**Вариант авторской контрольной работы для учащихся 11 класса**

Контрольно-проверочные задания построены на лексической основе традиционной школьной тематики: учеба, школа, семья, общественно-политическая жизнь, проблемы экологии, погода, страны изучаемого языка, каникулы, свободное время, спорт и другие.

Каждый вариант состоит из четырех частей, включающих по два-три задания, которые располагаются по возрастающей степени трудности и относятся к трем разным уровням сложности: базовому, повышенному и высокому.

Часть 1 «Аудирование» включает высказывания собеседников в распространенных стандартных ситуациях повседневного общения, прагматические (объявления) и публицистические (интервью, репортажи) аудиотексты. Задания относящиеся к трем разным уровням сложности.

Аудирование включает 9 заданий, из которых первое – на установление соответствия, второе – на нахождение соответствия предложенных утверждений содержанию звучащего текста *True – False – Not stated* и 7 заданий с выбором одного правильного ответа из трёх предложенных.

В части 2 «Чтение» представлены два задания на установление соответствия (понимание основного содержания текста и понимание структурно-смысловых связей текста) и третье задание с выбором одного правильного ответа из четырех предложенных (полное и точное понимание информации в тексте).

Часть 3 «Грамматика и лексика» включает первое задание с кратким ответом (грамматические навыки и словообразование) и второе задание с выбором одного правильного ответа из четырех предложенных (лексико-грамматические навыки).

Часть 4 «Письмо» состоит из двух заданий и представляет собой небольшую письменную работу (письмо личного характера и письменное высказывание с элементами рассуждения по предложенной тематике).

Часть 5 «Устная речь» содержит:

1) задание 1 базового уровня сложности – чтение фрагмента информационного или научно-популярного, стилистически нейтрального текста;

2) задание 2 базового уровня сложности – условный диалог-расспрос с опорой на вербальную ситуацию и фотографию (картинку);

3) задание 3 базового уровня сложности – создание монологического тематического высказывания с опорой на вербальную ситуацию и фотографию (картинку);

4) задание 4 высокого уровня сложности – создание монологического тематического высказывания с элементами сопоставления и сравнения с опорой на вербальную ситуацию и фотографию (сравнение двух фотографий).

**Об авторе:**

Середа Татьяна Константиновна –учитель английского языка высшей квалификации МБОУ СОШ №20 г Белгорода, стаж работы 36 лет, победитель конкурса лучшие учителя Российской Федерации 2006г, автор более 30 публикаций и 6 авторских учебных пособий и электронных учебников.

# 11 класс

**Вариант 1**

**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.** The upper part of him was quite decent.

**2.** Soapy was thrown out of the restaurant by a waiter.

**3.** Having lost his house Soapy had to look for another one.

**4.** Soapy wanted to be imprisoned for disorderly conduct.

**5.** Soapy needed some shelter for three months.

**6.** His second desperate attempt of getting into prison also failed.

**7.** The most pleasant way of getting a shelter was to dine well at some expensive place.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| говорящий | A | B | C | D | E | F |
| утверждение |  |  |  |  |  |  |

**2**

*Вы услышите диалог о встрече двух давних друзей. Определите, какие из приведённых утверждений* ***А–G*** *соответствуют содержанию текста(****1 – True****), какие не соответствуют(****2 – False****) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа(****3 – Not stated****). Занесите номер выбранного Вами варианта ответа в таблицу. Вы услышите запись дважды.*

**A**  Jean has been to Chicago for the last month.

**B**  Looking for a job was not very successful for Jean.

**C**  Jean is sure to find a suitable occupation soon.

**D**  Jean hasn’t missed any important news.

**E**  Leslie is a sincere girl.

**F**  Marta is Peter’s cousin.

**G**  The thief of Caroline’s camera has been found.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| утверждение | A | B | C | D | E | F | G |
| соответствие диалогу |  |  |  |  |  |  |  |

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

**3**

**3.** Together with …, Еmmeline is remembered as one of the major figures in the fight for women’s suffrage.

1) her friends;

2) her daughters;

3) her brothers.

Ответ: \_\_.

**4.** The suffrage movement had been active for at least…

1) thirteen years.

2) twenty years.

3) thirty years.

Ответ: \_\_.

**5.** The small group began with…

1) aggressive protests.

2) peaceful protests.

3) noisy protests.

Ответ: \_\_.

**6.** In …, women over the age of thirty were given the vote.

1) February 1919;

2) February 1920;

3) February 1918.

Ответ: \_\_.

**7.** The acceptance of women’s suffrage may also have been due to … towards the role and capabilities of women.

1) changing attitudes;

2) changing behavior;

3) changing.

Ответ: \_\_.

**8**. The number of women who were important in the fight for British women’s suffrage

1) two;

2) three;

3) five.

Ответ: \_\_.

**9**. Sylvia and Christabel were Emmeline Pankhurst’s …

1) sisters;

2) daughters;

3) cousins.

Ответ: \_\_.

**Раздел 2. ЧТЕНИЕ**

|  |
| --- |
| *Установите соответствие между заголовками* ***A–G*** *и текстами* ***1–6****. Занесите свои ответы в таблицу. Используйте каждую* ***букву только один раз. В задании один лишний заголовок.***  **10** |

|  |  |
| --- | --- |
| **A.** Exams for foreigners  **B.** Forbidden city  **C.** Cruel queen  **D.** Meeting Royalty | **E.** Citizens or subjects  **F.** Holy kings  **G.** Wrong sequence |

**1.** Some kings were considered too holy to be seen by ordinary people. They lived hidden behind palace walls. At different times, 24 emperors lived in the world’s largest palace complex,   
the Forbidden City, in Beijing, China. Started in the 15th century during the reign of Emperor Yongle, the city took a million men and 16 years to complete. It covers 72 hectares and has 8,000 rooms! The last Chinese emperor to live in the Forbidden City was Pu Yi, who left the palace in 1924.

**2.** Everyone knows about Henry VIII’s cruel nature. But they forget about his wives’ nasty little habits. For example, Catherine of Aragon was left in charge of England while Henry went over to France. While her husband was away, Catherine’s army fought the Scottish king, James IV, and beat him. Just to show what a clever girl she was, Catherine sent Henry the blood-stained coat of the dead Scottish king.

**3.** Kings and queens expect to be treated differently from other people. So you’d better know some simple rules in case you bump into a member of the royal family.

Women are expected to curtsy. Men are expected to bow. Shake hands if a hand is offered. It’s bad manners to meet royalty with gloves on because, in the past, gloves were associated with warfare.

Until recently it was thought impolite to turn one’s back on the Queen of England. People would walk backwards out of their presence. In certain ceremonies lords and other officials still do.

**4.** Other countries have ‘citizens’. But in Britain people are legally described as ‘subjects’ – subjects of Her Majesty the Queen. And criminals are sent to one of ‘Her Majesty’s’ prisons.

**5.** More and more immigrants arrive in Britain each year. There’s one street in London – and it’s less than 300 meters long – where all businesses are run by Arabs, Greeks, Indians, Italians, Jamaicans, Nigerians, Portuguese, Spanish and Turkish. But now those who want to live in Britain will have to take a test on ‘Britishness’ to show their knowledge of British culture, history and lаws.

**6.** The present queen of the UK is universally known as ‘Elizabeth the Second’, although   
Scotland and Northern Ireland have never had an ‘Elizabeth the First’!

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 |
|  |  |  |  |  |  |

**11**

|  |
| --- |
| *Прочитайте текст и заполните пропуски* ***1–6*** *частями предложений* ***A–G****.* ***Одна  из частей в списке A–G – лишняя.*** *Занесите букву, обозначающую соответствующую часть предложения, в таблицу.* |

Some things about Britain make sense only to the British. Of these, probably the strangest is social class.

There are three main class divisions in Britain with some ‛in between’ variations (such as ‛upper middle’): upper, middle and lower or working class. And people in Britain are **1** \_\_\_\_\_\_\_\_\_ .

The different classes in Britain tend to eat different food at different time of the day (and call the meals by different names), they like to talk about different topics, they enjoy   
**2** \_\_\_\_\_\_\_\_\_\_ and have different ideas about the correct way to behave.

The easiest way to guess the class to which the person belongs to is 3 \_\_\_\_\_\_\_\_.

A person’s accent in Britain is an identity card. Other people will be able to say what social background you come from, where you were born or educated, and what kind of job you do.

Changing an accent is difficult, even for actors. To achieve the desired accent, a British person must **4** \_\_\_\_\_\_\_\_. This is one of the reasons why people still send their children to expensive   
private schools. It is not that the education there is better, but because, as adults, they will have the right accent and manners.

A person’s vocabulary is also very important. Here is a good class test you can try: when talking to an English person, say something too quietly for them **5** \_\_\_\_\_\_\_\_ . A lower-middle or middle-middle person will say “Pardon?”; an upper-middle will say “Sorry?” (or perhaps “Sorry – what?”); but an upper-class and a working-class person will both say “What?” The working person, however, will drop the“t” – “Wha?”.

“Toilet” is another word that makes the higher classes **6** \_\_\_\_\_\_\_. The correct upper word is “lavatory” or “loo”. The working classes all say “toilet”, as do most lower-middles and middle-middles, the only difference being the working-class dropping of the final “t”.

An interesting thing about the class system in Britain is that very often it has nothing to do with money. A person with an upper-class accent, using upper-class words, will be recognized as upper class even if he or she is unemployed or homeless. And a person with working-class   
pronunciation, who calls “a sofa” “a settee”, and his midday meal “dinner”, will be identified as working class even if he is a multi-millionaire living in a grand country house.

**A.** different pastimes and sports; **E.** exchange knowing looks;

**B.** very conscious of class differences; **F.** achieve the desired accent;

**C.** to hear you properly; **G.** to listen to the way he or she speaks.

**D.** speak it from childhood;

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 |
|  |  |  |  |  |  |

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

A visit to the Houses of Parliament

*After Frank Candliti*

David’s father and Philip Turner, the Member of Parliament for Bishopton, are old friends, and one day Mr Turner asked David if he would like to look round the Houses of Parliament.   
Of course, David was very pleased, and the visit was arranged for the following Monday. The MP explained that the visit must be on Monday because he had got a ticket for the Stranger’s Gallery on that day, so that David could listen to a debate in the House of Commons. David arrived at Westminster at half past eleven. The policeman at the door would not let him in, but when he said he was meeting Mr Philip Turner, the MP for Bishopton, he was asked to wait in a little room near the door. When Mr Turner arrived, he took David to the Stranger’s Gallery from which he could look down on what was happening in the House of Commons below. Facing him was the Speaker. In front of the Speaker, clerks sat at green-covered tables, and on the seats on either side sat the Members, the Government on the Speaker’s right, the opposition on his left. No king or queen of England is allowed to enter the House of Commons. David was amused to see Members on the front seats sitting with their feet on the table in front of them. Some members seemed asleep; others were talking to those sitting next to them. Members were coming in and out all the time. If the Members liked what a Speaker was saying they shouted “Hear, hear!”,if they did not like it, they shouted “No!” Once the members on the other side became angry and shouted “Shame!” and “Sit down!” until the Speaker told them to stop. When there was a question to be decided all the Members voted. То do this they went out through two doors at the side. Those who thought “yes” went through one door; those who thought “no” through the other. As they went through the doors, they were counted. Then they all came back and the Speaker was told how many there were on each side; and so the matter was decided. David listened to the debate until late in the afternoon. It was all very interesting, but not quite what he had expected. As he went home by train to Bishopton he thought that he had learnt a lot about the English way of life.

**12.** Mr Turner offered David to look round the Houses of Parliament because…

1) they were former schoolmates.

2) they were friends.

3) David’s father and Philip Turner were friends.

4) they were fellow students.

Ответ: \_\_.

**13.** David was eager…

1) to meet Mr Turner on Monday.

2) to listen to a debate.

3) to go sightseeing.

4) to go for a walk.

Ответ: \_\_.

**14.** David knew that … is allowed to enter the House of Commons.

1) nobody;

2) the Members;

3) the queen;

4) neither the king nor the queen of England.

Ответ: \_\_.

**15.** He was struck…

1) that there were so many people.

2) to see Members on the front seats sitting with their feet on the table.

3) that some members were asleep.

4) that some members were talking to each other.

Ответ: \_\_.

**16.** If the Members were satisfied with what a Speaker was saying they shouted…

1) “Hurray!”

2) “Hullo!”

3) “Hands up!”

4) “Hear, hear!”

Ответ: \_\_.

**17.** To listen to the debates was…

1) very exciting.

2) rather unique.

3) very interesting but not quite what he had expected.

4) very boring.

Ответ: \_\_.

**18.** After his visit he thought…

1) that he knew how to behave in the Houses of Parliament.

2) that he would tell everything his friends.

3) that he would say many warm words to Mr Turner.

4) that he had learnt a lot about the English way of life.

Ответ: \_\_.

***По окончании выполнения заданий10–18 не забудьте перенести свои ответы в БЛАНК ОТВЕТОВ №1! Запишите ответ справа от номера соответствующего задания, начиная с первой клеточки. При переносе ответов в заданиях10 и11 цифры записываются без пробелов, запятых и других дополнительных символов. Каждую цифру пишите в отдельной клеточке в соответствии с приведёнными в бланке образцами.***

**Раздел 3. ГРАММАТИКА И ЛЕКСИКА**

|  |
| --- |
| *Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами после номеров* ***19–25****, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы* ***19–25****.* |

Voting – a Duty and a Privilege

|  |  |  |
| --- | --- | --- |
| **19**. | One of the most important rights for U.S. \_\_\_\_\_\_\_\_\_\_\_\_\_ is the right to vote. | CITY |
| **20**. | Voting is a duty in a \_\_\_\_\_\_\_\_\_\_\_\_ democracy. | REPRESENT |
| **21**. | All citizens should vote to choose decent people to be the federal, state, and local \_\_\_\_\_\_\_\_\_\_\_\_\_. | LEAD |
| **22**. | Before citizens vote, they must register to vote in their state. You do not have to pay for \_\_\_\_\_\_\_\_\_\_\_\_\_ . | REGISTER |
| **23**. | Everyone should also learn about the candidates and issues in the election. We can get \_\_\_\_\_\_\_\_\_ by reading newspapers or listening to the news on TV and the radio. | INFORM |
| **24**. | People must be active. They must work with organizations to make their communities and states \_\_\_\_\_\_\_\_\_\_\_\_.  Different voting systems may give very different results, particularly in cases where there is no clear \_\_\_\_\_\_\_\_\_\_\_\_\_\_preference. | GOOD  MAJOR |

*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.***

The modern **Mother's Day** is celebrated on various days in many parts

**26**

of the world, most \_\_\_\_\_in March, April, or May as a day to honor mothers COMMON

and motherhood. In the UK and Ireland, it follows the old traditions of

Mothering Sunday, celebrated in March/April.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, the celebration has it origin in ancient customs and HISTORY

**27**

traditions.

The ancient Greeks kept a festival to Cybele, a great mother of Greek gods.

The ancient Romans also had another holiday, Matronalia, that was dedicated

**28**

to Juno (an ancient Roman goddess), though mothers were \_\_\_\_\_\_\_\_given USUAL

gifts on this day.

In Europe there were several long standing traditions where a specific Sunday

**29**

was set aside to honor \_\_\_\_\_\_\_\_\_and mothers such as Mothering Sunday which MOTHER

is a Christian festival celebrated throughout Europe that falls on the 4th Sunday

in Lent.

**30**

One of the early calls to celebrate Mother's Day in the United States was PROCLAMATE

the "Mother's Day \_\_\_\_\_" by Julia Ward Howe.

Written in 1870, the Proclamation was tied to Howe's feminist belief that

**31**

women had a \_\_\_\_\_\_\_\_\_\_\_\_\_to shape their societies at the political level. RESPONSIBLE

Today the holiday has become very popular around the world. People take

the day as an opportunity to pay tribute to their mothers and thank them for

all their love and support. There is also a tradition of gifting flowers, cards and

other gift to mothers on the occasion.

|  |
| --- |
| *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 ответа.* |

Burglary in the UK

Burglary is a serious, but very common crime. In 2001, around one **32** \_\_\_\_\_\_ every six crimes recorded in the UK was burglary. Victim Support is a charity that offers support and gets in touch with over a million people **33** \_\_\_\_\_\_ by crime each year.

Most victims of **34** \_\_\_\_\_\_\_ want to talk to someone about what has happened and how they are feeling. Talking to friends and family can be **35** \_\_\_\_\_\_ , but Victim Support provides a service which   
involves talking to a specially trained volunteer. This charity can help, **36** \_\_\_\_\_\_ whether or not you have told the police or anyone else.

People who are victims of burglary can be affected in a wide range of different ways even if   
**37** \_\_\_\_\_\_ of their property has been stolen. Those whose houses have been burgled may be upset just at the thought that someone has been in their home against their wishes, and this can often make them feel **38** \_\_\_\_\_\_.

**32.** 1) on; 2) at; 3) in; 4) for.

Ответ: \_\_.

**33.** 1) affected; 2) changed; 3) impressed; 4) suffered.

Ответ: \_\_.

**34.** 1) accident; 2) crime; 3) incident; 4) violation.

Ответ: \_\_.

**35.** 1) optimistic; 2) profitable; 3) advantageous; 4) helpful.

Ответ: \_\_.

**36.** 1) no matter; 2) regardless of; 3) in spite of; 4) despite.

Ответ: \_\_.

**37.** 1) none; 2) nothing; 3) neither; 4) no.

Ответ: \_\_.

**38.** 1) secure; 2) secured; 3) insecure; 4) unsecure.

Ответ: \_\_.

***По окончании выполнения заданий19–38 не забудьте перенести свои ответы в БЛАНК ОТВЕТОВ №1! Запишите ответ справа от номера соответствующего задания, начиная с первой клеточки. При переносе ответов в заданиях19–31 буквы записываются без пробелов, запятых и других дополнительных символов. Каждую букву или цифру пишите в отдельной клеточке в соответствии с приведёнными в бланке образцами.***

**Раздел 4. ПИСЬМО**

*Для ответов на задания* ***39*** *и* ***40*** *используйте бланк ответов №2. Черновые пометки можно делать 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 в БЛАНКЕ ОТВЕТОВ №2. 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.*

You have received a letter from your American pen friend Jane who writes:

**39**

|  |
| --- |
| *… There are four main national symbols in America. They are the American Flag, the Statue of Liberty, the Independence Hall and the Liberty Bell. They all symbolize freedom and democracy. Americans are very proud of them. What are the most important Russian symbols? What do they stand for?*  *Our history teacher is taking us to* [*Liberty Island*](https://en.wikipedia.org/wiki/Liberty_Island)*in*[*New York Harbor*](https://en.wikipedia.org/wiki/New_York_Harbor)*next week…* |

Write a letter to Jane

- answer her questions.

- ask **3 questions** about the excursion to Liberty Island

Write **100–140 words**.

Remember the rules of letter writing.

**39**

Comment on the following statement.

*A good politician should be ready to take ruthless decisions.*

**What is your opinion? What can you say for and against this statement?**

Write **200–250 words**.

Use the following plan:

-make an introduction (state the problem)

-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 don’t agree with the opposing opinion

-make a conclusion restating your position

**Раздел 5. УСТНАЯ ЧАСТЬ**

**1**

**Task 1. Imagine that you are preparing a project with your friend. You have found some interesting material for the presentation and you want to read this text to your friend. You have 1.5 minutes to read the text silently, then be ready to read it out aloud. You will not have more than 1.5 minutes to read it.**

There are four seasons in a year: spring, summer, autumn and winter. Every season is beautiful in its own way.

When spring comes nature awakens from its long winter sleep. The days become longer and the nights become shorter. The ground is covered with emeraldgreen grass and spring flowers. The air is fresh, the sky is blue and cloudless, and the sun shines brightly. The trees are in full blossom.

Spring is followed by summer. The weather is usually fine in summer, but it can be very hot, especially in July. In summer people try to get away from the city noise and spend more time in the open air.

Autumn begins in September. The days become shorter and the nights become longer. The leaves turn yellow, red and brown and fall to the ground.

Most birds fly away to warm countries. There's a short spell of dry sunny weather in September which is called Indian Summer. It's a beautiful time when the sky is cloudless, the trees around are golden, the air is transparent and it's still warm. But gradually it gets colder and colder.

In winter the sun sets early and rises late. The rivers and lakes are frozen over. Everything is covered with snow. Sometimes it's very cold, about 25-30 degrees below zero.

**Task 2**.Study the advertisement.

**2**



You are considering visiting the city and now you'd like to get more information. In 1.5 minutes you are to ask five direct questions to find out the following:

1) dates for departures

2) hotel facilities

3) if breakfast is included

4) number of city tours

5) discounts

You have 20 seconds to ask each question

**3**

**Task 3. Imagine that while travelling during your holidays you took some photos. Choose one photo to present to your friend.**

**1. 2. 3.**



**You will have to start speaking in 1.5 minutes and will speak for not more than 2 minutes (12–15 sentences). In your talk remember to speak about:**

**4**

- when you took the photo

- what/who is in the photo

- what is happening

- why you took the photo

- why you decided to show the picture to your friend

**You have to talk continuously, starting with: "I’ve chosen photo number … "**

**Task 4. Study the two photographs. In 1.5 minutes be ready to compare and contrast the photographs:**

**- give a brief description of the photos (action, location)**

**- say what the pictures have in common**

**- say in what way the pictures are different**

**- say which of the ways of dressing presented in the pictures you’d prefer**

**- explain why**

**You will speak for not more than 2 minutes (12–15 sentences). You have to talk continuously.**

1. 2.



**Полезные слова и выражения для устной части экзамена**

I took this photo last summer when I was in...

I'd like to show you this photo because...

The picture/photo  shows...

In the picture I  can see...

There is/are ...in this picture

The central focus of the picture is…

On the right/left there is/are...

There is/are ... in the background

The people in the picture are ...

The people in the picture look happy because ...

The people in the picture seem sad  because ...

The general atmosphere in the picture is positive because...

The weather in the picture is...

It seems to me that/It looks like….

I guess/I imagine…

As I see it…

From my point of view…

It is not very clear, but probably…

I’m not sure, but it could be…

The picture makes me feel happy/sad/…

The picture inspires me to think about…

The picture gives me the impression that…

To sum up/To summarize

**Comparing and contrasting**

In the first photo...

In the second photo ...

Both photos show...

The pictures are similar because they both...

The photos are really different/similar, for example...

In both pictures the people are...

I think the common theme here is ...

One/the main  similarity/difference between the pictures  is that...

What both pictures have in common is...

However, there are also some differences between the pictures.

The picture on the left  is ... than the other one.

The second picture  contains...  whereas the first picture...

# литература

1. *Английский* язык. Подготовка к ЕГЭ : учебно-методическое пособие / А. П. Пупынина. – Саратов : Лицей, 2002.
2. *Английский* язык : учебно-тренировочные материалы для подготовки учащихся / ФИПИ. – М. : Интеллект-Центр, 2007.
3. *Единый* государственный экзамен 2002 : контрольные измерительные материалы. Английский язык / Е. Ф. Прохорова [и др.] ; М-во образования РФ. – М. : Просвещение, 2003.
4. *Голицынский, Ю. Б.* Английский язык. Грамматика : сборник упражнений / Ю. Б. Голицынский. – СПб., 2008.
5. *Голицынский, Ю. Б.* Пособие по разговорной речи для школьников / Ю. Б. Голицынский. – СПб. : Каро, 2006.
6. *An* *Outline* of the US economy / US Department of State Office of International Programs. – USA, 2005.
7. *Cool* English : study journal. – Eclectic Publishing East Europe LLC ; СПб. : ООО «Премьер» [дистрибьютор]. – 2007–2008. – № 18, 20, 43.
8. *Exam* Excellence / R. Whitehead ; консультант В. Симкин. – Oxford University Press, 2007.
9. *First* Certificate Gold. Exam maximiser : with key / S. Burgess, R. Acklam ; illustrator   
   G. Andrews. – Harlow : Addison Wesley Longman, 2004.
10. *Murphy, R.* Essential Grammar in Use : A Self-Study Reference and Practice Book for Elementary Students of English / R. Murphy. – Cambridge, 2005.
11. *Speak* Out : журнал для изучающих английский яз. / гл. ред. И. Цветкова. – М. : ГЛОССА-ПРЕСС. – 2002. – № 5 ; 2003. – № 1, 2, 4, 6 ; 2004. – № 1, 2, 4, 5 ; 2006. – № 5 ; 2007. – № 4, 6.
12. *State* Exam Maximiser. Английский язык. Подготовка к экзаменам / Е. Н. Соловова, И. Е. Солокова. – Pearson Education (Longman), 2007.
13. *Urdang, L.* The Basic Book of Synonyms and Antonyms / L. Urdang. – New York : A Signet Book, 1985.

Интернет-ресурсы.

[http://www.about-australia.com/queensland](http://www.about-australia.com/queensland/)

http://www.history.com/encyclopedia.do?articleId=210855

[http://www.hse.gov.uk/youngpeople](http://www.hse.gov.uk/youngpeople/)

<http://www.dfid.gov.uk/News/files/Speeches/young-people.asp>

<http://www.history.com/encyclopedia.do?articleId=210855>

<http://lengish.com/dialogs/dialog-24.html>

<https://en.wikipedia.org/wiki/>

<http://eng.1september.ru/2000/no14_3.htm>

<http://lengish.com/dialogs/dialog-34.html>

www.depositphotos.com