

Демонстрационный вариант

диагностической работы № 1 по английскому языку для учащихся 9 классов

1. Назначение работы - проверить соответствие знаний, умений и основных видов учебной деятельности, обучающихся требованиям к планируемым результатам обучения по теме №1. Результаты работы могут быть использованы для организации занятий по коррекции знаний, умений и видов деятельности, обучающихся по данной теме.

2. Характеристика структуры и содержания работы.

В работе представлены задания базового и повышенного уровня сложности.

Задания базового уровня № 1-5 - это простые задания с выбором ответов. К заданиям приводятся варианты ответов, которые требуется соотнести с фразой или предложением, данным в задании.

Задания № 6,7,8 - это задания повышенного уровня. При выполнении этих заданий требуется дать развернутый ответ, вписать правильную грамматическую форму, дать устный ответ по теме.

3. Распределение заданий диагностической работы по содержанию проверяемым умениям и видам деятельности.

Работа составлена, исходя из необходимости проверки достижений планируемых предметных результатов обучения по теме №1 курса английского языка в основной школы:

- Аудирование
- Чтение
- Лексика и грамматика по изученной теме
- Письмо
- Монологическое высказывание
- Диалогическое высказывание
- Умение использовать полученные знания, умения и навыки в повседневной речи.

4. Распределение заданий диагностической работы по уровню сложности

Задания КИМов двух уровней сложности:

Задания №1,2,3,4,5, – задания базового уровня. - это простые задания с выбором ответов.

Задания 6,7,8 – задания повышенного уровня сложности. При выполнении этого задания требуется дать развернутый ответ.

5. Время выполнения работы

Задания № 1,2 - 15 мин

Задания 3,4,5 – на каждое задание 10 мин

Задание 6 – 30 мин.

Задание 7,8 – на каждое задание 5 мин

На выполнение тестов отводится 85-90- минут.

6. Система оценивания отдельных заданий и работы в целом.

За правильный ответ на задания 1,2,3,4,5 – максимальный балл 1; задание 6 – максимальный балл 10; задание 7 - 6 баллов, задание 8 – 10 баллов.

Критерии оценивания письменного сообщения (задание №6):

Оформление	Содержание	Лексика и грамматика	Орфография и пунктуация
2 балла	3 балла	3 балла	2 балла

Критерии оценивания монологического высказывания (задание №7):

Логическая последовательность/содержание	Лексика и грамматика	Произношение
3 балла	2 балл	1 балл

Критерии оценивания диалогического высказывания (задание №8)

Решение коммуникативной задачи	Содержание	Лексика и грамматика	Произношение
--------------------------------	------------	----------------------	--------------

3 балла	2 балла	3 балл	2 балл
---------	---------	--------	--------

На основе баллов, выставленных за выполнение всех заданий работы, подсчитывается первичный балл, который переводится в отметку по пятибалльной шкале, и определяется уровень достижения планируемых результатов:

Первичный балл	50 -56	43-49	28-42	5-27	Ниже 5
Уровень	высокий	повышенный	базовый	пониженный	низкий
Отметка	5	4	3	2	1

7. Проверяемые результаты обучения

№ задания	Предметные	Метапредметные
1	Коммуникативные умения. Аудирование.	Умение понимать в прослушиваемом тексте запрашиваемую информацию
2	Коммуникативные умения. Аудирование.	Извлекать необходимую информацию из прослушанного текста
3	Коммуникативные умения. Чтение.	Читать про себя и полностью понимать содержание текста, построенного на знакомом учащимся языковом материале. Установление логических связей.
4	Коммуникативные умения. Чтение.	Умение читать текст с пониманием основного содержания и умение понимать в прочитанном тексте запрашиваемую информацию
5	Языковые средства и навыки оперирования ими.	Умение грамматически и лексически верно преобразовывать лексические единицы
6	Коммуникативные умения. Письменная речь.	Умение писать письмо в ответ на письмо-стимул
7	Коммуникативные умения. Говорение (монологическая речь, диалогическая речь)	Навыки использования коммуникативных единиц в коммуникативно-значимом контексте

Диагностическая работа №1

Задание 1

Вы услышите пять высказываний. Установите соответствие между высказываниями каждого говорящего А–Е и утверждениями, данными в списке 1–6. Используйте каждое утверждение из списка 1–6 только один раз. В задании есть одно лишнее утверждение. вы услышите запись дважды. Занесите свои ответы в таблицу.

- 1)The speaker talks about his/her work for an eco-organization.
- 2)The speaker talks about an environmental project in his/her school.
- 3)The speaker believes ecological education is necessary at school.
- 4)The speaker suggests measures to solve the littering problem.
- 5)The speaker believes that the punishment is unfair.
- 6)The speaker talks about an unpleasant situation in his/her hometown.

Говорящий	А	В	С	Д	Е
Утверждение					

Задание 2

Вы услышите разговор двух знакомых. В заданиях А1–А6 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

№1 Nick is in a medical clinic because he has a problem with

- 1) his teeth.
- 2) his stomach.
- 3) his eyes.

№2 Nick's favourite food is

- 1) cakes.
- 2) salads.
- 3) potatoes.

№3 Nick has

- 1) a brother.
- 2) a sister.
- 3) a brother and a sister.

№4 The most difficult school subject for Nick is

- 1) Chemistry.
- 2) Mathematics.
- 3) Languages.

№5 In the future Nick wants to be

- 1) a teacher.
- 2) a programmer.
- 3) a doctor.

№6 As for sports, Nick prefers

- 1) karate.
- 2) athletics.
- 3) football.

Задание 3

Прочитайте тексты и установите соответствие между текстами А–Г и заголовками 1–8. В ответ запишите цифры, в порядке, соответствующем буквам. Используйте каждую цифру **только один раз**. В задании есть **один лишний заголовок**.

1. A false stereotype
2. An unlucky symbol
3. A colourful present
4. A world famous journey
5. One and the same name
6. The national food
7. A talisman for luck
8. Old holiday traditions

A. When you think of the Irish, you often picture a red-haired person dressed all in green. However, it's just a popular myth which has grown into a tradition, particularly in the United States. It's customary in Ireland to wear green clothes only on St. Patrick's Day. Lots of people are tricked by this cliché. However, originally, the colour associated with Saint Patrick was not green, but blue.

B. In Ireland, the colour green was long considered to bring bad fortune. The reason is that in Irish folklore green is the favourite color of the Good People (the proper name for fairies). Myths run

that they are likely to steal people, especially children, who wear too much of the colour. In the past, a girl would never wear anything green on her wedding day.

C. Christmas is a very important celebration in Ireland. After dinner on Christmas Eve, it is common for families to leave milk and bread on the table as a sign of friendliness and kindness. Another custom is to leave the door unlocked. A lit candle is left in a window during the night. It represents help for any traveller who is passing by.

D. Potatoes form the basis for many traditional Irish dishes. They are eaten boiled, mashed, fried, baked, you name it. Potatoes are mixed with cabbage or green onions to make traditional Irish dishes. They are also made into potato cakes and used in soups or stews. It's common to find potatoes cooked in two different ways on the same dinner plate.

E. The shamrock is still a popular sign of good fortune in Ireland. It is believed that anyone who possesses one will be blessed with fortune in everything, even in gambling, and will be saved from the evil of witches. There are certain conditions to be met so that its power remains effective: the owner of the shamrock must keep it away from the public eye and never give it to anyone else.

F. The name Gulliver is known to everyone due to the book or the film about the fantastic trip of the English doctor. However, not all of us remember the name of the author — Jonathan Swift, an Irish writer, who was born in Dublin, Ireland, in 1667. In his book Gulliver's Travels a man went to an island where strange tiny people lived. His life there was full of adventures and dangers, he met there friends and enemies.

G. Ireland is known as the native land of limericks — short humorous poems that have five lines. They make people laugh and are easy to remember! Lots of poets and writers were fond of limericks. The word "limerick" probably comes from the Irish town of Limerick. The short poem has made the town known all over the world.

Текст	A	B	C	D	E	F	G
Заголовок							

Задание 4

Прочитайте текст. Определите, какие из приведённых утверждений **1-8** 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**).

Many Americans enjoy running marathons – a forty-two kilometer race. More than three hundred marathons were held in the United States last year and that number is expected to grow.

The New York City marathon is held every year on the first Sunday of November. It is a big sporting event with thousands of participants. One can see celebrities and famous sportsmen among the marathon runners. A famous cyclist, whose excellent physical condition helped him complete the marathon in less than three hours, admitted that the race was 'the hardest physical thing he had ever done'.

While the New York City marathon is the biggest, the Boston Marathon is the oldest one. Boston's is held in April. Boston is famous for the fact that Roberta Gibb became the first woman to unofficially run that marathon in 1966. At that time, people did not believe women could run marathons. The Olympics did not hold a women's marathon event until 1984 in Los Angeles, California.

Today's marathons welcome everyone. The popularity of the sport has spread among people who are interested in health and fitness. Many middle-aged people like to spend a weekend visiting a new city and running a marathon there. Some magazines call the middle-aged people of today the

'marathon generation'. Forty-three percent of marathon runners in the United States are 40 years old or older. There are many organisations for marathoners. Nowadays many local running clubs offer training programmes that can prepare runners for the big race. A marathon really starts several months before the race. You need to run about five days every week to prepare. Most runs should be for half an hour. You should also try to run for an hour or more each Sunday. This is a very basic way for an average runner to prepare.

What you can't prepare for is running in a big marathon with thousands of other participants. A marathon is in many ways a social event. There is a sense of community. The spectators are as much a part of the race as the runners. Almost every age group is present. At the start of the race there is a lot of shouting as the runners want to release some tension. They have three to five hours of hard running ahead of them.

However there are people who want to run farther. For them ultra-marathons are organised that take running to a different level. An ultra-marathon is any race longer than a marathon. One of the oldest ultra-marathons is held annually in California, USA. It is 160 kilometers long. Last year, 210 people finished the race. The winner, Graham Cooper, finished in eighteen hours and seventeen minutes.

№1 The well-trained athlete finds a marathon a difficult activity.

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

№2 Marathons in the USA are held in different seasons.

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

№3 In the 20th century doctors believed that marathons were harmful for women.

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

№4 People who are over forty are not allowed to take part in marathons.

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

№5 The best way to prepare for a marathon is to join a running club.

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

№6 Training for a marathon includes special diets.

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

№7 At the start of a marathon the runners keep silent to save energy.

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

№8 A marathon with a large number of participants is called an ultra-marathon.

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

Задание 5

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами №1-6 так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию №1-6

«People travel a lot nowadays. Planes are considered to be the most (1) _____ (COMFORT) means of transport but for some people airports can be a nightmare.»

«There are (2) _____ (END) queues when you check in and you waste lots of time if your flight is delayed.»

«However, there are some airports where you can (3) _____ (ACTUAL) enjoy yourself.»

«For example, you'll never be bored at Hong Kong's international airport. There are thousands of people from (4) _____ (DIFFER) countries here but the passengers never experience any problems because everything is well organised. »

«There are attendants in red coats, who help you to get from one place to another. It's very good for people with no sense of (5) _____ (DIRECT).»

«The attendants are always very polite and (6) _____ (HELP).»

Задание 6

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

...As you know I am a tennis club member. I go there regularly but my best friend doesn't want to do any sport...

Should people do sports, why? What sports do you like? What do you do in your PE lessons?

Write her a letter and answer her 3 questions. Write 100–120 words. Remember the rules of letter writing.

Задание 7

Give a talk about the place where you live (about your home town).

Remember to say:

- what your home town looks like;
- whether you have some favourite places in your home town, what they are;
- what you would do for your home town if you were the President of our country.

You have to talk for 1.5–2 minutes. The examiner will listen until you have finished. Then he/she will ask you some questions.

Задание №8

You are a student in an international school in Britain. You've just heard news about changes in your course programme. It said that you don't have classes this Friday because of a public holiday. (It's a Bank Holiday when banks and most businesses are closed but museums and other places of interest are open.) The school administration is planning to arrange an excursion on this day. To match the interests of the students, the administration has asked them to suggest any place in London for this excursion themselves. You see your classmate Linda/Len somewhere on campus and want to tell her/him the news. · Find out if your classmate has heard the news. If not, tell her/him about it.

- Answer her/his questions about the place of interest you would like to go to.
- Answer your classmate's questions about the holiday celebrated in Britain on Friday and about public holidays celebrated in Russia.
- Politely reject any invitation or request for help for tonight because you have very important plans. Let your classmate know about these plans.

You begin the conversation. The examiner will play the part of your classmate.

Remember to:

- mention all the four aspects of the task;
- take an active part in the conversation and be polite.

Демонстрационный вариант

диагностической работы № 2 по английскому языку для учащихся 9 классов

1. Назначение работы - проверить соответствие знаний, умений и основных видов учебной деятельности, обучающихся требованиям к планируемым результатам обучения по теме №2. Результаты работы могут быть использованы для организации занятий по коррекции знаний, умений и видов деятельности, обучающихся по данной теме.

2. Характеристика структуры и содержания работы.

В работе представлены задания базового и повышенного уровня сложности.

Задания базового уровня № 1-5 - это простые задания с выбором ответов. К заданиям приводятся варианты ответов, которые требуется соотнести с фразой или предложением, данным в задании.

Задания № 6,7,8 - это задания повышенного уровня. При выполнении этих заданий требуется дать развернутый ответ, вписать правильную грамматическую форму, дать устный ответ по теме.

3. Распределение заданий диагностической работы по содержанию проверяемым умениям и видам деятельности.

Работа составлена, исходя из необходимости проверки достижений планируемых предметных результатов обучения по теме №2 курса английского языка в основной школы:

- Аудирование
- Чтение
- Лексика и грамматика по изученной теме
- Письмо
- Монологическое высказывание
- Диалогическое высказывание
- Умение использовать полученные знания, умения и навыки в повседневной речи.

4. Распределение заданий диагностической работы по уровню сложности

Задания КИМов двух уровней сложности:

Задания №1,2,3,4,5, – задания базового уровня. - это простые задания с выбором ответов.

Задания 6,7,8 – задания повышенного уровня сложности. При выполнении этого задания требуется дать развернутый ответ.

5. Время выполнения работы

Задания № 1,2 - 15 мин

Задания 3,4,5 – на каждое задание 10 мин

Задание 6 – 30 мин.

Задание 7,8 – на каждое задание 5 мин

На выполнение тестов отводится 85-90- минут.

6. Система оценивания отдельных заданий и работы в целом.

За правильный ответ на задания 1,2,3,4,5 – максимальный балл 1; задание 6 – максимальный балл 10; задание 7 - 6 баллов, задание 8 – 10 баллов.

Критерии оценивания письменного сообщения (задание №6):

Оформление	Содержание	Лексика и грамматика	Орфография и пунктуация
------------	------------	----------------------	-------------------------

2 балла	3 балла	3 балла	2 балла
---------	---------	---------	---------

Критерии оценивания монологического высказывания (задание №7):

Логическая последовательность/содержание	Лексика и грамматика	Произношение
3 балла	2 балл	1 балл

Критерии оценивания диалогического высказывания (задание №8)

Решение коммуникативной задачи	Содержание	Лексика и грамматика	Произношение
3балла	2 балла	3 балл	2 балл

На основе баллов, выставленных за выполнение всех заданий работы, подсчитывается первичный балл, который переводится в отметку по пятибалльной шкале, и определяется уровень достижения планируемых результатов:

Первичный балл	50 -56	43-49	28-42	5-27	Ниже 5
Уровень	высокий	повышенный	базовый	пониженный	низкий
Отметка	5	4	3	2	1

7. Проверяемые результаты обучения

№ задания	Предметные	Метапредметные
1	Коммуникативные умения. Аудирование.	Умение понимать в прослушиваемом тексте запрашиваемую информацию
2	Коммуникативные умения. Аудирование.	Извлекать необходимую информацию из прослушанного текста
3	Коммуникативные умения. Чтение.	Читать про себя и полностью понимать содержание текста, построенного на знакомом учащимся языковом материале. Установление логических связей.
4	Коммуникативные умения. Чтение.	Умение читать текст с пониманием основного содержания и умение понимать в прочитанном тексте запрашиваемую информацию
5	Языковые средства и навыки оперирования ими.	Умение грамматически и лексически верно преобразовывать лексические единицы
6	Коммуникативные умения. Письменная речь.	Умение писать письмо в ответ на письмо-стимул
7	Коммуникативные умения. Говорение (монологическая речь, диалогическая речь)	Навыки использования коммуникативных единиц в коммуникативно-значимом контексте

Диагностическая работа №2

Задание 1

Вы услышите пять высказываний. Установите соответствие между высказываниями каждого говорящего А–Е и утверждениями, данными в списке 1–6. Используйте каждое утверждение из списка 1–6 только один раз. В задании есть одно лишнее

утверждение. вы услышите запись дважды. Занесите свои ответы в таблицу.

1. The speaker talks about an animal care organization.
2. The speaker is against keeping exotic animals as pets.
3. The speaker explains how to protect exotic animals.
4. The speaker talks about health reasons for keeping pets.
5. The speaker believes environmental education is very important.
6. The speaker says that common animals are disappearing.

Говорящий	A	B	C	D	E
Утверждение					

Задание 2

Вы услышите разговор двух знакомых. В заданиях А1–А6 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

№1 Kate and James are talking

- 1) in a shop.
- 2) in a gym.
- 3) at a stadium.

№2 As a sport, Kate prefers

- 1) football.
- 2) swimming.
- 3) athletics.

№3 Kate and James are

- 1) relatives.
- 2) classmates.
- 3) neighbours

№4 In the future Kate wants to be

- 1) a teacher.
- 2) an actress.
- 3) a designer.

№5 The next day Kate is going

- 1) to go to a literature party.
- 2) to babysit for her mum.
- 3) to watch a new film.

№6 As a snack, Kate prefers

- 1) chips.
- 2) popcorn.
- 3) chocolate.

Задание 3

Прочитайте тексты и установите соответствие между текстами А–G и заголовками 1–8. В ответ запишите цифры, в порядке, соответствующем буквам. Используйте каждую цифру **только один раз**. В задании есть **один лишний заголовок**.

1. A new music instrument
2. The latest fashion
3. A mobile for grandma
4. Phone addiction
5. A strange competition
6. A law against mobiles
7. Back to real-life communication
8. Digital personal assistants

A. Young people often worry about the style and functions of mobile phones. However, today companies present more models for people who are over 50 or 60 years old. They need a mobile phone with large buttons, so that they can dial numbers without glasses. The menu is also simple. It really doesn't matter if the phone has a camera or the Internet. For them, less is more.

B. Today, when friends meet in a cafe, they put their mobile phones in the middle of the table. They aren't allowed to touch them at all. If someone does it and answers the phone, they have to pay for everybody. Sounds fun, right? The idea is to make people concentrate on a real conversation with each other instead of using their mobiles all the time.

C. Visitors of theatres and cinemas often complain that mobile phones ring during performances. The city government of New York passed a new act. It is now forbidden to use mobile phones in places, like theaters, libraries, museums, galleries, and cinemas. Those who don't switch off their mobiles will have to pay \$50.

D. With mobile phones we can contact anyone, anywhere, any time. Scientists say that some people are so used to mobiles that they can't go to the kitchen without them. They are in panic if they leave them at home or lose. It has become a habit to have a mobile everywhere. People depend on mobile phones so much that doctors have started worrying. They say it may be a thing similar to drugs.

E. Throwing mobile phones is an international sport that started in Finland in 2000. Traditionally participants throw mobile phones over their shoulders. The person, who throws farthest, wins. There's also freestyle throwing. In this contest sportsmen should throw a mobile in a beautiful and creative way.

F. In 2010, a young girl from China made a song using only her mobile phone. She wrote it without any guitars, pianos, drums. She used different functions of her mobile. It took her several days to record the song. Later she made a video of it and put the video on the Internet, where over a million people watched it. She sent the song to the Apple company and suggested using it in their advertisements.

G. Today's mobile phones can already send e-mails, surf the Internet, and keep you in touch with friends. Tomorrow's phones are like helpful secretaries. In a few years you'll see that they know your habits and can advise you what to cook for dinner. They will remind you where to go and what present to buy.

Текст	A	B	C	D	E	F	G
Заголовок							

Задание 4

Прочитайте текст. Определите, какие из приведённых утверждений **1-8** соответствуют содержанию текста (**1 – True**), какие не соответствуют (**2 – False**) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (**3 – Not stated**).

The Best Job in the World

Have you ever heard of the Great Barrier Reef? It is the world's largest coral reef system along the eastern coast of Australia. In February 2009 an extraordinary position was advertised by the Australian Tourism Office. The advertisement ran that the Great Barrier Reef needed a caretaker for half a year. It was for a special person who would look after the Reef.

The job offered a large salary, free accommodation in a luxury villa, and transportation there and around the islands. All expenses would be paid: the winner wouldn't need to spend any extra money on anything.

The job's duties were pretty simple. You could only dream of such requirements. First, the person had to speak English and swim well. Second, on the island his responsibility included writing a weekly Internet blog. That's right, weekly, not even daily! The job description also required the successful applicant to explore the islands of the Great Barrier Reef, swim, make friends with the locals and generally enjoy the tropical climate and lifestyle. A real dream!

Within the first 2 days of the contest, the tourism office received more than seven thousand online applications. All told, 34,000 people of all different nationalities applied. Each made and presented a 60-second video resume. They had to be creative and they were. In the end 16 people were chosen, who flew to Australia for the final selection. The candidates were interviewed and the winner was Ben Southall from the UK.

Ben greatly enjoyed the dream job he had got. He realised that people knew very little about planet earth and its treasures. Living in big cities, they forgot how important the flora and fauna of this world were. Every time Ben went outdoors, he could discover something new. "Every time I dived or went underwater, I forgot about all the troubles above water and concentrated on living in the moment. It was a good way to clean the mind and build respect for the natural world," Ben said.

Ben's life on the island was not just fun. It was very busy, busier than most people imagined, and certainly busier than Ben himself had imagined. He worked seven days a week and up to 19 hours a day. The Best Job included travelling to over 60 islands of the Reef almost every day. It was not just looking after the Reef, Ben had a lot of meetings, press conferences and interviews. He was getting a lot of attention all the time and he couldn't get away from it. That was probably the hardest part of the job.

Moreover, any adventure has a certain degree of risk. Swimming and diving on the Great Barrier Reef was not different. Ben had to deal with whales, sharks and other huge sea creatures. Surprisingly, the most dangerous thing was a small jellyfish about the size of a little finger. It's considered to be extremely poisonous and Ben was stung by it. He had to spend a couple of days in hospital but luckily recovered after a course of antibiotics.

Ben often says that the project has taught him a few valuable lessons. Working with the Internet is one of those jobs you can do 24 hours a day. Ben realised it was hard to separate life and work, but this he had to do. He also said: "I've learned that we get one life on earth so we have to use it. There'll always be other countries to visit, other people to meet and other adventures to meet. This is what I wish to do. I'm planning to go to Asia in a few years time".

№1 The Australian Tourism Office employs a new caretaker twice a year.

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

№2 There was no Internet on the islands of the Great Barrier Reef.

- 1) True
- 2) False

3) Not stated

№3 People from different countries applied for the job.

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

№4 Ben Southall was a good swimmer.

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

№5 While working as a caretaker Ben Southall had lots of free time.

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

№6 To do his job Ben Southall had to communicate with journalists.

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

№7 Ben Southall was taken to hospital after a shark attack.

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

№8 Ben Southall is going to make a film about his work on the islands.

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

Задание 5

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами №1-6 так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию №1-6

«There are(1) _____(END) queues when you check in and you waste lots of time if your flight is delayed.»

«However, there are some airports where you can (2) _____(ACTUAL) enjoy yourself.»

«For example, you'll never be bored at Hong Kong's international airport. There are thousands of people from (3) _____(DIFFER) countries here but the passengers never experience any problems because everything is well organised.»

«There are (4) _____ (attend)in red coats, who help you to get from one place to another. It's very good for people with no sense of (5) _____(DIRECT).»

«The attendants are always very polite and(6) _____(HELP).»

Задание 6

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

My brother sent his best photos to a young photographers' competition and won a camera. It was cool to try my luck one day too. What kind of competition would you like to take part in? What prize would you like to win? Do you think participating in competitions is worth the time and effort, why?

Write him a letter and answer his 3 questions. Write 100–120 words. Remember the rules of letter writing.

Задание 7

Give a talk about the Internet.

Remember to say:

- why the Internet is important in modern society;
- what you use the Internet for;
- whether the Internet can be harmful for users, why.

You have to talk for 1.5–2 minutes. The examiner will listen until you have finished. Then he/she will ask you some questions.

Задание №8

You play the part of a student in an international language school. You meet your classmate Jane/Jack in the school lobby. He/she looks a bit worried.

- Find out what your classmate is worried about.
- Answer your classmate's questions about people's inventions that you consider important. Explain why.
- Answer the questions about the sports popular in your country and the question about the Olympic Games of 2014.
- Accept the invitation to see a tennis tournament. Ask about the time and the meeting place.

You begin the conversation. The examiner will play the part of your classmate.

Remember to

1. mention all four aspects of the task;
2. take an active part in the conversation and be polite.

Демонстрационный вариант

диагностической работы № 3 по английскому языку для учащихся 9 классов

1. Назначение работы - проверить соответствие знаний, умений и основных видов учебной деятельности, обучающихся требованиям к планируемым результатам обучения по теме №3. Результаты работы могут быть использованы для организации занятий по коррекции знаний, умений и видов деятельности, обучающихся по данной теме.

2. Характеристика структуры и содержания работы.

В работе представлены задания базового и повышенного уровня сложности.

Задания базового уровня № 1-5 - это простые задания с выбором ответов. К заданиям приводятся варианты ответов, которые требуется соотнести с фразой или предложением, данным в задании.

Задания № 6,7,8 - это задания повышенного уровня. При выполнении этих заданий требуется дать развернутый ответ, вписать правильную грамматическую форму, дать устный ответ по теме.

3. Распределение заданий диагностической работы по содержанию проверяемым умениям и видам деятельности.

Работа составлена, исходя из необходимости проверки достижений планируемых предметных результатов обучения по теме №3 курса английского языка в основной школы:

- Аудирование
- Чтение
- Лексика и грамматика по изученной теме
- Письмо
- Монологическое высказывание
- Диалогическое высказывание
- Умение использовать полученные знания, умения и навыки в повседневной речи.

4. Распределение заданий диагностической работы по уровню сложности

Задания КИМов двух уровней сложности:

Задания №1,2,3,4,5, – задания базового уровня. - это простые задания с выбором ответов.

Задания 6,7,8 – задания повышенного уровня сложности. При выполнении этого задания требуется дать развернутый ответ.

5. Время выполнения работы

Задания № 1,2 - 15 мин

Задания 3,4,5 – на каждое задание 10 мин

Задание 6 – 30 мин.

Задание 7,8 – на каждое задание 5 мин

На выполнение тестов отводится 85-90- минут.

6. Система оценивания отдельных заданий и работы в целом.

За правильный ответ на задания 1,2,3,4,5 – максимальный балл 1; задание 6 – максимальный балл 10; задание 7 - 6 баллов, задание 8 – 10 баллов.

Критерии оценивания письменного сообщения (задание №6):

Оформление	Содержание	Лексика и грамматика	Орфография и пунктуация
2 балла	3 балла	3 балла	2 балла

Критерии оценивания монологического высказывания (задание №7):

Логическая последовательность/содержание	Лексика и грамматика	Произношение
3 балла	2 балл	1 балл

Критерии оценивания диалогического высказывания (задание №8)

Решение коммуникативной задачи	Содержание	Лексика и грамматика	Произношение
3балла	2 балла	3 балл	2 балл

На основе баллов, выставленных за выполнение всех заданий работы, подсчитывается первичный балл, который переводится в отметку по пятибалльной шкале, и определяется уровень достижения планируемых результатов:

Первичный балл	50 -56	43-49	28-42	5-27	Ниже 5
Уровень	высокий	повышенный	базовый	пониженный	низкий
Отметка	5	4	3	2	1

7. Проверяемые результаты обучения

№ задания	Предметные	Метапредметные
1	Коммуникативные умения.	Умение понимать в прослушиваемом

	Аудирование.	тексте запрашиваемую информацию
2	Коммуникативные умения. Аудирование.	Извлекать необходимую информацию из прослушанного текста
3	Коммуникативные умения. Чтение.	Читать про себя и полностью понимать содержание текста, построенного на знакомом учащимся языковом материале. Установление логических связей.
4	Коммуникативные умения. Чтение.	Умение читать текст с пониманием основного содержания и умение понимать в прочитанном тексте запрашиваемую информацию
5	Языковые средства и навыки оперирования ими.	Умение грамматически и лексически верно преобразовывать лексические единицы
6	Коммуникативные умения. Письменная речь.	Умение писать письмо в ответ на письмо-стимул
7	Коммуникативные умения. Говорение (монологическая речь, диалогическая речь)	Навыки использования коммуникативных единиц в коммуникативно-значимом контексте

Диагностическая работа №3

Задание 1

Вы услышите пять высказываний. Установите соответствие между высказываниями каждого говорящего А–Е и утверждениями, данными в списке 1–6. Используйте каждое утверждение из списка 1–6 только один раз. В задании есть одно лишнее утверждение. вы услышите запись дважды. Запишите свои ответы в таблицу.

1. The speaker thinks that advertising makes people buy useless things.
2. The speaker talks about the advantages of buying presents online.
3. The speaker explains what presents are most popular with young people.
4. The speaker describes his / her favourite birthday present.
5. The speaker thinks that no present is better than a useless present.
6. The speaker explains where he / she usually buys presents.

Говорящий	A	B	C	D	E
Утверждение					

Задание 2

Вы услышите разговор двух знакомых. В заданиях А1–А6 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

№1 Zach didn't sleep at night because he

- 1) felt unwell.
- 2) wrote a project paper.
- 3) played a computer game.

№2 Sally says that

- 1) she walks to school.
- 2) she gets to school by bus.
- 3) her mother drives her to school.

№3 According to Sally, her mother

- 1) works for a financial company.
- 2) works as a university teacher.

3) stays at home.

№4 Sally says that the most difficult subject for her is

- 1) Maths.
- 2) French.
- 3) History

№5 Sally plays

- 1) the guitar.
- 2) the drums.
- 3) the piano.

№6 As for music styles, Sally prefers

- 1) jaz.
- 2) rock.
- 3) pop.

Задание 3

Прочитайте тексты и установите соответствие между текстами А–G и заголовками 1–8. В ответ запишите цифры, в порядке, соответствующем буквам. Используйте каждую цифру **только один раз**. В задании есть **один лишний заголовок**.

1. The career decision
2. Rapid progress and a brilliant career
3. A hard start
4. The special guest
5. His favourite dishes
6. Innovations in management
7. A man of many talents
8. Masterpieces in the kitchen

A. An old man entered the restaurant. He looked very much like other people dining there — an elegant suit and noble manners. He could have been a banker or a businessman or even a senator. However, a brief whisper among the waiters indicated that this guest was even more special than the others. It was a great honour to have the grey-haired visitor who was called the king of chefs and the chef of kings.

B. The man was Auguste Escoffier. He spent his early years in a small village not far from Nice, went to school and dreamt about becoming a sculptor — he was very good at painting and making wooden and iron figures. However, his father thought that it wouldn't earn his son a living and at the age of thirteen Auguste was told that he would become a cook. The boy left home to take up an apprenticeship with his uncle, who owned a restaurant in Nice.

C. Auguste didn't mind his father's decision very much — he liked helping his grandmother in the kitchen. However, the restaurant kitchen was very different from his grandmother's. It was a small room, unbearably hot and stuffy. Lots of dishes were being fried, boiled or stewed at the same time. The people were sweating and swearing and the standards of hygiene were very low, if there were any at all. The cooks were rude to their assistants and punished them for any mistakes.

D. Escoffier, however, didn't give up and he was quickly rewarded for his hard work. At the age of nineteen he was offered a job in a highly reputable Parisian restaurant. At the time of Franko-Prussian War Escoffier served in the army as a Chef and managed to prepare delicious dishes from very basic ingredients. When Escoffier returned to civil life, he became really famous and worked in the most fashionable restaurants of Paris, London and Monte Carlo.

E. Escoffier was in the culinary profession for more than sixty years. He wrote several culinary books that are still popular with chefs. In the books one can find detailed instructions on how to make a piece of art in the kitchen. He created lots of new salads, meat and fish dishes, sauces and desserts. One of Escoffier's most famous desserts is probably Peach Melba, a dish that he created specially for the opera singer Nellie Melba, who dined in his restaurant.

F. Escoffier made French Cuisine famous worldwide. Apart from creating new dishes he changed cooking techniques, the order of serving dishes and kitchen organization. Escoffier introduced the brigade system — each member was responsible for particular operations and the chef supervised the whole process. Escoffier's kitchens were spotlessly clean, his staff were efficient and polite, swearing and drinking was absolutely prohibited. He turned cooking into art.

G. As with any outstanding person, Auguste Escoffier was gifted in many other ways. The famous Sarah Bernhardt liked his paintings and reproached him for burying the talent of an artist. Cesar Ritz, the founder of the Hotel Ritz in Paris and London, highly valued Escoffier as a businessman. They had worked together in Baden-Baden, Paris, London and Monte Carlo.

Текст	A	B	C	D	E	F	G
Заголовок							

Задание 4

Прочитайте текст. Определите, какие из приведённых утверждений **1-8** 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**).

You can travel almost anywhere in the world, and you will probably see graffiti. Although graffiti is more common in big cities, today you may find it in almost any region or district, big or small. It's everywhere: on trains, walls, bridges and buildings. Love it or hate it but graffiti is part of the everyday urban world. Some people consider it art while others think it's vandalism. However, few of them really know how old graffiti is.

The word graffiti itself probably comes from the old Greek verb which means “to write”. Writings on walls already existed in ancient Rome. The Romans cut graffiti on walls and monuments. What was it like, you may ask? Ancient graffiti was absolutely different from today's. It showed phrases of love, political ideas, simple thoughts, magic spells, alphabets, and famous quotations from literature.

Modern graffiti dates back to the US of the 1960s. At that time for young people it was a form of self-expression and a political protest. Teenage groups in New York, for example, painted graffiti to mark their territory. Later, there started competitions between different groups. That meant that the quality of graffiti became more important than just the amount of it.

Today graffiti has travelled all over the world. However, it is still an illegal art. It has been always painted on private or public property, like cars, trains, fences and house walls. As a result most people see it as vandalism. Besides, it's rather hard to clean graffiti paints, and cities spend millions every year on it. So, in most countries graffiti is forbidden.

On the other hand, modern graffiti is, by its nature, a form of painting. After all, the artists uses the same methods and materials. However, instead of paints a graffiti artist prefers sprays, markers, and crayons. Some of their works are really impressive and fascinating, they are powerful and have a deep meaning. Graffiti often makes grey walls look cheerful.

The purpose of some graffiti is to spread and declare social ideas. That's why a lot of graffiti paintings have political topics. Some cities have special places where the walls of different buildings can be used to create pieces of graffiti art.

Probably, the most famous graffiti artist is Banksy, who comes from Bristol, England. He strongly believes that writing graffiti on buildings is an effective way to communicate with people. His works are very often aggressive, provocative and even rude. In his graffiti he expresses personal political and social views, which are against war and capitalism.

Banksy is known not only for his graffiti works. He also likes playing “jokes”. He sometimes unofficially hangs his works in the main art galleries. He doesn't want to be paid for them because he's sure art should be free. He says he wants to see how long it will take people to notice it. Once Banksy went into the Tate Gallery dressed as an old man, and glued a picture to the museum wall in protest of the Iraq War.

№1 There are opposite opinions about graffiti.

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

№2 Graffiti appeared only in the 20th century.

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

№3 A number of the American graffiti fans later became well-known artists and designers.

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

№4 Removing graffiti is very expensive for the city authorities.

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

№5 Graffiti and art have nothing in common.

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

№6 Politicians use graffiti to express their ideas and views.

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

№7 Banksy uses graffiti to share his ideas.

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

№8 Banksy sells his works to art galleries and museums.

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

Задание 5

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами №1-6 так, чтобы они грамматически и

лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию №1-6

«The computer is the(1) _____ (real) of our new world and it's silly to (2) _____ (APPROVE) of children using it.»

«We simply can't do without computers — we need them for (3) _____ (EDUCATION) purposes and they help us keep in touch with friends.»

«Sometimes we use them for (4) _____ (ENTERTAIN).»

«Playing games is not a waste of time either — while playing we become more(5) _____ (SKILL) on the computer.»

«This is just my(6) _____ (PERSON) opinion but lots of my friends share it.»

Задание 6

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

...My brother sent his best photos to a young photographers' competition and won a camera. It was cool! I'll try my luck one day too. What kind of competition would you like to take part in? What prize would you like to win? Do you think participating in competitions is worth the time and effort, why?

Write him a letter and answer his 3 questions. Write 100–120 words. Remember the rules of letter writing.

Задание 7

Give a talk about travelling.

Remember to say:

- why travelling has been so popular since the beginning of the 20th century;
- what the best means of transport for travelling is (from your point of view);
- what people like doing while travelling.

You have to talk for 1.5–2 minutes. The examiner will listen until you have finished. Then he/she will ask you some questions.

Задание №8

Your family are coming home from holiday and you are waiting for your flight to Moscow in Barcelona International Airport. Your parents are busy in the duty-free shops. You are getting bored in the lounge and go to the gaming area where several people are playing at the play stations. A boy / girl of your age is sitting in the corner, looking obviously bored.

- Meet him / her and find out where he / she is from.
- Answer your new acquaintance's questions about your native place (country / region / city / village). Give as much information as possible.
- Recommend to your new acquaintance some places of interest if he / she comes to Russia one day.
- Suggest playing a computer game together; react appropriately to his / her reply.

You begin the conversation. The examiner will play the part of your airport acquaintance.

Remember to:

- introduce yourself;
- answer the questions;
- make a suggestion;
- be polite.

диагностической работы № 4 по английскому языку для учащихся 9 классов

1. Назначение работы - проверить соответствие знаний, умений и основных видов учебной деятельности, обучающихся требованиям к планируемым результатам обучения. Результаты работы могут быть использованы для организации занятий по коррекции знаний, умений и видов деятельности.

2. Характеристика структуры и содержания работы.

В работе представлены задания базового и повышенного уровня сложности.

Задания базового уровня № 1-5 - это простые задания с выбором ответов. К заданиям приводятся варианты ответов, которые требуется соотнести с фразой или предложением, данным в задании.

Задания № 6,7,8 - это задания повышенного уровня. При выполнении этих заданий требуется дать развернутый ответ, вписать правильную грамматическую форму, дать устный ответ по теме.

3. Распределение заданий диагностической работы по содержанию проверяемым умениям и видам деятельности.

Работа составлена, исходя из необходимости проверки достижений планируемых предметных результатов обучения по темам курса английского языка в основной школы:

- Аудирование
- Чтение
- Лексика и грамматика по изученной теме
- Письмо
- Монологическое высказывание
- Диалогическое высказывание
- Умение использовать полученные знания, умения и навыки в повседневной речи.

4. Распределение заданий диагностической работы по уровню сложности

Задания КИМов двух уровней сложности:

Задания №1,2,3,4,5, – задания базового уровня. - это простые задания с выбором ответов.

Задания 6,7,8 – задания повышенного уровня сложности. При выполнении этого задания требуется дать развернутый ответ.

5. Время выполнения работы

Задания № 1,2 - 15 мин

Задания 3,4,5 – на каждое задание 10 мин

Задание 6 – 30 мин.

Задание 7,8 – на каждое задание 5 мин

На выполнение тестов отводится 85-90- минут.

6. Система оценивания отдельных заданий и работы в целом.

За правильный ответ на задания 1,2,3,4,5 – максимальный балл 1; задание 6 – максимальный балл 10; задание 7 - 6 баллов, задание 8 – 10 баллов.

Критерии оценивания письменного сообщения (задание №6):

Оформление	Содержание	Лексика и грамматика	Орфография и пунктуация
2 балла	3 балла	3 балла	2 балла

Критерии оценивания монологического высказывания (задание №7):

Логическая последовательность/содержание	Лексика и грамматика	Произношение
3 балла	2 балл	1 балл

Критерии оценивания диалогического высказывания (задание №8)

Решение коммуникативной задачи	Содержание	Лексика и грамматика	Произношение
3 балла	2 балла	3 балл	2 балл

На основе баллов, выставленных за выполнение всех заданий работы, подсчитывается первичный балл, который переводится в отметку по пятибалльной шкале, и определяется уровень достижения планируемых результатов:

Первичный балл	50 -56	43-49	28-42	5-27	Ниже 5
Уровень	высокий	повышенный	базовый	пониженный	низкий
Отметка	5	4	3	2	1

7. Проверяемые результаты обучения

№ задания	Предметные	Метапредметные
1	Коммуникативные умения. Аудирование.	Умение понимать в прослушиваемом тексте запрашиваемую информацию
2	Коммуникативные умения. Аудирование.	Извлекать необходимую информацию из прослушанного текста
3	Коммуникативные умения. Чтение.	Читать про себя и полностью понимать содержание текста, построенного на знакомом учащимся языковом материале. Установление логических связей.
4	Коммуникативные умения. Чтение.	Умение читать текст с пониманием основного содержания и умение понимать в прочитанном тексте запрашиваемую информацию
5	Языковые средства и навыки оперирования ими.	Умение грамматически и лексически верно преобразовывать лексические единицы
6	Коммуникативные умения. Письменная речь.	Умение писать письмо в ответ на письмо-стимул
7	Коммуникативные умения. Говорение (монологическая речь, диалогическая речь)	Навыки использования коммуникативных единиц в коммуникативно-значимом контексте

Диагностическая работа №4

Задание 1

Вы услышите пять высказываний. Установите соответствие между высказываниями каждого говорящего А–Е и утверждениями, данными в списке 1–6. Используйте каждое утверждение из списка 1–6 только один раз. В задании есть одно лишнее утверждение. вы услышите запись дважды. Занесите свои ответы в таблицу.

The speaker talks about

1. his/her fashion hobby.
2. clothes popular with teenagers.
3. expensive trends for teenagers.
4. his/her friend's shopping habits.
5. his/her favourite shop.
6. his/her favourite colours for clothes.

Говорящий	A	B	C	D	E
Утверждение					

Задание 2

Вы услышите разговор двух знакомых. В заданиях **A1–A6** обведите цифру **1, 2** или **3**, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

№1 Jessica is inviting Neil to

- 1) a school party.
- 2) a beach party.
- 3) a birthday party.

№2 Neil thinks that his mobile phone

- 1) was broken.
- 2) was lost.
- 3) was stolen.

№3 As regular sport, Neil

- 1) plays beach volleyball.
- 2) goes jogging.
- 3) goes windsurfing.

№4 Neil's plans for Saturday were

- 1) to help his grandma.
- 2) to look after his sister.
- 3) to meet his parents.

№5 Jessica asked Neil

- 1) to bring some CDs.
- 2) to buy pizza.
- 3) to get the fireworks.

№6 For a present the friends decided to buy

- 1) CDs with modern music.
- 2) an interesting book.
- 3) tickets for a concert.

Задание 3

Прочитайте тексты и установите соответствие между текстами A–G и заголовками 1–8. В ответ запишите цифры, в порядке, соответствующем буквам. Используйте каждую цифру **только один раз**. В задании есть **один лишний заголовок**.

1. The symbols of London
2. Means of travelling
3. World record holder
4. A sweet in the street
5. On the road
6. A healthy but difficult choice
7. An unusual hobby
8. Conflict over roads

A. The British are enthusiastic about mobility. They think that the ability to travel far and frequently is their right. People can spend up to two or three hours commuting to London or another big city and arrive back at their homes in the countryside only late in the evening. They put

up with the long journey because they want their families to avoid the unhealthy lifestyle of big cities.

B. Most journeys to work are made by private road transport. It leads to the pollution so familiar to many big cities, and to traffic jams. Congestion is especially high in Britain because the British do not welcome the idea of building new roads. They don't like living close to them. Each proposal to build a new road is criticised so it's not easy to improve the road situation.

C. Perhaps because the trains were the first means of transport in Britain many people still have a romantic outlook on them. Thousands of train-lovers spend a lot of time looking for information about trains, especially old steam engines. Many enthusiasts spend their free time restoring and repairing old trains. They even earn some money by offering rides to tourists.

D. It is possible to travel between any two towns or cities by either road or rail. In some parts of the country there is a very good rail network but most commercially successful trains run between London and the largest cities in the country. By modern European standards British trains are not fast. Coach services are generally even slower than trains but are much cheaper. It explains why they are still in use.

E. Britain is one of the few countries in Europe where double-decker buses are a common sight. Although single-deckers have been in use since 1960s, London still has many double-deckers in operation. They are world-famous, an image associated with the city. Another London icon is the black taxi. Normally, these traditional taxis cannot be hired by phone. You simply have to find one on the street.

F. In 1953, most schoolchildren walked to school. For this reason, school crossing patrols were introduced. This 'patrol' consists of an adult wearing a bright waterproof coat and carrying a stick with a circle on top of it, which reads 'STOP'. Armed with this 'lollipop', the adult walks out into the middle of the road, stops the traffic and allows the children to cross.

G. On 9 January 2013, the London Underground (or the Tube) celebrated 150 years since the first underground journey. It is both the world's oldest underground railway and the oldest rapid transit system. It was also the first underground railway to operate electric trains. The Underground has 268 stations and 400 km of track, making it the longest metro system in the world by route length.

Текст	A	B	C	D	E	F	G
Заголовок							

Задание 4

Прочитайте текст. Определите, какие из приведённых утверждений **1-8** 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**).

Living in the Zoo

When I was a small child, I thought that I was the luckiest person in the world — we lived near the zoo and I could go there whenever I wanted. And I wanted to go there every day! My grandmother, who looked after me while my mum was at work, would buy two month tickets, which was very cheap for the two of us — she was retired and I was under seven, so we bought the tickets at a special discount.

The zoo was another world to me. It was a great way to escape the reality of a big city with its skyscrapers and highways. The asphalt jungles were the right place for cars but a poor environment for small children. The zoo territory seemed very large and there were animals from all around the world there. My usual route started with the bear enclosure. The large, brown bear, called Paddy, was separated from the visitors with a high bar fence which I thought was absolutely unnecessary — the bear looked very friendly to me.

Then I grew older and could read the information table near the bear enclosure. It said that the animal was the East Siberian Brown Bear, born in the zoo. The bears of that species are large and skillful. They can hunt reindeer and elks and they also fish in the great Siberian rivers. "So sad," I thought, "The bear has never seen the great environment he belongs to." That actually made me look at the zoo from another angle: it seemed large but the giraffes didn't have enough space for running, the seals were kept in a pool that was far too small for them, and the leopards were pacing up and down the length of their cage. They felt nervous with the visitors' eyes on them all the time but there was no shelter on their territory. Should zoos be abolished?

I'm still in two minds over that. On the one hand, life in the zoo is like serving a life sentence — there's no hope of the animals returning home. That's definitely unfair. On the other hand, zoos are a place where children can be taught about different animals and where they can see animals from other parts of the world. It's also true that zoos can save some species from extinction. For example, three Sumatran tigers were born in our zoo several years ago. It's very unlikely that all three cubs would survive in the wild but in the zoo all of them turned into mature, healthy animals and now the staff are happy to take care of the eight new cubs of the rare tigers. The media said that when the tigers are old enough they will be returned to the wild.

№1 When the author was a child, he lived in a big city.

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

№2 The Siberian hunters are often attacked by brown bears.

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

№3 The bear Paddy was brought to the zoo from the Siberia.

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

№4 The author agrees that keeping animals in the zoo means abusing their rights.

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

№5 The author says that zoos can help some endangered species to survive.

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

№6 According to the author, the population of Sumatran tigers in the wild is falling.

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

№7 The author says that the population of Sumatran tigers at the zoo is rising.

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

№8 The admission to the zoo was free for pensioners.

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

Задание 5

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами №1-6 так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию №1-6

«However, a (1) _____ (SCIENCE) from St Andrews University, Anne Magurran, has recently announced that to call piranhas cruel killers is not fair.»

«They(2) _____ (USUAL) eat fish, plants and insects.»

«According to Professor Anne Magurran, piranhas attack people and animals only when they want to defend themselves. However, most(3) _____ (TRAVEL) strongly(4) _____ (AGREE) with this point of view.»

«They recommend keeping away from the water where piranhas live. When the fish attack in groups, it is practically (5) _____ (POSSIBLE) to survive.»

«Whatever your opinion of piranhas, this is a (6) _____ (USE) piece of advice one should follow.»

Задание 6

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

...I feel very angry and upset as we've just lost the baseball game 4:1. Though we lost, my dad said that it was a great game anyway. He likes baseball, just like me. This sport is really popular in my country — children and adults love it!

..And what sports and games are popular in your country? Do you prefer watching sports on TV or at the stadium? Who's your favourite sports celebrity and why?...

Write her a letter and answer her 3 questions. Write 100–120 words. Remember the rules of letter writing.

Задание 7

Give a talk about films.

Remember to say:

- whether you like watching films or not, why;
- what film you have seen recently and what it was about (the plot, the main characters);
- what things are important to make a good film (the plot, the music, the actors' performance, the special effects).

You have to talk for 1.5–2 minutes. The examiner will listen until you have finished. Then she / he will ask you some questions.

Задание №8

Your acquaintance Martine / Michelle is an exchange student who's come to Russia for one academic term to learn Russian. You usually see him / her in the gym, but he / she hasn't been there for a couple of weeks. At last Martine / Michelle comes to the gym again.

- Find out why your acquaintance missed the training sessions.
- Find out why he / she is learning Russian and answer his / her questions about your reasons for learning English.
- Tell him / her about your possible career plans.
- Offer Martine / Michelle your help with the Russian language.

You begin the conversation. The examiner will play the part of your airport acquaintance.

Remember to:

- introduce yourself;
- answer the questions;
- make a suggestion;
- be polite.

