

**Задания 7-8 классы**

**Listening**

**Time: 15 min**

**Task 1. Listen to the recording and complete the notes. You sometimes have to write more than one word.**

Amelia Earhart first saw a plane at a (1) \_\_\_\_\_ when she was 11. A few years later she went to a flying (2) \_\_\_\_\_ in Toronto. The pilot flew close to Amelia and her friend trying to (3) \_\_\_\_\_ them. But Amelia wasn't (4) \_\_\_\_\_, on the contrary she knew she wanted to fly.

It was difficult. She worked hard doing (5) \_\_\_\_\_ jobs in order to pay for her flying lessons. Her instructor was another (6) \_\_\_\_\_ woman pilot. The plane she bought was bright yellow and got the nickname "The (7) \_\_\_\_\_". After two and a half years she was awarded a pilot's (8) \_\_\_\_\_.

Amelia's dream was to fly (9) \_\_\_\_\_ across the Atlantic. Having done such a journey before she didn't enjoy it as she was only a (10) \_\_\_\_\_. It made her even more (11) \_\_\_\_\_ to do it. Later she started to plan the flight around the (12) \_\_\_\_\_. Her first attempt had to be (13) \_\_\_\_\_ due to the plane damage. Then Amelia and her co-pilot (14) \_\_\_\_\_ from Miami in 1937. When only 7, 000 kilometers were left, (15) \_\_\_\_\_ with the plane was lost. Neither Amelia, nor her co-pilot, nor the plane were ever found.

**Task 2. You will hear friends talking about a trip they are going on. Decide if each sentence 16 – 20 is correct or incorrect or the information was not given. If it is correct, write T (TRUE). If it is not correct, write F (FALSE). If it is not given, write DS (DOESN'T SAY).**

16. Loukas doesn't think that they should take a mobile phone.
17. They agreed to take a camera.
18. Loukas won't go on a trip without a torch.
19. They agreed to take binoculars with them.
20. Loukas thinks that sunscreen is the most important thing in a trip.

**Transfer your answers to the answer sheet.**

**Reading**  
**Time: 30 min**

**Task 1. Read the article and choose the correct answer for questions 1-15.**

One of the most popular programmes on prime time TV at the moment is *Tribe*, which stars Bruce Parry, a former soldier who, like any good TV anthropologist, takes his camera into the heart of the tribal communities he visits, and films the traditions and customs of people who follow an ancient way of life. Bruce takes a slightly different approach, however. Rather than just telling us about remote tribes, Bruce joins them. He eats their food, takes part in their rituals, and completely involves himself in their daily lives.

When I met Bruce Parry in an upmarket restaurant in London, he was smartly dressed with shiny shoes and neatly-combed hair, not exactly the look of a tribal warrior, but not surprising when you consider his time as a soldier. He had his familiar smile and easy-going manner, but he looked tired. Bruce admitted that after spending an exciting year filming the programme, he wasn't feeling as energetic as usual.

Our lunch couldn't have been more different from Bruce's recent experiences. On his travels, to prove his status as an adult male, he's been hit with a stick, and he's allowed himself to be given frog poison. The poison made him particularly ill, but if he hadn't done it, he wouldn't have been allowed to take part in the life of the tribe, hunt for wild pigs or, indeed, been able to call himself a man in the eyes of the tribespeople. He's eaten food cooked on hot stones with cannibals and he's lunched on insects. I was keen to find out how he could have such horrible things done to himself in the name of TV entertainment so I asked him about those terrible lunches. Bruce was quick to explain that the Kombai tribe he met in Papua New Guinea had recently given up human flesh and that their cooking was surprisingly appetizing, but admitted that, crunchy, black and nutritious though they might be, after three days he got fed up with the insects he ate with the Adi people of Ethiopia.

Bruce describes himself as a man who desperately wants to be part of an ancient way of life. He also argues that the tribes he visits are not being used by his programmes for entertainment. Some people in the media think otherwise and have compared the tribespeople to contestants in a sort of reality TV show, who are there for us to laugh at, but Parry points out that these people are not unaware of the outside world. Rather, they have met people from the so-called civilized world and have decided they are happier living their ancient ways of life. When they agree to the films they know what they are doing and, as such, are happy to show the world their culture, and are pleased that outsiders are curious enough to visit them. Spending time with people and doing what they do is, after all, a form of respect.

1. *Tribe* is \_\_\_\_\_.
  - A. not on TV at the moment
  - B. the most popular TV programme
  - C. enjoyed by lots of people
  
2. What is Bruce's current job?
  - A He appears in a TV show.
  - B He is an anthropologist at a well-known university.
  - C He is a soldier.
  
3. What is unusual about the way Bruce makes TV programmes about remote tribes?
  - A He films right in the heart of tribal villages.
  - B He films surprising events.
  - C He lives life as one of the tribe.
  
4. In what way was the Bruce whom the writer met in the restaurant similar to the character the writer knows from TV?
  - A the way he was dressed
  - B the way he smiled
  - C his levels of energy

5. How can you describe the place where the writer and Bruce met
- A. pricey
  - B. cheap
  - C. run down
- 6 How does the writer describe Bruce in the restaurant?
- A well-dressed and friendly but exhausted
  - B very smartly dressed but nervous
  - C lively and funny
- 7 Why was Bruce given frog poison?
- A He wanted to test himself.
  - B He wanted to be able to live as a member of the tribe.
  - C He wanted to prove to himself that he was a man.
8. How did he feel after having frog poison
- A. crunchy
  - B. sick
  - C. appetizing
- 9 What did Bruce not eat while he was making the TV programme?
- A insects
  - B food cooked on hot stones
  - C human flesh
- 10 How does Bruce describe the food of the Kombai tribe?
- A tasteless
  - B boring
  - C delicious
- 11 It's likely that Bruce enjoys making the TV programmes because \_\_\_\_\_.
- A he would like to live the same way
  - B he learns a lot
  - C he has a lot of fun
- 12 Bruce says \_\_\_\_\_.
- A his programmes are more entertaining than reality TV
  - B it's good for tribespeople to learn about the modern world
  - C that the tribespeople want to tell the world about their lives
- 13 How does Bruce describe the tribespeople?
- A They know nothing of the world.
  - B They want to keep their traditional ways secret.
  - C They know about the world but choose old ways of living.

**Task 2. Read the text and decide if the statements given below are true or false.**

‘What’s in a name?’ asked Shakespeare’s Juliet. ‘A rose by any other name would smell as sweet...’, that is to say, the name of a person is irrelevant. However, research by psychologist suggests that our names have a direct effect on our happiness.

Having a popular name, it seems, can make other people think you are intelligent and attractive even before they have met you. This is because, according to psychologist Dr Philip Erwin, people associate a particular name with a stereotyped image. However, having an unpopular name can have the opposite effect. ‘It can even affect your employment prospects,’ says Dr Erwin. ‘The first thing employers read is your name on your CV, which may immediately create a negative stereotype in their mind.’

As a result, people with less attractive names tend to work harder to get on in life. According to Dr Erwin’s research, students with unpopular old-fashioned names did significantly better in exams. This suggested they were aware they had an unattractive name and were working harder to overcome negative attitudes. Names considered to be less attractive were, for example, Norman, Ronald and Albert for men, and Gillian, Pauline, or Agnes for women. Actors and pop stars certainly seem to take this into account, and they often swap the name they were born with for a more glamorous stage name. Elton John, for example, was born Reginald Dwight.

In the last two decades there has been a definite tendency both in the UK and USA for parents to choose unusual names, or to name their child after a celebrity. But the question is, will these names still be considered attractive when the children grow up? ‘When I was at school there was no one in my class with the same name as me,’ says 30-year-old Farrah Stephens, who was named after the Charlie’s Angels actress, Farrah Fawcett-Majors. ‘By the time I was 15, everybody had forgotten about the actress, and I was left with this really stupid name. In the end I decided to use my middle name.’

Dr Erwin advice is: ‘Choose names for your children which they will be happy with in 20 years’ time, and choose a second name in case your child doesn’t like the first one.’

14. Your name doesn’t have any influence on how happy you are.
15. Dr Philip Erwin doesn’t believe in stereotypes.
16. Your name could prevent you from getting a job.
17. People with attractive names work harder than people with unattractive ones.
18. An actor called Norman might want to change his name.
19. Being named after a celebrity probably makes you more popular when you are a teenager.
20. A person can be called by their middle name.

**Transfer your answers to the answer sheet.**

**Use of English**  
**Time: 15 min**

**Task 1. Put the inventions on the time line beginning from the oldest and finishing with the latest (1-10) (what was discovered or invented first will be marked as 1, the latest as 10)**

- A. television
- B. printing press
- C. radio
- D. evolution theory
- E. gravitation theory
- F. steam engine
- G. penicillin
- H. photo
- I. radiation
- J. telephone

**Match the inventions with the scientists. Some options are extra**

- a. Charles Babbage
- b. John Logie Baird
- c. William Caxton
- d. Charles Darwin
- e. Ada Lovelace
- f. Alexander Graham Bell
- g. Pierre and Marie Curie
- h. Joseph Niepce
- i. Edward Jenner
- j. Joseph Lister
- k. Sir Alexander Fleming
- l. Sir Isaac Newton
- m. Alexander Popov
- n. James Watt

**Task 2**

**Complete the idioms using the words from the list.**

- 11. as blind as a \_\_\_\_\_ (can't see)
- 12. as flat as a \_\_\_\_\_ (very flat)
- 13. as daft as a \_\_\_\_\_ (silly)
- 14. as good as \_\_\_\_\_ (refers to someone's behavior)
- 15. as bald as \_\_\_\_\_ (cheeky, without any inhibitions)
- 16. as dry as a \_\_\_\_\_ (very dry)
- 17. as slippery as \_\_\_\_\_ (changes his attitude, position)
- 18. as light as a \_\_\_\_\_ (very light)
- 19. as heavy as \_\_\_\_\_ (very heavy)
- 20. as ugly as \_\_\_\_\_ (very ugly)

gold, silver, a bone, a pancake, a monkey, an eel, a bat, a plate, a feather, lead, a brush, a cat, brass, a stone, a fish, sin, the plague

**Transfer your answers to the answer sheet.**

**Writing**  
**Time: 30 minutes**

**Write your own version of the story based on the picture**

**Remember to:**

- include a title;
- describe the events in an entertaining way;
- include elements of direct speech, description of feelings and emotions;
- make an unexpected ending.

**Write 150-200 words**



**Participant's ID number**

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**ANSWER SHEET**

**Listening**

**Task 1**

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**Task 2**

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17	
18	
19	
20	

## Reading

### Task1

<b>1</b>	<b>A</b>	<b>B</b>	<b>C</b>
<b>2</b>	<b>A</b>	<b>B</b>	<b>C</b>
<b>3</b>	<b>A</b>	<b>B</b>	<b>C</b>
<b>4</b>	<b>A</b>	<b>B</b>	<b>C</b>
<b>5</b>	<b>A</b>	<b>B</b>	<b>C</b>
<b>6</b>	<b>A</b>	<b>B</b>	<b>C</b>
<b>7</b>	<b>A</b>	<b>B</b>	<b>C</b>
<b>8</b>	<b>A</b>	<b>B</b>	<b>C</b>
<b>9</b>	<b>A</b>	<b>B</b>	<b>C</b>
<b>10</b>	<b>A</b>	<b>B</b>	<b>C</b>
<b>11</b>	<b>A</b>	<b>B</b>	<b>C</b>
<b>12</b>	<b>A</b>	<b>B</b>	<b>C</b>
<b>13</b>	<b>A</b>	<b>B</b>	<b>C</b>

### Task 2

<b>14</b>	<b>T</b>	<b>F</b>
<b>15</b>	<b>T</b>	<b>F</b>
<b>16</b>	<b>T</b>	<b>F</b>
<b>17</b>	<b>T</b>	<b>F</b>
<b>18</b>	<b>T</b>	<b>F</b>
<b>19</b>	<b>T</b>	<b>F</b>
<b>20</b>	<b>T</b>	<b>F</b>



## Use of English

### Task 1

<b>1</b>		
<b>2</b>		
<b>3</b>		
<b>4</b>		
<b>5</b>		
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<b>9</b>		
<b>10</b>		

### Task2

<b>11</b>	
<b>12</b>	
<b>13</b>	
<b>14</b>	
<b>15</b>	
<b>16</b>	
<b>17</b>	
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<b>19</b>	
<b>20</b>	



**Задания 9-11 классы**

**LISTENING**

**Time: 20 min**

**Task1. You will hear five short extracts in which people are talking about collections they own.**

**Task A. Choose from the list (A-H) how each speaker feels about their collection.**

**Task B. Choose from the list (A-H) what each speaker believes.**

**While you listen you must complete both tasks.**

- A. too exhausted to continue
- B. determined to amuse others
- C. attached and affectionate
- D. happy to be different
- E. extremely proud
- F. totally obsessed
- G. secretly ashamed
- H. bored and indifferent

- A. I have an end result in mind.
- B. My collection is putting my marriage at risk.
- C. I only keep the collection because I have to.
- D. It's been worth the hard work.
- E. I can't afford to carry on collecting.
- F. People sometimes get the wrong impression.
- G. I want everything I can get my hands on.
- H. I only do it to make money.

Speaker 1 1 \_\_\_\_\_  
Speaker 2 2 \_\_\_\_\_  
Speaker 3 3 \_\_\_\_\_  
Speaker 4 4 \_\_\_\_\_  
Speaker 5 5 \_\_\_\_\_

Speaker 1 6 \_\_\_\_\_  
Speaker 2 7 \_\_\_\_\_  
Speaker 3 8 \_\_\_\_\_  
Speaker 4 9 \_\_\_\_\_  
Speaker5 10 \_\_\_\_\_

**Task 2. You will hear two people, Monica and Edward, talking about the use of the Internet by businesses. For questions 11-20, decide whether the opinions are expressed by only one of the speakers, or whether the speakers agree.**

**Write "M" for Monica, "E" for Edward or "B" for both, where they agree.**

11. The Internet is notorious for being a quick fix of the problems. \_\_\_\_\_
12. Companies want to sell over the Internet because they are worried they might lose business if they don't. \_\_\_\_\_
13. There are some goods which shouldn't be sold over the Internet. \_\_\_\_\_
14. Customers can buy all the commodities via the Internet. \_\_\_\_\_
15. There have been problems about paying for goods over the Internet. \_\_\_\_\_
16. Shopping should have an element of social interaction about it. \_\_\_\_\_
17. Sharing opinions on-line helps choosing a product. \_\_\_\_\_
18. It is hard to get directors of large British companies interested in e-commerce. \_\_\_\_\_
19. Chief executives lack knowledge of production and distribution problems. \_\_\_\_\_
20. Companies should recruit more e-commerce experts. \_\_\_\_\_

**Transfer your answers to the answer sheet.**

**Reading**  
**Time: 30 min**

**Task 1.**

**You are going to read about some important medical advances. For questions 1-10, choose from the texts (A-D).**

1. This substance is highly flammable.
2. Late 19th century was the time to make the first man-made medicine.
3. The inventor worked for a medical institution.
4. A famous ancient doctor recommended using similar stuff.
5. The inventor shared an honorable award for his work.
6. Initially a serious drug was considered to be more beneficial than a common one.
7. A scientist noticed side effects of his research.
8. The invention was given a temporary name, which stayed.
9. The inventor did not want to make his discovery open due to commercial reasons.
10. This substance travelled to an extra terrestrial object.

**A**

Aspirin is one of the most effective painkillers in the world. Hippocrates, a Greek physician, wrote in the 5<sup>th</sup> century about a powder made from the willow tree, which could help aches and pains and reduce fever. However, it was not until 1897 that Felix Hoffman, a German chemist, synthesized the ingredient acetylsalicylic acid to treat his father's arthritis. This was the first synthetic drug, which means it was a copy of something already existing in nature. Aspirin was patented on 6 March 1899. It was marketed alongside another of Hoffman's products, a synthetic of morphine, called heroine, which he invented 11 days after aspirin. To start with, heroin was the more successful of the two painkillers and was thought to be healthier than aspirin. However, aspirin took over and has become the world's best-selling drug. In 1969, it even went to the moon with Neil Armstrong. Today, it is still one of the most effective painkillers, despite having a number of side effects. Aspirin is also effective against many serious diseases such as heart disease, diabetes and arthritis.

**B**

Anaesthesia is a way of preventing patients from feeling pain during surgery. Crawford Williamson Long was the first person to use ether as an anaesthetic during operations in 1842. Then on 30 September 1846, in Boston, Massachusetts, William Morton, an American dentist, performed a painless tooth extraction after giving ether to a patient. He also gave the first public demonstration of the use of ether to anaesthetize a patient on 16 October 1846. Following the demonstration, Morton tries to hide the identity of the substance as he planned to patent it and profit from its use. However, it was quickly shown to be ether, and it was soon being used in both the US and Europe. It was soon discovered that ether could catch fire easily, so in England it was replaced with chloroform. Nevertheless, Morton's achievement was the key factor in the development of modern surgery.

**C**

X-rays are images which are used to diagnose disease. They were discovered by William Rontgen, a German scientist working in Munich, in 1895. He was working on a cathode ray tube developed by one of his colleagues, when he noticed that it was projecting a green light on the wall. Strangely, the light was passing through some materials, including paper, wood and books. As he experimented by placing other materials in the way, he noticed that the outline of the bones in his hand was projected onto the wall. In the following weeks he continued to investigate the new rays, which he temporarily called X-rays. Two months later, he published his paper 'On a new kind of X-rays', and in 1901 he was awarded the first Nobel Prize in Physics. Although the new rays would eventually be known as Rontgen rays, he always preferred the term X-rays. Today, Rontgen is

considered the father of Diagnostic Radiology, a medical speciality using images to diagnose disease. Nowadays, radiologists can examine all areas of the body for different types of disease.

## **D**

This was the first effective antibiotic. It was discovered by Alexander Fleming, who was a brilliant medical researcher at St Mary's Hospital, London. He was also careless, and his laboratory was often untidy. In 1928, after returning from holiday, he noticed a glass dish that had some mould growing on it. His analysis of this and its effect on the bacteria in the dish led to the discovery of penicillin. This paved the way for the treatment of infectious disease. Fleming published his findings in 1929, but little attention was paid to them. He continued his research, but found it was difficult to grow penicillin mould and even more difficult to refine it. Fleming shared the 1945 Nobel Prize in Physiology or Medicine with Ernst Chain, who worked out how to isolate and concentrate penicillin. Howard Florey also shared the prize for his work on mass producing penicillin. Fleming's accidental discovery marks the start of modern antibiotics. It is estimated that penicillin had saved nearly 200 million lives.

### **Task 2.**

**Read the article and choose the answer for questions 11-20**

### **HELP YOURSELF**

In the last couple of decades, self-help books have been a publishing phenomenon, often topping the bestseller lists. Readers have lapped up their advice on how to do a wide variety of things, from becoming successful and rich to improving their relationships. If you're facing a particular problem in your life, there's a host of self-help books for you. If you have the idea that you want to improve yourself in some way, there are any number of self-help titles just waiting to advise you. If you want a successful career, no problem – step-by-step guides will tell you exactly what to do. But, despite their enormous success, there's a question many people ask: do these books actually do what they claim to?

Obviously, as in any field of publishing, some self-help books are better than others. Some may be based on actual research and case studies – there's some substance to them that suggests they can, at least to some extent, be taken seriously. Others, however, amount to little more than psychobabble – empty nonsense dressed up as serious psychological insight. These books bombard the reader with a mass of meaningless jargon, disguising the fact that they have nothing to say beyond the obvious that you would not need to buy a book to know. It's the latter category that has given self-help books a bad name among critics of the genre.

The kind of advice given in self-help books is often more or less the same. What really amount to pretty standard statements are made in many of them, but does this advice stand up to scrutiny? Psychologists who have studied a range of self-help books connected with happiness say the answer to this is 'not always'. They say that although the emphasis the books place on aiming for good relationships with families, friends and colleagues has, in some ways, some scientific basis in terms of what does actually lead to personal happiness, in other ways the advice given is actually false.

For example, the books commonly tell you that it is good to express your anger; the psychologists say this simply causes you to remain angry. You are often told to try to think happy thoughts when you are sad; the psychologists say that attempting to do this simply emphasizes your unhappiness for you. The books tell you to focus entirely on your aims in life, looking only at the desired outcome; psychologists say you need to focus just as much on the problems you have to overcome in order to reach your goals. The books tell you to keep praising yourself to increase and maintain a high level of self-belief; the psychologists say that actually this doesn't work because you need praise from other people in order to increase your self-esteem.

Perhaps the key question on self-help books is: do they work? Do people feel they have directly helped them? Whatever critics may say, do the people who buy and read them get real results from them? The answer

to this question appears to be ‘sometimes’. Research indicates that the kind of book that deals with a particular problem can be effective in helping people with that problem, particularly if the problem in question isn’t a severe one, for example mild depression or anxiety. The situation is less clear with books dealing with personal growth or development. Some people do say that these books have helped them but it is by no means certain, and hard to measure, whether this is really the case.

What is clear about all self-help books, however, is that they offer people hope. The actual advice they give and whether or not this is accurate or effective is probably less important than the fact that they tell the reader that change is possible, that there is hope of a better life, that people can overcome difficulties and improve themselves and their situation. While this may sound like a good thing, there is, however, a downside to it. To get people to buy them, these books often make exaggerated claims about what they will do for people. They can raise unrealistic expectations in the reader, suggesting that a better life can quite easily be achieved, that anyone can get what they want out of life. The truth is of course that changing yourself and your life may be very difficult indeed and require an immense amount of effort, if it is even achievable at all. So self-help books are open to the claim that they present a false picture that can only lead to disappointment in the end.

11. In the first paragraph, what does the writer emphasize about self-help books?

- A The fact that one person might buy many of them.
- B How quickly the genre became popular.
- C The number of them available.

12. In the second paragraph, the writer expresses a preference for self-help books which \_\_\_\_\_.

- A don’t use any jargon at all
- B explain technical terms in a clear way
- C give examples to support their advice

13. The writer says that self-help books containing a lot of ‘psychobabble’ \_\_\_\_\_.

- A are seldom popular with readers
- B have affected the reputation of all self-help books
- C exist in greater numbers than other kinds of self-help book

14. What does the writer say about self-help books connected with happiness?

- A There is evidence to support some of the advice they give.
- B They vary more than other kinds of self-help book.
- C They are the most popular kind of self-help book.

15. Psychologists say that some advice in books about happiness \_\_\_\_\_.

- A could produce different bad feelings in people
- B could make people feel worse than they did
- C is too hard for people to carry out

16. Which of the following do psychologists believe?

- A You won’t have greater self-confidence unless other people praise you.
- B Focusing on problems is more important than focusing on goals.
- C Thinking only about aims can result in greater unhappiness.

17. Research into whether self-help books really help people suggests that \_\_\_\_\_.

- A those dealing with personal growth and development are the least useful
- B people want to believe that they have helped them a lot
- C they are not very useful for serious problems

18. What do all self-help books have in common, according to the writer?

- A They all contain some useful advice.
- B They all have the same basic message.

C They all sympathize with the reader.

19. When asking whether self-help books work, the writer suggests that \_\_\_\_\_.

A this may be more important than whether the advice is correct

B not enough attention has been paid to this

C readers may not be honest about this

20. The writer concludes in that last paragraph that self-help books \_\_\_\_\_.

A are more influential than is generally thought

B may actually be harmful to people

C are only taken seriously by certain kinds of person

**Transfer your answers to the answer sheet.**

**Use of English**  
**Time: 20 min**

**Task 1. Fill in the gaps with proper names.**

To try to have all the possessions and social achievements that your neighbours and friends have	To keep up with the 1) _____
It's better to do one thing well than to try many in vain	2) _____ of all trades is the master of none
Very quickly, very soon	Before you can say 3) _____
A very helpful person	4) _____ on the spot
A person who has recently arrived in a place or started an activity, especially smb who is more confident than they should be	5) _____-come- lately
A person who is too interested in other people's affairs	Nosy 6) _____
Person's signature	7) _____
Used to say how easy and quick it is to do a particular task	8) _____ your uncle
A pessimist	Nervous 9) _____
Very happy	Happy as 10) _____

**Task 2. Match the battles to the dates and then to historic event. There are some extra dates.**

11. Trafalgar	A. 1745	a. English Civil War
12. Culloden	B. 1066	b. Jacobite Rebellion
13. Maldon	C. 1645	c. the British Royal Navy against France and Spain
14. Hastings	D. 1706	d. Viking Invasion of England
15. Waterloo	E. 1775	e. Crimean War
16. Naseby	F. 1854	f. American War of Independence
17. Lexington	G. 1815	g. William the Conqueror
18. Balaklava	H. 567	h. The last battle of Napoleonic Wars
	I. 991	
	J. 1805	

**Task 3. Complete the sentences using the word in bold. Use two to five words.**

19. Jack doesn't know what made Lisa leave the company.

**WHY** Jack has ..... the company.

20. They postponed the meeting until 3 o'clock.

**PUT** The meeting was .....until 3 o'clock.

21. I had a lot of work. I couldn't go to the party.

**BUSY** As a result of ....., I couldn't go to the party.

22. A lot has changed in the office in the past few years.



**MANY** There .....in the office in the past few years.

**Transfer your answers to the answer sheet.**

**Writing**  
**Time: 40 min**

**Imagine you have a chance to travel to any epoch and interview any scientist or inventor. Who would you choose and what questions would you ask.**

Express your ideas

Write **150 -200 words**.

**Remember to**

- make an introduction,
- express your personal ideas about a person and give reasons for your choice,
- make a conclusion

**Answer Sheets**

**Participant's ID number**

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**ANSWER SHEET**

**Listening**

**Task 1**

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**Task 2**

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16	
17	
18	

19	
20	

**Reading**

**Task1**

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

**Task 2**

<b>11</b>	<b>A</b>	<b>B</b>	<b>C</b>
<b>12</b>	<b>A</b>	<b>B</b>	<b>C</b>
<b>13</b>	<b>A</b>	<b>B</b>	<b>C</b>
<b>14</b>	<b>A</b>	<b>B</b>	<b>C</b>
<b>15</b>	<b>A</b>	<b>B</b>	<b>C</b>
<b>16</b>	<b>A</b>	<b>B</b>	<b>C</b>
<b>17</b>	<b>A</b>	<b>B</b>	<b>C</b>
<b>18</b>	<b>A</b>	<b>B</b>	<b>C</b>
<b>19</b>	<b>A</b>	<b>B</b>	<b>C</b>
<b>20</b>	<b>A</b>	<b>B</b>	<b>C</b>

**Use of English**

**Task 1**

<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4</b>	
<b>5</b>	
<b>6</b>	
<b>7</b>	
<b>8</b>	
<b>9</b>	
<b>10</b>	

**Task2**

<b>11</b>		
<b>12</b>		
<b>13</b>		
<b>14</b>		
<b>15</b>		
<b>16</b>		
<b>17</b>		
<b>18</b>		

**Task 3**

<b>19</b>	
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**Keys**

**Listening**

**Task 1**

1	fair
2	exhibition
3	scare
4	afraid
5	temporary
6	pioneer
7	Canary
8	license
9	solo
10	passenger
11	determined
12	World
13	abandoned
14	set off
15	connect

**Task 2**

16	F
17	DS
18	T
19	F
20	DS

## Аудиозаписи заданий

### Task 1

Amelia Earhart first saw a plane at a fair when she was 11 years old, but apparently it didn't attract her attention at all. However, a few years later she went with a friend to a flying exhibition in Toronto. She and her friend were standing in a field, and the pilot of one of the planes saw the two girls and he flew really close to them to try and scare them. But Amelia wasn't frightened, and in fact, from that moment on, she knew that she wanted to fly.

But it wasn't easy for her. First she had to work hard doing temporary jobs in order to pay for flying lessons. Her instructor was another pioneer woman pilot, called Anita Snook. Six months later Amelia had saved enough money to buy her own plane, which was bright yellow and which she nicknamed 'The Canary'. Finally, after two and a half years of classes, she was awarded her pilot's licence.

Amelia's dream was always to fly solo across the Atlantic. She had already flown across the Atlantic once before, but she didn't enjoy it, as she was only a passenger. This experience made her even more determined to do the flight herself, and finally in 1932 she became the first woman to do it. She then started planning a flight around the world. Her first attempt had to be abandoned because the plane was damaged. Then Amelia and her co-pilot set off again from Miami on 1st June 1937. It looked as if they were going to make it, but when they only had 7,000 kilometres to go, contact with the plane was lost. Neither Amelia, nor her co-pilot, nor the plane were ever found.

### Task 2

**Daniella = D Loukas: = L**

D: I think we should definitely take a mobile phone. If we have an accident or get lost, we can always call and tell someone we are in trouble.

L: Yes, I agree. They're quite light anyway and they're really essential in that kind of situation. I think the camera would be a bit too heavy, don't you?

D: It depends. A lot of the new digital cameras are tiny. Perhaps we could take one of those mobile phones that is also a camera.

L: That's a good idea. It would be a pity to go on a trip like that and not be able to take any photos, but I'm a bit worried about the weight - we don't want to carry too much - and if we're going



to carry a torch...

D: Are we going to take a torch?

L: I wouldn't go on a camping trip without a torch. It can be very dark in the mountains at night, and we could also use it to attract attention if we get lost.

D: Well, I'm sure you don't think that taking a laptop computer is a good idea then?

L: Why should we take a laptop computer with us?

D: Well, it's a long camping trip so we might want to write letters or keep diary or something. The trouble is we wouldn't be able to recharge the battery up there in the mountains. Some binoculars would be good though. We could use them to watch birds and animals.

L: In my opinion they're not necessary and they are too heavy to carry.

D: OK we'll leave the binoculars behind, but I want to bring my personal CD player. It hardly weights anything at all and I love music.

L: I think we should leave room for more important things like sunscreen, but if you really want to take it, then that's up to you.

D: So we want to take the mobile phone, the torch, the sunscreen and what about the chocolate?

L: I love chocolate so we definitely have to take that!

## Reading

### Task1

1			C
2	A		
3			C
4		B	
5	A		
6	A		
7		B	
8		B	
9			C
10			C
11	A		
12			C
13			C

## Task 2

<b>14</b>		<b>F</b>
<b>15</b>		<b>F</b>
<b>16</b>	<b>T</b>	
<b>17</b>		<b>F</b>
<b>18</b>	<b>T</b>	
<b>19</b>		<b>F</b>
<b>20</b>	<b>T</b>	

## Use of English

### Task 1

<b>1</b>	<b>B</b>	<b>c</b>
<b>2</b>	<b>E</b>	<b>l</b>
<b>3</b>	<b>F</b>	<b>n</b>
<b>4</b>	<b>H</b>	<b>h</b>
<b>5</b>	<b>D</b>	<b>d</b>
<b>6</b>	<b>J</b>	<b>f</b>
<b>7</b>	<b>C</b>	<b>m</b>
<b>8</b>	<b>I</b>	<b>g</b>
<b>9</b>	<b>A</b>	<b>b</b>
<b>10</b>	<b>G</b>	<b>k</b>

## Task2

<b>11</b>	<b>bat</b>
<b>12</b>	<b>pancake</b>
<b>13</b>	<b>brush</b>
<b>14</b>	<b>gold</b>
<b>15</b>	<b>brass</b>
<b>16</b>	<b>bone</b>
<b>17</b>	<b>eel</b>
<b>18</b>	<b>feather</b>
<b>19</b>	<b>lead</b>
<b>20</b>	<b>sin</b>

## 2. Процедура оценивания заданий

### **Listening** –максимальное количество баллов **20**.

Задание проверяется по ключам. Каждый правильный ответ оценивается в 1 балл. За неверный ответ или отсутствие ответа выставляется 0 баллов.

### **Reading** - максимальное количество баллов **20**.

Задание проверяется по ключам. Каждый правильный ответ оценивается в 1 балл. За неверный ответ или отсутствие ответа выставляется 0 баллов.

### **Use of English** - максимальное количество баллов **30**.

Задание проверяется по ключам. Каждый правильный ответ оценивается в 1 балл. За неверный ответ или отсутствие ответа выставляется 0 баллов.

**В вопросах 1-10 максимальное количество баллов -2, по одному за каждый правильный ответ.**

### **Writing** - максимальное количество баллов 30. Задание оценивается по Критериям оценивания.

Работы участников оцениваются двумя экспертами. Результаты заносятся в протокол конкурса письменной речи. В сложных случаях (при сильном расхождении оценок экспертов) письменная работа перепроверяется третьим членом жюри.

При подведении итогов баллы за все конкурсы суммируются.

Максимальное количество баллов за все конкурсы – **100 баллов**.

<b>СОДЕРЖАНИЕ (максимум 15 балла)</b>	<b>Организация (максимум 6 баллов)</b>	<b>Лексика (максимум 3 балла)</b>	<b>Грамматика (максимум 3 балла)</b>	<b>Орфография и пунктуация (максимум 3 балла)</b>
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<p><b>15 баллов (каждый полностью выполненный параметр оценивается в 3 балла)</b>          Коммуникативная задача полностью выполнена – написано эссе по заданным параметрам.          1. Участник включает вступление;          2. Участник описывает события увлекательно;          3. Участник включает элементы прямой речи, описание чувств и эмоций;          4. Участник завершает работу неожиданным заключением.          5. Объем работы либо соответствует заданному, либо отклоняется от заданного не более чем на 10% (в сторону увеличения – <b>не больше 220 слов</b>) или на 10 % в сторону уменьшения (<b>не меньше 135 слов</b>).</p>	<p><b>6 баллов</b>          1. Текст правильно разделен на абзацы.          2. Логика построения текста не нарушена          3. В тексте правильно использованы слова-связки</p>	<p><b>3 балла</b>          Участник демонстрирует лексический запас, необходимый для написания эссе. Работа имеет 1 – 2 незначительные ошибки с точки зрения лексического оформления.</p>	<p><b>3 балла</b>          Участник демонстрирует грамотное и уместное употребление грамматических структур. Работа имеет 1 – 2 незначительные ошибки с точки зрения грамматического оформления.</p>	<p><b>3 балла</b>          Участник демонстрирует правильные орфографические и пунктуационные навыки Орфографические или пунктуационные ошибки отсутствуют.</p>
<p><b>1-14 баллов</b>          За каждый не полностью выполненный параметр отнимается 2 балла           За каждый невыполненный параметр отнимается 3 балла</p>	<p><b>1-5</b>          За каждый не полностью выполненный параметр отнимается 1 балл           За каждый невыполненный параметр отнимается 2 балла</p>	<p><b>2 балла</b>          Участник демонстрирует лексический запас, необходимый для написания эссе. В работе имеются 3 - 4 незначительные лексические ошибки.</p>	<p><b>2 балла</b>          Участник демонстрирует грамотное и уместное употребление грамматических структур. В работе имеются 3 - 4 незначительные грамматические ошибки.</p>	<p><b>3 балла</b>          Участник демонстрирует правильные орфографические и пунктуационные навыки          В работе имеются 2-3 орфографические или пунктуационные ошибки</p>

		<b>1 балл</b> В работе имеются 5-6 лексических ошибок	<b>1 балл</b> В работе имеются 5-6 грамматических ошибок.	<b>1 балл</b> В работе имеются 4 и более орфографических или пунктуационных ошибок
<b>0 баллов</b> Коммуникативная задача <b>не</b> выполнена. Содержание написанного текста <b>не</b> отвечает заданным параметрам. Или не выполнены 3 и более из перечисленных выше аспектов. Или: Объем менее 135 слов.	<b>0 баллов</b> Абзацное членение текста отсутствует. Средства логической связи нелогичны или отсутствуют. Логика высказывания нарушена	<b>0 баллов</b> Участник демонстрирует крайне ограниченный словарный запас. Или: имеются многочисленные ошибки в употреблении лексики .	<b>0 баллов</b> В тексте присутствуют многочисленные грамматические ошибки, затрудняющие его понимание.	<b>0 баллов</b> В тексте присутствуют многочисленные орфографические и пунктуационные ошибки, затрудняющие его понимание.

### **Процедура проверки работ в конкурсе письменной речи**

□ Каждая работа проверяется в обязательном порядке двумя экспертами, которые работают независимо друг от друга (никаких пометок на работах не допускается), каждый эксперт заносит свои оценки в свой протокол оценивания;

□ Если расхождение в оценках экспертов не превышает двух баллов, то выставляется средний балл. Например, если первый эксперт ставит 9 баллов, а второй 8 баллов, выставляется итоговая оценка в 9 баллов; если первый эксперт ставит 9 баллов, а второй 7 баллов, выставляется итоговая оценка в 8 баллов;

□ Если расхождение в оценках экспертов составляет три или четыре балла, то назначается еще одна проверка, в этом случае усреднению подлежат две наиболее близкие оценки;

□ «Спорные» работы (в случае большого – 5 и больше – расхождения баллов) проверяются и обсуждаются коллективно

**Keys**

**Listening**

**Task 1**

1	<b>E</b>
2	<b>H</b>
3	<b>C</b>
4	<b>F</b>
5	<b>B</b>
6	<b>D</b>
7	<b>C</b>
8	<b>F</b>
9	<b>G</b>
10	<b>A</b>

**Task 2**

11	<b>M</b>
12	<b>E</b>
13	<b>M</b>
14	<b>E</b>
15	<b>B</b>
16	<b>B</b>
17	<b>E</b>
18	<b>M</b>
19	<b>E</b>
20	<b>E</b>

## Аудиозаписи заданий

### Task 1

Part 4 consists of two tasks. You'll hear five short extracts in which people are talking about collections they own. Look at Task 1. Choose from the list (A–H) how each speaker feels about their collection. Now look at Task 2. Choose from the list (A–H) what each speaker believes. While you listen you must complete both tasks. You now have 45 seconds to look at Part 4. Now pause the track for 45 seconds.

#### Speaker 1

Almost every weekend I head off to a different city to see what I can pick up. I might go to a collectors' fair, or simply scour the junk yards and antique shops. Car boot sales can be a source of treasure too, but that's more the exception than the rule. It's tiring, and of course, I frequently come home with nothing. But from time to time I find something outstanding and that makes it worthwhile. Over the years I've built up what I consider to be one of the best, if not the best collection in the country.

#### Speaker 2

Despite owning what I'm told is a seriously impressive and unique stamp collection, I can't say I'm proud of it or anything like that. I inherited the stamps from my grandfather who collected them all his life. To be honest, if it was left to me, I'd sell the collection tomorrow. But it's a family heirloom and the expectation is that I'll pass it down to my kids at some stage. Until then I'm just its caretaker, I guess. I've shown the stamps to friends occasionally but other than that I never look at them.

#### Speaker 3

When people see the dolls, their first thought is that they must be for my kids or something. Wrong! These aren't dolls for playing with; these are valuable antiques and I'd rather they weren't handled at all – they retain their value better that way. I've collected dolls all my life. As a youngster, relatives bought them for me and once I was old enough to have pocket money, I started buying my own. I know they aren't everyone's cup of tea but they mean the world to me. They've all got names ... they're like my family, really.

#### Speaker 4

If you'd told me 20 years ago that I'd be one of those geeky people who collects things, I'd have laughed in your face. Well, look at me now. Our house is stuffed full of music paraphernalia and I'm not done yet! It's almost become an addiction with me – I buy anything from old vinyl records to concert programmes, from old instruments to general pop memorabilia. Sourcing new stuff takes up a lot of my free time, I must admit, and I know my wife would quite like me to sell the lot. But I can't ... I really can't!

#### Speaker 5

The thing about my collection is that I amass it on a day to day basis – very often without trying! You see, I don't buy old books or paintings; I don't gather phone cards or antiques. I collect jokes and anecdotes. I'm planning to publish them all in a book next year. I dare say it's been done before but, you know, it'll make people laugh. That means everyone can



benefit from my efforts and that's got to be a good thing.  
I see myself as being on a bit of a mission to brighten up  
people's day!

## Task 2

You will hear two people, Monica and Edward, talking about the use of the Internet by businesses. For questions 1 to 6, decide whether the opinions are expressed by only one of the speakers or whether the speakers agree. Write M for Monica, E for Edward, or B for Both, where they agree. You now have 30 seconds in which to look at Part 4.

**Presenter:** Today we'll be talking about the use of the Internet in British business. With me to discuss this is Monica Jones, visiting professor at City College, and Edward Morley, Editor of *Internet* magazine. Monica, the Prime Minister recently chastised our captains of industry for being ostriches over e-commerce. Did you agree with him?

**Monica:** Well, we must be careful here I think. IT systems don't come cheap, and e-commerce systems certainly don't. E-commerce is wrongly being seen as a panacea for what are potentially much deeper business and organisational problems.

**Edward:** Umm ... I think we should get to the nitty-gritty here. Most companies are moving to the net because of the biggest business problem a company can ever have :falling revenues, or the threat of them. They're moving to the net because there's a financial imperative, not because it's a quick fix.

**Monica:** But, to me, the question is: where does the Internet fit in? What products are better suited to being sold through this medium? Take for example the recent launch of an interactive Internet service for stamp collectors. Customers will be able to purchase stamps via the Internet- but aren't stamps one of those commodities that you need to see before you purchase them?

**Edward:** Four years ago, I had the same doubts as you - but every week the net advances, and it never ceases to amaze me what people buy online. Now it's possible to buy houses, cars, mortgages, insurance policies - anything and everything.

**Monica:** And then there's still the issue of security in paying; many, including myself, remain sceptical.

**Edward:** Mm, but you wouldn't be seeing the growth we're having now if it was still true.

**Monica:** OK, but for many people it's the social contact involved in shopping in the High Street that they love. Meeting friends and exchanging gossip is an integral part of the shopping process, and serves a social need in more ways than one.

**Edward:** But don't forget that not everyone lives near a High Street. I'm sure people in far-flung communities and those without access to good transport love the choice and immediacy that the net brings them. And let's not forget that newsgroups, chatrooms and online book reviews can all provide a place for people to get together to chat and compare purchases.

**Monica:** But to return to what I was saying earlier. Underlying all this is a far deeper problem within British industry. The most critical factor is the lack of boardroom experience and awareness of the potential value and pitfalls associated with IT. Sadly, while the majority of top executives say they are keen to become inclusive members of the e-business world, few show signs of crossing the threshold.

**Edward:** I think you're approaching the problem from the wrong end. In my experience, board-level management are too high up to appreciate anything that happens on the shop floor.

**Monica:** Yes, but ...

**Edward:** Sorry, can I just finish? At the moment the ecommerce revolution is being competently led by a small band of footsoldiers at the important end of the company: the salespeople, marketing people and small companies up and down the land. Compare this week's marketing job adverts to those of a year ago and you'll see that practically everyone wants e-commerce and new media experts and this is how it should be.

**Monica:** But given the serious shortage ...

**Edward:** It is these people, not chief executives, whom you should be training to use the net effectively. Putting your IT director in charge of a website is like putting an electrician in charge of your shop window dressing. By all

means let them provide your network, but for God's sake don't let them sell anything.

## Reading

### Task 1

1	<b>B</b>
2	<b>A</b>
3	<b>D</b>
4	<b>A</b>
5	<b>D</b>
6	<b>A</b>
7	<b>C</b>
8	<b>C</b>
9	<b>B</b>
10	<b>A</b>

### Task 2

<b>11</b>			<b>C</b>
<b>12</b>			<b>C</b>
<b>13</b>		<b>B</b>	
<b>14</b>	<b>A</b>		
<b>15</b>		<b>B</b>	
<b>16</b>	<b>A</b>		
<b>17</b>			<b>C</b>

<b>18</b>		<b>B</b>	
<b>19</b>	<b>A</b>		
<b>20</b>		<b>B</b>	

## Use of English

### Task 1

<b>1</b>	<b>Joneses</b>
<b>2</b>	<b>Jack</b>
<b>3</b>	<b>Jack Robinson</b>
<b>4</b>	<b>Johnny</b>
<b>5</b>	<b>Johnny</b>
<b>6</b>	<b>Parker</b>
<b>7</b>	<b>John Hancock</b>
<b>8</b>	<b>Bob's</b>
<b>9</b>	<b>Nelly</b>
<b>10</b>	<b>Larry</b>

### Task2

<b>11</b>	<b>J</b>	<b>c</b>
<b>12</b>	<b>A</b>	<b>b</b>
<b>13</b>	<b>I</b>	<b>d</b>
<b>14</b>	<b>B</b>	<b>g</b>
<b>15</b>	<b>G</b>	<b>h</b>
<b>16</b>	<b>C</b>	<b>a</b>
<b>17</b>	<b>E</b>	<b>f</b>
<b>18</b>	<b>F</b>	<b>e</b>

### Task 3

19	no idea why Lisa left
20	put off
21	(my) being (so) busy
22	have been many changes

## 2. Процедура оценивания заданий

### **Listening** –максимальное количество баллов **20**.

Задание проверяется по ключам. Каждый правильный ответ оценивается в 1 балл. За неверный ответ или отсутствие ответа выставляется 0 баллов.

### **Reading** - максимальное количество баллов **20**.

Задание проверяется по ключам. Каждый правильный ответ оценивается в 1 балл. За неверный ответ или отсутствие ответа выставляется 0 баллов.

### **Use of English** - максимальное количество баллов **30**.

Задание проверяется по ключам. Каждый правильный ответ оценивается в 1 балл. За неверный ответ или отсутствие ответа выставляется 0 баллов.

**В вопросах 11-18** выставляется по 1 баллу за каждый правильный ответ. Так как на вопрос надо дать два ответа, то **максимальное количество баллов составляет 2балла**.

В вопросах 19-22 учитывается орфография. За каждый правильный ответ выставляется максимально 1 балл.

### **Writing** - максимальное количество баллов **30**. Задание оценивается по Критериям оценивания.

Работы участников оцениваются двумя экспертами. Результаты заносятся в протокол конкурса письменной речи. В сложных случаях (при сильном расхождении оценок экспертов) письменная работа перепроверяется третьим членом жюри.

При подведении итогов баллы за все конкурсы суммируются.

Максимальное количество баллов за все конкурсы – **100 баллов**.

## WRITING - КРИТЕРИИ ОЦЕНИВАНИЯ

Максимальное количество баллов: 30

Внимание! При оценке 0 по критерию "Содержание" выставляется общая оценка 0.

СОДЕРЖАНИЕ (максимум 15 балла)	Организация (максимум 6 баллов)	Лексика (максимум 3 балла)	Грамматика (максимум 3 балла)	Орфография и пунктуация (максимум 3 балла)
<p><b>15 баллов (каждый полностью выполненный параметр оценивается в 3 балла)</b></p> <p>Коммуникативная задача полностью выполнена – написано эссе по заданным параметрам.</p> <p>1. Участник придерживается нейтрального стиля письма;</p> <p>2. Участник выражает свою точку зрения на предложенную проблему;</p> <p>3. Участник приводит аргументы в защиту своей точки зрения;</p> <p>4. Участник делает заключение.</p> <p>5. Объем работы либо соответствует заданному, либо отклоняется от заданного не более чем на 10% (в сторону увеличения – <b>не больше 220 слов</b>) или на 10 % в сторону уменьшения (<b>не меньше 135 слов</b>).</p>	<p><b>6 баллов</b></p> <p>1. Текст правильно разделен на абзацы.</p> <p>2. Логика построения текста не нарушена</p> <p>3. В тексте правильно использованы слова-связки</p>	<p><b>3 балла</b></p> <p>Участник демонстрирует лексический запас, необходимый для написания эссе.</p> <p>Работа имеет 1 – 2 незначительные ошибки с точки зрения лексического оформления.</p>	<p><b>3 балла</b></p> <p>Участник демонстрирует грамотное и уместное употребление грамматических структур.</p> <p>Работа имеет 1 – 2 незначительные ошибки с точки зрения грамматического оформления.</p>	<p><b>3 балла</b></p> <p>Участник демонстрирует правильные орфографические и пунктуационные навыки</p> <p>Орфографические или пунктуационные ошибки отсутствуют</p>
<p><b>1-14 баллов</b></p> <p>За каждый не полностью выполненный параметр отнимается 2 балла</p> <p>За каждый невыполненный параметр отнимается 3 балла</p>	<p><b>1-5</b></p> <p>За каждый не полностью выполненный параметр отнимается 1 балл</p> <p>За каждый невыполненный параметр отнимается 2 балла</p>	<p><b>2 балла</b></p> <p>Участник демонстрирует лексический запас, необходимый для написания эссе.</p> <p>В работе имеются 3 - 4 незначительные лексические ошибки.</p>	<p><b>2 балла</b></p> <p>Участник демонстрирует грамотное и уместное употребление грамматических структур.</p> <p>В работе имеются 3 - 4 незначительные грамматические ошибки.</p>	<p><b>3 балла</b></p> <p>Участник демонстрирует правильные орфографические и пунктуационные навыки</p> <p>В работе имеются 2-3 орфографические или пунктуационные ошибки</p>

		<b>1 балл</b> В работе имеются 5-6 лексических ошибок	<b>1 балл</b> В работе имеются 5-6 грамматических ошибок.	<b>1 балл</b> В работе имеются 4 и более орфографических или пунктуационных ошибок
<b>0 баллов</b> Коммуникативная задача <b>не</b> выполнена. Содержание написанного текста <b>не</b> отвечает заданным параметрам. Или не выполнены 3 и более из перечисленных выше аспектов. Или: Объем менее 135 слов.	<b>0 баллов</b> Абзац ное членение текста отсутствует. Средств ва логической связи нелогичны или отсутствуют. Логика высказывания нарушена	<b>0 баллов</b> Участник демонстрирует крайне ограниченный словарный запас. Или: имеются многочисленные ошибки в употреблении лексики .	<b>0 баллов</b> В тексте присутствуют многочисленные грамматические ошибки, затрудняющие его понимание.	<b>0 баллов</b> В тексте присутствуют многочисленные орфографические и пунктуационные ошибки, затрудняющие его понимание.

### **Процедура проверки работ в конкурсе письменной речи**

□ Каждая работа проверяется в обязательном порядке двумя экспертами, которые работают независимо друг от друга (никаких пометок на работах не допускается), каждый эксперт заносит свои оценки в свой протокол оценивания;

□ Если расхождение в оценках экспертов не превышает двух баллов, то выставляется средний балл. Например, если первый эксперт ставит 9 баллов, а второй 8 баллов, выставляется итоговая оценка в 9 баллов; если первый эксперт ставит 9 баллов, а второй 7 баллов, выставляется итоговая оценка в 8 баллов;

□ Если расхождение в оценках экспертов составляет три или четыре балла, то назначается еще одна проверка, в этом случае усреднению подлежат две наиболее близкие оценки;

□ «Спорные» работы (в случае большого – 5 и больше – расхождения баллов) проверяются и обсуждаются коллективно