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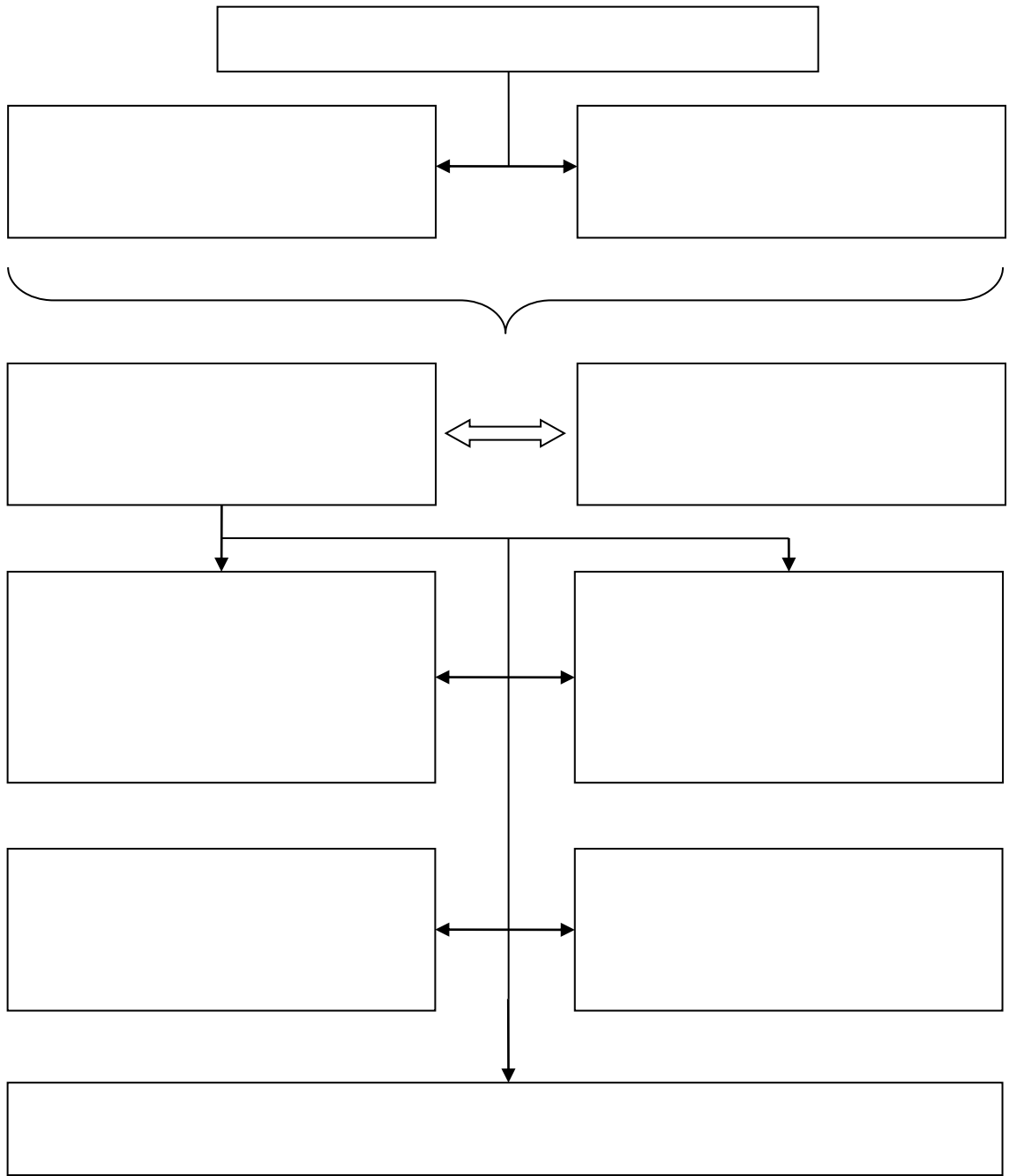
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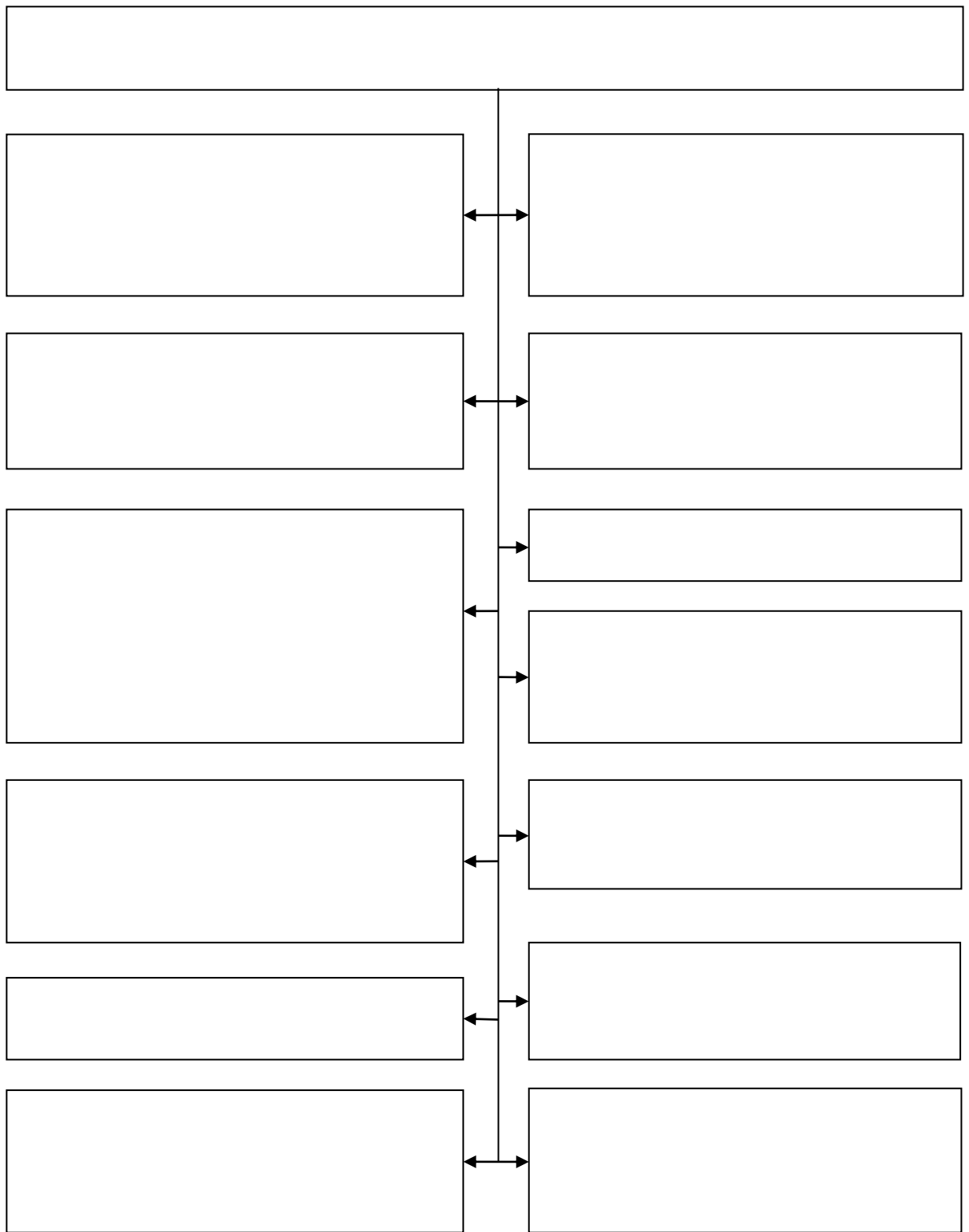
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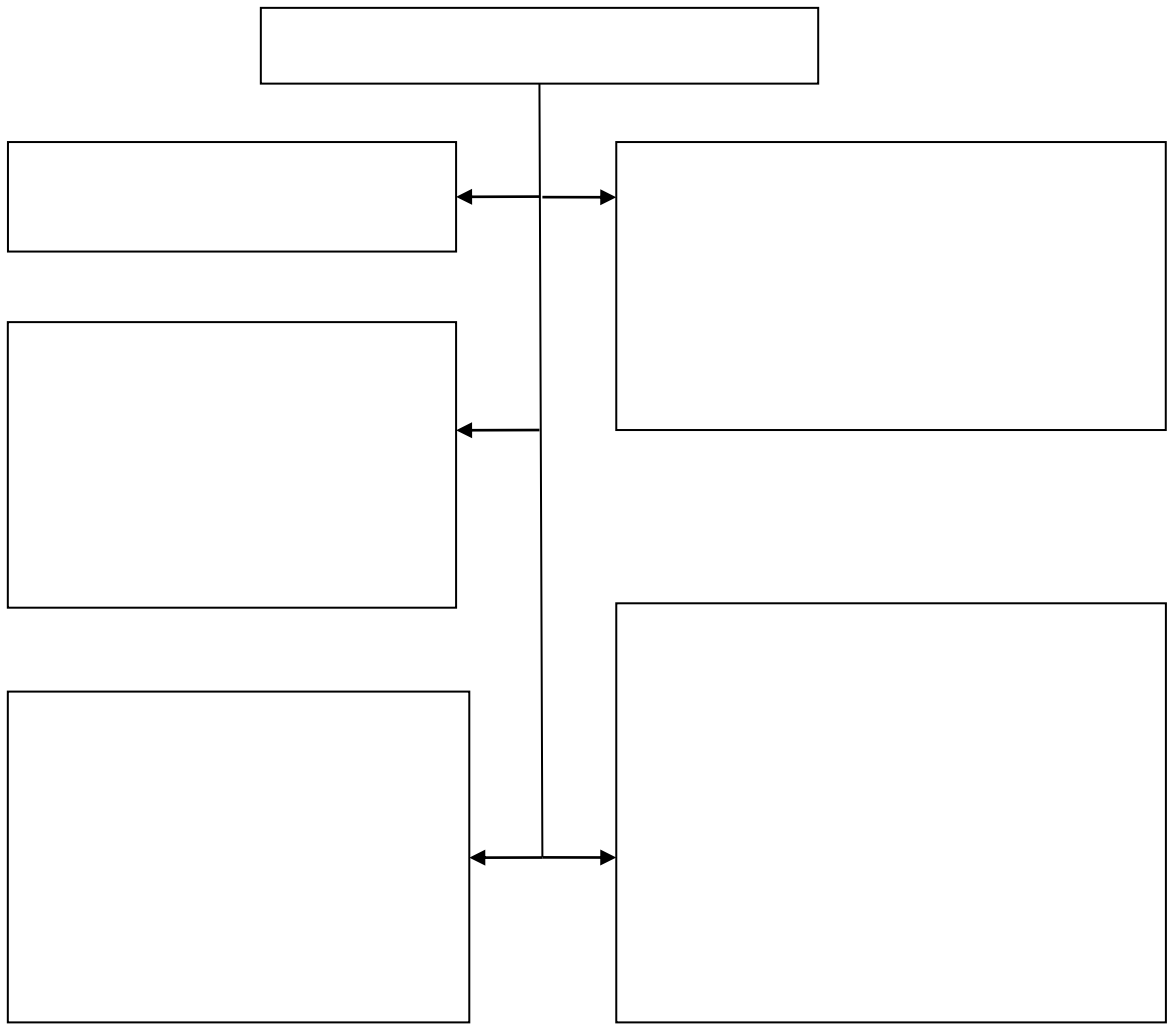
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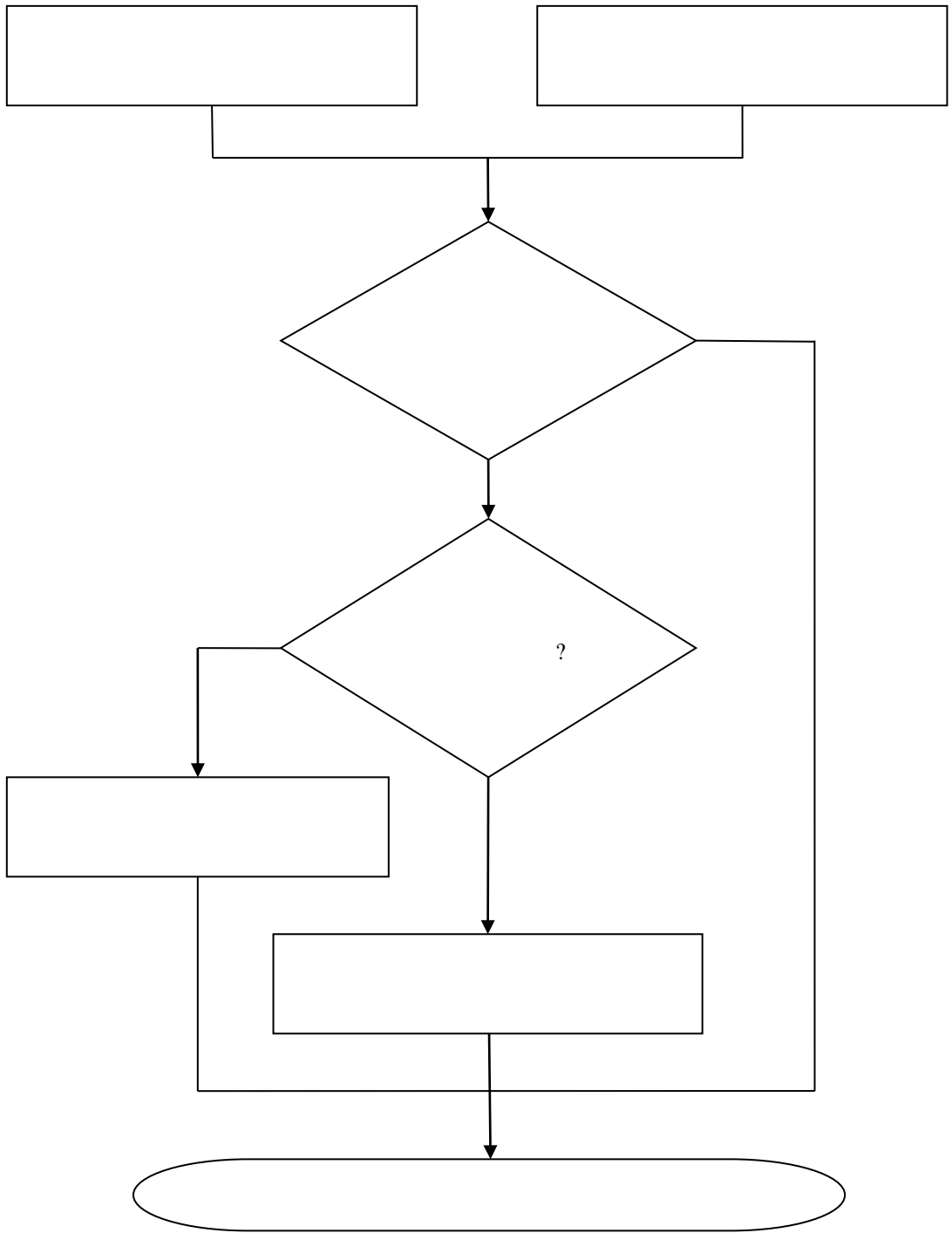
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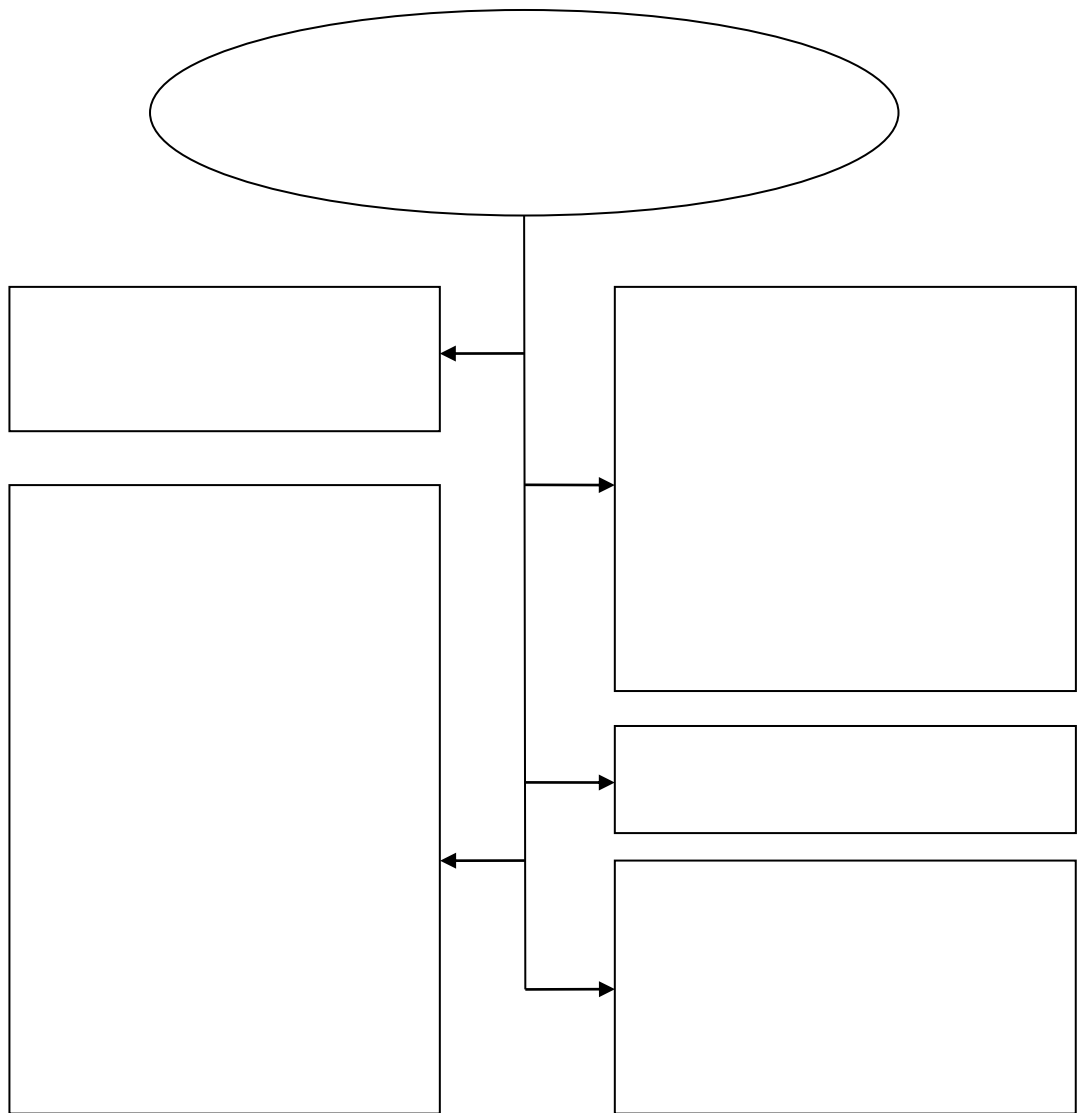


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- 68%

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A- F

- A. She enjoys watching team sports.
- B. She wants to join a team to play a sport.
- C. She thinks sport is a good way to keep fit.
- D. She likes playing sports with her friends.
- E. She would like to try a dangerous sport.
- F. She thinks watching sport is boring.

	3	4	5

A1 The tourist has a limited amount of time in the area.

2 Most visitors to Montford Hall go by taxi.

A3 The guide recommends a restaurant to the tourist.

4 The tourist wants to enjoy the good weather.

5 You have to pay to enter the Rose Gardens.

6 The tourist has a large garden at home.

Carol wants to

- 1) work out the new timetable.
- 2) make a list of courses.
- 3) talk about the Centre.

A8 The man will get a reduction because he's

- 1) over 65 years old.
- 2) unemployed.
- 3) disabled.

A9 Students are allowed to

- 1) choose which classes of a course to attend.
- 2) attend the first class before deciding.
- 3) attend the first three classes before deciding.

A10 The man is concerned about

- 1) his inexperience.
- 2) his age.
- 3) not liking pottery.

All The two pottery courses

- 1) each have classes twice a week.
- 2) are held on the same days.
- 3) are held in different weeks.

A12 Students on the pottery courses

- 1) have to bring their own clay and tools.
- 2) have to bring their own aprons.
- 3) do not have to bring equipment with them.

A13 The man decides

- 1) to do the Advanced Pottery course.
- 2) to choose a different course.
- 3) not to do a course at all.

- 1.
- 2.
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Раздел Чтение

Установите соответствие тем А – G текстам 1 – 6. Занесите свои ответы в таблицу. Используйте каждую букву только один раз. В задании одна тема лишняя.

- A. FINAL PRACTICE**
- B. PERFORMANCE PROBLEMS**
- C. UNSEEN PEOPLE**
- D. ACTORS' CLOTHES**
- E. REMEMBERING WORDS**
- F. INFORMATION BOOKLET**
- G. WRONG WORDS**

- Congratulations! The director's just called and you've got the part you wanted in the play. Now comes the difficult bit: learning your lines. If it's a main part, that's a lot of speech to memorise. So how should you learn the script? Firstly, don't panic. You don't have to be word perfect in the first rehearsal and, the more you actually rehearse on stage, the easier memorising your lines becomes. But there is a lot of work to do at home too.
- The last rehearsal of a play before the first performance is called the 'dress rehearsal'. Dress rehearsals almost never go well. Indeed, many actors believe that if the dress rehearsal goes well, the first performance in front of the public will be a disaster! The dress rehearsal is probably the first time the whole play has been performed from start to finish in one go. It's also probably the first time all the costumes have been worn, the lighting plan has been followed, and all the props have been used.
- 3 Costumes are an extremely important part of any production. If you get the costumes wrong, you create the wrong atmosphere, and that can be disastrous for a play. It's also very important for an actor to feel comfortable in what they're wearing. There are practical considerations here. A costume may be lovely to look at, but if it stops an actor from moving in the way that he or she wants to, then it's getting in the way of the performance and should be changed.
- 4 One of the worst things you can do to an actor before a performance is wish him or her 'Good luck!'. In the theatre in Britain, saying 'Good luck!' is considered very bad luck, and should be avoided at all costs. If you want to express the meaning without actually using those words, you should say 'Break a leg!'. This doesn't mean, of course, that you want the actor to break a leg. It means you hope that their performance is a success.
- The programme is the audience's first contact with the play on the night, and it's important to make a good impression. A good programme should give background information about the play if necessary, short biographies of the playwright, the cast, and director and the full cast list, including the names of the characters they are playing. The names of all the backstage crew should be listed in the programme too. If there are different scenes and acts in the play, these should be mentioned. If there's an interval, that should be indicated as well.
- 6 A play cannot be put on without a number of people who the audience never get to see. The director is one such person. There's also the backstage crew, and they do an extremely important job. The director has responsibility for the play during rehearsals, but it's a member of the backstage crew, the stage manager, who's in charge during performances. Lighting technicians, costume designers and sound engineers are all also part of the backstage crew.

№ текста	1	2	3	4	5	6
Тема						

Прочитайте утверждения 1 – 6 и следующий за ними текст. Установите соответствие между утверждениями и содержанием текста. Напишите цифру 1 – если утверждение верное, и цифру 0 – если утверждение неверное. Запишите свои ответы в таблицу.

1 *The ancient Egyptians made use of the sun to help tell the time.*

2 *The ancient Chinese were unable to measure time.*

3 *The first mechanical clocks had bells rather than hands.*

4 *The hand on a table clock moved every fifteen minutes.*

5 *Most people say that Galileo invented the pendulum clock.*

6 *Clocks nowadays are used for more than just showing us what time it is.*

What time is it? To answer that question today, all we have to do is look at a watch or clock. It wasn't always that simple, however.

For thousands of years, people have wanted a more accurate way of telling the time than merely looking at the position of the sun in the sky to see how close to dawn or nightfall it is. We know that the ancient Egyptians had sundials, which required sunlight to work, and it is thought they also had a way of measuring time using running water. The ancient Chinese also developed non-mechanical ways to measure the passing of time. The first mechanical clock appeared around the 9th century. This did not have hands as modern clocks do. Early mechanical clocks 'told' the time by ringing bells, although they were not very accurate.

The first reasonably accurate clocks were developed in Italy in the 13th century. Unlike modern clocks, they did not tell the time to the nearest minute; rather, they announced when an hour had passed.

Table clocks became popular in the 1500s. They usually only had one hand, which had four possible positions each hour, allowing someone to tell the time to the nearest fifteen minutes.

In 1657 the pendulum clock was invented. Although Galileo came up with a similar idea first, it is Christiaan Huygens who is generally considered to be the inventor. Since then, clocks have become more and more accurate. Today, clocks are not just used to tell us the time. They are also used to control other devices. The clock on a video cassette recorder, for example, can be programmed to start and stop recording at a certain time.

1	2	3	4	5	6

Прочитайте текст и выполните задания A14-A20, обводя цифру 1, 2, 3 или 4, соответствующую номеру выбранного вами варианта ответа.

When Carrie joined the school's debating team, she hadn't considered the fact that she would have to speak confidently and clearly in front of an audience of strangers. She'd merely gone down the list of possible Thursday afternoon activities, crossing off first the ones which she liked the least. When there was one activity left on the list – the Debating Club – she thought to herself, 'Well, at least it's indoors.' She put a tick next to it and thought no more about it.

The reality of what membership actually involved sunk in the following Thursday. 'This year, we'll be competing with schools in the local area,' said Miss Forbes. 'The first debate is next Saturday evening at Daversham College. We'll need two speakers, and the topic is capital punishment. We have to argue in favour of it. Any volunteers?'

There was silence in the room. 'Nobody?' said Miss Forbes. 'Well, in that case I'll decide who's going to speak. Alison, will you do the main, five-minute speech, and Carrie, can you do the two-minute summing up at the end?'

Although Miss Forbes had phrased it as a question, it was not the kind of school where you could say no to a teacher. 'Yes, Miss Forbes,' said Carrie weakly.

Miss Forbes explained to Carrie exactly what she would have to do. 'The actual summing up of our main arguments should be the last thirty seconds or so of your speech. That bit's easy, and can be written in advance. Discuss with Alison what main points she's making a minute and a half, though you have to respond to the points made by the opposition and explain why they're wrong. It won't be too easy, it's not easy. You have to listen very carefully to what they say in their main speech, make notes as you listen, and come up with reasons why those points are wrong.'

Carrie was terrified. She'd never done anything like this before in her life, and was sure she would make a fool of herself. What if she couldn't think of anything to say? A minute and a half is a lifetime when you're standing in front of a microphone and everyone's looking at you. Still, at least some of her friends would be there to see her mess up. 'Thank goodness it's our school,' she thought.

The debate at Daversham College was held in the Main Hall. The whole school was present. The rows of unknown faces seemed to Carrie to be waiting for her to fail. Her heart had beaten so fast, and as she walked across the room with Alison and Miss Forbes, her hands were shaking so much she could hardly hold the pen and paper she was carrying.

Alison opened the debate. Although she had written her speech out in full, she rarely glanced at the papers in front of her. 'She must have learnt it by heart,' thought Carrie admiringly.

Alison made some forceful arguments, her points were clear, her timing was excellent, and there was thunderous applause as she sat down. Carrie just had time to whisper, 'Well done. Great job!' before the main speaker of the opposing team stood up. 'Come on, Clare Dalton of Daversham College,' thought Carrie. 'Say something ridiculous that I can easily argue against.'

For the first thirty seconds of Clare's speech, Carrie couldn't find any points to disagree with. She stared at her blank piece of paper, and dreaded what would happen if it remained blank for the whole five minutes. Suddenly she found herself thinking, 'Wait a minute. What she just said doesn't make sense. Does it? No, it doesn't!' As quickly as she could, she wrote down Clare's exact words, and made a note next to them as to why her point was illogical. 'Or two more like that,' thought Carrie, 'and I'll be able to make a speech after all.'

- A14 Carrie had chosen to join the Debating Club because it was**
- 1) at the bottom of the list of possible activities.
 - 2) the only activity which didn't take place outdoors.
 - 3) the activity on the list she disliked least of all.
 - 4) a chance to give speeches in front of strangers.
- A15 The following Thursday, Carrie realised for the first time that**
- 1) she would actually have to speak in public.
 - 2) she didn't believe in capital punishment at all.
 - 3) Miss Forbes would always decide the speakers.
 - 4) she was allowed to volunteer to be a speaker.
- A16 Miss Forbes told Carrie that Carrie's main responsibility would be to**
- 1) help Alison come up with a list of points to make.
 - 2) write Alison's speech for her before the debate.
 - 3) answer the opposition's questions during the debate.
 - 4) disagree with arguments made by the opposing team.
- A17 Carrie was glad the debate had been arranged at another school because**
- 1) she would be able to use a microphone there.
 - 2) her friends wouldn't be able to see her fail.
 - 3) the atmosphere would help her succeed.
 - 4) she had never taken part in a debate there.
- A18 In the Main Hall before the debate, Carrie felt that everyone in the room**
- 1) could hear her heart beating.
 - 2) was looking at her hands shaking.
 - 3) expected her to do badly.
 - 4) knew she would drop her things.
- A19 Carrie was particularly impressed that Alison**
- 1) had written her speech on several pieces of paper.
 - 2) had made so many clear, forceful arguments.
 - 3) didn't look at the papers in front of her at all.
 - 4) had memorised her speech before the debate.
- A20 During Clare's speech, Carrie was surprised that she**
- 1) had found a point to make in her own speech.
 - 2) was able to remember Clare's exact words.
 - 3) had time to make a note next to Clare's words.
 - 4) could make notes on the piece of paper so quickly.

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Прочитайте текст с пропусками, обозначенными номерами A21-A28. Эти номера соответствуют заданиям A21-A28, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

Tonya didn't know whether to laugh or cry. She certainly knew she'd never been in a situation like this before, and hoped she never would again. She also knew that the worst **A21** _____ would be to panic. She had to stay calm. She sat on a bench to think things through. 'I'm in a foreign country,' she said to herself. 'All my money, my mobile phone and my passport were in my bag. My bag's been **A22** _____. Or maybe I just left it somewhere – I don't know. Should I go to the police or the embassy?'

She decided to go to the police first. Maybe, just maybe, someone had **A23** _____ in her bag or the thief had been caught. But how would she find the nearest police station? She'd have to ask someone.

The man in the newsagent's was helpful and polite, which put a slight smile back on Tonya's face, and she soon found herself talking to a police officer in Marylebone Police Station. 'Thank goodness my English isn't bad. At **A24** _____ I can communicate easily,' she thought. 'It would be a lot worse if I couldn't understand what he was asking me.'

The officer took down her **A25** _____ and went to see if her bag was in the lost property room. 'Oh, please let it be there,' thought Tonya. 'What am I going to do if it's not?'

When she returned, she saw from the expression on his face that her worst fears had been realised. Now she really was in **A26** _____. She wiped away the tears that were starting to run down her cheeks.

'Please don't get upset,' he said kindly. 'Every problem's got a solution. I'm not quite sure what y is in this **A27** _____, but I'm sure there is one. You did the right thing coming to us anyway.'

Three hours later, Tonya was sitting in a small room in the embassy. From what she'd been told by the embassy staff, if the bag didn't turn up by tonight, they'd have no choice but to put her on a plane back home. 'What a complete **A28** _____,' she thought. 'But I suppose it is a trip I'll never forget.'

- | | | | | |
|------------|--------------|----------------|--------------|------------|
| A21 | 1) result | 2) reply | 3) response | 4) report |
| A22 | 1) robbed | 2) stolen | 3) burgled | 4) mugged |
| A23 | 1) delivered | 2) passed | 3) found | 4) handed |
| A24 | 1) least | 2) most | 3) last | 4) first |
| A25 | 1) facts | 2) details | 3) truth | 4) reality |
| A26 | 1) problem | 2) trouble | 3) mess | 4) crisis |
| A27 | 1) state | 2) order | 3) condition | 4) case |
| A28 | 1) disaster | 2) destruction | 3) damage | 4) ruin |

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You have received an email message from your English-speaking pen-friend Mike who writes:

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

school and how did you get there? What kind of a museum was it? Would you like to go there again, why?

We have two new

Write a letter to Mary.

In your letter

1. answer her questions
2. ask **3 questions** about her new classmates

Write **100 140 words**.

Remember the rules of letter writing.

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		на отдельной строке																



39. St. Petersburg
Russia
10/04/2015

Dear Mary,

I was very glad to receive your letter. By the way, have you finished your school project?

I'm sorry that I can't visit the historical museum exhibition of really the best school so we are able to get done on not. As for me, I'm not fond of visiting any kind of exhibitions and that's why I won't go there for a second time.

You mentioned in your previous answer you mentioned that you had two new classmates. What are their names? How old are they? Where did they come from?

Unfortunately, I have to go right now as I have to prepare for my final test. The best time I found to write your answer.

Best wishes,
Johnny

10 100

— *can't, didn't, isn't, I'm*

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—

— *good-looking, well-bred, English-speaking, twenty-five,*

— *USA, e-mail, TV, CD-rom*

140

-6).

It was historical museum, situated not really far from our shool, so we were able to get there on foot.

(+)

(+)

(+/-)

<i>What are their names? How old are they? Where did they come from?</i>	(+)
<p style="text-align: right;"><i>: I was very glad to receive your</i></p> <p><i>letter. By the way, have you finished your school project?</i></p> <p style="text-align: center;"><i>:</i></p> <p style="text-align: right;"><i>I m looking forward to your</i></p> <p><i>answer.</i></p>	(+)
-	
<p style="text-align: center;"><i>Dear Mary</i></p> <p style="text-align: center;"><i>Best wishes</i></p> <p style="text-align: center;"><i>Johnny</i></p>	(+)
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<p>(letter) In your previous answer</p>	
<p>- - -</p>	
<p><i>By the way, so, as for me, unfortunately, as</i></p>	
<p><i>Dear Mary,</i></p>	
<p><i>Best wishes.</i></p>	
<p><i>Johnny</i></p>	
<p><i>St.Petersburg Russia</i></p> <p>_____</p> <p>flat number house street</p>	

city (town, village) country index	
<i>St.Petersburg</i> <i>Russia</i> <i>10/04/2015</i> <hr/> : date/month/year (BE) month/date/year (AE) <i>The 4th of April, 2015</i> <i>April 4, 2015</i> <i>4.04.15</i>	
2) <hr/>	
- : you asked me about museum, it was <i>historical museum, couple of weeks ()</i> . <i>Best wishes.</i>	-
2) -	

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6)

Comment on the following statement.

Internet is the greatest time-waster.

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

make a conclusion restating your position

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НОМЕР БЛАНКА																			
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40. Nowadays it is a well known fact that people tend to waste almost all their free time surfing the net. However, it is believed that Internet

~~has become the most important source of information which can be used for every PC user.~~

~~It is also a source of information which can be used for every PC user.~~

As for me, I would not say that Internet is a time-waster. First of all, you are able to find there everything, what you are in need of. For example, in order to make report about history of Rome you do not have to go to library anymore, you can just visit WIKIPEDIA.COM to get the necessary information. Secondly, owing to Internet you can save a lot of time in case you want to travel somewhere. For instance, you just type any address and you will be given the quickest route or all the

ways to a certain place. It is not necessary to go to many stars and, as you can see, it is very convenient. It is no longer required to have any car as we are able to do it online. In my opinion, Internet does not lead us to waste the whole time, but it is a time-saver. In other hand, many people become addicted to Internet. It is not a good thing because everybody constantly keeps checking the Internet. Instead of speaking to each other face-to-face, people spend more time on the Internet. Communication is becoming more and more virtual. It is not necessary to go to other places and we can see them online as if we were at a lot of places. While many people keep buying books, magazines and records, in shops they are available to be downloaded from the Web for free.

All in all, although many people use Internet for quite useless things, still it could help us broaden our minds and get loads of new entertaining knowledge.

save us a lot of money

as it could

Nowadays it is a well known fact that people tend to waste almost all their time surfing the net. However, it is believed that Internet turns out to be the greatest source of information, which could be very useful for every PC user.	(+)
-	
As for me, I would not say that Internet is a time-waster. First of all, you are able to find there everything, what you are in need of. For example, in order to make report about history of Rome you do not have to go to library anymore, you can just visit WIKIPEDIA.COM to get the necessary information. Secondly, owing to Internet you can save a lot of time in case you want to travel somewhere. For instance, you just type any address and you will be given the quickest route as all traffic jams are taken in account. Moreover, it could save your time in many other ways such as going to travel agencies is no longer required to book a tour since you are able to do it online. In my opinion, Internet should be called time-saver, not a time-waster.	(+)
On the other hand, many people become addicted to Internet. It is a great disadvantage because everybody constantly keeps checking their Facebook profiles instead of speaking to each other face to face. As a result, people are likely to lose their communicating skills.	(-)
Nevertheless, as far as I am concerned, despite addiction, Internet still has more pros than contras, as it could save us a lot of money. _____ : _____ :	(-) -

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On the other hand, many people become addicted to Internet. It is a great disadvantage because everybody constantly keeps checking their Facebook profiles instead of speaking to each other face to face. **As a result, people are likely to lose their communicating skills.**

<p>However, as for me, first of all, for example, secondly, for instance, moreover, in my opinion, on the other hand, as a result, nevertheless, as far as I am concerned, despite, as</p>	-
<p style="text-align: center;">3)</p> <p style="text-align: right;">- <u>2</u></p> <p>_____.</p>	
<p><i>taken into account</i> : <i>taken in account</i></p>	
<p style="text-align: center;">3)</p>	
<p><i>to make report</i> <i>to make a report</i>), about history of Rome about the history of Rome), to go to library to go to the library), it could save your time it can save your time), time-saver (a time-saver)</p>	-
<p style="text-align: center;">3)</p>	
<p><i>somewhere</i> <i>somewhere</i>)</p>	

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<i>14)</i>	
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Task 1. Imagine that you are preparing a project with your friend. You have found some interesting material for the presentation and you want to read this text to your friend. You have 1.5 minutes to read the text silently, then be ready to read it out aloud. You will not have more than 1.5 minutes to read it.

Until fairly recently, it was a mystery how certain large bees, bumblebees in particular, were able to fly. To scientists wings too small for it to become airborne became so intriguing that a few scientists decided to study it. Most insects fly by using muscles that flap their wings with great speed. For example, the locust beats its wings at a rate of about 20 times per second to fly. Other flying insects have to beat their wings even faster – some as rapidly as 100 times per second. But bees must work extra hard to become airborne. Honeybees, for instance, must beat their wings about 200 times a second to fly. Yet larger bees – like bumblebees – whose bodies are heavier, wider, and longer – have to do even better.

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Регистрационный номер участника	Поле для фиксации ошибок	Итоговый балл 1/0

Until fairly recently, it was a mystery how certain large bees, bumblebees in particular, were able to fly with wings too small for it to become airborne and remain so. **Be** it became so intriguing that a few scientists decided to study it. Most insects fly by using muscles that flap their wings with great speed. For example, the **locust** (beats) its wings at a rate of about 20 times per second to fly. Other flying **insects** have to beat their wings even faster – some as rapidly as 100 times per second. But bees must work extra hard to become airborne. Honeybees, for instance, must beat their wings about 200 times a second to fly. Yet larger bees like bumblebees whose bodies are heavier, wider, and longer have to do even better.

Until fairly recently, it was a mystery how certain large bees, bumblebees in particular, were able wings too small for it to become airborne and remain so. B became so intriguing ([]) that a few scientists decided to study it. Most insects fly by using muscles ([]) that flap their wings ([wInks]) with great speed. For example, the loc (beats) its wings at a rate of about 20 times per second to fly. Other flying have to beat their wings even faster some as rapidly as 100 times per second. But bees must work extra hard to become airborne. Honeybees, for instance, must beat their wings about 200 times a second to fly. Yet larger bees like bumblebees whose bodies are heavier, wider, and longer have to do even better.

Регистрационный номер участника	Поле для фиксации ошибок	Итоговый балл 1/0
N101290	([In trIgaIIN]) ([m0sklz]) ([wInks]) in sects	

2.

Task 2. Study the advertisement.

You are considering starting breakdance lessons and now you'd like to get more information. In 1.5 minutes you are to ask five direct questions to find out about the following:

- 1) tuition fees
- 2) course location
- 3) duration of the course
- 4) special clothes
- 5) evening classes

You have 20 seconds to ask each question.

Welcome to our school of breakdance!



lori.ru/5.801.161

	1	0
1 5	_____	_____
	_____	_____
	_____	_____
	_____	_____

		НОМЕР БЛАНКА									
	Вопрос 1										
	Вопрос 2										

Вопрос 3											
Вопрос 4											
Вопрос 5											

2.

- What about the tuition fee?
- Where is the course location?
- What is the duration of the course?
- Should I take special clothes?
- Are there any morning classes?

1. What about the tuition fee?	What about
2. Where is the course location?	
3. What is the duration of the course?	
4. Should I take special clothes?	
5. Are there any morning classes?	

		НОМЕР БЛАНКА										
	Вопрос 1	0										
	Вопрос 2	0										
	Вопрос 3	1										
	Вопрос 4	1										
	Вопрос 5	0										
		2										

3			

	-		
2			_____

	_____		_____
	_____	_____	_____
	_____	_____	_____
	-	_____	_____
	_____	_____	_____
	(9-	_____	_____

		НОМЕР БЛАНКА											
	Аспект 1.												
	Аспект 2.												
	Аспект 3.												
	Аспект 4.												
	Аспект 5.												

2.1.

I took this photo at Christmas. You can see at this photo my father and my younger sister. My

glad. To sum up, we like Christmas.

		p ¹ . I
		You can see at this photo my father and my younger sister.
		present to my little sister. She is smiling.
		- 2: I took this photo because I want to recollect my family's history to my family's album.
		father are very glad.
	3)	-

father ga

glad. To sum up, we like Christmas.

my father are very

	2)	

1

2

glad. To sum up, we like Christmas.

	2	0 at my sister and my father are very glad.
--	---	--

4.

Task 4. Study the two photographs. In 1.5 minutes be ready to compare and contrast the photographs:

- give a *brief* description of the photos (action, location)
- say what the pictures have in common
- say in what way the pictures are different
- say which of the leisure activities presented in the pictures
- explain why

You will speak for not more than 2 minutes (12-15 sentences). You have to talk continuously.

1.



2.



3	<hr/> <hr/> <hr/>		

	-		
2	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>(9-</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
1	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____ (6-</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
0	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

	НОМЕР БЛАНКА											
	Аспект 1.											
	Аспект 2.											

	Аспект 3.										
	Аспект 4.										
	Аспект 5.										

Entertainments plays

They are sitting and they are laughing. So you can see the weather is bright brilliant. In the second picture you can see friends. Mm They are sitting in sofa in the room. The pictures have

they eh they like to have a rest. Moreover, moreover, they are laughing. This picture are different eh. In the first picture you can see winter. In the second picture you can see room. In the first picture you can see three people, in the second picture you can see four people mm. I would eat popcorn.

		-
		. In first picture you can see three people. They are sitting and they are laughing. So you can see the weather is bright brilliant. In the second picture you can see friends. Mm They are sitting in sofa in the room.
		. The pictures have everything Secondly, eh they are happy because they eh they like to have a rest. Moreover, moreover, they are laughing.
		: This picture are different eh. In the first picture you can see winter. In the second picture you can see room. In the first picture you can see three people, in the second picture you can see four people mm.

		would prefer second picture
		: because I like eh to watch TV
	3)	

Entertainments plays

They are sitting and they are laughing. So you can see the weather is bright brilliant. In the second picture you can see friends. Mm They are sitting in sofa in the room. The pictures have

they eh they like to have a rest. Moreover, moreover, they are laughing. This picture are different eh. In the first picture you can see winter. In the second picture you can see room. In the first picture you can see three people, in the second picture you can see four people mm. I would eat popcorn.

-		
		Entertainments plays play a great role in our life. () In first picture you can see three people. They are sitting and they are laughing. So (-) you can see the weather is bright brilliant. In the first picture you can see winter. In the second picture you can see room. ()
	2)	

Entertainments plays

They are sitting and they are laughing. So you can see the weather is bright brilliant. In the second picture you can see friends. Mm They are sitting in sofa in the room. The pictures have

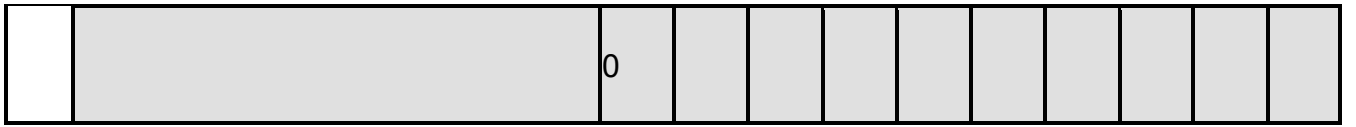
they eh they like to have a rest. Moreover, moreover, they are laughing. This picture are different eh. In the first picture you can see winter. In the second picture you can see room. In the first picture you can see three people, in the second picture you can see four people mm. I would eat popcorn.

	2	-	:
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-		<p>Entertainments () plays play a great role in our life. They are sitting in sofa</p> <p>in the room The pictures have every(</p> <p>people. Secondly, eh they are happy because they eh they like to have a rest. Moreover, moreover, they are laughing (). This picture() are different eh. In the first picture you can see winter(). In the second picture you can see room(). In the first picture you can see three people, in the second picture you can see four people mm. I would prefer eh watching I would prefer second picture() because I like eh</p>
---	--	---

2.4.

		НОМЕР БЛАНКА										
	Аспект 1.	+-										
	Аспект 2.	+										
	Аспект 3.	+										
	Аспект 4.	-										
	Аспект 5.	+										
		2										
		+-										
		-										
		1										



6.

1)

- -

Термины

1. Коммуникация	3. Коммуникативная компетенция	5. Коммуникант
2. Компетенция	4. Коммуникативная задача	6. Текст

Дефиниции

а) форма существования мотива речевого высказывания; неречевая проблема	д) социально-психологическая черта личности
б) количественные данные, которые используют для оценки	е) специфический вид деятельности, содержанием которого является обмен информацией между членами одного языкового сообщества для достижения понимания и взаимодействия
в) способность к выполнению какого-либо действия	ж) результат говорения или письма; продукт речевой деятельности
г) способность и готовность осуществлять межкультурное и межязыковое общение	з) участник коммуникации, порождающий высказывания и интерпретирующий их

Ваши ответы

1	2	3	4	5	6

ЗАДАНИЕ 2. Дайте названия следующих уровней иноязычной коммуникативной компетенции, используя отечественную терминологию и терминологию Совета Европы. Объясните, 1) какие из этих уровней упоминаются в федеральном компоненте и примерных

программах и в связи с какими степенями обучения иностранным языкам 2) какие из этих уровней упоминаются в спецификации ЕГЭ по иностранным языкам и в какой связи.

Условное обозначение	Терминология Совета Европы (английский язык)	Отечественная терминология (русский язык)
A1		
A2		
B1		
B2		
C1		
C2		

ЗАДАНИЕ 3. Установите соответствие терминов (1-6) их дефинициям (а-з). Используйте каждую букву только один раз. Два определения являются лишними. После заполнения таблицы ответов назовите термины, соответствующие этим определениям.

А.

Термины

1. Мониторинг	3. Тестирование	5. Тестовое задание
2. Контроль	4. Тест	6. Стимул

Дефиниции

а) процесс определения уровня знаний, умений и навыков обучаемого и формулирование на этой основе оценки за определенный раздел программы	д) аппаратура и технические устройства, используемые в учебном процессе;
б) задание стандартной формы, позволяющее установить уровень и наличие определенных знаний, умений и навыков, способностей, умственного развития и других качеств личности с помощью специальной шкалы результатов	е) управление процессом контроля с периодическим слезением за объектом, обязательной обратной связью и рефлексией
в) один из методов исследования в психологии и методике, предусматривающий выполнение испытуемыми тестов для определения уровня способностей или достижений в какой-то области	ж) при оценке говорения или письма часть задания, на которую тестируемый должен отреагировать в говорении или письме
г) минимальная составляющая единица теста, которая предполагает определенную вербальную или невербальную реакцию тестируемого	з) объекты контроля

Ваши ответы

1	2	3	4	5	6

Б.

Термины

1. Отметка	3. Критерий оценивания	5. Шкала оценивания
2. Оценивание	4. Параметр оценки	6. Ошибка

Дефиниции

а) качественная характеристика речевого продукта	д) определение степени усвоения учащимися знаний, навыков, умений в соответствии со стандартами и программой;
б) количественные данные, которые используют для оценки	е) заранее заданный набор описаний типичных ответов с точки зрения их качества, используемый экспертами в оценочных процедурах;
в) условное выражение оценки знаний, навыков и умений в оценочных баллах	ж) инструкции испытуемым перед каждым заданием
г) отклонение от правильного употребления языковых единиц и форм; результат неправильного действия... учащегося;	з) объект контроля

Ваши ответы

1	2	3	4	5	6

ЗАДАНИЕ 4. Назовите понятие, объединяющее каждую группу следующих терминов:

- А) устный, письменный, традиционный, альтернативный;
 Б) текущий, промежуточный, итоговый, входной, внутришкольный, отсроченный;
 В) прозрачность, последовательность, системность, регулярность, согласованность, рефлексия;
 Г) диагностика, развитие, воспитание, контроль, обучение, стимулирование, оценивание;

- Д) валидность, надежность, практичность, экономичность.
- Е) диктант, изложение, тест, эссе, личное письмо, анкета, открытка, сочинение;
- Ж) речевая компетенция, языковая компетенция, социокультурная компетенция, компенсаторная компетенция, учебно-познавательная компетенция;
- З) говорение, письмо, чтение, аудирование;
- И) фонетика, лексика, грамматика, орфография.

ЗАДАНИЕ 5. Закончите определения следующих понятий:

- 1 Тестирование – термин, употребляющийся в узком смысле в значении использования и проведения теста, и в широком смысле как совокупность процедурных этапов для.....
- 2 Тест – это
- 3 Тестовыми батареями называются крупные тесты с многими....
- 4 Спецификация – это детальное описание формы теста и его общей структуры, которое служит основой для получения информации ...
- 5 Стандартизированные тесты (Standard Tests)–это такие тесты, которые опробованы на достаточно большом (500-1000 чел.) и представительном контингенте тестируемых и которые имеют стабильные показатели качества, а также
- 6 Критериально-ориентировочный тест (Criterion-Referenced Test) вид стандартизированного теста, с помощью которого оценивается степень владения испытуемым.....
- 7 Нормативно-ориентированный тест (Norm-Referenced Test)- вид стандартизированного теста, с помощью которого сравниваются учебные достижения отдельных испытуемых.....
- 8 Нестандартизированные тесты (Non-Standard Tests)- это тесты, которые составлены самим преподавателем для своих учащихся, и которые не...
- 9 Тесты учебных достижений (Achievement Tests) – это тесты, составленные точно по программе/ учебнику или пройденному учебному материалу, и которые используются для осуществления
- 10 Тесты общего владения ИЯ (Proficiency Tests) составляются независимо от программы/учебника предыдущего обучения и имеют целью проверку знаний, навыков и умений, которые будут необходимы для....
- 11 Диагностические тесты (Diagnostic Tests) – это тесты, которые ставят своей целью выявление.....
- 12 Формирующие тесты (Progress Tests) – это разновидность тестов достижений, которые предназначены для следующих видов контроля:.....
- 13 Входной тест (Placement Test) – это тест, который обычно проводится с целью
- 14 Тесты определения способностей, например, к изучению языка (Aptitude Tests) – то такие тесты целью которых является установление ...
- 15 Холистическое оценивание – это оценка выполнения заданий ...
- 16 Аналитическое оценивание – это оценивание каждого выделяемого аспекта выполнения заданий отдельно, например,
- 17 Спецификация теста – детальное описание, которое служит основой для ...
- 18 Кодификатор – это - документ, описывающий элементы содержания по учебному предмету для...
19 Демонстрация – это...
- 20 Опция – это ...
- 21 Дистрактор – это ...
- 22 Ключ – это ...

ЗАДАНИЕ 6. Какие из следующих типов заданий используются в ЕГЭ? В каких разделах ЕГЭ используются тестовые задания данных типов? Дайте примеры формулировок данных заданий.

1. Задания на множественный выбор (Multiple Choice);
2. Задания на соответствие (Matching);
3. Задания на группировку (Ranging);
4. Задания на установления последовательности (Ordering);
5. Задания на идентификацию (Labelling);
6. Задания на альтернативный ответ (True/False);
7. Задания на краткий ответ (Short Answer Questions);
8. Задания на трансформацию (Transformation);

9. Задания на заполнение пропусков (Gap filling)
10. Задания на подстановку (Substitution)
11. Задания на заполнение таблиц и схем (Information Transfer)
12. Задания на редактирование (Editing)
13. Задания –ролевая игра (Role Play)
14. Задание на написание личного письма (Informal Letter Writing)

ЗАДАНИЕ 7. Обсудите в парах следующие вопросы:

- 1 Цели и задачи обучения английскому языку в школе.
- 2 Содержание обучению английскому языку в соответствии со школьными государственными стандартами по иностранному языку.
- 3 Коммуникативная компетенция, характеристика ее компонентов и уровней владения иностранным языком.

ЗАДАНИЕ 8. Обсудите в группах следующие вопросы:

- 1 Система контроля иноязычной коммуникативной компетенции.
- 2 Виды и формы контроля.
- 3 Объекты контроля.
- 4 Тестирование и его особенности. Требования к тестам.
- 5 Виды и типы тестов.
- 6 Характеристика стандартизированных тестов.
- 7 Характеристика тестов с развернутым ответом.

ЗАДАНИЕ 9. Обсудите в группах следующие вопросы:

1. Система оценивания коммуникативной компетенции.
2. Типы и виды шкал.
3. Критерии и параметры оценивания коммуникативной компетенции.
4. Соотношение оценки и отметки.

ЗАДАНИЕ 10. Обсудите в группах следующие вопросы:

2. Современная система итоговой аттестации по иностранному языку в общеобразовательных учреждениях.
3. Основные отличия традиционного устного экзамена по иностранному языку от ЕГЭ.

ЗАДАНИЕ 11. Заполните следующую таблицу:

**Распределение заданий в письменной части экзаменационной работы
ЕГЭ по иностранным языкам**

	Разделы работы	Проверяемые умения	Тип заданий
1			
2			
3			

Тест общих умений
(Proficiency Test) -узнать, как учащиеся усвоили курс в середине года

Диагностический тест
(Diagnostic Test) -определить уровень владения английским языком учащихся, которые пришли к вам в школу

Тест учебных достижений
(Achievement Test) -получить информацию о том, что усвоено по грамматике и над чем надо работать дальше

Тест определения способности к изучению иностранного языка
(Aptitude Test) -Вы собираетесь быть переводчиком и хотите знать, каковы Ваши перспективы усвоения этой области знаний

Тест отбора
(Placement Test) -нужно разделить класс на 2 группы по уровню языка

Задание:

Соотнесите вид теста с заданием.

А) Задание – множественный выбор \Multiple choice 1.

The following ten sentences are about a fire drill. However, they are in the wrong order. Write the sentences in the correct order.
A. Then the class should walk quickly along the corridor to the main entrance.
B. Each class monitor should then check the attendance.
C. etc.

Б) Задание – установление Соответствия \Matching 2.

Вы услышите разговор друзей. Определите, какие из приведенных утверждений А1-А7 соответствуют содержанию текста (1), какие не соответствуют(2) и о чем в тексте не сказано, т.е. на основании текста нельзя дать ни положительного, ни отрицательного ответа (3). Обведите номер выбранного вами ответа. Вы услышите запись дважды.

- A1 David and Diana have known each other since childhood.
1) True 2) False 3) Not stated
- A2 David planned to go downtown by bus.
1) True 2) False 3) Not stated
- A3 Diana had a new job in a movie theater.
1) True 2) False 3) Not stated
- A4 Diana loved the idea of going to the movie on Friday night.
1) True 2) False 3) Not stated
- A5 David offered his help in cooking a meal.
1) True 2) False 3) Not stated
- A6 Diana agreed to go to a football match with David on Saturday.
1) True 2) False 3) Not stated
- A7 David had to leave quickly as he was being late for the meeting.
1) True 2) False 3) Not stated

В) Задание – установление последовательности /Ordering Task 3.

Прочитайте текст и выполните задания А14 – А20, обведя цифру 1, 2, 3 или 4, соответствующую номеру выбранного вами варианта ответа.

Our province has not always been a dead place, entirely unknown to fame, as it is today. Long ago, the people from all the farms within 20 miles brought us their crops of grain to grind. To right and left, one could see nothing but the sails turning about in the wind above the huge pine trees, and long strings of little donkeys loaded with bags climbing the hills and stretching out along the roads.

- A14 According to the narrator, the province used to be famous for
1) rich harvests of grain.
2) large territories of pine woods.
3) a large number of windmills.
4) a great number of little donkeys.

Г) Задание –идентификация \Labelling 4.

Установите соответствие между заголовками А – G и текстами 1-6. Занесите свои ответы в таблицу. Используйте каждую букву **только один раз**. В задании есть один лишний заголовок. Если Вы затрудняетесь соотнести какой-либо текст с заголовком, то ставьте в таблице знак X под номером этого текста.

- | | |
|---------------------|--------------------|
| A. CAR RACE | E. HELPFUL MACHINE |
| B. REAL PLEASURE | F. DIFFERENT TOYS |
| C. FAVOURITE TOY | G. UNUSUAL CAR |
| D. SERIOUS PROBLEMS | H. NOBLE GIFT |

Things boys play with are not like objects girls play with. Boys often have more freedom to run about and they get guns, train sets, toy trucks and toy cars. Electronic games are very popular among young boys. Toys for girls are much quieter and more passive. Young girls often get things like dolls, dresses, and pictures to colour.

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Е) Задание – альтернативный
ответ \True\False\Not stated

5.

Students read:

Listen to the travel report on the radio. You will hear about problems which people will encounter when they travel. Look at the notes and put a tick where you think there will be problems.

1. British Rail
Southern Northern Western Eastern

2. Underground
Northern Line Circle Line Victoria Line Bakerloo Line

3. Ferries
Dunkirk Calais Boulogne St Malo

4. Flights
Britain Europe Middle East Far East

Задание:

Сопоставьте вид теста с заданием.

А) Задание – заполнение таблиц, схем \ Information Transfer

For questions 16-30 read the text below and think of the word which best fits each space. Use only one word in each space.

1. *There is an example at the beginning(0).*

A family portrait is a valuable picture – (0)....is fun to look at now. It's great for relatives far(16)....and it will bring back memories in the years to come. Families change quickly as children grow, (17)....don't wait, whatever your position in the family –photograph your family group now, and plan to make this (18)...regular event. Your family album isn't really complete (19).... This record of all of you together.

) Задание – заполнение пропусков \ Gap Filling

2. Look at your map and imagine that you have just come out of the station. You will hear some directions to Mandy's house. Follow the directions on your map and put a cross where you think Mandy's house is. You will also hear the names of five buildings you will see on the way. Write the name of each building and the correct letter after it.

) Задание – краткий ответ-ополнение \ Short Answer questions

3. You have 20 minutes to do this task. You have received a letter from your English pen friend Alan who writes
... Last week our school orchestra gave a concert to parents which was a success. I took part in it too as I play the drum, you know. Do you play any musical instruments? What kind of music do you like? What is your favourite group or singer? Hope to hear from you soon.

Best wishes,
Alan

Write a letter to Alan and answer his questions.
Write **100 – 140 words**.
Remember the rules of letter writing.

Listen to the interview and choose the best answer: a), b), c) or d).

1. which of these people can suffer from a lot of stress?

- a) students
- b) police officers
- c) teachers
- d) workers

2. Which of these factors can cause stress?

- a) a lot of work
- b) conflicts with people
- c) some social situations
- d) doing sport

3. What can we do to relax and reduce stress?

- a) organise our work / studies
- b) eat chocolate
- c) do physical exercise
- d) socialize with people

Задание 2

Прослушайте аудиотекст и выполните задание. Назовите умение, которое формируются при выполнении данного упражнения. Назовите тип задания и тип текста.

Listen and decide what each person is celebrating?

- A passing his / her driving test.
- B retirement
- C winning a scholarship
- D getting a job
- E getting a nice present.

Задание 3

Прослушайте аудиотекст и выполните задание. Назовите умение, которое формируется при выполнении данного упражнения. Назовите тип задания и тип текста.

You will hear a boy's opinion on whether 10-year olds should be allowed to drive a car. What does he think about it?

- A He disapproves of the idea.
- B He supports the idea.
- C He is uncertain about it.

Виды аудирования	Умения
<p>Аудирование с пониманием основного содержания (Listening for gist)</p>	<ul style="list-style-type: none"> - Определять основную мысль - Определять причинно-следственные связи - Определять отношение говорящего к событиям и действующим лицам
<p>Аудирование с извлечением запрашиваемой информации (Listening for specific information)</p>	<ul style="list-style-type: none"> - Извлекать запрашиваемую информацию - Определять последовательность фактов и событий - Делать выводы
<p>Аудирование с полным пониманием (Detailed Comprehension)</p>	<ul style="list-style-type: none"> - Определять основную тему сообщения - Догадываться из контекста о значении незнакомых слов и выражений

Жанры и типы текстов

Жанры текстов	Типы текстов
	<ul style="list-style-type: none">- Объявления на вокзале, в аэропорту-- Реклама--
Информационный	<ul style="list-style-type: none">- Информация о движении транспорта- Сообщение о программе радио- и телепередач- Экскурсии-- Ситуативно-тематические тексты (беседы)-- Сообщения на аудио-ответчике
Публицистический, Научно-популярный	<ul style="list-style-type: none">- Интервью- Дискуссии-
Художественный	<ul style="list-style-type: none">- Короткие рассказы- Фрагменты из спектаклей, видеофильмов-

Посмотрите на таблицу и скажите, какая информация об экзаменационном тесте содержится в таблице.

Задание 6.1

По мере прослушивания аудиотекстов, заполните недостающую информацию в таблице.

Формат экзаменационного теста по аудированию

Виды аудирования	Уровень сложности	Тип задания	Количество вопросов	Тип текста	Продолжительность звучания теста
					25 минут

Задание В1

Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего 1-6 и утверждениями, данными в списке А-Г. Используйте каждую букву, обозначающую утверждение, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу.

- A. The speaker has some time to herself / himself at work.
- B. The speaker hasn't given up the job because she/he likes dealing with customers.
- C. There is a growing need for the speaker's services.
- D. Although the job is boring the speaker does it because it is well-paid.
- E. The speaker enjoys her / his job although she /he doesn't make good money.
- F. The speaker agrees to do any job because she / he needs money badly.
- G. The speaker likes the environment and that she /he doesn't have to work too quickly.

Говорящий	1	2	3	4	5	6
Утверждение						

Задание А1-А7

Какие из приведенных утверждений соответствуют (1) и о чем в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (2). Вы услышите запись дважды.

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Задание А1-А7

Вы услышите разговор между подругами. Определите, какие из утверждений А1-А7 соответствуют содержанию текста (1), какому-либо из утверждений не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (2). Обведите номер выбранного ответа. Вы услышите запись дважды.

A1 Every year Betsy spends the New Year abroad.
 1) True 2) False 3) Not given

A2 Betsy thinks that the trip was not worth the money.
 1) True 2) False 3) Not given

A3 There is an active volcano on the island.
 1) True 2) False 3) Not given

A4 Betsy led an active life on the island.
 1) True 2) False 3) Not given

A6 There are no snow-capped mountains on the island.
1) **True** 2) **False** 3) **Not given**

A7 Foreigners are not allowed to own property on the island.
1) **True** 2) **False** 3) **Not given**

Задания A8-A14

Вы услышите интервью с актерами. Выполните задания A8-A14, обведя цифру 1, 2 или 3 соответствующую номеру выбранного вами варианта ответа. Вы услышите запись дважды.

A8 **Robert and Amy fell in love with each other**
1) after eating out together.
2) after a few months of working together.
3) at first sight on the film set.

A9 **When Robert decided to propose to Amy, he**
1) was sure that Amy would accept his proposal.
2) wanted to do it in a proper way.
3) knew the place where he was going to do it.

A10 **The wedding ceremony in the film reminded Robert and Amy of their own wedding because**

- 1) both weddings took place in the same settings.
- 2) there was an explosion during both weddings.
- 3) there were the same people at both weddings.

A11 **According to Amy, she is different from Robert because she**
1) is less open to new ideas than her husband.
2) comes from a smaller family than Robert.
3) has different views on family life.

A12 **Amy felt uncomfortable at school because**

- 1) she missed her mother very much.
- 2) her mother taught at the same school.
- 3) her mother was in charge of it.

EFFICIENT AND INEFFICIENT READING

	EFFICIENT	INEFFICIENT
1. Language	The language of the text is comprehensible to the learners	The language of the text is too difficult.
2. Content	The content of the text is accessible to the learners; they know enough about it to be able to apply their own background knowledge.	The text is too difficult in the sense that the content is too far removed from the knowledge and experience of the learners
3. Speed	The reading progresses fairly fast: mainly because the reader has 'automatized' recognition of common combinations, and does not waste time working out each word or group or words anew.	The reading is slow: the reader does not have a large 'vocabulary' of automatically recognized items
4- Attention	The reader concentrates on the significant bits, and skims the rest; may even skip parts he or she knows to be insignificant.	The reader pays the same amount of attention to all parts of the text.
5. Incomprehensible vocabulary	The reader takes incomprehensible vocabulary in his or her stride: guesses its meaning from the surrounding text, or ignores it and manages without; uses a dictionary only when these strategies are insufficient.	The reader cannot tolerate incomprehensible vocabulary items: stops to look every one up in a dictionary, and/or feels discouraged from trying to comprehend the text as a whole.
6. Prediction	The reader thinks ahead, hypothesizes, predicts.	The reader does not think ahead, deals with the text as it comes.
7. Background information	The reader has and uses background information to help understand the text.	The reader does not have or use background information
8. Motivation	The reader is motivated to read by interesting content or a challenging task.	The reader has no particular interest in reading.
9. Purpose	The reader is aware of a clear purpose in reading: for example to find out something, to get pleasure	The reader has no particular interest in reading.
10. Strategies	The reader uses different strategies for different kinds of reading.	The reader uses the same strategy for all texts.

Задание:

Заполните таблицу, отметив какие умения проверяются в каждом из типов текстов.

Умения, проверяемые в разделе «Письмо» в заданиях на итоговой аттестации

Типы текстов \ Умения	Бл нки, анкеты	Ал рес (ко нверт)	От крытки	Ли чное письмо	Оф ициальное пись мо	Зап иска	Инс трукция	Отч ет	Ста тья	Соч инение	Отз ыв
заполнить бланк или ответить на вопросы анкеты											
выразить благодарность											
написать приглашение											
выразить поздравления											
запросить информацию											
сообщить информацию											
написать жалобу											
выразить свои симпатии и антипатии											
описать объект, место человека											
описать последовательность выполнения действий											
описать последовательность событий в прошлом											
описать причинно-следственные связи между событиями, явлениями											
привести аргументы, доказательства, примеры											
сравнить, сопоставить, дать сравнительную характеристику											

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