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. The Country of **Origin**
2. How the New Sort Appeared
3. The People’s Drink
4. Festival of Tea
5. Only for the Privileged
6. The Beautiful Story of How It All Began
7. Reasons for Its Worldwide Popularity
8. Not as Popular Then as Now
   1. Tea is often considered to be a quintessentially British drink; after all, we’ve been enjoying it for over 350 years. But this fascinating story begins much earlier, and much further afield.. . Whilst it is impossible to know exactly when the first cup was brewed, legend has it that Chinese emperor Shen Nung was sitting beneath a *Camellia sinensis* one day in 2737 BC when a few leaves were stirred by the wind. As his servant boiled drinking water in a pot, the leaves fell in and so accidentally resulted in the world’s first cup of tea. To this day, every cup of tea enjoyed around the world comes from the same plant: the *Camellia sinensis.*
   2. From its earliest recorded use, tea was widely believed to refresh the spirit, alleviate tiredness, fight off depression and illness, and boost energy. It is for many of these reasons that we still enjoy tea today, and in fact it is the world’s number one beverage after water as it’s a drink that penetrates all cultures and continents.
   3. The widespread use of tea was observed during the Chinese Han Dynasty (AD 206—220) and a wealth of elaborate tea paraphernalia and equipment survives today as testament to its growing popularity. It’s widely believed that during this time the first managed plantations began to emerge, as wild tea bushes were stripped of their leaves to keep up with demand. By the end of the third century AD, tea had become China’s number one beverage, and by the eighth century AD the Chinese were trading tea to Tibet, the Arab lands to the West, to the Turks, to the nomadic tribes of the Himalayas, and along the “silk road” into India. Tea first reached Europe in the late sixteenth century.

# Until this point in its history all tea was green; the natural pigmentation within the leaves preserved by the careful steaming process that still takes place

today. It was the European export market that first saw rise to the innovative introduction of new processes that resulted in black tea. The thing is that the delicate tea leaves often suffered during the long sea voyages from China to the continent. Profit-conscious tea producers were forced to adopt more sophisticated methods of manufacture, packing and transportation. Allowing the

leaves to oxidise naturally before drying resulted in the dark colour and produced a tea which stood up better to foreign export. Whilst the Chinese continued to drink green tea, it was black tea that really took Europe by storm.

* 1. Tea didn’t begin life in Europe as the drink of the people that we all enjoy today. Whilst people enjoyed a brief period of fashionable favour in France and Germany, it was quickly usurped by coffee as the favourite Parisienne beverage, whilst it was regarded in Germany as a medicinal drink, rather than one to be enjoyed in its own right.
  2. It was Portuguese Catherine of Braganza, future wife of King Charles II, who was largely responsible for making tea a fashionable drink amongst the English upper class when she arrived at Court in 1662, although it had been on sale at Thomas Garraway’s general store on London’s Exchange Alley since 1657. By the Georgian period tea had become a British obsession. Dr Samuel Johnson, one of Georgian England’s most prominent and fashionable authors, poets and “gentleman of letters” described himself as “a hardened and shameless tea drinker” whilst whole rooms in wealthy and fashionable houses were given over to the taking of tea.
  3. Despite Britain being a culture obsessed by class or ‘station’, tea had shaken off its exclusive label by the mid eighteenth century to become to favourite beverage of all classes. Whilst it was still enjoyed throughout the palaces and stately homes of Britain, it could be found on the breakfast and dinner tables of poorer classes and throughout places of work. It even formed part of a worker’s wages, and is used as an enticing extra when included in the ticket price of London’s visitor attractions. Tea has become the drink we know and love today; to wake us in the morning, to get us through the working day, and to calm and refresh us during the evening. To enjoy alone, or in company as part of an elegant and extravagant feast, or the simplest of suppers. Quite simply, it is the drink that fuels Britain.

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



OTBeT:

Learning from the **past**

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

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

*•iacmu npebno eiiuii, a madnuuy.*

Why do we never seem to learn the lessons of the past? The actions of others could point the way for us in the future. But either we forget these lessons

A , or knowing them, we simply fail to act on them.

Because of the economic boom in China, its government has become worried in recent years about selfish motives overtaking society. Many Chinese have been saying for some time B , respect and hard work have been lost. So a few years ago the government focused attention again on the teachings of Confucius, the ancient philosopher.

‘Consideration for others is the basis of a good life, a good society.’

Prior to the 1990s, Confucianism had not been fashionable, but now, in a country which is currently developing at a dizzying speed, it offers C . The Confucian saying that nowadays sums up the government’s philosophy is ‘harmonious society’.

Sometimes it is difficult to learn from the past because the standards of the ‘teacher’ are so high. This is certainly the case with Nelson Mandela, D to two sides in South Africa who hated each other deeply. Mandela had always been ideologically committed to peace, E , he became determined that reconciliation was the only way to unite his divided country:

‘If you want to make peace with your enemy, you have to work with your

# enemy.’

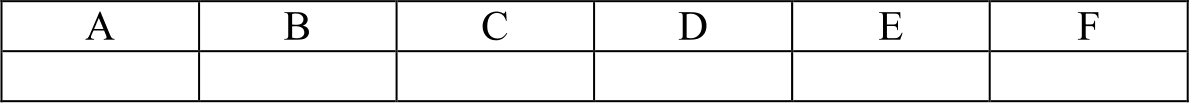
All those who strive for peace know that in the long term they will have to begin this dialogue. Yet few are able to follow the example set by Mandela, because it requires such a high degree of unselfishness. It seems F has not to be selfish — is perhaps the hardest lesson of all for people to learn.

and while he was living in prison

1. or we deliberately choose to misinterpret them
2. that heeding this warning
3. who preached the message of reconciliation

that the traditional values of harmony

* 1. and cannot be distinguished locally
  2. a sense of stability and order

OTBeT: 

*Mpo•iumaiime met:cm u armorsume zabanui 12—18. B «a:ucbon zabaiiuu*

*zanuuiume a none omaema quQRy 1, 2, 3 non 4, coomaemcmaym in a6idpannomy Banu aapuanmy omaema.*

The Courtship of Susan Bell

Mrs. Bell invited Aaron Houston, a famous British artist, to paint her younger daughter’s portrait. Aaron wanted to make a few drawings before he started a portrait. On the Thursday evening the drawing was finished. Not a word had been said because the girls were shy to speak in Aaron’s presence and he had gone on working in silence. “There,” said he, “I don’t think that it will be any better if I go on for another hour. I hope you will like it. There, Miss Susan”, and he sent it across the table with his fingers.

Susan’s face got red, she was embarrassed. She took the drawing and said, “Oh, it’s beautiful”. The superb originality of the drawing captivated her. A young girl was represented sitting at a table in a room filled with fresh air and the soft light of a summer day. The greenery of an old overgrown garden could be seen through the window. In front of her on the white tablecloth there was her book. The eyes of the girl looked out at you, dark grey, mysterious, sad, languorous, yet strangely intent. What was the girl thinking about? Who was the girl thinking about? The drawing was more than a portrait. It fact, the artist tackled a far bigger job than that of reproducing a definite person in portraiture and in performing which he imparted another and bigger content.

Susan’s face revealed her feelings. She turned to her mother and said, “Isn’t it beautifully done, mother?” and then her elder sister and her mother got up to look at it, and both admitted that it was beautifully done but Susan felt there was doubt in her mother’s voice.

“We thank you very much,” said Susan after a long pause.

“Oh, it’s nothing”, said he, not quite liking the word “we”.

On the following day he returned from his work to Saratoga about noon. He had never done this before, and therefore no one expected that he would be seen in the house before the evening. On this occasion, however, he went straight there, and by chance both the widow and her elder daughter were out. Susan was there

alone in charge of the house.

He walked in and opened the sitting—room door. There she sat, with her knitting and a book forgotten on the table behind her, and Aaron’s drawing, on her lap. She was looking at it closely as he entered.

“Oh, Mr. Dunn,” she said, getting up and holding the picture behind her dress. “Miss Susan, I have come here to tell your mother that I must start for New York this afternoon and be there for six weeks, or perhaps, longer.”

“Mother is out,” she said. “I am sorry.” “Is she?” said Aaron.

“And Hetta too. Dear me! And you will want dinner. I’ll go and see about it.” Aaron began to swear that he could not possibly eat any dinner.

“But you must have something, Mr. Dunn“ she said.

“Miss Susan,” said he, “I’ve been here nearly two months.” “Yes, sir,” Susan said, hardly knowing what she was saying.

“I’m going away now, and it seems to be such a long time before I’ll come back.” And then he paused, looking into her eyes, to see what he could read there. She leant against the table; but her eyes were turned to the ground, and he could hardly see them.

“Will you help me?” he said. She was keeping silent. “Miss Susan,” he continued, “I am not very good at saying things like this, but will you marry me? I love you dearly with all my heart. I never saw anyone so beautiful, so nice, so good.” And then he stopped. He didn’t ask for any love in return. He simply declared his feelings, leaning against the door. Susan remained silent. Aaron ran out of the room.

 The girls kept silent because they

* + 1. didn’t like to speak to Aaron.
    2. didn’t know what to say to Aaron.
    3. were afraid to speak in their mother’s presence.
    4. were too modest to speak in the guest’s presence.

OTBeT:

Jj It was a remarkable drawing as it managed to reflect

1. some hidden philosophical idea.
2. The light of a summer day.
3. The peculiarity of the environment.
4. all the nuances of the girl’s features.

OTBeT: 

{ 4 When Susan’s mother saw the drawing, she

1. remained indifferent.
2. showed her disapproval.
3. she wasn’t sure how to react.
4. shared her daughter’s admiration.

OTBeT:

Js The phrase “not quite liking the word “we” means that the paintero the text, which of the following is the most essential to be a vegetarian?

# wanted Susan’s sister to admire his work.

1. wanted the mother to thank him personally.
2. expected all the present ladies to say something.
3. was mainly concerned about the girl’s approval.

OTBeT:

{ 7 Susan was alone at home

1. by pure chance.
2. because Aaron had arranged it.
3. regularly at this time of the day.
4. because she expected Aaron to come.

OTBeT:

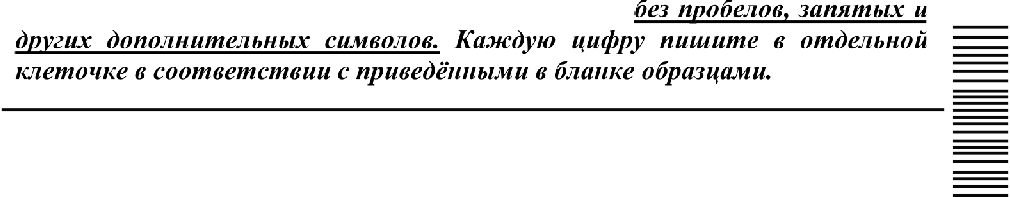
18 When Aaron asked Susan to marry him he

1. was sure that she loved him.
2. just wanted to open his heart to her.
3. wanted to make sure that she loved him.
4. expected her to go with him to New York.

O+Be+: IO





*Ho once•iaouu a inonneoui aabanuii 10—18 we sadybcme nepenecmu caou omaem6i a E•HAHK OTBETOB X• 1.! 3anuuiume omaem cnpaaa cm noMepa coomaemcmaympezo aabanui, na•iunai c nepaoii unemo•iu:u. Hpu nepenoce omaemoa a sabaiiu 10 u 11 quQpci sanuc iaammc»*

16 What was unusual about Aaron’s visit on the following day? He came

1. later than usual.
2. earlier than usual.
3. straight from Saragota.
4. without prior arrangement

OTBeT:

Paaqer 3. Fpauuaruxa u nexcuxa

*Mpo•iumaiime npuaebeiiii»ui Liu:uce me«cm. Odpasyiime cm coca,*

*+iane•iamaiiiium saznaaiiYou dye:am a iconqe cmpo+:, odor+iaaeiiii cix*

*+iomep u 26—31, obiio+:opeiiii6ie cnoaa, man, •imod6i oiiu zpmumamuaec«u u neucu•iec«u coomaemcmaoaanu cobeR:ucaiium me«cma. 3anoniiume nponycu:u nony•ieiiii»imu cnoa‹unu. Ka:ucb ui nponyc« coomoemcmayem ombencrony zabauum ua zpynnci 26—31.*

Sea gypsies of Myanmar

*Hpo•iumaiime npuaebennoie sure me«cmoi. Hpeodpaayiime, ecex ueodxob o, cocoa, nane•iamann cie aaznaanuse dy«amnu o «ow ye cmpo«, odoana•ieuucix uomepmnu 19—25, man, •imodbi own zpmnmamuaec+:u coomaemcmaoamiu cobep alum me«cmoa. 3anonnume nponyc«u nony•iennecu coca u. Ka:ucboui nponyc« coomaemcmayem ombensnowy zabaiium us zpynn i 19—25.*

 We for a few hours when on the horizon we spotted the group of small hand-built boats, called *kabang.* Outsiders have been harassing

the Moken throughout their history and his instinct told him to keep his distance. (TRAVEL)

 But after hearing that I had been researching the Moken way of life since 1982, in the end the family elder, Gatcha, us into his ‘home’.

(ACCEPT)

The adventures of Hergé

# Cartoons suit the way we like to be presented these days — graphically and in small chunks — and we are used to seeing in

our newspapers and magazines cartoons and comic strips that take a wry look at modern life or provide a bit of escapism. (INFORM)

# But we have seen an increase in the number of graphic novels: book-length comics with a single, continuous narrative. (RECENT)

27

The creation of the Belgian cartoonist Hergé, *The Adventures of Tintin*

Home for this nomadic sea people are the *kabang,* on which they live, eat and appeared in the Belgian journal *Le Vingtiéme Siécle*

# sleep for eight months of the year. In these light craft, they traverse the Mergui Archipelago, 800 islands dotted across the Andaman Sea, off Myanmar,

what they need to survive and moving on. (COLLECT)

 They get by only on what they take from the sea and beaches each day to trade with Malay and Chinese merchants. They accumulate little and live on land only

during the monsoons. But the world in on the Moken way of life. (CLOSE)

 Ten years ago, 2,500 Moken were still leading a traditional seafaring life, but that population is slowly declining and now at around 1,000.

(STAND)

24 If they cease to be sea gypsies, it that their unique

understanding of the sea will disappear also. (FEAR)

 Moken people can dive down 20 metres without breathing equipment and

extraordinary underwater vision. They are experts at

reading changes in the sea and it is even said they can anticipate a tsunami.

**(DEVELOP)**

in 1929. (ONE)

# One of the main for readers was that they were taken to parts of the world that they had never seen and probably would

never see: Russia, the Congo, America. **(ATTRACT)**

30 Hergé himself only began to travel outside Belgium

in life, but he was passionate about educating his

readers about other cultures and places. (LATE)

 Two things set Hergé apart as a graphic novelist. The first is his

drawing skills: with just a few simple lines he is

able to communicate a particular facial expression or movement. The second is the careful research he put into his stories. (TECHNIQUE)

 1) receive

*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 a»idRaiiiiomy Btu aapuanmy omaema.*

OTBeT:

2) obtain 3) take

4) get

Immortal words

The l6th-century dramatist Ben Jonson generously 3 his rival Shakespeare a writer ‘not of an age, but for all time’. And so it has proved to be, for Shakespeare’s plays are still the most translated and most performed of any

34 1) conclusion 2) result 3) consequence 4) nuisance

OTBeT:

playwright’s in the world. But if you ask people what accounts for Shakespeare’s enduring popularity, you will a number of different answers. Some will say that he was a great storyteller, others that the magic lies in the beauty of his poetry. Some scholars point out that he was born in a very vibrant period in England’s history, a time both of great national confidence and of cultural activity,

 1) appears 2) seems 3) forms

OTBeT:

4) views

particularly in the theatre. As a , they claim, he was able to produce an extraordinary volume of work.

This last explanation 3 rather unsatisfactory. A more interesting answer is put forward, albeit a little over-enthusiastically, by Harold Bloom in his book *Shakespeare. The Invention of the Human.* Bloom argues that Shakespeare gave us

 1) insight

OTBeT:

2) conception 3) realization 4) understanding

something in his writing that the world had not seen in literature befor—e

characters

1) waits 2) remains 3) stays

4) keeps

with a strong personality. These lifelike characters give us a real 3 into the human condition: Iago, the trusted advisor of Othello, whose jealousy of others leads him to betray his honest master; Rosalind, the heroine in *As You Like It,* who

3 true to her friends and family in spite of the danger to herself. Through the mouths of such characters, we learn truths about life that we can all identify with. These truths are made more moving and more memorable by the way in which they are phrased — both succinctly and poetically.

Shakespeare has been dead almost 400 years, but the words and sayings attributed to him still the English language today. His plays also expanded on the audience’s vocabulary. So whether you are ‘fashionable’ or ‘sanctimonious,’ thank Shakespeare, who probably coined the terms. In fact, it is amazing just how great Shakespeare’s influence on everyday language has been.

OTBeT:

 1) bloom

OTBeT:

*Mo once•iaiiuu acinonoeoui sabaouii 19—38 tie aadybcme nepeiiecmu caou omaemti a BMAHK OTBETOB X• 1.! 3anuuiume omaem cnpaaa cm oomepa coomaemcmaymyezo aabaou», iia•iuiiai c nepaoii emow:u. Hpu nepeooce omaemoa a zabaou»x 19—31 dyxa»i zanucciaammci dev npodenoa, san»m ix u bpyzux bononoumeni›iiuix c aonoa. Ka:iicbym 6yxay us u 5uQpy nuuiume a ombenouoii u:nemo•i«e a coomaemcmauu c npuaebeuooimu a dnao«e odpaaq‹uuu.*

2) dye 3) paint

4) colour

32 1) called2) demanded 3) named

OTBeT:

4) hailed

Paa,jer 4. Huct•uo

40 Comment on the following statement.

*A person who is fluent in a foreign language can easily teach it.*

*,§ni omaemoa ma aabauui 39 u 40 ucnoncayiime drawn omaemoa X• 2. 4epooa»ie nomemuu mozym benamcci npimo ma nucme c zabaunormu, unu scone ucnoncaoaamc ombencocut •iepooau«. Hpu acinonoeuuu aabaouii 39 u 40 ocodoe au 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 Julia who writes:

O npoex+e «Hpo6HLI44 EFT xa yio Henenio»

QaHHnI K M CocTaBueH xoMaHpoii BcepocCiiiiCKOrO BOooii+epcKOro npoeKTa

«EFT 100 6wJIOBII [https://vk. com/ege 100ballov](https://vk.com/ege100ballov) H 6eaBosMesp o pacnpOcTpa seTcs que JIIO6bix eKoMMep'iecK X o6pasoBaTens bix ueneii.

**Hannon ouiu6xy a aapua** e?

Hanuiuu+e want, nowauyfic+a, u vti•i o6uaa+ens o eé **ucnpaauxi!**

Qcu aaueuaui4fi u nomenau fi: [https://vk.corn/topic -1 01 75642 35994595](https://vk.com/topic-10175642_35994898) ( axate ,4ocrynut.i ,4pyrue Bapuau i.i ,4nu cxauuaauuu)

*My Mum often complains that I spend too much money on shopping. To*

*tell you the truth, I like to buy beautiful things and spend all my pocket money on small souvenirs. I collect souvenirs. Do you or your friends collect anything? What do you and your friends do with your pocket money and why? What’s your parents' attitude towards it?*

*As [or the latest news, I have just entered courses...*

Write a letter to Julia In your letter

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

Remember the rules of letter writing.

**Ответы**

|  |  |
| --- | --- |
| Раздеп 2. 'Ітение | |
| № задания | О+ве+ |
| 10 | 6712853 |
| 11 | 257413 |
| 12 | 4 |
| 13 | 1 |
| 14 | 3 |
| 15 | 4 |
| 16 | 2 |
| 17 | 1 |
| 18 | 2 |

|  |  |
| --- | --- |
| Раsдел 3. Fраиматика ii иексііка“ | |
| № задания | Ответ |
| 19 | hadbeentravelling |
| 20 | accepted |
| 21 | collecting |
| 22 | isclosing |
| 23 | stands |
| 24 | isfeared |
| 25 | havedeveloped |
| 26 | information |
| 27 | recently |
| 28 | first |
| 29 | attractions |
| 30 | later |
| 31 | technical |
| 32 | 1 |
| 33 | 4 |
| 34 | 3 |
| 35 | 2 |
| 36 | 1 |
| 37 | 2 |
| 38 | 4 |



Написание ответов (6es гіробелов u sнаков гірепгінаніія) соответствует инструиqгігі ФП,Т по запоигіегііію бланка ответов № 1

Epu+epuu u cxeuы oцeнuaauuu выпопнеииіі aaqaнuii pasдena «Huci.no» (2018 год)

(uaucuuyu 20 бauuoв sa весі. раадел)

Kpu+epuu oцeнuaaнuu aыnonueuuii аaдaнuіі 39 (uaitcuviyxt 6 баллов)

|  |  |  |  |
| --- | --- | --- | --- |
|  | Peiueнue uouuyнuua uauoii аадаии | Oprauuaa Uuя  +eitc+a | Яаыиовое офорипение +eitc+a |
|  | K1 | K2 | КЗ |
| 2 | **3aдauue выполие-**  НO ПОД НОСТЬЮ i  сорертание 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 оформление peuii выбрано ііравильно с уиётом целіі высктывания и адресата; co6nm— дены гіріінятые в яzыue нормы вem— пивости (доііуска— ется 1 неііопиый или нетоиныіі acne«+) | Вьскаzпвание ло-  ггі'іно; средства логииескоіі связи исгіоиоаовагіы ripa- вилпно; текст вергіо ртделёгі па абзацы; структурное офор- мление текста соответствует нор- мам, гіринятпм в стране иsу'іаемого языка  (догіускаетсs 1 noriiuecxaя оііігібка  ИЛИ 1 наруиіение депенгія на абзацы ИЛИ 1 наруиіение в средствах логи'іескоіі  связи ИЛИ 1  наруіиение  Н]ЗИНЯТЫХ НО]ЗМ  оформиеніія  личного гіисьма) | Нсгіолszуемьй сло-  варный sanac п  грамматииеские  СТ]З Т Ы **COOT-**  ветс+вуіо+ бтовому  OBНЮ СЛОЖНОСТИ  задангіs; орфогра- фи'іесиііе п гіунк- туарііоннье оіиибки практи'іески  отс ст-  вуют (догіусхаются 1-2 иексико-грам- матииескгіе оііііібки H/ИЛИ 1-2 орфо- rpaфiiuecurie и иунктуацгіоннье oiuибuii) |
|  | 3aдauue аьполие-  по не попнос+пю: содержание orpa- maeт не все | Вьскаzпвание не  всегда погиино; гімеіотсs оіиибкгі в гіспопьzовании | Нсгіолszуемьй сло-  варныіі sariac п грамматииеские crp турь не |

|  |  |  |
| --- | --- | --- |
|  | **Реіиение**  oouuyнuoa uвuoii aaдauu | Oprauuaaцuii +eoc+a |
|  | К1 | 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 нейщалпного  стил») | Вьсиаsьвание noгuuнo;  средства uoгиuecкoii связи исгіольsованп гіравильно; стру тура текста  соответствует гіредлотенному nuaнy; текст правильно раsделёгі на абzацы |
| 2 | 3aдauue аыпопнеио а  основиохі: но 1-2 аспекта содертангія, укаzаннпе в sадании, раскрыть не nou- ностыо или нетоино; стилевое оформление peuи в основном гіравииьно (допускаетсs 2-3 наруіиения нейтрwьного  стиля) | Выс«азьвагіие в осгіовном  иоги'іно (имеются 1 -2 иоггі'іеские оиіибки), И/ІUІИ имеіотся 1-2 недостатка гіри испольsовании средств иоги'іеской связи, H/ИЕН имеіотся 1-2 оттонения от riuaнa в струитуре вьскаzьвангія, И/НNИ гімеіотся 1-2 недостатка ripu реле-  нигі текста на абsацы |
| 1 | Задаиие аыпопнеио ue  nonuoc+i.to: в содертанигі не расирьть 1-2 асгіекта гілгі 3-4 асгіекта содертания расирьть непоино или нето'іно; имеются оіиибки в стилевоv офорvлеііии peuи | В впсиазьвании имeіотcя 3-4  norriuecuue oiuибuri, И/ИЛИ ииеіотся 3-4 оіигібки в ис- гіопьsовании средств логііиескоіі связи, H/HJIH имеются 3-4 оттонеиия от предлотенного nuaiia; iiveютcs 3-4 недоста+иа в делении текста на абsацы |
| 0 | 3aдauue ue аыпопиено: в  содертаііии не раскрь+ы 3 и 6ouee аспек+ов, ИЛИ все асгіекть раскрьтп негіолно гілгі нетоино; ИЛИ ответ не соответствует требуемому обzёму, IUIИ более 30% ответа гімеет | В вьс«азьвании гімею+со 5 и  6ouee иогииеских оіиибо«, И/ІUІИ имею+с» 5 и 6ouee оіиибок в исгіолszовангігі средств логіі'іеской связи, И/ИЛИ гіредиотенньй гілан ответа полностыо не собліодаетсs, H/ИЛИ деление |

|  |  |  |  |
| --- | --- | --- | --- |
|  | асгіектп, укаzаннье  в задангігі, ИЈІИ 2-4 асгіекта расирьть не ііолностыо или нетоино (все cny- uaи, не уктаіінье в оценивании на  2 былa и 0 баллов) | средств  логииескоіі связи, И/ИЛИ в  депенигі теиста на a6saun И/ИЛИ в офорииении ли'іиого письма (все coyuaи, не упаsаннье  в оценивании на 2 балла и 0 бwлов) | гіопностыо соот-  ветствуіот бтовому уровніо сложности задания: имеіотся 3-  4 лехсико-грамма- тииеспие оіиибки И/ІUІИ ииеютсs 3-4 орфографииесиие и пунптуаіјионнье оіиибкіі |
| 0 | 3aqaнue не аыпоп-  нeuo: 3 и более асгіеитов coдepma-  **НИІІ OTC TCTB IOT,**  ИЛИ 5 асгіеитов расиры+ы не now-  **НОСТ£•Ю IIJIII**  нeтouuo, ИЛИ ответ не соответствует  ебуеиому обгёму | Нмеіотся 3 ii 6ouee  логииеские оіиибки,  IUIИ имеіотся 3 и более наруіиеніііі в средс+вах лorriuecxoii  свяагі, ИИ  дeueuue  +екс+а на абsацы отсутствует, HdИ имеются 3 и более нapyiueuuя  Н]ЭННЯТЬІХ  uopм оформиен | Исполssуемьіі сло-  варньіі zariac и грамматииеские стру тура 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 гіунктуаіјиоиньх оіиибок |

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

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

Epu+epuu oijeнuaaнuii aыuonueuuu aa,4aнuu 40 (uaitcuxtyxt 14 баллов)







|  |  |  |
| --- | --- | --- |
|  | негіроqуктивньй | техста на абзаип |
| характер (т.е. текстуально | отсутствует |
| совгіаqает с |  |
| огіубликованньм |  |
| iicтouнuuoм) |  |

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

|  |  |  |  |
| --- | --- | --- | --- |
|  | вует вьсокому  ]ЗОВНІО СЈІОЖНОGTI4  zадангія, в тексте гімеіотся 4 пехси- uecurie oiuiiбкu | соответствуіот  вьсоиому уровніо  СЈІОЖНОСТИ  zадангія,  в тексте имeіотcя 5-7  rpauuaтиuec«иx оіиибо« | ііунктуарионнье  оіиіібки |
|  | ИспопьЗуеиыіі | ИспопьЗуеиые | В те«сте имею+сs |
| сиоварныіі запас | rpauuamuuec«iie | 5 и более |
| не соответствует | средства не | орфографииесиих |
| **BhI**GОКОМ ]ЗОВНІО | соответствуіот | И/IUIH |
| 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 |  | **Грамматнка** | Opфorpaфuu u  nyunzyaijus |
|  | 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 |
|  | **HOBTOQЯ-** |
|  | ющuecs граммати- |
|  | 'iecuue оиіибки) |
| 2 | Нспопьsуемьіі сло-  вариыіі заііас | Hcnonьsyeuыe  граммати'іеские | Орфографииеские  оіиибки |
|  | 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 лексииескііе | saдaнiui, однако в | гіравііпьньм |
|  | oiuu6xri, ИЛИ | тексте гімеіотсs 3-4 | гіунитуаргіонньи |
|  | словарньіі sanac | грамматииесиие | оформпением |
|  | огрангіиен, но | оіііибкгі | (догіускаіотсs 1 |
|  | лeкcuua гісполssована  правильно |  | орфографииескаs  и/иNИ |
|  |  |  | 1 пуіік+уацгіонная |
|  |  |  | оіііііб«а) |
|  | НспоиьЗуемыіі сло-  варііыіі запас не вполне соответст- | НспопьЗуемые  грамматииесиие средства не вполне | В те«сте гімеются  2-4 орфографіі- uec«iie H/ИЕН |

«Peiueнue коммуіігікатгівной zaдauи» всё задание оценивается в 0 бwпов.

Hopuдoo onpeдeneнuu npoцeu+a +eitc+yam.нiax **coвnaдeuuii**

в **аадании 40**

Нри оценивании задание 40 (раsвёрн ое писsиенное втсиаsьвание с опеиентами рассутдениs) особое внимание уделоется сгіособности окзаменуеиого гіродурііровать ртвёрнутое іігісьменное втсиазывание. Ecли более 30% ответа имеет непродуитивиьіі характер (т.е. +euc+y іьно совпадает с опубліі«оваііныv истоини«оv), +о вьставпяется 0 баллов по критеріііо «Peiueнiie иоммуиикатгівной zада'іи», п, соответственно, всё zаданііе оренивается в 0 баипов.

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 №4 оТ 30.10.2017

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Hopiipoo noдcuë а слов в aaдauuiix paa,4ena «Huci›uo»

Нри оцеииваиии saдauiiй pasдena «Нисьмо» (39, 40) следует уигітьвать такой гіарамегр, как обzём гііісьменного текста, вьратеиньіі в колгіиестве слов. Требуемьй обzём да лііиного гііісьма в задангігі 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 менее 180 слов, то задание гіроверке не ііодлежит и оценивается в 0 бwлов. Нри ііревыиении o6rëua более чeм на 10%, т.е. ecли в вьпопненном 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, 'іастирl. 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 cuoвo;
* 'іислительнье, вьратенные qифрами, 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, вьратенііье словами, cuiiтaioтcs кaк снова;
* 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

Hopiiдou npoвepitu о+ве+ов па ааданиіі с раавёрну ыи o+вe+ou

u нaauaueнuu zpezi•ero aiccnepza

В соответствии с Норядком гіроведенііs государственноіі итоговоіі аггестариіі 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 расхотденііе в бтлах огіределеио в upu+epiisx оценііванііs по соответствуіощему у ебному предмету.

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

1.Если расхоwдение сумм бwлов, выставленнпх двое oxcriep+aмu за задание 39 по всем ( ëu) ііозіірііsм оцеиііваниs данного saдaнus, сос+авлsет 3 ii более былa, +о третий oucriepт впс+авляе+ балпь по вceu трём поsириям оценивании задания 39.

2. Ecли pacxo ение сумм бwлов, впставленніях дв я оисгіертаміі за задание 40 по всем (гіятгі) ііоzирііям оцеіігіваниs данного zaдaiois, составляет 5 ii более бтпов, то етіій ouciiepт вlставтет быть по всем пяти поsириям оценивании saдaнus 40.

