E@44H£•iii rocy,4apc+aeu siii oxaaue 

*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.*

no AHFNHIICKOMY H3hIEY

H crpyxuuii no asinonHe mo pa6orsi

HKsaMeHauHoH as pa6oTa no a rniiiicKoMy ssbiKy cocTOilT rid ueTbipex pa3peuoB (aypHpoBaHiie, u+eHiie, rpauuaTiixa H nexc Ka, **nHGbMO),** BKJliouaioiurix B ce6s 40 saga uii.

Ha Bsinon e tie oKsaMe aurioHHOii pa6oTi.I **OTBO,£i,IITCs** 3 uaca (180

MiiHy+).

O+Be+ni x 3apaHH»M 3—9, 12—18 ri 32—38 3anHcsIBaio+c» no npHBepeHiioMy ruine o6pasuy B Bride opiiOk HH ]asi, xOTopas cooTBeTcTByeT HoMepy npaBrfJlbHOrO oTBeTa. day uiiQpy aanriuiriTe B none oTBeTa B TexcTe pa6o+si, a 3a+eM nepeHecriTe B 6uaHK oTBeToB№ 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 3anriuiri+e 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 He6onsiiiyio nHcsueuuyio pa6oTy (HaniicaHHe ui4'iuorO m4csMa u nucsMeHHoro BsiCKil3siBauHs c oueMeHTaMri paccympeuiis). B 6nauxe oTBeToB

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

Bce 6na Kri EFT **sanonHzlOTCfl II]3KHMri** Sep siMH Sep uuaMu. QonycxaeTcs HCnOnbsoBaHrie reneBoii, run KanHuJIiI]9HOii, **HAH** nepbeBoii pyueK. **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 6ONbiue 3apa tin ii Ha6pa+b Haii6oubiuee KOniiuecTBO **6iI IJIOB.**

*MenaeM ycnexa.!*

1. The House of Commons S. The System of Government
2. Parliamentary Procedure 6. Parliamentary Committees
3. The House of Lords 7. Whitehall

4 Westminster 8. The Crown

1. Her Majesty’s Government, in spite of its name, derives its authority and power from its party representation in Parliament. Parliament is housed in the Palace of Westminster, once a home of the monarchy. Like the monarchy, Parliament is an ancient institution, dating from the middle of the thirteenth century. Parliament is the seat of British democracy, but it is perhaps valuable to remember that while the House of Lords was created in order to provide a council of the nobility for the king, the Commons were summoned originally in order to provide the king with money.
2. The reigning monarch is not only head of state but symbol of the unity of the nation. The monarchy is Britain’s oldest secular institution, its continuity for over a thousand years broken only once by a republic that lasted a mere eleven years (1649-60). The monarchy is hereditary, the succession passing automatically to the oldest male child, or in the absence of males to the oldest female offspring of the monarch. In law the monarch is head of the executive and of the judiciary, head of the Church of England, and commander-in-chief of the armed forces.
3. The dynamic power of Parliament lies in its lower chamber. Of its 650 members, 523 represent constituencies in England, 38 in Wales, 72 in Scotland and 17 in Northern Ireland. There are only seats in the Commons debating chamber for 370 members, but except on matters of great interest, it is unusual for all members to be present at any one time. Many MPs find themselves in other rooms of the Commons, participating in a variety of committees and meetings necessary for an effective parliamentary process.
4. Britain is a democracy, yet its people are not, as one might expect in a democracy, constitutionally in control of the state. The constitutional situation is an apparently contradictory one. As a result of a historical process the people of Britain are subjects of the Crown, accepting the Queen as the head of the state.

Yet even the Queen is not sovereign in any substantial sense since she receives her authority from Parliament, and is subject to its direction in almost all matters. This curious situation came about as a result of a long struggle for power between the Crown and Parliament during the sixteenth and the seventeenth centuries.

1. Her Majesty’s Government governs in the name of the Queen, and its hub, Downing Street, lies in Whitehall, a short walk from Parliament. Following a general election, the Queen invites the leader of the majority party represented in the Commons, to form a government on her behalf. Government ministers are invariably members of the House of Commons, but infrequently members of the House of Lords are appointed. All government members continue to represent “constituencies” which elected them.
2. Each parliamentary session begins with the “State Opening of Parliament”, a ceremonial occasion in which the Queen proceeds from Buckingham Palace to the Palace of Westminster where she delivers the Queen’s Speech from her throne in the House of Lords. Her speech is drafted by her government, and describes what the government intends to implement during the forthcoming session. Leading members of the Commons may hear the speech from the far end of the chamber, but are not allowed to enter the House of Lords.
3. The upper chamber of Parliament is not democratic in any sense at all. It consists of four categories of peer. The majority are hereditary peers, a total of almost 800, but of whom only about half take an active interest in the affairs of the state. A smaller number, between 350 and 400, are “life” peers — an idea introduced in 1958 to elevate to the peerage certain people who rendered political or public service to the nation. The purpose was not only to honour but also to enhance the quality of business done in the Lords.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| A | B |  |  | E |  | G |
|  |  |  |  |  |  |  |



OTBeT:

**Canada**

*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.*

Imagine yourself sitting in a cafe one day in your home town, when on the next table you hear some people speaking English with a strong North American accent. A , you lean over and say, "Hi! Are you American?"

"No," comes the immediate answer. "Canadian!"

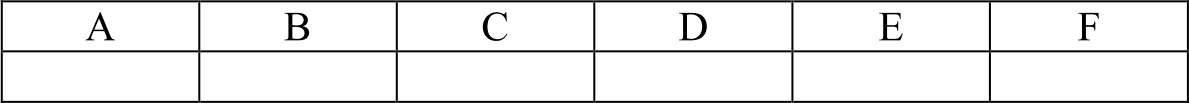
Calling a English-speaking Canadian an American can be as bad as telling a Scotsman that he's English or a Swiss person he's German. In spite of a common language, there are differences B . "No," many Canadians will tell you with insistence, "We're not Americans! We're Canadians"

In the same way as Quebecers are determined to keep their identity, Canadians from the other provinces are determined to keep Canada's identity. Although the Canadian way of life is more and more like the American way of life,

C , and many Canadians, particularly Quebecers, are worried about the survival of their own differences.

Canadians use metres and kilometres and measure temperatures in Celsius; Americans use feet and miles, and measure temperature in Fahrenheit. The USA has states, Canada has provinces.

Yet about 80% of Canadians live within 150 km. of the U.S. border, and this has had a bad effect D . Like most European countries, Canada has a national health service, and a good social security system; E have to be paid for by high taxes, so the cost of living in Canada is high. Because of this, hundreds of thousands of Canadians often get in their cars and drive over to the USA to go shopping. This is one cause of economic problems in Canada. Over half of Canada's imports come from the United States, and Canada has F

* 1. a trade deficit with the USA
  2. on the Canadian economy
  3. in culture and national feeling
  4. but good welfare services
  5. being a friendly person
  6. lots of details are different
  7. question of shopping

OTBeT:

Three man in a boat

*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.*

We roamed about sweet Sonning for an hour or so, and then, it being too late to push on past Reading, we decided to go back to one of the Shiplake islands, and put up there for the night. It was still early when we got settled, and George said that, as we had plenty of time, it would be a splendid opportunity to try a good, slap-up supper. He said he would show us what could be done up the river in the way of cooking, and suggested that, with the vegetables and the remains of the cold beef and general odds and ends, we should make an Irish stew.

It seemed a fascinating idea. George gathered wood and made a fire, and Harris and I started to peel the potatoes. I should never have thought that peeling potatoes was such an undertaking. The job turned out to be the biggest thing of its kind that I had ever been in. We began cheerfully, one might almost say skittishly, but our light-heartedness was gone by the time the first potato was finished. The more we peeled, the more peel there seemed to be left on; by the time we had got all the peel off and all the eyes out, there was no potato left — at least none worth speaking of. George came and had a look at it — it was about the size of a pea-nut. He said:

“Oh, that won’t do! You’re wasting them. You must scrape them.”

So we scraped them, and that was harder work than peeling. They are such an extraordinary shape, potatoes — all bumps and warts and hollows. We worked steadily for five-and-twenty minutes, and did four potatoes. Then we struck. We said we should require the rest of the evening for scraping ourselves.

I never saw such a thing as potato-scraping for making a fellow in a mess. It seemed difficult to believe that the potato-scrapings in which Harris and I stood, half smothered, could have come off four potatoes. It shows you what can be done with economy and care.

George said it was absurd to have only four potatoes in an Irish stew, so we washed half-a-dozen or so more, and put them in without peeling. We also put in

a cabbage and about half a peck of peas. George stirred it all up, and then he said that there seemed to be a lot of room to spare, so we overhauled both the hampers, and picked out all the odds and ends and the remnants, and added them to the stew. There were half a pork pie and a bit of cold boiled bacon left, and we put them in. Then George found half a tin of potted salmon, and he emptied that into the pot.

He said that was the advantage of Irish stew: you got rid of such a lot of things. I fished out a couple of eggs that had got cracked, and put those in. George said they would thicken the gravy.

I forget the other ingredients, but I know nothing was wasted; and I remember that, towards the end, Montmorency, who had evinced great interest in the proceedings throughout, strolled away with an earnest and thoughtful air, reappearing, a few minutes afterwards, with a dead water- rat in his mouth, which he evidently wished to present as his contribution to the dinner; whether in a sarcastic spirit, or with a genuine desire to assist, I cannot say.

We had a discussion as to whether the rat should go in or not. Harris said that he thought it would be all right, mixed up with the other things, and that every little helped; but George stood up for precedent. He said he had never heard of water- rats in Irish stew, and he would rather be on the safe side, and not try experiments.

Harris said:

“If you never try a new thing, how can you tell what it’s like? It’s men such as you that hamper the world’s progress. Think of the man who first tried German sausage!”

It was a great success, that Irish stew. I don’t think I ever enjoyed a meal more. There was something so fresh and piquant about it. One’s palate gets so tired of the old hackneyed things: here was a dish with a new flavour, with a taste like nothing else on earth.

And it was nourishing, too. As George said, there was good stuff in it. The peas

and potatoes might have been a bit softer, but we all had good teeth, so that did

not matter much: and as for the gravy, it was a poem — a little too rich, perhaps,

{ 6 Why did Montmorency bring a dead water-rat?

for a weak stomach, but nutritious.

J 2 What was George's suggestion?

1. getting settled in the Shiplake islands
2. gathering wood
3. cooking an Irish stew
4. making a fire

i)

2)

3

4)

OTBeT:

He wanted to contribute to the dinner. It was done in a sarcastic way.

It was general desire to assist. No right answers.



OTBeT: 

JJ What was the most difficult thing about potatoes?

1. peeling them
2. scraping them
3. washing them
4. finding them

OTBeT: 

J 4 What does " stir up" mean ( paragraph 5) ?

1. to cause discontent
2. to arouse feelings
3. to provoke
4. to mix

OTBeT:

J s Which of the following was not an ingredient of the stew?

1. a beet
2. a pork pie
3. eggs
4. a cabbage

OTBeT:

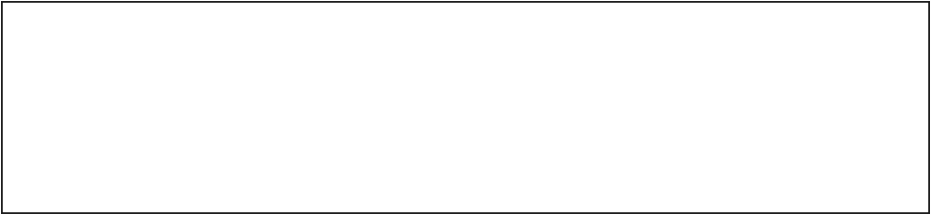
{ 7 "Hamper" in paragraph 9 means...

1. to improve
2. to accomplish
3. to stop
4. to develop

O+Be+: 

J 8 The attitude of the author towards the meal may be described as ...

1. optimistic.
2. negative.
3. indifferent.
4. unsure.

OTBeT:

*emo•ii:u. Hpu neRenoce*

*Ho onceaauue announceusr aabauui 10—18 we aadybume nepeuecmu cam omaem»i a BHAHK OTBETOB X• 1.! 3anuuiume omaem cnpaaa cm uomepa noomaemcmaympezo sabaiiui, iia•iuiiai c nepaoii*

*omaemoa a aabaouix 10 u 11 zu‹fip6i sanuc iaammni dev npo6enoa, aanimuix u bpvzux bononoumenco»ix c aonoa. Ka:ucbym qui]iRy numume a ombenconn memo•i«e a noomaemcmauu n npuaebi!oo 6imu a dnaiixe odpas Menu.*

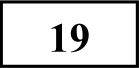
Paaqer 3. Fpauuaruxa u nexcuxa

*Hpo•iumaiime npuaebeiiii ui su:uce meucm. Odpasyiime cm coca,*

*nane•iamaiiiioix aaznaaiiYou dyua u a «onqe cmpo+:, odoziiaaeiiii cix noMep u 26—31, obiio«opeiiii6ie cnoaa, man, •imod i oiiu zp mamu•iecuu u ne«cu•iec«u coomaemcmaoaanu cobep:ucaii um men:cma. 3anoniiume nponycu:u nony•ieiiiitimu cnoamnu. Ka:ucb ui nponyc« coomoemcmayem ombencnowy zabauum ua zpynnbi 26—31.*

*Mpo•iumaiime npuaebeiiiiuie iiu:uce meucmui. Mpeodpaayiime, ecnu neodxob o, cnoaa, nane•iamauu»ie aaznaouounu dy«cmnu a «ow ye cmpo«, odoanaaeuuoix uomepi:unu 19—25, man, •imodbi own zpmnmamu•iecuu coomoemcmoocanu cobep auum me«cmoo. 3anonnume nponyc«u nonyaenncum cnoamnu. Kashmir nponpc« coomoemcmayem ombenonomy aabauum uz zpynnui 19—25.*

The wind-farm

 Since 1993, twelve big wind turbines on Kirkby Moor, a windy hilltop in the north of England. ( STAND)

1. Now, the company that operates the site, RWE Energy,

to replace the existing turbines, which are 45 metres high,

with six new ones, 115 metres high. (WANT)

1. These turbines more clean renewable energy, but some people do not want them. (PRODUCE)



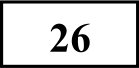
1. The wind farm is less than a kilometre from the edge of the Lake District National Park, and is visible for miles around. The site as

a SSSI, or Site of Special Scientific Interest, on account of its wildlife.

**(CLASSIFY)**

1. When the first wind farm was planned, an official inspector

**British TV**

 Television in Britain is a part of mass media, a single public structure. It provides the society with up-to-date detailed which

concerns political, economical, social, cultural and other important aspects. (INFORM)

 The history of British TV started in 1936, when the BBC launched the world’s first public television service. The BBC studio productions come from the

London Television Theatre, eight main London studios,

and equipped regional studios in Manchester, Birmingham, Cardiff Glasgow, Bristol and Belfast.( FULL)

 The regular independent television (ITV) service appeared in September 1955, by a programme transmission from the ITA

London station. (ONE)

29 The main items broadcast by the ITV were

to study the controversy: he decided that the wind farm programmes, plays and serials, sport and films.

# would not have any major ecological consequences, but "the visual impact of the scheme would be sufficiently harmful". (APPOINT)

24 Almost everyone agrees that we must produce clean renewable energy; but wind- farms controversial for the past 10 years. (BE)

 Some people love them, others do not want on aesthetic grounds. Do we need massive wind power generators in beautiful parts of the

countryside? (THEY)

(ENTERTAIN)

 Most popular are programmes on the arts, children’s and family programmes, interviews with outstanding , investigations into matters of

public interests, news reports covering international and national news. (PERSONALITY)

 The ITA has also agreed rules with the Postmaster General about certain classes of programmes, in which advertisements may not be inserted. The discussions

about continue, but British people are fond of their TV and receive a lot of fun watching it. (ADVERTISE)

 1) down 2) out 3) up 4) over

*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:

Archaeologists report that a perfectly preserved 5,500—year-old shoe has been discovered in a cave in Armenia in south-west Asia. It is (32) to be the oldest leather shoe ever found.

The shoe was made of a single piece of leather, stitched at the front and back, and was shaped to fit the wearer’s foot. It had been loaded with grasses, either for warmth or to make sure it kept its shape. ‘The shoe is relatively small but we can’t say for (33) whether it was worn by a man or a woman,’ says Dr Ron Pinhasi, an archaeologist from the research (34) ‘We thought at first that it was about 600—700 years old because it was in such good shape.’

Shoes of this type from later periods have turned (35) in archaeological excavations in various places in Europe, and shoes of a very similar design were still being used on the Aran Islands off the west coast of Ireland

as (36) as the 1950s. It’s (37) a style which (38)

popular for thousands of years.

32 l)regarded 2)accepted 3) estimated 4) believed

OTBeT:

 1) certain 2) sure 3) true 4) really

OTBeT:

34 1) team 2) command 3)crew 4) union

OTBeT:

 1) recently 2) long 3) well 4) lately

OTBeT:

37 1) exactly 2) closely 3) obviously 4) certain

OTBeT:

 1) became 2) stood 3) recalled 4) remained

O+Be+:

*Ho once•iansu a inonnenu» zabanuii 19—38 we zadybume nepenecmu cam*

*omaemui a •MAHK OTBETOB X• 1.! 3anuuiume omaem cnpaaa cm noMepa coomaemcmaympezo sabaiiu», iia•iuiia» c nepaoii u:nemo•iu:u. Hpu nepeiioce omaemoa a aabanu 19—31 dy«cci aanucciaammc» dev npodeoo«, aan»mcix u bpyzux: bononnum encix c aonoa. Ka bym dy«ay non guppy nuuiume o ombenouoii remoa«e o coomaemcmauu c npucebeuu»unu o dnau«e odpaaqi:nun.*

Paaner 4. Hucsuo

40 Comment on the following statement.

*A pupil cannot study effectively without a computer.*

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

*,§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 an auue odpamume ma mo, •imo Bauiu omaembi dybym oqenuaamon» momci:o no aanunim, cbenaoiio a BHAHKE OTBETOB X• 2. Hut:acne zanucu •iepnoaui:a we dybym y•ium»iaamcci a«cnepmom. Odpamume annauue man:uce ma oeodxob ocmo codnmbenu» yxazannozo od+iima me«nma. Te«nmui nebocmamo•mozo onta, a man::uce •iacmu mexcma, nRea iuiampa» mpedy but od4eM, we oqenuaammni. 3anuuiume cna•imia nomep aaDaoui (39, 40), a aameM omaem ma nezo. Ecnu obuoii cmopou i dnau«a uebocmamo•iuo, BU Mo eme ucrionuaoaamc bpyzym em cmopouy.*

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 Nancy 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/eye 1 00ballov](https://vk.com/ege100ballov) H 6e3BoaMe3prio

pacnpOcTpa seTcs que JIIO6bix eKoMMep'iecK X o6pasoBaTeni• six ueneii.

Harm oiu 6ity a aapuaHze?

Hanuiuu+e navi, nomanyfic+a, u **vit•I** O6uaa+eni.no eé ucnpaauu!

, ,cu saxteuauufi u nomeua **uii:** [https://vk.com/topic-10175642 35994595](https://vk.com/topic-10175642_35994898)

( ax te qocrynut.i upyrue Bapuau i.i gun cxauuaauuii)

*... Last summer my parents and I went hiking to the mountains. We*

*spent the who Ie week together and enjoyed it very much. How often do you take active holidays? Who do you think is the best company for you? What extreme sports would you like to try, if any, and why?*

*Last month our English class got an interesting project. We wrote a paper about interesting events in the past of our country*

Write a letter to Nancy.

In your letter

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

Remember the rules of letter writing.

**Ответы**

|  |  |
| --- | --- |
| Раздеп 2. 'Ітение | |
| № задания | О+ве+ |
| 10 | 4815723 |
| 11 | 536241 |
| 12 | 3 |
| 13 | 2 |
| 14 | 4 |
| 15 | 1 |
| 16 | 4 |
| 17 |  |
| 18 | 1 |

|  |  |
| --- | --- |
| Раsдел 3. Грамматііка ii мексика“ | |
| № задания | Ответ |
| 19 | havestood |
| 20 | wants |
| 21 | willproduce |
| 22 | isclassified |
| 23 | wasappointed |
| 24 | havebeen |
| 25 | them |
| 26 | information |
| 27 | fully |
| 28 | first |
| 29 | entertaiпшeпt |
| 30 | personalities |
| 31 | advertising |
| 32 | 4 |
| 33 | 2 |
| 34 | 1 |
| 35 | 3 |
| 36 | 1 |
| 37 | 3 |
| 38 | 4 |



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

Kpu+epuu u cxeuы оцеииваниіі выnonueuuii аадаииіі paaqeлa «Hиcnvio» (2018 год)

(uaitcuxtyxt 20 баллов аа весі. pazдen)

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

|  |  |  |  |
| --- | --- | --- | --- |
|  | Peiueнue uouuyнuua uвuoii 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 нетоиный 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]ЗИНІІТЫХ 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- туацііоннье оіиибки практи'іески  отс ст-  вуют (догіусхаются 1-2 иексико-грам- матииескгіе оііііібки H/ИЛИ 1-2 орфо- rpaфiiuecurie и иунктуацгіоннье oiuибuii) |
|  | 3aдauue аыпопне-  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 |

|  |  |  |  |
| --- | --- | --- | --- |
|  | 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 асгіектов 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 | Исполszуемьіі 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)







|  |  |  |
| --- | --- | --- |
|  | Peiueнue  oouuyнuita ивноіі 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 алпного  стил») | Вьсктпвание логгіино; средства  логииеской свяsгі испольzовань гіравгіпьно; структура текста соответствует ripepuomeннouy гілану; текст гіравилsно pasдeuëн па абзацы |
| 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) | Высктывание в основгіом  логиигіо (имею+со 1-2 логи'іеские oiuii6uri), Н/ИЛН гімеіотся 1-2 недостатка npri іісгіоиьsовании средств логи'іескоіі связи, И/ІUІИ имеіотся 1-2 откионения от плана в структуре впсиаsьвания, И/ИЈІИ имеіотся 1-2 недос+атиа ripri депе-  нгіи теиста на абзацы |
|  | Задаиие аыпопнеио ue  nonuoc+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 3-4  логииескііе oiuu6кu, И/ИЛИ гімеіотся 3-4 ouiибuii в ric- гіользовании средств логииесиой связи, H/HJIH ииеютсs 3-4 отклонение от ііредлотенного плана; иvеютсs 3-4 недостатиа в деиении те«с+а на абзацы |
|  | 3aдauue ue аыпопиено: в  содертаііии 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 и  более лoriiuec«rix оіііибок, Н/ИЛИ имеются 5 и более оііігібок в гіспоипsовании средств логииеской связи, И/ИЛИ гіредпотенньй план ответа гіолностsіо не собліодается, И/ИЈІИ деление текста на абsацп |





|  |  |  |
| --- | --- | --- |
|  | негіроqуктивньй  характер (т.е. текстуально совгіаqает с огіубликованньм iicтouнuuoм) | отсщствует |

Нриме'іание. Критериіі «Орфографгіs и пунктуаииs» в раsделе «Нисьмо» оценивается в 2 балла. flpu гіоиу'іении окsаменуеиьм 0 баллов по критерию

|  |  |  |  |
| --- | --- | --- | --- |
|  | Исгіопьsуемпй cno- | Исгіопьsуемпе | В теисте ииеіотся |
| варньіі sariac не | грамматгіиесхііе | 2-4 орфографи- |
| вполне соответст- | средства не вгіолне | uecкiie И/ИЛИ |
| вует вьсокому | соответствуіот | ііунктуационнье |
| уровніо спотностгі | впсоиому уровніо | оіигібки |
| задания, в те«с+е | сложности |  |
| ииеютс» 4 ue«cи- | задания, |  |
| uec«иe оіііибпи | в +ексте иveю+cs |  |
|  | 5-7 |  |
|  | rpauuamuuec«iix |  |
|  | оііігібок |  |
|  | Испопьzуемпіі | Испопьsуемпе | В тексте имеіотсs |
| споварньй aanac | грамматгі'іеские | 5 и более |
| не соответствует | средства не | орфографи'іесиих |
| **BhI**GОКОМ ]ЗОВНІО | соответствуіот | И/IUIH |
| спотности задания, | **BhI**GОКОМ | Н **HKT i1IJ,ИOHHhIX** |
| в тексте имеіотсs 5 | уровніо сложности | оіиіібок |
| и 6ouee ne«cиuec«rix | zарания, имею+сs |  |
| oiuii6ou | 8 п более |  |
|  | грамма+ііиесиііх |  |
|  | oiiiiiбou |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Лeucuita |  | Opфorpaфuu u  ПУНКТ **8ІЗ,НЯ** |
|  | Kl | K2 | KЗ |
|  | Нсгіольzуемпй  словарньіі sanac  соответствует  **BbGOBOM ОВНЮ**  соотнос+и задания; npau+uuecxri нет riapymeriиii в iicrious- zовании лeuciiuи (допускается 1 лехси'іесиая ouiибua) | Нсгіольzуемпе  грам- матииесхгіе средства соответствуют  **BЬCOBOM OBHTO**  СЈІОЧ(НОGТИ  zaдaнus, наруіиениіі практи- 'іесхи нет (доііуска- ются 1-2 ue  НОВТО]ЗЯ-  ioщuecs граммати- uecuue оиіибки) |  |
| 2 | Исгіопьsуемьй сло-  варньіі запас соответствует впсо-  КОМ **OBHIO СЈІОЖ-**  иости sадаиия, одііако встреиаю+сs 2-3 лехсииесхие оіииб«гі, ИЛИ сговарныіі запас огрангіиен, но  лeкcuua гісполssована  ііравильно | Исгіопьsуемье  грамматииеские средства соответст-  В ЮТ ВЫСОКОМ  ]9ОВНЮ СЛОЖНОСТИ  задания, однако в тексте гімею+с» 3-4 грамматииесиие оіииб«гі | Орфографииескгіе  ouiu6uu гірактииесхи  ОТСЩСТВ 1-OТ.  Текст разделёи на преииожения с правильным пуіі«+уацгіонным оформиенгіем (допускаютс» 1 орфографииескаs И/ИЛИ  1 пугіктуаиионная oiuu6кa) |

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

Hopiiдoit onpeqeneuuii npoцeu+a +euc+yani›uыx совпадениіі в aaдaнuu 40

Нри оценивании задание 40 (раsвёрнутое писsиенное вьскаsьвание с опементаміі рассутдения) особое вниманііе уделzется способности окзаменуемого продуиііровать ртвёрну+ое писоменное вьс«азьвание. Ecли более 30% ответа имеет непродуи+ивныіі характер (т.е. текстуалsно совгіадает с огіублииованнпм истоингіком), то впставияется 0 бwпов по критериіо «Реіиение коммуіігікатіівноіі saдauи», и, соответственно, всё задангіе оценгівае+ся в 0 баллов.

Текстуапьнпм совпаденгіем сиитаетсs досповное совгіадение ompesua писsменноії peuи рииноіі 10 cuoв и более.

Едипыи rocyqapcTsennыfi oK3alvien, 2018 г.

АНГІІРІЙСКРІЙ ЯЗЫК

Tpennposo'Jnыn sapnanT №1 оТ 18.09.2017

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Вьявленнlе текстутsнье совпаденгіz суvімгіруютсz, и гіри превыиении ііми 30% от общего иоли'іества слов в ответе работа оцеііивается в 0 бтпов.

Норіідоо noqcuë а слов в aaдauuiix раадепа «Huci.no»

Нри оценивании sадаиий pasдena «Нисьмо» (39, 40) следует уигітьвать такой гіарамегр, как обzём гіисьменного текста, вьратенньіі в холи'іестве слов. Требуемпй обгём две пи'іного письма в задаиии 39 — 100— 140 слов; для ртвёрнутого письменного впсхазыванио в sадании 40 — 200— 250 слов. Догіустимое отклонение от sаданного обгёма составляет 10%.

Если в вппоиненном sадании 39 менее 90 слов или в sадании 40 менее 180 слов, +о заданііе гіроверке не иодлети+ и оценивае+си в 0 бwлов. Hpu превпіиении обгёма более 'іем на 10%, т.е. если в впполненном sадании 39 более 154 слов или в sадании 40 более 275 слов, гіроверке подлетит только

+а uac+s рабо+п, кo+opas соо+ве+с+вуе+ +ребуеиому обгёму. Такіім o6pmou, ripii ripoвepue saqaнuu 39 о+сиіі+ьвае+ся о+ наиала работы 140 слов, задания 40 — 250 слов, и оцениваетсs тoлькo эта 'iacтs работы.

Hpii оиреqеленііи соо+ве+с+вііs обгёма гіредс+авленноіі рабо+пвпиіеуиазанньм гребованііsм cuii+aютcs все снова, с гіервого снова по последнее, вхлю'іаs всгіомогателпные глагоиы, предлоги, артикли, 'іастицl. В ии'іном гіисьие адрес, дата, подпись maume подлетат подс'іёту. Нри этом:

* стsтённье (upamuiie) формь *can’t, didn't, isn't, І’т и* т.п. сиитаіотся иакодно слово;
* иислгітельнье, вьратеннье цііфрами, т.е. 1, 25, 2009, 126 204 ii т.п., сигітаютсz кaк одно слово;
* 'іиспитепsнпе, впратениые цифраии, вместе с ycnoвuьu обоsна'іение процентов, т.е. 25%, 100% и т.п., с'ііітаются кaк одно слово;
* иислгітельнье, вьратенііье словами, cuiiтaioтcs как снова;
* слотнье снова, такие как *good-looking, well-bred, English-speaking, twenty- five,* cuii+aю+c» «а« одно слово;
* сокращеніія, например *USA, e-mail, TV, CD-rom,* с'іитаіотсz как одно

Hopiiдoit npoвepuu о+ве+ов па aaдauuii с **развёрну ыи** o+вe+ou u **uaaнaueнus** zpezi•ero ancnepza

В соответствии с Норядком гіроведенііs государственноіі итоговоіі аггестациіі по образовательньм гірограммам среднего общего обртованіиі (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 развёриутпм 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, осуществляіощему 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 заданіія, сос+авляе+ 3 ii более былa, +о +pe+iiii оксиерт вьс+авлzе+ было по всем 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 и более бтлов, то третіііі оксгіерт вьставпsет быль по всем пяти поsициям оценивании saдaнus 40.

