

Тренировочная работа №2 по АНГЛИЙСКОМУ ЯЗЫКУ

9 класс

3 февраля 2026 года

Вариант АЯ2590201

(письменная часть)

Выполнена: ФИО _____ класс _____

Инструкция по выполнению работы

Письменная часть работы по английскому языку состоит из четырёх разделов, включающих в себя 35 заданий. На выполнение заданий письменной части отводится 2 часа (120 минут).

В разделе 1 (задания по аудированию) предлагается прослушать несколько текстов и выполнить 11 заданий на понимание прослушанных текстов. Рекомендуемое время на выполнение заданий данного раздела – 30 минут.

Раздел 2 (задания по чтению) содержит 8 заданий на понимание прочитанных текстов. Рекомендуемое время на выполнение заданий раздела – 30 минут.

Раздел 3 (задания по грамматике и лексике) состоит из 15 заданий. Рекомендуемое время на выполнение заданий раздела – 30 минут.

Ответы к заданиям 5 и 12 записываются в виде последовательности цифр. Эту последовательность цифр запишите в поле ответа в тексте работы.

Ответы к заданиям 1–4 и 13–19 записываются в виде одной цифры, которая соответствует номеру правильного ответа. Эту цифру запишите в поле ответа в тексте работы.

Ответы к заданиям 6–11 записываются в виде одного слова, а к заданиям 20–34 – в виде одного или нескольких слов. Ответ запишите в поле ответа в тексте работы.

В разделе 4 (задание по письму) дано 1 задание, предлагающее написать электронное письмо. Задание выполняется на отдельном чистом листе. Рекомендуемое время на выполнение задания – 30 минут.

При выполнении заданий можно пользоваться черновиком. **Записи в черновике, а также в тексте контрольных измерительных материалов не учитываются при оценивании работы.**

Баллы, полученные Вами за выполненные задания, суммируются. Постарайтесь выполнить как можно больше заданий и набрать наибольшее количество баллов.

После завершения работы проверьте, чтобы ответ на каждое задание был записан под правильным номером.

Желаем успеха!

Раздел 1 (задания по аудированию)

Вы услышите четыре коротких текста, обозначенных буквами А, В, С, D. В заданиях 1–4 запишите в поле ответа цифру 1, 2 или 3, соответствующую выбранному Вами варианту ответа. Вы услышите запись дважды.

1 According to the announcement, during the bus trip ...

- 1) there will be no stops to use the restrooms.
- 2) water and snacks will be provided for free.
- 3) buses depart and arrive without any delays.

ОТВЕТ:

2 On Saturday Anna will ...

- 1) visit her grandparents with her parents.
- 2) go to the cinema with her friend.
- 3) stay at home with her brother.

ОТВЕТ:

3 From the dialogue we find out that Gillian ...

- 1) lives somewhere in California.
- 2) has never been to San Francisco.
- 3) does not have any sweatshirts.

ОТВЕТ:

4 From the dialogue we find out that ...

- 1) the shopping centre closes at 7 p.m.
- 2) the customer is 49 years old.
- 3) the earrings are 70 % off.

ОТВЕТ:

5

*Вы готовите тематическую радиопередачу с высказываниями пяти разных людей, обозначенных буквами **A, B, C, D, E**. Подберите к каждому высказыванию соответствующую его содержанию рубрику из списка **1–6**. Используйте каждую рубрику из списка только один раз. В списке есть **одна лишняя рубрика**. Вы услышите запись дважды.*

1. It's long and boring.
2. It's stupid and unfair.
3. It's enjoyable and unifying.
4. It's simple and economical.
5. It's independent but lonely.
6. It's stressful and scary.

Запишите в таблицу выбранные цифры под соответствующими буквами.

Говорящий	A	B	C	D	E
Рубрика					

*Вы помогаете своему другу, юному радиожурналисту, проанализировать подготовленное им для передачи интервью. Прослушайте аудиозапись интервью и занесите данные в таблицу. Вы можете вписать **не более одного слова** (без артиклей) из прозвучавшего текста. Числа необходимо записывать буквами. Вы услышите запись дважды.*

6	The respondent's favourite sport	_____
7	Name of the respondent's sports coach	_____
8	What made the respondent choose this sport	_____
9	Dream job	_____
10	Pet	_____
11	Number of children in the respondent's family	_____

Раздел 2 (задания по чтению)**12**

Вы проводите информационный поиск в ходе выполнения проектной работы. Определите, в каком из текстов A–F содержатся ответы на интересующие Вас вопросы 1–7. Один из вопросов останется без ответа. Занесите Ваши ответы в таблицу.

1. What is the significance of bells in people's lives?
 2. Why were church bells sometimes destroyed before the 1917 Revolution?
 3. On what special occasions did church bells ring during the Soviet times?
 4. Did any original pre-revolutionary church bells survive to the present?
 5. How were the Danilov Monastery bells saved from being used as metal?
 6. Who taught Harvard students to ring Russian church bells?
 7. Where can the original Danilov Monastery bells be heard today?
- A.** The famous Russian writer Ivan Bunin wrote: “On a beautiful September evening, I was walking to the Danilov Monastery. As I approached, the big bell rang. What a sound! Golden, deep, and underground.” Founded in 1561, the Danilov Monastery was known for its bells, but it lost them twice in its history. First, during the war with Sweden, Peter the Great made cannons out of them. The new bells, made in the late 19th century, were removed in 1930.
- B.** After the 1917 Revolution, the Soviet government began a campaign against religion. The use of church bells was first limited and then, on January 30, 1930, completely banned. This ban was lifted only a few times for film productions. In 1932, when *Peter I* was filmed, and in 1963, when *War and Peace* was filmed, the bells of the Rostov Kremlin were used, as well as in 1973 during the filming of *Ivan Vasilievich Changes His Profession*.
- C.** In 1930, the American businessman Charles R. Crane bought eighteen bells from the Danilov Monastery for 20,000 dollars before they could be destroyed, and donated them to Harvard University. It took some time for Harvard students to learn how to ring the bells properly, but the “Danilov Bells” soon became a tradition at Harvard and were rung at big events such as graduation.
- D.** Bells have always played an important part in human life. They rang to inform people of important events, called people to church and sounded at times of death. For centuries bells were subconsciously considered partly human: in different languages their parts have the same names as parts of the human body – lip, mouth, shoulder and waist. In Russian a bell also has an ear and a tongue.

- E.** In the 1930s, the Soviet Union needed non-ferrous metals for industry and the military. Church bells were made of bronze, which contained copper and tin. Thousands of church bells were melted down to make electric equipment, machinery and even cooking pots. The only complete sets of church bells that survived can be found today in Rostov the Great, the Vologda Kremlin, the Pskov-Pechory Monastery and the Danilov Monastery in Moscow.
- F.** Before the original “Danilov Bells” returned to Russia, exact copies were made for Harvard. In 2007, new bells were cast in Voronezh using traditional methods. These bells were shipped to the United States to continue Harvard’s bell-ringing tradition. This allowed American students to experience Russian-style bell ringing, while the originals were returned to the Danilov Monastery.

Запишите в таблицу выбранные цифры под соответствующими буквами.

Текст	A	B	C	D	E	F
Вопрос						

Прочитайте текст. Определите, какие из приведённых утверждений **13–19** 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**). В поле ответа запишите одну цифру, которая соответствует номеру выбранного Вами ответа.

The History of the Magnetic Compass

How many times in your life have you heard or read, “*Always remember to take a compass with you when you go to the forest!*”? Nowadays, in the age of GPS and mobile phones, this advice may sound old-fashioned. But even today it is helpful. Mobile devices can run out of battery, or you may be in an area with no mobile signal. In these cases, if you get lost in the forest, a compass will be very useful. So, how long has this small and simple tool been helping people find their way in unknown lands and seas?

The history of the magnetic compass began in ancient China more than two thousand years ago. The earliest information about magnetism appeared in China in the 2nd century BC, during the Han Dynasty. Chinese scholars discovered a natural magnetic stone called lodestone. They noticed that when this stone was placed on a smooth surface or on water, it always pointed in the same direction. One of the earliest compass forms looked like a spoon made of lodestone, which turned freely on a flat plate.

At first, the compass was not used for travel or navigation. In ancient China, it was mainly used for religious practices. People believed that the compass helped them understand the balance between heaven, earth, and humans. It was also used to choose good places for houses, cities, temples, and graves. This practice became part of *feng shui* – the Chinese belief that buildings and graves should be placed in the right way to bring luck and balance – which developed actively between the 4th and 6th centuries AD.

During the Tang Dynasty (7th–9th centuries), Chinese scientists learned how to magnetise iron and steel. This was an important step because magnetic needles were lighter than lodestone spoons. By the 10th–11th centuries, the compass began to be used by Chinese sailors. Written texts from around 1088 describe how sailors used a magnetic needle floating in water to find direction at sea.

Knowledge of the compass spread beyond China through trade and cultural exchange. In the 12th century the magnetic compass reached the Islamic world, most likely via the Silk Road. Arab scientists studied the compass and improved it. Muslim sailors used it when travelling across the Indian Ocean and the Mediterranean Sea, especially at night or in bad weather.

From the Islamic world, the compass came to Europe. By the 13th century, sailors in Italy, Spain, and France were using the compass regularly. In Europe, it quickly became an instrument for navigation, used together with maps and sea charts.

During the 15th and 16th centuries, the compass played a key role in the Age of Discovery. It helped European explorers travel to Africa, Asia, and the Americas. Although today many people use GPS, the magnetic compass is still important as a reliable backup tool.

13 The magnetic compass is an old-fashioned tool which nobody uses anymore.

- 1) True 2) False 3) Not stated

ОТВЕТ:

14 Chinese people first started using the compass to find their way while travelling more than two thousand years ago.

- 1) True 2) False 3) Not stated

ОТВЕТ:

15 *Feng shui* appeared thanks to the invention of the compass.

- 1) True 2) False 3) Not stated

ОТВЕТ:

16 In the 11th century the Chinese used iron or steel to make magnetic needles.

- 1) True 2) False 3) Not stated

ОТВЕТ:

17 Arabs started using the compass before the Europeans.

- 1) True 2) False 3) Not stated

ОТВЕТ:

Раздел 3 (задания по грамматике и лексике)

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 20–28, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию 20–28.

- 20 It was midnight. Isobel Santiago groggily pulled _____ out of sleep at the loud ringing of her cell phone. Moments later, she hurriedly dressed in the dim glow from the hallway night-light. SHE
- 21 When her husband Sam _____ up, he sighed and looked worried. WAKE
- 22 “Who _____ it this time?” he asked. BE
- 23 “A dozen Boy Scouts and their leaders,” replied Isobel, putting on a _____ pair of warm socks. TWO
- 24 “Over two feet of snow fell on the mountain last night, and the Scouts and their leaders were unprepared. No one _____ anything from them since yesterday, and their parents are worried.” HEAR
- 25 “I _____ to the airport,” she added, grabbing her keys from the dresser. GO
- 26 “Oh, _____ poor boys,” said Sam reaching for his glasses. He was fully awake now. “Do you really think it’s safe to fly, Isobel?” he asked, anxiously looking out the window at the steadily falling snowflakes. THAT
- 27 “You do understand that _____ visibility is going to be nearly zero with this snow, don't you?” YOU
- 28 “I wouldn’t go if I _____ I could bring them home safely,” Isobel replied. “You know that, Sam. I never take any unnecessary risks.” Isobel took a deep breath of the icy air and prepared for a long night. NOT THINK

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 29–34, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию 29–34.

- 29** Have you ever had a nightmare when you were a kid? In different cultures, there are different _____ TRADITION
ways to protect children from bad dreams.
- 30** For generations, some Native _____ nations AMERICA
have made dream catchers for their children.
- 31** Today, dream catchers are _____ made of USUAL
willow wood wrapped in leather string.
- These charms look like beautiful spiderwebs. Hung over
a child's bed, a dream catcher is said to "trap"
32 _____ dreams at night. HARM
- It is believed that this way, thanks to dream catchers, bad
33 thoughts will not disturb the _____ child. SLEEP
- 34** Other _____ are often added to the dream DECORATE
catcher as signs for rain, beauty, or blessings, Today, many
Native American people continue this custom by giving dream
catchers to their loved ones.

Раздел 4 (задание по письму)

Для ответа на задание **35** используйте отдельный чистый лист. При выполнении задания **35** особое внимание обратите на то, что Ваши ответы будут оцениваться только по записям, сделанным на отдельном чистом листе. Никакие записи черновика не будут учитываться. Обратите внимание также на необходимость соблюдения указанного объема электронного письма. Письмо недостаточного объема, а также часть текста электронного письма, превышающая требуемый объем, не оцениваются.

35 You have received an email message from your English-speaking pen-friend Terry.

From: Terry@mail.usa

To: Russian-friend@oge.ru

Subject: Russian restaurant

...I have great news! A Russian restaurant is going to open next week in my town! I've never tried Russian food before. I'm very excited, but I have no idea what to order when I go there with my family.

... What kind of Russian food is your favourite? What would you recommend as an introduction to Russian cuisine for somebody who has never tried it before? Are there any eating traditions we should know about before going? ...

Write a message to Terry and answer her **3** questions.

Write **100–120 words**. Remember the rules of letter writing.

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9 класс

3 февраля 2026 года

Вариант АЯ2590202

(письменная часть)

Выполнена: ФИО _____ класс _____

Инструкция по выполнению работы

Письменная часть работы по английскому языку состоит из четырёх разделов, включающих в себя 35 заданий. На выполнение заданий письменной части отводится 2 часа (120 минут).

В разделе 1 (задания по аудированию) предлагается прослушать несколько текстов и выполнить 11 заданий на понимание прослушанных текстов. Рекомендуемое время на выполнение заданий данного раздела – 30 минут.

Раздел 2 (задания по чтению) содержит 8 заданий на понимание прочитанных текстов. Рекомендуемое время на выполнение заданий раздела – 30 минут.

Раздел 3 (задания по грамматике и лексике) состоит из 15 заданий. Рекомендуемое время на выполнение заданий раздела – 30 минут.

Ответы к заданиям 5 и 12 записываются в виде последовательности цифр. Эту последовательность цифр запишите в поле ответа в тексте работы.

Ответы к заданиям 1–4 и 13–19 записываются в виде одной цифры, которая соответствует номеру правильного ответа. Эту цифру запишите в поле ответа в тексте работы.

Ответы к заданиям 6–11 записываются в виде одного слова, а к заданиям 20–34 – в виде одного или нескольких слов. Ответ запишите в поле ответа в тексте работы.

В разделе 4 (задание по письму) дано 1 задание, предлагающее написать электронное письмо. Задание выполняется на отдельном чистом листе. Рекомендуемое время на выполнение задания – 30 минут.

При выполнении заданий можно пользоваться черновиком. **Записи в черновике, а также в тексте контрольных измерительных материалов не учитываются при оценивании работы.**

Баллы, полученные Вами за выполненные задания, суммируются. Постарайтесь выполнить как можно больше заданий и набрать наибольшее количество баллов.

После завершения работы проверьте, чтобы ответ на каждое задание был записан под правильным номером.

Желаем успеха!

Раздел 1 (задания по аудированию)

Вы услышите четыре коротких текста, обозначенных буквами А, В, С, D. В заданиях 1–4 запишите в поле ответа цифру 1, 2 или 3, соответствующую выбранному Вами варианту ответа. Вы услышите запись дважды.

1 According to the announcement, ...

- 1) all buses are equipped with onboard restrooms.
- 2) it is likely that the bus will get into a traffic jam.
- 3) passengers can buy water and snacks on the bus.

Ответ:

2 We learn from the voice message that ...

- 1) Anne won't see Kate on Saturday.
- 2) Kate has a younger brother.
- 3) the new café is expensive.

Ответ:

3 From the dialogue we find out that Gillian ...

- 1) likes travelling by plane.
- 2) enjoys cold weather.
- 3) lives in Seattle.

Ответ:

4 How much will the customer pay for the earrings?

- 1) 365 dollars.
- 2) 109 dollars.
- 3) 70 dollars.

Ответ:

5

*Вы готовите тематическую радиопередачу с высказываниями пяти разных людей, обозначенных буквами **A, B, C, D, E**. Подберите к каждому высказыванию соответствующую его содержанию рубрику из списка **1–6**. Используйте каждую рубрику из списка только один раз. В списке есть **одна лишняя рубрика**. Вы услышите запись дважды.*

1. It's independent but lonely.
2. It's enjoyable and unifying.
3. It's stupid and unfair.
4. It's simple and economical.
5. It's long and boring.
6. It's stressful and scary.

Запишите в таблицу выбранные цифры под соответствующими буквами.

Говорящий	A	B	C	D	E
Рубрика					

*Вы помогаете своему другу, юному радиожурналисту, проанализировать подготовленное им для передачи интервью. Прослушайте аудиозапись интервью и занесите данные в таблицу. Вы можете вписать **не более одного слова** (без артиклей) из прозвучавшего текста. Числа необходимо записывать буквами. Вы услышите запись дважды.*

6	The respondent's age	_____ years old
7	When the respondent started playing a sport	in _____ school
8	The respondent's favourite board game	_____
9	What the respondent wants to study in college	_____
10	The respondent's dog's name	_____
11	The respondent's dog's breed	_____

Раздел 2 (задания по чтению)**12**

Вы проводите информационный поиск в ходе выполнения проектной работы. Определите, в каком из текстов А–F содержатся ответы на интересующие Вас вопросы 1–7. Один из вопросов останется без ответа. Занесите Ваши ответы в таблицу.

1. How was Charles R. Crane connected with Russia?
 2. What made Charles R. Crane buy church bells from Russia?
 3. What is Thomas Whittemore famous for?
 4. Why were the bells of Danilov Monastery chosen to be bought?
 5. What is the difference between ringing Russian and American church bells?
 6. How long did the bells of the Danilov monastery stay at Harvard University?
 7. When were the original bells from the Danilov Monastery returned to Russia?
- A.** The first attempts to return the Danilov Monastery bells to Russia began in the 1980s. After talks with Harvard University, organized by Patriarch Alexy II, a final agreement was signed in March 2007. Before the eighteen original Danilov Monastery bells were returned to Russia in 2008, exact copies were made in Voronezh to replace the original Danilov Monastery bells at Harvard University.
- B.** In 1921, at the end of his term as a US Ambassador in China, Charles R. Crane and his younger son John took a Trans-Siberian train from Harbin, China, to St. Petersburg. They stopped at Rostov the Great specifically to hear the famous bells of the Rostov Kremlin. When later he heard that church bells in the Soviet Union were used for their metal, he decided to save some of them.
- C.** Thomas Whittemore was an American archaeologist and art dealer who was especially interested in Byzantine history and culture. He is best known for persuading the Turkish president, Mustafa Kemal Atatürk, to restore and protect the ancient mosaics of Hagia Sophia and to turn it into a museum in 1931. Few people know about his involvement in saving the Danilov Monastery bells.
- D.** Charles Richard Cane was an American businessman and philanthropist who before the 1917 Revolution was a shareholder at one of the plants in St. Petersburg. He was interested in Eastern European and Middle-Eastern art, knew Lev Trotsky personally and tried, although failed, to save the lives of Russia's last Tsar Nicholas II and his family whom he also knew.

- E.** Charles R. Crane paid 20,000 dollars to the Soviet government for the Danilov Monastery bells and then spent the same amount on their transportation and installation at Harvard University, where they remained for 77 years. Harvard students formed a bell-ringing club and went to Greece to learn to ring them, since Russian bells are rung differently from American and European bells. Ringing the “Danilov Bells” on special days became a tradition at Harvard.
- F.** In 1928, Charles R. Crane sent Thomas Whittemore to the Soviet Union to buy a complete set of ancient church bells from either the Novgorod Kremlin or the Yaroslavl Kremlin. Sadly, by that time these bells had already been destroyed and used as metal. The only complete set of church bells offered to Whittemore came from the Danilov Monastery which was about to be closed.

Запишите в таблицу выбранные цифры под соответствующими буквами.

Текст	A	B	C	D	E	F
Вопрос						

*Прочитайте текст. Определите, какие из приведённых утверждений **13–19** 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**). В поле ответа запишите одну цифру, которая соответствует номеру выбранного Вами ответа.*

The History of the Printing Press

How many times in your life have you seen a book, a magazine, or a newspaper and thought about how it was made? Today, we can buy books in shops, order them online, or read articles on our phones and computers. We can get information very quickly and easily. However, hundreds of years ago, books were very rare and very expensive. Only a small number of people could own them. Before the printing press was invented, all books were written and copied by hand, which took a long time and a lot of hard work.

People who did this were often monks who worked in monasteries. Not only did they write each page by hand, but they also decorated it with coloured pictures and ornate letters. Making just one book could take months or even years. Because of this, books were extremely expensive. They were kept in churches, universities, or the homes of very rich people. Ordinary people rarely saw books, and many could not read at all.

The history of the printing press began in Europe in the 15th century. The German inventor Johannes Gutenberg is usually credited with creating the first modern printing press around 1440. Gutenberg's most important idea was the use of movable metal letters. These letters could be arranged to form words and sentences, pressed onto paper, and then taken apart again. After printing one page, the same letters could be reused for the next page. This made printing much faster and cheaper than copying by hand.

At first, the printing press was mainly used to produce religious books, especially Bibles. These early printed books were still expensive, but they cost much less than handwritten ones. Churches, schools, and rich families began to buy them. Slowly, more copies of the same book appeared, and people could read the same texts in different places. This helped ideas spread more quickly across countries.

Over time, printers began to produce many other kinds of books. They printed textbooks for students, maps for travellers, calendars, and scientific works. They also printed short texts, such as pamphlets and leaflets, which were easy to read and cheap to buy. Because of this, more people learned to read, and education became more important in everyday life.

The printing press spread quickly across Europe. By the 16th century, many cities in Spain, the Netherlands and other European countries had printing workshops. Ivan Fedorov, the first Russian printer, published his first book in 1564. Printers shared ideas and improved their machines. Books could now reach

thousands of people instead of just a few. This changed education, science, politics, and culture.

The invention of the printing press played a key role in major historical events, such as the Renaissance in art and culture and the Reformation of the Catholic Church. New ideas could travel faster than ever before. Even today, printing technology continues to influence our lives. From newspapers and school textbooks to posters and signs, the printing press shows how one simple invention can change the world and the way people think.

13 Handwritten and hand-copied books sometimes had coloured illustrations.

- 1) True 2) False 3) Not stated

ОТВЕТ:

14 Before the printing press, books were only kept in monasteries and universities.

- 1) True 2) False 3) Not stated

ОТВЕТ:

15 Johannes Gutenberg could print several pages at once.

- 1) True 2) False 3) Not stated

ОТВЕТ:

16 Books printed by Gutenberg were so cheap that most people could buy them.

- 1) True 2) False 3) Not stated

ОТВЕТ:

17 Thanks to Johannes Gutenberg's invention, more people were able to read.

- 1) True 2) False 3) Not stated

ОТВЕТ:

Раздел 3 (задания по грамматике и лексике)

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 20–28, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию 20–28.

- As a child Sue Hendrickson loved to dig and was always searching for treasures. In the mid-1970s, she went
- 20** _____ with friends to an amber mine. HIKE
- A miner showed Hendrickson a piece of amber with a 23-million-year-old insect trapped inside. This was how her lifelong search for fossils _____.
- 21** _____ BEGIN
- Hendrickson started her career as an archeologist by digging for bones in the deserts of Peru. She _____ to work with a group of archaeologists who were interested in bones of water animals in land that was once under the sea.
- 22** _____ INVITE
- She helped _____ discover whale, dolphin, and seal bones hundreds of miles from existing water.
- 23** _____ THEY
- In 1990 Hendrickson journeyed to South Dakota with an archaeological team. They _____ for dinosaur bones.
- 24** _____ LOOK
- While in South Dakota, she once went for a walk with her dog. She wanted to examine some cliffs that they _____ time to explore before.
- 25** _____ NOT HAVE
- Hendrickson saw some bones on the ground and looked up. Preserved in the sandstone cliff above her was an enormous dinosaur skeleton! The group immediately began to work on the find. They uncovered the _____ Tyrannosaurus rex skeleton ever found.
- 26** _____ LARGE
- The team named the T. rex Sue, after its discoverer. Sue was proud that she was the _____ to see it.
- 27** _____ ONE
- This _____ Sue Hendrickson's only adventure. Two years later, she went with other scientists to explore a Spanish trading ship that sank in 1600.
- 28** _____ NOT BE

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 29–34, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию 29–34.

- | | | |
|-----------|---|---------|
| 29 | Spelling contests, or spelling bees, got their start in the late 1700s. That was the time when Benjamin Franklin suggested that _____ should encourage excellence in spelling. | TEACH |
| 30 | Students were paired together to quiz each other until one student _____ a word. | SPELLED |
| 31 | When this happened, the other was declared the _____. These spelling contests first took place inside schoolhouses. They later made their way into the community because parents, friends, and neighbours wanted to watch students compete. | WIN |
| 32 | As a result, spelling contests became both educational _____ and popular public events. | ACTIVE |
| 33 | Over time, the _____ of spelling bees spread throughout the country. | POPULAR |
| 34 | Today, the tradition continues, as students compete in school, city, state, and _____ -level spelling bees, testing their skills and celebrating their love of language. | NATION |

Раздел 4 (задание по письму)

Для ответа на задание **35** используйте отдельный чистый лист. При выполнении задания **35** особое внимание обратите на то, что Ваши ответы будут оцениваться только по записям, сделанным на отдельном чистом листе. Никакие записи черновика не будут учитываться. Обратите внимание также на необходимость соблюдения указанного объема электронного письма. Письмо недостаточного объема, а также часть текста электронного письма, превышающая требуемый объем, не оцениваются.

35

You have received an email message from your English-speaking pen-friend Emily.

From: Emily@mail.usa

To: Russian-friend@oge.ru

Subject: Winter sports

... I have great news! A new skating rink is going to open next week in my town! I've lived in Hawaii all my life and have never skated before. I'm very excited and a little nervous - will I be able to skate?

... At what age do children in Russia learn to skate? Do Russians prefer natural skating rinks in winter or all-year-round indoor skating rinks? Why? What is your favourite winter sport? ...

Write a message to Emily and answer her **3** questions.

Write **100–120 words**. Remember the rules of letter writing.