

**Сборник тренировочных материалов для подготовки
к государственному выпускному экзамену
по АНГЛИЙСКОМУ ЯЗЫКУ
для обучающихся по образовательным программам
ОСНОВНОГО общего образования**

ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Тренировочные материалы предназначены для подготовки к государственному выпускному экзамену в устной и письменной формах.

В части I представлены тренировочные материалы для подготовки к устному экзамену.

Устный экзамен проводится по билетам, каждый из которых содержит два задания.

Первое задание проверяет умения ознакомительного чтения (чтения с пониманием основного содержания). Экзаменуемому предлагается законченный в смысловом отношении несложный аутентичный текст (из научно-популярной, публицистической или художественной литературы), соответствующий допороговому уровню (A2 согласно европейской терминологии) объёмом до 1200 знаков. В процессе подготовки к ответу учащийся может пользоваться двуязычным словарём.

Задача экзаменуемого – ответить на три вопроса по содержанию текста, касающихся его основной идеи и главных фактов (Кто? Что? Когда? Как? Где? Куда?).

Формулировка задания для проверки умений в чтении соотнесена с критериями оценки. **Правильным** считается ответ, который полностью соответствует содержанию текста. Ответ, который содержит не только основную информацию, но и детали, является **полным**.

Во втором задании предлагается высказаться по заданной теме. Экзаменуемый должен построить связное законченное монологическое высказывание (9–10 фраз) в соответствии с поставленной в задании коммуникативной задачей. В своём высказывании экзаменуемый должен раскрыть три аспекта, указанные в задании, продемонстрировать умение выражать и аргументировать своё мнение, использовать оптимальные языковые средства.

Если при ответе на задание 2 экзаменуемый не раскрыл один из аспектов, указанных в задании, учитель-экзаменатор должен задать ему соответствующий вопрос. Оценка за устный ответ экзаменуемому при этом не снижается.

Предлагаемые для чтения и монологического высказывания темы соответствуют тематике, определённой стандартом основного общего образования по иностранному языку:

- межличностные взаимоотношения в семье, с друзьями, в школе;
- школьное образование, изучаемые предметы; проблема выбора профессии и роль иностранного языка;
- досуг, увлечения;
- родная страна и страна/страны изучаемого языка; выдающиеся люди, их вклад в мировую культуру;
- природа и проблемы экологии; здоровой образ жизни.

На подготовку заданий отводится 25 минут, устный ответ занимает 8–10 минут.

Раздел 1.1 сборника содержит задания по чтению – тексты для ознакомительного чтения и вопросы к ним.

Раздел 1.2 содержит задания по говорению.

В части II сборника представлены тренировочные материалы для подготовки к экзамену в письменной форме. Материалы сгруппированы по тематическому признаку следующим образом:

- **раздел 2.1** «Чтение» (задания на установление соответствия и задания с кратким ответом);
- **раздел 2.2** «Грамматика и лексика» (задания с кратким ответом);
- **раздел 2.3** «Письмо» (задание с развёрнутым ответом).

В каждом разделе представлены задания разных форм и разных уровней сложности. В конце разделов приведены критерии оценивания заданий и образцы ответов.

ЧАСТЬ I
ТРЕНИРОВОЧНЫЕ МАТЕРИАЛЫ ДЛЯ ПОДГОТОВКИ
К ЭКЗАМЕНУ В УСТНОЙ ФОРМЕ

РАЗДЕЛ 1.1

Тренировочные задания по чтению

Задание 1. Прочитайте текст и ответьте на вопросы к тексту.

English Town

Shanghai is a big city. Its population is more than 15 million people and it is still growing. The construction company *Hong Kong Housing* is building an unusual new district in Shanghai. It will be a little piece of England in the Chinese city. The name of the new district is 'English Town'. The manager of *Hong Kong Housing*, says that many people want to buy a house in 'English Town'.

'English Town' is a bit like traditional English towns. There is an English square and there are pigeons to feed like in Trafalgar Square, London. There are four English-style pubs where people can spend time with families and friends. There is a canal and they can row a boat there like in Cambridge. There is also a shopping street where people can find traditional English food like fish and chips or Christmas Pudding.

However, there are no cricket fields in 'English Town' because nobody in Shanghai can play this game. But there is a football stadium like those in England.

The residents of 'English Town' can do some gardening too. There is an English lawn in front of each house and there are long gardens with ponds and tall hedges.

There is only one problem with 'English Town'. The houses there are very expensive.

1. What makes 'English Town' an unusual district?
2. Why can't people find cricket fields in 'English Town'?
3. What problem may people have if they decide to get a house in 'English Town'?

Задание 2. Прочитайте текст и ответьте на вопросы к тексту.

The Birth of the Penny Bazaar

From the open market in Leeds, Michael Marks moved to its covered market hall. He divided his stall into two sections, and placed all those items costing a penny in one section and all those costing more in the other, where the prices were individually marked. Above the penny section hung a board with the words: 'Don't Ask the Price. It's a Penny.'

This proved to be one of the most successful advertising slogans ever invented. It was striking and simple and easily understood. Michael Marks's customers came from the working-class, then largely illiterate, and were keen to satisfy their domestic needs at a low price; the combination of open display, easy inspection, and a fixed price made shopping easy and convenient for them. 'Don't Ask the Price. It's a Penny' quickly proved so popular that Michael Marks adopted the principle of the fixed price on all his stalls and from that moment on sold nothing that cost more than a penny.

The success of this new way of selling was extremely important for the development of the business. It proved not only to be convenient to the customers, it was also extremely convenient to the stall owner. Michael Marks never kept any accounts, and conducted his business operation by mental arithmetic. This element of operational simplicity was to become a central feature of the business. Michael Marks had put into practice two simple ideas – self-selection and self-service – which were to become cardinal principles in selling in the second half of the 20th century.

1. Who were the main customers of Michael Marks?
2. Why did Michael Marks not keep any accounts?
3. What were the principles Michael Marks realized?

Задание 3. Прочитайте текст и ответьте на вопросы к тексту.

Buckingham Palace

Buckingham Palace is located in the heart of London. It is the place where the Queen lives. It also serves as a place for administrative work and official receptions. When the Queen is at home, Londoners and visitors to the capital can see the Royal standard flying over Buckingham Palace. British monarchs have lived in Buckingham Palace since 1837 when Queen Victoria moved there.

The interior of the Palace contains more than seven hundred rooms. It has the Queen's Gallery, a cinema, a swimming pool, a post office and a police station.

About four hundred people work in Buckingham Palace. They are chefs, cleaners, drivers and gardeners. There is special staff that looks after the three hundred clocks, expensive pictures and statues in the palace.

Buckingham Palace's garden covers 40 acres. There is a helicopter landing area, a lake, and a tennis court in the garden. It is home to 30 different species of birds and more than 350 different wild flowers, some of which are extremely rare.

The palace is guarded by four divisions of Foot Guards wearing a special uniform of red jackets and black hats. The morning ceremony of *Changing of the Guard* is still very popular with tourists. They enjoy watching the guards marching in front of Buckingham Palace.

Until 1992, the public could only watch the magnificent palace from outside and wonder what was within. Today some of the rooms can be visited during the Queen's annual trip to Scotland in August and September.

1. How can people learn if the Queen is in London or not?
2. People of which professions work in Buckingham Palace?
3. When can tourists visit some rooms in Buckingham Palace?

Задание 4. Прочитайте текст и ответьте на вопросы к тексту.

The Irish Language Today

Until about the seventeenth century, Irish was the normal everyday language of Ireland. At that time, though, the English who had colonised the country began to impose their own language and the Irish people gradually accepted this, mostly for economic reasons. All official business was conducted in English. This practical motivation to use English grew even stronger when people began to leave Ireland in vast numbers in the 19th century. Families thought that it would be difficult to move to an English-speaking country such as America, Australia or England if they knew nothing but Irish.

Nowadays it is estimated that little more than one per cent of the population of the country use Irish as their daily first language. Even in the areas of the country which are supposed to be Irish-speaking, the use of the language is decreasing.

All children in Ireland have to learn Irish. Until 1973 pupils had to gain a pass in Irish if they were to be awarded their school leaving certificate. This rule was very unpopular and was dropped. Pupils still have to take Irish for these examinations but it no longer seems to matter very much if they fail.

Most children in primary schools seem to enjoy their Irish lessons but in secondary schools the situation is often different. As examination pressure mounts, pupils often find Irish to be boring and irrelevant, as compared with French or German, which can at least be useful for getting a job.

1. When was Irish the everyday common language in Ireland?
2. What is the attitude to Irish of the primary school children?
3. Why are French and German more popular than Irish among the secondary school students?

Задание 5. Прочитайте текст и ответьте на вопросы к тексту.

Jamie Oliver

Jamie Oliver is a genius in the world of food and one of Britain's most famous cooks. His programmes are shown in over 100 countries including the USA, Australia, South Africa, Brazil, Japan and Iceland.

Jamie Oliver was born in 1975 in England. From an early age he got interested in food. His parents had a pub where he often helped them in the kitchen. At the age of eight Jamie cut vegetables like any other ordinary worker in the pub.

Jamie Oliver left school at 16 without any official certificate. He went to college to study economics and after that travelled to France. Jamie knew that in France cooking was a kind of art.

After returning from France, Jamie worked in a number of British restaurants. At that time there was a programme on the telly about the café where Jamie worked. TV producers were impressed by the young chef. The next day Jamie received calls from five different TV companies wishing to work with him. He soon became the best-liked celebrity chef on television.

However, Jamie devotes his time not only to cooking. He's a family man, with a wife and four children. He also works on a number of projects. For example, Jamie Oliver created the "Fifteen Foundation". Each year, fifteen young people are trained and taught to work in the restaurant business. He chooses youngsters from unhappy families. Some of them were in prison or took drugs. In this way Jamie Oliver tries to help them start a new life.

1. What did Jamie Oliver's parents do?
2. What did Jamie Oliver study in the college?
3. What is the purpose of the "Fifteen Foundation"?

Задание 6. Прочитайте текст и ответьте на вопросы к тексту.

Blues

Music can express different emotions: joy, happiness, love and, of course, sadness. Music with sad themes is often called the *blues*.

Blues music appeared in the United States after the Civil War (1861 – 1865). When black slaves were brought from Africa, they tried to keep their musical traditions. Blended with folk and popular music of white Americans, the African melodies developed into the *blues*.

The *blues* is believed to come from the Mississippi Delta. It was a rural area where the poorest black people lived. Their hard life conditions affected their music and songs. You can hear strong notes of sadness there.

Poverty, racism, and hard work encouraged many black people to look for a better life in the north. They started to move to big cities such as Chicago, St. Louis and Detroit. The music travelled with them.

Soon the music became popular with white people too. Now the blues is one of the most popular musical styles.

In 1978, *the Mississippi Delta Blues and Heritage Festival* was founded to celebrate and promote the blues. It is a famous festival with twenty thousand visitors and performances on several festival stages.

1. When and where did the *blues* appear?
2. Why is *blues* music so sad?
3. Is blues music popular in America nowadays? Why do you think so?

Задание 7. Прочитайте текст и ответьте на вопросы к тексту.

Squirrel Population Explosion Strikes Japanese

Squirrels dwelling in and around the forests of the capital city are destroying communication lines and threatening to invade Tokyo.

Japan has never been much of a squirrel haven. Squirrels aren't the fixture in parks that they are in many other countries and were seen more in zoos than anywhere else. But for reasons yet undetermined, the population of Formosan squirrels, imported to Japan from Taiwan before World War II, has tripled over the past 10 years. The squirrel population explosion has been the most striking in Kamakura and other areas near Tokyo.

Possibly the biggest victim so far has been a subsidiary of Japan's largest communications company, which expects to spend several million dollars this year to repair telephone cables damaged by squirrels in the greater Tokyo area. Farmers, priests and homeowners have a list of grievances, ranging from squirrels stealing fruit and offerings at Buddhist temples to their sneaking into homes and damaging the furniture.

But the squirrels have many friends. Tourists love watching the animals spring from tree to tree. And because the squirrels are luring tourists near stores and cafeterias, they have earned the support of shopkeepers. Ichiro Seki, who runs a snack shop at a Buddhist temple, held peanuts in his hands as squirrels clambered up his arms and legs for better access. "They are good for business", he said.

1. What problem do the squirrels present?
2. How did squirrels appear in Japan?
3. Why do squirrels have friends?

Задание 8. Прочитайте текст и ответьте на вопросы к тексту.

Double-deckers

Big red double-decker buses are recognised all over the world. People know them as symbols of London but you can see these buses anywhere in the world. Visitors climb into London buses to go and see Niagara Falls. London buses can be seen driving round Europe to advertise big department stores, or British events. They don't need to have the words "London Transport" on the side of them: they can be instantly recognised by millions of people!

Today, every day, thousands of tourists and Londoners use the big red buses to move - often slowly - around town. A one-day London bus pass can be used on all regular bus routes. It is very convenient and it offers a wonderful opportunity to see the capital city.

The idea of the 'double decker' is actually much older than the motor bus. It comes from the age of horse-drawn transport. In those times, some passengers sat inside, and the others travelled on the roof.

The first horse-drawn buses in London had steps at the back, so that people could climb up onto the roof. There was no protection for the people travelling on top. If it rained, they got wet, and there was also some risk of falling down. Nowadays double-deckers trips are much more comfortable and enjoyable.

1. Where can people see big red double-decker buses?
2. Why is the London red double-decker so popular with tourists?
3. Why was it uncomfortable to travel on top of a double-decker bus in the past?

Задание 9. Прочитайте текст и ответьте на вопросы к тексту.

Schools to give advice on use of mobiles

English, maths and science will soon be joined by lessons in how to use mobile phones following the Christmas boom in phone ownership among children.

Brian Fallon, a senior Edinburgh councillor, said: "We are the first council to consider a precautionary policy on mobile phones, not only for school staff but for students as well.

Mr Fallon added: "We will advise them to, where possible, use a land line. If that's not possible, use an earpiece and carry your mobile in a plastic bag or handbag because, if there was to be a harmful effect from radiation levels, it would be worse if the phone is next to the body. We are not encouraging young people to use mobile phones and they are certainly banned in the classroom, but you would have to be burying your head in the sand if you weren't to recognise young people have mobile phones in growing numbers."

Edinburgh's education committee will shortly consider the proposal and decide what information should be given to schools.

David Hart, the general secretary of the National Association of Head Teachers, said that he accepted parents' concern for their children, especially daughters, to carry mobile phones to school for safety reasons, but that it was unacceptable for phones to be switched on during lessons.

1. Why do the school authorities advise to carry mobiles in plastic bags?
2. What is said about using the mobiles in the classroom?
3. Why are the parents concerned for their children to carry mobiles to school?

Задание 10. Прочитайте текст и ответьте на вопросы к тексту.

The Training of A Knight

In medieval England if a boy wanted to be a knight – and what a boy didn't – he had to begin at about the age of seven. Usually he was taken from his home and sent to school at the castle of one of the great barons. At first he was given over to the women who taught him table manners and how to behave in the house.

These young boys were called *pages* and as they grew older they had an increasing list of duties to perform. They waited on the ladies. They began to learn the endless list of terms applied to hunting, to falconry, to serving a table. They might be taught to read and write by a priest, who also taught them religion. And always, they had the idea drilled into them that some day they would be knights.

When the pages reached the age of fourteen, they could hope to pass over to this high position themselves. From the time a boy graduated from pagehood until he won his golden spurs, he was an *esquire* and spent most of his time practicing with weapons. He was assigned to the personal service of his lord, or of some other knight. He carried the knight's heavy shield for him on journeys. He attended to the knight and armed him for a tournament or battle. He kept his weapons in good condition, and got him out of danger if he were wounded. And all the time, of course, he was supposed to be learning the principles of chivalry from his master – courage, honor, faith, devotion to duty – and the use of arms.

1. When did the training of a knight begin?
2. What were the pages taught?
3. What did the esquires learn from their masters?

РАЗДЕЛ 1.2

Тренировочные задания по говорению

Задание 1

Give a talk about **foreign languages** (9–10 sentences).

Remember to say:

- 1) why foreign languages are important in modern society;
- 2) what you do to speak English fluently;
- 3) what you use English out of the classroom for.

You have to talk for **continuously**.

Задание 2

Give a talk about **pets**. (9–10 sentences)

Remember to say:

- 1) why people keep pets;
- 2) what pet is the easiest to keep and why;
- 3) what pet you would like to have if you could choose any, and why.

You have to talk for **continuously**.

Задание 3

Give a talk about **school holidays**. (9–10 sentences)

Remember to say:

- 1) what your favourite school holidays are;
- 2) which you prefer: to spend holidays in the city or in the country, and why;
- 3) what holidays you would like to make longer and why.

You have to talk for **continuously**.

Задание 4

Give a talk about **TV**. (9–10 sentences)

Remember to say:

- 1) how TV can help students in their studies;
- 2) what your favourite programme is, why;
- 3) whether teenagers prefer TV or the Internet, why.

You have to talk for **continuously**.

Задание 5

Give a talk about **books**. (9–10 sentences)

Remember to say:

- 1) why people read books nowadays;
- 2) what kinds of books are popular with Russian teenagers;
- 3) what book is your favourite and why.

You have to talk for **continuously**.

Задание 6

Give a talk about **the Internet**. (9–10 sentences)

Remember to say:

- 1) what people use the Internet for;
- 2) how the Internet can help students to improve their English;
- 3) whether the Internet can be dangerous, why.

You have to talk for **continuously**.

Задание 7

Give a talk about **the place where you live**. (9–10 sentences)

Remember to say:

- 1) what you know about the history of your hometown;
- 2) what your home town looks like;
- 3) whether you have some favourite places in your home town, what they are.

You have to talk for **continuously**.

Задание 8

Give a talk about **learning English**. (9–10 sentences)

Remember to say:

- 1) how long you have been learning English;
- 2) what you do to improve your English;
- 3) how many languages you would like to speak.

You have to talk for **continuously**.

Задание 9

Give a talk about **your school**. (9–10 sentences)

Remember to say:

- 1) what your school is like;
- 2) things you like most about your school;
- 3) things what you would like to change in your school.

You have to talk for **continuously**.

Задание 10

Give a talk about **free time**. (9–10 sentences)

Remember to say:

- 1) whether you weekdays busy, why;
- 2) what you enjoy doing in your free time;
- 3) what you would do if you had more free time;

You have to talk for **continuously**.

Система оценивания ответов

Ответ оценивается по пятибалльной шкале, принятой в РФ.

Общая экзаменационная отметка складывается из двух отметок за выполнение отдельных заданий и является их средним арифметическим, округляемым по общим правилам, т.е. 3,5 и выше дают 4 балла, 4, 5 и выше дают 5 баллов. При оценивании отдельных заданий рекомендуется руководствоваться приводимыми ниже шкалами, которые описывают наиболее типичные случаи.

Задание 1.

Отметка	Характеристика ответа
«5»	Учащийся понял основное содержание текста и ответил правильно и полно на все три вопроса
«4»	Учащийся понял основное содержание текста и ответил правильно и полно на два вопроса. На один вопрос учащийся не ответил Учащийся понял основное содержание текста и дал правильные, но неполные ответы на три вопроса
«3»	Учащийся понял основное содержание текста, но ответил правильно и полно только на один вопрос. На два остальных вопроса учащийся не ответил или ответил неправильно Учащийся понял основное содержание текста, но дал неполные ответы на два вопроса. На один вопрос учащийся не ответил
«2»	Учащийся не понял основное содержание текста и не дал правильные ответы на вопросы Учащийся понял отдельные детали и дал неполный ответ только на один вопрос

Задание 2.

Отметка	Характеристика ответа
«5»	Учащийся строит монологическое высказывание в соответствии с коммуникативной задачей, сформулированной в задании: все аспекты раскрыты полно, точно и развёрнуто. Объём высказывания: 9–10 фраз. Высказывание логично и имеет завершённый характер; имеются вступительная и заключительная фразы, соответствующие теме. Средства логической связи используются правильно. Используемые лексические единицы и грамматические

	структуры соответствуют поставленной коммуникативной задаче. Допускается не более четырёх негрубых лексико-грамматических ошибок Речь учащегося понятна. Допускается не более трёх негрубых фонетических ошибок
«4»	Учащийся строит монологическое высказывание в соответствии с коммуникативной задачей, сформулированной в задании, НО один из аспектов раскрыт неполно. Объём высказывания: 9–10 фраз. Высказывание логично и имеет завершённый характер, имеются вступительная и заключительная фразы. Средства логической связи используются правильно. Используемые лексические единицы и грамматические структуры соответствуют поставленной коммуникативной задаче. Допускается не более четырёх негрубых лексико-грамматических ошибок. Речь учащегося понятна. Допускается не более трёх негрубых фонетических ошибок Учащийся строит монологическое высказывание в соответствии с коммуникативной задачей, сформулированной в задании: все аспекты раскрыты полно, точно и развёрнуто. Объём высказывания: 7–8 фраз. Высказывание в основном логично, но отсутствует вступительная ИЛИ заключительная фраза. Имеются нарушения в использовании средств логической связи. Используемые лексические единицы и грамматические структуры соответствуют поставленной коммуникативной задаче. Но учащийся демонстрирует ограниченный словарный запас, хотя лексика используется в основном правильно. Допускается не более четырёх негрубых лексико-грамматических ошибок. Речь отвечающего понятна. Допускается не более трёх негрубых фонетических ошибок

«3»	<p>Учащийся строит монологическое высказывание в соответствии с коммуникативной задачей, сформулированной в задании, НО</p> <ul style="list-style-type: none"> • один аспект не раскрыт; • ИЛИ все аспекты задания раскрыты неполно; • ИЛИ два аспекта раскрыты не в полном объёме, третий аспект дан полно и точно. <p>Объём высказывания: 5–6 фраз.</p> <p>Высказывание в основном логично, но отсутствует вступительная ИЛИ заключительная фраза. Имеются нарушения в использовании средств логической связи.</p> <p>Используемые лексические единицы и грамматические структуры в целом соответствуют поставленной коммуникативной задаче. Но учащийся использует ограниченный словарный запас. Допускается не более четырёх негрубых лексико-грамматических ошибок.</p> <p>Речь отвечающего в целом понятна, учащийся в основном соблюдает интонационный рисунок. Допускается не более четырёх негрубых фонетических ошибок</p>
«2»	<p>Учащийся строит монологическое высказывание в соответствии с коммуникативной задачей, сформулированной в задании, НО один из аспектов раскрыт неполно. Объём высказывания: 7–8 фраз.</p> <p>Высказывание не всегда логично, имеются повторы, отсутствует вступительная ИЛИ/И заключительная фраза. Имеются нарушения в использовании средств логической связи.</p> <p>Используемые лексические единицы и грамматические структуры в целом соответствуют поставленной коммуникативной задаче. Допускается не более пяти негрубых лексико-грамматических ошибок.</p> <p>Речь учащегося в целом понятна, учащийся в основном соблюдает интонационный рисунок. Допускается не более четырёх негрубых фонетических ошибок</p>
	<p>Учащийся не раскрывает двух аспектов, указанных в задании</p> <p>Объём высказывания недостаточен для положительной отметки (пять и менее фраз)</p> <p>Понимание высказывания затруднено из-за многочисленных лексико-грамматических ошибок (шесть и более негрубых лексико-грамматических ошибок ИЛИ более трёх грубых ошибок) и фонетических ошибок (пять и более)</p>

ЧАСТЬ II

ТРЕНИРОВОЧНЫЕ МАТЕРИАЛЫ ДЛЯ ПОДГОТОВКИ К ЭКЗАМЕНУ В ПИСЬМЕННОЙ ФОРМЕ

РАЗДЕЛ 2.1

Тренировочные задания по чтению

1

Прочитайте тексты и установите соответствие между текстами **A–G** и заголовками **1–8**. Запишите свои ответы в таблицу. Используйте каждую цифру **только один раз**. В задании есть **один лишний заголовок**.

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Local legends 2. Special in many ways 3. Tourist attraction 4. Diverse wildlife | <ol style="list-style-type: none"> 5. Protection of the ecosystem 6. Extinct species 7. Scientific expeditions 8. Harsh climate |
|---|---|

- A.** The world's deepest lake, Baikal, is in Siberia. It is also the largest freshwater lake in Eurasia and the oldest lake on Earth. At least 1,500 unique species live there – they cannot be found anywhere else on the planet! The water in the lake is so clear that if you drop a coin, it can be clearly seen a hundred feet below the water.
- B.** People who live in the Baikal region believe that it's a unique and mysterious place. According to them, the water from Baikal can cure different illnesses, gives you strength and clears your mind. They also say that the lake was formed millions of years ago when a huge, hot rock fell to earth. It melted the ice around and that was how Baikal appeared. The story about the meteorite has, however, never been proved by scientists.
- C.** The lake has also become famous for its unique fish and birds that are not found in other waters. The lake is home to more than 1000 animal species. Among them there are the world's only freshwater seals. There's no evidence of how the seals got to the lake but they obviously enjoy their life there. Huge brown bears often come to the lake out of the forest to hunt and fish.

- D.** Though Baikal is located in a very remote place, and is difficult to reach in autumn and winter, it attracts thousands of visitors every year. A chance to see this unique place is worth the long journey! On the banks of Baikal you can stay in a modern, comfortable hotel, take part in hiking tours and enjoy the untouched natural beauty. People who visit Baikal once want to return to the place again and again.
- E.** However, the growing popularity of the lake and the industrial development of the region have caused ecological problems. The safety of this unique natural ecosystem has been discussed at an international level. Now Lake Baikal is on the list of heritage sites protected by UNESCO. A federal state law about the conservation of the lake was also supported in Russia.
- F.** The lake attracts not only tourists but also many wildlife researchers, biologists and even archaeologists. The world famous explorer and scientist, Jacques Cousteau, and his team spent lots of time studying the deep waters of Baikal. They also shot a film about their research that was broadcast by major TV channels all over the world.
- G.** Everyone considers the Siberian climate very severe, which is perfectly true for the Baikal region. The winters there are really freezing: the average temperature is as low as 25 degrees Celsius. Due to its location in the middle of the continent, the place is characterised by a sharp contrast between winter and summer temperatures. The summers are generally cool, with a few hot days. The sun shines brightly above the lake till late autumn.

Текст	A	B	C	D	E	F	G
Заголовок							

2

Прочитайте тексты и установите соответствие между текстами **A–G** и заголовками **1–8**. Запишите свои ответы в таблицу. Используйте каждую цифру **только один раз**. В задании есть **один лишний заголовок**.

- | | |
|--|--|
| 1. The dark bird of evil | 5. The guardians of the country |
| 2. A prominent literary character | 6. Smart and cunning |
| 3. Fun lovers | 7. Born to be free |
| 4. Alike but different | 8. Favourite diet |
- A.** For intelligence, ravens rate up with chimpanzees and dolphins. These birds have the largest brain of any bird species. Ravens can push rocks on people to keep them from climbing to their nests and play dead to scare other ravens away from a delicious meal. If a raven knows another raven is watching, it hides its food. It pretends to put the food in one place but hides it in another.
- B.** It's amazing to watch ravens sliding on snow-covered roofs. For entertainment, they also roll down snowy hills. Ravens often play keep-away with other animals like wolves, foxes and dogs. They even make toys – a rare animal behaviour – from sticks, pine cones, golf balls, or rocks, to play with each other or by themselves. When they feel bored, they mock other creatures and find it very amusing.
- C.** According to surveys, the ravens are one of the main reasons why tourists come to see the Tower of London. Nobody knows when the ravens first appeared there but there is a belief that at least six ravens must always remain on the territory of the Tower. Otherwise, the British Monarchy may fall. To prevent the birds from flying away their wings are clipped every three weeks.
- D.** In the past, in some cultures, people were truly afraid of these dark birds. In Germany, ravens were considered to be the incarnation of criminals' souls or sometimes Satan himself. In Sweden, ravens were thought to be the souls of murdered people. And in Denmark, people believed that it was dangerous to look at ravens because you could turn into a raven yourself.

- E.** Sometimes people find injured ravens and take them home but keeping a raven as a pet is really difficult. These birds require a lot of care, a lot of freedom, and a lot of time. Ravens are wild creatures, and are not pets in the same way as cats and dogs are. If the bird is strong and healthy, it is unfair and cruel to keep it in captivity. In some countries it's even illegal. So if you really love and admire these birds, enjoy them from a distance!
- F.** Crows and ravens are often confused with each other because they are both black birds. Even people who are well aware of the differences between the two birds can get confused. You can tell them apart by their voice and differences in their behaviour. Ravens are larger than crows, with thicker beaks, and longer tails. Ravens have a deeper voice than crows.
- G.** Many poets and writers wrote about ravens in their works. Shakespeare refers to the raven more often than to any other bird. The raven *Grip* plays an important part in Charles Dickens' book *Barnaby Rudge*. Edgar Allan Poe presents the raven as a mystical messenger in his poem *The Raven*. The wise and sensible raven is also a popular figure in fairy tales.

Текст	A	B	C	D	E	F	G
Заголовок							

3

Прочитайте тексты и установите соответствие между текстами **A–G** и заголовками **1–8**. Запишите свои ответы в таблицу. Используйте каждую цифру **только один раз**. В задании есть **один лишний заголовок**.

- | | |
|----------------------------------|---|
| 1. Capital experts | 5. An easy way to pay for the trip |
| 2. A place to see history | 6. A healthy form of transport |
| 3. Popular tourist routes | 7. A contrast to the dark city |
| 4. Named after its form | 8. Why driving on the other side |
- A.** The London Underground is the quickest and easiest way of getting around the city. Today it is as important a landmark of the capital as Big Ben or the London Eye. The underground is often called *the Tube* because of its shape: tube shaped tunnels, stations and trains. *The Tube* became an official name for the first time in the early 1900s, after the Central London Railway (now the Central Line) was named the *Twopenny Tube*.
- B.** In 1956 the red London double-decker bus appeared on the London streets for the first time. At that time, the London buildings had gone black because of smoke from the coal used for heating. What's more, due to the local climate and lack of wind, there was always fog in the city. Under such gloomy circumstances, the bright-red London double-decker bus became a sensation! In the past 50 years, the red double-decker has become an icon of London.
- C.** Oyster is an electronic smart card ticket. Regardless of whether you live in London, or you are a tourist, a day trip visitor, or a regular visitor to the capital, the Oyster Card is definitely the easiest way to travel around the London Transport system. Simply touch the card on the yellow reader to get through the Tube gates or board other London public transport. The card doesn't even need to be removed from your purse or wallet to work.
- D.** The London Transport Museum is worth visiting. Entrance is not free but the price of £15 for a year pass is more than reasonable. The exhibitions displayed in the museum present London transport in its historical context. There are more than 80 vehicles, including a red London bus and the world's first Underground train. The galleries are full of interactive exhibits for young people to play on – including real buses and trains!

- E.** In London there are around 23 000 taxis. The taxi drivers know every corner of London because all of them have to take an exam, called *the Knowledge*. This exam supposes that the candidate driver can recognize most of the 20 000 London streets and knows how to choose the shortest route between two points. Each taxi driver should also know all the parks, cinemas, theaters and museums in the city.
- F.** Over the last few years, cycling around London has been getting more and more popular. The reasons are obvious – there is no ‘carbon waste’ and it prevents obesity and heart disease. For tourists, it is often also the quickest and the easiest way to see London, with the bonus of getting some exercise. The casual user hires a bike at one of the numerous bike stations, rides it where they want and then returns it to any of the docking stations.
- G.** If you’ve ever been to Britain, one of the first things you will have noticed is that the British drive on the wrong side of the road. They drive on the left! The reason for this goes back to the days when people travelled on horses. Most people are right-handed and the left is the natural side to ride on if you are on horseback – you need your right hand to hold a sword in case of any trouble.

Текст	A	B	C	D	E	F	G
Заголовок							

Прочитайте текст. Определите, какие из приведённых утверждений **4–11** 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**).

A Desperate Adventure

Captain Cowgill had always wanted to arrange a hot-air balloon expedition. One day, he placed an announcement in all the morning papers. He wrote that he needed three people who wanted to take a risky adventure. Ten people came to his office and Captain Cowgill selected three of them: two men and a young lady.

The first volunteer was Mr. Crutter, a well-dressed man of about sixty. He looked depressed and unhappy. The second one was a doctor, Dr. Hagan, a sad thin gentleman. The third adventurer, Miss Dermott, looked slim and miserable. They were ready to fly in the balloon in spite of the risks. Though Captain Cowgill hoped for success, there was a great chance that the participants wouldn't come back.

The next day, the balloon was ready for the journey. They had some food and the gas equipment. It was supposed that the travellers would fly during the day and then land for the night. Right before take-off, a young man ran up to Captain Cowgill and begged to let him join the expedition. Captain Cowgill listened to his arguments and let the young man, Mr. Winden, fly too.

With the last farewell to Captain Cowgill, the balloon went sailing towards the clouds. At first the travellers said nothing. An hour later they found the journey exciting. Two hours later they revealed their reasons for coming on the dangerous flight.

Mr. Crutter said that he had been cheated by his partners and had lost a large part of his business. Though he had enough money left, he felt extremely depressed. Dr. Hagan told the travellers that he had lost his job in a hospital. He felt lonely and unwanted. Miss Dermott said that she suffered from a serious disease and had no money for treatment. Mr. Winden had just split up with his girlfriend and was ready to die.

In the evening, the travellers decided to take a rest. They landed in a deserted place and tied the balloon to a tree. After supper they continue talking about their unhappy fates. Suddenly, Mr. Crutter offered to share his money with his new friends. Dr. Hagan smiled and looked at Miss Dermott. “I think I can cure you, Miss Dermott,” he said. “I have already had patients with the same diagnosis.” Miss Dermott smiled. But it wasn't the last surprise. Mr. Winden proposed to Miss Dermott saying that he had fallen in love at first sight. She shyly promised to think it over.

The talk raised their spirits and, in the morning, everybody decided to go back home. Now that all their problems were happily solved, they didn't want to go anywhere. Suddenly Miss Dermott cried out pointing to distant object in the sky. It was their balloon that had broken loose while they were having breakfast. Nobody felt upset!

The group decided to walk to the nearest railway station. Mr. Crutter bought tickets for his new friends and they sent Captain Cowgill a telegram. It said that the balloon had flown away accidentally, their expedition had failed and they would arrive in town the next day.

4 Captain Cowgill tried to find the participants for his project using an advert.

- 1) True 2) False 3) Not stated

Ответ:

5 Captain Cowgill couldn't take part in the expedition for health reasons.

- 1) True 2) False 3) Not stated

Ответ:

6 The balloon took off with four travellers on board.

- 1) True 2) False 3) Not stated

Ответ:

7 During the flight, the travellers kept secret their reasons for going on the expedition.

- 1) True 2) False 3) Not stated

Ответ:

8 All the travellers had the similar troubles in life.

- 1) True 2) False 3) Not stated

Ответ:

9 After the first day of the flight, the travellers decided to stop the expedition.

- 1) True 2) False 3) Not stated

Ответ:

10 In the morning the travellers sold the balloon to buy their tickets home.

- 1) True 2) False 3) Not stated

Ответ:

11 Captain Cowgill got angry when he got the telegram.

- 1) True 2) False 3) Not stated

Ответ:

Прочитайте текст. Определите, какие из приведённых утверждений **12–19** 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**).

The Open Window

Mr. Nuttel, a young gentleman, came to live in the country. The doctors said a quiet place like that and complete rest could help cure his nerves. He didn't know anyone round there and was too shy to make new acquaintances. That is why his sister gave him letters of introduction to some nice people she knew.

One of the letters was to Mrs. Sappleton. When Mr. Nuttel visited her, Mrs Sappleton was busy and he was asked to wait for several minutes. The servant invited Mr. Nuttel into a room. There Mr. Nuttel met Mrs. Sappleton's niece, a very self-confident young lady of fifteen. The young gentleman was very shy and he didn't know how to start the conversation. That is why the young lady broke the silence and asked him what he knew about her aunt. Mr. Nuttel knew nothing except Mrs. Sappleton's name and address.

Mr. Nuttel looked around. There was something about the room that told him there were other people living in the house. So he was wondering if Mrs. Sappleton was married. Suddenly the girl got sad and told a story of Mrs. Sappleton's tragedy. Mr. Nuttel was greatly surprised because his sister hadn't told him anything about it. The tragedy was very unusual for that peaceful place.

The girl pointed at the French window, which opened on to the lawn and said that Mrs. Sappleton always kept it open. Mr. Nuttel stated that it was natural to keep the window open because the weather was quite warm. But the girl sighed and explained that her poor aunt always kept the window open in the evenings because she was waiting for her husband and sons to return. Three years ago they had gone hunting and never came back. The story caught Mr. Nuttel's imagination deeply. He felt very upset.

He felt a little better only when Mrs. Sappleton finally appeared in the room. She apologized for being late and asked if he minded the open window. She said her husband and sons would soon be home from hunting. They always came in that way. Then, she continued talking cheerfully about hunting ducks. But Mr. Nuttel felt terrible.

He made an attempt to change the topic and told her about the reasons why he had come to the country. But Mrs. Sappleton didn't seem to notice. She was constantly looking at the open window. Mr. Nuttel felt uncomfortable. He understood that he had chosen the wrong moment to visit her. Suddenly Mrs. Sappleton cried happily pointing at the window, "Here they are at last, just in time for tea!" Three male figures were walking across the lawn towards the window. They carried guns and a dog followed them.

Shocked and afraid, Mr. Nuttel grabbed his stick and hat and rushed out of the house. Mrs. Sappleton was extremely surprised at the extraordinary man who had left the house so quickly without a word. Her niece suggested that it was because of the dog. She said that Mr. Nuttel had been afraid of them since

childhood – once, a dog had seriously bitten him. This was enough to make the young man lose his nerve. The young lady was so good at making up stories!

12

Mr. Nuttel came to the village to improve his health.

- 1) True 2) False 3) Not stated

ОТВЕТ:

13

Mr. Nuttel was an old friend of Mrs. Sappleton.

- 1) True 2) False 3) Not stated

ОТВЕТ:

14

According to the girl, a great tragedy had happened in her aunt's family three years before.

- 1) True 2) False 3) Not stated

ОТВЕТ:

15

Mrs. Sappleton's niece could speak French fluently.

- 1) True 2) False 3) Not stated

ОТВЕТ:

16

That afternoon Mrs. Sappleton was waiting for her husband and sons to return from hunting.

- 1) True 2) False 3) Not stated

ОТВЕТ:

17

Mr. Nuttel had never hunted ducks.

- 1) True 2) False 3) Not stated

ОТВЕТ:

18

Mr. Nuttel cheerfully greeted Mr. Sappleton and his sons.

- 1) True 2) False 3) Not stated

ОТВЕТ:

19

Mr. Nuttel ran out of the house because he was afraid of the dog.

- 1) True 2) False 3) Not stated

ОТВЕТ:

Прочитайте текст. Определите, какие из приведённых утверждений **20–27** 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**).

Joseph Rudyard Kipling

Joseph Rudyard Kipling is considered to be one of the greatest English writers. He was born in 1865, in Bombay, India. At the time of his birth, his parents were recent arrivals in India. They had come to India with plans to start a new life. The family lived quite well. His father, an artist, was the head of the Department of Architectural Sculpture at the School of Art. For the young Kipling, India was a wonderful and happy place.

However, at the age of 6, Kipling's life changed greatly. He was sent to England to receive a formal British education. These were hard years for Kipling. The boy suffered from strict school discipline, his classmates' insults and bullying. His only comfort was books: he enjoyed reading. By the age of 11, Kipling was on the verge of a nervous breakdown. Fortunately, Kipling's mother placed him in a new school. There, Kipling found friends and discovered his talent for writing, eventually becoming the editor of the school newspaper.

In 1882, Kipling was told by his parents that they didn't have enough money to send him to college, and he returned to India. It was a powerful moment in the young writer's life. He found a job with a local newspaper. Kipling's experiences as a reporter formed the backbone for lots of his stories. Later, his collection of 40 short stories called *Plain Tales from the Hills* gained wide popularity in England.

Seven years later, Kipling returned to England in the hope of becoming a famous writer. In London, he met Wolcott Balestier, an American publisher who became one of Kipling's great friends and supporters. Later, Kipling happily married Wolcott's sister, Carrie.

As a writer, Kipling flourished. His portfolio contained gems like *The Jungle Book*, *The Naulahka: A Story of the West and East* and *The Second Jungle Book*. Kipling loved children and understood them very well. His tales fascinated boys and girls all over the world.

Kipling travelled a lot but in 1902 he returned to Great Britain with his wife and children. The Kiplings bought a large estate in Sussex and many of his most famous books were written there. One of them was *Just So Stories*. The book's name had, in fact, come from his daughter, who asked her father to repeat each tale several times, or "just so," as she often said.

In 1907 he was the first English writer to receive the Nobel Prize for Literature. It was international recognition of his talent.

In 1914, the First World War began and Kipling was a passionate supporter of the fight against Germany. He even encouraged his son John to join the army though John had a serious problem with his eyesight. Kipling and his son were very close. Unfortunately, in October of 1915, John was killed in

France. Kipling, feeling guilty about persuading his son to become a soldier, was terribly depressed.

Due to these sad circumstances, for the last twenty years of his life Kipling did not write any more of his wonderful children's tales.

Kipling was born into the family of a writer.

- 20** 1) True 2) False 3) Not stated

Ответ:

21 His school teachers considered the young Kipling a capable student.

- 1) True 2) False 3) Not stated

Ответ:

22 Kipling studied at college.

- 1) True 2) False 3) Not stated

Ответ:

23 Kipling met his future wife due to his friend.

- 1) True 2) False 3) Not stated

Ответ:

24 The book *Just So Stories* got its name due to Kipling's daughter.

- 1) True 2) False 3) Not stated

Ответ:

25 At the beginning of the 20th century, Kipling was given a prestigious literary award.

- 1) True 2) False 3) Not stated

Ответ:

26 Kipling's son returned from the war with a problem with his eyesight.

- 1) True 2) False 3) Not stated

Ответ:

27 Kipling continued creating tales for children until the end of his life.

- 1) True 2) False 3) Not stated

Ответ:

Система оценивания выполнения заданий раздела 2.1

Задания 1–3 оцениваются в 7 баллов. 1 балл выставляется за каждое верно установленное соответствие.

Задания 4–27 оцениваются в 1 балл за каждый правильный ответ.

Ответы к заданиям 1–27

№ задания	Ответ
1	2143578
2	6351742
3	4752168
4	1
5	3
6	1
7	2
8	2
9	1
10	2
11	3
12	1
13	2
14	1
15	3
16	1
17	3
18	2
19	2
20	2
21	3
22	2
23	1
24	1
25	1
26	2
27	2

РАЗДЕЛ 2.2

Тренировочные задания по грамматике и лексике

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 1–9 так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию 1–9.

- 1 School was finally over and I was about to enjoy my holidays. I was going to stay with my Aunt Helen, who lived in California. I thought that visiting _____ would be great fun, but I felt nervous and scared. SHE
- 2 When my mum _____ me to the airport, she noticed that something was wrong with me. DRIVE
- 3 “Are you all right?” she asked. “You’re afraid of flying, aren’t you?” “I _____ you to notice. Yes, I’m a bit scared. Sorry.” NOT/WANT
- 4 “There _____ nothing to be sorry about! It’s natural to feel nervous before your first flight. BE
- 5 I wish I _____ go with you, but you know that I can’t.” CAN
- 6 It was true. My mum was the _____ woman in the world. BUSY
- 7 “I’m fine, Mum. Don’t worry.” I tried to sound calm. “I _____ you as soon as we land.” CALL
- 8 The plane _____ off smoothly. The pilot informed the passengers about the details of the flight. TAKE
- 9 Then we _____ refreshing drinks. I had some orange juice and closed my eyes. OFFER

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 10–18 так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию 10–18.

- 10 Judy was afraid of the dark. At night she always _____ the lights on. LEAVE
- 11 Judy couldn’t explain what exactly she was afraid of. She _____ in monsters or in ghosts. NOT/BELIEVE
- 12 She was one of those rare girls who never screamed when she saw spiders, _____ and frogs. MOUSE
- 13 But everyone in her family knew that a dark room was the _____ of her fears. BAD
- 14 One day, when Judy _____ something in her room, her mother came in holding a big shopping bag. DRAW
- 15 “Guess what I _____,” she said to Judy. BUY
- 16 “I have no idea. Is it for _____?” Judy felt very curious about the bag. I
- 17 Her mother pulled two packages from her shopping bag. In the first package there were some very nice slippers. They _____ from soft, pink fabric and had bright flashing lights. Inside the second package were glow-in-the-dark pyjamas! MAKE
- 18 Judy said she _____ to try them on immediately. WANT
Amazingly, she felt safe all through the night. In a few days the lights stopped flashing but Judy realised she didn’t feel afraid of the dark any more.

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **19–27** так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию **19–27**.

- 19** It was the middle of November and Tina felt down and depressed. Late autumn was the _____ season of the year. BAD
- 20** It often _____, and Tina had to spend most of her time indoors. Because of this, she really welcomed the changes in her school routine. The school administration introduced a new class – a dance class. RAIN
- 21** But not everyone was happy! The boys said that it _____ a waste of time. BE
- 22** They often missed the class and, when they attended, they _____ to the teacher's instructions but tried to make fun of everything. NOT/LISTEN
- 23** "I wish we _____ a class for girls only," Tina thought. HAVE
- 24** The Junior Dance Competition _____ in their town every year. It was a spectacular show. HOLD
- 25** "Your dancing _____ every day," the teacher said one day. IMPROVE
- 26** "If you go on like this, you _____ a chance to take part in the Dance Competition next month." HAVE
- 27** Tina imagined herself wearing a beautiful dress and elegant shoes on her _____. She decided it was something she'd like to try. FOOT

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **28–33** так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию **28–33**.

- Jenny doesn't have many friends, but she has lots of books. Jenny likes fantasy stories best. She has a rich _____ which takes her to magical lands. Jenny often feels like she is a part of the story. IMAGINE
- 28**
- She enjoys being in someone else's shoes, living in an _____ different world. ABSOLUTE
- 29**
- When reading, Jenny may turn into a princess or become a mountain _____. EXPLORE
- 30**
- She can see _____ creatures and amazing places with her own eyes. FANTASY
- 31**
- Books are ideal friends for Jenny. They are entertaining and helpful. They can give her some _____ advice when she needs it and keep quiet when she doesn't want to communicate. PRACTICE
- 32**
- Books never _____ with her and they never argue. AGREE
- 33**

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **34–39** так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию **34–39**.

- 34** It all started in 1865. A group of Frenchmen were having dinner in one of the most _____ restaurants near Paris. FASHION
- 35** They talked about the democratic changes in the USA and wanted to support the American people. After a short _____ they agreed on an original idea. DISCUSS
- 36** The idea was suggested by Frédéric-Auguste Bartholdi, a sculptor and _____. He said they could make a statue of a woman holding the torch of freedom. DESIGN
- 37** It was an ambitious project and it was _____ to complete it quickly. POSSIBLE
- 38** It actually took 21 years for this idea to become a reality. The French people raised money to build the statue, and, _____, in 1886, it was ready. FINAL
- 39** On July 4, 1886 the United States received their _____ gift – the Statue of Liberty! AMAZE

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **40–45** так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию **40–45**.

- 40** Olivia got a camera for her birthday. Her family was going on a trip to Washington D.C. and Olivia wanted to take pictures of the _____ places she would see. WONDER
- 41** The first place where they stopped was a sandy beach. Olivia took pictures of the ocean and the _____ seagulls. NOISE
- 42** The birds seemed to enjoy being photographed, but it was _____ to go too close to them. Olivia had to take pictures from a distance. POSSIBLE
- 43** Next, the family moved on to the centre of Washington D.C. Olivia's heart was beating with _____. EXCITE
- 44** She got great shots of the White House, the Capitol and some other _____ buildings. FAME
- 45** _____, it was time to head home. Olivia thought about how her friends would be surprised to see her pictures. FINAL

Система оценивания выполнения заданий раздела 2.2

Задания 1–27 и 28–45 оцениваются в 1 балл за каждый правильный ответ. Ошибки в написанных словах не допускаются.

Ответы к заданиям 1–45

№ задания	Ответ	№ задания	Ответ
1	her	24	was held
2	was driving	25	is improving
3	did not want/didn't want	26	will have/'ll have
4	is/'s	27	feet
5	could	28	imagination
6	busiest	29	absolutely
7	will call/shall call/'ll call	30	explorer
8	took	31	fantastic
9	were offered	32	practical
10	left	33	disagree
11	did not believe/ didn't believe	34	fashionable
12	mice	35	discussion
13	worst	36	designer
14	was drawing	37	impossible
15	have bought/'ve brought	38	finally
16	me	39	amazing
17	were made	40	wonderful
18	wanted	41	noisy
19	worst	42	impossible
20	rained	43	excitement
21	was	44	famous
22	did not listen/ didn't listen	45	finally
23	had		

РАЗДЕЛ 2.3

Тренировочные задания по письму

Экзаменуемому даётся отрывок из письма зарубежного друга по переписке и предлагается написать ответ с соблюдением всех правил написания и оформления личного письма на английском языке.

В своём письме экзаменуемый должен **ответить на три вопроса** друга по переписке.

Требуемый объём ответного письма: 100–120 слов.

1

You have received a letter from your English-speaking pen friend, Mark.

...I've just changed school. I'm fond of Mathematics and it's the major subject in my new school. The only thing I don't like here is too much homework! ...

...What is your favourite subject? How long does it take you to do your homework? What do you do in your free time? ...

Write him a letter and answer his **3** questions.

Write **100–120** words. Remember the rules of letter writing.

2

You have received a letter from your English-speaking pen friend, Steve.

...The end of the school year is usually a very stressful time for me. We have to take lots of tests and exams. The only thing that makes me happy is that the holidays are coming. ...

...What exams do you take this year? How do you prepare for your English exam? What are your plans for the coming summer holidays? ...

Write him a letter and answer his **3** questions.

Write **100–120** words. Remember the rules of letter writing.

3

You have received a letter from your English-speaking pen friend, Alice

...Frankly, I don't understand why some people like classical music. I adore rock and usually listen to it on my way home from school. If my favourite band comes to our town, I'll definitely go to their concert...

...What kind of music do you like? Do you think it is necessary to have music lessons at school, why? What musical instrument would you like to play? ...

Write him a letter and answer his **3** questions.

Write **100–120** words. Remember the rules of letter writing.

Система оценивания заданий раздела 2.3

Критерии оценивания выполнения заданий 1–3 «Личное письмо»

(максимальный балл – 10)

	Критерии оценивания	3 балла	2 балла	1 балл	0 баллов
К1	Решение коммуникативной задачи	Задание выполнено полностью: даны полные ответы на три заданных вопроса. Правильно выбрано обращение, завершающая фраза и подпись. Есть благодарность, упоминание о предыдущих контактах	Задание выполнено: даны ответы на три заданных вопроса, НО на один вопрос дан неполный ответ. Есть одно-два нарушения в стиле оформления письма, И/ИЛИ отсутствует благодарность, упоминание о предыдущих контактах	Задание выполнено частично: даны ответы на заданные вопросы, НО на два вопроса даны неполные ответы, ИЛИ ответ на один вопрос отсутствует. Имеется более двух нарушений в стиле оформления письма и в соблюдении норм вежливости	Задание не выполнено: отсутствуют ответы на два вопроса, ИЛИ текст письма не соответствует требуемому объёму
К2	Организация текста		Текст логично выстроен и разделён на абзацы; правильно использованы языковые средства для передачи логической связи, оформление текста соответствует нормам письменного этикета	Текст в основном логично выстроен, НО имеются недостатки (один-два) при использовании средств логической связи И/ИЛИ деления на абзацы. ИЛИ имеются отдельные нарушения в структурном оформлении текста письма	Текст выстроен нелогично, допущены многочисленные ошибки в структурном оформлении текста письма, ИЛИ оформление текста НЕ соответствует нормам письменного этикета, принятого в стране изучаемого языка

К3	Лексико-грамматическое оформление текста	Использованы разнообразная лексика и грамматические структуры, соответствующие поставленной коммуникативной задаче (допускается не более двух языковых ошибок, не затрудняющих понимания)	Имеются языковые ошибки, не затрудняющие понимания (допускается не более четырёх негрубых языковых ошибок), ИЛИ языковые ошибки отсутствуют, но используются лексические единицы и грамматические структуры только элементарного уровня	Имеются языковые ошибки, не затрудняющие понимания (допускается не более пяти негрубых языковых ошибок), И/ИЛИ допущены языковые ошибки, которые затрудняют понимание (не более одной-двух грубых ошибок)	Допущены многочисленные языковые ошибки, которые затрудняют понимание текста
К4	Орфография и пунктуация		Орфографические и пунктуационные ошибки практически отсутствуют (допускается не более двух, не затрудняющих понимания текста)	Допущенные орфографические и пунктуационные ошибки не затрудняют понимания (допускается не более трёх-четырёх ошибок)	Допущены многочисленные орфографические и пунктуационные ошибки, и/или допущены ошибки, которые затрудняют понимание текста

* 1. Задания 1–3 (личное письмо) оцениваются по критериям К1–К4 (максимальное количество баллов – 10).

2. При получении учащимся 0 баллов по критерию «Содержание» задание оценивается в 0 баллов.

3. Если объём письма менее 90 слов, то задание оценивается в 0 баллов.

Если объём более 154 слов, то проверке подлежат только 140 слов, т.е. та часть личного письма, которая соответствует требуемому объёму.

4. При определении соответствия объёма представленной работы требованиям считаются все слова – с первого слова по последнее, включая вспомогательные глаголы, предлоги, артикли, частицы. В личном письме адрес, дата, подпись также подлежат подсчёту.

<i>Возможный ответ на задание 1 (раздел 2.3. Задания по письму)</i>	
	Pskov, Russia 15.05.16
<p>Dear Mark,</p> <p>Thanks a lot for the letter with your news. I hope you'll get used to your school and everything will be OK.</p> <p>You ask me about my favourite subject. Well, my favourite subject is English. I like learning the language and being able to communicate in it. Your next question is about homework. It doesn't take me long to do my homework – usually I spend about 2 hours on it. As for my free time, I enjoy watching films in English and surfing the Internet.</p> <p>I'll be waiting for your next letter – please write soon.</p> <p>Best wishes, Olga</p>	