

**Демонстрационный вариант  
диагностической работы № 1 по английскому языку для учащихся 8 классов**

**1. Назначение работы** - проверить соответствие знаний, умений и основных видов учебной деятельности, обучающихся требованиям к планируемым результатам обучения по теме №1. Результаты работы могут быть использованы для организации занятий по коррекции знаний, умений и видов деятельности, обучающихся по данной теме.

**2. Характеристика структуры и содержания работы.**

В работе представлены задания базового и повышенного уровня сложности.

Задания базового уровня № 1-5 - это простые задания с выбором ответов. К заданиям приводятся варианты ответов, которые требуется соотнести с фразой или предложением, данным в задании.

Задания № 6,7 - это задания повышенного уровня. При выполнении этих заданий требуется дать развернутый ответ, вписать правильную грамматическую форму, дать устный ответ по теме.

**3. Распределение заданий диагностической работы по содержанию проверяемым умениям и видам деятельности.**

Работа составлена, исходя из необходимости проверки достижений планируемых предметных результатов обучения по теме №1 курса английского языка в основной школы:

- Аудирование
- Чтение
- Лексика и грамматика по изученной теме
- Письмо
- Монологическое высказывание
- Умение использовать полученные знания, умения и навыки в повседневной речи.

**4. Распределение заданий диагностической работы по уровню сложности**

В работе представлены задания разного уровня сложности: базового и повышенного:

Задания №1-5 – задания базового уровня. - это простые задания с выбором ответов.

Задания № 6,7 – задания повышенного уровня сложности. При выполнении этого задания требуется дать развернутый ответ.

**5. Время выполнения работы**

Задания 1,2 - 15 мин

Задания 3,4,5 – на каждое задание 7 мин

Задания 6,7 – 40 мин.

На выполнение тестов отводится 85-90- минут.

**6. Система оценивания отдельных заданий и работы в целом.**

За правильный ответ на задания 1,2,3,4,5 – максимальный балл 1; задания 6,7– максимальный балл 5;

**Критерии оценивания письменного сообщения (задание №6):**

Оформление	Содержание	Лексика и грамматика	Орфография	Пунктуация
1 балл	1 балл	1 балл	1 балл	1 балл

**Критерии оценивания монологического высказывания (задание №7):**

Логическая последовательность	Содержание	Лексика и грамматика	Произношение
1 балл	2 балла	1 балл	1 балл

На основе баллов, выставленных за выполнение всех заданий работы, подсчитывается первичный балл, который переводится в отметку по пятибалльной шкале, и определяется уровень достижения планируемых результатов:

Первичный балл	40-44	32-38	25-31	5-25	Ниже 5
Уровень	высокий	повышенный	базовый	пониженный	низкий

Отметка	5	4	3	2	1
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## 7. Проверяемые результаты обучения

№ задания	Предметные	Метапредметные
1	Коммуникативные умения. Аудирование.	Преобразовывать вербальную информацию в табличную форму
2	Коммуникативные умения. Аудирование.	Извлекать необходимую информацию из прослушанного текста
3	Коммуникативные умения. Чтение.	Читать и полностью понимать содержание текста, построенного на знакомом учащимся языковом материале. Установление логических связей.
4	Коммуникативные умения. Чтение.	Читать и полностью понимать содержание текста, построенного на знакомом учащимся языковом материале.
5	Языковые средства и навыки оперирования ими.	Уметь грамматически и лексически верно преобразовывать лексические единицы
6	Коммуникативные умения. Письменная речь.	Готовить письменное сообщение на заданную тему
7	Коммуникативные умения. Говорение (монологическая речь)	Продуцировать высказывание о фактах и событиях с использованием основных коммуникативных типов речи

### Диагностическая работа №1

#### Задание 1

Вы услышите четыре коротких диалога, обозначенных А, В, С и D. Определите, где происходит каждый из этих диалогов. Используйте каждое место действия из списка 1–5 только один раз. В задании есть одно лишнее место действия. Вы услышите запись дважды. Занесите свои ответы в таблицу.

1. At the hairdressers
2. At an exhibition
3. In a hospital
4. In a post office
5. In the theatre

Диалог	A	B	C	D
Место действия				

#### Задание 2

Вы услышите пять высказываний. Установите соответствие между высказываниями каждого говорящего А–Е и утверждениями, данными в списке 1–6. Используйте каждое утверждение из списка 1–6 только один раз. В задании есть одно лишнее утверждение. вы услышите запись дважды. Занесите свои ответы в таблицу.

1. The speaker presents his/her idea for an online museum.
2. The speaker presents his/her school museum.
3. The speaker talks about his/her recent excursion.
4. The speaker explains why people go on excursions.
5. The speaker talks about the most famous museums in the world.
6. The speaker explains why he/she avoids museums.

Говорящий	A	B	C	D	E
Утверждение					

### Задание 3

Прочитайте тексты и установите соответствие между текстами А–G и заголовками 1–8. В ответ запишите цифры, в порядке, соответствующем буквам. Используйте каждую цифру **только один раз**. В задании есть **один лишний заголовок**.

1. International space teams
2. A new kind of tourism
3. What to wear in space
4. Space station equipment
5. The problem with closed spaces
6. Down-to-Earth training for space
7. Early space projects
8. Space garbage

**A.** People have always dreamt about space travel and space discoveries. For the first time the dream came true when the unmanned satellite Sputnik was launched and scientists got the first photos of the Earth from outer space. However, the real breakthrough happened in 1961 when the first human, Yuri Gagarin, left our planet on the spacecraft Vostok and completed a full Earth orbit.

**B.** Since then lots of people have volunteered for space missions but few are able to meet the strict requirements for candidates. Still on the Earth, the future astronauts do tests in simulated environments and solve problems they are supposed to face during the flight. They get ready physically and psychologically for different situations. They also practise how to operate the complicated space equipment and what to do in an emergency.

**C.** Even wearing a spacesuit requires special skills. The main idea of the suit is to keep the person alive in outer space, during launch and landing, when the pressure on the body increases dramatically, or inside the space station, if something goes wrong. The suit is made from hard materials, contains its own oxygen supply and has lots of smart devices monitoring the condition of the astronaut.

**D.** Obviously, no device can completely eliminate the risk of space travel - it will always be a dangerous activity, but it attracts people anyway. They are ready to pay big money for an out-of-this-world experience and the number of such people is constantly increasing. There are already business projects for space tours and designs for space stations stuffed with equipment for entertainment instead of scientific experiments.

**E.** Not everyone supports the idea of idle space tourists, and there are reasons for this. Apart from unnecessary risk, it can add to the problem of space pollution. People have only started going into orbit very recently but they have already managed to leave lots of evidence of their existence there - parts of old spacecraft and satellites are circling the Earth. Scientists say that if this increases, it may cause serious problems and dangerous situations.

**F.** Nowadays, countries find it useful to combine their efforts when carrying out space exploration projects. The best engineers from all over the world participate in designing crafts and equipment, and astronauts working on the space station may be of different nationalities and backgrounds. Theoretically speaking, it might cause some misunderstanding and culture clashes, but in practice this never happens.

**G.** Long space missions, however, are going to be a great challenge to the flight team whatever nationality they are. The astronauts will have to communicate only with each other and there will

be no opportunity to escape unpleasant people. Psychologists believe that stress is a serious risk factor for the planned expedition to Mars.

Текст	A	B	C	D	E	F	G
Заголовок							

#### Задание 4

Прочитайте текст и выберите правильный вариант ответа к вопросам 1-8. В ответ запишите цифры, в порядке, соответствующем заданию.

#### Hidden Treasure

One hot summer day in the 1950s, Donna and her cousin Toby, who lived next door, decided to have a little adventure. At the age of six, it seemed a good idea to them. Donna's mother was working in the garden and Toby's mother was baking bread in the kitchen to share with their neighbours while it was still warm.

That day, the children were bored and restless and wanted to do something exciting. Toby suggested finding hidden treasure. He thought they would bury Donna's mother's rings and later take them out of the ground. It would be like finding treasure. At first, Donna was not sure as she felt it could get them in trouble. But Toby seemed older and wiser, so she agreed.

They knew Donna's mother kept her rings on the dressing table in her bedroom. She had a beautiful pearl ring and a diamond wedding ring that she wore only for special occasions. So the children thought she wouldn't miss the rings if they took them for a while. They got upstairs, entered the tidy room, which smelled of the mother's perfume, and removed the rings from their special box.

Toby put the rings into his pocket and they both ran to the big field where they often played. Toby thought it was an excellent place where nobody would find the rings. They made a hole in the ground with the help of a kitchen spoon and put the secret treasure inside. Soon they heard their mothers calling them for lunch and ran back home. For some unknown reason, they forgot to go back to dig up the rings and to return them to their place.

About a week later, Donna's mother found out that her rings were missing and was furious. From the look on Donna's face she guessed the girl knew the truth. So Donna had to tell the whole story of her adventure with cousin Toby. At that moment she realized the seriousness of her crime.

The mother demanded that Donna should show her the place. They went to the field to dig up the rings. Unfortunately Donna couldn't remember exactly where they were buried. They tried several places without success till it was absolutely dark. They kept trying to find the rings for many days but eventually they gave up. Amazingly, the mother forgave Donna. She never scolded her nor even reminded her about the lost rings. She knew that her daughter didn't mean any harm - she was just a small child and did it for a game. Everyone, however, silently hoped the 'hidden treasure' would be found someday.

Six years later, the field was planted with rows of little pine trees for a Christmas sale. One day, the farmer found a pearl ring in the ground and told a neighbour, who remembered the story of the lost rings. He handed the ring over to Donna's mother. The discovery made her extremely happy. They started a new search but the other ring was never found.

Many years later Donna noticed her younger sister was wearing the pearl ring. When she asked her mother why she had given it to her sister, she answered, 'Well, I always planned to give my best rings to my daughters some day and you were supposed to get the diamond wedding ring!'

№1 Donna and Toby were relatives.

- 1) True
- 2) False
- 3) Not stated

№2 It was Donna's idea to hide her mother's rings.

- 1) True
- 2) False

3) Not stated

№3 The rings were the only two pieces of jewellery Donna's mother had.

1) True

2) False

3) Not stated

№4. Donna and Toby hid the rings outside the house.

1) True

2) False

3) Not stated

№5. It was Toby who told Donna's mother about the hidden rings. 1) True

2) False

3) Not stated

№6. The mother punished Donna for the lost rings.

1) True

2) False

3) Not stated

№7. Toby helped to look for the rings too.

1) True

2) False

3) Not stated

№8. Donna's sister received the mother's pearl ring.

1) True

2) False

3) Not stated

### Задание 5

Прочитайте приведённый ниже текст. Преобразуйте слово, напечатанное заглавными буквами в скобках так, чтобы оно грамматически соответствовало содержанию текста. Заполните пропуск полученным словом.

«Bella was a good student. She (1) \_\_\_\_\_ (ENJOY) learning but she always started to feel very nervous when she had to write tests.»

Bella was a good student. She(2) \_\_\_\_\_ (ENJOY) learning but she always started to feel very nervous when she had to write tests. That Monday (3) \_\_\_\_\_ (NOT BE) a lucky day for her and she realised it as soon as she came into the classroom. "Oh, no! I (4) \_\_\_\_\_ (LEAVE) all my pens at home." She turned to Jenny: "Have you got a spare pen?" "Let me see," Jenny opened (5) \_\_\_\_\_ (SHE) bag and pulled out a pen. "I've got this one. But it's green." "Give it to me anyway," Bella said. "If I don't find a proper pen, I(6) \_\_\_\_\_ (WRITE) in green ink. I hope it won't affect my grades." When the teacher handed out the tests, Bella felt even(7) \_\_\_\_\_ (BAD) than she felt before. The test was really long — the tasks(8) \_\_\_\_\_ (PRINT) on both sides of the page! Bella did PRINT the first task quickly, but the (9) \_\_\_\_\_ (TWO) one was a real problem. Bella got panicky. Time ticked on but she(10) \_\_\_\_\_ (NOT CAN) concentrate on the tasks.

### Задание 6

You have received a letter from your English-speaking pen friend, Jim.

*I'm having a very busy time now as I have to get ready for my exams. As far as I know all students in Russia have to take school exams too...*

*When are you going to have your exams? What exams have you chosen and why? What are your plans for the summer holidays?*

Write her a letter and answer her 3 questions. Write 100–120 words. Remember the rules of letter writing.

## Задание 7

Give a talk about foreign languages.

Remember to say:

- why speaking foreign languages is so important nowadays;
- what the most effective way to learn a foreign language is, in your opinion;
- what your usual classroom activities in English are.

### Демонстрационный вариант диагностической работы № 2 по английскому языку для учащихся 8 классов

**1. Назначение работы** - проверить соответствие знаний, умений и основных видов учебной деятельности, обучающихся требованиям к планируемым результатам обучения по теме №2. Результаты работы могут быть использованы для организации занятий по коррекции знаний, умений и видов деятельности, обучающихся по данной теме.

#### **2. Характеристика структуры и содержания работы.**

В работе представлены задания базового и повышенного уровня сложности.

Задания базового уровня № 1-5 - это простые задания с выбором ответов. К заданиям приводятся варианты ответов, которые требуется соотнести с фразой или предложением, данным в задании.

Задания № 6,7 - это задания повышенного уровня. При выполнении этих заданий требуется дать развернутый ответ, вписать правильную грамматическую форму, дать устный ответ по теме.

#### **3. Распределение заданий диагностической работы по содержанию проверяемым умениям и видам деятельности.**

Работа составлена, исходя из необходимости проверки достижений планируемых предметных результатов обучения по теме №2 курса английского языка в основной школы:

- Аудирование
- Чтение
- Лексика и грамматика по изученной теме
- Письмо
- Монологическое высказывание
- Умение использовать полученные знания, умения и навыки в повседневной речи.

#### **4. Распределение заданий диагностической работы по уровню сложности**

В работе представлены задания разного уровня сложности: базового и повышенного:

Задания №1-5 – задания базового уровня. - это простые задания с выбором ответов.

Задания 6,7 – задания повышенного уровня сложности. При выполнении этого задания требуется дать развернутый ответ.

#### **5. Время выполнения работы**

Задания 1,2 - 15 мин

Задания 3,4,5 – на каждое задание 7 мин

Задания 6,7 – 40 мин.

На выполнение тестов отводится 85-90- минут.

#### **6. Система оценивания отдельных заданий и работы в целом.**

За правильный ответ на задания 1,2,3,4,5 – максимальный балл 1; задания 6,7– максимальный балл 5;

#### **Критерии оценивания письменного сообщения (задание №6):**

Оформление	Содержание	Лексика и грамматика	Орфография	Пунктуация
1 балл	1 балл	1 балл	1 балл	1 балл

#### **Критерии оценивания монологического высказывания (задание №7):**

Логическая	Содержание	Лексика и	Произношение
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последовательность		грамматика	
1 балл	2 балла	1 балл	1 балл

На основе баллов, выставленных за выполнение всех заданий работы, подсчитывается первичный балл, который переводится в отметку по пятибалльной шкале, и определяется уровень достижения планируемых результатов:

Первичный балл	40-44	32-38	25-31	5-25	Ниже 5
Уровень	высокий	повышенный	базовый	пониженный	низкий
Отметка	5	4	3	2	1

## 7. Проверяемые результаты обучения

№ задания	Предметные	Метапредметные
1	Коммуникативные умения. Аудирование.	Преобразовывать вербальную информацию в табличную форму
2	Коммуникативные умения. Аудирование.	Извлекать необходимую информацию из прослушанного текста
3	Коммуникативные умения. Чтение.	Читать и полностью понимать содержание текста, построенного на знакомом учащимся языковом материале. Установление логических связей.
4	Коммуникативные умения. Чтение.	Читать и полностью понимать содержание текста, построенного на знакомом учащимся языковом материале.
5	Языковые средства и навыки оперирования ими.	Умение грамматически и лексически верно преобразовывать лексические единицы
6	Коммуникативные умения. Письменная речь.	Готовить письменное сообщение на заданную тему
7	Коммуникативные умения. Говорение (монологическая речь)	Продуцировать высказывание о фактах и событиях с использованием основных коммуникативных типов речи

### Диагностическая работа №1

#### Задание 1

Вы услышите четыре коротких диалога, обозначенных А, В, С и D. Определите, где происходит каждый из этих диалогов. Используйте каждое место действия из списка 1–5 только один раз. В задании есть одно лишнее место действия. Вы услышите запись дважды. Занесите свои ответы в таблицу.

1. At home
2. At the zoo
3. At a stadium
4. On a beach
5. On a street

Диалог	A	B	C	D
Место действия				

#### Задание 2

Вы услышите пять высказываний. Установите соответствие между высказываниями каждого

говорящего А–Е и утверждениями, данными в списке 1–6. Используйте каждое утверждение из списка 1–6 только один раз. В задании есть одно лишнее утверждение. вы услышите запись дважды. Занесите свои ответы в таблицу.

1. The speaker talks about his/her favourite subject.
2. The speaker describes his/her school classroom.
3. The speaker describes a school book exhibition.
4. The speaker explains what his/her friend is angry about.
5. The speaker explains how to use the school library.
6. The speaker talks about his/her after-class activities.

Говорящий	A	B	C	D	E
Утверждение					

### Задание 3

Прочитайте тексты и установите соответствие между текстами А–Г и заголовками 1–8. В ответ запишите цифры, в порядке, соответствующем буквам. Используйте каждую цифру только один раз. В задании есть один лишний заголовок.

1. Popular route
2. The secret of the old rocks
3. City of contrasts
4. Escape the heat
5. Common roots
6. Wildlife holidays
7. Holy waters
8. Movie magic

**A.** The world's first university was established in India in 700 BC, where more than 10,500 students from around the world studied more than 60 different subjects. The training was conducted in Sanskrit. Nowadays Sanskrit is considered to be the mother of all the European languages. Its elements can be traced in most of them.

**B.** The most frequently visited place in India is Delhi, the capital of the country. It seems to be divided into two parts. New Delhi is a modern city with hi-tech architecture, tourist attractions and modern facilities. Old Delhi is several centuries old, with narrow streets, ancient churches and noisy bazaars. Lots of people live in slums without the most essential facilities like toilets and running water.

**C.** People all over the world know of India's greatest river, the Ganges. It is the subject of thousands of prayers. The river looks extremely beautiful in the morning light. It is believed that bathing in the Ganges helps to cure all kinds of diseases and can improve your life in general. It has become a common ritual for pilgrims to gather by the river in the mornings.

**D.** The most famous and often visited Indian historic area is the Golden Triangle. It consists of the cities of Delhi, Agra and Jaipur. Lying in the south-east, Agra attracts tourists with its iconic image of the Taj Mahal palace, which is one of the eight wonders of the modern world. To the south-west is the colourful 'Pink City' of Jaipur, known for its Palace of Winds.

**E.** Indian climate differs from one part of the country to another. The air is cool and fresh in the mountains but in the plains it is usually very hot and dry so even a short trip can be very hard for an inexperienced traveller. That is why tourists are always glad to have a rest at one of the numerous stations in the hills. There they can enjoy a nice cup of real Indian tea, the most refreshing drink in such a climate.

**F.** India is not all history. It is also famous for its Bollywood industry, which produces love stories and action films. Indian films have always had their own style, rich in music and dancing. Though the industry is still developing, many of Indian film stars have received Oscar prizes and are known throughout the world. The home of Bollywood is Bombay, also known as a busy port and the country's commercial centre.

**G.** There is an unusual treasure hidden in the Indian mountains. These are striking ancient temples cut in the rocks. For example, the Buddhist cave temples at Ajanta were built at least 2,000 years ago. Inside the caves on the walls tourists can see pictures of people's lives and animal images. Some researchers believe that the interpretation of the images can help us to learn a lot about people's lives in ancient times.

Текст	A	B	C	D	E	F	G
Заголовок							

**Задание 4**

Прочитайте текст и выберите правильный вариант ответа к вопросам 1-8. В ответ запишите цифры, в порядке, соответствующем заданию.

**The Santa Claus Wait**

Christmas Eve is a special time for children. Every year they wait for their presents from Santa Claus. Magic is everywhere in Tim and Robert's house which is decorated with greeting cards, candles and lights. The sweet smell of Mum's homemade cookies also brings to mind the coming wonders.

Throughout the month before Christmas Tim and his brother Robert regularly made their beds, set the table and followed their parents' instructions about the house. As usual, each of them wrote a letter to Santa to ask for a toy. They knew Santa wouldn't visit naughty children.

The same thing happened each year until the brothers were nine. They suddenly began to doubt that Santa could decorate their tree and millions more trees in a single night. It also seemed hard for Santa to deliver all the gifts before daybreak. Besides, they kept asking Dad how Santa could get inside their house without a chimney!

Dad usually answered that Santa would surely come, but that the children should be good and go to bed early. So on Christmas Eve, after Mum had checked that there was enough food left for Santa, the boys were sent to bed as usual. Robert was soon asleep, but Tim silently lay in bed, hoping to hear Santa coming. It seemed the longest night of Tim's life.

In the early morning, when the other members of the family were still asleep, Tim bravely went to the living room to check for presents from Santa. When he switched on the light, he cried "Wow! He's come!" In the room the Christmas tree stood in the middle of a big platform that looked like a small town with a toy railroad. It was unbelievable; a toy wonderland!

Tim spent an hour among the toys and then decided to wake up Robert and his parents to see the presents. While running upstairs he saw that the cookies had disappeared. In excitement he went into his parents' bedroom but didn't notice that they seemed a little bit more tired than usual.

"Mum! Dad! Quick! Robert! It's fantastic!" he shouted. Everybody went down. Robert immediately saw his new car. It was wonderful. Poor Robert was upset because the car wouldn't run. Dad said he couldn't understand why the car wouldn't start. The batteries in the car had been absolutely new.

He didn't know Tim had turned on the car and had forgotten about it when he was checking out other gifts earlier. Within that hour the batteries died, in those times they didn't last long. Tim kept silent as he didn't want to be punished on Christmas Day.

**№1** Tim was the only child in the family.

- 1) True
- 2) False
- 3) Not stated

**№2** Tim got good marks at school before Christmas.

- 1) True

- 2) False
  - 3) Not stated
- № 3.** Tim had never believed that Santa existed.
- 1) True
  - 2) False
  - 3) Not stated

**№ 4** On Christmas Day, Tim’s father usually dressed up like Santa.

- 1) True
- 2) False
- 3) Not stated

**№5.** Tim was the first to get up on Christmas Day.

- 1) True
- 2) False
- 3) Not stated

**№6.** Some tasty things were left for Santa on that Christmas night.

- 1) True
- 2) False
- 3) Not stated

**№7** There were presents for the parents under the Christmas tree.

- 1) True
- 2) False
- 3) Not stated

**№8** Tim told his father that he had damaged the car.

- 1) True
- 2) False
- 3) Not stated

### Задание 5

Прочитайте приведённый ниже текст. Преобразуйте слово, напечатанное заглавными буквами в скобках так, чтобы оно грамматически соответствовало содержанию текста. Заполните пропуск полученным словом.

*«I come from England but now I live permanently in Quebec, Canada.*

*When my parents (1) \_\_\_\_\_ (BRING) me to Canada, I was fifteen.»*

I come from England but now I live permanently in Qуйбес, Canada. When my parents (2) \_\_\_\_\_ (BRING) me to Canada, I was fifteen. It was the winter and I (3) \_\_\_\_\_ (IMPRESS) by the amount of snow there. I asked my new friends what they usually (4) \_\_\_\_\_ (DO) for entertainment in such a cold climate. Their answer was simple, “In winter (5) \_\_\_\_\_ (CHILD) and adults go skiing and skating.”

Before arriving in Canada I had never tried skating and my Canadian ice experience was really painful. To start with, it took (6) \_\_\_\_\_ (I) half an hour to pu on the skates. I (7) \_\_\_\_\_ (NOT/KNOW) how to move so my new friends showed me some basic techniques. However, when I was left alone on the ice, I (8) \_\_\_\_\_ (FALL) over immediately. When I opened my eyes, my new friends were standing around. They weren’t laughing, they looked worried. “Are you OK?” they asked. “Fine,” I said, “I wish I (9) \_\_\_\_\_ (CAN) skate as easily as you do.” “You definitely will,” they smiled. And they were right. By the end of my (10) \_\_\_\_\_ (ONE) winter in Canada, I felt confident on the ice. More than that, I found out that skating was a really exciting activity!

### Задание 6

You have 30 minutes to do this task. You have received a letter from your English-speaking pen friend Ben.

*... I am very busy now preparing for my exams but yesterday I went to the cinema with my friends. We saw a new film about Sherlock Holmes. You’ve probably seen it too. ...*

*What kinds of films do you like? Where do you prefer watching films — in the cinema or at home and why? What would you make a film about if you had a chance?...*

Write her a letter and answer her 3 questions. Write 100–120 words. Remember the rules of letter writing.

### Задание 7

Give a talk about foreign languages.

Remember to say:

- why it is useful to study foreign languages at school;
- how many languages you would like to speak; what they would be;
- what you do to improve your English.

You have to talk for 1.5–2 minutes. The examiner will listen until you have finished. Then he/she will ask you some questions.

## Демонстрационный вариант диагностической работы № 3 по английскому языку для учащихся 8 классов

**1. Назначение работы** - проверить соответствие знаний, умений и основных видов учебной деятельности, обучающихся требованиям к планируемым результатам обучения по теме №3. Результаты работы могут быть использованы для организации занятий по коррекции знаний, умений и видов деятельности, обучающихся по данной теме.

### **2. Характеристика структуры и содержания работы.**

В работе представлены задания базового и повышенного уровня сложности.

Задания базового уровня № 1-5 - это простые задания с выбором ответов. К заданиям приводятся варианты ответов, которые требуется соотнести с фразой или предложением, данным в задании.

Задания № 6,7- это задания повышенного уровня. При выполнении этих заданий требуется дать развернутый ответ, вписать правильную грамматическую форму, дать устный ответ по теме.

### **3. Распределение заданий диагностической работы по содержанию проверяемым умениям и видам деятельности.**

Работа составлена, исходя из необходимости проверки достижений планируемых предметных результатов обучения по теме №3 курса английского языка основной школы:

- Аудирование
- Чтение
- Лексика и грамматика по изученной теме
- Письмо
- Монологическое высказывание
- Умение использовать полученные знания, умения и навыки в повседневной речи.

### **4. Распределение заданий диагностической работы по уровню сложности**

В работе представлены задания разного уровня сложности: базового и повышенного:

Задания №1-5 – задания базового уровня. - это простые задания с выбором ответов.

Задания № 6,7 – задания повышенного уровня сложности. При выполнении этого задания требуется дать развернутый ответ.

### **5. Время выполнения работы**

Задания 1,2 - 15 мин

Задания 3,4,5 – на каждое задание 7 мин

Задания 6,7 – 40 мин.

На выполнение тестов отводится 85-90- минут.

### **6. Система оценивания отдельных заданий и работы в целом.**

За правильный ответ на задания 1,2,3,4,5 – максимальный балл 1; задания 6,7– максимальный балл 5;

**Критерии оценивания письменного сообщения (задание №6):**

Оформление	Содержание	Лексика и грамматика	Орфография	Пунктуация
1 балл	1 балл	1 балл	1 балл	1 балл

**Критерии оценивания монологического высказывания (задание №7):**

Логическая последовательность	Содержание	Лексика и грамматика	Произношение
1 балл	2 балла	1 балл	1 балл

На основе баллов, выставленных за выполнение всех заданий работы, подсчитывается первичный балл, который переводится в отметку по пятибалльной шкале, и определяется уровень достижения планируемых результатов:

Первичный балл	40-44	32-38	25-31	5-25	Ниже 5
Уровень	высокий	повышенный	базовый	пониженный	низкий
Отметка	5	4	3	2	1

**7. Проверяемые результаты обучения**

№ задания	Предметные	Метапредметные
1	Коммуникативные умения. Аудирование.	Преобразовывать вербальную информацию в табличную форму
2	Коммуникативные умения. Аудирование.	Извлекать необходимую информацию из прослушанного текста
3	Коммуникативные умения. Чтение.	Читать и полностью понимать содержание текста, построенного на знакомом учащимся языковом материале. Установление логических связей.
4	Коммуникативные умения. Чтение.	Читать и полностью понимать содержание текста, построенного на знакомом учащимся языковом материале.
5	Языковые средства и навыки оперирования ими.	Уметь грамматически и лексически верно преобразовывать лексические единицы
6	Коммуникативные умения. Письменная речь.	Готовить письменное сообщение на заданную тему
7	Коммуникативные умения. Говорение (монологическая речь)	Продуцировать высказывание о фактах и событиях с использованием основных коммуникативных типов речи

**Диагностическая работа №3**

**Задание 1**

Вы услышите четыре коротких диалога, обозначенных А, В, С и D. Определите, где происходит каждый из этих диалогов. Используйте каждое место действия из списка 1–5 только один раз. В задании есть одно лишнее место действия. Вы услышите запись дважды. Занесите свои ответы в таблицу.

1. In a park
2. In a shop
3. In a vet clinic
4. In a hotel
5. At a party

Диалог	A	B	C	D
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Место действия				
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### Задание 2

Вы услышите пять высказываний. Установите соответствие между высказываниями каждого говорящего А–Е и утверждениями, данными в списке 1–6. Используйте каждое утверждение из списка 1–6 только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Запишите свои ответы в таблицу.

1. The speaker talks about his/her childhood dream.
2. The speaker talks about his/her recent day-off.
3. The speaker explains how to grow a garden.
4. The speaker explains about healthy eating habits.
5. The speaker talks about his/her new hobby.
6. The speaker explains how to cook a special dish.

Говорящий	A	B	C	D	E
Утверждение					

### Задание 3

Прочитайте тексты и установите соответствие между текстами А–Г и заголовками 1–8. В ответ запишите цифры, в порядке, соответствующем буквам. Используйте каждую цифру только один раз. В задании есть один лишний заголовок.

1. Traditional delivery
2. Loss of popularity
3. Money above privacy
4. The best-known newspapers
5. Focus on different readers
6. The successful competitor
7. Size makes a difference
8. Weekend reading

**A.** As in many other European countries, Britain's main newspapers are losing their readers. Fewer and fewer people are buying broadsheets and tabloids at the newsagent's. In the last quarter of the twentieth century people became richer and now they can choose other forms of leisure activity. Also, there is the Internet which is a convenient and inexpensive alternative source of news.

**B.** The 'Sunday papers' are so called because that is the only day on which they are published. Sunday papers are usually thicker than the dailies and many of them have six or more sections. Some of them are 'sisters' of the daily newspapers. It means they are published by the same company but not on week days.

**C.** Another proof of the importance of 'the papers' is the morning 'paper round'. Most newsagents organise these. It has become common that more than half of the country's readers get their morning paper brought to their door by a teenager. The boy or girl usually gets up at around 5:30 a.m. every day including Sunday to earn a bit of pocket money.

**D.** The quality papers or broadsheets are for the better educated readers. They devote much space to politics and other 'serious' news. The popular papers, or tabloids, sell to a much larger readership. They contain less text and a lot more pictures. They use bigger headlines and write in a simpler style of English. They concentrate on 'human interest stories' which often means scandal.

**E.** Not so long ago in Britain if you saw someone reading a newspaper you could tell what kind it was without even checking the name. It was because the quality papers were printed on very large pages called 'broadsheet'. You had to have expert turning skills to be able to read more than one page. The tabloids were printed on much smaller pages which were much easier to turn.

**F.** The desire to attract more readers has meant that in the twentieth century sometimes even the broadsheets in Britain look rather ‘popular’. They give a lot of coverage to scandal and details of people’s private lives. The reason is simple. What matters most for all newspaper publishers is making a profit. They would do anything to sell more copies.

**G.** If you go into any newsagent’s shop in Britain you will not find only newspapers. You will also see rows and rows of magazines for almost every imaginable taste. There are specialist magazines for many popular pastimes. There are around 3,000 of them published in the country and they are widely read, especially by women. Magazines usually list all the TV and radio programmes for the coming week and many British readers prefer them to newspapers.

Текст	A	B	C	D	E	F	G
Заголовок							

#### Задание 4

Прочитайте текст и выберите правильный вариант ответа к вопросам 1-8. В ответ запишите цифры, в порядке, соответствующем заданию.

Many Americans enjoy running marathons – a forty-two kilometer race. More than three hundred marathons were held in the United States last year and that number is expected to grow.

The New York City marathon is held every year on the first Sunday of November. It is a big sporting event with thousands of participants. One can see celebrities and famous sportsmen among the marathon runners. A famous cyclist, whose excellent physical condition helped him complete the marathon in less than three hours, admitted that the race was ‘the hardest physical thing he had ever done’.

While the New York City marathon is the biggest, the Boston Marathon is the oldest one. Boston’s is held in April. Boston is famous for the fact that Roberta Gibb became the first woman to unofficially run that marathon in 1966. At that time, people did not believe women could run marathons. The Olympics did not hold a women’s marathon event until 1984 in Los Angeles, California.

Today’s marathons welcome everyone. The popularity of the sport has spread among people who are interested in health and fitness. Many middle-aged people like to spend a weekend visiting a new city and running a marathon there. Some magazines call the middle-aged people of today the ‘marathon generation’. Forty-three percent of marathon runners in the United States are 40 years old or older. There are many organisations for marathoners. Nowadays many local running clubs offer training programmes that can prepare runners for the big race. A marathon really starts several months before the race. You need to run about five days every week to prepare. Most runs should be for half an hour. You should also try to run for an hour or more each Sunday. This is a very basic way for an average runner to prepare.

What you can’t prepare for is running in a big marathon with thousands of other participants. A marathon is in many ways a social event. There is a sense of community. The spectators are as much a part of the race as the runners. Almost every age group is present. At the start of the race there is a lot of shouting as the runners want to release some tension. They have three to five hours of hard running ahead of them.

However there are people who want to run farther. For them ultra-marathons are organised that take running to a different level. An ultra-marathon is any race longer than a marathon. One of the oldest ultra-marathons is held annually in California, USA. It is 160 kilometers long. Last year, 210 people finished the race. The winner, Graham Cooper, finished in eighteen hours and seventeen minutes.

**№1** The well-trained athlete finds a marathon a difficult activity.

- 1) True
- 2) False

3) Not stated

**№2** Marathons in the USA are held in different seasons.

- 1) True
- 2) False
- 3) Not stated

**№3** In the 20<sup>th</sup> century doctors believed that marathons were harmful for women.

- 1) True
- 2) False
- 3) Not stated

**№4** People who are over forty are not allowed to take part in marathons.

- 1) True
- 2) False
- 3) Not stated

**№5** The best way to prepare for a marathon is to join a running club.

- 1) True
- 2) False
- 3) Not stated

**№6** Training for a marathon includes special diets.

- 1) True
- 2) False
- 3) Not stated

**№7** At the start of a marathon the runners keep silent to save energy.

- 1) True
- 2) False
- 3) Not stated

**№8** A marathon with a large number of participants is called an ultra-marathon.

- 1) True
- 2) False
- 3) Not stated

### **Задание 5**

Прочитайте приведённый ниже текст. Преобразуйте слово, напечатанное заглавными буквами в скобках так, чтобы оно грамматически соответствовало содержанию текста. Заполните пропуск полученным словом.

*«The plane safely took off and Anna breathed a sigh of relief. She (1) \_\_\_\_\_ (NOT LIKE) flying.»*

The plane safely took off and Anna breathed a sigh of relief. She(2) \_\_\_\_\_ (NOT LIKE) flying. She knew that, according to statistics, it was the(3) \_\_\_\_\_ (SAFE) way of travelling, but it didn't make her feel any better. Statistics were impersonal but when she imagined her plane flying over the ocean, she (4) \_\_\_\_\_ (FEEL) dizzy. The guy sitting next to (5) \_\_\_\_\_ (SHE) was, on the contrary, happy and relaxed. He was listening to his CD player. His eyes (6) \_\_\_\_\_ (CLOSE) but when Anna tried to reach for her bag on the luggage deck, he immediately stood up to help her. "Thanks, I can do it (7) \_\_\_\_\_ (I)," Anna said and her voice shook. "Are you OK, miss?" the guy asked. "You look pale. Are you afraid of flying?"

Anna nodded. "Take this. It (8) \_\_\_\_\_ (DO) you good," the guy handed her a package of candies. "I always have candies when I fly." It reminded Anna her first flight. She and her granny (9) \_\_\_\_\_ (FLY) to New York for Christmas. The six-year-old Anna was cheerful and excited. She had a large box of candies on her lap and was afraid of nothing. "I wish I

(10) \_\_\_\_\_ (CAN) feel the same now,” Anna sighed and took a handful of the candies. The guy looked at her in surprise.

### Задание 6

You have 20 minutes to do this task. You have received a letter from your English-speaking pen friend Ben.

*I am very busy now preparing for my exams but yesterday I went to the cinema with my friends. We saw a new film about Sherlock Holmes. You've probably seen it too. ...  
What kinds of films do you like? Where do you prefer watching films — in the cinema or at home or on TV? Why? What would you make a film about if you had a chance? ...*

Write her a letter and answer her 3 questions. Write 100–120 words. Remember the rules of letter writing.

### Задание 7

Give a talk about TV.

Remember to say:

- why TV is important in modern society;
- when you watch TV;
- what you prefer: watching TV or reading a book, why.

You have to talk for 1.5–2 minutes. The examiner will listen until you have finished. Then he/she will ask you some questions.

## Демонстрационный вариант диагностической работы № 4 по английскому языку для учащихся 8 классов

**1. Назначение работы** - проверить соответствие знаний, умений и основных видов учебной деятельности, обучающихся требованиям к планируемым результатам обучения. Результаты работы могут быть использованы для организации занятий по коррекции знаний, умений и видов деятельности.

### **2. Характеристика структуры и содержания работы.**

В работе представлены задания базового и повышенного уровня сложности.

Задания базового уровня № 1-5 - это простые задания с выбором ответов. К заданиям приводятся варианты ответов, которые требуется соотнести с фразой или предложением, данным в задании.

Задания № 6,7 - это задания повышенного уровня. При выполнении этих заданий требуется дать развернутый ответ, вписать правильную грамматическую форму, дать устный ответ по теме.

### **3. Распределение заданий диагностической работы по содержанию проверяемым умениям и видам деятельности.**

Работа составлена, исходя из необходимости проверки достижений планируемых предметных результатов обучения по темам курса английского языка в основной школы:

- Аудирование
- Чтение
- Лексика и грамматика по изученной теме
- Письмо
- Монологическое высказывание
- Умение использовать полученные знания, умения и навыки в повседневной речи.

### **4. Распределение заданий диагностической работы по уровню сложности**

В работе представлены задания разного уровня сложности: базового и повышенного:

Задания №1-5 – задания базового уровня. - это простые задания с выбором ответов.

Задания №6,7 – задания повышенного уровня сложности. При выполнении этого задания требуется дать развернутый ответ.

### **5. Время выполнения работы**

Задания 1,2 - 15 мин

Задания 3,4,5 – на каждое задание 7мин

Задания 6,7 – 40 мин.

На выполнение тестов отводится 85-90- минут.

### **6. Система оценивания отдельных заданий и работы в целом.**

За правильный ответ на задания 1,2,3,4,5 – максимальный балл 1; задания 6,7– максимальный балл 5;

#### **Критерии оценивания письменного сообщения (задание №6):**

Оформление	Содержание	Лексика и грамматика	Орфография	Пунктуация
1 балл	1 балл	1 балл	1 балл	1 балл

#### **Критерии оценивания монологического высказывания (задание №7):**

Логическая последовательность	Содержание	Лексика и грамматика	Произношение
1 балл	2 балла	1 балл	1 балл

На основе баллов, выставленных за выполнение всех заданий работы, подсчитывается первичный балл, который переводится в отметку по пятибалльной шкале, и определяется уровень достижения планируемых результатов:

Первичный балл	40-44	32-38	25-31	5-25	Ниже 5
Уровень	высокий	повышенный	базовый	пониженный	низкий
Отметка	5	4	3	2	1

### **7. Проверяемые результаты обучения**

№ задания	Предметные	Метапредметные
1	Коммуникативные умения. Аудирование.	Преобразовывать вербальную информацию в табличную форму
2	Коммуникативные умения. Аудирование.	Извлекать необходимую информацию из прослушанного текста
3	Коммуникативные умения. Чтение.	Читать и полностью понимать содержание текста, построенного на знакомом учащимся языковом материале. Установление логических связей.
4	Коммуникативные умения. Чтение.	Читать и полностью понимать содержание текста, построенного на знакомом учащимся языковом материале.
5	Языковые средства и навыки оперирования ими.	Умение грамматически и лексически верно преобразовывать лексические единицы
6	Коммуникативные умения. Письменная речь.	Готовить письменное сообщение на заданную тему
7	Коммуникативные умения. Говорение (монологическая речь)	Продуцировать высказывание о фактах и событиях с использованием основных коммуникативных типов речи

### **Диагностическая работа №4**

#### **Задание 1**

Вы услышите четыре коротких диалога, обозначенных А, В, С и D. Определите, где происходит каждый из этих диалогов. Используйте каждое место действия из списка 1–5 только один раз. В задании есть одно лишнее место действия. Вы услышите запись дважды.

Занесите свои ответы в таблицу.

1. On a bus
2. At a cinema
3. On board a plane
4. In an internet cafe
5. At the stadium

Диалог	A	B	C	D
Место действия				

### Задание 2

Вы услышите пять высказываний. Установите соответствие между высказываниями каждого говорящего А–Е и утверждениями, данными в списке 1–6. Используйте каждое утверждение из списка 1–6 только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу.

1. The speaker talks about a successful exam experience.
2. The speaker explains why he/she is afraid of exams.
3. The speaker talks about exam preparation.
4. The speaker says that exams are necessary.
5. The speaker explains why he/she failed the exam.
6. The speaker says that he/she enjoys taking exams.

Говорящий	A	B	C	D	E
Утверждение					

### Задание 3

Прочитайте тексты и установите соответствие между текстами А–Г и заголовками 1–8. В ответ запишите цифры, в порядке, соответствующем буквам. Используйте каждую цифру только один раз. В задании есть один лишний заголовок.

1. Popular snack invention
2. Getting round the world
3. A new favourite in the East
4. Travelling outside the Earth
5. Events in honour of the vegetable
6. Vegetable language
7. Recipes to cook the vegetable
8. New and frightening

**A.** From Spain, potatoes spread to all parts of Europe. Spanish ships carried the vegetable to Italy in around 1560, making that country the first after Spain to eat potatoes. A bit later, the potato reached Austria and France, England and Germany, Portugal and Ireland. The potato was introduced to India, possibly as early as 1615, and then reached the most remote parts of China. In 1792 Captain William Bligh planted the first potatoes in Australia.

**B.** It is not unusual for new foods to be met with skepticism and fear, especially those arriving from a faraway continent. The potato, however, had a harder battle for acceptance than many other vegetables from the Americas. People didn't like its unusual, ugly appearance and originally bitter taste. Besides, the potato was not mentioned in the Bible and it was often associated with the devil.

**C.** In the United States, the potato has found its way into pop culture and has been used in lots of idiomatic phrases. A couch potato, for example, means an inactive person; hot potato indicates a dangerous topic; small potatoes refers to something that is not a big deal; meat and potatoes means simple food. Calling someone a potato head is not a compliment because it means someone who is not very clever.

**D.** In 1853, that typically American product, the potato chip, was invented by pure accident. Annoyed when the guest of the restaurant sent back his fried potatoes because they were too thick, George Crum, the chef, thought he would teach him a lesson. He sliced some potatoes paper thin, deep-fried, and salted them. The guest loved them. However, potato chips began to be commercially manufactured only in 1915.

**E.** Potatoes are still making history. In October 1995, the potato became the first vegetable to be grown in space. NASA created the technology with the goal of feeding astronauts on long space voyages and, eventually, feeding future space colonies. The environmentally friendly potato was chosen due to its ability to grow under different conditions.

**F.** Potato festivals are very popular in the United States. They are held in autumn to celebrate farmers and the potato. During the festivals adults and children take part in fun parades and carnivals, taste new potato dishes, learn about growing potatoes, and join in some fun potato competitions. There are usually huge firework displays in the evening.

**G.** According to the United Nations report the annual diet of an average citizen in the beginning of the 21st century included about 33 kg of potatoes. However, the local importance of the potato is extremely variable. It remains an essential vegetable in Europe, but the most rapid increase has occurred in southern and eastern Asia. Nearly a third of the world's potatoes are harvested in China and India nowadays.

Текст	A	B	C	D	E	F	G
Заголовок							

**Задание 4**

Прочитайте текст и выберите правильный вариант ответа к вопросам 1-8. В ответ запишите цифры, в порядке, соответствующем заданию.

**Alexander Graham Bell**

Alexander Graham Bell was a famous scientist, teacher of deaf people and inventor, who is widely known for the creation of the telephone. His father, grandfather and brothers had all been associated with work on speech, and both his mother and wife were deaf. The family greatly influenced Bell's life and work, making him look past people's disadvantages and find solutions to help them.

Alexander Bell was born in 1847, in Edinburgh, Scotland. As a young child, Bell received his early schooling at home from his parents. At the age of 10 he asked his father for a middle name like his two brothers. For his 11th birthday, his father allowed him to adopt the middle name "Graham", which was the surname of a close family friend. However, for most of his life he remained "Aleck" to close relatives and friends.

Alexander attended the Royal High School in Edinburgh, which he left at age 15, completing the first four forms only. He was not a good pupil, to the disappointment of his father. His main interest was in the sciences, especially biology, and he was indifferent to other school subjects. After graduation from university, Bell became his father's assistant. He taught deaf people to talk by using his father's system.

Both of Bell's brothers died of tuberculosis. In 1870 his family, in search of a healthier climate, moved to Canada. Soon, Alexander was invited to Boston to teach at Sarah Fuller's School for the Deaf, the first such school in the world. Throughout his life Alexander Bell continued to educate deaf people.

From 1873 to 1876 Bell experimented with many inventions, including an electric speaking telegraph (the telephone). The money for his work came from the fathers of two of his students. One of these men had a deaf daughter, Mabel, who later became Bell's wife.

In 1876, at the age of 29, Alexander Bell invented his telephone and in 1877, he created the Bell Telephone Company. By 1886, over 150,000 people in the U.S. owned telephones. Later, Bell

company engineers made numerous other improvements to the telephone. However, Bell considered his most famous invention an interruption to his real work as a scientist and refused to have a telephone in his study.

Although Alexander Graham Bell is most often associated with the invention of the telephone, his interests were extremely varied.

The magazine Science was founded in 1880 because of Bell's efforts. He took part in creating the National Geographic Society and became its second President. He was also involved in hydrodynamics (the study of the forces of water), and projects related to the development and design of aeroplanes. Alexander Graham Bell had 18 patents granted in his name alone and he shared 12 with colleagues. Bell's inventions included a metal jacket to assist in breathing, a device to locate icebergs, a metal detector, and investigations on how to separate salt from seawater.

Bell died at the age of 75 on August 2, 1922. His contribution to the modern world and its technologies was enormous.

**№1** Alexander Bell's mother taught deaf people to talk.

- 1) True
- 2) False
- 3) Not stated

**№2** Alexander Bell got his middle name from his family friend.

- 1) True
- 2) False
- 3) Not stated

**№3** Alexander Bell was the best pupil at school.

- 1) True
- 2) False
- 3) Not stated

**№4** After university Alexander Bell started to work with deaf people.

- 1) True
- 2) False
- 3) Not stated

**№5** The creation of the telephone was sponsored by Bell's father.

- 1) True
- 2) False
- 3) Not stated

**№6** There were several telephones in Alexander Bell's study.

- 1) True
- 2) False
- 3) Not stated

**№7** As the president of the National Geographic Society, Bell travelled a lot.

- 1) True
- 2) False
- 3) Not stated

**№8** All Alexander Bell's inventions were connected with improving the telephone.

- 1) True
- 2) False
- 3) Not stated

### **Задание 5**

Прочитайте приведённый ниже текст. Преобразуйте слово, напечатанное заглавными буквами в скобках так, чтобы оно грамматически соответствовало содержанию текста.

Заполните пропуск полученным словом.

«Peter asked his mother to give him driving lessons. She was an instructor in a driving school, the best school in (1) \_\_\_\_\_ (THEY) town.»

«Peter (2) \_\_\_\_\_ (KNOW) that his mother could give him a hard time.»

«She would be much (3) \_\_\_\_\_ (STRICT) with him than with the other students.»

«But Peter(4) \_\_\_\_\_ (NOT/MIND) that. He wanted to become a very good driver, which meant he should know the car inside out.»«His mother said she(5) \_\_\_\_\_ (ALLOW) him to join her course if he promised to fulfill all her requirements. And Peter agreed.»

«In the morning he learnt the traffic rules in his mother's classroom and in the evening he was in the garage studying what cars (6) \_\_\_\_\_ (MAKE) of.»

«“It's really important to understand how the engine(7) \_\_\_\_\_ (WORK),” Peter's mother kept saying.»

«“When you get your driving license, this knowledge (8) \_\_\_\_\_ (HELP) you to drive responsibly.” Peter didn't understand how the technical things could influence driving skills but he listened to his mother.»

«“You(9) \_\_\_\_\_ (LEARN) everything you need,” Peter's mother said one day, “Now you are ready to take the driver's seat.” Peter(10) \_\_\_\_\_ (feel) happy.»

### Задание 6

You have received a letter from your English-speaking pen friend, Jim.

*... I'm having a very busy time now as I have to get ready for my exams. As far as I know all students in Russia have to take school exams too...*

*When are you going to have your exams? What exams have you chosen and why? What are your plans for the summer holidays?*

Write her a letter and answer her 3 questions. Write 100–120 words. Remember the rules of letter writing.

### Задание 7

Give a talk about foreign languages.

Remember to say:

- why it is useful to study foreign languages at school;
- how many languages you would like to speak; what they would be;
- what you do to improve your English.

You have to talk for 1.5–2 minutes. The examiner will listen until you have finished. Then she/he will ask you some questions.