

2.2. Материалы заключительного этапа

Заключительный этап олимпиады традиционно проводится в два тура: письменный и устный. Цель данного этапа – проверить сформированность основных составляющих коммуникативной компетенции учащихся. В ходе письменного тура конкурсанты выполняют задания на аудирование, чтение, лексику, грамматику и письмо. Устный тур предполагает выполнение задания на говорение. За задания письменного тура участник может получить максимум 80 баллов. Задание устного тура оценивается в 20 баллов. Таким образом, конкурсанты могут набрать по итогам выполнения заданий обоих туров максимально 100 баллов. Согласно положению и регламенту олимпиады каждый из туров проводится в отдельный день. До участия в

устном туре допускаются не все конкурсанты, а получившие определенное количество баллов.

2.2.1. Письменный тур

2.2.1.1. Английский язык

Listening

You have **30 minutes** to complete both tasks.

Task 1. You will hear a radio interview in which two people, Anna Pritchard and Frank Johnson, are discussing education in Britain. You will hear the recording twice. **Transfer your answers to the answer sheet.**

For questions 1 – 5, decide who agrees with the following statements:

A – for Anna, B – for Frank, C – both.

1. Acquiring reasoning powers is the key to getting a good education.
2. Teachers do not always adapt their teaching styles to fit the pupils' needs.
3. Traditional learning methods are still welcome in the classroom.
4. Schools should help students investigate the ways in which they learn.
5. Applying new ideas and methods is quite possible in the classroom.

For questions 6 – 10, choose the correct answer A, B, C or D.

6. Frank suggests that the existing teaching methods
 - A) help teachers make their classes more amusing.
 - B) lead teachers to losing their main professional task.
 - C) encourage students to be proactive in the classroom.
 - D) give students a break from formal learning.
7. Frank strongly believes that
 - A) Latin and history are essential to learn at schools.
 - B) new methodology proves to be more effective.
 - C) school should lay the basis for a student's learning.
 - D) education should be controlled by the state.
8. According to Anna, in an average school today
 - A) there isn't enough variety in its classroom activities.
 - B) teachers use various teaching methods.
 - C) the classes have too many students per lesson.
 - D) teachers welcome new teaching styles.
9. Juggling, as Anna thinks, can be beneficial because it can
 - A) help students improve physical and balance skills.
 - B) give students a rest for some time during a class.
 - C) raise awareness of the importance of physical exercises.
 - D) make students more receptive to what they're learning.
10. Anna believes that taking notes
 - A) should be replaced by newer methods.

- B) may be varied according to the topic studied.
- C) may be widely used in teaching history.
- D) should be adapted to suit each student.

Task 2. You will hear five short extracts in which people who work in television and radio talk about their lives. You will hear the recording twice. **Transfer your answers to the answer sheet.**

Letters A-H list different people. As you listen, put them in order in which you hear them by completing the boxes numbered 11-15 .	For questions 16-20 , choose from the list A-H the attitude each speaker expresses.
---	---

While you listen you must complete both tasks.

A. actor/actress B. dancer C. sound technician D. music presenter E. camera operator F. singer G. newsreader H. make-up artist	Speaker 1		11.	A. I dislike the idea of being an early riser. B. I dislike the pattern of work. C. I regret not having time to keep fit. D. I'm careful not to break the law. E. I feel I'm able to cope in an emergency. F. I'm reluctant to spend too much time travelling. G. I can't stand wearing stage makeup. H. I find the work schedule interesting.	Speaker 1		16.
	Speaker 2		12.		Speaker 2		17.
	Speaker 3		13.		Speaker 3		18.
	Speaker 4		14.		Speaker 4		19.
	Speaker 5		15.		Speaker 5		20.

**Listening
Answer Sheet**

Task 1

For questions **1 – 5**, decide who agrees with the following statements:
A – for Anna, **B** – for Frank, **C** – both. For questions **6 – 10**, choose the correct answer **A, B, C** or **D**.

1.	
2.	
3.	
4.	

5.	
6.	
7.	
8.	
9.	
10.	

Task 2

Letters **A-H** list different people. As you listen, put them in order in which you hear them by completing the boxes numbered **11-15**.

For questions **16-20**, choose from the list **A-H** the attitude each speaker expresses.

11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	

Listening Keys

Task 1

For questions **1 – 5**, decide who agrees with the following statements:

A – for Anna, **B** – for Frank, **C** – both. For questions **6 – 10**, choose the correct answer **A, B, C** or **D**.

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

Task 2

Letters **A-H** list different people. As you listen, put them in order in which you hear them by completing the boxes numbered **11-15**.

For questions **16-20**, choose from the list **A-H** the attitude each speaker expresses.

11.	G
12.	D
13.	A
14.	F
15.	B
16.	D
17.	E
18.	H
19.	F
20.	A

Reading

Variant 1

You have **45 minutes** to complete all the tasks.

Task 1

For questions **1-6** sort out the parts of the text and put them in the correct order. There is one extra paragraph that you do not have to use. **Transfer your answers to the answer sheet.**

Heroes

A	Yet, it is not solely responsible for the death of the hero. A democratic culture also undermines the idea that certain individuals carry a divine spark and are therefore in a category superior to that of the rest of us. No one deserves to be worshipped and there is a revulsion at the idea of bending the knee and kissing the hand of another individual.
B	Celebrities, on the other hand, with the string of stories about their hardships and their lucky breaks, their affairs and their break-ups, prove to be nothing out of the ordinary. Reading about their lives does not inspire us or fill us with purpose. If it isn't just a way of killing time - it may well help us to resign ourselves to our own sense of purposelessness.
C	Having killed the hero we have replaced him with a distinctively modern public figure: the celebrity. As one commentator put it: the celebrity is a person who is known for being well-known. Celebrities offer exclusive stories to increase their exposure, the media promote and we collude by paying so much attention to the glossy features, the exclusive interviews, and the various scandals and intrigues.
D	To become a celebrity it is more important to have a good press agent than to be a big achiever, which is one of the reasons why figures from the worlds of light entertainment and sports are some of the most successful celebrities. It is in these fields that being a household name but not your actual achievements is the key to clinching the next big contract and the next

	lucrative advertising deal.
E	Back in the twentieth century there was a British punk rock song that claimed that there were "no more heroes anymore". Calmer critics and social commentators have agreed that the age of the hero is over. In the past people had heroes. They were the most prominent figures in the public consciousness – those who had achieved great things who had done great deeds – proud, noble leaders and bold pioneers.
F	Psychologists have also entered public consciousness, adding to the forces tearing down the statues of the past. The drives of a great individual are seen to have their roots in an unhappy youth and inability to have a good time. The achievements remain but the man himself emerges from the analysis without a shred of nobility.
G	The myth of the hero, though, could not survive when public life came to be dominated by the mass media. The mass media killed off the heroes and replaced them with celebrities. To become a celebrity what matters is not so much the greatness of what you have done but the exposure you are given in the media.

1	2	3	4	5	6

Task 2

You are going to read an article containing reviews of novels. For questions 7 – 20, choose from the list A – E. Some of the choices may be used more than once. **Transfer your answers to the answer sheet.**

In which review is the following mentioned?	
7. a book successfully adapted for another medium	A
8. characters whose ideal world seems totally secure	
9. a gripping book which introduces an impressive main character	B
10. a character whose intuition is challenged	
11. an original and provocative line in storytelling	C
12. the main character having a personal connection which brings disturbing revelations	
13. the completion of an outstanding series of works	D

14.the interweaving of current lives and previous acts of wickedness	E
15.a deliberately misleading use of the written word	
16.a rather unexpected choice of central character	
17.a character seeing through complexity in an attempt to avert disaster	
18.a novel which displays the talent of a new author	
19.the characters' involvement in a crime inevitably leading to a painful conclusion	
20.a certain epoch in the history of the country	

- A** Zoe, Countess Ashby, may not be the obvious heroine for a crime novel, but November sees her debut in Frida Morgan's thriller. A boisterous, bawdy romp through Restoration England, *Unnatural Fire* introduces a pair of unlikely heroines and sets them on a merry chase through London just before the dawn of the 18th century. Countess Ashby has lost her place in society with the death of Charles II, her former paramour, and the subsequent disappearance of her husband, a swindler who's gone to America to seek his fortune. Featuring a colourful cast of misfits and brilliantly researched period detail *Unnatural Fire* has a base in the mysterious science of alchemy, and will appeal to adherents of both crime and historical fiction.
- B** Minnie Walters is one of the most acclaimed writers in British crime fiction whose books like *The Sculptress* have made successful transitions to our silver screens. Preoccupied with developing strong plots and characterization rather than with crime itself, she has created some disturbing and innovative psychological narratives. *The Shape of Snakes* is set in the winter of 1978. Once again Walters uses her narrative skills to lead the reader astray (there is a clever use of correspondence between characters), before resolving the mystery in her latest intricately plotted bestseller which is full of suspense. Once again she shows why she is such a star of British crime fiction.
- C** Elizabeth Woodcraft's feisty barrister heroine in *Good Bad Woman*, Frankie, is a diehard Motown music fan. As the title suggests, despite her job on the right side of the law, she ends up on the wrong side — arrested for murder. No favourite of the police - who are happy to see her go down - in order to prove her innocence she must solve the case, one that involves an old friend and some uncomfortable truths a bit too close to home. *Good Bad Woman* is an enthralling, fast-paced contemporary thriller that presents a great new heroine to the genre.
- D** *Black Dog* is Stephen Booth's hugely accomplished debut, now published in paperback. It follows the mysterious disappearance of teenager Laura Vernon in the Peak District. Ben Cooper, a young Detective Constable, has known the villagers all his life, but his instinctive feelings about the case are called into

question by the arrival of Diane Fry, a ruthlessly ambitious detective from another division. As the investigation twists and turns, Ben and Diane discover that to understand the present, they must also understand the past - and, in a world where none of the suspects is entirely innocent, misery and suffering can be the only outcome.

E Andrew Roth’s deservedly celebrated Roth Trilogy has drawn to a close with the paperback publication of the third book, *The Office*, set in a 1950s cathedral city. Janet Byfield has everything that Wendy Appleyard lacks: she’s gorgeous, she has a handsome husband, and an adorable little daughter, Rosie. At first it seems to Wendy as though nothing can touch the Byfields’ perfect existence, but old sins gradually come back to haunt the present, and new sins are bred in their place. The shadows seep through the neighbourhood and only Wendy, the outsider looking in, is able to glimpse the truth. But can she grasp its twisted logic in time to prevent a tragedy whose roots he buried deep in the past?

Answer Sheet

Variant 1

1.	
2.	
3.	
4.	
5.	
6.	

7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	

Variant 2

You have **45 minutes** to complete all the tasks.

Task 1

For questions 1-6 sort out the parts of the text and put them in the correct order. There is one extra paragraph that you do not have to use. **Transfer your answers to the answer sheet.**

Poetry

A	The people who grew up to be like this were people who were familiar with silence. Houses a hundred years ago must have been relatively quiet places – places conducive to meditating upon the shivering little bird on the bare branch of the tree outside in the bleak midwinter evening. Added to this was a culture centred on books.
B	Some of us believe that we should try to keep alive the memory, at least, of what once was. We can still read the old poems there on the yellowing paper even though the audience for whom they were intended has largely disappeared. As an effort in this direction our website offers a little introductory tour of the graveyard of English poetry.
C	So people who wanted music would have to play an instrument. Those who wanted to chatter would have to invite people over and start chatting. It was till the entertainment industry, whose influence went so deep, managed to ensure that no one any longer would have an ear for music or poetry. After all, who needs it, if we have TV?
D	In its day poetry was kept alive by a certain sensibility that many people in the middle and upper classes had. These were people who could travel out into the countryside and just sit and listen to the birds singing and the wind gently whistling through the leaves or marvel at the ever-changing shapes of the passing clouds.
E	Long before it was possible to cheaply reproduce and widely distribute either images or sounds, the printing press had made it possible for a culture to spring up which revolved around the written word. Now things have changed. People grow up with a constant exposure to music and chat and TV images. The extent of it creates a psychological need for this kind of noise.
F	The consensus seems to be that poetry is dead. It was great in its time, but its time is past. Who reads poetry now, for God's sake? No music, no video clips, no pin-up poets – absolutely nothing attractive about poetry whatsoever.
G	The house seems empty and time seems to pass in a deathly way without it. When no one any longer was able to take pleasure in silence there ceased to be an audience for poetry and the art form we had known for some 3,000 years died. Since it is dead why don't we just leave it to rot in its grave?

1	2	3	4	5	6

--	--	--	--	--	--

Task 2

You are going to read an article containing reviews of guidebooks. For questions 7 – 20, choose from the list A – E. Some of the choices may be used more than once. **Transfer your answers to the answer sheet.**

Which section mentions a book or books?	
7. concentrating on some unusual aspects of life in one country?	A
8. which will cover a particular aspect that has often been neglected?	
9. being worthy of their reputation?	
10. which would benefit from more detail in some parts and less detail in others?	
11. giving equal importance to both culture and places in a particular city?	B
12. by writers who are showing less and less variety in their style?	C
13. whose writer encourages the reader to read more widely in a particular field?	
14. combining an academic approach with an attractive design?	
15. containing factual details which may be unreliable?	D
16. proudly acknowledging its biased approach?	E
17. which will depart from the publisher's normal theme?	
18. whose writers offer impressions which they have not considered carefully?	
19. containing information about places suggested by a variety of contributors?	
20. backing up the narration with pictures?	

A	Today's proliferating travel journalists and guidebook writers seem to be portraying the world in an increasingly uniform manner. Superficial responses and preconceived images alternate with easily digestible bites of cultural and historical information and with ever-larger doses of ephemeral and often misleading practical information. It is thus with enormous relief that one comes across guidebooks written not only with passion and profound knowledge, but also from an unusual and at times commercially foolhardy perspective.
----------	--

B	The crisply designed <i>City Secrets, Rome</i> is one guidebook with a difference. Unashamedly proclaiming itself to be a 'highly subjective' work, it brings together the personal choices of what to see and experience in Rome of numerous artists who are regular associates of the city's American Academy. Under its influence, you might well be encouraged, say, to undertake such an unusual activity as a 'Tosca stroll'. The main problems are that the entries are often too short to be enlightening, and are sometimes backed up, unnecessarily, by lists of largely unfamiliar names endorsing the recommendations.
C	With glorious disregard for current fashions in guidebook production, the recently founded Signal Books has begun bringing out a series of discursive, virtually unillustrated, and highly literate city guides. This extremely promising series, entitled <i>Cities of the Imagination</i> , concentrates as much on the image of a city as formed by artists and writers as it does on surviving monuments. The series was launched by Jay Wilson's masterly <i>Buenos Aires</i> , which, with its exceptional wealth of literary references, does full justice to a city whose fictional identity is far more potent than the stereotypical tourist vision. Wilson's book inspires the reader to escape into the little-explored world of Argentinean literature. Later volumes in the series will be equally rich in their treatment of a place's artistic associations, which, in guidebooks in general, have tended to fare far less well than literary ones.
D	Among the very few existing guides devoted solely to retracing an artist's footsteps is Ellen Williams' slight but very readable <i>Picasso's Paris</i> . She outlines here four walks which have been intelligently devised so as to give the reader a sense of the artist's personal and artistic development, beginning with his impoverished days in Montmartre and ending with his later years in the area of St-Germain-des-Pres. Another good publisher offering titles with an artistic slant is Ellipsis, which has deservedly gained respect for its architectural guides. These guides, almost small enough to be hidden in the palm of one's hand, and yet filled with stunning photographs, have dealt until now mainly with recent architecture. However, they are rapidly branching out into other areas, and are soon to include a guide to Italian gardens, and an 'opinionated' survey of New York's museums and galleries.
E	At a time when publishers are looking more favourably on quirky books, three guides have recently appeared celebrating British quirkiness. One of them is the enjoyable <i>Eccentric Britain</i> , which directs travellers to follies, strange customs, places associated with famous eccentrics, and obscure museums. The monumental work <i>Follies, Grottoes and Garden Buildings</i> by Headley and Meulenkamp is a model to which all guidebooks should aspire. Scholarly yet consistently entertaining, it is also clearly laid out and abundantly illustrated, making it the ideal companion for any cultural tour of Britain. But for sheer eccentricity, there is nothing to beat the Dutch author Pieter Boogaart's <i>A272: An Ode to a Road</i> . Bizarrely designed by the author himself, with annotations and deviations running in smaller print around each page, this follows the whole length of the very ordinary A272 road, which epitomises the essence of Britain,

and is transformed by pen into a route as exotic as the Golden Road to Samarkand. It is a book replete with witticisms, personal asides, and cultural and historical gems.

Answer Sheet

Variant 2

1.	
2.	
3.	
4.	
5.	
6.	

7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	

Reading Keys

Variant 1

1.	E
2.	G
3.	A
4.	F
5.	C
6.	D

7.	B
8.	E
9.	C
10.	D
11.	B

12.	C
13.	E
14.	E
15.	B
16.	A
17.	E
18.	D
19.	D
20.	A

Reading Keys

Variant 2

1.	F
2.	D
3.	A
4.	E
5.	G
6.	B

7.	E
8.	C
9.	D
10.	B
11.	C
12.	A
13.	C
14.	E
15.	A
16.	B
17.	D
18.	A
19.	B
20.	E

Use of English

Variant 1

You have **40 minutes** to complete all the tasks.

Task 1

Think of **one word** only which can be used appropriately in the gaps **in all the three sentences**.

Transfer your answers to the answer sheet.

1. I can hardly believe it, Jill, but Joey really ... for that trick.
The book ... open at beautiful pictures of Tuscany.
Luckily that year Megan's birthday ... on a Saturday.
2. The climbing ... grew up against the wall of the homey country cottage.
The white cliffs ... majestically from the sea and came into view.
The competitors were good enough, but Maria ... to the challenge and sang beautifully.
3. I know I've got to break the news to William but I can't ... it.
Melissa tried to save ... by making up a story about being abroad that time.
With the lights off, the clock ... gleamed white in the twilight.
4. 'Swot' is a pejorative ... for someone who studies hard and a lot.
The president's second ... of office expires at the end of the year.
Well, in the short ..., we should keep the service running.

Task 2

Read the text. Write in the word that best fits each space. Use **only one word** in each space. There is an example at the beginning (0). **Transfer your answers to the answer sheet.**

Today there is nothing new in the use of herbs and spices. They have enriched human life for thousands of years, (0) *providing* comfort and luxury. They have flavoured our food, cured our ailments and surrounded us (5) ... sweet scents. It would be a very different world (6) ... them.

Nobody really knows who first used herbs and spices. All their properties were known to ancient Greeks and Egyptians. The knowledge that they employed, and that we (7) ... use today, must have been based on trial and (8) ... of early man, who was originally drawn to the plants (9) ... of their tantalising aroma. He gradually discovered their different effects (10) ... his food and well-being, so our use of them comes from those experiments.

For centuries herbs and spices have been appreciated to the (11) ... but in modern times the arrival of convenience foods and new medicines almost (12) ... us forget them. But anything (13) ... has been so much loved and valued will never be completely neglected. The knowledge has been kept alive and (14) ... present-day search for all things natural, herbs and spices have come into their own again.

Task 3

Look at the proper names below. For questions 15 – 20 decide which categories and countries they belong to. Write the number of the category in the first column

and the country in the second column: **A** for the USA and **B** for the UK. Some categories may be used more than once, some may not be used at all.

The first one is done as an example.

1. Historic events
2. Newspapers and magazines
3. Writers and poets
4. Streets and districts
5. Documents
6. Geography

	category	country
<i>0. Times</i>	2	<i>B</i>
15. Bloomsbury		
16. Poe		
17. John O'Groats		
18. Queens		
19. Easter rising		
20. Mayflower compact		

Answer Sheet
Variant 1

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	

17.		
18.		
19.		
20.		

Variant 2

You have **40 minutes** to complete all the tasks.

Task 1

Think of **one word** only which can be used appropriately in the gaps **in all the three sentences**.

Transfer your answers to the answer sheet.

- All the property is **going for a ...** because they need to sell it fast.
Leo felt so happy and elated that he soon broke into
Gemma gives generously to charity without making a ... and dance about it.
- Vicky can ... wonders here, turn the area around into something really special.
Why should I ... all the donkey work while you sit around doing nothing?
We'd like to ... up granny's old cottage and move there from the hectic city centre.
- I want some ... reading for the spring holidays - a romance or a detective.
Mind, that a warning ... will go on when the battery is running low.
The traffic was quite ... in the morning so we got through London quickly.
- After the excitement of the party, life seems somewhat ... now.
The road stretched ahead across the ... landscape.
I left my car lights on and now the battery is

Task 2

Read the text. Write in the word that best fits each space. Use **only one word** in each space. There is an example at the beginning (0). **Transfer your answers to the answer sheet.**

Are there one thousand books that all of us should read sometime in (0) *our* lives? Throughout this year we'll be recommending a collection of books that, when taken (5) ... a whole, will form a library of 1,000 titles that will inspire and satisfy (6) ... kind of reader. Book lists appear from time to time, often arousing controversy (7) ... being too elitist or too populist. But our list is the result of consultations with booksellers and book buyers, people (8) ... know and love books.

Currently, there are well (9) ... a million books in print. Add to these another 100,000 books published each year and the choice for readers becomes bewildering, (10) certain books, both classics and contemporary works, stand out in a (11)

While our list doesn't identify classics in the traditional sense, many of the works included are considered to be classic books. Our list aims to make the reader aware of (12) ... is available that is stimulating, rewarding and inspiring. (13) ... else does one learn about a good read other (14) ... by enthusiastic recommendation.

Task 3

Look at the proper names below. For questions 15 – 20 decide which categories and countries they belong to. Write the number of the category in the first column and the country in the second column: **A** for the USA and **B** for the UK. Some categories may be used more than once, some may not be used at all.

The first one is done as an example.

- 7. Historic events
- 8. Newspapers and magazines
- 9. Writers and poets
- 10. Streets and districts
- 11. Documents
- 12. Geography

	category	country
<i>0. Times</i>	2	B
15. Emancipation proclamation		
16. Camden		
17. Whitman		
18. Rushmore		
19. Telegraph		
20. Cheviots		

Answer Sheet
Variant 2

1.	
2.	
3.	

4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

KEYS

Use of English

Variant 1

1.	fell	
2.	rose	
3.	face	
4.	term	
5.	with, by	
6.	without	
7.	still, also, may, can, might, could	
8.	error	
9.	because	
10.	on, upon	
11.	full, fullest	
12.	made, helped	
13.	that, which	
14.	in, during, through, throughout	
15.	4	B
16.	3	A
17.	6	B
18.	4	A
19.	1	B

20.	5	A
-----	---	---

Variant 2

1.	song	
2.	do	
3.	light	
4.	flat	
5.	as	
6.	any, every, each	
7.	for, by	
8.	who, that	
9.	over	
10.	although, though, still, yet, while, but	
11.	crowd	
12.	what	
13.	where, how	
14.	than	
15.	5	A
16.	4	B
17.	3	A
18.	6	A
19.	2	B
20.	6	B

Writing

You have **45 minutes** to complete the task.

You recently attended an English language course. At the end of the course you were given the following letter:

We hope you have enjoyed studying with us. In order to plan future courses we would be grateful if you could write a short report giving us your views of the course covering:

- *the quality of teaching;*
- *the use of modern technological equipment;*
- *the variability of textbooks;*

- *dining facilities;*
- *the convenience of the timetable.*

We would also like to hear your suggestions on the possible changes and improvements to be made.

Thank you in advance.

Mrs Galway

The Principal

Write your report for the Principal (around **200-250** words).

Remember to:

- include a title and subtitles;
- use appropriate style;
- organize the information logically.

**Критерии оценивания раздела «Письмо»
Writing (A report)
Максимальное количество баллов: 20**

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

БАЛЛЫ за содержание письменного высказыван ия	РЕШЕНИЕ КОММУНИКАТИВНОЙ ЗАДАЧИ Итого: максимум 10 баллов	ЯЗЫКОВОЕ ОФОРМЛЕНИЕ (максимум 10 баллов)			
		Композиция (максимум 2 балла)	Лексика (максимум 3 балла)	Грамматика (максимум 3 балла)	Орфография и пунктуация (максимум 2 балла)
10 баллов	Коммуникативная задача полностью выполнена – 1) Написан отчет на заданную тему (НЕ письмо, эссе и тд.) 2) Есть заголовок и подзаголовки, соответствующие содержанию текста. 3) Отчет написан в соответствующем заданию стиле. 4) – 8) Раскрыты все 5 аспектов. Даны развернутые и весомые аргументы (1-2 аргумента) 9) В отчете представлены необходимые рекомендации. 10) Объем работы соответствует заданному или отклоняется от заданного не более чем на 10% в сторону увеличения (до 275 слов).		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 лексической сочетаемости.	3 балла Участник демонстрирует грамотное и уместное употребление грамматических структур. Работа не имеет грамматических ошибок .	

		<p>2 балла Работа не имеет ошибок с точки зрения композиции. Текст правильно разделен на абзацы. Присутствуют средства логической связи.</p>	<p>2 балла Участник демонстрирует богатый лексический запас, необходимый для раскрытия темы, точный выбор слов и адекватное владение лексической сочетаемостью. В работе имеются 1-2 незначительные (негрубые) лексические ошибки, не затрудняющие понимание текста.</p>	<p>2 балла Участник демонстрирует грамотное и уместное употребление грамматических структур. В работе имеются 1-2 незначительные (негрубые) грамматические ошибки, не затрудняющие понимание текста.</p>	<p>2 балла Работа не имеет ошибок с точки зрения орфографии. В работе имеется 1 орфографическая ошибка или 1-2 пунктуационные ошибки, не затрудняющие понимание высказывания.</p>

<p>9- 1 балл</p>	<p>Коммуникативная задача в основном выполнена. Отчет на заданную тему написана. Баллы за содержание снижаются, если:</p> <ol style="list-style-type: none"> 1) Отсутствует заголовок (снимается 1балл) 2) Отсутствуют подзаголовки (снимается 1балл) 3) Не выдержан формальный стиль 4) Не раскрыты 5 аспектов, указанные в условии задания. За каждый нераскрытый аспект снимается 1балл. 5) Не даны рекомендации (снимается 1 балл) 6) Объем работы меньше заданного более, чем на 10 %, т.е. в работе менее 180 слов (снимается 1 балл) 	<p>1 балл</p> <p>В целом текст имеет четкую структуру. Текст разделен на абзацы. В тексте присутствуют связующие элементы. Допущены незначительные нарушения в структуре и/или связности текста.</p>	<p>1 балл</p> <p>В тексте присутствуют ошибки в выборе слов и лексической сочетаемости (3 -7), которые не затрудняют понимания текста. Или: используется стандартная, однообразная лексика базового уровня.</p>	<p>1 балл</p> <p>В тексте присутствуют несколько (3 - 7) грамматических ошибок, не затрудняющих общего понимания текста.</p>	<p>1 балл</p> <p>В тексте присутствуют орфографические (2-4) и/или пунктуационные ошибки (3 - 7), которые не затрудняют общего понимания текста.</p>
<p>0</p>	<p>Не выполнена коммуникативная задача (написан не отчет, а другая литературная форма; написан отчет, но не по теме, предложенной в задании).</p> <p>И/или</p> <p>Объем письменного текста менее 50% (менее 100 слов).</p>	<p>0 баллов</p> <p>Отсутствует или неправильно выполнено абзацное членение текста. Имеются серьезные нарушения связности текста и/или многочисленные ошибки в</p>	<p>0 баллов</p> <p>Участник демонстрирует крайне ограниченный словарный запас. Или: имеются многочисленные ошибки (более 7) в употреблении лексики, в том числе затрудняющие понимание текста.</p>	<p>0 баллов</p> <p>В тексте присутствуют многочисленные ошибки (более 7) в разных разделах грамматики, в том числе затрудняющие понимание текста.</p>	<p>0 баллов</p> <p>В тексте присутствуют многочисленные орфографические (более 4) и/или пунктуационные ошибки (более 7), в том числе затрудняющие понимание текста.</p>

		употреблении логических средств связи.			
--	--	--	--	--	--