

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. Запишите свои ответы в таблицу.

1. I feel unable to stop myself from eating.
2. I feel now like starting a healthy life again.
3. I am afraid of having the same health problems as my relatives do.
4. I am trying to get used to everyday healthy activities.
5. I am sure that I exercise enough while carrying out my everyday duties.
6. I am willing to return to a healthy lifestyle despite being tired.
7. I ate little and rather irregularly.

Ответ:	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). Запишите номер выбранного Вами варианта ответа в таблицу. Вы услышите запись дважды.

- A) Mike started working right after school when he failed University entrance exams.
- B) Mary was not academically successful at her time at University.
- C) Mike started university when he was quite mature.
- D) Mary found the information about distance learning on TV.
- E) Distance learning seems to be very convenient for Mary.
- F) Mike does not feel disappointed about going to University.
- G) Mary thinks that she can't study better than when she was younger.

Ответ:	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. The narrator was brought up mainly in
 - 1) Denmark.
 - 2) the USA.
 - 3) England.

4. The narrator is not happy about Danish grocery stores because of
 - 1) the poor choice of foods.
 - 2) their size.
 - 3) the quality of the products.

5. The narrator criticizes
 - 1) the lifestyle in Denmark.
 - 2) the Danish diet.
 - 3) Danish supermarkets.

6. The prices in the Danish stores are quite high because

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- 1) there are no artificial foods.
- 2) everything is imported from abroad.
- 3) the level of service is very high.

7. According to the unwritten rules of Danish supermarket culture

- 1) shop assistants are always ready to pack your food for you.
- 2) you pack all the food you buy on your own, without any help.
- 3) there are clerks whose duty is to help you with your bagging.

8. When the narrator says, "I do miss American convenience" it means that he

- 1) doesn't like to spend much time cooking his meals.
- 2) wants to rent a flat near a big supermarket.
- 3) wants ready-made dinners to be delivered to his place.

9. Having lived in Denmark for a few years as a student, the narrator

- 1) pities Danish people.
- 2) feels nostalgic about the USA.
- 3) believes it to be a good place for him.

Раздел 2. Чтение

10

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

1. US Younger Generation.
 2. Old Enough.
 3. Historical Separation.
 4. Useful Invention.
 5. Britain, the World Empire.
 6. All in One.
 7. Modern Branch of Industry.
 8. Verbal Misunderstanding.
- A.** For 150 years America was a British colony. At that time British and American English were almost exactly the same. When America won the War of Independence in 1776, it became a free country. The USA was quickly growing richer, and millions of Europeans came to settle here. They brought new words and expressions to the language. As a result, English in America began to develop in its own way and today, there are certain differences in pronunciation, grammar, vocabulary and spelling between American and British English.
- B.** Typical American teenagers are in fact very ordinary. They think their teachers make them work too hard, they love their parents but are sure they don't understand anything, and their friendships are the most important things in their lives. Some of them do have a lot of money to spend, but usually they have earned it themselves. Most young people take jobs while they are in school. They work at movie theatres, fast-food restaurants, gas stations, and stores to pay for their clothes and entertainment. Maybe this is what makes them so independent from their parents at such a young age?
- C.** Is it possible to have one device with the functions of a TV-set, a PC and the Internet? With the advent of Internet TV it has become a reality. Imagine watching a film on TV and getting information on the actors in the film at the same time! To enter web-addresses and write e-mails you use a remote control and an on-screen keyboard or an optional wireless keyboard. By clicking a button, you can also read adverts, 'chat' with a friend, plan your holiday and play your favourite video games. And in the future you'll be able to change the plot of the film you are watching!
- D.** When do you stop being a child and become an adult? There are lots of laws about the age when you can start doing things. In Britain, for example, you can get married at 16, but you cannot get a tattoo until you are 18. In most American states you can have a driving licence at 17, but you cannot drink until you are 21. In Russia you can be put in prison when you are 16, but you cannot vote until you are 18. In fact, most European countries and the US have the same age for voting: 18. Many people, however, think that this is unfair. They would like to vote at an earlier age.
- E.** Blue jeans were a by-product of the Gold Rush. The man who invented jeans, Levi Strauss, emigrated from Germany to San Francisco in 1850. Levi was 20 years old, and he decided to sell clothes to the miners who were in California in search of gold. When he was told that durable trousers were the most needed item of clothing, Levi began making jeans of heavy tent canvas. Levi's jeans were an immediate success. Soon he switched from canvas to a cotton fabric which came from Nimes, a city in France. The miners called it 'denim' and bought a lot of trousers from Strauss.

- F.** Some fifty years ago people hadn't even heard of computers, and today we cannot imagine our life without them. Computer technology is now the fastest-growing industry in the world. The first computer was the size of a minibus and weighed a ton. Today, its job can be done by a chip the size of a pinhead. And the revolution is still going on. Very soon we'll have computers that we'll wear on our wrists or even in our glasses and ear-rings. Such wearable computers are now being developed in the USA.
- G.** Some American words are simply unknown on the other side of the Atlantic, and vice versa. But a lot of words exist in both variants, and these can cause trouble. British visitors to America are often surprised at the different meanings that familiar words have acquired there. If an Englishman asks in an American store for a vest, he will be offered a waistcoat. If he wants to buy a handbag for his wife, he should ask for a purse, and if she wants to buy a pair of tights, she should ask for pantyhose: tights in America are what ballet dancers wear.

Ответ:

A	B	C	D	E	F	G

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.

My Stage

My family moved to Rockaway, New Jersey in the summer of 1978. It was there that my dreams of stardom began.

I was nine years old. Heather Lambrix lived next door, and she and I became best friends. I thought she was *so lucky* **A** _____. She took tap and jazz and got to wear cool costumes with bright sequences and makeup and perform on stage. I went to all of her recitals and **B** _____.

My living room and sometimes the garage were *my* stage. I belonged to a cast of four, which consisted of Heather, my two younger sisters, Lisa and Faith, and I. Since I was the oldest and the bossiest, I was the director. Heather came with her own costumes **C** _____. We choreographed most of our dance numbers as we went along. Poor Faith ... we would throw her around **D** _____. She was only about four or five ... and so agile. We danced around in our bathing suits to audiocassettes and records from all the Broadway musicals. We'd put a small piece of plywood on the living room carpet, **E** _____. And I would imitate her in my sneakers on the linoleum in the hall. I was a dancer in the making.

My dad eventually converted a part of our basement into a small theater. He hung two "spotlights" and a sheet for a curtain. We performed dance numbers to tunes like "One" and "The Music and the Mirror" from *A Chorus Line*. I sang all the songs from *Annie*. I loved to sing, **F** _____. I just loved to sing. So I belted out songs like "Tomorrow", "Maybe" and "What I Did For Love." I knew then, this is what I wanted to do with my life.

- wished I, too, could be on stage
- so Heather could do her tap routine
- and I designed the rest
- and I was star struck
- because she got to go to dance lessons
- whether I was good at it or not
- like she was a rag doll

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.

A Gifted Cook

If there is a gene for cuisine, Gabe, my 11-year-old son, could splice it to perfection. Somewhere between Greenwich Village, where he was born, and the San Francisco Bay area, where he has grown up, the little kid with the stubborn disposition and freckles on his nose has forsaken Boy Scouts and baseball in favor of wielding a kitchen knife.

I suppose he is a member of the Emeril generation. Gabe has spent his formative years shopping at the Berkeley Bowl, where over half a dozen varieties of Thanksgiving yams, in lesser mortals, can instill emotional paralysis. He is blessed with a critical eye. “I think Emeril is really cheesy,” he observed the other night while watching a puff pastry segment. “He makes the stupidest jokes. But he cooks really well.”

With its manifold indigenous cultures, Oaxaca seemed the perfect place to push boundaries. Like the mole sauces for which it is justly famous, the region itself is a subtle blend of ingredients — from dusty Zapotec villages where Spanish is a second language to the zocalo in colonial Oaxaca, a sophisticated town square brimming with street life and vendors selling twisty, one-story-tall balloons.

Appealing to Gabe’s inner Iron Chef seemed like an indirect way to introduce him to a place where the artful approach to life presides. There was also a selfish motive: Gabe is my soul mate, a fellow food wanderer who is not above embracing insanity to follow his appetite wherever it leads.

Months ahead of time, we enrolled via the Internet in the daylong Wednesday cooking class at Seasons of My Heart, the chef and cookbook author Susana Trilling’s cooking school in the Elta Valley, about a 45-minute drive north to town. In her cookbook and PBS series of the same name, Ms. Trilling, an American whose maternal grandparents were Mexican, calls Oaxaca “the land of no waste” where cooking techniques in some ancient villages have endured for a thousand years.

I suspected that the very notion of what constitutes food in Oaxaca would test Gabe’s mettle. At the suggestion of Jacob, his older brother, we spent our second night in Mexico at a Oaxaca Guerrero baseball game, where instead of peanuts and Cracker Jack, vendors hawked huge trays piled high with chapulines, fried grasshoppers cooked in chili and lime, a local delicacy. Gabe was bug-eyed as he watched the man next to him snack on exoskeletal munchies in a paper bowl. “It’s probably less gross than a hot dog,” he admitted. “But on the rim of the bowl I saw a bunch of legs and served body parts. That’s revolting!”

Our cooking day began at the Wednesday market in Etna, shopping for ingredients and sampling as we went. On the way in the van, Gabe had made friends with Cindy and Fred Beams, fellow classmates from Boston, sharing opinions about Caesar salad and bemoaning his brother’s preference for plain pizza instead of Hawaiian. Cindy

told Gabe about a delicious sauce she’d just had on her omelet at her B & B. “It was the best sauce — to die for,” she said. “Then I found out the provenance. Roasted worms.”

The Oaxacan taste for insects, we’d learn — including the worm salt spied at the supermarket and the “basket of fried locusts” at a nearby restaurant — was a source of protein dating back to pre-Hispanic times.

When our cooking class was over I saw a flicker of regret in his face, as though he sensed the world’s infinite variety and possibilities in all the dishes he didn’t learn to cook. “Mom”, he said plaintively, surveying the sensual offerings of the table. “Can we make everything when we get home?”

12 Gabe's mother thinks that he is

1. lazy.
2. selfish.
3. determined.
4. thoughtful.

13 Gabe is supposed to represent the Emeril generation because he

1. is fond of criticizing others.
2. is interested in cooking.
3. feels happy being alone.
4. is good at making jokes.

14 The narrator wanted to take Gabe to Oaxaca because

1. he was the best to keep her company.
2. he could speak Spanish.
3. there are a lot of entertainments for children there.
4. he knew a lot about local cultures

15 Gabe was struck when he

1. was told that local cooking techniques were a thousand years old.
2. did not find any dish to satisfy his appetite.
3. saw the man next to him eat insects.
4. understood that a hot dog was less gross than a local delicacy.

16 The Oaxacan people eat insects because this kind of food

1. contains an essential nutritional element.
2. tastes pleasant.
3. is easy to cook.
4. helps to cure many diseases.

17 At the end of the class Gabe felt regret because

1. there were a lot of dishes he could not make on his own.
2. he had not managed to master all the dishes he liked.
3. the dishes he made were not tasty.
4. he did not want to go back home.

18 In Paragraph 3 "brimming with" means

1. lacking.
2. astonishing with.
3. beckoning with.
4. being filled with.

20

Раздел 3. Грамматика и лексика

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

The Climate of Russia

- 19 Russia has a varied climate. Almost all of Russia _____ in the North Temperature Zone. SITUATE
- 20 The climate is continental; however, the fluctuations in temperature are _____ than in other European countries. GREAT
- 21 The extreme north is a cold bare region — the tundra. For more than six months it _____ in snow. BURY
- 22 This region can be called the land of _____ rivers. FREEZE
- 23 In May the temperature begins to rise. The gloomy night is succeeded by continuous daylight, when the sun _____ below the horizon for several months. NOT SINK
-
- 24 The better part of Russia is not influenced by the warm winds of the Atlantic and Pacific Oceans. There are no mountains in the north to form a barrier against the cold winds _____ from the Arctic Ocean. BLOW
- 25 The extreme west of Russia has a temperate climate. Thus, the summers in the Baltic are cool and the winters mild. If we go _____ east, the climate will become more continental. FAR

Invention of Potato Chips

- 26 The potato chip was invented in 1853 by George Crum who was a chef at a restaurant in New York. Fried potatoes were popular at the restaurant because they were rather _____, but one day a visitor complained that the slices were too thick. EXPENSIVE
- 27 Crum made thinner slices, but the _____ customer was still dissatisfied. NERVE
- 28 Crum finally made fries that were too thin to eat with a fork, hoping to annoy the _____ difficult customer. EXTREME
- 29 But the customer was happy — and that was the _____ of potato chips! INVENT
- 30 _____ manufacturing of potato chips began in Cleveland, Ohio, in 1895. INDUSTRY
- 31 The chips gained even more _____ in 1926 when a wax paper potato chip bag was invented that helped to keep them fresh and crisp. POPULAR

Прочитайте текст с пропусками, обозначенными номерами 32–38. Эти номера соответствуют заданиям 32–38, в которых представлены возможные варианты ответов. Запишите в поле ответа номер выбранного Вами варианта ответа.

Mark's Visit to Ravenscar

Mark and Fenella were the first to arrive at Ravenscar. Mark had not been to Ravenscar for a long time, but even so he had not forgotten the spectacular [32] _____ from the library windows. As he and Fenella were ushered into the room by Cecily Deravenel, he [33] _____ his best not to rush over to the windows to enjoy the view.

"It's lovely to see you both," Cecily was [34] _____, and then her face broke into smiles. "Ah, here's Bess, your greatest admirer, Fenella. And Nanny with the other children."

A moment later Fenella and Cecily were surrounded by the youngsters, all clamoring for attention, and Mark took the opportunity to walk to the other end of the room. Mark always thought that [35] _____ up children was so boring.

Turning around Mark allowed his eyes to sweep the room for an admiring moment, taking in long shelves of books, several memorable paintings, and the handsome antiques, made of dark, ripe woods. There were [36] _____ sofas and chairs arranged near the huge stone fireplace. [37] _____ the warm weather, a log fire was blazing. It was a pleasure to be in such a nice room.

His eyes settled on Fenella, who was momentarily preoccupied with the youngsters, and he had to admit he had never seen such beautiful children in his life. They might have just stepped out of a portrait by one of the greatest artists of the eighteenth century, Thomas Gainsborough, George Romney, Sir Joshua Reynolds. Suddenly he [38] _____ he had had children.

- | | | | |
|---|--------------------|----------------------|--------------------|
| <p>32</p> <p>1) look</p> <p>Ответ: <input type="checkbox"/></p> | <p>2) gaze</p> | <p>3) view</p> | <p>4) stare</p> |
| <p>33</p> <p>1) made</p> <p>Ответ: <input type="checkbox"/></p> | <p>2) held</p> | <p>3) kept</p> | <p>4) did</p> |
| <p>34</p> <p>1) saying</p> <p>Ответ: <input type="checkbox"/></p> | <p>2) speaking</p> | <p>3) telling</p> | <p>4) talking</p> |
| <p>35</p> <p>1) raising</p> <p>Ответ: <input type="checkbox"/></p> | <p>2) bringing</p> | <p>3) rearing</p> | <p>4) growing</p> |
| <p>36</p> <p>1) comfortable</p> <p>Ответ: <input type="checkbox"/></p> | <p>2) relaxing</p> | <p>3) convenient</p> | <p>4) suitable</p> |
| <p>37</p> <p>1) Although</p> <p>Ответ: <input type="checkbox"/></p> | <p>2) Unlike</p> | <p>3) Instead</p> | <p>4) Despite</p> |
| <p>38</p> <p>1) wanted</p> <p>Ответ: <input type="checkbox"/></p> | <p>2) longed</p> | <p>3) wished</p> | <p>4) willed</p> |

Раздел 4. Письменная речь

Для ответов на задания 37 и 38 используйте бланк ответов № 2. 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 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. Укажите номер задания 37 в БЛАНКЕ ОТВЕТОВ № 2 и напишите текст своего ответного электронного письма зарубежному другу по переписке.

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

From: Philip@mail.uk
To: Russian_friend@ege.ru
Subject: Movies
<i>...I've just seen the new screen version of "Romeo and Juliet" and was amazed by the perspective of the true love shown there. What movie did you see last? What impressed you most? What role would you like to play in that movie and why? My friend and I took part in a chess tournament last month...</i>

Write an email to Philip.

In your message:

- answer his questions;
- ask **3** questions about the chess tournament.

Write **100–140** words.

Remember the rules of email writing.

6

Total 66

Критерии оценивания экзамена по английскому за 10 класс

Критерии оценивания задания Личное письмо другу (имейл)

Баллы	Решение коммуникативной задачи	Организация текста	Языковое оформление текста
	К1	К2	К3
2	Задание выполнено полностью: содержание отражает все аспекты, указанные в задании (даны полные и точные ответы на все вопросы, заданы правильно 3 вопроса по указанной теме); стилевое оформление речи выбрано правильно с учётом цели высказывания и адресата; соблюдены принятые в языке нормы вежливости. Допускается 1 неполный или неточный аспект	Высказывание логично; средства логической связи использованы правильно; текст верно разделён на абзацы; структурное оформление текста соответствует нормам, принятым в стране изучаемого языка (допускается 1 ошибка в организации текста)	Используемый словарный запас и грамматические структуры соответствуют базовому уровню сложности задания, орфографические и пунктуационные ошибки практически отсутствуют (допускаются 1–2 лексико-грамматические ошибки И/ИЛИ 1–2 орфографические и пунктуационные ошибки)
1	Задание выполнено не полностью: содержание отражает не все аспекты, указанные в задании (все случаи, не указанные в оценивании на 2 балла и 0 баллов)	Имеются 2–3 ошибки в организации текста	Используемый словарный запас и грамматические структуры не полностью соответствуют базовому уровню сложности задания: имеются 3–4 лексико-грамматические ошибки И/ИЛИ имеются 3–4 орфографические и пунктуационные ошибки
0	Задание не выполнено: 3 и более аспекта содержания отсутствуют, ИЛИ 6 аспектов раскрыты неполно / неточно, ИЛИ 1 аспект не раскрыт и 4–5 раскрыты неполно/неточно, ИЛИ 2 аспекта не раскрыты и 2–4 раскрыты неполно/неточно, ИЛИ ответ не соответствует требуемому объёму	Имеются 4 и более ошибки в организации текста	Используемый словарный запас и грамматические структуры не соответствуют базовому уровню сложности задания: имеются 5 и более лексико-грамматических ошибок И/ИЛИ имеются 5 и более орфографических и пунктуационных ошибок

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Общее количество баллов – 66.

62– 66 баллов (95-100%) – 5 (отлично)

52 – 61 балл (80-94%) – 4 (хорошо)

39 - 51 балл (60-79%) – 3 (удовлетворительно)

0 - 38 баллов (0-59%) -2 (неудовлетворительно)