



**LISTENING (10 points)**

**Аудирование 5-6 классы**

<https://drive.google.com/file/d/1MU-GK56lfYmdYU0wyDi96PvzqbVybteI/view>

**I. You will hear a conversation between Gemma and Ben. Listen and choose the correct alternative (a, b, or c) for items 1-4. You will hear the conversation twice. You have 15 seconds to read the sentences.**

1. Who was Gemma talking to at the beginning of her conversation with Ben?
  - a) her sister
  - b) her mum
  - c) Ben
2. How does Ben feel about Gemma's trip to New York?
  - a) He hates the idea.
  - b) He can't wait for her to go there.
  - c) He would like to go there as well.
3. What show does Emma want to watch?
  - a) Cats
  - b) Manhattan
  - c) Hamilton
4. Why does Ben say 'It's not fair!'?
  - a) He wants to go to New York, too.
  - b) He will prepare for tests when she's in New York.
  - c) He thinks that a week in New York is not enough.

**II. Listen to a podcast about dogs and their behaviour. As you listen, complete the table with one, two or three words from the listening for items 5-10.**

- a) The only way to become a dog's favourite person is to give it (5) \_\_\_\_\_ attention.
- b) Dogs spend most of their time on (6) \_\_\_\_\_, for example, (7) \_\_\_\_\_.
- c) The speaker thinks that dogs' minds work (8) \_\_\_\_\_ from humans' brains.
- d) The speaker has a (9) \_\_\_\_\_ that a dog can tell how much a person has been away by (10) \_\_\_\_\_.

**TRANSFER YOUR ANSWERS TO THE ANSWER SHEET**

**READING (10 points)**

**II. Read the text. Answer the questions after the text by choosing the correct option (a, b, or c).**

She was a large woman with a large bag. It was about eleven o'clock at night, and she was walking home alone, when a boy ran up behind her and tried to steal her bag. He wanted to run away, but the bag was so heavy that he lost his balance. So, instead of taking off at full speed as he had hoped, the boy fell on his back on the road.

The woman caught him and asked, "Now aren't you ashamed of yourself?"

The boy said, "Yes'm. I'm very sorry," he whispered.

"Well, I won't let you go now," said the woman. She did not release him. "And your face is dirty. Haven't you got somebody at home to tell you to wash your face?"

"No'm," replied the boy.

"Then I'll wash it this evening," said the large woman and started walking. "If you were my son I would teach you right from wrong. The least I can do right now is to wash your face. Are you hungry?"

"No'm," said the boy. "I just want you to let me go."

"You put yourself in contact with me," said the woman. "If you think that I'm going to let you go easily, you are wrong. When I finish with you, you are going to remember Mrs. Luella Bates Washington Jones."

When they got home, she asked Roger why he had tried to take her bag.

"I wanted a pair of shoes," said the boy.

"Well, you didn't have to steal my money to get some shoes," said Mrs. Luella Bates Washington Jones. "Why didn't you just ask?"

The boy looked at her in surprise. There was a long pause. Roger turned around. The door was open. He could run away! But he didn't use this opportunity. He wanted Mrs. Jones to trust him now for some reason. The woman was sitting on the bed. After a while she said, "I was young once and I wanted things I could not get. And I have done bad things, too."

When she cooked dinner and they finished eating, she got up and said, "Now, here, take this ten dollars and buy yourself some good shoes. And next time, do not make the mistake of stealing, because shoes bought with stolen money will burn your feet. I've got to get my rest now. But please, behave well from now on."



1. What does the verb “take off” mean in the sentence “So, instead of **taking off** at full speed as he had hoped, the boy fell on his back on the road.”

- a) carry
- b) run away
- c) leave the ground
- d) damage

2. Why does Mrs. Jones take Roger to her home instead of calling the police?

- a) she wants to punish him herself
- b) she believes he is dangerous
- c) she wants to teach him a lesson with kindness
- d) she needs help carrying her bag

3. Why does Mrs. Jones say that Roger will remember her?

- a) she punishes him very hard
- b) she is kind to him and forgives his mistake
- c) she teaches him how to earn money
- d) she gives him food

4. Why doesn't the boy run away when he is at the woman's house?

- a) he is too weak
- b) he is scared of Mrs. Jones
- c) he wants Mrs. Jones to trust him because of her kindness
- d) he thinks the police will catch him

5. What is the main message of the story?

- a) children should always listen to adults
- b) punishment is the best way to teach someone
- c) kindness and trust can change people
- d) people steal because they are poor

**12. Read the text. After the text, there are five statements. Decide if the statements are true (A) or false (B). If the sentence is false, write down the sentence that shows the correct answer. Note that the statements are not in the same order as they are mentioned in the text.**

*Example: (00) Dolphins can't swim for too long. - T*

*(0) Dolphins can swim for a long time. - F Dolphins can't swim for a long time.*



In many ways, you're just like the more than 30 species of dolphins that swim in the world's oceans and rivers. Dolphins breathe air, like you, and can't stay underwater for too long. They are also smart.

They talk to each other too. Dolphins make different sounds. And just as you gesture and change facial expressions as you talk, dolphins communicate through different body positions, jaw claps, bubble blowing, and touches. Scientists think dolphins "talk" about everything from basic facts like their age to more difficult subjects such as their emotions.

Understanding what dolphins "speak" about is difficult because their language depends on what they're doing: playing, fighting, or going after tasty fish. It's no different for humans. Think about when you raise a hand to say hello. In a different situation, the same gesture can mean goodbye, stop, or that something costs five dollars. It's the same for dolphins. During fights, for example, dolphins clap their jaws to say "Go away!". But they jaw clap while playing with their friends too.

"I have not found one dolphin sign that means the same thing every time you see it," Dudzinski says. "If you like mysteries and detective work, then this is the job for you. And who knows—maybe someday you'll get a phone call from a dolphin.

1. The meaning of what dolphins "say" depends on the situation.
2. Dolphins only use sounds to communicate.
3. Dolphins are intelligent.
4. Dolphins can only "discuss" simple topics.
5. Dolphins can use the phone.

**TRANSFER YOUR ANSWERS TO THE ANSWER SHEET**

**USE OF ENGLISH (20 points)**

**13. Match what people are saying (Column A) to the responses they get (Column B). There are 3 extra answers that you don't need.**

<b>Column A</b>	<b>Column B</b>
1) My teacher said we need to be at school tomorrow at 4 a.m.	a) I'm up for that.
2) I think I've lost my notebook.	b) See you around!
3) Could you pass me the salt, please?	c) Nevermind, it was old anyway.
4) Well, I should get going now.	d) You've got to be kidding!
5) I'm so sorry, I think I broke your phone!	e) Sure thing!
	f) I'll make it up to you.
	g) That could work well for you.
	h) Why don't you buy a new one?



14. Read the texts. Think of antonyms (=a word which has the opposite meaning) to the words in bold. Complete the second text with the antonyms to the words from the first text. The order of the words in Text 1 IS DIFFERENT from the order of the words in Text 2.

Text 1	Text 2
<p>Dear Jamie,</p> <p>Hope you're doing well!</p> <p>I really want to tell you about my history project. I decided to <b>build</b> a model of a medieval castle using recycled materials. It is going to be <b>huge</b> because I am using two big cardboard boxes for the walls! My house is very <b>quiet</b> right now, so I can focus on gluing everything together without distractions. I made a special <b>entrance</b> with a working drawbridge for the soldiers. I hope I <b>remember</b> to bring all the little figures to class on Monday. I am really proud of it!</p> <p>How are things with you? How's the school?</p> <p>Drop me a line!</p> <p>Best wishes, Danny</p>	<p>Hi Mom, can you please pick me up from Sam's house? I honestly want to <b>(1)</b> _____ this whole day. It is incredibly <b>(2)</b> _____ here; the dog has been barking for an hour and my head hurts. We tried to play with blocks, but his little brother started to <b>(3)</b> _____ our tower immediately. That made me very angry! Also, Sam's bedroom is really <b>(4)</b> _____, so there is no space to move around. I tried to leave the room, but I couldn't get to the <b>(5)</b> _____ because of all the laundry on the floor. Please hurry!</p>

15. Choose the correct answer (A, B, C or D).

The North Pole is (1) \_\_\_\_\_ point on our planet, Earth. Unlike the South Pole, there is no land at the North Pole. Instead, it (2) \_\_\_\_\_ in the middle of the Arctic Ocean.

The weather there is extremely difficult. If you (3) \_\_\_\_\_ the North Pole in winter, you (4) \_\_\_\_\_ the sun for several months. It remains completely dark. During the



summer, the sun stays in the sky all day, but it never rises very high. Because of these low temperatures, a (5) \_\_\_\_\_ layer of ice usually covers the ocean. However, the environment (6) \_\_\_\_\_ recently - the ice is thinner than it used to be. They believe the geography of the Arctic (7) \_\_\_\_\_ different in the future due to global warming.

High above the pole, a special star called Polaris, or the North Star, shines brightly. In the past, while sailors (8) \_\_\_\_\_ across dark oceans, they (9) \_\_\_\_\_ at this star to find their way. Many explorers wanted to reach the North Pole. For a long time, nobody (10) \_\_\_\_\_ to succeed because the journey was too dangerous. Today, however, many scientists and even tourists visit it on special ships.

1.	A) the northern	B) the most northern	C) more northern	D) northern
2.	A) locates	B) is locating	C) is located	D) has located
3.	A) will visit	B) visit	C) visited	D) are visiting
4.	A) will not see	B) do not see	C) did not see	D) aren't seeing
5.	A) cold	B) fat	C) freezing	D) thick
6.	A) changed	B) changes	C) has changed	D) was changing
7.	A) is	B) will be	C) has been	D) was
8.	A) travelled	B) have travelled	C) are travelling	D) were travelling
9.	A) look	B) looked	C) were looking	D) have looked
10.	A) could	B) was able	C) can	D) is able

**TRANSFER YOUR ANSWERS TO THE ANSWER SHEET**



**WRITING (10 points)**

Imagine that you've decided to take part in a short story competition for a teenage magazine. Write a story that ends with this sentence:

*Jenny knew she would never forget this important life lesson.*

Your story must have:

- direct speech
- at least two characters
- a moral

Write **100-130 words**.



## Ответы

### LISTENING (10 баллов)

#### I.

1.	A
2.	C
3.	C
4.	B

#### II.

5.	a lot of
6.	waiting
7.	feeding
8.	differently
9.	theory
10.	smell

### READING (10 баллов)

#### Task 11

1.	B
2.	C
3.	B
4.	C
5.	C

**Task 12**

Если учащийся указывает только **False** без обоснования, то получает 0,5 балла за правильный ответ.

Если учащийся указывает правильную строку, однако допускает какие-либо языковые ошибки/вариации, ответ все равно засчитывается, если предложение подходит по смыслу.

1.	True
2.	False (And just as you gesture and change facial expressions as you talk, dolphins communicate through body postures, jaw claps, bubble blowing, and touches.)
3.	True
4.	False (Scientists think dolphins "talk" about everything from basic facts like their age to more difficult subjects such as their emotional state.)
5.	False (and who knows - maybe someday you'll get a call from a dolphin)

**USE OF ENGLISH (20 баллов)****Task 13**

1.	D
2.	H
3.	E
4.	B
5.	C

**Task 14**

1.	forget
2.	noisy
3.	destroy
4.	tiny
5.	exit



**Task 15**

1.	B
2.	C
3.	B
4.	A
5.	D
6.	C
7.	B
8.	D
9.	B
10.	B

**Script. LISTENING**

**Task I**

Ben: Hey Gemma! So, when are you off to New York?

Gemma: Hey, Ben! hang on a sec. I'll be with you in a minute. Sorry, that was my sister on the phone. What were you going on about?

Ben: I was asking you when you're going to New York.

Gemma: We're going in two weeks' time. I can't wait!

Ben: I'm so jealous! New York's on my bucket list. Where will you be staying?

Gemma: We're staying in a hotel. It's right in the middle of Manhattan!

Ben: Wow! And what are you planning on doing?

Gemma: Oh, you know, all the usual stuff, so tons of sightseeing. I'm really looking forward to seeing the Empire State Building, Statue of Liberty, Times Square and so on. We're going to try and get tickets to watch a show. Mum wants to see Cats, but I'd rather see Hamilton.



Ben: How long are you going for?

Gemma: Just a week.

Ben: It's not fair! While you're jetting off to New York, think of us back home. We'll all be studying for our exams!

Gemma: Ah, poor you! I'll send you some photos!

### Task II

A: Why do dogs sometimes pick a favorite person in the family? Do you have any advice on how to become my dog's favorite person?

B: Well, I think there's no fail-safe way to become a dog's favorite person except to pay them a lot of attention. So if you think about a dog's life in a normal family, they spend a lot of time kind of waiting for things to happen which have to do with them. That might be feeding. That has to do with them. That might be play if somebody is going to play with them or take them for a walk. There are lots of different ways we pay attention to our dogs.

And the people who pay attention in most of those contexts, the ones who take them for walks, the ones who notice when they're feeling rambunctious and want to play, the ones who give them their food, wind up usually being the favorite person. So I'm pretty sure you can do that.

A: What is the thing that people misunderstand about dogs' mind the most?

B: It's a great question. I think that most people think of dogs as just like us, only smaller, furrrier, maybe a little less smart. But I think in many ways they think really differently than we do, and that starts with the fact that they smell the world where we see it. I should say as to that question, you know, that I have a theory that they can pretty much tell how long you've been gone, if you're gone the same amount each day, by how much less of your smell is in the house

### WRITING

**Максимальное количество баллов - 10.**

К работе применимо правило 10% - учащийся может написать 90-143 слова. Если учащийся написал(-а) менее 90 слов, работа обнуляется. Если учащийся написал



более 143 слов, проверяются только 130 слов. Предложение “Jenny knew she would never forget this important life lesson” не включается в подсчет слов.

**Решение коммуникативной задачи (5 баллов):**

- 1) Текст написан в жанре “История” - 1 балл
- 2) Текст заканчивается предложением “Jenny knew she would never forget this important life lesson.” - 1 балл
- 3) В тексте есть прямая речь. - 1 балл
- 4) В тексте есть два персонажа. - 1 балл
- 5) В тексте есть прописанная мораль/жизненный урок. - 1 балл

**Организация текста (2 балла):**

- 1) Текст организован логически и верно разделен на абзацы, в тексте нет логических ошибок. - 1 балл
- 2) В тексте присутствуют и верно употреблены средства логической связи, типичные для жанра “история”. - 1 балл

**Языковое оформление (3 балла):**

*Лексика и грамматика (макс. 2 балла):*

- 1) лексико-грамматическое содержание соответствует уровню В1, в тексте присутствует до 2-х лексико-грамматических ошибок - 2 балла
- 2) лексико-грамматическое содержание соответствует уровню В1, в тексте присутствует от 3-х до 5-ти лексико-грамматических ошибок - 1 балл
- 3) лексико-грамматическое содержание не соответствует уровню В1 (ниже) И/ИЛИ в тексте присутствует более 6-ти лексико-грамматических ошибок - 0 баллов

*Орфография и пунктуация (макс. 1 балл):*

- 1) в тексте присутствует не более 2-х орфографических и пунктуационных ошибок (ошибки суммируются). - 1 балл
- 2) в тексте присутствует более 3-х орфографических и пунктуационных ошибок (ошибки суммируются). - 0 баллов

Учащийся может получить за работу 0 баллов, если:

- 1) более 30% текста носят непродуктивный характер.
- 2) учащийся написал(-а) менее 90 слов.
- 3) работа написана не в жанре “история” или отсутствуют все аспекты РКЗ.



Повторяющиеся ошибки считаются за одну.

Неправильно оформленная прямая речь зачитывается как орфографическая ошибка.



**LISTENING (12 points)**

**Аудирование 7 класс**

[https://drive.google.com/file/d/1T-3avhKgaLu\\_fhchmfgE2Q3KSaNwz1OA/view](https://drive.google.com/file/d/1T-3avhKgaLu_fhchmfgE2Q3KSaNwz1OA/view)

**I. Listen to an online interview about Bonfire Night. For questions 1-5, choose the answer (A, B, or C) which fits best according to what you hear.**

1. According to the audio, which fact is FALSE about Bonfire Night?

- A) Bonfire Night is celebrated on the 15th of November.
- B) This holiday is important to British people.
- C) The festival dates back to the 17th century.

2. What was the plan behind the “Gunpowder Plot”?

- A) To destroy the residence where King James lived.
- B) To blow up a government building when the king was going to visit.
- C) To kill the man called Guy Fawkes.

3. How did the “Gunpowder Plot” end?

- A) The plan was a success, and English Catholics created a holiday to celebrate it.
- B) The plan failed, and people created a holiday to honour the men who had been killed.
- C) The plan didn't succeed and King James lived, so he created a holiday to celebrate it.

4. Which of these is NOT a traditional activity on Bonfire Night?

- A) Watching the fireworks
- B) Burning a paper model of Guy Fawkes
- C) Eating baked potatoes

5. Jenny will be celebrating Bonfire Night at home because ...

- A) the weather is going to be bad.
- B) she is allergic to the traditional dishes.
- C) she has a better view of the firework displays from her home.



- II. A student listened to a short lecture and made notes. However, there is a wrong word in each section (6-12). Listen to the same lecture and correct the wrong words. In each space in the “Corrections” column, write just ONE word.

Use the words from the recording. Write numbers as words. The first question (0) has been done for you.

#	Notes	Corrections
(0)	<b>Presenter:</b> Dr. Tammy Morris, a journalist	<u>psychologist</u>
(6)	<b>Main point:</b> According to research, it's possible to influence the success of people.	_____
(7)	<b>The study</b> <b>When:</b> fifties and seventies <b>Name:</b> The marshmallow experiment	_____
(8)	<b>The concept:</b> Successful people should be intelligent and able to behave themselves.	_____
(9)	They should be able to delay gratification: be passionate and wait for a bigger reward later.	_____
(10)	<b>The experiment:</b> <u>Participants:</u> 4-year-old children <u>Method:</u> The children were given two options. Option 1: eat one marshmallow only Option 2: wait for fifty minutes to get an extra one	_____
(11)	<u>Results:</u> one child out of five was able to wait for another marshmallow	_____
(12)	<b>15 years later:</b> The participants who had waited for a second marshmallow had better school performance, better	_____



relationships with teachers and better abilities to deal with success.	
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**TRANSFER YOUR ANSWERS TO THE ANSWER SHEET**

**READING (12 points)**

**13. Choose the answer (A, B or C) which you think fits best according to the text.**

*Four parents compare their school rules with those of their children*

**Simon**

When I was at school – more years ago than I care to remember – far too much emphasis was placed on what we could and couldn't do, and sometimes this got in the way of learning. We had to wear our jackets and the tie at all times, no matter what the temperature, and I remember sitting there in the height of summer, sweating profusely as I battled with algebra or struggled with French verb forms.

They didn't let us drink water in the classroom either. That would cause an outrage now, my daughter goes to the same school as I did, and we're asked to provide her with a refillable bottle, which she can take into class with her. They've realized that water improves concentration, so pupils almost have to drink it now.

**Jenny**

At my son David's school, rule number one of their two-page Mobile Phone Policy states that 'pupils are strongly advised not to bring mobile phones to school'; then there are sixteen more rules describing situations in which they can and cannot be used. It's very confusing – it would be much simpler just to ban them altogether. That's what my old school would have done if mobile phones had been around then. Everything was black and white in those days, just like our school tie.

And that's another thing – David doesn't have to wear a tie if he doesn't want to, even though it's part of the uniform. That's just silly. I almost wrote to the school about it, but my son advised me against it. It seems that school rules are decided on jointly by students and teachers, and as a parent, I don't have any say in the matter.

**Lucy**

My sixteen-year-old daughter isn't allowed to wear a nose stud to school on health and safety grounds. Can you believe it? According to the headteacher, in a busy school piercings present 'a very real risk of accidents. I can't see why – they're no more



dangerous than carrying a sharpened pencil in your pocket, and there's no rule against that, as far as I know. I used to wear earrings to school and never had any problems. It seems I agreed to all this when I signed the school rules document at the beginning of last term, but I honestly wasn't aware of any ban on tiny metal objects in the nose. We were given a couple of warnings, but I was still furious when they made her take it out and sent her home for the day: they humiliated her in front of her classmates and there's no excuse for that.

### **Andrew**

It's gone from one extreme to the other. When I was a lad, we weren't allowed to have shoulder-length hair at school. The headteacher cut it off in his office if we did, without so much as a phone call home. Now my boy mustn't have his hair cut too short, otherwise he'll be suspended until it grows back to 'a suitable length'. He thinks it's unfair, but ultimately all rules, whatever they are, help to maintain order and get children ready for the real world.

As a lawyer, I don't need to be convinced of their importance – they're part of my daily life. If anything, they should tighten the rules up a bit more at my son's place. Discipline there has gone downhill in the last few years and the kids seem to do what they want.

#### **1. Why does Simon mention drinking water in class?**

- A) To show how his school days were healthier.
- B) To contrast past restrictions with current encouragement.
- C) To complain about his daughter's lack of concentration.

#### **2. How does Jenny feel about the mobile phone rules at her son's school?**

- A) She thinks they are clear and reasonable.
- B) She believes they give parents too much power.
- C) She finds them complicated and ineffective.



**3. What is Lucy's main criticism of the rule about her daughter's nose stud?**

- A) She thinks the punishment was unjust and embarrassing.
- B) She believes nose studs are more dangerous than earrings.
- C) She admits she fully understood the rule when she signed.

**4. What does Andrew imply about rules in general?**

- A) They are unnecessary for preparing children for life.
- B) They should be stricter to maintain discipline.
- C) They should change completely every few years.

**5. How do Simon and Andrew both characterize their own school days?**

- A) As a time with overly strict and sometimes extreme rules.
- B) As a time with reasonable and flexible rules.
- C) As a time when students helped create the rules.

**6. What connects the experiences of Lucy and Andrew?**

- A) Both actively protested the school rules in letters.
- B) Both are lawyers who understand the importance of rules.
- C) Both of their children were sent home for breaking a rule.

**14. Read the text and decide if each sentence is True or False.**

**Go on a scuba-diving holiday in the Galapagos Islands on a Scuba Tours dive boat and explore a fascinating sea and land environment!**

**The Galapagos Islands**

These extraordinary islands lie in the Pacific Ocean, 1,000 kilometres off the coast of Ecuador. Some of the world's strangest creatures live there, for example giant tortoises that can reach 120 years in age and marine iguanas that look like prehistoric dinosaurs. The Galapagos are also home to penguins (nowhere else are they found so far north) and sea lions. Underwater it is a paradise for divers and snorkellers. A flow of cold water from the south meets a flow of warm water from the north, meaning it is possible to find a huge range of sea life. Hammerhead sharks suddenly appear out of nowhere, and, at



certain times of year, whales pass by islands. The wildlife and scenery is so varied here that a seven-day voyage is the minimum you should consider, and recommend 14 days to get the most from the experience.

### **Diving opportunities**

Our tour starts at San Cristobal and we travel northwards, past North Seymour Island to Wolf and Darwin Islands. This route offers some of the most spectacular diving opportunities in the world. There are three or four dives every day and one or two land tours, except at Wolf and Darwin as landing there is forbidden. Divers usually mention visits to Mosquera (for the sea lions) and Bartolome (for the penguins) as highlights. Wolf Rocks is a favourite place to see sharks, though this site is not suitable for inexperienced divers.

### **The accommodation**

Scuba Tours has two boats, Sea Bird and Sea Wind. Each boat is 30 metres in length and has four levels. On the lowest level, there are four cabins to accommodate eight people. Above this is the main deck where there is a comfortable sitting and dining area. On the upper deck, there are three more double cabins, and above this an open-air deck. A crew of five look after you on board, and a further four crew members take care of you when you are in the water or on land tours.

### **Additional land tours**

On request, we can arrange a variety of additional land tours on the mainland of Ecuador. There, tours include four days in the Amazon rainforest, a visit to volcanoes in the Andes mountains, and trips to some fascinating markets. Apart from the Amazon tour, which has fixed departure dates, these can be added at the start or end of any Galapagos diving holiday.

1. The variety of sea animals around the Galapagos is caused by the islands' volcanoes.

A. True

B. False



2. Penguins in the Galapagos are found further north than anywhere else in the world.

A. True

B. False

3. Whales can be seen around the Galapagos Islands all year round.

A. True

B. False

4. Landing is allowed on Wolf and Darwin Islands during the tour.

A. True

B. False

5. The crew consists of five members who look after you both on board and on land tours.

A. True

B. False

6. You can extend your holiday by visiting other parts of Ecuador.

A. True

B. False

**TRANSFER YOUR ANSWERS TO THE ANSWER SHEET**



## USE OF ENGLISH (14 POINTS)

15. Read an informal set of text messages between friends. In the dialogue, you can see common informal abbreviations. Write what they mean.

Example: (0) *wyd* - what (are) you doing

**Jordan:** Yo (00) *wyd* (1) **rn**?

**Casey:** Absolutely nothing. Just scrolling TikTok. You?

**Jordan:** (2) **Ngl** I'm starving. Wanna go get food?

**Casey:** Always. Where to?

**Jordan:** (3) **Idc** really, maybe that new burger spot?

**Casey:** The one by the mall? (4) **Stg** their fries are too salty.

**Jordan:** Fine (5) **ig** we can do Chipotle instead.

**Casey:** Bet. Also (6) **icymi** Mr. Evans finally posted the grades.

**Jordan:** No way... did I pass?

**Casey:** You got an A. You're actually the (7) **goat**.

**Jordan:** Let's gooo. Although I definitely guessed on half that test. (8) **lykyk**. 🤖

**Casey:** 😊 Look at you getting lucky.

**Jordan:** Alright I'm (9) **omw** to pick you up.

**Casey:** Cool, (10) **lmk** when you're outside.

16. Read two texts. Complete the second text with more formal synonyms to the words in bold from the first text.

Example: (0) *Dear*

Text 1	Text 2
<b>To:</b> Jamie (Student Council President) <b>Subject:</b> The Math final was a mess	<b>To:</b> The Examination Board / Principal Henderson  <b>Subject:</b> Complaint regarding the Math Exam



**Hey** Jamie,

I'm writing to you because I think the Student Council needs to do something about what happened during the math final yesterday. To be honest, it was a disaster.

First of all, it was way too easy for students to **lie** about needing the bathroom just to look up answers on their phones. The teachers clearly didn't care. Also, there wasn't **enough** time to finish the last section because there were so many typos in the questions that confused everyone.

We **need** the school to fix this because it's unfair to the people who actually studied. I just want a fair **chance** to get the grade I deserve without competing against cheaters. I'm going to **ask for** a re-test for the whole class, and I hope you can back me up on this.

Thanks,  
Alex

(0) **Dear** Principal Henderson,

I am writing to tell you about some serious problems with the math exam we had yesterday.

I am sorry to say that the teachers did not watch the class closely enough. This allowed some students to **(1)** \_\_\_\_\_ the teachers and cheat during the test. Also, the time given to us was not **(2)** \_\_\_\_\_ because there were mistakes in the questions, which confused many students.

These problems **(3)** \_\_\_\_\_ your attention to make sure the grades are fair. It is important that the school gives every student an equal **(4)** \_\_\_\_\_ to do well without others breaking the rules. Therefore, I would like to **(5)** \_\_\_\_\_ that you check the exam results again.

Sincerely,  
Alexander Smith  
Grade 11 Student

**17. Read the text and choose the correct alternative.**

Benedict Cumberbatch (born 1976) is an acclaimed English actor. He grew up in London with parents who were also actors. Although he considered **1)** ... a lawyer, he ended up **2)** ... drama. While he was training at university, he spent a gap year teaching English in India. By the time he became famous globally, he **3)** ... a successful career in theatre.

Cumberbatch is best known for the TV series Sherlock. He **4)** ... dark for the role, even though his natural hair color is auburn. He once told reporters that he **5)** ... complex characters. Today, he is a major star in the Marvel movies and still plays difficult characters. Many people think that he **6)** ... very hardworking, as he releases several films every year. It might be difficult for other actors to compete with his distinct voice and presence.

If he **7)** ... in the film industry, he **8)** ... a criminal defense lawyer, a job he thought about in his youth.

1.	A. to become	B. become	C. becoming	D. to becoming
2.	A. studying	B. to study	C. to studying	D. study
3.	A. has already established	B. was already established	C. already established	D. had already established
4.	A. had his hair dyed	B. had dyed his hair	C. had his hair dye	D. had his hair to be dyed
5.	A. loves playing	B. loved playing	C. has loved playing	D. is loving playing
6.	A. can be	B. must be	C. should be	D. needs be
7.	A. does not work	B. would not work	C. did not work	D. had not worked



8.	A. would likely be	B. will likely be	C. is likely to be	D. would likely have been
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**TRANSFER YOUR ANSWERS TO THE ANSWER SHEET**

**WRITING (12 points)**

Your school's student magazine is running a competition on stories. You decided to participate and submit your own story.

The story should start with the following sentence:

*Tom looked in his bag to make sure he had everything he needed and realized something was missing.*

The story must include:

- direct speech
- a crime
- narrative tenses
- a description of a character

Write **120-160 words**.



**Ответы**

**LISTENING (1 балл за правильный ответ, максимальное количество баллов - 12)**

**I.**

1.	A
2.	B
3.	C
4.	B
5.	A

**II.**

6.	predict
7.	sixties
8.	control
9.	patient
10.	fifteen
11.	three
12.	stress (problems)

**READING (1 балл за правильный ответ, максимальное количество баллов - 12)**

**Task 13**

1.	B
2.	C
3.	A
4.	B
5.	A
6.	C



**Task 14**

1.	F
2.	T
3.	F
4.	F
5.	F
6.	T

**USE OF ENGLISH (0,5 балла за правильный ответ в заданиях 15 и 17!!! 1 балл за правильный ответ в задании 16, максимальное количество баллов - 14)**

**Task 15 (0,5 балла за правильный ответ)**

1.	right now
2.	not gonna lie / not going to lie
3.	i don't care / I don't care
4.	swear to God / swear to god
5.	i guess / I guess
6.	in case you missed it
7.	Greatest of All Time / greatest of all time
8.	if you know you know
9.	on my way
10.	let me know

**Task 16 (1 балл за правильный ответ)**

1.	deceive
2.	sufficient
3.	require
4.	opportunity
5.	request

**Task 17 (0,5 балла за правильный ответ)**

1.	C
2.	A
3.	D
4.	A
5.	B
6.	B
7.	C
8.	A

**WRITING. Критерии**

Максимальное количество баллов - 12.

К работе применимо правило 10% - учащийся может написать 108-176 слов. Если учащийся написал(-а) менее 108 слов, работа обнуляется. Если учащийся написал более 176 слов, проверяются только 160 слов. Предложение "Tom looked in his bag to make sure he had everything he needed and realised something was missing." не включается в подсчет слов.

**Решение коммуникативной задачи (6 баллов):**

- 1) Текст написан в жанре "История" - 1 балл
- 2) Текст заканчивается предложением "Tom looked in his bag to make sure he had everything he needed and realised something was missing." - 1 балл
- 3) В тексте есть прямая речь. - 1 балл



- 4) В тексте есть описание персонажа - 1 балл
- 5) В тексте используются narrative tenses - 1 балл
- 6) В тексте есть преступление - 1 балл

**Организация текста (2 балла):**

- 1) Текст организован логически и верно разделен на абзацы, в тексте нет логических ошибок. - 1 балл
- 2) В тексте присутствуют и верно употреблены средства логической связи, типичные для жанра "история". - 1 балл

**Языковое оформление (4 балла):**

**Лексика и грамматика (макс. 3 балла):**

- 1) лексико-грамматическое содержание соответствует уровню B1+, в тексте присутствует до 2-х лексико-грамматических ошибок - 3 балла
- 2) лексико-грамматическое содержание соответствует уровню B1+, в тексте присутствует 3-4 лексико-грамматических ошибки - 2 балла
- 3) лексико-грамматическое содержание соответствует уровню B1+, в тексте присутствует 5-6 лексико-грамматических ошибок И/ИЛИ лексико-грамматическое содержание не соответствует уровню B1+, однако не имеет лексико-грамматических ошибок - 1 балл
- 4) лексико-грамматическое содержание не соответствует уровню B1+ (ниже) И/ИЛИ в тексте присутствует более 7-ми лексико-грамматических ошибок - 0 баллов

**Орфография и пунктуация (макс. 1 балл):**

- 1) в тексте присутствует не более 2-х орфографических и пунктуационных ошибок (ошибки суммируются). - 1 балл
- 2) в тексте присутствует более 3-х орфографических и пунктуационных ошибок (ошибки суммируются). - 0 баллов

**Учащийся может получить за работу 0 баллов, если:**

- 1) более 30% текста носят непродуктивный характер.
- 2) учащийся написал(-а) менее 108 слов.
- 3) работа написана не в жанре "история" или отсутствуют все аспекты РКЗ.

**Повторяющиеся ошибки считаются за одну.**

**Неправильно оформленная прямая речь зачитывается как орфографическая ошибка.**



## Script.LISTENING

### Task I

**Katerina (A):** Hi, I'm Katerina and I'm here with Jenny Hargreaves. Today is 5th November and it's a special day in England as it's Bonfire Night! So, Jenny, could you tell us a bit about Bonfire Night, please?

**Jenny (B):** Sure. Well, this is a fairly important night in the UK, and its origins go back quite a long time... to the 17th century to be precise. Now, back then, English Catholics weren't happy because the King of England, James I, was treating them pretty badly. So, on 5th November 1605, a group of them decided to blow up the Houses of Parliament (the government buildings) in London. An enormous explosion was planned for this day when the king was going to open parliament. This has become known as the "Gunpowder Plot", and the leader of the group was a man called Guy Fawkes.

**A:** Fascinating!

**B:** Yes, so, anyway, the plotters put 36 barrels of gunpowder (a type of explosive) under the Houses of Parliament, and they waited for the king to arrive. The group decided that Guy Fawkes should light the gunpowder and cause the explosion.

**A:** Did they succeed?

**B:** No, guards at parliament found the gunpowder before it exploded, and they caught all the men involved in the plot. The men were tortured and killed; and to celebrate his survival, King James ordered the people of England to have a bonfire on the night of 5th November, and this is known as Bonfire Night!

**A:** Very interesting! So, what happens on Bonfire Night?

**B:** Well, all over Britain there are firework displays and bonfires with models of Guy Fawkes (made out of old clothes filled with straw), which are burned on the fire. Traditional Bonfire Night food is hot baked potatoes and toffee apples – apples on a stick, covered in sweet toffee.

**A:** So where will you be celebrating Bonfire Night?

**B:** Me? I'll be at home. It's going to be cold and wet, and I don't like baked potatoes, or toffee apples.

**A:** But surely you like the fireworks, don't you?

**B:** No, they're too noisy, and I don't like the smell.

**A:** Oh, right, well, then, have a nice time at home. So, there you have it – Bonfire Night! Now, in the next part of the show, we'll be taking a look at... [fades out]

**Task II**

Hello, my name is Dr Tammy Morris and I am a psychologist. I am here today to discuss how studies have shown that it is possible to predict whether people will be successful or not in their lives. Successful people seem to have specific characteristics that can be spotted from a very young age. A study which took place in the 1960s and 1970s managed to change the way we had understood the concept of success up until then. It was called the marshmallow experiment. A funny name for an experiment but you'll understand why it was called that in a minute.

It turns out that successful people aren't just intelligent as most of us would think, but they also have the ability to control themselves and delay gratification. What do I mean by delay gratification? Well, it is the ability a person has to refuse a reward now and be patient enough to wait for a bigger or greater reward later. It's a simple idea and after I tell you about the experiment, I'm sure you will have understood it clearly.

So, let's go on to discuss the experiment. It involved a group of four-year-olds that had to sit in a room with only a table and a chair in it. The psychologists showed each child a marshmallow and told them that they had two options. The first was that they could eat the marshmallow at any time they wanted to, but if they were impatient and ate it right away they wouldn't get another one. The other option? If they waited for 15 minutes they would get a second marshmallow to eat. The psychologists then left the room and left the children alone to decide. I know it sounds like a long time for young children to wait. You might say that even five minutes would be long enough. However, the results showed that it wasn't an impossible task for some. About one out of three children managed to wait the appropriate amount of time and get a second marshmallow.

The psychologists then asked themselves, what will happen to these children in the future? The amazing thing is that they contacted the children after about 15 years and investigated whether they could be considered successful or not. What did the psychologists discover? It turns out that the ones who were able to delay gratification were indeed the ones who got better marks at school, had better relationships with their teachers, parents and friends, and also showed a greater ability to cope with stress and other problems, proving that they were more successful than the others.

This experiment has been conducted in many other countries...

**WRITING****Максимальное количество баллов - 12.**

К работе применимо правило 10% - учащийся может написать 108-176 слов. Если учащийся написал(-а) менее 108 слов, работа обнуляется. Если учащийся написал более 176 слов, проверяются только 160 слов. Предложение "Tom looked in his bag to make sure he had everything he needed and realised something was missing." не включается в подсчет слов.



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**Языковое оформление (4 балла):**

*Лексика и грамматика (макс. 3 балла):*

- 1) лексико-грамматическое содержание соответствует уровню B1+, в тексте присутствует до 2-х лексико-грамматических ошибок - 3 балла
- 2) лексико-грамматическое содержание соответствует уровню B1+, в тексте присутствует 3-4 лексико-грамматических ошибки - 2 балла
- 3) лексико-грамматическое содержание соответствует уровню B1+, в тексте присутствует 5-6 лексико-грамматических ошибок И/ИЛИ лексико-грамматическое содержание не соответствует уровню B1+, однако не имеет лексико-грамматических ошибок - 1 балл
- 4) лексико-грамматическое содержание не соответствует уровню B1+ (ниже) И/ИЛИ в тексте присутствует более 7-ми лексико-грамматических ошибок - 0 баллов

*Орфография и пунктуация (макс. 1 балл):*

- 1) в тексте присутствует не более 2-х орфографических и пунктуационных ошибок (ошибки суммируются). - 1 балл
- 2) в тексте присутствует более 3-х орфографических и пунктуационных ошибок (ошибки суммируются). - 0 баллов

Учащийся может получить за работу 0 баллов, если:

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- 2) учащийся написал(-а) менее 108 слов.
- 3) работа написана не в жанре “история” или отсутствуют все аспекты РКЗ.



Повторяющиеся ошибки считаются за одну.

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## LISTENING (27 points)

### Аудирование 8 класс

<https://drive.google.com/file/d/1f8PUmqRSv0DNW7tb948SjCnPg4MK-QQ0/view>

**Time: 10 minutes**

**For items 1–7, listen to the conversation and choose the correct answer, A, B, or C. You will hear the text twice.**

**1. Anna and Mark agree that the opening scene...**

- A. felt easy to understand.
- B. quickly captured their attention.
- C. had a lot of excessive noise.

**2. According to Anna, why was the quick pacing successful?**

- A. It made the story feel more realistic.
- B. It added a sense of importance to the story.
- C. It allowed more time for scene changes.

**3. According to Mark, the set design...**

- A. was simple but distracted from the actors.
- B. was too dramatic and needed to be simplified.
- C. lacked visual complexity in some scenes.

**4. How does Mark feel about the costumes overall?**

- A. He thought they were all well-chosen.
- B. He felt that some choices stuck out to him.
- C. He enjoyed the combination of traditional and modern fashions.

**5. What is Mark's opinion of Romeo's performance?**

- A. It was slightly tainted by the way he spoke.
- B. It was too monotone to enjoy.
- C. It was stronger than Juliet's performance.

**6. Which idea about the interval is NOT mentioned in the audio?**

- A. It showed that the audience had been following the story closely.
- B. It was a welcome opportunity to take a breather.
- C. It was appropriately timed.

**7. Mark and Anna agree that live performances...**

- A. let the audience see the actors closely.
- B. allow the audience to all partake in the same experience.
- C. are better than reading a book.

**TRANSFER YOUR ANSWERS TO THE ANSWER SHEET**



## Task 2

**Time: 25 minutes**

**Listen to the dialogue again and comment on the following aspects of the conversation:**

1. What is the subject of the conversation? Explain why and provide specific vocabulary from the audio as proof.
2. Who are the people having the conversation? Explain why you think they are related in this way.
3. How is each person feeling throughout the conversation? Provide at least one reason for each person.
4. How might the conversation continue? Think about the topics Mark and Anna can discuss next.

**Write 8–15 full sentences.**

## READING AND USE OF ENGLISH (48 points)

**Time: 55 minutes**

**Read the passage below (*St Paul's and the Polymath*) and do tasks 1–4.**

### Task 1

Choose the correct heading for sections A–G from the list of headings below. There is one EXTRA heading on the list. In your answer sheet, write the numbers of headings you chose in one line: e.g., 1234567.

#### List of Headings:

1. One path out of many
2. Coping with heartache
3. Having no regrets
4. Completion of a lengthy project
5. A talented man's quiet departure
6. Final resting place
7. First challenges and early appreciation
8. A lost opportunity for innovation



### St Paul's and the Polymath

*Christopher Wren - astronomer, mathematician, physicist and inventor - is best known as the architect of St Paul's Cathedral, one of Britain's most iconic buildings*

**[A]** One evening in 1723 a servant came to wake his master from an unusually long post-dinner snooze at his London home, only to find that the venerable 90-year-old had quietly passed away in his chair. Thus death drew a close to the **(1) \_\_\_\_\_ (ordinary)** life of a man whose accomplishments ranged through astronomy, mathematics and physics to anatomy and design. He had been a founder of the Royal Society, the world's oldest scientific academy in continuous existence, and counted Sir Isaac Newton among fans of his work.

**[B]** Wren was born in 1632 at East Knoyle in Wiltshire, the only **(2) \_\_\_\_\_ (survive)** son of a rector (three sisters also reached adulthood). He wasn't quite three when his father was appointed Dean of Windsor and the family had a grand house within the precincts of Windsor Castle. But in 1642 their privileged life on the edges of King Charles I's court was shattered when civil war erupted. Young Wren nevertheless pursued his education at home and at school in Westminster, developing a particular interest in astronomy. The physician and anatomist Charles Scarburgh, on meeting the 15-year-old in 1647, spotted his mathematical and drawing skills, and enlisted him to prepare experiments such as making models to represent the functioning of muscles.

**[C]** Wren later attended Oxford University, was appointed Professor of Astronomy at London's Gresham College in 1657, and then Savilian Professor of Astronomy at Oxford in 1661. With his versatile genius he could still have followed many different careers as he entered his thirties, but his compass was about to be set in a specific direction. By now, Wren was also being drawn into architecture, a discipline where he could bring together so many of his formidable skills, from geometry to art, and in 1665 he went on a court-sponsored fact-finding trip to Paris. It gave Wren **(3) \_\_\_\_\_ (value)** insights into European trends, and in the coming years he would forge his own Anglicised Classicism mixed with the Baroque.

**[D]** But it was the Great Fire of London in 1666 that truly propelled Wren on his career as an architect. Appointed a member of the Rebuilding Commission for the devastated City, from 1669 he also became Surveyor General of the King's Works: a post he would hold under no fewer than five subsequent monarchs. Wren was all for a wholesale re-design of the City on more regular lines reflecting continental influences and he declared it would be "a Shame to the Nation" to let the opportunity slip of making "This Place the most convenient City for Trade in the World". Alas, his plans were too ambitious and were rejected in favour of basic street widening and improved standards of **(4) \_\_\_\_\_ (construct)** for new houses.

**[E]** Wren was knighted in 1673, the same year that he presented his Great Model for the rebuilding of what was to be the crowning glory of his endeavours on the large scale: St Paul's Cathedral. On show today in the cathedral's Trophy Room, the Great Model was



actually Wren's third (and favourite) proposal for a new cathedral, but it was rejected as being insufficiently "traditional" in appearance. Luckily, his subsequently approved compromise design permitted him to make changes as he went along - and he took full advantage to do so over the next 35 years. Eventually, in 1711, the cathedral was officially declared to be finished. Today St Paul's is one of London's - and England's - most **(5)** \_\_\_\_\_ **(icon)** landmarks: a highly individual blending of Classical and Baroque elements.

**[F]** In the decade from 1669 Wren was twice married and, **(6)** \_\_\_\_\_ **(tragedy)**, twice widowed, leaving him with two sons and a daughter to be raised. Stifling his grief he threw himself into his work, not just at St Paul's but also on other buildings that stretched him to the limit: the Royal Observatory at Greenwich; a classical library at Trinity College, Cambridge; The Royal Hospital Chelsea for veteran soldiers; and the superb Baroque complex of the Royal Hospital for Seamen, now the Old Royal Naval College, at Greenwich.

**[G]** Looking back over his life Wren reflected to his son, Christopher junior, that if he hadn't been sidetracked by Charles II into spending his time "in Rubbish" (a term he used for building work), he might instead have pursued a far more lucrative career as a physician. England's architectural heritage would have been much the poorer though. As the Latin epitaph above his tomb in St Paul's Cathedral says: "Reader, if you seek his monument, look around you."

### Task 2

Do the following statements agree with the information given in the text? Write **TRUE** if the statement agrees with the information, **FALSE** if the statement contradicts the information, or **NOT GIVEN** if there is no information on this.

1. Christopher Wren knew Sir Isaac Newton personally.
2. The monarchy paid for Christopher Wren to go abroad in 1665.
3. Not all of Wren's proposals for rebuilding London following the Great Fire were accepted.
4. The architect never regretted devoting his life to architecture rather than a more profitable career.

### Task 3

Based on what you've read about Christopher Wren in paragraphs A, B and C, what do you think the word **polymath** means in the title of the text? **Write a definition (1-2 sentences) in your own words.**

### Task 4

In each of the paragraphs **A-F**, a word is missing. Form new words from the ones given next to the gaps to complete the text and write them on your answer sheet.

**Task 5**

**For items 1–3**, correct the **lexical mistake** in the sentence and **match** it to its second half. There are two extra endings you do **not** need to use. The example (0) is given for you.

**Example: (0) feel left out of; A**

<p><b>0. I feel left of my friendship group during breaks, and it seems like everyone else has already formed close bonds.</b></p> <p>1. I am constantly being comparable to other students.</p> <p>2. I recently opened up to a friend about a personal problem, but they went behind my eyes and told others.</p> <p>3. I fell away with a classmate, and now we can barely work together on group projects.</p>	<p><b>A. I don't know what to do at this time and how to find new friends.</b></p> <p>B. I no longer feel like myself, and it is exhausting to pretend every day.</p> <p>C. Now I find it hard to trust anyone at school.</p> <p>D. This situation makes lessons very awkward and affects the whole class.</p> <p>E. We argue so often that home no longer feels like a safe place.</p> <p>F. I feel insecure and worry that I will never be good enough.</p>
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**Task 6**

**For questions 1–3**, complete the second sentence so that it has a similar meaning to the first sentence, using the **word given**. The words you need to use are given in the box below. There are two extra words you do **not** need to use. Do **not** change the words in the box given. The example (0) is given for you.

**Example:**

It was too windy for the hikers to continue walking through the forest.

**strong**

The wind was \_\_\_\_\_ the hikers to continue walking through the forest. (3 words)

for    much    strong    to    too
------------------------------------

**Answer: too strong for**



1. People should stop using plastic bags to reduce environmental damage.

**avoided**

Plastic bags \_\_\_\_\_ order to reduce environmental damage. (4 words)

avoided    be    can    in    not    should

2. We should take action now or the environmental damage will be permanent.

**unless**

\_\_\_\_\_ action now, the environmental damage will be permanent. (3 words)

if    not    take    we    unless

3. It is unlikely that the temperature will drop below zero tonight.

**expected**

The temperature \_\_\_\_\_ below zero tonight. (5 words)

drop    expected    is    likely    not    that    to



Task 7

Escape the maze by choosing the words with the sound that is given above the maze. The example (0) is given for you. Draw the path on your answer sheet.

Example:

Sound [æ]

heart	blood	hunter
cup	standard	began
family	cap	must

Sound [i:]

into	any	criminal	sight	dish	women	which
head	spread	sign	sink	little	in	vitamin
pig	mean	quay	she	fleece	cheese	many
picnic	leaf	him	hill	split	these	green
manage	each	evil	animal	silly	massive	tiny
sit	pick	police	village	rubbish	friend	bit
sheep	sea	believe	symbol	myth	biscuit	ship



**WRITING (25 points)**

***Time: 60 minutes***

Your school's student magazine is running a writing competition. The winner will be able to participate in a school trip to London. Students are invited to send their own story with the title "**A Remarkable Life**".

You decide to take part. Your **short story** must include:

- the title from the task;
- a description of at least 2 characters;
- direct speech;
- an emotional ending where you reflect on what makes a life *remarkable*.

Write **180-220 words**.



## Ответы

### Listening

#### Task 1

1. B
2. B
3. C
4. B
5. A
6. B
7. C

**Итого за задание — 7 баллов.**

#### Task 2

### WRITING

#### Решение коммуникативной задачи — 10 баллов максимум

1. В тексте рассказывается и обосновывается, о чем прослушанный диалог (собеседники обсуждают просмотренный спектакль «Ромео и Джульетта»). — **3 балла**, 1 балл за верное указание темы, до 2 баллов за обоснование. Обязательно необходимо привести topic-specific vocabulary (например, stage, interval и пр.)
2. В тексте высказывается и обосновывается предположение о том, кем собеседники приходятся друг другу. — **2 балла**, 1 балл за предположение и 1 балл за обоснование
3. В тексте описывается состояние каждого из собеседников. — **4 балла**, по 1 баллу за каждое описание и по 1 баллу за каждое обоснование
4. В тексте предсказывается, как диалог может продолжиться. — **1 балл**

#### **0 баллов за РКЗ ставится, если**

- более 30% работы носит непродуктивный характер;
- отсутствуют все аспекты КЗ (см. выше);

#### **Организация текста — 2 балла максимум**

1. В тексте нет логических ошибок. — 1 балл
2. Текст рассказа правильно разделен на абзацы. — 1 балл

**Языковое оформление (одинаковые ошибки в одном и том же слове считаются 1 раз)**



**Лексика — 3 балла максимум**

- 0–2 ошибки — 3 балла
- 3–4 ошибки — 2 балла
- 5–6 ошибок — 1 балл
- 7 и более ошибок — 0 баллов.

**Грамматика — 3 балла максимум**

- 0–2 ошибки — 3 балла
- 3–4 ошибки — 2 балла
- 5–6 ошибок — 1 балл
- 7 и более ошибок — 0 баллов.

**Орфография и пунктуация — 2 балла максимум** (ошибки за орфографию и пунктуацию суммируются)

- 0–2 ошибки — 2 балла
- 3–4 ошибки — 1 балл
- 5 и более ошибок — 0 баллов.

**Итого за задание — 20 баллов.**

**READING AND USE OF ENGLISH**

**Task 1**

5718426

**Итого за задание — 7 баллов.**

**Task 2**

1. NOT GIVEN
2. TRUE
3. TRUE
4. FALSE

**Итого за задание — 4 балла.**

**Task 3**

Suggested answer (can be formulated differently as long as the same idea is expressed):  
“a person who knows a lot about many different subjects”

**Итого за задание — 5 баллов** (минус 1 балл за каждую грубую лексическую / грамматическую ошибку; минус 0.5 балла за каждую орфографическую / пунктуационную ошибку).



**Task 4**

1. extraordinary
2. surviving
3. valuable
4. construction
5. iconic
6. tragically

**Итого за задание — 6 баллов.**

**Task 5**

1. compared to; F
2. behind my back; C
3. fell out with; D

**Итого за задание — 6 баллов** (по 1 баллу за каждое исправление и за каждое правильно установленное соответствие).

**Task 6**

1. should be avoided in
2. Unless we take
3. is not expected to drop / is expected not to drop

**Итого за задание — 6 баллов** (по 2 балла за каждый правильный ответ).

**Task 7**

into	any	criminal	sight	dish	women	which
head	spread	sign	sink	little	in	vitamin
pig	mean	quay	she	fleece	cheese	many
picnic	leaf	him	hill	split	these	green
manage	each	evil	animal	silly	massive	tiny
sit	pick	police	village	rubbish	friend	bit
sheep	sea	believe	symbol	myth	biscuit	ship

**Итого за задание — 14 баллов** (по 1 баллу за каждое правильно отмеченное слово (sheep не учитывается) + 1 балл за верную последовательность без лишних слов).



## WRITING

### Решение коммуникативной задачи — 8 баллов.

1. Текст написан в жанре рассказа. — 1 балл
2. Текст содержит заголовок 'A Remarkable Life'. — 1 балл
3. История содержит внятно изложенный сюжет. — 1 балл
4. История содержит описание персонажей. — 2 балла, по 1 баллу за каждое описание
5. Текст содержит диалог и/или случаи / случай прямой речи. — 1 балл
6. Текст содержит эмоциональное заключение. — 1 балл
7. В заключении автор поясняет, что делает жизнь выдающейся. — 1 балл

### 0 баллов за РКЗ ставится, если

- более 30% работы носит непродуктивный характер;
- отсутствуют все аспекты КЗ (см. выше);
- написано менее 162 слов. Если написано более 242 слов, проверке подлежат первые 220 слов. Слова в заголовке считаются.

### Организация текста — 5 баллов максимум

1. В работе есть вступление — 1 балл.
2. В работе есть заключение. — 1 балл.
3. В тексте нет логических ошибок. — 1 балл
4. Текст рассказа правильно разделен на абзацы. — 1 балл
5. Средства логической связи присутствуют (не менее двух) и используются правильно. — 1 балл

### Языковое оформление (одинаковые ошибки в одном и том же слове считаются 1 раз)

#### Лексика — 4 балла максимум

- Нет ошибок — 4 балла
- 1–2 ошибки — 3 балла
- 3–4 ошибки — 2 балла
- 5–6 ошибок — 1 балл
- 7 и более ошибок — 0 баллов.

#### Грамматика — 4 балла максимум

- Нет ошибок — 4 балла
- 1–2 ошибки — 3 балла
- 3–4 ошибки — 2 балла
- 5–6 ошибок — 1 балл
- 7 и более ошибок — 0 баллов.



**Орфография и пунктуация — 4 балла максимум** (ошибки за орфографию и пунктуацию суммируются)

- Нет ошибок — 4 балла
- 1–2 ошибки — 3 балла
- 3–4 ошибки — 2 балла
- 5–6 ошибок — 1 балл
- 7 и более ошибок — 0 баллов.

**Итого за задание — 25 баллов.**

**Script**

**Task 1**

Mark: So, what do you think?

Anna: Even though I know 'Romeo and Juliet' quite well, this performance stayed with me more than I expected. From the very beginning, I felt drawn into the story. The opening scene was energetic, and it immediately showed the tension between the families. I liked how clear everything felt, even without many explanations.

Mark: I enjoyed it too, but I'm not sure I would describe the opening as completely clear. For me, it was powerful, but also a bit chaotic. The fast movement and loud voices made it exciting, yet I needed a few minutes to fully understand what was happening. Still, I agree that it grabbed my attention straight away.

Anna: That's interesting, because I thought the fast pace worked well. It made the conflict feel urgent. I was also impressed by how smoothly the scenes changed. The stage design was simple, but effective. With just a few movable elements, the actors could quickly change locations, and the story never felt slow or boring.

Mark: I partly agree. The set was clever, but at times I wanted a bit more detail. Some scenes, like Juliet's room, felt almost too empty to me. I understand that simplicity keeps the focus on the actors, but I personally like a richer visual atmosphere.

Anna: You're so critical! For me, the simplicity helped the story feel more universal. The costumes also played a big role in that. I really liked the mix of traditional and modern styles. It showed that the themes of the play still connect to today's world.

Mark: I liked some of the costume choices, but others confused me. Romeo's modern clothes made sense, but a few secondary characters looked out of place to me. I wondered if the director could have been more consistent.

Anna: Maybe, but I think that contrast was intentional. It highlighted the differences between characters. Juliet's costume, for example, clearly showed her innocence at the start, and later her maturity. Her character development was one of the strongest parts of the play for me.



Mark: Oh, for sure. Her performance was excellent. She showed emotion very naturally, and her voice control was impressive. Romeo was strong as well, but I didn't always like his delivery. Sometimes he spoke too quickly, especially in calmer scenes, and that made the language harder to follow.

Anna: I noticed that too, but I didn't mind it as much. For me, it showed Romeo's impatience and emotional nature. Even when I didn't catch every word, the feelings were clear. I think someone unfamiliar with the story could still understand the relationships and conflicts.

Mark: I'm not completely sure about that. I think some background knowledge helps, especially with the older language. Still, during the interval, I heard many people discussing the characters, so clearly the audience was engaged.

Anna: The interval was well placed in my opinion. The tension had built up nicely, and that short break gave everyone time to reflect. I liked watching how focused the audience was when we returned to our seats.

Mark: After the interval, the atmosphere definitely felt heavier. The use of music and sound was very effective, although I sometimes felt the music in the fight scenes was a bit too loud.

Anna: Really? I actually liked that. I thought it increased the sense of danger and chaos. In contrast, the quiet moments were even more powerful because of that. The final scenes, especially, were handled very carefully, with darker lighting and slower movement.

Mark: The ending was the strongest part for me. That moment of complete silence before the applause was unforgettable. Toward the end, I became very aware that the actors were standing right there in front of us, sharing the same space.

Anna: I felt exactly the same. Seeing their expressions so closely, noticing small gestures and pauses, made the tragedy feel more real. It wasn't just a story anymore; it felt like something happening right in front of us.

Mark: That sense of reality is something you can't get from reading the play or watching it on a screen. Even though we disagreed about some details, I think we can agree that the live performance made a huge impact.

Anna: Absolutely. Tonight reminded me why live performances are so special. Sharing the experience with others in the audience makes the story stronger.

Mark: Yes, and even with a few elements I wasn't sure about, I would still recommend this play. And it gives us something to talk about long after the final bow.