**ДЕМОВЕРСИЯ**

**итоговой контрольной работы по предмету "английский язык"**

**за курс 10 класса**

**углубленный уровень**

**Аудирование**

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| Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего A–F и утверждениями, данными в списке 1–7. Используйте каждое утверждение, обозначенное соответствующей цифрой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды.  |

**1** 1. Teaching abroad doesn’t seem nice to some people.

 2. My relative is a role model for me in terms of working abroad.

 3. Some countries offer good career opportunities for beginning teachers.

 4. Relatives are happy when you decide not to teach abroad.

 5. I’m going to spend my gap year teaching English abroad.

 6. Teaching abroad is a way to change your life.

 7. Don’t hesitate to write to the employer if you need the job.

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| Говорящий | А | B | C | D | E | F |
| Утверждение |  |  |  |  |  |  |

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| Вы услышите диалог. Определите, какие из приведённых утверждений А–G соответствуют содержанию текста (1 – True), какие не соответствуют (2 – False) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 – Not stated). Вы услышите запись дважды. |

**2** A. Lucy wasn’t at school for several days.

 B. Lucy felt bad because of overeating.

 C. Lucy’s mother is a doctor.

 D. Peter did exercises with the map of the UK.

 E. Peter is not afraid of the test.

 F. Peter offers his notes to Lucy.

 G. Lucy and Peter are going to review for the test later.

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| Утверждение | A | B | C | D | E | F | G |
| Соответствие диалогу |  |  |  |  |  |  |  |

**Чтение**

**3**

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| Установите соответствие между текстами A–G и заголовками 1–8. Занесите свои ответы в таблицу. Используйте каждую цифру только один раз. В задании один заголовок лишний. |

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| 1. | A taste of everything | 5. | Activities for the adventurous and hardy |
| 2. | Shop till you drop | 6. | On the crossroads of religions |
| 3. | City’s tourist attractions | 7. | For the body, mind and soul |
| 4. | Ancient traditions live on | 8. | From the high peaks to the deep seas |

**A.**Today Jakarta has much to offer, ranging from museums, art and antique markets, first class shopping to accommodations and a wide variety of cultural activities. Jakarta’s most famous landmark, the National Monument or Monas is a 137m obelisk topped with a flame sculpture coated with 35 kg of gold. Among other places one can mention the National museum that holds an extensive collection of ethnographic artifacts and relics, the Maritime Museum that exhibits Indonesia’s seafaring traditions, including models of sea going vessels.

**B.**Sumatra is a paradise for nature lovers, its national parks are the largest in the world, home to a variety of monkeys, tigers and elephants. Facing the open sea, the western coastline of Sumatra and the waters surrounding Nias Island have big waves that make them one of the best surfer’s beaches in Indonesia. There are beautiful coral reefs that are ideal for diving. For those who prefer night dives, the waters of Riau Archipelago offer a rewarding experience with marine scavengers of the dark waters.

**C.**Various establishments offer professional pampering service with floral baths, body scrubs, aromatic oils, massages and meditation; rituals and treatments that use spices and aromatic herbs to promote physical and mental wellness. Various spa hotels are extremely popular. Indonesians believe that when treating the body you cure the mind.

**D.**Jakarta has a distinctly cosmopolitan flavor. Tantalize your taste buds with a gastronomic spree around the city’s many eateries. Like French gourmet dining, exotic Asian cuisine, American fast food, stylish cafes, restaurants all compete to find a way into your heart through your stomach. The taste of Indonesia’s many cultures can be found in almost any corner of the city: hot and spicy food from West Sumatra, sweet tastes of Dental Java, the tangy fish dishes of North Sulawesi.

**E.**In the face of constant exposure to modernization and foreign influences, the native people still faithfully cling to their culture and rituals. The pre-Hindu Bali Aga tribe still maintains their own traditions of architecture, pagan religion, dance and music, such as unique rituals of dances and gladiator-like battles between youths. On the island of Siberut native tribes have retained their Neolithic hunter-gathering culture.

**F.**Whether you are a serious spender or half hearted shopper, there is sure to be something for everybody in Jakarta. Catering to diverse tastes and pockets, the wide variety of things you can buy in Jakarta is mind boggling from the best of local handicrafts to haute couture labels. Modern super and hyper markets, multi-level shopping centers, retail and specialty shops, sell quality goods at a competitive price. Sidewalk bargains range from tropical blooms of vivid colors and scents in attractive bouquets to luscious fruits of the seasons.

**G.**The land’s long and rich history can’t be separated from the influence of Hinduism, Buddhism, Islam and Christianity. There is one of the oldest Hindu temples in Java, the majestic Buddhist ‘monastery on the hill’, Borobudur, the largest Buddhist monument in the world. About 17 km away from this monastery is a 9th century temple complex built by the Sanjaya dynasty. Prambanan complex is dedicated to the Hindu trinity: Ciwa, Vishnu and Brahma. The spread of Islam also left interesting monuments such as the 15th century Minaret Mosque in Kudus.

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| A | B | C | D | E | F | G |
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**4**

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| Прочитайте текст и выполните задания 12–18. В каждом задании запишите в поле ответа цифру 1, 2, 3 или 4, соответствующую выбранному Вами варианту ответа. |

**A School Story**

 It happened at my private school thirty odd years ago, and I still can't explain it. I came to that school in September and among the boys who arrived on the same day was one whom I took to. I will call him McLeod. The school was a large one: there must have been from 120 to 130 boys there as a rule, and so a considerable staff of masters was required. One term a new master made his appearance. His name was Sampson. He was a tall, well-built, pale, black-bearded man. I think we liked him. He had travelled a good deal, and had stories which amused us on our school walks, so that there was some competition among us to get a chance to listen to him.

 Well, the first odd thing that happened was this. Sampson was doing Latin grammar with us. One of his favourite methods was to make us construct sentences out of our own heads to illustrate the rules he was trying to teach us. Now, on this occasion he ordered us each to make a sentence bringing in the verb memini, 'I remember.' Well, most of us made up some ordinary sentence such as 'I remember my father,' but the boy I mentioned - McLeod - was evidently thinking of something more interesting than that. Finally, very quickly he wrote a couple of lines on his paper, and showed it up with the rest. The phrase was "Remember the lake among the four oaks." Later McLeod told me that it had just come into his head. When Sampson read it he got up and went to the mantel-piece and stopped quite a long time without saying anything looking really embarrassed. Then he wanted to know why McLeod had put it down, and where his family

lived, and if there was such a lake there, and things like that.

 There was one other incident of the same kind. We were told to make a conditional sentence, expressing a future consequence. We did it and showed up our bits of paper, and Sampson began looking through them. All at once he got up, made some odd sort of noise in his throat, and rushed out. I noticed that he hadn't taken any of the papers with him, so we went to look at them on his desk. The top paper on the desk was written in red ink - which no one used - and it wasn't in anyone's handwriting who was in the class. I questioned everyone myself! Then I thought of counting the bits of paper: there were seventeen of them on the desk, and sixteen boys in the form. I put the extra paper in my bag and kept it. The phrase on it was simple and harmless enough: 'If you don't come to me, I'll come to you.' That same afternoon I took it out of my bag - I know for certain it was the same bit of paper, for I made a finger-mark on it - and there was no

single piece of writing on it!

 The next day Sampson was in school again, much as usual. That night the third and last incident in my story happened. We - McLeod and I - slept in a bedroom the windows of which looked out at the main building of the school. Sampson slept in the main building on the first floor. At an hour which I can't remember exactly, but some time between one and two, I was woken up by somebody shaking me. I saw McLeod in the light of the moon which was looking right into our windows. 'Come,' he said, - 'come, there's someone getting in through Sampson's window. About five minutes before I woke you, I found myself looking out of this window here, and there was a man sitting on Sampson's window-sill, and looking in.' 'What sort of man? Is anyone from the senior class going to play a trick on him? Or was it a burglar?!' McLeod seemed unwilling to answer. 'I don't know,' he said, 'but I can tell you one thing - he was as thin as a rail: and water was running down his hair and clothing and,' he said, looking round and whispering as if he hardly liked to hear himself, 'I'm not at all sure that he was alive.' Naturally I came and

looked, and naturally there was no one there.

 And next day Mr. Sampson was gone: not to be found, and I believe no trace of him has ever come to light since. Neither McLeod nor I ever mentioned what we had seen to anyone. We seemed unable to speak about it. We both felt strange horror which neither could explain.

1.  Why did schoolchildren like the new teacher, Mr. Sampson?

1) They liked his appearance.

2) He often went for a walk with them.

3) He organized competitions for them.

4) They enjoyed listening to his stories.

2.How did Mr. Sampson teach Latin grammar?

1) He told the pupils to learn the rules by heart.

2) He asked the pupils to make up example sentences.

3) He illustrated the rules with pictures.

4) He made up interesting sentences to illustrate the rules.

3. Why did McLeod write the phrase "Remember the lake among the four oaks?"

1) There was a place like that in his native town.

2) He wanted to show his knowledge of Latin grammar.

3) The phrase suddenly came to his mind.

4) He wanted to embarrass the teacher.

4.What did Mr. Sampson do after reading the examples of conditional sentences?

1) He left the classroom immediately.

2) He put the papers with the examples into his bag.

3) He asked who had written the example in red ink.

4) He gave marks to the pupils.

5. What was wrong with the paper written in red ink?

1) It didn’t illustrate the rule that was studied.

2) It had finger-marks on it.

3) It didn’t belong to anyone in the class.

4) It had many grammar mistakes.

6.Who did McLeod see on Mr. Sampson’s window-sill?

1) Nobody.

2) A stranger.

3) One of his schoolmates.

4) Mr. Sampson.

7.Why did the boys never tell anyone about the incident at night?

1) They were not asked about it.

2) Mr. Sampson asked them not to tell anyone.

3) They agreed to keep it secret.

4) They were afraid to speak about it.

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| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
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**Грамматика и лексика**

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| Прочитайте приведённые ниже предложения. Преобразуйте слова, напечатанные заглавными буквами, так, чтобы они грамматически соответствовали содержанию предложений.  |

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| **5** | Language may be a gift which not only humans enjoy. Naturalists \_\_\_\_\_\_\_\_\_\_\_ for a long time that apes, our nearest relatives in the animal kingdom, communicate with one another through gestures, sounds and facial expressions. | KNOW |
| **6** | Earlier it \_\_\_\_\_\_\_\_\_\_ that only human beings could use words and sentences.  | THINK |
| **7** | But no chimp ever managed to acquire a vocabulary of more than four words \_\_\_\_\_\_\_ with great difficulty. | SPEAK |
| **8** | I wish I \_\_\_\_\_ with my partner the night before. | NOT ARGUE |
| **9** | If I \_\_\_\_ you I wouldn’t listen to anybody’s advice and follow my own heart. | BE |
| **10** | The politician said he \_\_\_\_\_\_\_ to reveal his private life to the media. | NOT GO |

**11**

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| Прочитайте приведённые ниже предложения. Образуйте от слов, напечатанных заглавными буквами, однокоренные слова так, чтобы они грамматически и лексически соответствовали содержанию предложений.  |
| 1 | Christmas is the most \_\_\_\_\_\_\_\_\_\_\_ annual festival in both  Britain  and North America. In its origins, it combines the Christian celebration of the birth of Christ, on 25 December, with the ancient tradition of a winter feast during the darkest period of the year.  | SIGN |
| 2 | Christmas carols – a special kind of religious songs – are an important part of  it. You may hear them \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ times over the radio.  | COUNT |
| 3 | At this time, too, many carol \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_make door-to-door visits to people at home, collecting money for this or that charity. | SING |
| 4 | Long before \_\_\_\_\_ shop owners lock the doors and hurry home. | DARK |
| 5 | All kinds of traditional Christmas food are also \_\_\_\_\_\_\_\_\_ available. | WIDE |

Начало формы

**12**

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| Прочитайте предложения с пропусками и выберите один из возможных вариантов ответа.  |
| 1 | It was nearly noon and the \_\_\_\_\_ the objects cast were short.1. shades 2. projections 3. shadows 4. longitudes |
| 2 | In Ancient Greece Athena was \_\_\_\_\_ at the Parthenon in Athens.1. worshiped 2. admired 3. prayed 4. adored |
| 3 | It is a disaster when tourists carve their \_\_\_\_\_ on the walls of sacred buildings1. letters 2. initials 3. marks 4. signatures |
| 4 | Environmental \_\_\_\_\_ should be increased everywhere.1. explanation 2. awareness 3. contribution 4. disturbance |
| 5 | His \_\_\_\_\_ for compensation is planned to be considered in court tomorrow.1. affection 2. approval 3. hope 4. claim |

**13**

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| Прочитайте предложения с пропусками и вставьте необходимые предлоги.  |
| 1 | We didn't mean to do harm, we did it \_\_\_ accident |
| 2 | Aren't you ashamed to be so dependant \_\_\_ your parents at your age? |
| 3 | After ten minutes outside we began shivering \_\_\_ cold. |

**Письмо**

**14** You have got a message to your email from your English pen-friend Mason:

Write a message in response to Mason. In your message:

**From: Mason@mail.uk**

**To: Russian\_friend@mail.ru**

**Subject: Blogs**

… Good news! I’ve started my miniblog about playing computer games. You

know, I’m a fan of them and want to share my experience with other teens.

How often do you watch videos by bloggers? What kind of blogs are popular

among your friends? Would you like to become a famous blogger one day?

By the way, my cat likes to shoot videos with me …

– answer his questions;

– ask **3 questions** about his cat.

Write **100–140 words**. Remember the rules of letter writing.