

Контрольный измерительный материал по предмету «Английский язык»**10-11 классы****1. Пояснительная записка**

Цель: – промежуточная работа позволяет оценить уровень подготовки учащихся 11 класса с углубленным изучением по предмету «Английский язык», выявить наиболее трудные для усвоения элементы содержания.

Время проведения: 90 минут (2 урока по 45 минут)

Форма: контрольная работа.

2. Документы, определяющие содержание проверочной работы

Содержание контрольно-измерительных материалов определяется на основе Федерального государственного образовательного стандарта среднего общего образования (приказ Минобрнауки России от 17.05.2012 №413) с учётом основной образовательной программы основного общего образования МОУ «СОШ №21»

Подходы к отбору содержания, разработке структуры варианта контрольной работы

Главной целью иноязычного образования в основной школе является формирование коммуникативной компетенции учащихся, понимаемой как способность и готовность учащихся общаться на иностранном языке в пределах, определенных стандартом основного (общего) образования по иностранному языку. Эта цель подразумевает формирование и развитие коммуникативных умений учащихся в говорении, чтении, понимании звучащей/устной речи на слух и письменной речи на иностранном языке.

Для определения уровня сформированности коммуникативной компетенции у выпускников основной школы в работе используются различные типы заданий на проверку коммуникативных умений и языковых навыков (задания с выбором ответа, задания с кратким ответом, задания с развернутым ответом).

3. Спецификация КИМ

Для обозначения типа заданий используются буквы латинского алфавита А, В, С, к которым добавляется соответствующий номер данного типа задания, например А1, В2, С1 и т.д.

Задания типа А – это задания с выбором ответа из нескольких предложенных. В данной работе представлено 14 заданий

Задания типа В – это задания с кратким ответом, например, заполнить пропуск в тексте, преобразовав слово так, чтобы оно лексически и грамматически соответствовало содержанию текста. В работе предусмотрено 12 заданий данного типа:

Задания типа С – это задания с развернутым ответом. В данной работе предусмотрено одно задание типа С: С1 – написание личного письма в разделе 4 (задание по письменной речи);

Часть	Проверяемые умения
1	умение понимать на слух основное содержание прослушанного текста и умение понимать в прослушанном тексте запрашиваемую информацию полное понимание прослушанного текста
2	Понимание структурно-смысловых связей в тексте
3	Грамматические и лексико-грамматические навыки
4	умение писать личное письмо в ответ на письмо-стимул

4. Кодификаторы проверяемых элементов содержания и требований к уровню подготовки

В табл. 1 приведен кодификатор проверяемых элементов содержания.

Таблица 1

Код	Проверяемые элементы содержания
1	Аудирование
1.1	Понимание на слух основного содержания несложных звучащих текстов монологического и диалогического характера в рамках изучаемых тем (прогноз погоды, объявления, программы теле- и радиопередач, интервью, репортажи, фрагменты радиопередач)
1.2	Выборочное понимание на слух необходимой информации в объявлениях, информационной рекламе, значимой/запрашиваемой информации из несложных аудио- и видеотекстов
1.3	Полное понимание текстов монологического и диалогического характера в наиболее типичных ситуациях повседневного и элементарного профессионального общения
2	Чтение
2.1	Понимание структурно-смысловых связей в тексте
3	Языковой материал
3.1	Грамматическая сторона речи
3.1.1	Наиболее употребительные личные формы глаголов действительного залога: <i>Present Simple, Future Simple</i> и <i>Past Simple, Present</i> и <i>Past Continuous, Present</i> и <i>Past Perfect</i> .
3.1.2	Личные формы глаголов страдательного залога: <i>Present Simple Passive, Future Simple Passive, Past Simple Passive, Present Perfect Passive</i> .
3.1.3.	Личные формы глаголов в <i>Present Simple (Indefinite)</i> для выражения действий в будущем после союзов <i>if, when</i>
3.1.4	Личные формы глаголов страдательного залога в <i>Past Perfect Passive</i> и <i>Future Perfect Passive</i> ; <i>Present/Past Progressive (Continuous) Passive</i> ; неличные формы глаголов (<i>Infinitive, Participle I, Gerund</i>) (пассивно)
3.1.5.	Фразовые глаголы (<i>look for, ...</i>)
3.1.6	Модальные глаголы и их эквиваленты (<i>may, can/be able to, must/have to/should; need, shall, could, might, would</i>)
3.1.7	Различные грамматические средства для выражения будущего времени: <i>Simple Future, to be going to, Present Continuous</i>
3.1.8.	Имена существительные во множественном числе, образованные по правилу, и исключения
3.1.9	Имена прилагательные в положительной, сравнительной и превосходной степенях, образованные по правилу, а также исключения
3.1.10	Местоимения личные, притяжательные, указательные, неопределенные, относительные, вопросительные
3.1.11	Числительные количественные, порядковые
3.2	Лексическая сторона речи
3.2.1	Аффиксы глаголов: <i>re-, dis-, mis-; -ize/ise</i> .

3.2.2	Аффиксы существительных: <i>-er/or, -ness, -ist, -ship, -ing, -sion/tion, -ance/ence, -ment, -ity.</i>
3.2.3	Аффиксы прилагательных: <i>-y, -ic, -ful, -al, -ly, -ian/an, -ing, -ous, -ible/able, -less, -ive, inter-.</i>
3.2.4	Суффикс наречий <i>-ly</i> .
3.2.5	Отрицательные префиксы: <i>un-, in-/im-</i>
4	Письмо
4.1	Написание личного письма

В табл. 2 приведен кодификатор проверяемых требований к уровню подготовки.

Таблица 2

Код	Проверяемые требования к уровню подготовки
1	УМЕТЬ
1.1	Аудирование
1.1.1	Понимать основное содержание различных аутентичных прагматических и публицистических аудио- и видеотекстов соответствующей тематики
1.1.2	Извлекать необходимую/запрашиваемую информацию из различных аудио- и видеотекстов соответствующей тематики
1.1.3	Полно и точно понимать высказывания собеседника в распространенных стандартных ситуациях повседневного общения
1.1.4	Отделять главную информацию от второстепенной, выявлять наиболее значимые факты
1.1.5	Определять тему звучащего текста
1.1.6	Выявлять факты/примеры в соответствии с поставленным вопросом/проблемой
1.1.7	Обобщать содержащуюся в тексте информацию, определять свое отношение к ней
1.2	Чтение
1.2.1	Читать аутентичные тексты различных стилей
1.2.2	Использовать просмотровое/поисковое чтение в целях извлечения необходимой/запрашиваемой информации из текста статьи, проспекта
1.2.3	Отделять главную информацию от второстепенной, выявлять наиболее значимые факты
1.2.4	Определять временную и причинно-следственную взаимосвязь событий, прогнозировать развитие/результат излагаемых фактов/событий, обобщать описываемые факты/явления
1.3	Письмо
1.3.1	Описывать явления, события, излагать факты, выражая свои суждения и чувства; расспрашивать о новостях и излагать их в письме личного характера
1.4	Компенсаторные умения
1.4.1	Уметь выходить из положения при дефиците языковых средств
1.4.2	Пользоваться языковой и контекстуальной догадкой, прогнозировать содержание при чтении и аудировании
2	ВЛАДЕТЬ ЯЗЫКОВЫМИ НАВЫКАМИ
2.1	Орфография
2.1.1	Владеть орфографическими навыками на основе изучаемого лексико-грамматического материала
2.2	Грамматическая сторона речи
2.2.1	Употреблять в речи различные коммуникативные типы предложений:

		утвердительные, вопросительные (общий, специальный, альтернативный, разделительный вопросы в <i>Present, Future, Past Simple; Present Perfect; Present Continuous</i>), отрицательные, побудительные (в утвердительной и отрицательной формах)
	2.2.2	Употреблять в речи распространенные и нераспространенные простые предложения, в том числе с несколькими обстоятельствами, следующими в определенном порядке (<i>We moved to a new house last year.</i>)
	2.2.3	Употреблять в речи предложения с начальным <i>It</i>
	2.2.4	Употреблять в речи предложения с начальным <i>There + to be</i>
	2.2.5	Употреблять в речи сложносочиненные предложения с сочинительными союзами <i>and, but, or</i>
	2.2.6	Употреблять в речи сложноподчиненные предложения с союзами и союзными словами <i>what, when, why, which, that, who, if, because, that's why, than, so, for, since, during, so that, unless</i>
	2.2.7	Употреблять в речи условные предложения реального (<i>Conditional I – If I see Jim, I'll invite him to our school party.</i>) и нереального (<i>Conditional II – If I were you, I would start learning French.</i>) характера
	2.2.8	Употреблять в речи предложения с конструкцией <i>I wish</i>
	2.2.9	Употреблять в речи предложения с конструкцией <i>so/such (I was so busy that I forgot to phone my parents.)</i>
	2.2.10	Употреблять в речи эмфатические конструкции типа <i>It's him who... It's time you did smth</i>
	2.2.11	Употреблять в речи предложения с конструкциями <i>as ... as; not so ... as; either ... or; neither ... nor</i>
	2.2.12	Употреблять в речи различные средства связи в тексте для обеспечения его целостности (<i>firstly, finally, at last, in the end, however</i> и т. д.)
	2.2.13	Употреблять в речи конструкции с глаголами на <i>-ing</i> :
	2.2.14	Употреблять в речи конструкции <i>It takes me ... to do something; to look/feel/be happy</i>
	2.2.15	Использовать косвенную речь в утвердительных и вопросительных предложениях в настоящем и прошедшем времени
	2.2.16	х формах действительного залога: □Использовать в речи глаголы в наиболее употребительных временны <i>Present Simple, Future Simple</i> и <i>Past Simple, Present</i> и <i>Past Continuous, Present</i> и <i>Past Perfect</i>
	2.2.17	Употреблять в речи глаголы в следующих формах действительного залога: <i>Present Perfect Continuous</i> и <i>Past Perfect Continuous</i>
	2.2.18	Употреблять в речи глаголы в следующих формах страдательного залога: <i>Present Simple Passive, Future Simple Passive, Past Simple Passive, Present Perfect Passive</i>
	2.2.19	Употреблять в речи различные грамматические средства для выражения будущего времени: <i>Simple Future, to be going to, Present Continuous</i>
	2.2.20	Употреблять в речи причастие I и причастие II
	2.2.21	Употреблять в речи модальные глаголы и их эквиваленты (<i>may, can/be able to, must/have to/should; need, shall, could, might, would</i>)
	2.2.22	Согласовывать времена в рамках сложного предложения в плане настоящего и прошлого
	2.2.23	Употреблять в речи имена существительные в единственном числе и во множественном числе, образованные по правилу, и исключения
	2.2.24	Употреблять в речи определенный/неопределенный/нулевой артикль
	2.2.25	Употреблять в речи личные, притяжательные, указательные, неопределенные, относительные, вопросительные местоимения

2.2.26	Употреблять в речи имена прилагательные в положительной, сравнительной и превосходной степенях, образованные по правилу, и исключения
2.2.27	Употреблять в речи наречия в положительной, сравнительной и превосходной степенях, а также наречия, выражающие количество (<i>many/much, few/a few, little/a little</i>)
2.2.28	Употреблять в речи количественные и порядковые числительные
2.2.29	Употреблять предлоги во фразах, выражающих направление, время, место действия
2.2.30	Употреблять в речи различные средства связи в тексте для обеспечения его целостности (<i>firstly, finally, at last, in the end, however</i> и т. д.)
2.3.	Лексическая сторона речи
2.3.1	Употреблять в речи лексические единицы, обслуживающие ситуации в рамках тематики основной и старшей школы
2.3.2	Употреблять в речи наиболее распространенные устойчивые словосочетания
2.3.3	Употреблять в речи реплики-клише речевого этикета, характерные для культуры англоязычных стран
2.3.4	Использовать следующие аффиксы для образования глаголов: <i>re-, dis-, mis-; -ize/ise</i>
2.3.5	Использовать следующие аффиксы для образования существительных: <i>-er/or, -ness, -ist, -ship, -ing, -sion/tion, -ance/ence, -ment, -ity</i>
2.3.6	Использовать следующие аффиксы для образования прилагательных: <i>-y, -ic, -ful, -al, -ly, -ian/an, -ing, -ous, -ible/able, -less, -ive, inter-</i>
2.3.7	Использовать суффикс <i>-ly</i> для образования наречий
2.3.8	Использовать отрицательные префиксы <i>un-, in-/im-</i>
3	ЗНАТЬ/ПОНИМАТЬ
3.1	Языковой лексический материал
3.2	Языковой грамматический материал
3.3.	Страноведческую информацию
3.4	Языковые средства и правила речевого и неречевого поведения

5. Система оценивания выполнения отдельных заданий и работы в целом

За верное выполнение каждого задания с выбором ответа и с кратким ответом ученик получает 1 балл. Если в кратком ответе сделана орфографическая ошибка, ответ считается неверным. За неверный ответ или отсутствие ответа выставляется 0 баллов. В заданиях В1, В3 оценивается каждое правильно установленное соответствие. За выполнение задания В1 учащийся может получить от 0 до 6 баллов; за задание В3 – от 0 до 6 баллов.

При оценивании задания С1 следует учитывать объем письменного текста, выраженный в количестве слов. Требуемый объем для личного письма С1 – 100–140 слов. Если в личном письме менее 90 слов, то задание проверке не подлежит и оценивается в 0 баллов. При превышении объема, т.е. если в выполненном задании С1 более 154 слов, проверке подлежит только та часть работы, которая соответствует требуемому объему. Таким образом, при проверке задания С1 отсчитываются от начала работы 140 слов, оценивается только эта часть работы и выставляется соответствующая оценка по решению коммуникативной задачи.

Максимальное количество баллов за задание С1 – 6 баллов, за всю работу 44 балла.

Оценивание по пятибалльной шкале

Отметка по пятибалльной шкале	«2»	«3»	«4»	«5»
Первичные баллы	Менее 16	16-26	27-36	37-44

**Система оценивания контрольной работы по английскому языку
10 класс**

№ задания	Ответ	Максимальное количество баллов
B1	AGFCED	6 баллов
A1	2	1
A2	1	1
A3	1	1
A4	1	1
A5	2	1
A6	1	1
A7	3	1
A8	1	1
A9	2	1
A10	2	1
A11	1	1
A12	3	1
A13	1	1
A14	3	1
B3	DGAEBC	6
B4	wereheld	1
B5	coming	1
B6	mostimpressive	1
B7	waschosen	1
B8	could	1
B9	women	1
B10	didnotcome <или> didn'tcome	1
B11	politician	1
B12	awareness	1
B13	activities	1
B14	responsibility	1
B15	annually	1
B16	global	1
C1		Максимум 6 баллов

11 класс

№ задания	Ответ	Максимальное количество баллов
B1	EGDAFB	6 баллов
A1	2	1
A2	3	1
A3	2	1
A4	3	1
A5	1	1
A6	1	1
A7	1	1
A8	1	1
A9	3	1
A10	2	1
A11	3	1
A12	1	1
A13	2	1
A14	1	1
B3	541273	6
B4	were	1
B5	them	1
B6	wouldthink	1
B7	older	1
B8	couldn't или couldnot	1
B9	worst	1
B10	me	1
B11	celebration	1
B12	countless	1
B13	singers	1
B14	various	1
B15	owners	1
B16	widely	1
C1		максимум 6 баллов

10 класс
Вариант 1
Часть I. Аудирование

B1

*Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего **1 – 6** и утверждениями, данными в списке **A – G**. Используйте каждое утверждение, обозначенное соответствующей буквой, **только один раз**. В задании есть **одно лишнее утверждение**. Вы услышите запись дважды. Запишите свои ответы в таблицу.*

- A. Different activities in a foreign country helped the speaker learn the language.
- B. The speaker learns the foreign language while listening to music.
- C. The speaker thinks that some foreign languages give better career opportunities than others.
- D. The speaker's hobby was a strong motivation for learning the foreign language.
- E. The speaker started learning the foreign language because she / he was going to travel.
- F. A job in a foreign country helped the person speak the language better.
- G. Mixing with native speakers helped the speaker learn about their way of life.

Говорящий	1	2	3	4	5	6
Утверждение						

*Вы услышите разговор матери с сыном. Определите, какие из приведённых утверждений **A1 – A7** 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**). Обведите номер выбранного вами ответа. Вы услышите запись дважды.*

A1 Ted and his mother had breakfast together.

- 1) True 2) False 3) Not stated

A2 Ted made more sandwiches for breakfast than he could eat.

- 1) True 2) False 3) Not stated

A3 Ted is going to be away from home for the whole day.

- 1) True 2) False 3) Not stated

A4 Ted's mother forgot about Riverdale Day.

- 1) True 2) False 3) Not stated

A 5 The playground area is not as big as it should be.

- 1) True 2) False 3) Not stated

A6 Ted friend's father is going to work on the playground on Riverdale day.

- 1) True 2) False 3) Not stated

A7 Ted's mother had to work overtime the whole week.

- 1) True 2) False 3) Not stated

Вы услышите интервью с иммигрантом из Кении. В заданиях A8 – A14 обведите цифру 1, 2 или 3, соответствующую номеру выбранного вами варианта ответа. Вы услышите запись дважды.

A8 The life of the speaker's family was difficult because

- 1) his father didn't have stable money for his work.
- 2) they suffered from unemployment.
- 3) they didn't have any financial support from the state.

A9 An obvious advantage of the house the speaker lived in was that it

- 1) had a modern water supply system.
- 2) had a design suitable for hot climate.
- 3) was close to the railway station.

A10 The speaker went to school which

- 1) was designed by a famous English architect.
- 2) had a reputation for its good educational quality.
- 3) was opened by the Duke of Gloucester.

A11 The Duke's visit to school gave the speaker a chance to

- 1) see a different side of the school authorities.
- 2) show himself in a good light.
- 3) shake hands with a British aristocrat.

A12 The fact that very little was taught at school about their native country

- 1) extremely puzzled all the students.
- 2) made students wish things were different.
- 3) was hardly questioned by students.

A13 The speaker remembers that when he was a child

- 1) there were delicious things he could only dream of trying.
- 2) his parents made him eat different kinds of fruit.
- 3) he was exceptional in his attitude to luxury things.

A14 The speaker's mother was often furious with him for

- 1) behaving badly at school.
- 2) going wild at home.
- 3) spending much time outdoors.

Часть 2. Чтение

B3

Прочитайте текст и заполните пропуски 1 – 6 частями предложений, обозначенными буквами A – G. Одна из частей в списке A – G лишняя.

Занесите букву, обозначающую соответствующую часть предложения, в таблицу.

Before the Hubble Space Telescope was launched, scientists thought they knew the universe. They were wrong.

The Hubble Space Telescope has changed many scientists' view of the universe. The telescope is named after American astronomer Edwin Hubble, **1** _____.

He established that many galaxies exist and developed the first system for their classifications.

In many ways, Hubble is like any other telescope. It simply gathers light. It is roughly the size of a large school bus. What makes Hubble special is not what it is, **2** _____.

Hubble was launched in 1990 from the "Discovery" space shuttle and it is about 350 miles above our planet, **3** _____.

It is far from the glare of city lights, it doesn't have to look through the air, **4** _____.

And what a view it is! Hubble is so powerful it could spot a fly on the moon. Yet in an average orbit, it uses the same amount of energy as 28 100-watt light bulbs. Hubble pictures require no film. The telescope takes digital images **5** _____.

Hubble has snapped photos of storms on Saturn and exploding stars. Hubble doesn't just focus on our solar system. It also peers into our galaxy and beyond. Many Hubble photos show the stars that make up the Milky Way galaxy. A galaxy is a city of stars.

Hubble cannot take pictures of the sun or other very bright objects, because doing so could "fry" the telescope's instruments, but it can detect infrared and ultra violet light **6** _____.

Some of the sights of our solar system that Hubble has glimpsed may even change the number of planets in it.

- A. which is above Earth's atmosphere.
- B. which are transmitted to scientists on Earth.
- C. which is invisible to the human eye.
- D. who calculated the speed at which galaxies move.
- E. so it has a clear view of space.
- F. because many stars are in clouds of gas.
- G. but where it is.

1	2	3	4	5	6

Часть 3 (задания по грамматике и лексике)

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами В4–В10 так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию В4–В10.

Where did the Olympic Games come from?

B4 There are many different stories about the beginning of the Olympics. One myth says that Zeus himself started the games. Athletic games _____ as an important part of many religious festivals in ancient Greek culture	HOLD
B5 Spectators _____ to watch the games also enjoyed the beauty of architecture and landscape.	COME
B6 Olympia was one of the oldest religious centers in the ancient Greek world. The _____ sight at Olympia was the gold and ivory statue of Zeus.	IMPRESSIVE
B7 The statue was one of the Seven Wonders of the Ancient World. This explains why Olympia _____ as the site for the most important athletic competition	CHOOSE
B8 Some athletes travelled hundreds of miles, from colonies. These colonies were as far away as modern Spain, Egypt, Ukraine and Turkey. Any free-born Greek (a man or a boy) _____ take part in the Olympics	CAN
B9 _____ did not compete, they were also barred from attending the games, under penalty of death.	WOMAN
B10 Unlike the modern Olympics, judges _____ from all over the world, but were drawn from Elis, the local region which included Olympia.	NOT COME

*Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B11 – B16**, так чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B11 – B16**.*

Arbor Day and Earth Day

B 11 The first Arbor Day took place in April, 1872 in Nebraska. It was the brainchild of Julius Sterling Morton (1832-1902), a Nebraska journalist and _____ originally from Michigan.	POLITICS
B 12 When he became a member of Nebraska's state board of agriculture, he proposed that a special day be set aside dedicated	AWARE

to tree planting and increasing _____ of the importance of trees.	
B 13 On April 22, 1970, Arbor Day _____ were modified to emphasize the critical importance of the environment.	ACTIVE
B 14 It was a time when cities were buried under their own smog and polluted rivers caught fire. Earth Day was created to remind people of their _____ to protect the planet.	RESPONSIBLE
B 15 Now Earth Day is celebrated _____ around the globe.	ANNUAL
B 16 What started as a day of national environmental recognition has evolved into a worldwide campaign to protect our _____ environment.	GLOBE

Часть 4 (задание по письму)

C1 You have received a letter from your English-speaking pen friend Steve who writes

... At school we are doing projects on reading habits of people in different countries. Could you tell me what kind of books you and the members of your family like reading?

As for the family news my sister got married last week...

Write a letter to Steve.

In your letter

-answer his questions

-ask **3 questions** about his sister's husband

Write 100 – 140 words.

Remember the rules of letter writing.

11 класс
Вариант 1
Часть I. Аудирование

B1

Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего 1–6 и утверждениями, данными в списке A–G. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу.

- A. Buying things makes the speaker really happy.
- B. The speaker likes sweets.
- C. The speaker spends large sums of money travelling over the Internet.
- D. Having fun with friends is the speaker's favourite pastime.
- E. The speaker has an impressive collection of books.
- F. The speaker dreams of going around the world.
- G. The speaker loves wearing a lot of jewellery.

1	2	3	4	5	6

Вы услышите телефонный разговор. Определите, какие из приведенных утверждений A1–A7 соответствуют содержанию текста (1 – True), какие не соответствуют (2 – False) и о чем в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 – Not stated). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды.

A1 The caller calls his classmate working for the English language center

1) True 2) False 3) Not stated

A2 The centre offers courses in different languages

1) True 2) False 3) Not stated

A3 The program is free for full-time students

1) True 2) False 3) Not stated

A4 The new semester begins in three months.

1) True 2) False 3) Not stated

A5 It's possible to apply for a course through the Internet.

1) True 2) False 3) Not stated

A6 The centre requires the evidence of the applicant's financial credibility

1) True 2) False 3) Not stated

A7 One can use mail to send the application documents to the centre.

1) True 2) False 3) Not stated

Вы услышите интервью. В заданиях A8–A14 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

A8 There is a growing tendency in Kenya to

- 1) look for new farm land.
- 2) explore new hunting areas.
- 3) preserve native animal habitats.

A9 According to Ben, people living around the forest area

- 1) try to domesticate some of the wild animals.
- 2) do their best to stop deforestation in the area.
- 3) could be in danger from wild animals.

A10 According to Ben, an excommunicated animal is

- 1) an animal doomed to extinction.
- 2) an aggressive and uncontrollable animal.
- 3) an animal that needs people's help.

A11 Ben claims that people living around the forest area make extra money

- 1) catching and selling wild animals to the zoos.
- 2) travelling to other regions and doing odd jobs.
- 3) trading wooden products.

A12 The Green Belt Movement in Kenya aims at

- 1) effective exploitation of natural forests.
- 2) replacing destroyed forests.
- 3) moving people out from the forest area.

A13 The interviewer is curious to know if

- 1) the BBC has ever shown programs about wildlife protection in Kenya.
- 2) all the facts about safari in Kenya presented on BBC television are true.
- 3) people in Kenya have ever seen any BBC wildlife programs.

A14 Visitors to safari parks in Kenya are allowed to

- 1) choose their own routes.
- 2) feed wild animals.
- 3) drive their own cars.

Часть 2. Чтение

My Uncle Jim took me to all the Broadway shows in New York City, and I was star struck! Actually he wasn't my real uncle — that's just what we called him. He was a close friend of my parents. He was a bit stocky with red hair, A _____ .

I remember the theaters on Broadway, B _____ . The curtains were made of this real heavy, dark red material. There were huge chandelier lights hanging from the ceiling. The walls were dark, paneled wood. The seats were red and cushy C _____ .

The orchestra sat at the base of the stage in a pit. I usually went down to the front to see the musicians D _____ . They were all crammed into such a tiny space. I played the flute myself and my dad kept encouraging me that if I kept it up, E _____ . But truly, I didn't want to be tucked away down there. I wanted to be on top, front and center.

Most people dressed rather finely, and certain fragrances took center stage as various women passed by. The sounds of the audience F _____ at their seats were clearly heard while last minute patrons filled in. There was electricity in the air and then the lights would go down and up, and you knew it was time for the show to get started. The lights dimmed. The music began. And you were swept up into a whole new world. I loved it!

1. and set real close together
2. getting ready and warming up
3. laughing and chattering away
4. which were so old and posh
5. and he had a beard and moustache
6. I wasn't that good at music
7. I could be playing down there someday

1	2	3	4	5	6

Часть 3 (задания по грамматике и лексике)

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами B4–B10 так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию B4–B10

B4	To learn more about her students, my younger brother's teacher sent home a lengthy questionnaire at the beginning of the school year. There a lot of questions about this and that.	BE
B5	She asked _____ about their likes and dislikes and about many other things.	THEY
B6	She asked what they _____ about their school in twenty years' time	THINK
B7	I was 6 years than my brother but some questions seemed very difficult even to me	OLD
B8	I answer them offhand	NOT CAN
B9	The question, in my opinion, was the one relating to their self-image: 'When you look in a mirror, what do you see?'	BAD
B10	But my ten-year-old brother had no trouble with his answer: 'Myself and everything behind _____'	I

Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами B11 – B16, так чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы B11 – B16.

B11	Christmas is the most important annual festival in both Britain and North America. In its origins, it combines the Christian ___ of the birth of Christ, on 25 December, with the ancient tradition of a winter feast during the darkest period of the year.	CELEBRATE
B12	Christmas carols - a special kind of religious songs - are an important part of it. You may hear them ___ times over the radio but it is quite different when you listen to people sing carols around you in church.	COUNT
B13	At this time, too, many carol ___ make door-to-door visits to people at home, collecting money for this or that charity.	SING
B14	Many weeks before Christmas, shops start selling ___ Christmas cards and Christmas gifts.	VARY
B15	Shop ___ decorate their shops with holly, mistletoe, candles and colourful paper chains and lanterns.	OWN
B16	All kinds of traditional Christmas food are also ___ available.	WIDE

Часть 4 (задание по письму)

C1 You have received a letter from your English-speaking pen-friend Ted who writes:

...I'm going to join a youth science camp this summer. By the way, are there any summer youth camps in Russia? What kinds? Are they popular with kids? Why or why not? Have you ever been to a summer camp and what's your attitude towards these camps?

As for the latest news, my elder brother Tom has entered university...

Write a letter to Steve.

In your letter

-answer his questions

-ask **3 questions** about his brother

Write 100 – 140 words.

Remember the rules of letter writing.

Тексты для аудирования

10 класс

Сейчас Вы будете выполнять задания по аудированию. Каждый текст прозвучит 2 раза. После первого и второго прослушивания у Вас будет время для выполнения и проверки заданий. Все паузы включены в аудиозапись. Остановка и повторное воспроизведение аудиозаписи не предусмотрены.

Задание В1

Now we are ready to start.

Speaker 1

In Spain I lived in a flat with students from the local university. In my drama class I met a Spanish girl who was looking for someone to speak English with. We became best friends and we spoke half the time in English, and half the time in Spanish. I also joined a gym and had great fun trying to do an aerobics class which was not a difficult task though the instructions were given in Spanish. On Sundays I went to the cinema and only watched Spanish films. Now I'm quite good at Spanish.

Speaker 2

I went to China to work as an English language teacher because I wanted to understand people who live in China. It took me a long time before I met local Chinese people with the same interests as I had. I met even more interesting people thanks to them. I had great fun and left China with a better understanding of the lifestyle of ordinary Chinese people.

Speaker 3

The first foreign language which I studied was French. I learnt it at a secondary school. Between school and university I spent three months working on two farms in southern France. This helped me to speak easily in French and to get a rich vocabulary connected with farming. I can still speak and read in French quite well. However, my written French is rather bad.

Speaker 4

I have always been good at languages that's why I studied French and German at high school. To brush up my French and German I took part in a few student exchange programmes. But then I thought that my chances of finding a good job might be improved if I chose a more unusual language. I considered Chinese,

Japanese and Arabic. Finally I decided on Chinese and Japanese, which I studied at the University of Leeds. During my second year I spent a term studying Chinese in China, and another term studying Japanese in Osaka.

Speaker 5

I began learning Arabic because I planned to visit different Arabic-speaking countries, including Morocco. Using a textbook I learnt Arabic pronunciation, the Arabic script, a few words and a bit of grammar. Soon I spent some weeks in Morocco. Unfortunately I found out that my French was much more useful than the little Arabic I knew.

Speaker 6

Many years ago I was given an Irish whistle as a birthday present. I liked it so much that soon I started to collect Irish tunes, songs and albums, it became my favourite occupation. I enjoyed listening to Irish music so much that I started playing it myself. As I listened to and played Irish music I got interested in the Irish language as well. And you see, my hobby led me to the decision to start learning the Irish language.

You have 15 seconds to complete the task. (Pause 15 seconds.) Now you will hear the text again. (Repeat.)

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

Задания А1 – А7 Вы услышите разговор матери с сыном. Определите, какие из приведенных утверждений А1 – А7 соответствуют содержанию текста (1 – True), какие не соответствуют (2 – False) и о чем в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 – Not stated). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды. У вас есть 20 секунд, чтобы ознакомиться с заданиями.

Now we are ready to start.

Mother: Morning, Ted. **Ted:** Good morning, Mum.

Mother: I'm making scrambled eggs. Shall I make some for you or would you rather have a sandwich?

Ted: No, thanks Mum. I've already eaten. I got up early. Did you see some sandwiches? I made some sandwiches earlier. They were right here.

Mother: They're in the fridge. You have enough sandwiches to feed a small army. Why don't we do something together today?

Ted: I'm sorry, Mum. But I'm busy from morning till night. **Mother:** Where are you going?

Ted: To the park.

Mother: Why? What's happening at the park?

Ted: Don't you remember, Mum? It's Riverdale Day.

Mother: Oh, that's right. Today's the day when everyone helps clean up the town parks.

Ted: You know they're doing something special to improve the playground area.

Mother: They want to make it bigger or smaller?

Ted: Not bigger, it's big enough. Mostly they want to make it safer. Do you remember my friend Jimmy? He broke his arm on the playground last year. **Mother:** Jimmy? The tall guy with freckles on his face? He has a job as a lifeguard at the town swimming pool. Right?

Ted: That's right. He and I will be working together today. Jimmy's father is a builder, and he's bringing a tractor to make the rough ground smooth. He doesn't want Jimmy to break his arm again.

Mother: There must be something I can do to help you. I could do some painting or any other job.

Ted: Thanks, Mum but you've been working so hard. You should just rest this weekend.

Mother: OK. Do a great job! **Ted:** We will.

Mother: Take care.

Ted: Bye.

You have 15 seconds to complete the task. (Pause 15 seconds.) Now you will hear the text again. (Repeat.)

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

Задания А8 – А14

Вы услышите интервью с иммигрантом из Кении. В заданиях А8 – А14 обведите цифру 1, 2 или 3, соответствующую номеру выбранного вами варианта ответа. Вы услышите запись дважды. У вас есть 50 секунд, чтобы ознакомиться с заданиями.

Now we are ready to start.

Can you tell me where you were born and about your family?

I was born in Nairobi, Kenya, in 1934. I was one of eight children. My mother didn't go to work, she was a housewife, but my father was a tailor, a master tailor. He used to make clothes privately for people. And it was a very, very hard time for him to support us financially. The size of the family probably made it doubly hard and the allowances for children were very small. They didn't really help. I think it was made even harder because my father was selfemployed and he worked from home. I don't think this gave him any financial stability, as there were days when there were no clients. We just had to live from hand to mouth from day to day. Yes, I think those were very hard times for my parents.

What was this area like where your house and workshop were?

The area had lots of terraced houses. They were very simple. Our house had a veranda in front, two rooms, and a veranda at the back. This was because of the tropical weather. They gave some sort of shade. The primitive kitchen was located in a courtyard. No electricity, no gas, and there was only a pipe for water which was a communal one. Everyone used to bring water in buckets into the house. The area was residential. It was about say an hour's walking distance to the railway station. And schools were quite far away from there.

Where did you go to school?

Well, it was one of the well-known British Government Primary Schools with a team of qualified and experienced teachers. It later changed to the Duke of Gloucester School just because the Duke of Gloucester happened to go there as a visitor one day. The school was a very nice place and beautifully designed too. All by English architects here in Kenya, and most of the materials were shipped from England. I was very happy there overall. And I think I got a very good standard of education there as well. I remember well the day when the Duke came to school. When I think back about that, it makes me laugh. In my opinion, some officials just wanted to make themselves look important. Everybody wanted to shake the Duke's hand. Maybe I'm being cynical, but on reflection, I don't think the officials really behaved very nicely. Their behaviour was very false, I think. They just wanted to show themselves in a good light.

When you were at school, I mean did you learn much about Britain and about London?

Yes. I did learn about the history of Great Britain. Very little was taught to us about Kenya itself. I also learned about the history of the world. Things like that, but very little of my own culture or history. You might wonder if that puzzled us, but I can honestly say that at that time we were not bothered about it. I honestly think that we just got on with whatever we were told to do. I never realized that things could or should have been any different.

What was life at home like at this time?

Life was quite difficult. There wasn't much money coming in and we were very much restricted in food. There was plenty of cheap fruit available, like bananas and oranges. But sometimes we wished we could afford things like ham or cheese, but it never became an obsession. We just thought it would be nice to have some luxury things. I think that would be the normal reaction of any child. I don't think we were exceptional in that.

Were your friends mainly from school?

Oh yes, yes. They were mostly from school. As soon as we came home we used to go out and play until mother got very angry and called us in. I loved that time after school when we were free just to do whatever we wanted. School rules were quite strict, you know, and we had to behave well and sit still a lot. So it was great just to be wild for a bit.

You have 15 seconds to complete the task. (Pause 15 seconds.) Now you will hear the text again. (Repeat.)

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

Тексты для аудирования

11 класс

Сейчас Вы будете выполнять задания по аудированию. Каждый текст прозвучит 2 раза. После первого и второго прослушивания у Вас будет время для выполнения и проверки заданий. Все паузы включены в аудиозапись. Остановка и повторное воспроизведение аудиозаписи не предусмотрены.

Задание В1

Speaker 1

I love reading. I read detective and spy stories, novels, and romantic and fantasy stories. If I'm stuck on a train or waiting for something and don't have anything to read, I feel terrible. So something that I spend a lot of money on would probably be books. I always buy a lot of books, magazines and reader's digests. And I keep all of them at home – my mum says it's horrible. Also lots of my money goes on audio books. I always share them with friends. Em ... it's kind of an exchange.

Speaker 2

Oh, you know, shiny things really attract me. Every time I have some extra money, I buy bracelets, rings, earrings or necklaces. I wear them everywhere and every day. If I'm shopping somewhere and there is something flashy shining at me, I usually stop and look and very often a salesperson can talk me into buying it. It's crazy I know. I also love buying books but I don't spend so much on them.

Speaker 3

Ah, I spend money mostly on um ... going out, like going to restaurants or clubs, and things like that. I am a party person, I love hanging out with friends. I don't actually buy a lot of things, like electronics, books or CDs. I just spend money on going out with my friends, on food and drinks for parties. I really love chatting, dancing and making jokes.

Speaker 4

Something I probably spend too much on is clothes. I guess because I am a girl, I think of shopping as a fun pastime and I find it relaxing. Actually I call it "shopping therapy" to go and buy some new clothes. I often go alone – I don't need anyone to advise me. I'd say I love the process of choosing and buying things. It really makes me feel good.

Speaker 5

If I had the money I wanted, I would like to go and spend two weeks at every famous place on Earth. I love traveling in comfort. Nowadays it's very expensive. I read travel magazines and

surf the Internet for information about different tours, hotels and sights – and now I know how I want to travel. That’s what I’d spend my money on if I could.

Speaker 6

I usually don’t spend that much money on anything like jewellery or clothes. But then if there is one big expense, it is food. I like desserts, especially ice cream, so when I go out for dinner I definitely have a dessert afterwards. I can’t live without cakes, candies, chocolates and things like that. Who can?

You have 15 seconds to complete the task. (Pause 15 seconds.) Now you will hear the texts again. (Repeat.)

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

Задания A1–A7

Вы услышите телефонный разговор. Определите, какие из приведенных утверждений A1–A7 соответствуют содержанию текста (1 – True), какие не соответствуют (2 – False) и о чем в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 – Not stated). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды. У вас есть 20 секунд, чтобы ознакомиться с заданиями.

Now we are ready to start.

Receptionist: English Language Center. How may I help you?

Caller: Yes. I’ve heard about your centre from my classmate and I’m calling to find out more information about your program. What kind of courses do you offer?

Receptionist: Well, first of all, the purpose of our program is to provide language learning opportunities for students who would like to master basic language skills, let's say, for his or her job, or to study intensively to enter a US college or university.

Caller: Okay. I'm calling for a friend who is interested in attending a US university. Can my friend apply for the next semester?

Receptionist: Well, we start in March and always ask applicants to apply no later than two months before the semester begins.

Caller: Alright. What is the tuition fee for a full-time student?

Receptionist: It's two thousand and thirty dollars.

Caller: And how does one apply?

Receptionist: Well, we can send you an application and you can mail it back to us, or you can fill out the application form that's on our website.

Caller: And are there other materials I would need to send in addition to the application form?

Receptionist: Uh, yes. You would need to send in a sponsorship form indicating who will be responsible financially for the student while studying in our program, and a bank statement showing that you or your sponsor has enough money to cover tuition expenses and living costs.

Caller: And how can I send these materials to you?

Receptionist: You can either send the application packet by regular mail or you can fax it.

Caller: Alright. I think that's about it.

Receptionist: Okay great.

Caller: Oh and what is your name?

Receptionist: Ok. My name is Tony Nelson. You can just call and ask for me.

Caller: Great. Thank you for your help.

Receptionist: No problem and please don't hesitate to call again if you have any other questions.

Caller: Okay. Goodbye.

You have 15 seconds to complete the task. (Pause 15 seconds.) Now you’ll hear the text again. (Repeat.)

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

Вы услышите интервью. В заданиях А8–А14 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды. У вас есть 50 секунд, чтобы ознакомиться с заданиями.

Now we are ready to start.

Int: Today in the studio we are talking to Ben Zephani, an activist and member of the environmental group the Green Belt Movement in Kenya. Welcome Ben. Ben: Thank you.

Int: Well, you know, people nowadays talk a lot about environmental issues. There is great concern about wildlife and the future of the National Parks in Kenya. What's happening there?

Ben: One of the most serious environmental problems we are facing today is deforestation, which really affects both wildlife and people living around the forests. People need land for their own purposes, like growing crops and raising cattle. So they come, seize pieces of land, cut down trees and start cultivating the land. So many animals were, kind of, forced away. They had to leave their native habitats and find new hunting areas... That's not really a nice thing.

Int: And what's happening to the people who actually live around the forest area?

Ben: You know when you tend to interfere in a wild animal's habitat you somehow create an imbalance between people and animals. And sometimes it's not really a nice thing because animals tend to come close to where people live, which is really threatening.

Int: So, do they attack people?

Ben: Not that they really attack settlements but they do come in packs, groups, prides or herds constantly migrating from one place to another because of deforestation. So people are vulnerable at any time.

Int: You mean, if I lived there, I could be chased by an angry rhinoceros or an elephant?

Ben: No, actually they don't chase people because most of the time they just pass by. But at times you come into contact with an unusual animal. You know animals live in packs, so when one animal is rejected from its pack, it's an angry animal. It cannot join the other packs so it attacks anything and is extremely dangerous. It should not be disturbed. People can do nothing to help it. Anyone who dares to approach it is almost certainly doomed.

Int: Wow! Sounds horrible! I suppose no one would dare to try to catch these wild animals ... Well, but what actually causes deforestation?

Ben: People burn wood to produce charcoal and sell it, because, as you know, people there have very poor living conditions, and they try hard to earn an extra dime to support their families. Charcoal is in great demand for cooking and other odd jobs, so people don't even have to travel anywhere to sell it. It's a good job. But it's so destructive.

Int: So what's being done to try and remedy this, or to try and counterbalance the effect?

Ben: There are three or four large activist groups that are coming together to discuss how to reduce damage to the environment. You all know the Nobel Prize winner Wangari Maathai who is a leader of the Green Belt Movement in Kenya. She's been trying to discourage people from destroying forests for a long time and to explain what deforestation does to the country and the environment in general and how it affects people in the forest areas. She teaches people to adjust to new conditions and environments. She moves with the times.

Wangari supports National parks, conservation areas and safari parks in the country. She helps organize small businesses to learn to earn from ecotourism in the forest areas.

Int: Look, I've always wanted to go to Africa and I'm just wondering, if that whole safari business ... is really good; if everything you see on the BBC Wildlife channel, you know, documentaries, is true to life.

Ben: It's not a cliché, but it's something you have to experience when you get there on safari. The BBC has never lied to their viewers.

Int: Wow! So I could be just out there ... driving around in my car and on my own just seeing all those animals?

Ben: I am afraid they won't let you drive in your own car. They provide services for you. We have in Kenya an institute called the KWS: the Kenya Wildlife Service and it has its own

wardens that are highly trained to protect you when you're in the forest. You just say where and when you want to go, what places and animals you would like to see. Tours are kind of regulated. For example, you will never be allowed to come close to feeding the animals.

Int: All right.

You have 15 seconds to complete the task. (Pause 15 seconds.) Now you will hear the text again. (Repeat.)

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

(Pause 15 seconds.)

This is the end of the Listening test.