

**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 словарем.

Задача экзаменуемого – ответить на три вопроса по содержанию текста, касающихся:

- основной идеи (О чём говорится в тексте? Какова основная идея текста?);
- 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**.

Второе задание проверяет умения монологической речи. Задача экзаменуемого – сделать сообщение в связи с прочитанным текстом, высказывать и аргументировать своё отношение к поднятой автором проблеме. В качестве опоры для монологического высказывания используются небольшие по объёму тексты разных жанров из любых источников (в том числе из УМК), соответствующие 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.

Объём монологического высказывания – не менее 10 фраз.

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

Часть I сборника содержит тренировочные материалы для подготовки к экзамену в устной форме.

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 выбором одного правильного ответа из четырёх предложенных);
- **раздел 2.2** «Грамматика и лексика» (задания с кратким ответом и задания с выбором одного правильного ответа из четырёх предложенных);
- **раздел 2.3** «Письмо».

В каждом разделе представлены задания разных форм и разного уровня 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 нему.

To Sea with Children

When we first took our children to sea with us, it was rare to come across other families on sailing boats. Usually such meetings resulted in the children quickly meeting friends, while we parents discussed how we managed. At first, I was worried about taking children to sea and I had many questions. How would I amuse them? What if they feel ill at sea? Added to such questions was the major problem of their education. When we set out on our voyage, my daughter was seven, my son five, and we planned to sail for three years. That we only returned to England six years later with 60,000 miles behind us and children of thirteen and eleven years old, is an indication of how my worries had been answered. One change over these years has been the increase in the number of parents who take their children to sea on long voyages. Thus what I shall be saying here and in later chapters is based not only on my own experiences, but also on those of others, many of whom have taken their children cruising around the world.

Those experiences show that although there are problems and worries in taking children on cruises, they are not that great and can be solved with some thought and careful planning. The same basic principles apply at sea as on land. Careful parents take precautions to avoid accidents in the home, and should behave the same way on a boat. Few people would let a small child on a busy road, without being convinced that the child was aware of the dangers of traffic. Similarly most parents do not let non-swimmers near water alone or without protection. Water safety has many parallels with road safety and, regarded as such, it is simply commonsense to teach children to live near water safely.

1. What is the story about?
2. How many children does the author have?
3. How long was their voyage?
4. What does the author compare water safety to?

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

The Birth of the Penny Bazaar

From the open market in Leeds, Michael Marks moved to its covered market hall, which had the advantage of giving protection against the weather and of being open for trading throughout the week. Here he soon introduced an innovation which was to be of fundamental importance to the development of his business. 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 not only striking and simple and easily understood; it also answered a genuine popular need. 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 customer, it was also extremely convenient to the stall owner. Michael Marks never kept any accounts, and conducted his business operation by mental arithmetic; adopting a single fixed price of a penny made his calculations much simpler. This element of operational simplicity was to become a central feature of the business. It was, in fact, a revolution: Michael Marks had discovered and 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 twentieth century.

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

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

Europe's Cultural Heritage at Risk?

Europe is in danger of losing 15 of its 50 languages within the next few decades unless urgent action is taken. Among those threatened with extinction are: Aromanian, Corsican, Friulian, Galician, Sard, and Sorbian. Language is closely associated with culture and the death of these languages could mean the extinction of many distinct ethnic identities. Both linguists and politicians are aware of the dangers, not least because some 50 million Europeans speak minority languages.

European leaders are increasingly beginning to recognize the cultural benefits of linguistic diversity and some languages may achieve special status in the new Europe. Basque, Catalan, and Galician have already benefited through the introduction of special education schemes.

The European Bureau of Lesser Used Languages, which is based in Dublin, is to open an information bureau in Brussels to help protect dying languages. Probably the greatest threat to lesser-used languages today comes not from national domination, but from modern communications. The young often opt for the language of the media instead of their mother tongue and may question whether or not it is worthwhile speaking their own language any more. Some specialists are concerned that even widely spoken languages like Dutch are under threat because of the growing popularity of English, which is spoken fluently in much of Holland. Attempts to reverse this trend through the use of minority languages in broadcasting are not invariably successful, especially when the channels are privately owned and fail to attract sufficient advertising revenue. It remains to be seen whether or not the resurgence of language and ethnicity in Eastern Europe will withstand the onslaught of media-led popular culture.

1. What is the text about?
2. How many languages are there in Europe?
3. Where does the main danger for European minority languages come from?
4. Why Dutch is considered to be in danger?

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

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 and the British economy dominated the country. This practical motivation to use English grew even stronger when people began to leave Ireland in vast numbers in the nineteenth 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. These areas, known officially as the 'Gaeltacht', are mainly in the remote far west of the country and have a total population of 83,000, of whom nearly all can speak Irish, although only about 30,000 use it as their normal language of communication.

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. How many people do use Irish as everyday first language now?
3. What is the attitude to Irish of the primary school children?
4. Why are French and German more popular than Irish among the secondary school students?

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

Jorvik – Lost Viking Capital

A thousand years ago York was one of the largest, richest and most famous cities in the whole of Britain. A monk at that time described it as packed with a huge population, rich merchandise, and traders ‘from all parts, especially Danes’. People in the 10th century called it Jorvik, and knew it as the capital of the North of England, and one of Europe’s greatest trading ports. It owed its prosperity to the hard work and commercial enterprise of Viking settlers from Scandinavia who had captured it in AD 866 and almost totally rebuilt it.

Between 1976 and 1981 archaeologists from the York Archaeological Trust excavated a part of this lost and all-but-forgotten city. York Archaeological Trust decided to try to tell the story of Jorvik as it was a thousand years ago. To do so it built the Jorvik Viking Centre in the huge hole created by the dig. Two of the rows of buildings were reconstructed as we think they were. A further two were preserved just as the archaeological team discovered them, the ancient timbers set out as they were found in the late 1970s, deep below the new shopping centre, where they have lain for centuries.

In the Jorvik Viking Centre people from the 20th century journey back in time to the 10th century. The journey is done in time cars, which silently glide back through the years, past some of the thirty or so generations of York’s people who have walked the pavements of Coppergate, until time stops, on a late October day in 948. For a while modern time travellers explore Coppergate and a little alley, Lundgate, which runs off it. The neighbourhood is full of the sights and sounds and smells of 10th century Jorvik. Townspeople are there, buying and selling, working and playing.

1. What is the story about?
2. What was Jorvik famous for?
3. What did the archeologists excavate at the end of the 70s?
4. What can the visitors experience at the old Jorvik?

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

Why does the idea of progress loom so large in the modern world? Surely because progress of a particular kind is actually taking place around us and is becoming more and more manifest. Although mankind has undergone practically no general improvement in intelligence and even less in morality, it has made extraordinary progress in the accumulation of knowledge.

Knowledge began to increase as soon as the thoughts of one individual could be communicated to another by means of speech. With the invention of writing, a great advance was made, for knowledge could then be not only communicated but also stored. Libraries made education possible, and education in its turn added to libraries: the growth of knowledge followed a kind of compound-interest law, which was greatly enhanced by the invention of printing. All this was comparatively slow until, with the coming of science, the tempo was suddenly raised. Then knowledge began to be accumulated according to a systematic plan. The trickle became a stream: the stream has now become a torrent. Moreover, as soon as people get some knowledge, it is now turned to practical account. What is called “modern civilization” is not the result of a balanced development of all man’s nature, but of accumulated knowledge applied to practical life.

The problem now facing humanity is: What is going to be done with all this knowledge? As it is so often said, knowledge is a two-edged weapon which can be equally used for good and evil. It is now being used indifferently for both. Could any spectacle, for instance, be more grimly whimsical than that of gunners using science to shatter men’s bodies while, close at hand, surgeons use it to restore them? We have to ask ourselves very seriously what will happen if this twofold use of knowledge, with its ever-increasing power, continues.

1. What is the story about?
2. What did the invention of writing do for the expansion of knowledge?
3. What did ultimately lead to the formation of “modern civilization”?
4. Why is knowledge considered to be a “two-edge” weapon?

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

Squirrel Population Explosion Strikes Japanese

Mutsuko Sakai from Kamakura, Japan – considers them her friends, although they do tend to be a handful. They've bitten her, she admits, "with teeth like nails". And they've raided the pantry at her restaurant. But what can you do? They're just too cute.

Squirrels dwelling in and around the forests of this ancient 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, says one of the researchers at the Japan Wild Bird Association, which studies various wildlife issues. The squirrel population explosion has been the most striking in Kamakura and other areas near Tokyo, where the dangers of living with people are apparently outweighed by the abundance of readily available food and shelter.

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. Things have gotten so bad that residents in Kamakura formed the Victims of the Taiwan Squirrel Society to coordinate to rein in the rodents.

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 is the story about?
2. What problem do the squirrels present?
3. How did squirrels appear in Japan?
4. Why do squirrels have friends?

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

British tourism's tower of strength

It was all too easy – particularly in high summer when every British beach and beauty spot is crowded and all roads leading to them jammed with cars and coaches – to deride tourism as a confounded nuisance.

The grumbles about the capital's streets and London Underground being filled with thousands of backpacking French schoolchildren, about gaping Americans blocking the pavements in Stratford-upon-Avon, Oxford and surrounding Cotswolds, and of moors and country parks becoming worn down by the feet of millions of walkers, are heard in every pub.

Yet our tourist industry, which really got under way 153 years ago when Thomas Cook organised the first "package tour" by train from Leicester to Loughborough for a temperance group, is now Britain's biggest industry – and still growing fast.

A record 19.1 million trips were made to Britain by overseas visitors last year, 3 per cent up on 1992's previous record. This year the growth has been even faster and in the first four months a record 5.4 million visits were made. The effect on the economy is enormous, with £9.2 billion being spent by foreign visitors in 1993 and £2.3 billion so far this year.

"These figures confirm what our overseas offices have been saying for some months: 1994 should be a good year," says Anthony Sell, chief executive of the British Tourist Authority. "We expect a 10 per cent growth in the number of American visitors to the UK this year and our optimism is shared by the airlines, tour operators and major hotel groups."

Britain is now the world's sixth most popular tourist country after the USA, France, Spain, Italy and Austria. Of those foreign visitors who choose to come to Britain, 2.7 million (17 per cent), are from North America, 2.54 million from France and 2.36 million from Germany. The Americans spend more than anyone else and last year added £1.66 billion to the economy, compared with £780 million by the Germans and £480 million by the French.

1. What is the story about?
2. Why do British people sometimes complain about tourists?
3. When did British tourist industry start?
4. What is the most popular tourist country nowadays?

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

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

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

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, perhaps that of his father's overlord. 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 ran errands. 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 boys could find time, they loved to loiter about the stables or the armory, caring for the horses, or listening wide-eyed to the esquires or squires who were apprentice 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. *Esquire* means "shield bearer," and when he grew older – sixteen or so – that's exactly what he was. 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. What is the story about?
2. When did the training of a knight begin?
3. What were the pages taught?
4. What did the esquires learn from their masters?

РАЗДЕЛ 1.2

Тренировочные задания по говорению

Задание 1. Выскажите по проблеме “There should be different ways to educate children”. Аргументируйте Вашу точку зрения.

Задание 2. Выскажите по проблеме “Modern life requires new ways for selling goods”. Аргументируйте Вашу точку зрения.

Задание 3. Выскажите по проблеме “Everybody should know at least two foreign languages”. Аргументируйте Вашу точку зрения.

Задание 4. Выскажите по проблеме “It’s important to know your native language perfectly”. Аргументируйте Вашу точку зрения.

Задание 5. Выскажите по проблеме “People should regularly visit museums”. Аргументируйте Вашу точку зрения.

Задание 6. Выскажите по проблеме “People should use the power that knowledge gives them responsibly”. Аргументируйте Вашу точку зрения.

Задание 7. Выскажите по проблеме “People should be responsible for those they tame”. Аргументируйте Вашу точку зрения.

Задание 8. Выскажите по проблеме “Being attractive for tourists is important for any country”. Аргументируйте Вашу точку зрения.

Задание 9. Выскажите по проблеме “Mobile phones – for and against”. Аргументируйте Вашу точку зрения.

Задание 10. Выскажите по проблеме “Modern men seem to lack chivalry”. Аргументируйте Вашу точку зрения.

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. Прочитайте текст и ответьте на вопросы к нему.

Общеобразовательные учреждения

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 экзаменатора.
«3»	Учащийся понял основное содержание текста, но ответил правильно и полно только на один вопрос экзаменатора. На два остальных вопроса учащийся не ответил или ответил неправильно
	Учащийся понял основное содержание текста, но дал неполные ответы на два вопроса экзаменатора. На один вопрос учащийся не ответил
«2»	Учащийся не понял основное содержание текста и не дал правильных ответов на вопросы
	Учащийся понял отдельные детали и дал неполный ответ только на один вопрос

Задание 2. Прочитайте текст и выскажитесь по проблеме, затронутой в тексте. Аргументируйте Вашу точку зрения.

Общеобразовательные учреждения

Отметка	Характеристика ответа
«5»	<p>Учащийся логично строит монологическое высказывание в связи с прочитанным текстом и в соответствии с коммуникативной задачей, сформулированной в задании. Учащийся демонстрирует умение: сообщать факты/события, связанные с обсуждаемой проблемой, в том числе используя информацию из текста; выражать и аргументировать своё отношение к данной проблеме.</p> <p>Используемые лексические единицы и грамматические структуры соответствуют поставленной коммуникативной задаче. Ошибки практически отсутствуют.</p> <p>Речь отвечающего понятна: нет фонематических ошибок, практически все звуки в потоке речи произносятся правильно, соблюдается правильный интонационный рисунок.</p> <p>Социокультурные знания использованы в соответствии с ситуацией общения.</p> <p>Объём высказывания – не менее 10 фраз</p>
«4»	<p>Учащийся логично строит монологическое высказывание в связи с прочитанным текстом и в соответствии с коммуникативной задачей, сформулированной в задании. Учащийся демонстрирует умение сообщать факты/события, связанные с обсуждаемой проблемой, в том числе используя информацию из текста; выражает своё отношение к данной проблеме, но не аргументирует его.</p> <p>Используемые лексические единицы и грамматические структуры соответствуют поставленной коммуникативной задаче. Ошибки практически отсутствуют.</p> <p>Речь отвечающего понятна, отвечающий не допускает фонематических ошибок.</p> <p>Социокультурные знания использованы в соответствии с ситуацией общения.</p> <p>Объём высказывания менее 10 фраз</p>
	<p>Учащийся логично строит монологическое высказывание в связи с прочитанным текстом и в соответствии с коммуникативной задачей, сформулированной в задании. Учащийся демонстрирует умение сообщать факты/события, связанные с обсуждаемой проблемой, в том числе используя информацию из текста; выражает своё отношение к проблеме и аргументирует его.</p> <p>Используемые лексические единицы и грамматические</p>

	<p>структуры соответствуют поставленной коммуникативной задаче. Но учащийся либо допускает ошибки в употреблении слов, либо демонстрирует ограниченный словарный запас, хотя лексика используется правильно.</p> <p>В ответе имеется ряд грамматических ошибок, не затрудняющих понимания речи учащегося.</p> <p>Речь отвечающего понятна, фонематические ошибки отсутствуют.</p> <p>В основном социокультурные знания использованы в соответствии с коммуникативной задачей.</p> <p>Объём высказывания соответствует заданному (не менее 10 фраз)</p>
«3»	<p>Учащийся строит монологическое высказывание в связи с прочитанным текстом и в соответствии с коммуникативной задачей, сформулированной в задании. Но высказывание не содержит аргументации, не всегда логично, имеются повторы. Используется ограниченный словарный запас, допускаются ошибки в употреблении лексики, которые затрудняют понимание текста.</p> <p>В ответе имеются многочисленные грамматические ошибки.</p> <p>Речь отвечающего в целом понятна, учащийся в основном соблюдает интонационный рисунок.</p> <p>Социокультурные знания мало использованы в соответствии с коммуникативной задачей.</p> <p>Объём высказывания – 6–7 фраз</p>
	<p>Учащийся строит монологическое высказывание в связи с прочитанным текстом, но не всегда в соответствии с коммуникативной задачей, сформулированной в задании: уходит от темы или пытается подменить её другой, которой владеет лучше, но старается аргументировать свою точку зрения.</p> <p>Используется ограниченный словарный запас, допускаются ошибки в употреблении лексики, некоторые из них затрудняют понимание речи учащегося.</p> <p>В ответе имеются многочисленные грамматические ошибки.</p> <p>Речь учащегося понятна, но допускаются негрубые фонематических ошибки. Отвечающий в основном соблюдает интонационный рисунок.</p> <p>Социокультурные знания мало использованы в соответствии с коммуникативной задачей.</p> <p>Объём высказывания – 6–7 фраз</p>
«2»	<p>Учащийся не понял содержание текста и не может сделать сообщение в связи с прочитанным, выразить и аргументировать своё отношение к проблеме, затронутой в тексте.</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**.

- | | |
|--|--|
| <p>1. Local legends</p> <p>2. Special in many ways</p> <p>3. Tourist attraction</p> <p>4. Diverse wildlife</p> | <p>5. Protection of the ecosystem</p> <p>6. Extinct species</p> <p>7. Scientific expeditions</p> <p>8. Harsh climate</p> |
|--|--|

- 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							

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							

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 **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:

His school teachers considered the young Kipling a capable student.

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

ОТВЕТ:

Kipling studied at college.

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

ОТВЕТ:

Kipling met his future wife due to his friend.

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

ОТВЕТ:

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

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

ОТВЕТ:

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

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

ОТВЕТ:

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

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

ОТВЕТ:

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

- 27** 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	2 1 4 3 5 7 8
2	6 3 5 1 7 4 2
3	4 7 5 2 1 6 8
4	1
5	3
6	1
7	2
8	2
9	2
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.

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.

1

SHE

When my mum _____ me to the airport, she noticed that something was wrong with me.

2

DRIVE

“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.”

3

NOT/WANT

“There _____ nothing to be sorry about! It’s natural to feel nervous before your first flight.

4

BE

I wish I _____ go with you, but you know that I can’t.”

5

CAN

It was true. My mum was the _____ woman in the world.

6

BUSY

“I’m fine, Mum. Don’t worry.” I tried to sound calm. “I _____ you as soon as we land.”

7

CALL

The plane _____ off smoothly. The pilot informed the passengers about the details of the flight.

8

TAKE

Then we _____ refreshing drinks. I had some orange juice and closed my eyes.

9

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**.

- 28** 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
- 29** She enjoys being in someone else's shoes, living in an _____ different world. ABSOLUTE
- 30** When reading, Jenny may turn into a princess or become a mountain _____. EXPLORE
- 31** She can see _____ creatures and amazing places with her own eyes. FANTASY
- 32** 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
- 33** Books never _____ with her and they never argue. AGREE

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	WASHELD
2	WASDRIVING	25	ISIMPROVING
3	DIDNOTWANT/DIDNTWANT	26	WILLHAVE/'LLHVE
4	IS	27	FEET
5	COULD	28	IMAGINATION
6	BUSIEST	29	ABSOLUTELY
7	WILLCALL/SHALLCALL	30	EXPLORER
8	TOOK	31	FANTASTIC
9	WEREOFFERED	32	PRACTICAL
10	LEFT	33	DISAGREE
11	DIDNOTBELIEVE	34	FASHIONABLE
12	MICE	35	DISCUSSION
13	WORST	36	DESIGNER
14	WASDRAWING	37	IMPOSSIBLE
15	HAVEBOUGHT	38	FINALLY
16	ME	39	AMAZING
17	WEREMADE	40	WONDERFUL
18	WANTED	41	NOISY
19	WORST	42	IMPOSSIBLE
20	RAINED	43	EXCITEMENT
21	WAS	44	FAMOUS
22	DIDNOTLISTEN	45	FINALLY
23	HAD		

РАЗДЕЛ 2.3
Тренировочные задания по письму

1 You have **30** minutes to do this task.
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 **30** minutes to do this task.
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 **30** minutes to do this task.
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
K1	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 стилевом оформлении 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 стилевом оформлении письма и в соблюдении норм вежливости	Задание не выполнено: отсутствуют ответы на два вопроса, ИЛИ текст письма не соответствует требуемому объёму
K2	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 делении 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 понимание (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</i>	
	Samara, Russia 15.09.15
<p>Dear Mark, Thanks a lot for the letter with your news. I hope you'll get used to your school and everything will be OK. 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. I'll be waiting for your next letter – please write soon.</p>	
<p>Bye, Anna</p>	