуемому объёму	Отсутствует логика в построении высказывания, принятые нормы оформления личного письма не соблюдаются	Понимание текста затруднено из-за множества лексико-грамматических ошибок

Примечание. При получении экзаменуемым 0 баллов по критерию «Решение коммуникативной задачи» всё задание оценивается в 0 баллов.

Критерии оценивания выполнения заданий 3, 4 (максимум 14 баллов)

Баллы	Решение коммуникативной задачи	Организация текста
	К1	К2
3	Задание выполнено полностью: содержание отражает все аспекты, указанные в задании; стилевое оформление речи выбрано правильно (соблюдается нейтральный стиль)	Высказывание логично, структура текста соответствует предложенному плану, средства логической связи использованы правильно, текст разделён на абзацы
2	Задание выполнено: некоторые аспекты, указанные в задании, раскрыты не полностью; имеются отдельные нарушения стилевого оформления речи	Высказывание в основном логично, имеются отдельные отклонения от плана в структуре высказывания, имеются отдельные недостатки при использовании средств логической связи, имеются отдельные недостатки при делении текста на абзацы
1	Задание выполнено не полностью: содержание отражает не все аспекты, указанные в задании; нарушения стилевого оформления речи встречаются достаточно часто	Высказывание не всегда логично, есть значительные отклонения от предложенного плана; имеются многочисленные ошибки в использовании средств логической связи, их выбор ограничен; деление текста на абзацы отсутствует
0	Задание не выполнено: содержание не отражает тех аспектов, которые указаны в задании, или/и не соответствует требуемому объёму, или/и более 30% ответа имеет непродуктивный характер (т.е. текстуально совпадает с опубликованным источником или другими экзаменационными работами)	Отсутствует логика в построении высказывания, предложенный план ответа не соблюдается

Баллы	Лексика	Грамматика	Орфография и пунктуация
	К3	К4	К5
3	Используемый словарный запас соответствует поставленной коммуникативной задаче, практически нет нарушений в использовании лексики	Используются грамматические структуры в соответствии с поставленной коммуникативной задачей. Практически отсутствуют ошибки (допускается одна-две негрубые ошибки)	
2	Используемый словарный запас соответствует поставленной коммуникативной задаче, однако встречаются отдельные неточности в употреблении слов (две-три), либо словарный запас ограничен, но лексика использована правильно	Имеется ряд грамматических ошибок, не затрудняющих понимания текста (не более четырёх)	Орфографические ошибки практически отсутствуют. Текст разделён на предложения с правильным пунктуационным оформлением
1	Использован неоправданно ограниченный словарный запас; часто встречаются нарушения в использовании лексики, некоторые из них могут затруднять понимание текста (не более четырёх)	Многочисленны ошибки элементарного уровня, либо ошибки немногочисленны, но затрудняют понимание текста (допускается шесть-семь ошибок трёх-четырёх разделах грамматики)	Имеется ряд орфографических или/и пунктуационных ошибок, в том числе те, которые незначительно затрудняют понимание текста (не более четырёх)
0	Крайне ограниченный словарный запас не позволяет выполнить поставленную задачу	Грамматические правила не соблюдаются, ошибки затрудняют понимание текста	Правила орфографии и пунктуации не соблюдаются

Примечание. Критерий «Орфография и пунктуация» в разделе «Письмо» оценивается в 2 балла. При получении экзаменуемым 0 баллов по критерию «Решение коммуникативной задачи» всё задание оценивается в 0 баллов.

		НОМЕР БЛАНКА																	
Объем высказывания соответствует поставленной задаче: 180–275 слов. Высказывание имеет продуктивный характер																			
1. Решение коммуникативной задачи (Содержание)	Аспект 1. Вступление – постановка проблемы																		
	Аспект 2. Мнение автора с двумя-тремя аргументами																		
	Аспект 3. Противоположная точка зрения с одним-двумя аргументами																		
	Аспект 4. Объяснения, почему автор не согласен с противоположной точкой зрения (контраргументы)																		
	Аспект 5. Заключение с подтверждением позиции автора																		
	Аспект 6. Стилизовое оформление выбрано правильно: соблюдается нейтральный стиль																		
	ИТОГОВЫЙ БАЛЛ (максимальный балл – 3)																		
2. Организация	Логичность																		
	Деление на абзацы																		
	Использование средств логической связи																		
	ИТОГОВЫЙ БАЛЛ (максимальный балл – 3)																		
3. ЛЕКСИКА (максимальный балл – 3)																			
4. ГРАММАТИКА (максимальный балл – 3)																			
5. ОРФОГРАФИЯ И ПУНКТУАЦИЯ (максимальный балл – 2)																			