

## Key

### Listening Comprehension

41	–
42	–
43	+
44	+
45	+

46	+
47	–
48	+
49	–
50	+
51	+
52	+
53	–
54	–
55	–

## Key

### Reading Comprehension

6	a
7	b
8	a
9	b
10	b

11	g
12	c
13	b
14	d
15	h
16	f
17	a
18	e
19	x
20	k

## Key

### Language Elements

21	b
22	b
23	c
24	b
25	b

26	b
27	b
28	b
29	c
30	b

## 9-11 Writing Критерии оценивания письма

**Максимальное количество баллов: 20.**

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

Баллы (за содержание)	СОДЕРЖАНИЕ (максимум 10 баллов)	ОФОРМЛЕНИЕ (максимум 10 баллов)			
		Организация текста (максимум 2 балла)	Лексика (максимум 3 балла)	Грамматика (максимум 3 балла)	Орфография и пунктуация (максимум 2 балла)
10	Коммуникативная задача полностью выполнена. Тема раскрыта полностью. В работе присутствуют все элементы письма, прописанные в задании, и охвачены три аспекта.	2 балла Работа не имеет ошибок с точки зрения композиции. 1. В тексте есть вступление и заключение. 2. Текст верно разделен на абзацы. 3. В тексте присутствуют связующие элементы.	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.
9-1	Коммуникативная задача выполнена. Тема раскрыта, однако в работе не выполнен или частично выполнен один или более пунктов задания (см. выше). За невыполнение пункта снимается 2 балла, за частичное выполнение пункта снимается 1 балл; за 1 случай несоблюдения формальностей письма, оговоренных в задании, снимается 1 балл, за 2 и более случаев снимается 2 балла.	1 балл В целом текст имеет четкую структуру, соответствующую заданной теме. Допущены незначительные нарушения 1 или 2 из перечисленных выше пунктов.	2 балла В целом лексический состав текста соответствует заданной теме, однако имеются неточности в выборе слов и лексической сочетаемости (1-2), которые не затрудняют понимания текста. Или: используется стандартная, однообразная лексика.	2 балла В тексте присутствует ряд незначительных грамматических и/или синтаксических ошибок, не затрудняющих общего понимания текста (1-2).	1 балл В тексте присутствуют орфографические и/или пунктуационные ошибки, которые не затрудняют общего понимания текста (1-3).

			<p>1 балл</p> <p>В целом лексический состав текста соответствует заданной теме, однако имеются ошибки в выборе слов и лексической сочетаемости (3-5), которые не затрудняют понимания текста.</p>	<p>1 балл</p> <p>В тексте присутствует ряд грамматических и/или синтаксических ошибок, не затрудняющих общего понимания текста (3-5).</p>	
0	<p>Коммуникативная задача не выполнена. Содержание текста не отвечает заданной теме (или не выполнен ни один из пунктов задания) или объем работы менее 50% от заданного.</p>	<p>0 баллов</p> <p>Текст не имеет четкой логической структуры. Отсутствует или неправильно выполнено абзацное членение текста. Имеются серьезные нарушения связности текста и/или многочисленные ошибки в употреблении логических средств связи, т.е. не выполнены 3 из перечисленных выше пунктов.</p>	<p>0 баллов</p> <p>Имеются многочисленные ошибки в употреблении лексики, затрудняющие понимание текста (больше 5).</p>	<p>0 баллов</p> <p>В тексте присутствуют многочисленные ошибки, затрудняющие его понимание (больше 5).</p>	<p>0 баллов</p> <p>В тексте присутствуют многочисленные орфографические и/или пунктуационные ошибки, затрудняющие его понимание (больше 3).</p>

## Listening Comprehension, Part 1

This is Radio 4 with "Titbits of the Week", brought to you from London and presented by David Smith and Lilith Jones.

A special literary event for children from low-income backgrounds who are interested in becoming future writers was held in the Camden Arts Centre last night. Jump-Up, an organisation which brings together caring adults and college students with these children sponsored the event, in the hope of encouraging the youngsters to take an interest in writing. Several famous authors including June Pritt, Alfred Bano and Thomas Grieshammer, were present to answer questions and offer encouraging words by talking about their own careers. The hope is that the event and the efforts of Jump-Up will impact children with fewer opportunities and get them to write stories themselves. Young authors under the age of 18 interested in attending a free creative-writing workshop next month should contact Jump-Up for details. (41)

An American institute will be the first to offer a degree in vampire studies. The new degree was developed due to the increased interest in the creatures, and has been received with mixed reviews by the students. Some students think that the degree is a reflection of increased interest in the topic, while others find it completely useless to study the topic as the main area of study. However, registrations for the degree have already been received. Other institutions are also following suit, offering new degrees in mythical creatures and combating dark forces, for example. (42)

More than two thousand young people rallied for the cause of animal protection on the Calcutta University campus on Thursday. Some of the demonstrators were dressed up in tiger costumes and attracted a lot of attention from the public. Demonstrators shouted slogans and carried placards, banners and Indian flags while rallying on the city streets. Organisers say getting the message out through students is the fastest way to create awareness among the public. The students urged the Indian government to provide safety measures to save tigers from poachers and to stop deforestation. Students also plan to create a fund that will be used for the protection of tigers in various forests in India. (43)

A 10-year-old South African boy is on his way to becoming the youngest person to climb Mount Kilimanjaro, the world's highest freestanding mountain. John Kowitz, an avid climber, would like to have the climbing regulations changed in order to allow qualified youngsters the chance to climb the 19,000-foot peak. According to international guidelines, climbers must be over the age of 13, but John Kowitz's father, Cian, is trying to get permission for his son to make the attempt in the spring, when he will be 10. Due to the boy's considerable experience, Cian feels he has a pretty good chance of success.

A sequel to the popular book "The Arising" is set to be released in shops this weekend. Numerous bookshops report that they have had an increased number of phone calls, some shops even reporting teens camping outside their doors in order to be the first to purchase the book. Despite critical reviews, shops are predicting massive sales of the book in the upcoming days and have ordered so many copies that the publishing company is struggling to keep up with demand. Marsha Hills, the manager of a major London bookseller, commented that they hadn't expected the response and that she fears that they will be sold out shortly after the book is available. (44)

News has just come in that the UK's favourite showbiz couple, Neil and Kate Hewitt, are expecting their second child in November. The couple, who live with their two-year-old son Isaac in North London, are said to be thrilled about the news. Although no formal statement has been released, our sources say that Kate is hoping that the new addition to the famous family will be a girl. She is thought to be planning to cut down her busy performance schedule for the arrival of Baby Hewitt number two later this year. (45)

Tune in to us at the same time next week for some more Titbits from around the world.

## Listening Comprehension, Part 2

Interviewer: Have you ever read a story about a boarding school? Today we're going to find out what it's really like to be a boarder. Let me welcome Sally Strong who is a House Mother at a boarding school for boys aged 8 – 13. So Sally, what exactly is a House Mother?

Sally: Actually, at this school we're called Chalet Parents. The boys are divided into houses, as is the case with most boarding schools and you can see which house they are in according to the colour T-shirt that they wear as part of their school uniform. But with respect to where they sleep, the boys are divided into chalets. My husband is a teacher here at the school and he and I are Chalet Parents. Basically, my job is to care for the children: getting them showered, making sure they brush their teeth, reading them an evening story, looking after them if they can't sleep or have nightmares, and keeping in contact with the parents via email.

I: Can anyone be a Chalet Parent? I mean, what qualifications do you need?

S: Well, anyone applying to work at this school first undergoes child protection screening. But, first and foremost, you have to like children. I trained as a nanny but found working for families boring as it meant spending most of my time with babies and toddlers. Here at the school it's great to have lots of children to care for and also to mix with other adults.

I: Sally, tell us a bit more about these chalets.

S: Well, in many boarding schools children of all age groups live together in one house. This school has a different approach because the needs of a first year pupil and a fifth year pupil are very different. So the boys are divided into seven chalets organised by age. As boys make their way through the school, they move from one chalet to the next, each catering to the specific needs of the particular age group. Well, this system also eliminates the risk of older boys bullying the younger ones as was common practice in the past. Our chalet has 30 boys in the first year and our aim is to help these 8-year-olds adjust to life in a boarding school in a happy, family atmosphere.

I: But Sally, isn't it a bit early to send an 8-year-old boy to boarding school?

S: Not if you're a parent on an overseas assignment wanting your kid to have British schooling! But that's not the case for most boys here. To understand this you have to see boarding schools in the right light. Boarding is a valuable experience which teaches children independence and the social skills that they need to live in society. Additionally, the school has excellent facilities and offers the boys a wealth of opportunity not available at ordinary schools. And they're very well looked after here!

I: How do you deal with homesickness?

S: To help the boys at the beginning, for the first 10 days, parents and children can write emails but they are not supposed to have phone contact. Experience has shown that a boy who hears the voice of one of his parents is more likely to miss home. Generally, the boys are not allowed mobile phones. Of course, the Chalet Parents and a child's parents are in contact, especially if the boy has trouble settling down. There is also a flexible system just for first-year pupils which enables them to go home almost any weekend and helps them get used to boarding life.

I: Corporal punishment is no longer allowed, so how do you make sure that the boys behave?

S: The first rule is that school life and chalet life are kept separate. A boy who is naughty during lessons is punished at school and this is not continued over at the chalet. Generally, we have no problems, as boys this age quickly get into routines and copy each other. If there is an issue, treats are taken away, such as no TV on Saturday evening, and this works very effectively.

I: Umm Sally, what's a typical day like for you as Chalet Parent?

S: Well, I wake up the boys at 7:15 by going into each room and opening the curtains. The boys have to get up straight away and be over in the main school building for breakfast at 7:30. I then check the beds, see to the washing and make sure the whole place is neat and tidy. There are 4 to 6 boys in each dormitory and they each have their own bed, bedside locker and a shelf where their clean clothes are

kept. On weekdays the cleaner comes at 9 am and the day is mine. I welcome the boys home in the evening at about 6:30, and they play some games and unwind. School work is done in school; the chalet is for relaxation. At 7 the boys have a shower and they have to be in bed by 7:40, where they have 20 minutes of silent reading. At 8 o'clock it's "lights out".

I: What are the advantages and disadvantages of being a Chalet Parent?

S: There is a financial advantage. As a member of staff, if you look after a chalet you get free accommodation and a slightly higher salary. The other staff live on the school campus but they have to pay rent. The disadvantage is that you have to be there for the boys every morning and every evening. It's

possible to go out for the evening and get substitutes to settle the boys down for the night, but when you get back you are on duty again. Additionally, during term time I never eat together with my husband. He always eats over in the school building with the boys, as the teachers are supposed to make sure they have good table manners. But luckily, there are school holidays and, all in all, I really enjoy my job.

I: Well, boarding school life sounds great. Thank you Sally.

S: You're welcome.