E@44H£•iii rocy,4apc+aeu siii oxaaue

no AHFNHIICKOMY H3hIEY

H crpyxuuii no asinonHe mo pa6orsi

DKsaMeHauHoH as pa6oTa no a rnHíiCKoMy ssbiKy cocTOi4T fiz ueTbipex pa3peuoB (aypHpoBaH e, u+eH e, rpavuaT xa H nexc Ka, nHGbMO), BKJliouaioiuiix B ce6s 40 sapaiiuíi.

Ha Bsinon e ne oKzaMe auuo oíi pa6oTi.I OTBO,QfITCs 3 saca (180

MiiHy+).

O+Be+ni x 3apaHH»M 3—9, 12—18 ri 32—38 3anHcsIBaio+c» no npHBepeHiioMy inibe o6pasuy B Bule opiiOÍÍ IDH ]asi, xOTopas cooTBeTcTByeT HoMepy npaBHuhHOrO oTBeTa. hey uiiQpy aanriuiriTe B nome oTBeTa B TexcTe pa6o+si, a 3a+eM nepeHecriTe B 6uaHK oTBe+oB № 1 .

t”)T0OT 2 1 2

OTBeTbi K Papa iilfM 1, 2, 10, 11 aanHcbiBaioTcs no up Bede HoMy HHme o6pasuv B Binge nocnepoBaTensHOGTH fJiiQ]a. DTy nocnepoBaTeni•HOGTf• uuQp 3an urine B none oTBeTa B +exc+e pa6o+si, a 3a+eu nepeuecuTe B 6uauK oTBeToB № 1.

 A 13 C EI L U



OTBeTsi x sapaHiillM 19—31 sanHcsiBaioTcs no up BepeHiioMy urine o6pazuy B Bute cnoBa ( ecKoni•KHX CJIOB). OTBeT 3anuuiriTe B none oTBeTa B TeKcTe pa6oTbi, a zaTeM nepeiiecriTe B 6na K oTBeToB № 1.

tJzo : **HA:5** SURVIVED. 2 3 H A 5 S L/ R V I V E D

Pa3pen 4 («HiiCbMO») cOcTOHT H3 2 Papa uii (39 H 40) npepcTaBnseT co6oii He6onsuiyio nHcsueuuyio pa6oTy (HaniicaHHe ui4'iuorO nHcsMa nucsMeHHoro BsiCKil3siBauHs c oueMeHTaMri paccympeuiis). B 6nauxe oTBeToB

№ 2 yxamriTe Houep zapariris u 3anHiuHTe oTBeT K rieMy.

Bce 6na Kri EFT **sanonHzlOTCfl II]3KHMri** Sep siMH Sep uuaMu. QonycxaeTcs HCnOnbsoBaiiiie reueBoii, **HnH** Kaniiuuspiioii, run nepbeBoii pyuex. **H]all** Bbinou e Hri Papa rid MOV o nonssoBaTscs uep oBriKOM. 3anricii

B uep oBHxe tie yurlTbiBaioTcs upto oue **HBa HH** pa6oTsi.

fiailNbi, nonyueHHbIe BaMri sa BbInouHeHHbie sapaHHs, cyMMripyioTcz. Hoc+apaii+ecb BbinouHilTn xaK MomHO 6OJlbiiie 3apaHHii ri Ha6paTb Haii6oubiuee KOniiuecTBO **6iI IJIOB.**

*MenaeM ycnexa.!*



*Ycmaiioaume coomaemcmaue Me:ucby meucmaMH A—G u aazonoau: u 1—8.*

*3a+iecume caou omaem»i a madnuuy. Henceuzyiime ua:ucbym guppy momnon obuii par. B aabaiiuu obuii sazonoaou: nuuiiiuii.*

1. Women’s Fashion
2. Ways of Moving Around the City
3. The City of Walls and Secrets
4. City’s Life Is Its Residents’ Lives
5. Selling, Preparing and Consuming Food
6. City of Contrasts
7. Each Gender Has Its Own Occupation
8. Variety of Sounds
	1. The city of Fez — the third largest metropolis in Morocco — has expanded far beyond its original 9th-century borders and has modernised in many ways. But its medieval medina, the oldest market in the world, remains the heart of the city, a Unesco World Heritage site that houses a maze of narrow, twisting streets where people gather, shop, eat and pray. Fez's medina is also a perfect place to uncover the stories, and the secrets, of the people who live and work behind its walls. As author Paul Bowles, who lived in Tangier for 52 years, wrote: "The blank wall is Fez's symbol, but it is this very secretiveness, which gives the city its quality."
	2. "In the medina, the freshest food is set on the Earth to be sold," said Merieme Zared, a tour guide and cooking instructor with Cafe Clock, referring to how vendors place their produce on the ground. The food's proximity to the earth, she explained, represents its closeness to it. In the Al Achabine souk, tiny restaurants abound, cooking food from these fresh ingredients. They sell fried fish marinated in *charmoula,* a traditional Moroccan marinade; and thick *bissara,* a soup made with fava beans. Around the corner, smoke billows from a grill cooking meat kebabs; inside the restaurant, with barely enough room for the cook to move, men sit crammed around a small table, eating meat and bread with their hands.
	3. *”Balak, balak,”* the donkey drivers shout to clear the way as the animals carry goods in and out of the medina. Cars are not allowed into Fez's old city and couldn't fit through the streets if they tried; residents make do with getting around on foot. In Bowles' 1955 novel The Spider's House, set in Fez, he wrote that being without cars means that adhering to a schedule is impossible. After all, when you are on foot, unexpected events like a running into a friend can happen

on the way.

* 1. From the city’s rooftops, the medina is part cacophony, part harmony. Looking over the streets, many appear so narrow they all but disappear. But even if you cannot always see them, you can hear them: hammers bang on metal; voices shout to each other; a child cries; and hand-drawn carts rattle over the Talaa Kebira, the medina's main thoroughfare.
	2. In Fez, the streets and cafes are dominated by men. While women can be seen outside buying groceries or shopping for other household supplies, they are always moving. It is men who linger in cafes over glasses of mint tea and in shops holding conversations with friends. The public visibility of only one gender may tie to persistent patriarchal attitudes: in a poll taken from 2011 to 2013 by Afrobarometer, an independent research group in Africa, only 50 % of respondents in Morocco were in favour of women's equal opportunities, compared to 75 % of those in eastern and southern Africa.
	3. Women and girls admire mannequins modelling colourful kaftans

and *takchitas,* the traditional Moroccan dresses often worn for formal occasions. These kaftans are dressier versions of what most women in Fez typically wear in the winter: long, straight robes made of polar fleece, ideal for covering up and keeping warm, as most houses in Fez do not have heating. Other women choose to wear jeans and jackets. It also is not uncommon to see women who do not wear a *hijab,* the traditional veil worn to cover hair.

* 1. Whatever the future might hold for Morocco, one thing is certain: within the medina’s ramparts, the old, unhurried way of life will continue, no matter how

Odd things about words

*Hpo•iumaiime meucm u aanoniiume nponycuu A—F aacmimu*

*npebno:uceiiuii, odozna•ieiiii emu quQpmnu 1—7. Obiia us aacmeii a cnuc«e 1—7 rum+i». 3aiiecume quQpci, odoziia•iampue coomaemcmaympue*

*•iacmu npebno eiiuii, a madnuuy.*

The more you find out about words, the more fascinating they are. Any word can be interesting if you know something of its history, A even when you don't know much about them.

Echo words, those which imitate natural sounds, are among the oddities of language. Here are some of them: bang, buzz, hiss, ping, sizzle, murmur

B , you may get the impression of a lot of noise, and that's what the words are — noises people imitated, which then came to be words. There are many more of these echoic words, C . And children now are inventing more, imitating the sounds of airplanes, ofjet planes, and probably even of spaceships.

There are hundreds of words that sound like other words D Here is

a verse from a poem by Theodore Hook that uses some of them.

For instance, ale may make you ail, E , You in a vale may buy a veil and Bill may pay the bill.

Do you know what a palindrome is? It is a sentence which reads exactly the same backward as forward. The best-known palindrome probably is the remark Napoleon was supposed to have made F after his downfall as emperor of France: Able was 1 ere I saw Elba

In these palindromes each word can be read backward or forward, but in others the words must be split differently when the sentence is read backward. An example is "Madam, I'm Adam".

some other words have grown out of people's names

fast the world changes around it. “Fez does not have to rely upon its ancient structures for its claim to importance,” Bowles wrote. “Its interest lies not so much in relics of the past as in the life of the people there; that life is the past, still alive and functioning.” That holds true today. Fez is its ancient streets, but more importantly it is the people who live behind its walls.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| A | B |  | D | E | F |  |
|  |  |  |  |  |  |  |



OTBeT:

2.



# 4.

5.

6.

7.

OTBeT:

your aunt an ant may kill

and new ones are being made up all the time

but some words are odd enough to be interesting but have different meanings

when he was banished to the island of Elba if you read them aloud

Barefoot **Training**

*Mpo•iumaiime mexcm u a6inoniiume zabaiiui 12—18. B ma:ucbom zabaiiuu aanuuiume a none omaema zui]iRy 1, 2, 3 nun 4, coomaemcmaymutym a6idRaiiiiomy B‹uuu aapuaiimy omaema.*

In the world of running shoes, the trend has been toward more cushion, more support, more comfort. But, to a small group of running coaches and foot specialists, modern athletic shoes are doing to feet what plush living room sofas and TV remotes have been doing to people: making them lazy, physically underdeveloped and more prone to injuries.

A few years ago when Nike was looking for the next big advance in running shoe design, they asked some of the world’s most respected track and field coaches for advice. A common response must have made their heads spin a little:

We don’t need any more shoes, we need fewer shoes, in fact, and maybe we need no shoe. Give us the bare human foot.

Legendary Stanford track coach Vin Lananna said, “I believe that athletes that have been training barefoot run faster and have fewer injuries. It’s just common sense.” Vin regularly put his athletes through their paces barefoot on the grass of the university’s practice golf course. Other coaches agree, and point to the foot/ankle strength and resistance to injury seen in African and Caribbean runners who have grown up playing and running barefoot much of the time.

So, the research and development team at Nike set out to make a shoe that acted like it wasn’t there; one that trained and worked the foot as nature intended.

What’s the point, you may ask? Why not just train in your bare feet?

Well, that’s fine if you have a finely groomed golf course to run on, but most athletes train in the street, in the gym, on the track, or out on the trails. This still calls for a shoe that not only offers protection from glass and pebbles, but also from the strike of the foot on hard bruising surfaces.

The first step was to measure exactly what happened to the bare foot when it ran: what the contact areas were between the foot and the ground, how the ankle and toes moved. Once they collected the data, the next step was to create a shoe that could reproduce the natural foot movement. The design team, led by Toby Hatfield and Eric Evar, struggled through innumerable concepts and finally came

up with an entirely new kind of shoe. Deep slices in the sole, virtually no ankle support and room for the toes to spread out and move; all *head-turning designs.* Then it was off to testing again, to make sure the shoe really imitated barefoot running. There was a lot of *“back to the drawing board”* Rne tuning but eventually the Nike Free was created and ready for real-world testing.

Earlier this year, in Germany at the University of Cologne the results of a season-long research study of university track athletes showed enhanced performance and speed by training in the Nike Free shoes. One key point is that Nike Free is a “training shoe,” and Nike Free and barefoot training are tools to make you stronger.

 The author compares sneakers with plush sofas and TV remotes to argue that modern athletic shoes may

* + 1. bring harmful comfort
		2. support athlete’s feet
		3. cushion any blows
		4. protect against injuries

OTBeT:

 How did Nike designers’ react to the experts’ advice?

1. They were enthusiastic.
2. They were confused.
3. They were skeptical.
4. They were set against.

OTBeT:

14 According to Vin Lananna, which of the following explains the need for a shoe that could reproduce the barefoot movement?

1. Training barefoot is just common sense.
2. It was a request by the design team at Nike.
3. The traditional sneaker design was on the way out.
4. Training barefoot improves runners’ stamina.

OTBeT:

J s Why cannot modern athletes just train in bare feet?

1. They don’t see the point.
2. They are used to shoes.
3. They may get injured.
4. They haven’t thought of it.

OTBeT:



J 6 The word ‘head-turning’ (designs) in the text is closest in meaning to

1. attractive
2. sophisticated
3. breakthrough
4. incredible

OTBeT:

17 By mentioning “back to the drawing board” fine tuning” the author means that the Nike designers

1. used the drawings of the previous models
2. had to start the procedures all over again
3. made a lot of drawings before fine tuning
4. tested their new concept back and forth

OTBeT:

J 8 According to the text which of the following is TRUE of the Nike Free model?

1. It needs a finely-groomed track.
2. It lacks real-world testing.
3. It relieves stress from trainings.
4. It boosts training efficiency.

OTBeT:

*Ho once•ianuu a»inonuenui aabansit 10—18 we aa6ybcme nepenecmu cam omaemui a BHAHK OTBETOB X• 1.! 3anuuiume omaem cnpaaa cm nomepa coomaemcmaympezo zabauui, ca•inear c nepaoii unemo•i«u. Hps nepenoce omaemoa a sadauunix 10 u 11 zuQpoi aanuc»iaammci dev nPo6enoa, aanimuix: u bpvzux bononnumenuoum n aonoa. Ka:in:bym zu‹ppy nuuiume a ombennoon remo•i«e a noomaemcmauu n npuaebiioo6imu a dnao«e o6paazmuu.*

Palmer 3. rpaxtua+uxa nexc xa

*Mpo•iumaiime npuaebenudie tin:in::e me«cmci. HReodpal yilme, ecuu ueodxob o, cnoaa, uane•iamaoocie zaznaaucon dye:amuu a «owqe cmpou, odoaoa•ieuuoix oomepmuu 19—25, man, •imodbi own Apr:uumamu•iec«u coomaemcmaoaanu cobep:ucanum mexcmoa. 3anoniiume nponycu:u nony•ieiiii6 u coca u. Ka:ucb ui nponycx coomaemcmayem ombenciiowy*

*zabaiium uz zpynnui 19—25.*

**Health** benefits of fasting

 Fasting is part and parcel of the practices of many religions including, Islam, Judaism and Christianity. Today many to dig up the

benefits of fasting. Some people fast for spiritual reasons while others fast as a way to physically discipline the body. **(TRY)**

2 Whatever reasons one might come up with, it that fasting has tremendous health benefits. (PROVE)

1. First, fasting is said to play an important role in the detoxification of the body. Detoxification is a normal body process of eliminating or neutralizing toxins

through the colon, liver, kidneys, lungs, lymph glands, and skin. This process starts when . (FAST)

1. Food no longer enters the body and the latter turns to fat reserves for energy.

These fat reserves were created when excess glucose and

carbohydrates for energy or growth, not excreted, and therefore converted into fat. (NOT TO USE)

1. When the fat reserves are used for energy during a fast, it
2. Membership in pods is not rigid; interchange is common. Dolphins can, however, establish strong bonds; they will stay with

injured or ill individuals, even helping them to breathe by bringing them to the surface if needed. (SOCIETY)

1. They have also been seen protecting swimmers from sharks by swimming

the chemicals from the fatty acids into the system which are then eliminated around the swimmers or charging the sharks to make

through the body organs, leading to the cleansing of the whole body.(RELEASE)

 Another known benefit of fasting is the healing process that is obvious in the body during a fast. When fasting energy away from the

digestive system due to its lack of use and towards the metabolism and immune system. (DIVERT)

 Fasting also leads to a feeling of rejuvenation and extended life expectancy. This might be due to the detoxification effect of fasting. A

study on earthworms that showed the extension of life thanks to fasting.(PERFORM)

*Mpo•iumaiime npuaebenncui sure me+:cm. Odpalyiime cm coca,*

*nane•iamauu»m aaznaanblmu dyua u a «owqe cmpo«, odozuaaeuu cix uomepi:nun 26—31, obno«openncie cnoaa, man, •imodci own zp damnaec«r u never•iecu:u coom«emcmaoaanu cobep:in:an mm me«cma. 3anonnume nponycuu nonyaeiiii6 u cnoa u. Ka:ucbmii nponyc« coomaemcmayem ombenuiiomv zabaiium ua zpynnoi 26—31.*

Dolphins

 Dolphins are often regarded as one of Earth's animals. (INTELLIGENT)

 They are social creatures, living in pods of up to a dozen individuals. In places with a high abundance of food, pods can merge , forming

a superpod; such groupings may exceed 1,000 dolphins. (TEMPORARY)

 They communicate using a of clicks, whistle-like sounds

and other vocalizations. (VARY)

them go away. Dolphins also display culture, something long believed to be unique to humans. In May 2005, a discovery in Australia found Indo-Pacific bottlenose dolphins *(Tursiops aduncus)* teaching their young to use tools. **(CIRCLE)**

 They cover their snouts with sponges to protect them while foraging (looking or searching for food or provisions.) Using sponges as mouth protection as well as

other transmitted behavior proves dolphins' intelligence. This knowledge is transferred by mothers to daughters. (MOST)



 l)might 2)cou1d 3)ought

*Mpo•iumaiime meucm c nRonycu: u, odO3iia•ieiiiilieu noMep u 32—38. Emu iioMepa coomaemcmaymm Sabatini 32—38, a «omopuix npebcmaaneii i aosmonii die aapuaiimci omaemoa. 3anuuiume a none omaema guppy 1, 2, 3 unu 4, coomaemcmaymutym ati6paiiiiomy Btu aapuanmy omaema.*

OTBeT:

4)shou1d

Michelangelo

Michelangelo, the famous Italian sculptor, lived in Florence. Once a beautiful piece of white marble was brought to Florence, and the governor of the

34 1) assembled 2) went 3) came 4) gathered

OTBeT:

city Michelangelo that he wanted him to make a statue out of the

marble. He said that Michelangelo was the only man in Italy who do



The sculptor worked for two years to make the statue as beautiful as possible. When the statue was ready, a lot of people in the square where it

 1) watching 2)staring 3)seeing

OTBeT:

1. gazing

stood. Everybody was waiting for the governor. At last he came, accompanied by the richest people of the city. The governor looked pleased, and 3 the expression on his face the people thought that he liked the statue. So they were all surprised to hear him say that he didn't like the sculptor's work at all 3

 the statue's nose was too long.

"Can you make the nose shorter?' the governor asked Michelangelo.

Those who heard the question expected the sculptor to get angry, but to their great surprise Michelangelo answered calmly that he didn't mind changing the shape of the nose.

When the governor was not looking, he 3 up a handful of marble dust and went up to the statue. He pretended to work hard. Standing with his back to the governor, he dropped the marble dust he had picked up little by little to make the governor that he was really changing the shape of the nose. The governor thought that the sculptor was doing as he had been told, and so when Michelangelo finished working, he said proudly, ”Now the statue is wonderful.” The people, who had kept silent while the sculptor was working, realized now that he hadn't done anything to the statue, and shouted with joy.

*Mo once•iaiiuu acinonnenu» sabanuii 19—38 tie aadybcme nepeiiecmu caou*

*omaemti a BMAHK OTBETOB X• 1.! 3anuuiume omaem cnpaaa cm nomepa coomoemcmaympezo aabanu», mauuma» c nepaoii u:nemo•i«s. Hpu nepenoce omaemoa a zabanu»x 19—31 dy«a»i aanucoiaammc» dev npodenoa, aan»muix u bpyzux bononnunienencix c aonoa. Ka Oym dy«ay u guppy nuuiume a ombenonoii u:nemoa«e a coomaemcmauu c npuaebennbtmu a dnan«e odpaaq‹uuu.*

* 1. because 2) though 3)that's why 4) even if

OTBeT:

|  |  |  |  |
| --- | --- | --- | --- |
| 1) took | 2) reached | 3) held | 4) picked |
| OTBeT: |  |  |  |
| 1) relyOTBeT: | 2) confide | 3) trust | 4) believe |

32 l)told 2)said

OTBeT:

3)claimed 4)pleaded

Paa,jer 4. Huct•uo

40 Comment on the following statement.

*Some people think that to get a good education one should go abroad.*

*,§ni omaemoa ma aabauui 39 u 40 ucnoncayiime drawn omaemoa X• 2. 4epooa»ie nomemuu mozym benamcci npimo ma nucme c zabaunormu, unu scone ucnonc3oaamo omDenco»ui •iepuoau«. Hpu acinonueouu aabauui 39 u 40 ocodoe an auue odpamume ma mo, •imo Bauiu omaemci dybym oqenuaamon» momci:o no aanunim, cbenaoiio a BHAHKE OTBETOB X• 2. Hut:acne zanucu •iepnoaui:a we dybym y•ium»iaamcci o«cnepmom. Odpamume annauue man:uce ma oeodxob ocmo codnmbenu» yxazannozo od+iima me«nma. Te«nmui nebocmamo•mozo onta, a man::uce •iacmu mexcma, npea iuiampa» mpedyeM»iu Od4eM, we oher uaammni. 3anuuiume cna•imia nomep aaDaoui (39, 40), a aameM omaem ma nezo. Ecnu obuoii cmopou i dnau«a uebocmamo•ioo, BU Mo eme ucrionuaoaamc bpyzym em cmopouy.*

What is your opinion? Do you agree with this statement? Write **200—250** words.

Use the following plan:

* make an introduction (state the problem)
* express your personal opinion and give 2—3 reasons for your opinion
* express an opposing opinion and give 1—2 reasons for this opposing opinion
* explain why you don’t agree with the opposing opinion
* make a conclusion restating your position

39 You have received a letter from your English-speaking pen-friend Ann who writes:

O npoex+e «Hpo6 sift **EF3** xa›cpyio ueqenio»

QaHHnI K M CocTaBueH xoMaHpoii BcepocCiiiiCKOrO BOooii+epcKOro npoeKTa

«EFT 100 6HuOBII [https://vk.com/eyeI 00ballov](https://vk.com/ege100ballov) 6e3BoaMe3p o

pacnpOcTpaHseTcs que **JIIO6bix** eKoMMep'iecK X o6pasoBaTens six ueneii.

Haines oiuu6ity a aapuaH+e?

**Hanuiuu+e** nan, noutauyfic+a, u vti•i o6uaazens o eé ucnpaauxi!

, ,cu saxteuauufi u nomeua **uii:** [https://vk.com/topic-10175642 35994595](https://vk.com/topic-10175642_35994898) ( ax te qocrynut.i qpyrue Bapuau si gun cxauuaauuii)

*.You know, my idea ofa perfect weekend is to do absolutely nothing, just*

*read a book. A walk in the park is not bad if the weather is nice. I don't understand people who spend Sunday in a gym or a fitness centre.*

*What is your idea ofa perfect weekend? What do you like to do in your free time after the lessons? What is your hobby?.*

*Soon I'm going on vacation and I can't decide what books to take with me..*

Write a letter to Ann.

In your letter

* answer her questions
* ask 3 questions about her favourite books Write **100—140** words.

Remember the rules of letter writing.

**Ответы**

|  |
| --- |
| Раздеп 2. 'Ітение |
| № задания | О+ве+ |
| 10 | 3528714 |
| 11 | 473526 |
| 12 | 1 |
| 13 | 2 |
| 14 | 4 |
| 15 | 3 |
| 16 |  |
| 17 | 2 |
| 18 | 4 |

|  |
| --- |
| Раsдел 3. Грамматгіка п мексика“ |
| № задания | Ответ |
| 19 | aretrying |
| 20 | hasbeenproved |
| 21 | fasting |
| 22 | werenotused |
| 23 | releases |
| 24 | isdiverted |
| 25 | wasperformed |
| 26 | mostintelligent |
| 27 | temporarily |
| 28 | variety |
| 29 | social |
| 30 | circles |
| 31 | mostly |
| 32 | 1 |
| 33 | 2 |
| 34 | 4 |
| 35 | 3 |
| 36 | 1 |
| 37 | 4 |
| 38 | 4 |



Написание ответов (6es гіробелов u sнаков гірепгінаніія) соответствует инструицгігі ФІјТ по загіолнению благі«а ответов № 1

Kpu+epuu u cxeuы oцeuuвauuii выnonueнuu зa,jauuй paaqeлa «Hиcnvio» (2018 год)

(uaitcuxtyxt 20 баллов аа весі. pazдen)

**Kpu+epuu** oijeнuaauuii aыnonueuиii ааданиіі 39 (uaucuxiyu 6 баплоа)

|  |  |  |  |
| --- | --- | --- | --- |
|  | Peiueнue uouuyнuua uвuoii аадаии | Oprauuaa Uuя+eitc+a | Яаыиовое офорипение +eitc+a |
|  | K1 | K2 | КЗ |
| 2 | **Зaдauue выполие-**НO ПОД НОСТЬЮ iсорертание orpama- е+ все асгіе«ты, у«азагігіые в sa- даііии (рагіы non- ные ii +ouuыe ответы на все вопросы, sаданы правильно три вопроса по ука— ванной теме); сти— левое оформпение peuii выбрано ііравильно с уиётом целіі высктывания и адресата; co6nm— дены гіріінятые в яzыue нормы вem— пивости (доііуска— ется 1 неііопиый или нетоиный acne«+) | Вьскаzпвание ло-ггі'іно; средства логииескоіі связи исгіоиоаовагіы ripa- вилпно; текст вергіо ртделёгі па абзацы; структурное офор- мнение текста соответствует нор- мам, гіринятпм в стране иsу'іаемого языка(догіускаетсs 1 noriiuecxaя оііігібкаИЛИ 1 наруиіение депенгія на абзацы ИЛИ 1 наруиіение в средствах логи'іескоіісвязи ИЛИ 1наруіиениеН]ЗИНЯТЫХ НО]ЗМоформиенііяличного гіисьма) | Нсгіолszуемьй сло-варный sanac пграмматииескиеСТ]З Т Ы **COOT-**ветс+вуіо+ бтовомуOBНЮ СЛОЖНОСТИзадангіs; орфогра- фи'іесиііе п гіунк- туацііоннье оіиибки практи'іескиотс ст-вуют (догіусхаются 1-2 иексиио-грам- матииескгіе оііііібки H/ИЛИ 1-2 орфо- rpaфiiuecurie и иунктуацгіоннье oiuибuii) |
|  | 3aдauue аьполие-по не попнос+пю: содержание orpa- maeт не все | Вьскаzпвание невсегда погиино; гімеіотсs оіиибкгі в гіспопьzовании | Нсгіолszуемьй сло-варныіі sariac п грамматииеские crp турь не |

|  |  |  |  |
| --- | --- | --- | --- |
|  | асгіектп, укаzанньев задангігі, ИЈІИ 2-4 асгіекта расирьть не ііолностыо или нетоино (все cny- uaи, не уктаіінье в оценивании на2 былa и 0 баллов) | средствлогииескоіі связи, И/ИЛИ вдепенигі теиста на a6saun И/ИЛИ в офорииении ли'іиого письма (все coyuaи, не упаsанньев оценивании на 2 балла и 0 бwлов) | Н**OJIHOCTbIO**соответствуіот баzовомууровніо сложности sадангія: гімеіотся 3-4 лe«cii«o-rpauva- тииеспие оіиибки И/ІUІИ ииеютсs 3-4 орфографииесиие и пунптуаіјионнье оіиибки |
| 0 | 3aqaнue не аыпоп-нeuo: 3 и более асгіеитов coдepma-**НИІІ OTC TCTB IOT,**ИЛИ 5 асгіектов расиры+ы не now-**НОСТ£•Ю IIJIII**нeтouuo, ИЛИ ответ не соответствуетебуеиому обгёму | Нмеіотся 3 ii 6oueeлогииеские оіиибки,IUIИ имеіотся 3 и более наруіиеніііі в средс+вах лorriuecxoiiсвяагі, ИИдeueuue+екс+а на абsацы отсутствует, HdИ имеются 3 и более нapyiueuuяН]ЭННЯТЬІХuopм оформиен | Исполssуемьіі сло-варньіі zariac и грамматииеские стру турь не соответствуіот бтовому уровню cлomuoc+u задангіs: гімею+ся 5 u более иексгіко-грамма+гі- иеских ouiu6ox И/ИЛИ 5 u более орфографи'іесиих и гіунктуациоиньх оіиибок |

Нриме'іание. Hpu ііолу'іении окзаменуеиьм 0 бmuoв по критерию

«Реіиение комиугігіиатгівноіі saдauii» всё задание орениваетсs в 0 бтлов.

Kpu+epuu оценивании выnonueuuii аадаииіі 40 (uaucuuyu 14 бauuoв)







|  |  |  |
| --- | --- | --- |
|  | Peiueнueoouuyнuita uiiнoii aa,jauи | Oprauuaaцuii +eoc+a |
|  | K1 | K2 |
|  | Задаиие аыпопнеио non-**uoc+i.to:** содержание отратает гіопно u точно все асгіекть, укаzаннпе в sадангігі; стипевое оформление peuii выбрано гіравииьгіо (догіусхае+с»1 наруиіегіие ней алпногостил») | Вьсктпвание логгіино; средствалогииеской свяsгі испольzовань гіравгіпьно; структура текста соответствует гіреqпотенному гілану; текст гіравилsно pasдeuëн па абзацы |
| 2 | 3aдauue аыпопнеио аосновиохі: но 1-2 аспекта содертангія, укаzаннпе в sадании, раскрыть не nou- ностыо или нетоино; стилевое оформление peuи в основном гіравииьно (допускаетсs 2-3 наруіиения нейтрwьногостиля) | Высктывание в основгіомлогиигіо (имею+со 1-2 логи'іеские oiuii6uri), Н/ИЛН гімеіотся 1-2 недостатка npri іісгіоиьsовании средств логи'іескоіі связи, И/IUIH имеіотся 1-2 откионения от плана в структуре впсиаsьвания, И/ИЈІИ имеіотся 1-2 недос+атиа ripri депе-нгіи теиста на абзацы |
|  | Задаиие аыпопнеио uenonuoc+i.to: в содертанигі не расирьть 1-2 асгіекта или 3-4 асііекта содертания расирьть непоино или нето'іно; имеются оіиибки в стилевоv офорvлеііии peuи | В вьсктьвании имеіотся 3-4логииескііе oiuu6кu, И/ИЛИ гімеіотся 3-4 оіиибкгі в ie- гіользовании средств логииесиой связи, H/HJIH ииеютсs 3-4 отилонениs от ііредлотенного плана; иvеютсs 3-4 недостатиа в деиении те«с+а на абзацы |
|  | 3aдauue ue аыпопиено: всодертаііии не раскрт+ь 3 и более аспеитов, ИЛИ все асгіекть раскрьтп негіолно гілгі нетоино; ИЛИ ответ не соответствует требуемому обzёму, IUIИ более 30% ответа гімеет | В вьсктывании имеются 5 иболее лoriiuec«rix оіііибок, Н/ИЛИ имеются 5 и более оііігібок в гіспоиьsовании средств логииеской связи, И/ИЛИ гіредпотенньй план ответа гіолностsіо не собліодается, И/ИЈІИ деление текста на абsацп |





|  |  |  |
| --- | --- | --- |
|  | негіроqуктивньйхарактер (т.е. текстуально совгіаqает с огіубликованньм іістоинииом) | отсщствует |

Hpuмeuaнrie. Kpii+epriii «Opфorpaфuu п гіунк+уацгія» в ртделе «Нгісьмо» оценивается в 2 балла. flpu поиу'іении окsаменуемьм 0 баллов по иритериіо

|  |  |  |  |
| --- | --- | --- | --- |
|  | вует вьсокому]ЗОВНІО СЈІОЖНОGTI4zадангія, в тексте гімеіотся 4 пехси- uecurie oiuiiбкu | соответствуіотвьсоиому уровніоСЈІОЖНОСТИzадангія,в тексте имeіотcя 5-7rpauuaтиuec«иx оіиибо« | ііунктуационньеоіиіібки |
|  | ИспопьЗуеиыіі | ИспопьЗуеиые | В те«сте имею+с» |
| сиоварныіі запас | rpauuamuuec«iie | 5 и более |
| не соответствует | средства не | орфографииесиих |
| **BhI**GОКОМ ]ЗОВНІО | соответствуіот | И/ІUІИ |
| спотности задания, | **BhI**GОКОМ | Н **HKT i1IJ,ИOHHhIX** |
| в тексте имеіотсs 5 | уровніо сложности | оіиіібок |
| п более neucи'iecuиx | sадангія, uмeioтcs |  |
| оіигібок | 8 и более |  |
|  | грамматгі'іескгіх |  |
|  | оиіибо« |  |

|  |  |  |  |
| --- | --- | --- | --- |
| fiаплы | Лencuua | **Грамматнка** | Opфorpaфuu unyunzyaijus |
|  | К1 | K2 | КЗ |
|  | ИспоиьЗуемыіі | ИспооьЗуемье |  |
| сооварныіі запас | rpau- |
| соо+ве+ствует | матііиес«гіе |
| вncououy уровніо | средства |
| сложности задания; | соответствуіот |
| практи'іескгі нет | вьсокоиу уровніо |
| наруіиениіі в iicnouь- | сложности |
| zовании леисііхи | zaдaнus, |
| (ропускае+с» 1 | гіаруиіегіий |
| лexcuuecxaя оиігібка) | ripax+u- |
|  | uecxu нет |
|  | (догіусха- |
|  | ю+ся 1-2 ue |
|  | ющuecs граммати- |
|  | 'iecuue оиіибки) |
| 2 | Нспопьsуемьіі сло-вариыіі заііас | Hcnonьsyeuыeграммати'іеские | Орфографииескиеоіиибки |
|  | соответствует впсо- | средства | практи'іесии |
|  | КОМ ]ЭОВНЮ СЈІОЛ(- | СО**OTBeTCT-** | ОТСЩСТВ ЮТ. |
|  | иости sадаиия, | вуют впсокоиу | Текст разделёи на |
|  | однако встреиаіотся | уровніо слотностгі | гіредпотения с |
|  | 2-3 лexcuuecurie | saдaнiui, однако в | гіравііпьньм |
|  | oiuu6xri, ИЛИ | тексте гімеіотсs 3-4 | гіунитуацгіонньи |
|  | словарньіі sanac | грамматииесиие | оформпением |
|  | огрангіиен, но | оіііибкгі | (догіускаіотсs 1 |
|  | лeкcuua гісполssованаправильно |  | орфографииескаsи/иNИ |
|  |  |  | 1 пуіік+уацгіонная |
|  |  |  | оіііііб«а) |
|  | ИспоиьЗуемыіі сло-варііый запас не вполне соответст- | ИспопьЗуемыеграмматииесиие средства не вполне | В те«сте гімеются2-4 орфографіі- uec«iie H/ИЕН |

«Реіиение коммуникативноіі sада'іи» всё задание оценивается в 0 бwпов.

Пopuдou onpeдeneuus **процента zenczyannuыx совпадениfi**

в aaqaнuu 40

Нри оценивании задание 40 (раsвёрн ое писsиенное втсиаsьвание с опеиентами рассутдениs) особое внимание уделоется сгіособности окзаменуеиого гіродуцііровать ртвёрнутое іігісьменное втсиазывание. Ecли более 30% ответа имеет непродуитивиьіі характер (т.е. теис+уально совпадает с опубли«ованныv истоини«ои), то вьс+авпsетс» 0 бwпов по критериіо «Реіиение коммуіігіиатіівной saдauи», и, соответственно, всё задание оценгівается в 0 баллов.

Те«стуwьным совпадением сиитаетс» досиовное совпадение ompesua гіисsменноії peuи рииноіі 10 cuoв и более.

Вьявленнпе текстуwьнпе совгіарениs с мируіотся, и при гіревыіиенигі ими 30% от общего «олииества слов в ответе работа оценіівае+со в 0 бтлов.

Едипыи rocyqapcTsennыfi oK3akien, 2018 г.

АНГІІРІЙСКРІЙ ЯЗЫК

Tpennposo'Jnыn sapnanT №3 оТ 16.10.2017

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Hopiiqoo noдcuë а cnoii а aaдauuiix раадепа «Huci›uo»

Нри оцеииваиии saдauiiй pasдena «Нисьмо» (39, 40) следует уигітьвать такой гіарамегр, как обzём гііісьменного текста, вьратеиньіі в колгіиестве слов. Требуемьіі обzём рая пииного пгісьма в задании 39 — 100— 140 слов; для ртвёрнутого письменного вncuasьвaнus в sадании 40 — 200— 250 слов. Допустимое отхлоиение от задаиного обгёма составпsет 10%.

Еслгі в вппоиненном заданііи 39 менее 90 слов ііпи в задангіи 40 мeuee 180 слов, то задание гіроверке не ііодлежит и оценивается в 0 бwлов. Нри ііревыиении o6rëua более 'red на 10%, т.е. если в вьполиеннои sадании 39 более 154 слов или в sадании 40 более 275 слов, проверхе подлетит только та 'iacтs работы, которая соответствует требуемому обгёму. Таким o6pmou, ripu ііроверхе sадании 39 о+сиіі+ьваехся о+ наиала работы 140 слов, задания 40 — 250 слов, и оцениваетсs тoлькo эта 'iacтs работы.

Нри определении соответствіиі обzёма представленной рабо+ьвпиіеуиазанііьм гребованиsм cuu+aю+cs все снова, с гіервого снова по поспедііее, включая всгіомога+елонпе глагоиы, гіредлогіі, ар+іікліі, 'іастицl. В пи'іном письме адрес, дата, подпись таіо е подлетат подс'іёту. Нри о+ом:

* с+ятённпе (upa+кiie) формь *can’t, didn't, isn't, І’т и х.п.* cuumam+cs иакодно слово;
* 'іислительнье, вьратенные цифрами, т.е. 1, 25, 2009, 126 204 и т.п., сигітаютсz кaк одно слово;
* иислгітельнье, вьратенііье цгіфраміі, вместе с усповнпм обознаиение процентов, т.е. 25%, 100% и т.п., сиитаютсs как одно слово;
* иислгітельнье, вьратеіінье словаміі, сиитаютсs как слова;
* слотнье слова, такгіе как *good-looking, well-bred, English-speaking, twenty- five,* с'іитаются кaк одно слово;
* сокращения, например *USA, e-mail, TV, CD-rom,* с'ііітаютсs как одно

Пopiiдoit npoвepuu о+ве+ов па аадании с paaвëpuy+ыu o+вe+ou u uaaнaueнus zpezi•ero ancnepza

В соответствии с Норядком гіроведенііs государственноіі итоговоіі аггестациіі по образовательньм гірограммам среднего общего обртованііs (приказ Минобрнаухи России от 26.12.2013 № 1400 sарегисгрирован Минюстом России 03.02.2014 № 31205)

«61. Но резупьтатам первой и второії проверок акспертl независимо друг от друга выставлsіот базы sa кaждьй ответ на задания ousaмeuaциouнoii работь EFЭ с раsвёрн ыu ответом...

62. В слу'іае суијественного расхотдения в бтлах, выставпенньх дв я окспертами, наsна'іается гретоя гіроверка. Существенное pacxomдeuue в бтлах огіределеио в upu+epiisx оценііванііs по соответствуіощему у ебному предмету.

Эисперту, осуществлsіощему етоіо проверку, предоставияется ітформация о бтлах, вьс+авиеііііьх oucriep+aмii, ранее upoвepsвiuiiмii oxsaмeuaцuouнyio работу».

1.Если расхоwдение сумм бwлов, выставленнпх двое охспертами sa зaдauue 39 по всем (трём) гіоzицііsм оцеііііванііs данного zадании, сос+авляе+ 3 ii более былa, +о +pe+iiii oxcriep+ вьс+авпsе+ было по вceu трём поsициям оценивании задание 39.

2. Ecли pacxo ение сумм бmuoв, выставпенньх двумя

оисгіертаміі за задание 40 по всем (гіятгі) ііоzицііям оцеіігіваниs данного  zaдaiois, составляет 5 ii более бтпов, то етіій ouciiepт вlставтет балпь

по всем пяти поsициям оценивании saдaнus 40.

