

Listening

Time: 30 minutes

Part 1

You will hear people talking in eight different situations. For questions **1-8**, choose the best answer (**A**, **B** or **C**). You will hear each extract two times.

1. *You hear someone talking on a radio programme. What is the speaker doing?*
 - A recommending that listeners make a certain drink
 - B explaining why a drink is becoming more popular
 - C telling listeners about a drink they may not know about

2. *You hear someone talking about people who travel a lot when they're young. What is his attitude towards these people?*
 - A He is envious of them for having the opportunity.
 - B He feels that they are simply wasting their time.
 - C He can't understand why they do it.

3. *You hear an advertisement for a course. What does the speaker say about the course?*
 - A You need to take a test before being accepted for it.
 - B It starts with theory and moves on to practical work.
 - C It focuses on your effect on the people you will instruct.

4. *You hear part of a radio interview. Who is being interviewed?*
 - A a film director
 - B an actor
 - C a screenwriter

5. *You hear part of a radio report about car drivers. What did the survey discover about a lot of drivers?*
 - A They pay no attention to warning lights.
 - B They don't know what various symbols in a car relate to.
 - C They think there are too many warning lights and symbols in cars

6. *You turn on the radio and hear part of a programme. What type of programme is it?*
 - A a review programme
 - B a chat show
 - C a phone-in

7. *You hear part of a radio play. Where is the scene taking place?*

- A in a restaurant
- B in a car
- C in a house

8. *You hear a woman talking about running. What aspect of running is she talking about?*

- A her involvement in running over a period of time
- B why she finds running so enjoyable
- C the importance of running and training with others

Part 2

You will hear a museum director called Carl Halford talking about the museum where he works. For questions **9-18**, complete the sentences with **a word or short phrase**.
You will hear the talk only once.

Museum director

Carl says that the museum was last renovated in the year **(9)**

Carl says that improvements in the **(10)**..... in museums
often goes unnoticed.

There are now a total of **(11)** exhibits
which visitors can see in the museum.

The exhibits are now arranged according to their
(12)

One of Carl's favourite pieces is a 4,500-year-old cup with a design
of a **(13)** on the bottom.

Carl describes a strange farm model in the museum that features
(14) and a farmer.

Some visitors to the museum are frightened by the
(15) of one large statue.

Carl also describes a vase which shows a man fighting with a **(16)**

Carl finds it surprising that one of the coins in the museum has such
(17) decoration.

One simple exhibit that Carl likes is a plain stone with a picture of a
(18) on it.

Part 3

You will hear five short extracts in which students are talking about the best way to study. For questions **19-23**, choose from the list (**A-H**) the advice the speaker gives to other students. Use the letters only once. There are three extra letters which you do not need to use. You will hear each speaker only once.

- | | |
|---------------------|-----------------------------------------------------------|
| | A Arrange to study with another person. |
| 19 Speaker 1 | B Make sure you have a comfortable place to sit. |
| 20 Speaker 2 | C Listening to music will help you to concentrate. |
| 21 Speaker 3 | D Don't eat too much while you're studying. |
| 22 Speaker 4 | E Study in the morning when your mind is clearer. |
| 23 Speaker 5 | F Set yourself a series of targets to achieve. |
| | G Tell your friends not to interrupt you. |
| | H Find the best approach for the subject you're studying. |

Transfer all your answers to your Listening Answer Sheet

Reading and Use of English

Time: 1 hour 15 minutes

Part 1

For questions **1-8**, read the text below and decide which answer (**A, B, C** or **D**) best fits each gap. There is an example at the beginning (0).

Example: 0 **A meet** *B link* *C join* *D unite*

What is a Coincidence?

A coincidence is a surprising thing that happens to us. For example, two friends go shopping alone on the same day. When they (0) *meet* up afterwards, they discover that they've each bought an identical T-shirt. Many people (1) coincidences as significant or mysterious. But the simple (2) could be that friends tend to have similar taste in clothes. In reality, life is (3) of coincidences, but normally we don't notice them. For example, in almost fifty percent of all football matches, two players share the same birthday. This seems surprising, (4) that there are 365 possible birthdays in the year. But most of these matches will be played without anybody being (5) that the coincidence exists. (6) your birthday is today or tomorrow, you don't generally go around telling people when it is. What's more, without realising it, you probably (7) into contact with lots of people born on the same day as you. But when a coincidence is (8) to your attention, it still seems amazing.

- | | | | |
|----------------|--------------|--------------|---------------|
| 1 A consider | B think | C regard | D believe |
| 2 A resolution | B definition | C motivation | D explanation |
| 3 A heavy | B rich | C full | D crowded |
| 4 A given | B except | C even | D instead |
| 5 A noticed | B known | C aware | D intelligent |
| 6 A Therefore | B Whereas | C Meanwhile | D Unless |
| 7 A make | B come | C have | D go |
| 8 A taken | B carried | C brought | D shown |

Part 2

For questions 9-16, read the text below and think of the word which best fits each gap. Use only **one word** in each gap. There is an example at the beginning (0).

Example: 0 *which*

The Mini-Monet

Kieron Williamson is a very successful landscape painter. His paintings, (0) *which* mostly depict the peaceful countryside around his home village in eastern England, sell very well. Perhaps this shouldn't (9) as that much of a surprise. It's a beautiful part of the world, and landscape paintings are always popular.

The strange thing about Kieron, however, (10) that he is only seven years old. At a recent exhibition of his work, all the paintings were sold in half an hour, some for £100,000 each. Kieron now has fans all over the world, and has gained the nickname the Mini-Monet.

What's even (11) surprising is that Kieron doesn't come from an artistic family, and only started painting two years (12) He first got inspiration (13) some boats he saw on holiday at the seaside. Kieron asked his parents if they (14) buy him a sketch pad and pencils (15) that he could draw them. Only when they saw (16) well he drew did they realise that he was talented.

Part 3

For questions 17-24, read the text below. Use the word given in capitals at the end of some of the lines **to form a word** that **fits in the gap** in the same line. There is an example at the beginning (0).

Example: 0 *research*

Don't catch cold

According to recent (0) <i>research</i> , at least some of the advice about	SEARCH
health that was passed down to our grandparents by previous	
generations may actually contain some (17) A good example is	TRUE
the (18) between feeling cold and catching a cold.	RELATION
My grandmother was convinced that being outside when the	
temperature is low, or simply dressing in (19) clothes for the cold	SUIT
weather, was a sure way of catching a cold.	

Now, as we know, colds are caused by viruses. Therefore, in the
(20) of a virus, you cannot catch a cold – no matter how low the temperature or how (21) your clothing. ABSENT
APPROPRIATE

But (22) now think that we may have viruses in our bodies already, which are just waiting for the chance to turn into a cold. In cold weather, for example, blood vessels in the nose get smaller to stop heat escaping. (23) , this also allows the cold virus to attack the nose or throat more (24) So, perhaps Granny was right! SCIENCE
FORTUNE
EASE

Part 4

For questions 25-35, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use **between two and five words**, including the word given.

Here is an example (0).

0 What type of music do you like best?

FAVOURITE

What type of music?

The gap can be filled by the words '*is your favourite*', so you write:

Example answer: 0 *is your favourite*

25. I don't usually wear a hat and so it feels strange.

USED

I am a hat and so it feels strange.

26. Dancing was an activity that David had never wanted to do.

APPEALED

Dancing was an activity that David.

27. I think you should complain about that horrible meal.

WERE

If I a complaint about that horrible meal.

28. Although we thought the minibus would be comfortable, we were mistaken.

TURN

The minibus did as comfortable as we had expected.

29. The tour bus stopped frequently to let people admire the view.

THAT

The tour bus stopped admire the view.

30. Is it all right if I turn the television off?

MIND

Would the television off?

31. Damon looked so funny in his brother's tracksuit that we had to laugh.

HELP

We at Damon because he looked so funny in his brother's tracksuit.

32. 'It's getting late, so I ought to go home', said Zoe.

BETTER

Zoe said it was getting late and that home.

33. I advised Kylie to enrol at a gym, which she did.

ADVICE

Kylie and enrolled at a gym.

34. Pamela said that she regretted sending that angry text message to Harry.

ONLY

'If that angry text message to Harry', said Pamela.

35. It's very hard for Alex to get up in the morning.

TROUBLE

Alex up in the morning.

Part 5

You are going to read an extract from a dystopian science fiction novel *"1984"* by *George Orwell*. For questions **36-43**, choose the answer (**A**, **B**, **C** or **D**) which you think fits best according to the text.

'How is the Dictionary getting on?' said Winston, raising his voice to overcome the noise. 'Slowly,' said Syme. 'I'm on the adjectives. It's fascinating.'

He had brightened up immediately at the mention of Newspeak. He pushed his bowl aside, took up his hunk of bread in one delicate hand and his cheese in the other, and leaned across the table so as to be able to speak without shouting.

'The Eleventh Edition is the definitive edition,' he said. 'We're getting the language into its final shape – the shape it's going to have when nobody speaks anything else. When we've finished with it, people like you will have to learn it all over again. You think, I dare say, that our chief job is inventing new words. But not a bit of it! We're destroying words – scores of them, hundreds of them, every day. We're cutting the language down to the bone. The Eleventh Edition won't contain a single word that will become obsolete before the year 2050.'

He bit hungrily into his bread and swallowed a couple of mouthfuls, then continued speaking, with a sort of pedant's passion. His thin dark face had become animated, his eyes had lost their mocking expression and grown almost dreamy.

'It's a beautiful thing, the destruction of words. Of course the great wastage is in the verbs and adjectives, but there are hundreds of nouns that can be got rid of as well. It isn't only the synonyms; there are also the antonyms. After all, what justification is there for a word which is simply the opposite of some other word? A word contains its opposite in itself. Take "good", for instance. If you have a word like "good", what need is there for a word like "bad"? "Ungood" will do just as well – better, because it's an exact opposite, which the other is not. Or again, if you want a stronger version of "good", what sense is there in having a whole string of vague useless words like "excellent" and "splendid" and all the rest of them? "Plusgood" covers the meaning, or "doubleplusgood" if you want something stronger still. Of course we use those forms already. But in the final version of Newspeak there'll be nothing else. In the end the whole notion of goodness and badness will be covered by only six words – in reality, only one word. Don't you see the beauty of that, Winston? It was B.B.'s idea originally, of course,' he added as an afterthought.

A sort of vapid eagerness flitted across Winston's face at the mention of Big Brother. Nevertheless Syme immediately detected a certain lack of enthusiasm. 'You haven't a real appreciation of Newspeak, Winston,' he said almost sadly. 'Even when you write it you're still thinking in Oldspeak. I've read some of those pieces that you write in "The Times" occasionally.

They're good enough, but they're translations. In your heart you'd prefer to stick to Oldspeak, with all its vagueness and its useless shades of meaning. You don't grasp the beauty of the destruction of words.

Do you know that Newspeak is the only language in the world whose vocabulary gets smaller every year?' Winston did know that, of course. He smiled, sympathetically he hoped, not trusting himself to speak.

Syme bit off another fragment of the dark-coloured bread, chewed it briefly, and went on: 'Don't you see that the whole aim of Newspeak is to narrow the range of thought? In the end we shall make thought crime literally impossible because there will be no words in which to express it. Every concept that can ever be needed, will be expressed by exactly one word, with its meaning rigidly defined and all its subsidiary meanings rubbed out and forgotten.

Already, in the Eleventh Edition, we're not far from that point. But the process will still be continuing long after you and I are dead. Every year fewer and fewer words, and the range of consciousness always a little smaller. Even now, of course, there's no reason or excuse for committing thought-crime. It's merely a question of self-discipline, reality control. But in the end there won't be any need even for that. The Revolution will be complete when the language is perfect. Newspeak is Ingsoc and Ingsoc is Newspeak,' he added with a sort of mystical satisfaction. 'Has it ever occurred to you, Winston, that by the year 2050, at the very latest, not a single human being will be alive who could understand such a conversation as we are having now?'

36. *Winston and Syme are*

- A. in a cafeteria.
- B. at a party.
- C. at school.
- D. in an office.

37. *Syme likes*
- A. the food.
 - B. hearing Winston's opinions.
 - C. talking about his work.
 - D. to shout.
38. *Syme's work with the dictionary involves*
- A. inventing new words.
 - B. eliminating words.
 - C. explaining a theory.
 - D. teaching people to think.
39. *What kind of words are being the most greatly reduced?*
- A. adjectives
 - B. verbs and adjectives
 - C. nouns
 - D. everything except antonyms
40. *What does the author show in paragraph 7 "A sort of vapid eagerness ..."?*
- A. Winston tries to seem appreciative but is not really.
 - B. Winston has great enthusiasm for Newspeak.
 - C. Syme doubts Winston but this is unjustified.
 - D. Winston does not believe a word that Syme has said.
41. *What can be gathered about Winston's attitude towards Newspeak?*
- A. He finds it exciting.
 - B. He studies it eagerly.
 - C. He is outspokenly against it.
 - D. He accepts it unhappily.
42. *Which of the following best describes Newspeak?*
- A. It is a historical language being reconstructed.
 - B. It is a highly simplified language designed to prevent thought.
 - C. It was invented to help citizens escape an oppressive government.
 - D. It is a new language that is incredibly difficult to learn.
43. *What kind of future does Syme imagine?*
- A. Everyone will be better educated.
 - B. People will be safe because there will be no violent crime.
 - C. People will not have enough language to think at all.
 - D. People will communicate better and more effectively.

Part 6

You are going to read an extract from the journal of an ornithologist about the Lyrebird, a type of bird with unique vocal skills native to Australia and Tasmania. Seven sentences have been removed from the article. From the sentences **A-H**, choose the one which best fits each gap (**44-50**). There is one extra sentence which you do not need to use.

- A. This male had other things on his mind.
- B. Mark whispered, still chuckling a little; "He fooled you with that one!"
- C. I ducked for cover, almost betraying our presence.
- D. The female must have sensed our presence, though, as she hastily departed the scene.
- E. Indeed, the sight of his bright, colourful feathers alone would have been enough to make my long journey seem worthwhile.
- F. So, a few days later, I was on a plane to Sydney for a two-week vacation that I was sure I would never forget.
- G. I couldn't believe my good fortune; it is extremely rare to see Lyrebirds mating in the wild.
- H. And I didn't have to wait long to catch my first glimpse.

The Master Mimic

My first introduction to this unique and quite remarkable creature came by way of a BBC nature series narrated by the one and only David Attenborough. Sitting on my sofa, feet up, I switched on the television and was immediately dumbstruck by what I saw. A male Lyrebird had begun his mating ritual in what, to me, seemed a most extraordinary fashion. The sound of a chainsaw, trees falling, then a camera shutter - this medley of peculiar noises was but a brief illustration of the impressive vocal range of the Superb Lyrebird, one of two species of Lyrebird native to the rainforests of Australia and Tasmania.

An ornithologist by trade, I just couldn't resist the temptation to use my upcoming holidays to take the opportunity to see this incredible creature up close for myself. **(44)** Having studied the indigenous birdlife of the British Isles for over twenty years, I could hardly contain my excitement at finally having the opportunity to examine some more exotic birds. I landed in Sydney at 8 a.m. local time, and, not wanting to waste a moment, jumped straight from the terminal into a waiting rental jeep and headed for the Illawarra region, south of Sydney.

I had enlisted the help of local wildlife expert, Mark Mathews, and once we'd set up camp in one of the few open areas of the forest and secured our belongings, Mark showed me some of his favourite spots for observing the Lyrebird. **(45)**

No sooner had we got ourselves in position, hidden in the undergrowth on the forest floor, than an unsuspecting male appeared as if from nowhere. It was a Superb; this much I could tell, even from 25 yards away. The larger of the two species, the Superb male is close to one metre long. It also has the more spectacular plumage, making it instantly recognisable from the other species, the Albert's Lyrebird. **(46)** But, though I hadn't sensed it yet, Mark, being the more experienced of the two of us, seemed to know we were in for something very special.

And sure enough there followed a two-hour display quite the like of which I had never seen before (and may never again). First, he spread his feathers wide, revealing them in all their glory; then began the vocal performance. (47) Mark couldn't contain his amusement at my reaction and let out a quiet chuckle. But still we remained undetected. (48)

Why had I risked giving us away? Well, as far as I could tell, we had just been shot at. Or, at least, by the sounds of it, rifle-shots seemed to be firing in all directions. (49) And it finally dawned on me that we'd just witnessed act one of this remarkable creature's theatrical performance. And though I had seen and heard this before on the television, nothing could prepare me for the quite astonishing powers of mimicry this bird possessed, and which I was now observing firsthand.

Acts two and three didn't fail to impress either. And then, to top it all, there appeared a female, clearly as captivated by this extraordinary exhibition as we were, if not more. (50) This was the single most important moment of my career so far – and it was still only day one!

**Transfer all your answers to your
Reading and Use of English Answer Sheet**

Writing

Time: 1 hour

Participant's ID number

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Write a **review** of your favourite **play by William Shakespeare** which in your opinion best fits to be staged at your school theatre to mark 400 years of Shakespeare's legacy in 2016.

Look at the options offered for voting in the school leaflet. You are free to consider any other play not mentioned in the list.

Start with giving the title of the play you have chosen (words are not counted in this line).

Remember to mention in your review:

- why you like the play;
- why you think the play should be staged at your school theatre;
- which characters and/or themes in the play will appeal to modern audience and why.

Write 180-220 words.

*ATTENTION! School Vote! Make your choice!
Vote for your favourite play by William Shakespeare
to be staged at our school theatre
to mark 400 years of Shakespeare's legacy in 2016!*

The Tragedy of Hamlet, Prince of Denmark, often shortened to **Hamlet**, is a tragedy written by William Shakespeare between 1599 and 1602.

Set in the Kingdom of Denmark, the play dramatises the revenge Prince Hamlet is called to wreak upon his uncle, Claudius, by the ghost of Hamlet's father, King Hamlet. Claudius had murdered his own brother and seized the throne, also marrying his deceased brother's widow.

Major **characters** include: *Hamlet* – Son of the late King and nephew of the present king; *Claudius* – King of Denmark and Hamlet's uncle; *Gertrude* – Queen of Denmark and mother to Hamlet; *Polonius* – Chief counsellor to the king; *Ophelia* – Daughter to Polonius; *Horatio* – True friend to Hamlet; *the Ghost of Hamlet's late Father, Yorick's Skull* (as symbol).

Hamlet is Shakespeare's longest play, it is ranked among the most powerful and influential tragedies in English literature, with a story capable of "*seemingly endless retelling and adaptation by others*". As such, it echoes and resounds in the writing of later centuries in a variety of ways.

Hamlet is also one of the most quoted works in the English language. Isaac Asimov in his *Guide to Shakespeare* refers to an anecdote of a woman who read Hamlet for the first time and said, "*I don't see why people admire that play so. It is nothing but a bunch of quotations strung together.*"

The **themes** explored in a this work include *the mystery of death, loyalty, love and revenge, madness and the fragility of mental health, incest and incestuous desire, misogyny and many more.*

Romeo and Juliet is a tragedy written by William Shakespeare early in his career (written between 1591 and 1595) about two young star-crossed lovers whose deaths ultimately reconcile their feuding families. Today, the title characters are regarded as archetypal young lovers, moreover have become emblematic of young lovers and doomed love.

Romeo and Juliet belongs to a tradition of tragic romances stretching back to antiquity. The plot is based on a XVI century Italian tale, but Shakespeare expanded the plot by developing a number of supporting characters, particularly Mercutio and Paris. Shakespeare also chooses to be constantly switching between comedy and tragedy to heighten tension, his expansion of minor characters, and his use of sub-plots to embellish the story.

Major **characters** include: the *House of Capulet* (*Capulet* and *Lady Capulet*, their 13-year-old daughter *Juliet*, *Tybalt* – a cousin of Juliet, the *Nurse*), the *House of Montague* (*Montague* and *Lady Montague*, their son *Romeo*, *Benvolio* – Romeo's cousin and best friend), *Mercutio* a friend of Romeo and a kinsman of Prince Escalus (the ruling Prince of Verona) and *Count Paris* – another of Escalus who wishes to marry Juliet.

Scholars have found it extremely difficult to assign one specific, overarching **theme** to the play. Proposals include *a discovery that human beings are neither wholly good nor wholly evil, awaking out of a dream, an imaginary world and into harsh reality, fate and chance, the danger of hasty action, the power of tragic fate.*

Please Turn Over

ATTENTION! School Vote! Make your choice!
Vote for your favourite play by William Shakespeare
to be staged at our school theatre
to mark 400 years of Shakespeare's legacy in 2016!

Othello (The Tragedy of Othello, the Moor of Venice) is a tragedy by William Shakespeare, believed to have been written in 1603. It is based on the story about a "Moorish Captain" by a disciple of Boccaccio. The story revolves around four central **characters**: *Othello*, a Moorish general in the Venetian army; his beloved wife, *Desdemona*; his loyal lieutenant, *Cassio*; and his trusted but ultimately unfaithful ensign, *Iago*. Given its varied and enduring **themes** of *racism, love, jealousy, betrayal, revenge and repentance*, Othello has been the source for numerous operatic, film, and literary adaptations.

Although the title suggests that the tragedy belongs primarily to Othello, Iago plays an important role in the plot. He reflects the archetypal villain, and has the biggest share of the dialogue. In Othello, it is Iago who manipulates all other characters at will, controlling their movements and trapping them in an intricate net of lies. He achieves this by getting close to all characters and playing on their weaknesses while they refer to him as "honest" Iago, thus furthering his control over the characters.

There have been many differing views on the character of Othello over the years. He was called "*the most romantic of all of Shakespeare's heroes*" and "*the greatest poet of them all*", at the same time he is described as extremely "*egotistical*". A less critical approach to the character of Othello reveals that "*the nature of the Moor is noble ... but his blood is of the most inflammable kind*".

King Lear is a tragedy written by William Shakespeare. It depicts the gradual descent into madness of the title character, after he disposes of his kingdom giving legacy to two of his three daughters based on their flattery of him, bringing tragic consequences for all. Derived from the legend of Leir of Britain, a mythological pre-Roman Celtic king

The tragedy is particularly noted for its probing observations on the nature of human suffering and kinship.

Major **characters** include: *Lear* – King of Britain; *Goneril* – Lear's eldest daughter; *Regan* – Lear's second daughter; *Cordelia* – Lear's youngest daughter, *Fool* – Lear's fool.

King Lear is a brutal play, filled with human cruelty and awful, seemingly meaningless disasters. The play's succession of terrible events raises an obvious question, namely, whether there is any *possibility of justice in the world*, or whether the world is fundamentally *indifferent or even hostile to humankind*. Nevertheless, the play presents the central relationship – that between Lear and Cordelia – as a dramatic embodiment of *true, self-sacrificing love*. Rather than despising Lear for banishing her, Cordelia remains devoted, even from afar, and eventually brings an army from a foreign country to rescue him from his tormentors. Lear, meanwhile, learns a tremendously cruel lesson in humility and eventually reaches the point where he can reunite joyfully with Cordelia and experience the balm of her forgiving love.

The **themes** explored in this work include *justice, authority versus chaos, madness and betrayal and forgiving, reconciliation, true, self-sacrificing love*.

Vote for one of the above options or nominate any other play by William Shakespeare!

Listening Answer Sheet

Participant's ID number

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Part 1 (Choose A, B or C)	
1.	
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Part 2 (a word or short phrase)	
9.	
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17.	
18.	
Part 3 (Choose from the list A-H)	
19.	
20.	
21.	
22.	
23.	

Reading and Use of English Answer Sheet

Participant's ID number

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Part 1 What is a coincidence? (Choose A, B, C or D)	
1.	
2.	
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6.	
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8.	
Part 2. The Mini-Monet (one word)	
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16.	
Part 3 Don't catch cold (one word (a derivative))	
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Part 4. (Between 2 and 5 words)	
25.	
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35.	
Part 5. "1984" (Choose A, B, C or D)	
36.	
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42.	
43.	
Part 6. The Master Mimic (Choose from the list A-H)	
44.	
45.	
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47.	
48.	
49.	
50.	

Speaking

Set 1. *Why have people chosen these places to stay?*

Student 1 Picture 1 ↓



Student 2 Picture 2 ↓



Speaking

Set 2. *Why would people want to visit places like these?*

Student 1 Picture 1 ↓



Student 2 Picture 2 ↓



Stage 1.

Student 1 Look at picture 1 carefully. You will be asked to *talk about it for 2 minutes*. You have *one minute to think* about what you're going to say.

At the end of your talk, your partner will ask you *3 questions* about the things you haven't spoken about. Be ready to *answer them*.

Student 2 Look at picture 1 carefully. *Listen* to your partner's talk and be ready to *ask 3 questions* about the things he/she hasn't mentioned.

Stage 2.

Student 2 Look at picture 2 carefully. You will be asked to *talk about it for 2 minutes*. You have *one minute to think* about what you're going to say.

At the end of your talk, your partner will ask you *3 questions* about the things you haven't spoken about. Be ready to *answer them*.

Student 1 Look at picture 2 carefully. *Listen* to your partner's talk and be ready to *ask 3 questions* about the things he/she hasn't mentioned.

Регламент проведения конкурсов:

1. Аудирование – 30 минут
2. Чтение+лексика/грамматика – 75 минут
3. Письмо – 60 минут

ИТОГО: 165 минут

4. Говорение – время зависит от количества участников. Время, отведенное на одну пару участников – 10-12 минут.

Шкала критериев оценивания заданий в разделе «Письменная речь»

Максимальное количество баллов: 15

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

баллы	СОДЕРЖАНИЕ (решение коммуникативной задачи) (максимально 5 баллов)	ОФОРМЛЕНИЕ (максимально 10 баллов)			
		Организация текста, логичность изложения (максимально 2 балла)	Лексика (максимально 3 балла)	Грамматика (максимально 3 балла)	Орфография и пунктуация (максимально 2 балла)
5	Коммуникативная задача полностью выполнена с учетом цели высказывания и адресата. Тема раскрыта полностью. Участник демонстрирует оригинальный подход к раскрытию темы. Участник уложился в заданный объем (допускаются отклонения объема текста до 10%)	2 балла Работа не имеет ошибок с точки зрения организации.	3 балла Участник демонстрирует богатый лексический запас, необходимый для раскрытия темы, точный выбор слов и адекватное владение лексической сочетаемостью. Работа не имеет ошибок с точки зрения лексического оформления.	3 балла Участник демонстрирует грамотное и уместное употребление структур, необходимых для раскрытия темы. Работа не имеет ошибок с точки зрения Грамматического оформления.	2 балла. Участник демонстрирует уверенное владение навыками орфографии и пунктуации. Работа не имеет ошибок с точки зрения орфографического и пунктуационного оформления.
4	Коммуникативная задача выполнена с учетом цели высказывания и адресата. Тема раскрыта полностью, однако в работе не хватает оригинальности в раскрытии темы. Или участник не уложился в заданный объем (отклонения в сторону увеличения или уменьшения объема текста от 10 до 20%)				
3	Коммуникативная задача в целом выполнена, однако имеются отдельные нарушения целостности содержания. Тема раскрыта не полностью: не приведены все необходимые аргументы и/или факты. Или участник не уложился в заданный объем (отклонения в сторону увеличения или уменьшения объема текста от 20 до 30%)	1 балл В целом текст имеет четкую структуру, соответствующую заданной теме. Текст разделен на абзацы. В тексте присутствуют связующие элементы. Допущены незначительные нарушения структуры, логики или связности текста.	2 балла. Участник демонстрирует богатый лексический запас, необходимый для раскрытия темы, точный выбор слов и адекватное владение лексической сочетаемостью, В работе несколько (1-2) незначительных лексических ошибок.	2 балла. Участник демонстрирует грамотное и уместное употребление структур, необходимых для раскрытия темы. В работе имеются 1-2 незначительные грамматические ошибки.	1 балл. В тексте присутствуют орфографические и/или пунктуационные ошибки, которые не затрудняют общего понимания текста.
2	Коммуникативная задача выполнена частично. Содержание текста не полностью отвечает заданной теме. Или участник не уложился в заданный объем (отклонения в сторону увеличения или уменьшения объема текста от 30 до 40%)				

1	Коммуникативная задача выполнена частично. Содержание текста не полностью отвечает заданной теме. Или участник не уложился в заданный объем (отклонения в сторону увеличения или уменьшения объема текста от 40 до 50%)		1 балл В целом лексический состав текста соответствует заданной теме, однако имеются неточности в выборе слов и лексической сочетаемости (более 2х), которые не затрудняют понимания текста. Или: используется стандартная, однообразная лексика.	1 балл В тексте присутствуют грамматические или/и синтаксические ошибки (более 2х), не затрудняющие понимания текста. Или: используются простые, однообразные грамматические структуры.	
0	Коммуникативная задача не выполнена. Содержание текста не отвечает заданной теме. Или участник не уложился в заданный объем (отклонения в сторону увеличения или уменьшения объема текста более 50%)	0 баллов Текст не имеет четкой логической структуры. Отсутствует или неправильно выполнено абзацное членение текста. Имеются серьезные нарушения связности.	0 баллов Участник демонстрирует крайне ограниченный словарный запас. Или: имеются многочисленные ошибки в употреблении лексики, затрудняющие понимание текста.	0 баллов В тексте присутствуют многочисленные грамматические ошибки, затрудняющие его понимание.	0 баллов В тексте присутствуют многочисленные орфографические и/или пунктуационные ошибки, затрудняющие его понимание

Шкала критериев оценивания заданий в разделе «Устная речь»

Максимальное количество баллов: 15

Внимание! При оценке 0 по критерию "Решение коммуникативной задачи" выставляется общая оценка 0.

БАЛЛЫ за решение коммуникативной задачи	Решение коммуникативной задачи (Монолог) (максимум 5 баллов)	Взаимодействие с собеседником и оформление речи (максимум 10 баллов)			
		Взаимодействие с собеседником (Диалог) (максимум 4 балла)	Лексическое оформление речи (максимум 2 балла)	Грамматическое оформление речи (максимум 2 балла)	Фонетическое оформление речи (максимум 2 балла)
5	Коммуникативная задача полностью выполнена: цель общения успешно достигнута, тема раскрыта в заданном объеме: Участник высказывает интересные и оригинальные идеи.	<p>4 балла Участник способен логично и связно вести беседу, соблюдает очередность при обмене репликами, восстанавливает беседу в случае сбоя.</p> <p>Два вопроса заданы и даны два исчерпывающих ответа на поставленные вопросы.</p>	<p>2 балла Словарный запас участника богат, разнообразен и адекватен поставленной задаче. В речи участника возможны 1-2 лексические ошибки, которые не влияют на понимание.</p>	<p>2 балла Речь участника богата разнообразными грамматическими конструкциями. В речи участника возможны 1-2 грамматические ошибки, которые не влияют на понимание.</p>	<p>2 балла В речи участника нет фонематических ошибок. Беглый темп речи.</p>
4	Коммуникативная задача полностью выполнена: цель общения успешно достигнута, тема раскрыта в заданном объеме, однако выступление не отличается оригинальностью мысли.				

3	Коммуникативная задача выполнена не полностью: цель общения в основном достигнута, однако тема раскрыта не в полном объеме, высказанные положения не достаточно аргументированы.	3 балла В целом участник способен логично и связно вести беседу, соблюдает очередность при обмене репликами, но не всегда проявляет инициативу в поддержании беседы ИЛИ Из четырех пунктов (2 вопроса/ 2 ответа) выполнено три. Участник не может задать один вопрос или дать один ответ. Или задан вопрос, ответ на который прозвучал в речи собеседника, либо ответ неразвернутый.	1 балл Словарный запас участника в основном соответствует поставленной задаче, однако имеются 3-4 лексические ошибки, которые не влияют на понимание высказывания.	1 балл В речи участника присутствуют 3-4 грамматические ошибки, не затрудняющие понимания, или используются простые однообразные грамматические конструкции.	. 1 балл Речь участника в целом понятна, участник допускает отдельные (1-2) фонематические ошибки, не затрудняющие понимания. Медленный темп речи.
2	Коммуникативная задача выполнена частично: цель общения достигнута не полностью, однако тема раскрыта в ограниченном объеме, высказанных положений мало и они не аргументированы.	2 балла Участник не способен логично и связно вести беседу, не стремится поддерживать ее, в значительной степени зависит от помощи со стороны собеседника. ИЛИ Из четырех пунктов (2 вопроса/ 2 ответа) выполнено два.			
1	Коммуникативная задача не выполнена: цель общения не достигнута, содержание не соответствует коммуникативной задаче.	1 балл Участник диалога практически не способен вести беседу. ИЛИ Из четырех пунктов (2 вопроса/ 2 ответа) выполнен один.	0 баллов В речи участника присутствуют многочисленные (5 и более) лексические ошибки, в том числе затрудняющие понимание. Словарного запаса не хватает для общения в соответствии с	0 баллов В речи участника присутствуют многочисленные (5 и более) грамматические ошибки, в том числе затрудняющие понимание.	0 баллов Понимание речи участника затруднено из-за большого количества фонематических ошибок (3 и более).

0	Отказ от ответа.	0 баллов Отказ от выполнения задания по диалогу.	заданием.		
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