Тренировочная работа №1 по АНГЛИЙСКОМУ ЯЗЫКУ
11 класс
26 ноября 2025 года
Вариант АЯ2510101
(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!

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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. I really worry about their sleep deprivation.
2. I always know what's best for me.
3. I have a good role model to follow.
4. I didn't know there was something wrong with me.
5. Different cultures can be so different!
6. I'm very particular about my sleep routine.
7. Old traditions prove valuable today.

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. Belle and Dennis study French at school.
B. Belle and Dennis have been going to the same school since early childhood.
C. Dennis' family haven't visited France together yet.
D. Belle had a perfect vacation.
E. Belle is holding a black case in her hands.
F. Dennis likes playing musical instruments.
G. Dennis and Belle are having this conversation at the very end of summer.

Утверждение	A	B	C	D	E	F	G
Соответствие диалогу							

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*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. James Penn at the beginning of the interview?

1) He has written several books.
2) One of his books won a prize.
3) He was born and raised in Seattle.

Ответ: ☐

4 Why is the 10,000-step rule so popular, according to Dr. Penn?

1) Because it is a medically proven number of steps.
2) Because nowadays, people love setting targets.
3) Because it is easy to walk 10,000 steps a day.

Ответ: ☐

5 How did the 10,000-step number originate?

1) It was a random number chosen by a Japanese engineer of pedometers.
2) It was partly based on research and then rounded up to a nice round number.
3) It comes from the Japanese character for 10,000 that looks like a walking man.

Ответ: ☐

6 What do we learn about pedometers before the 1960s?

1) They were mainly used for entertainment.
2) They appeared in Japan in the 18th century.
3) They were widely used for health reasons.

Ответ: ☐

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7 What does Dr. Penn mean when he calls the 10,000-step rule a “useful myth”?

1) It's a modern myth that is interesting to study as a psychological phenomenon.
2) It's false information that helps companies sell different gadgets and apps.
3) It may help some people keep fit, but it is not based on scientific data.

Ответ: ☐

8 According to Dr. Penn, the 10,000-step rule can be bad for you because …

1) walking 10,000 steps slowly creates an illusion of exercise.
2) overdoing it can lead to chronic pain and even disability.
3) taking it too seriously can damage your mental health.

Ответ: ☐

9 What is Dr. Penn's advice on daily movement?

1) It should bring joy, physical and mental satisfaction.
2) Feeling guilty is the best motivator to exercise daily.
3) 10,000 steps of fast walk a day is the best solution.

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. **The dark side of the show**
2. **Tents of stone**
3. **From market to theatre stage**
4. **The circus of lost dreams**
5. **Thrilling for the young and old alike**
6. **Timeless classics for young readers**
7. **Born to suffer**
8. **Spanning thousands of years**

A. The history of the circus goes back to ancient times. In Ancient Rome, the word circus meant a large arena where people watched chariot races, acrobatics, and other public shows. Ancient Egypt, China, and Greece also had performances with juggling, horse riding, and tightrope walking. Over time, travelling performers brought these traditions across Europe. In the 18th century, the modern circus was born in England when Philip Astley organised a show with horse riding tricks, clowns, and acrobats in a circular arena.

B. Circus entertainment was not always kind. In ancient Rome, rulers used violent shows to keep people happy - a policy known as “bread and circuses” (*panem et circenses*). Crowds watched gladiators fight and animals attack people in huge arenas. Many performers were slaves. In the 19th century, circuses had “freak shows,” where people with disabilities were displayed for amusement. Acrobats often risked their lives without proper safety. Children performers were treated badly. People realized that this unethical practice had to change.

C. The short story *The Gutta-Percha Boy* by Dmitry Grigorovich is a sad tale about a young orphan who performs dangerous acrobatic tricks in a circus. He lives in terrible conditions and is forced to work by a cruel acrobat. Written and published in 1883, the story highlights the hard lives of children who had to work instead of going to school. It became one of the first works in Russian literature to address the problem of child labour. It is a tragic story that teaches readers about compassion and justice.

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D. In Russia, circus entertainment has a rich folk tradition. At fairs and markets, small wooden booths called *balagans* hosted acrobats, puppets, and storytellers who performed for the public. One of the characters was *Petrushka*, a puppet who appeared in comedic and dramatic sketches. Igor Stravinsky's ballet *Petrushka* (1911) was inspired by these balagan performances. The ballet brings the puppet to life on stage, showing his joys, struggles, and love, while capturing the lively spirit, humour, and music of traditional Russian folk circus.

E. Moscow has a long tradition of circus performance. Before permanent buildings were built, travelling circuses performed in temporary tents and open-air arenas across the city. The first permanent circus building in the city opened in 1880, hosting acrobats, clowns, and animal acts. Over the years, Moscow became famous for its large and impressive circuses, including the State Circus on Tsvetnoy Boulevard, which opened in 1888 and the Bolshoi Circus at Prospekt Vernadskogo which opened in 1971.

F. Russian literature has often drawn inspiration from circus life. Anton Chekhov's 1887 short story *Kashtanka* tells the tale of a little dog who gets lost and ends up in a circus, observing acrobats, clowns, and performers, and seeing life from a new perspective. Similarly, Yuri Olesha's 1924 tale *Three Fat Men* features circus-like spectacles and colourful characters, using the circus as a setting to explore themes of justice, bravery and revolution. Today, both works are celebrated as great pieces of children's literature.

G. The circus is always a good setting for spectacular drama, whether in film, books or musicals. The 1936 Soviet film *Circus*, in which an American performer faces racial prejudice but triumphs through talent and love, shows both the excitement of circus life and serious social issues. Emmerich Kálmán's operetta *The Circus Princess* combines romance, comedy, and dazzling acts. Even Disney's *Dumbo* (1941) depicts a young elephant overcoming fear, proving the circus can tell moving stories for audiences of all ages.

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.*

The Panama Canal

The Panama Canal crosses the Isthmus of Panama and connects the Atlantic and Pacific Oceans. Early travellers had no choice **A** _____ to get from one ocean to the other. The idea of building a canal across Panama originated during the early 16th century, **B** _____.

In 1880, a French company bought the rights to build the canal and began to dig. However, the land was difficult to clear, **C** _____ . Work on the canal came to a halt in 1889. Then, in 1903, the United States bought the rights to build and operate the canal. The project was complete on August 5, 1914.

Because of the difficult land, **D** _____, some consider it the greatest modern-age engineering creation. The canal stretches for 50 miles from deep water in the Atlantic Ocean to deep water in the Pacific Ocean. Its width varies between 500 to 1,000 feet, and its depth is at least 41 feet. The canal uses sets of locks **E** _____ to the proper level for each ocean.

It takes a vessel about 15 to 20 hours to get through all these locks from one ocean to the other, **F** _____.

1. and the great distance that the canal covers
2. when they tried to pass through the canal
3. but the necessary technology had not yet been developed
4. including waiting time
5. but to sail around South America
6. that raise and lower passing ships
7. and many workers suffered from malaria or yellow fever

Ответ:

A	B	C	D	E	F

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*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.*

Solving Problems Without a Brain

In 2000, Professor Toshiyuki Nakagaki, a biologist and physicist at Hokkaido University in Japan, conducted an interesting experiment with yellow slime mold, *Physarum polycephalum*. Although it is not, strictly speaking, a mold at all but a single-celled organism, yellow slime mold looks a bit like the mold that grows on old bread or fruit when they are left for a long time in a warm, damp place.

For the experiment, Professor Nakagaki took a sample of this slime mold and placed it at the entrance of a maze designed to test the intelligence and memory of mice. At the opposite end of the maze, he placed a sugar cube. Almost immediately, the slime mold seemed to sense the sugar and began sending out its growths in search of it. Its delicate threads split at each junction of the maze, exploring different paths. When a thread reached a dead end, it turned back and continued searching elsewhere. Over the course of several hours, the slime mold gradually filled the maze with its network of tubes, and by the end of the day, one of its threads had successfully reached the sugar.

Following this experiment, Nakagaki and his team took a piece of the slime mold that had participated in the first experiment and placed it at the entrance of a copy of the same maze, again with a sugar cube at the far end. What happened next amazed everyone. The mold instantly branched into two threads: one followed the previous path to the sugar without a single unnecessary turn, while **the other** climbed the walls of the maze, crossing directly over obstacles to reach the goal. The slime mold had not only "remembered" the previous route but had also altered its strategy, finding a faster and more efficient way to reach the sugar.

"I dared to resist the tendency to treat these organisms merely as plants," Nakagaki explained. "When you study slime molds for several years, you notice two things. First, they are closer to the animal world than one might think. Second, their actions sometimes look like conscious decisions. I thought it was worth giving slime molds a chance to solve puzzles."

Nakagaki's further research revealed that slime molds could plan transport routes as well as, and often faster than, professional engineers. In one striking experiment, he placed small pieces of food on a map of Japan, representing major cities, and put the slime mold "in Tokyo." Within 23 hours, the organism had built an **intricate** network of tubes connecting all the food pieces, forming a structure almost identical to the real railway system around Tokyo.

"Connecting a few dozen points is not too difficult," Nakagaki said. "But connecting them efficiently and as economically as possible is a real challenge. I believe our research can not only improve infrastructure design but also inspire the creation of more effective information networks."

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Nakagaki's work with *Physarum polycephalum* challenges the traditional understanding of intelligence. Despite having no brain, no eyes, and no nervous system, this humble mold can navigate complex environments, solve problems and adapt its strategies in ways that resemble learning and memory. Its behaviour shows that intelligence can emerge from simple interactions with the environment, suggesting that even single-celled organisms are capable of remarkable problem-solving. This research has influenced computer science, robotics, and urban planning, proving that nature often offers the most elegant solutions to complex problems.

12 Yellow slime mold ...

1) usually grows on old bread and fruit.
2) only grows in warm and damp places.
3) scientifically cannot be called mold.
4) like all other molds, is just one big cell.

Ответ: ☐

13 At the beginning of the experiment, Professor Nakagaki obviously knew that yellow slime mold …

1) was attracted to sugar.
2) was as fast as a mouse.
3) could form a memory.
4) could learn and think.

Ответ: ☐

14 The words ***the other*** in the 3rd paragraph refer to …

1) mold.
2) thread.
3) path.
4) turn.

Ответ: ☐

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15 Which of the following is NOT true?

1) Professor Nakagaki thought mold should be treated as plants.
2) Professor Nakagaki spent several years researching mold.
3) Professor Nakagaki compared the behaviour of mold to animals.
4) Professor Nakagaki went against the usual trend in science.

Ответ: ☐

16 The word ***intricate*** in paragraph 5 is closest in meaning to …

1) quick.
2) invisible.
3) simple.
4) complex.

Ответ: ☐

17 According to Professor Nakagaki, …

1) his research cannot make infrastructure design better.
2) it is difficult for mold to connect dots economically.
3) his results may offer new ideas for designing networks.
4) humans are always better at urban planning than mold.

Ответ: ☐

18 What does Nakagaki's work with *Physarum polycephalum* demonstrate?

1) A nervous system is necessary for successful navigation.
2) Intelligence can originate from sources other than the brain.
3) The traditional concept of intelligence remains unquestioned.
4) Advances in computer science can help biological research.

Ответ: ☐

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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 текстов. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию **19–24**.*

Jackie Robinson

Jackie Robinson was an American professional baseball player. Born in 1919, he was the _____ African American to play in Major League Baseball (MLB). **19** ONE

In the 1920s and 1930s, when Robinson _____ up, sports teams were segregated. **20** GROW

Black athletes and white athletes _____ play together. Jackie Robinson pioneered racial integration in professional sports. **21** NOT CAN

In 1947, he joined the Brooklyn Dodgers, a baseball team in New York. Many fans were angry that an African American was on the team. Some wrote threatening letters; others mocked Robinson on the field. Some players did not want him on the team. But he did not give up; he kept _____. **22** PLAY

That year he did so well that he _____ Rookie of the Year. **23** NAME

In the 10 years that Jackie played for the Dodgers, the team won six National League pennants and played in the World Series. Robinson retired in 1956, and _____ fought for the rights of African Americans. He also was elected to the Baseball Hall of fame. Robinson broke the colour barrier in major league baseball, which opened the sports world to other African American players. **24** LATE

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*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**.*

Women's Suffrage in the USA

Women's fight for the right to vote in the United States was long and difficult. As the 20th century rolled in, women were

25 still _____ to vote in the United States. ABLE

They held jobs, raised families, participated in politics and kept the country going during World War I. But they were not

26 allowed to help elect the nation's _____. LEAD

Elizabeth Cady Stanton was a loud voice in the women's

27 suffrage, or voting rights, _____. She ran for Congress in 1866. Although she couldn't vote at that time, she could run for office. Stanton received only 24 votes. This defeat did not stop her. MOVE

28 Susan B. Anthony also worked _____ to win women the right to vote. She travelled back and forth across the country giving speeches. Elizabeth Cady Stanton and Susan B. Anthony never gave up. TIRE

Finally, on August 18, 1920, the 19th Amendment was ratified.

29 It granted _____ women the right to vote. AMERICA

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*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.*

Lightning

Lightning is a powerful force of nature. The air around a single bolt of lightning is hotter than the surface of the sun. Although its formation is **30** _____ to a spark of static electricity, a lightning strike releases a tremendous amount of energy.

31 _____ a storm, small particles in clouds collect either positive or negative charges of energy. The lighter, positively charged particles rise to the top of the clouds. The heavier, negatively charged particles fall to the bottom of the clouds. This separation creates a path through the air for the flow of electricity. **32** _____ the attraction between the two groups becomes too strong, the particles release their stored energy. This electrical discharge is lightning.

The thunder that follows lightning is the sound made by the air as the lightning heats it. Lightning can **33** _____ heat air molecules to more than 27,760°C. These heated molecules then expand and collide. This explosion of air is the **34** _____ of the sound waves that we call thunder.

35 _____ it seems like lightning and thunder occur at different times, this is not true. Light travels much faster than sound. This difference in speed explains why lightning and thunder **36** _____ us at different times. The sound of thunder takes more time than the light from a lightning strike to travel the same distance.

30

1) same 2) like 3) alike 4) similar

Ответ:

31

1) During 2) In the course 3) While 4) Awhile

Ответ:

32

1) Soon 2) As soon 3) Once 4) At once

Ответ:

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33

1) instinctively 2) instantly 3) insistently 4) intuitively

Ответ:

34

1) source 2) sauce 3) sort 4) sorts

Ответ:

35

1) Nevertheless 2) However 3) Although 4) No matter

Ответ:

36

1) touch 2) catch 3) get 4) reach

Ответ:

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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 Peggy:

From: Peggy@mail.uk
To: Russian_friend@ege.ru
Subject: Old Films

… Last week I decided to watch two films that were made exactly 100 years ago - one in the United States and the other in the Soviet Union. So, I saw Charlie Chaplin's "The Gold Rush" and Sergei Eisenstein's "Battleship Potemkin". They are very different films, but I was impressed by both! What is the oldest film you have ever watched? What do you think of silent films? What other old Soviet films would you recommend?
By the way, I bought a new pair of jeans yesterday at a sale…

Write a letter to Peggy.
In your message:
– answer her questions;
– ask **3 questions** about her new pair of jeans.
Write **100–140 words**.
Remember the rules of letter writing.

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