

# Диагностическая работа №1 по АНГЛИЙСКОМУ ЯЗЫКУ

11 класс

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Вариант АЯ1910101

(письменная часть)

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

## Инструкция по выполнению работы

Работа по английскому языку состоит из четырёх разделов («Аудирование», «Чтение», «Грамматика и лексика», «Письмо»), включающих в себя 40 заданий.

На выполнение работы отводится 3 часа (180 минут).

Ответы к заданиям 3–9, 12–18 и 32–38 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 19–31 записываются в виде слова (нескольких слов). Ответ запишите в поле ответа в тексте работы.

Раздел 4 («Письмо») состоит из 2 заданий (39 и 40) и представляет собой небольшую письменную работу (написание личного письма и письменного высказывания с элементами рассуждения). 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. Pets make your life more difficult.
2. Not having pets makes me unhappy.
3. Getting a pet is a serious decision to make.
4. Having many pets is part of my life.
5. Nobody understands me better than my pet.
6. Having pets is good for personal development.
7. One needs a lot of money to take care of a pet.

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. Nickie and Don study at the same university.
- B. Andrews Hall is located in the center of the campus.
- C. Nickie doesn't mind standing in line at the cafeteria.
- D. Nickie loves pizza.
- E. Every room at Andrews Hall houses two students.
- F. Nickie doesn't like the idea of sharing a bathroom with other students.
- G. Don is majoring in Computer Science.

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 Andrea needed courage to apply to Juilliard School because she realized that

- 1) she would be competing with the very best.
- 2) she would have to give up having fun in life.
- 3) her friends would have to become her rivals.

Ответ:

4 Which of the following qualities does Andrea NOT talk about, when she describes Juilliard applicants?

- 1) discipline
- 2) creativity
- 3) will-power

Ответ:

5 When Andrea says “It’s easy to be intimidated”, the word “intimidated” is closest in meaning to the word

- 1) discouraged.
- 2) distracted.
- 3) disappointed.

Ответ:

6 Andrea first started the blog because she wanted to

- 1) find answers to her questions about the application process.
- 2) save the best memories of her getting into Juilliard school.
- 3) help students who wanted to be accepted at Juilliard School.

Ответ:

7 Andrea compares the International Tchaikovsky Competition to the Olympic Games because

- 1) both of them are well-known international contests.
- 2) it is difficult to be selected to participate in them.
- 3) she thinks that performing music is a kind of sport.

Ответ:

8 How many pianists from the Moscow Conservatory participated in the 16<sup>th</sup> Tchaikovsky Competition?

- 1) 5
- 2) 6
- 3) 9

Ответ:

9 What impressed Andrea most at the 16<sup>th</sup> Tchaikovsky Competition?

- 1) listeners
- 2) participants
- 3) jury members

Ответ:

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## Раздел 2. Чтение

10

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.

- |                                     |                                 |
|-------------------------------------|---------------------------------|
| 1. Changing the face of the planet  | 5. Good for war, good for peace |
| 2. No effort, just luck!            | 6. No sense of humour           |
| 3. Have the right neighbor!         | 7. Messy can be good!           |
| 4. The unexpected side of a failure | 8. True story and myth          |

A. Important discoveries and brilliant inventions often require years of hard work and sleepless nights. It is not unusual for scientists to devote their whole lives to solving a difficult problem. But sometimes discoveries are made by accident, as a by-product of another project people are working on, or even when somebody is doing something completely unrelated to anything remotely serious.

B. One of the most well-known discoveries that was made like that is the discovery of America by Christopher Columbus. While trying to find the shortest way to India, Christopher Columbus stumbled upon a new continent. His discovery completely changed people's understanding of the world as well as the cuisine of his native country! Today it is hard to even imagine what Italians ate when they didn't have tomatoes.

C. Another iconic discovery made by accident is Isaac Newton's Law of Gravity. It happened when he was having tea in his garden and watched an apple fall off a tree. He had already been in a philosophical mood, and the falling of a bright object triggered the thought that had already been forming in his mind. This was how the incident was recorded by his biographers, but later a more dramatic story of him sleeping under the tree and being hit on the head by an apple was invented.

D. Discoveries can be made thanks to bad habits. Alexander Fleming was known for being an untidy person as much as a talented scientist. His lab was never in perfect order, and things easily got lost. Once he forgot about some cups with bacteria and went on vacation. When he returned and found them, he noticed that mold had grown in one of the cups and killed the bacteria. This mold known to us now as penicillin keeps saving many lives.

- E.** Some of the discoveries were made during WWII. Percy Spencer was an American physicist working in the early 1940s on military radar equipment that used microwave radio signals. Once he was standing in front of the working radar and noticed that a chocolate bar in his pocket had melted. At the time, he continued working on the radars, but after the war he created a microwave oven based on this discovery.
- F.** Harry Coover was another American scientist working during WWII. He was trying to create transparent plastic for clear plastic gun sights used for aiming. The formula he invented produced plastic that was so sticky that it stuck to everything it touched. Coover was sad that his formula was a complete disaster, but several years later realized that it could be used as glue. This was how superglue was invented.
- G.** In the summer of 1904, the World Fair in St. Louis, Missouri, was in full swing, when Arnold Fornachou, an ice-cream vendor, ran out of paper cups. Not to lose any business, Fornachou bought some waffles from the waffle vendor whose booth was standing next to his, and rolled them into cones. The improvised cups were a great success and later became known as ice-cream cones!

Ответ:

A	B	C	D	E	F	G

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11

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

### Hunter in the Sky

Stargazing takes imagination. People who love stargazing see the stars A \_\_\_\_\_. They imagine lines that connect groups of stars called constellations. A constellation is a group of stars B \_\_\_\_\_.

The constellation Orion is known as the hunter, C \_\_\_\_\_. To find Orion, first find the Big Dipper. The Big Dipper looks like a huge cup with a long handle. After you find the Big Dipper, turn around. There's Orion! He is outlined by four bright stars D \_\_\_\_\_. Their tips seem to come together. Where they meet, there are three more bright stars. These form Orion's belt. Some fainter stars appear to hang from the belt. These are Orion's sword.

There are different kinds of stars in the constellation Orion. The star Betelgeuse makes Orion's right shoulder. *Betelgeuse* is an Arabic word that means "shoulder of the giant". The star itself is so huge E \_\_\_\_\_. Its diameter is 400 times greater than that of our Sun. Betelgeuse is considered a cool star. It is probably not as hot as our Sun.

Rigel is the star F \_\_\_\_\_. Rigel is much brighter than Betelgeuse because it is much hotter. It's more than three times as hot as our Sun. However, Rigel is just a baby in size compared to Betelgeuse.

1. that it is called a supergiant
2. that form two triangles
3. that makes Orion's left foot
4. that looks like a person, an animal, or an object
5. after a hero of ancient Greek myths
6. as they may form new stars
7. as shining spots in a dot-to-dot drawing game

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.

### American Sign Language

Hearing loss is a partial or total inability to hear. It affects about a billion people on earth. Around a hundred million of these are completely deaf and require special ways of communicating. One of these ways is sign language. Sign language is a language that uses hand gestures that are modified by facial expressions. Hand gestures are mainly used for words, while most grammar comes from facial expressions. American Sign Language or ASL is a language used by the Deaf community in the USA.

ASL is surrounded by a lot of myths and misconceptions. One of the most common myths is that it is simply a visual code for English and not a real language. In fact, ASL and English are two completely separate languages, each with their own grammar. Although ASL does sometimes use fingerspelling, when each letter of a word is spelled out by a particular gesture, it is mostly used for names. Another popular misconception is that ASL is a universal language understood by all signers in the world. Actually, there are hundreds of sign languages, all naturally developed by the Deaf communities in different countries.

It is interesting that ASL is specific to the USA, while other English-speaking countries, such as the UK or Australia have their own sign languages. In a way, due to its history, ASL is closer to French Sign Language than it is to British Sign Language.

The origins of ASL can be traced back to a couple of influences. In the 1600s the first regional sign languages naturally developed in the American colonies. They appeared in places like Martha's Vineyard, where a large number of deaf people happened to be part of the community. Another major influence was French Sign Language. In 1817 Laurent Clerc, a deaf teacher from France, and Thomas Gallaudet, a hearing American educator, founded the first American school for the deaf in Hartford, Connecticut. The blending of regional sign language and French Sign Language formed the basis of ASL today.

In the 19<sup>th</sup> century ASL flourished through Deaf schools, which had great success utilizing a combination of ASL and written English. However, a change in Deaf education occurred in 1880 that is still affecting the Deaf community today. In the 2nd International Congress on Deaf Education that met in Milan and where no deaf people were allowed to participate in the discussion of sign language, the majority voted in favor of oral education for all deaf children. This meant teaching them to read lips and imitate speech. It was believed that the exaggerated facial expressions, which include movements of eyes, eyebrows, mouth, tongue and lips and are part of any sign language, were unpleasant to hearing people and could even horrify them. In addition, sign languages were thought to have no grammar.

In the following 40 years over 80% of the Deaf schools in the USA, as well as in many other countries, switched to an oral method of instruction. This became



known as “the dark ages for Deaf education in America”. The number of deaf teachers in the schools dropped significantly, as they were considered inferior, unable to teach the children speech. Students were not allowed to use ASL during the lessons. Fortunately, the children in these schools still used ASL between and after classes to exchange information and just talk to each other. The effectiveness of the oral approach remained a contentious issue for the next century and a half, with a resurgence of ASL in the 1960s.

12 Sign language like ASL is

- 1) a visual representation of a language.
- 2) a natural language in its own right.
- 3) an artificially developed system of signs.
- 4) a system of spelling words by hand gestures.

Ответ:

13 The main idea of the 2nd paragraph is that

- 1) hearing people have a hard time understanding how sign languages work.
- 2) some particular aspects of sign languages are more important than others.
- 3) fingerspelling is the main principle that all sign languages are based on.
- 4) sign language understood by all people in the world should be developed.

Ответ:

14 According to the article, those who know ASL can communicate with deaf people from

- 1) all around the world.
- 2) English-speaking countries.
- 3) the United States of America.
- 4) French-speaking countries.

Ответ:

15 Deaf education in the USA began about

- 1) 400 years ago.
- 2) 300 years ago.
- 3) 200 years ago.
- 4) 100 years ago.

Ответ:

16 According to the article, the decisions of the 2<sup>nd</sup> International Congress on Deaf Education

- 1) were made with the intention to promote Deaf culture.
- 2) led to further development of sign languages worldwide.
- 3) enriched use of sign language with lip-reading and speech.
- 4) discouraged use of sign languages in deaf communities.

Ответ:

17 “The dark ages for Deaf education in America” began in

- 1) 1817.
- 2) 1880.
- 3) 1920.
- 4) 1960.

Ответ:

18 Which of the following does the author of the article NOT mention as a **negative** result of the Congress in Milan?

- 1) Fewer deaf teachers teaching children in Deaf schools.
- 2) More schools teaching deaf children to imitate speech.
- 3) Children using sign language for personal interaction.
- 4) A ban on using sign language during lessons in schools.

Ответ:

### Раздел 3. Грамматика и лексика

Прочитайте приведённые ниже тексты. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 19–25, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию 19–25.

#### Trousers

Trousers are a recent style in the history of fashion. Men wore tights under short, loose pants until the early 1800s when the \_\_\_\_\_ real pants for men appeared.

19 \_\_\_\_\_ ONE

Until the 1940 it was considered that trousers were not suitable for ladies. However, during World War II, \_\_\_\_\_ factory workers started wearing long pants.

20 \_\_\_\_\_ WOMAN

21 The fashion quickly \_\_\_\_\_ on. CATCH

#### More than Food

It takes more than food to make babies grow up to be healthy and happy. If babies \_\_\_\_\_, they still grow up.

22 \_\_\_\_\_ NOT HUG

23 But they grow \_\_\_\_\_ and are less healthy. SLOWLY

Also, they will not be as smart or as happy when they \_\_\_\_\_ adults.

24 \_\_\_\_\_ BECOME

25 Many studies show that for \_\_\_\_\_, love is the most important thing in life. CHILD

Прочитайте приведённый ниже текст. Образуйте от слов, напечатанных заглавными буквами в конце строк, обозначенных номерами 26–31, однокоренные слова, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы 26–31.

### A Dream Come True

Ivan Tsvetaev, father of the famous Russian poet Marina Tsvetaeva, was a professor of History of Art at Moscow University. When he taught his students, he

26 \_\_\_\_\_ regretted not being able to show them the original antique and renaissance sculptures he spoke about. FREQUENT

27 \_\_\_\_\_ St. Petersburg, London or Paris, Moscow didn't have a museum where his students could go and see them. LIKE

28 Students could only see small \_\_\_\_\_ in textbooks. REPRODUCE

29 But it is \_\_\_\_\_ to experience art by looking at little black and white pictures. Professor Tsvetaev had a dream of creating a museum. He realized it would be expensive but he still had hope and made a plan. POSSIBLE

30 In 1898 the Russian emperor Nicholas II approved his plan and gave some money to implement it. \_\_\_\_\_ money was given by several rich Russian merchants. ADDITION

31 The best architects were hired to design the building; and in 1912 the museum opened its doors to the first \_\_\_\_\_. We know it today as the Pushkin Museum of Fine Arts. VISIT

Прочитайте текст с пропусками, обозначенными номерами 32–38. Эти номера соответствуют заданиям 32–38, в которых представлены возможные варианты ответов. Запишите в поле ответа цифру 1, 2, 3 или 4, соответствующую выбранному Вами варианту ответа.

### Land!

On September 30, 1492, sailors on three ships, the *Pinta*, the *Niña*, and the *Santa Maria*, were worried. They had left the shores of Spain weeks **32** \_\_\_\_\_. No one knew what **33** \_\_\_\_\_ ahead. They hoped that they would see land soon, but land was nowhere **34** \_\_\_\_\_ sight.

Then their luck changed. They began to notice signs of land. First they saw a large flock of birds flying overhead. They even heard the birds call out. Then the **35** \_\_\_\_\_ of the *Pinta* spotted green reeds floating in the water. Sailors on the other ship also began to see signs of land. The sailors began to have more hope.

Christopher Columbus was the leader of the group. He urged the sailors to be more watchful than ever. He **36** \_\_\_\_\_ that they fire a cannon when they spotted land.

Then at ten o'clock at night on October 11, Columbus saw a light. Columbus did not trust his own **37** \_\_\_\_\_. He knew his strong desire to reach land might be causing his imagination to run wild. He asked two other men if they saw the light. The first man **38** \_\_\_\_\_ to see the light, but the second one did not.

The Moon rose before midnight and lit the water. With their eyes scanning the water, the sailors on all three ships watched silently. Two hours later everyone heard the blast of cannon. The men on the *Pinta* had seen land. All the men cheered.

32

- 1) ago                      2) before                      3) early                      4) previously

Ответ:

33

- 1) lay                      2) lied                      3) laid                      4) lain

Ответ:

34

- 1) on                      2) to                      3) upon                      4) in

Ответ:

- 35 1) crew 2) team 3) command 4) company

Ответ:

- 36 1) questioned 2) said 3) asked 4) told

Ответ:

- 37 1) sensations 2) senses 3) sensitivity 4) sensibility

Ответ:

- 38 1) insisted 2) denied 3) declared 4) claimed

Ответ:

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#### Раздел 4. Письмо

Для ответов на задания 39 и 40 используйте чистый лист. Черновые пометки могут делаться прямо на листе с заданиями, или можно использовать отдельный черновик. При выполнении заданий 39 и 40 особое внимание обратите на то, что Ваши ответы будут оцениваться только по записям, сделанным на чистом листе. Никакие записи черновика не будут учитываться экспертом. Обратите внимание также на необходимость соблюдения указанного объёма текста. Тексты недостаточного объёма, а также часть текста, превышающая требуемый объём, не оцениваются. Запишите сначала номер задания (39, 40), а затем ответ на него. Если одной стороны бланка недостаточно, Вы можете использовать другую его сторону.

**39** You have received a letter from your English-speaking pen-friend Linda who writes:

*... I've recently joined a yoga group. We meet every Saturday afternoon in the park, and it's free. The instructor is really patient. I've been dreaming of doing headstands for so long and now I can do both headstands and handstands! What do you do to keep fit? What advantages do you see in exercising as a group rather than on your own, if any? Do you believe it is important to have an instructor and why or why not? By the way, my big brother wrote a children's book and it got published! ...*

Write a letter to Linda.

In your letter

- answer his questions
- ask **3 questions** about the children's book.

Write **100–140 words**.

Remember the rules of letter writing.

Выберите только ОДНО из двух предложенных высказываний (40.1 или 40.2), укажите его номер на чистом листе и выразите своё мнение по предложенной проблеме согласно данному плану.

Comment on one of the following statements.

**40.1** *It is better to go to university far away from your home-town than to continue living with your parents.*

**40.2** *It is important to teach beautiful handwriting to young children.*

**What is your opinion? Do you agree with this statement?**

Write **200–250 words**.

Use the following plan:

- make an introduction (state the problem paraphrasing the given statement);
- express your personal opinion and give 2–3 reasons for your opinion;
- express an opposing opinion and give 1–2 reasons for this opposing opinion;
- explain why you do not agree with the opposing opinion;
- make a conclusion restating your position.

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