

# Тренировочная работа №3 по АНГЛИЙСКОМУ ЯЗЫКУ

11 класс

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Вариант АЯ2310301

(письменная часть)

Выполнена: ФИО \_\_\_\_\_ класс \_\_\_\_\_

## Инструкция по выполнению работы

Тренировочная работа по английскому языку состоит из четырёх разделов («Аудирование», «Чтение», «Грамматика и лексика», «Письменная речь»), включающих в себя 38 заданий.

На выполнение работы отводится 3 часа 10 минут (190 минут).

Ответы к заданиям 3–9, 12–18 и 30–36 записываются в виде одной цифры, которая соответствует номеру правильного ответа. Эту цифру запишите в поле ответа в тексте работы.

Ответы к заданиям 1, 2, 10, 11 записываются в виде последовательности цифр. Эту последовательность цифр запишите в поле ответа в тексте работы.

Ответы к заданиям 19–29 записываются в виде слова (нескольких слов). Ответ запишите в поле ответа в тексте работы.

Раздел 4 («Письменная речь») состоит из 2 заданий (37 и 38) и представляет собой небольшую письменную работу (написание электронного личного письма и письменного высказывания с элементами рассуждения на основе таблицы/диаграммы). На чистом листе укажите номер задания и запишите ответ к нему.

При выполнении заданий можно пользоваться черновиком. **Записи в черновике не учитываются при оценивании работы.**

Баллы, полученные Вами за выполненные задания, суммируются.

Постарайтесь выполнить как можно больше заданий и набрать наибольшее количество баллов.

*Желаем успеха!*

## Раздел 1. Аудирование

1

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. Занесите свои ответы в таблицу.

1. It's a hobby for an intellectual.
2. Unfriendly environment didn't help.
3. It doesn't make any sense!
4. A patient teacher is the answer.
5. It's not worth all the effort.
6. It widens your horizons.
7. It doesn't have to be a human.

Говорящий	A	B	C	D	E	F
Утверждение						

2

Вы услышите диалог. Определите, какие из приведённых утверждений A–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**). Занесите номер выбранного Вами варианта ответа в таблицу. Вы услышите запись дважды.

- A. The dialogue is taking place after the spring holidays.
- B. Cordelia and Fred are talking during their lunch break.
- C. This year Cordelia and Fred will NOT have any classes together.
- D. Cordelia will take a gap year after school.
- E. Fred knows how to drive a car.
- F. Cordelia is good at playing golf.
- G. Fred comes from a rich family.

Утверждение	A	B	C	D	E	F	G
Соответствие диалогу							

*Вы услышите интервью. В заданиях 3–9 запишите в поле ответа цифру 1, 2 или 3, соответствующую выбранному Вами варианту ответа. Вы услышите запись дважды.*

**3** What do we learn about Dr. Buckley at the beginning of the interview?

- 1) He has participated in a debate.
- 2) He has written several books.
- 3) His article made people argue.

ОТВЕТ:

**4** When Dr. Buckley says that several of his points "didn't sit well" with the readers, he means that the readers ...

- 1) did not agree with his ideas.
- 2) could not understand his ideas.
- 3) were not attentive while reading.

ОТВЕТ:

**5** According to Dr. Buckley, food associations that people have with the word "diet" ...

- 1) help them to better understand how "digital dieting" works.
- 2) make it easier for them to persuade teenagers to use phones less.
- 3) give them wrong ideas about the meaning of "digital dieting".

ОТВЕТ:

**6** Dr. Buckley explains the meaning of the Greek root of the word "diet" to show that it...

- 1) is a medical term.
- 2) has a broad meaning.
- 3) means "eating less".

ОТВЕТ:

**7** According to Dr. Buckley, modern teenagers...

- 1) are bad at communicating with other people.
- 2) communicate with people in other countries.
- 3) communicate with others only on social media.

Ответ:

**8** Which of the following did Dr. Buckley NOT mention as a good habit?

- 1) Going to bed early to get enough sleep.
- 2) Doing physical activity in the fresh air.
- 3) Turning off gadgets at a particular time.

Ответ:

**9** What is the main idea that we learn from the interview?

- 1) People should spend as little time looking at screens as possible.
- 2) Technology is too important for people to limit their time using it.
- 3) It is possible to use gadgets and not let them have a bad effect on you.

Ответ:

**Раздел 2. Чтение****10**

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

- |                                          |                                           |
|------------------------------------------|-------------------------------------------|
| <b>1. Growing together with the city</b> | <b>5. A tale of two bridges</b>           |
| <b>2. Mistakes must be corrected</b>     | <b>6. Water that saves lives</b>          |
| <b>3. As if flying over the water</b>    | <b>7. Marriages made closer to heaven</b> |
| <b>4. Wonders of human creativity</b>    | <b>8. Bridging the gap of ideas</b>       |

- A.** Bridges serve the function of connecting two points separated by a body of water, valley, or any obstacle. Bridges can also be architectural marvels. Throughout history, bridges have been symbolic of human achievement. Ancient civilizations, such as the Romans, Greeks, and Chinese, built impressive bridges that stand as a testament to their engineering capabilities. These historic structures not only connected regions but also reflected the technological advancements of their times.
- B.** Some of the most iconic and recognizable bridges in the world are located in London: Tower Bridge and London Bridge. Tower Bridge with its unmistakable neo-Gothic towers, was opened in 1894 and immediately became the symbol of London. London Bridge has a rich history dating back to Roman times. In the Middle Ages, many shops and houses stood on London Bridge, making it too narrow for the traffic. It has been rebuilt numerous times and has inspired songs and stories.
- C.** Moscow, like any other city that developed along the banks of a river, boasts a diverse array of bridges that contribute to the city's architectural landscape. From the elegant Bolshoy Kamenny Bridge to the modern Zhivopisny Bridge, each structure tells a story of Moscow's evolution over the centuries. It isn't easy to count all the bridges of Moscow. If you count all the automobile, metro and pedestrian bridges over the major rivers – the Moskva, the Yauza and the Setun' – you will end up with a list of well over a hundred bridges!
- D.** Several bridges in Moscow symbolize the connection between the past and the future. One of them is the Rostokinsky Aqueduct, which is the oldest bridge in Moscow. The bridge is 356 meters long and 15 meters high, made of limestone, and was built in 1783-1784 in the current VDNKh area. The bridge represented the government's attention to the needs and aspirations of the people, as it was constructed as part of the first Moscow water pipeline, which was a vital construction during the Black Death epidemic in Moscow.

- E.** The Luzhnetsky Metro Bridge spans over 2 km across the Moskva River. This bridge was the first in Moscow to have two levels - the upper level is for cars, while the lower level is for the metro trains and pedestrians. The Leninskie Gory station, later renamed Vorobyovy Gory, was the first and longest station in the history of the Moscow Metro to be located on a bridge. However, due to construction errors, the station was closed for almost two decades from 1983. Eventually, it was reopened in 2002 after the bridge itself was practically rebuilt.
- F.** The Zhivopisny Bridge is situated near Serebryany Bor and links it with Krylatskoe. The bridge was built in 2007, and its architect, Nikolai Shumakov, received the prestigious Auguste Perret Prize for it. The structure features a striking design: a red arch with steel cables extending from it to support the bridge. At the highest point of the bridge, there is a small glass observation capsule. Although there was a plan to conduct wedding ceremonies within it, this idea has not yet come to fruition due to technical challenges.
- G.** There is an unusual pedestrian bridge called Soaring, situated in Zaryadye Park. The bridge has a boomerang shape and does not connect two banks but hangs over the water. The bridge is elevated 15 metres above the Moskva River and can accommodate up to 4,000 visitors at a time. It was opened together with the park in 2017 and immediately became popular. Even on weekdays and in overcast weather, it can be quite challenging to find a free spot on the observation deck of this Moscow bridge.

Текст	A	B	C	D	E	F	G
Заголовок							

11

*Прочитайте текст и заполните пропуски А–F частями предложений, обозначенными цифрами 1–7. Одна из частей в списке 1–7 лишняя. Занесите цифры, обозначающие соответствующие части предложений, в таблицу.*

### Hammocks

People have been using hammocks for many years. The first people to create these swinging beds were the Taino, people native to the Caribbean and to Central and South America. The Taino made the hammocks **A**\_\_\_\_\_ . The word “hammock” comes from the Spanish word *hamaca*. Hammocks were likely named after the bark from the hamack tree **B**\_\_\_\_\_ .

European explorers came in search of the New World many years **C**\_\_\_\_\_ . The explorers were impressed with the unique beds. Christopher Columbus spotted hammocks in the Caribbean in 1492. They made such an impact on him **D**\_\_\_\_\_ . Columbus admired how the hanging beds kept sleepers safe from the soggy ground and pesky forest animals. These portable beds were also easily moved. They were small enough when folded **E**\_\_\_\_\_ . Columbus tested a hammock and found it to be comfortable and cool. By the middle of the 16th century, more sailors became interested in hammocks.

Today hammocks are not just for relaxing. They are now part of a thrill-seeking sport known as extreme hammocking. In extreme hammocking, athletes may string a hammock between large rocks or tall trees. Some athletes hang the hammocks from the bottom of a bridge. Athletes climb to their destination **F**\_\_\_\_\_ . Wherever the location, hammockers enjoy the challenges the climb brings. Andy Lewis, an extreme-hammocking expert from Utah, said, “The experience speaks for itself. The joy is in the journey, rather than the destination.”

1. by using strong ropes and special shoes
2. by weaving together cotton, plant fibers, and tree bark
3. who was fascinated by hammocks
4. from which they were first created
5. that they could fit in small spaces on ships
6. that he wrote about hammocks in his journals
7. after the Taino had begun making hammocks

Ответ:

A	B	C	D	E	F

*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.*

### What Do You See in a Logo?

The typical person is bombarded by hundreds of logos each day. We see them on signs, vehicles, television, and even on the clothes we wear. Logos are distinct images used to represent brands. There are logos such as the famous Nike “swoosh,” the colorful rings to identify the Olympic Games, and the Mercedes three-pointed star in the circle, just to name a few. All of these logos are designed to attract our attention. They also help us remember a product or service connected to that image. However, research conducted at the University of California at Los Angeles (UCLA) supports the idea that remembering what a logo looks like is a very difficult task.

In 2015 researchers at UCLA gave 85 students a simple assignment. They had to draw the Apple logo purely from memory. Most of the students were Apple users, so they had the opportunity to look at the logo every day. Surprisingly, only one student in the study could accurately draw the logo from memory. Many of the sketches the other students made were flawed. Some of them drew the basics right but missed minor details of the design—no bite out of the apple or the wrong number of leaves. At first the researchers thought the problem might be that the students were just not very good at drawing. They decided to ask the students to look at several different images and choose the logo that was most accurate. Less than half of the students could detect the correct image.

The UCLA Apple study is not the first time our ability to remember the details of images has been tested with the same result. So why is it so difficult for people to recall the details of images, such as logos, that they see every day? Researchers have developed a theory they think might help to explain this blind spot in our memories.

Logos are typically designed to be simple and easy to recognize with a quick glance. Yet the frequent exposure to these logos can actually make our brains overlook them. This process is known as “attentional saturation.” It would be challenging to try to remember every single thing that crosses our path. We take in so much information every day that the brain works to **spot** information that does not need to be stored. It allows this unimportant information to fade from our memory. Our brains actually signal us to ignore information we do not think we will need to remember.

The details of product logos are just the kind of information our brains tell us we do not need. This may be discouraging to logo designers and to companies that use these eye-catching logos. But there are still many business experts who believe in the importance of a recognizable logo.

Even though the brain is accustomed to ignoring unnecessary details, it is also programmed for recognition. When we see images such as logos over and over again, we become familiar with them. This constant exposure leads to something scientists refer to as gist memory. “Gist memory” means that our brain remembers the basic idea without all of the details. This general sense of memory has its own

benefits. When we see that “swoosh” or the apple with a bite out of it, we are acquainted with the image. We may not be able to draw a perfect outline of the logo, but we are able to recognize the image. When people are able to recognize an image, it can make them feel like they really know the product behind the logo. In fact, familiarity with a prevalent logo can even make people feel more comfortable about purchasing or using certain products.

**12** The author of the article mentions common name brands in the first paragraph to...

- 1) prove a point.
- 2) give an example.
- 3) offer an opinion.
- 4) support the idea.

ОТВЕТ:

**13** What is the second paragraph mainly about?

- 1) The results of the research study.
- 2) The popularity of Apple products.
- 3) The elements of the Apple logo.
- 4) The students' poor drawing skills.

ОТВЕТ:

**14** What example of "attentional saturation" does the author give in the article?

- 1) Companies use memorable logos to represent their brands.
- 2) Business experts believe that brand logos are important.
- 3) Students couldn't remember details of a familiar image.
- 4) Researchers gave students a simple task to complete.

ОТВЕТ:

**15** The word *spot* in paragraph 4 is closest in meaning to the word ...

- 1) notice.
- 2) place.
- 3) ignore.
- 4) learn.

ОТВЕТ:

**16** "Gist memory" occurs when the brain...

- 1) pays attention to specific details.
- 2) gets acquainted with a new image.
- 3) connects the image to the product.
- 4) notices the general shape or idea.

ОТВЕТ:

**17** According to the last paragraph, people are more likely to buy a product if they ...

- 1) notice a clever logo design and want to try a new product.
- 2) see a colourful label and want to read the information on it.
- 3) recognize the logo and think that they know the product well.
- 4) glance quickly at a brand and are attracted to the packaging.

ОТВЕТ:

**18** How does the author organize the article?

- 1) By describing problems of logos and then offering ideas on improving them.
- 2) By presenting research on logos and then showing how the human brain works.
- 3) By listing familiar logos and showing their role in advertising campaigns.
- 4) By comparing common logos and then identifying the most effective ones.

ОТВЕТ:

**Раздел 3. Грамматика и лексика**

*Прочитайте приведённые ниже тексты. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 19–24, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию 19–24.*

**Groundhog Day**

**19** Groundhog Day is a holiday about the change of seasons. It takes place on the \_\_\_\_\_ of February every year. This is the time when winter is about to end, and spring is coming. TWO

**20** A groundhog is an animal similar to a beaver. Groundhogs are some of the \_\_\_\_\_ diggers. They live by forests and open fields. They live in underground burrows. GOOD

**21** Legend has it that when a groundhog comes out of its den on Groundhog Day, it can predict when spring is going to arrive. If on this day the groundhog \_\_\_\_\_ its shadow because of the bright sunny weather, the winter will last six more weeks. SEE

**Howdy, Big Tex**

**22** Ask anyone who has been to the Texas State Fair in Dallas and they'll tell you what it's like. One thing you will definitely hear about is Big Tex. He is the giant cowboy made out of metal and plastic who greets people at the front gate. Children and grown-ups \_\_\_\_\_ seeing BigTex since 1952. ENJOY

**23** In 1951, the state fair president bought Big Tex. He thought it \_\_\_\_\_ nice to have a big cowboy as a symbol of Texas at the fair. BE

**24** So, Big Tex \_\_\_\_\_ at the entrance. Now, every fall, Big Tex greets visitors to the state fair with a smile, a nod, and a wink. PUT

*Прочитайте приведённый ниже текст. Образуйте от слов, напечатанных заглавными буквами в конце строк, обозначенных номерами 25–29, однокоренные слова, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы 25–29.*

### Watermelons

Many people think of the watermelon almost entirely as a dessert, but in some dry places around the world it is an important source of water to the natives. In others, it is a staple food and domestic animal feed. The watermelon belongs to the large gourd family, which includes melons, cucumbers, and squash. Its culture goes back to \_\_\_\_\_ times.

**25** HISTORIC

The ancient Egyptians prized the watermelon, and there are names for it in many of the old languages, including Arabic and Sanskrit. It has been grown \_\_\_\_\_ in the warmer parts of Russia and the Middle East for thousands of years.

**26** WIDE

Up until a little over a hundred years ago the watermelon was believed to be native to Asia; then Dr. David Livingstone, the great \_\_\_\_\_, found large tracts of wild watermelons growing in Central Africa. Authorities have now established Africa as its place of origin.

**27** EXPLORE

Early \_\_\_\_\_ colonists took watermelon seeds to Brazil, the West Indies, the eastern North American mainland, and the islands of the Pacific

**28** EUROPE

There are many \_\_\_\_\_ kinds of watermelons, ranging from very small ones to very large. The colour of the pulp also varies, from pale pink and yellow to deep red.

**29** VARY

Прочитайте текст с пропусками, обозначенными номерами 30–36. Эти номера соответствуют заданиям 30–36, в которых представлены возможные варианты ответов. Запишите в поле ответа цифру 1, 2, 3 или 4, соответствующую выбранному Вами варианту ответа.

### Understanding Emotional Intelligence

Emotional Intelligence (EI) is an important skill. It involves recognizing and managing feelings, **30** \_\_\_\_\_ in ourselves and others. **31** \_\_\_\_\_ Intelligence Quotient (IQ), which measures cognitive abilities such as attention, memory, language, reasoning and problem-solving skills, EI focuses on social skills and emotional awareness, impacting how we navigate personal and professional relationships.

In personal relationships, a high **32** \_\_\_\_\_ of EI means a good understanding of your own emotions and being empathetic towards others. This helps to form deep connections. **33** \_\_\_\_\_, a lack of emotional intelligence, such as impulsive reactions or poor listening, can ruin relationships.

In professional settings, EI plays a vital role in success. It enables individuals to be confident, self-aware, and skilled in **34** \_\_\_\_\_ difficult social situations. **35** \_\_\_\_\_ dealing with colleagues, clients, or team members, a high degree of emotional intelligence contributes to effective communication and professionalism.

Focusing on improving emotional intelligence can be very beneficial for personal and professional growth. While it is often **36** \_\_\_\_\_ that to have success in life it is most important to focus on a person's IQ, emotional quotient – EQ – is no less important. It complements cognitive abilities measured by IQ, promoting better teamwork and creating a more positive work environment.

**30**

- 1) together                      2) both                      3) combined                      4) also

Ответ:

**31**

- 1) different                      2) apart                      3) opposed                      4) unlike

Ответ:

**32**

- 1) size                      2) height                      3) level                      4) strength

Ответ:

- 33** 1) On the contrary 2) For example 3) No matter what 4) In any case

Ответ:

- 34** 1) holding 2) handling 3) handing 4) heading

Ответ:

- 35** 1) Clever 2) Climate 3) Weather 4) Whether

Ответ:

- 36** 1) believed 2) dreamed 3) imagined 4) guessed

Ответ:

**Раздел 4. Письменная речь**

*Для ответов на задания 37 и 38 используйте чистый лист. Черновые пометки можно делать прямо на листе с заданиями или использовать отдельный черновик. При выполнении заданий 37 и 38 особое внимание обратите на то, что Ваши ответы будут оцениваться только по записям, сделанным на чистом листе. Обратите внимание также на необходимость соблюдения указанного объёма текста. Тексты недостаточного объёма, а также часть текста, превышающая требуемый объём, не оцениваются. Соблюдайте нормы письменной речи, записывайте ответы аккуратно и разборчиво.*

*Укажите номер задания 37 на чистом листе и напишите текст своего ответного электронного письма зарубежному другу по переписке.*

**37**

You have received an email message from your English-speaking pen-friend Katherine:

**From: Katherine@mail.uk**

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

**Subject: Baking**

*... My mother's birthday was last week, and I baked her a cake. Do you like baking and why? What kind of baked goods can you make if any? How often do any of your family members bake?*

*I have started volunteering at an animal shelter...*

Write a letter to Katherine.

In your letter

- answer her questions
- ask **3 questions** about the animal shelter.

Write **100–140 words**.

Remember the rules of letter writing.

*Выберите только ОДНО из двух предложенных заданий (38.1 или 38.2), укажите его номер на чистом листе и выполните согласно данному плану. В ответе на задание 38 числительные пишите цифрами.*

**38.1** Imagine that you are doing a project on **how teenagers in Zetland keep healthy**. You have found some data on the subject – the results of the opinion polls (see the table below).

**Comment on the data in the table and give your opinion on the subject of the project.**

<b>The opinion poll question: What helps you to keep healthy?</b>	
<b>Ways of keeping healthy</b>	<b>Number of respondents (%)</b>
Playing sports	38
Visiting doctors	25
Going to the gym	22
Eating a healthy diet	8
Watching videos on how to keep healthy	7

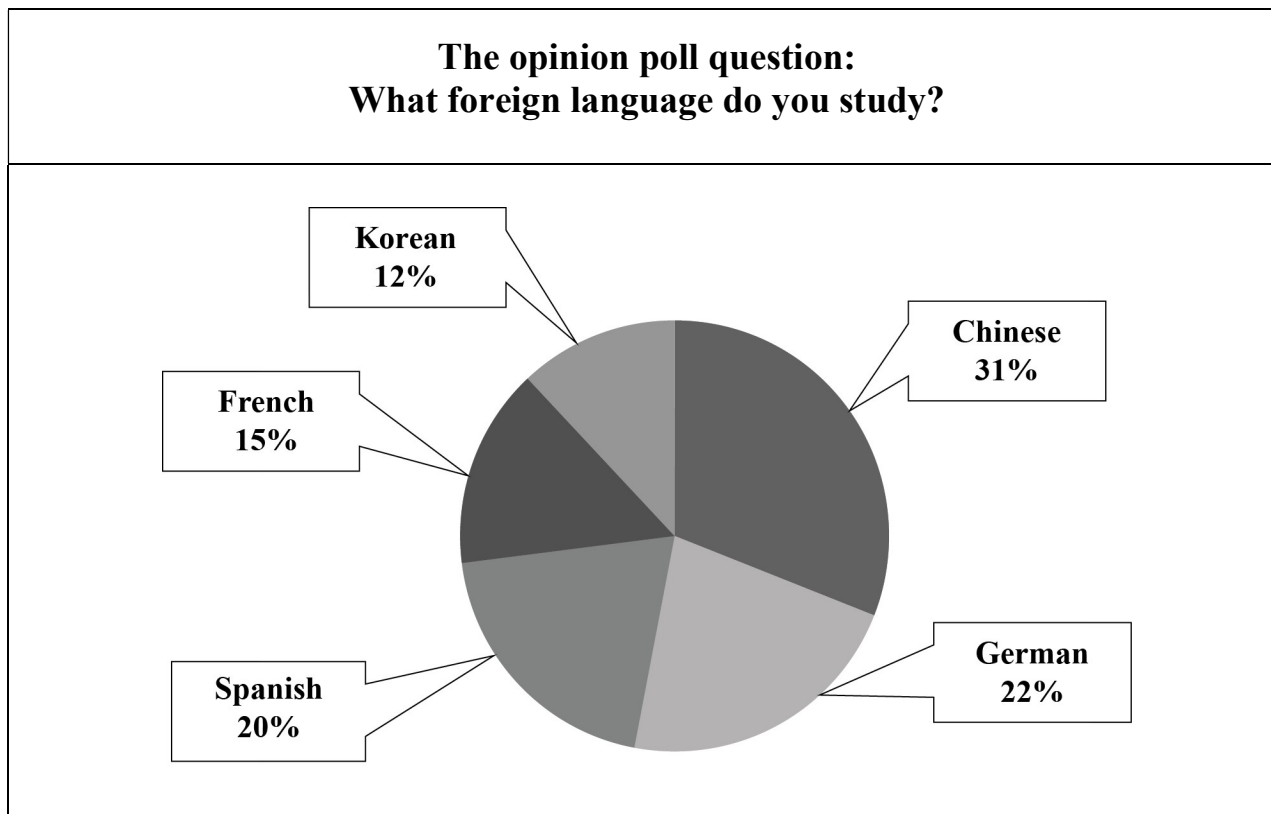
Write **200–250 words**.

Use the following plan:

- make an opening statement on the subject of the project;
- select and report 2–3 facts;
- make 1–2 comparisons where relevant and give your comments;
- outline a problem that one can face when trying to keep healthy and suggest a way of solving it;
- conclude by giving and explaining your opinion on the importance of keeping healthy.

**38.2** Imagine that you are doing a project on **the foreign languages teenagers in Zetland study**. You have found some data on the subject – the results of the opinion polls (see the pie chart below).

**Comment on the data in the pie chart and give your opinion on the subject of the project.**



**Write 200–250 words.**

Use the following plan:

- make an opening statement on the subject of the project;
- select and report 2–3 facts;
- make 1–2 comparisons where relevant and give your comments;
- outline a problem that one can face studying foreign languages and suggest a way of solving it;
- conclude by giving and explaining your opinion on the importance of studying foreign languages.