

Блок 1. Listening.

You are going to listen to an extract from a lecture on biology.

*Before you listen, **read** the tasks and the input material.*

*You have **10 minutes** before the listening task starts.*

You are going to listen to the extract twice. As you listen, make notes on your draft sheet.

A Listen to the lecture and fill in the gaps with one word.

Write down the number of the question and the word you heard in the lecture on your answer sheet.

1. Aristotle contributed to our understanding of ... long before this theory became a fundamental basis for contemporary biology.
2. In the 18th century people thought that life on Earth had been merely ... of years old.
3. Alexander von Humboldt, like many other scientists of the 19th century, was influenced by the ideas developed in the Age of
4. A famous British writer wrote a ... postulating that not all dinosaurs had gone extinct and some still existed in a remote corner of the world in the 19th century.
5. It was believed in the 19th century that the human eye could be so... designed only by God.

B Compare the ideas spoken about in the extract with the opinion expressed in the article below.

- What common ideas do these two texts share? How do they differ? *Make notes on your draft sheet as you listen.*
- What conclusion and practical takeaway can we have from these texts and how can we apply them to other sciences, the humanities or education in general? *Make notes on your draft sheet as you listen.*

*Write down your answer in **50-70 words** on your answer sheet.*

When Charles Darwin published *On the Origin of Species* 166 years ago, there were, naturally, misunderstandings. In an 1860 review, Richard Owen, a leading Victorian scientist, rhetorically asked whether evolution by natural selection continuously operated through time. “Unquestionably not,” Owen wrote.

Au contraire. The theory of evolution, masterfully crystallized by Darwin, shows how, over generations, populations of organisms have been shaped by natural selection. And given our current understanding, how this process continues even today.

Evolution is elegantly simple, in some ways simpler—or at least, more apparently straightforward—than many other key concepts in science. However, its apparent simplicity continues to attract a disproportionate number of misconceptions, as though to fill in the spaces surrounding what people know ... or think they know.

Misconception: Evolutionary biology isn't a science because it's a historical phenomenon and can't be tested

Biologists make all sorts of predictions based on evolutionary theory, and often they are fulfilled. Notably, differential reproduction (whether observed in nature or a laboratory) nearly always causes a shift in a population whereby some traits are subsequently represented in greater frequency. Evolutionary change is predicted and observed in laboratory populations whenever the reproductive rate of a study species is fast enough, whereupon change can be observed in years, months, weeks, even—in the case of microbes—days. Field studies have also documented a dizzying array of evolutionary changes deriving from natural selection. Many sciences, notably astronomy and geology, engage uniquely with historical phenomena (we can't experimentally manipulate stars or continents), and yet they generate impressive empirical testing, often based on detailed observational regimes along with falsifiable predictions. And there is no question of their status as bona fide sciences. Evolutionary biology is no different.

Блок 2. Reading.

You are going to read an extract (1) from an article on the importance of grammar by David Crystal.

A Answer the question and provide at least one argument for your opinion: How do the following two extracts (2 and 3) from fiction add to the aspects of importance David Crystal attaches to grammar?

Write down on your answer sheet.

B Speculate: What details about the characters' backgrounds are revealed through the grammar they use? What might be the reasons behind these characters' substandard grammar? What images are created by the authors through the means of language? *Write down on your answer sheet.*

C Edit: Rewrite the extracts (2 and 3) correcting the grammar in them to meet the formal standard of the norm. Underline the parts that you corrected. *Write down on your answer sheet.*

(1) In 1988, I wrote a book called Rediscover Grammar at the end of a 20-year period during which few schools were doing much grammar teaching. The situation was nicely captured in cartoon form by McLachlan in its frontispiece. We see a man begging in the street, holding out his hat for donations. Around his neck there is a card, which says: "Grammar Explained: Thank You". But the passers-by are ignoring him, and his hat is completely empty. Few people were seriously interested in grammar then.

How times have changed. From being a topic of marginal interest, beloved by a few, hated by many, and ignored by most, it has moved into the centre of educational attention. Why the change? The answer lies in developments in thinking about the nature of language, which became widely known during the 1990s, and which helped to shape the national curriculum in English. These demonstrated that the study of grammar has a point. Essentially, if it's taught well, it helps.

Grammar helps to improve a person's language abilities. There are four core linguistic domains we need to attend to if children are to reach their full potential as communicating human beings: listening, speaking, reading, and writing. And in each of these, it can be shown that grammar has a fundamental role to play.

But only if we take on board that ever-so-critical clause: if it's taught well. The key to good teaching of grammar is to appreciate that grammar relates to meaning, and to explore exactly how it does that.

Nobody would ever doubt the importance of meaning in educational practice. Meaning is why we communicate – to understand each other, enjoy each other's company, build social rapport, obtain emotional support. We need to follow and interpret what other people do when they talk or write, and make ourselves clear and effective when we carry out these tasks ourselves.

It's sometimes thought that meaning is nothing to do with grammar, that it is just a matter of vocabulary. When we say we're going to "look the meaning of a word up in a dictionary", we give this impression. But it's a misleading impression. A word on its own conveys little meaning. Take, for example, the following question: "Write the correct meaning of the following word on the line below – *jam*."

If meaning lived in a word, you'd be able to do this. But, of course, you can't do this, because you don't know which of the several possible meanings of *jam* I had in mind.

Did I mean *jam* in the sense of a preserve, a crush, a problem, a jazz session...? You have no way of knowing. "Give us some context," you would argue, "and then we'll be able to carry out the task."

Quite right. But how am I to give you some context? You could rephrase: "Put the word into a sentence, and then we'll know what you mean."

Precisely. If I put the word into a sentence, then you will know what I mean. That is the key principle. Only by using words in sentences are we able to make sense of them. That is what sentences are for. They are there, quite literally, to make – create – sense.

Without sentences, words are vague, ambiguous things. So, to remove the ambiguity, we need to construct sentences such as "I like jam on bread" and "I got stuck in a 10-mile jam". By giving *jam* some grammatical context, we relate it to other words, and thus convey a particular meaning.

Grammar is the study of how sentences mean, and how the bits of sentences mean. And that is why it helps.

If we want to understand the meaning conveyed by sentences, and to develop our ability to express and respond to this meaning, then the more we know about grammar, the more we'll be able to carry out these tasks well.

Grammar is the structural foundation of our ability to express ourselves, so it can help foster precision, detect ambiguity, and exploit the richness of expression available in a language. And it can help everyone – not only teachers of English, but teachers of any subject, for all teaching is ultimately a matter of getting to grips with meaning.

(2) -But I ain't got sixty pounds.
-One would think you was my father.
-Here! You give me that handkerchief. He give it to me, not to you.

(3) I hope I have luk. I got my rabbits foot and my lucky penny and my horseshoe. Dr Strauss said dont be so superstishus Charlie. This is sience. I dont no what sience is but they all keep saying it so mabye its something that helps you have good luk. Anyway Im keeping my rabbits foot in one hand and my lucky penny in the other hand with the hole in it. The penny I meen.

Блок 3. Vocabulary and Grammar.

Read the following text on the evolution of art in the UK. To complete the text, **solve the crossword** by making new forms of the words or inserting a word. If you got the crossword right, it means you completed the text accurately. Make sure the endings of the words and spelling are correct!

In the crossword, multiple word phrases are inserted as one word.

Example:

TO INVITE - a new form - 1. WEREINVITED

A MOUSE - a new form - 2. MICE

BEAUTIFUL - a new form - 3. MOREBEAUTIFUL

INSERT A PREPOSITION - 2. INFRONT OF

In your answer sheet, **write out your answers properly.**

Example:

ACROSS 1. WERE INVITED

DOWN 2. LESS INTERESTING

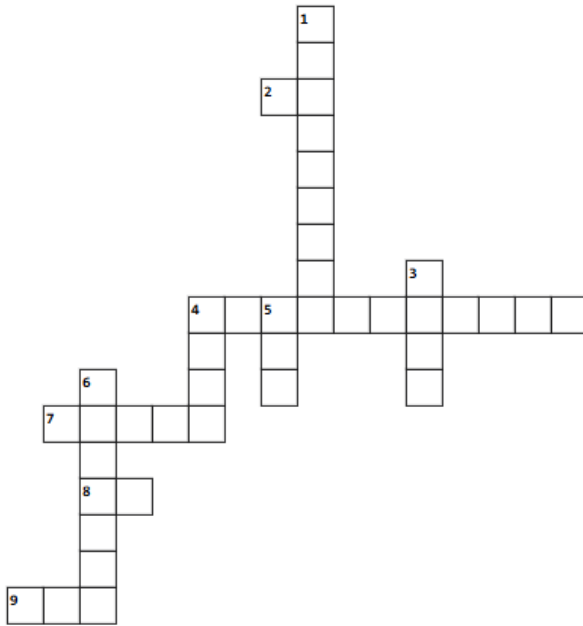
The gaps in the text are numbered according to the crossword (across and down). Some numbers may repeat to match the crossword.

The Elizabethan era, with its brocades, jewels and elaborate hats, was a sucker **9.** ... style. Rich men wore ruffs, breeches, doublets, cloaks and an occasional codpiece, **7.** ... women endured the corset, farthingale (hooped petticoat) and brocaded gown. Dress **4.** ... by social standing, and fashion faux pas **3.** ... even criminalised. In 1574 the Queen **5.** ... dress codes in law: only royal garb could be trimmed with ermine; lesser nobles had to make **2.** ... with fox or otter. Anyone **1.** ... the Sumptuary Clothing Laws could face fines and the loss of property, title and even life. The masses had **8.** ... go at imitating the styles of court but used much **6.** ... materials.

In the Regency period women **4.** ... neo-classical, high-waisted 'empire silhouette' dresses that allowed for a low, square neckline and short puff sleeves.

For men, breeches were tight as hell, coats had tails, waistcoats were double breasted and linen shirts were finished off with an elaborate cravat, playing right into the hands of the new fashion victim, the dandy.

Across	Down
2. to do	1. to violate
4. to govern	3. to be
7. insert a conjunction of contrast	4. to wear
8. insert an article/a determiner	5. to set
9. insert a preposition	6. cheap



Remember to write out your answers on your answer sheet!

You are going to read an extract of an article on poetry. For questions 1-5, read the text and match two halves of the sentences below. There is one extra half you do not need to use. The beginnings of the sentences follow the same order as the full sentences in the original text.

Write out the number and the letter with the first 3 words of each part.

1. In Wilfred Owen's poem Exposure, the poet vividly	A crushed by life itself.
2. The pattern of comparisons here is mostly one	B depicts the experience of men in the trenches in winter, waiting for something to happen.
3. It makes the inanimate alive, and thereby	C emphasising the cruelty of the cold weather: the merciless iced east winds that knife us; the mad gusts tugging on the wire.
4. At one point, Owen imagines home and its fire,	D of personification.
5. Here he compares the shape of the glowing coals	E to red jewels, precious by virtue of their warmth and beauty.
	F with its crusted dark-red jewels.

Блок 4. Cultural competence.

You are going to read an extract from **a speech** of historic importance. **Analyse** the language and facts presented in it.

Prove that the person this text is hypothetically attributed to was NOT the speaker delivering this speech in reality.

Guess and **write** who WAS the person delivering this speech. Make sure you spell the name correctly.

Write **70-80 words** using **3-4 facts or language peculiarities** from the text showing that it is not possible that this speech was delivered by the said person.

Was this speech made by Barack Obama (born 1961, 44th president of the US)?

I have, myself, full confidence that if all do their duty, if nothing is neglected, and if the best arrangements are made, as they are being made, we shall prove ourselves once again able to defend our Island home, to ride out the storm of war, and to outlive the menace of tyranny, if necessary for years, if necessary alone. At any rate, that is what we are going to try to do. That is the resolve of His Majesty's Government-every man of them. That is the will of Parliament and the nation.

[...]

Even though large tracts of Europe and many old and famous States have fallen or may fall [...] we shall not flag or fail. We shall go on to the end [...] we shall fight on the seas and oceans, we shall fight with growing confidence and growing strength in the air, we shall defend our Island, whatever the cost may be, we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender, and even if, which I do not for a moment believe, this Island or a large part of it were subjugated and starving, then our Empire beyond the seas [...] would carry on the struggle, until, in God's good time, the New World, with all its power and might, steps forth to the rescue and the liberation of the old.

Блок 5. Writing.

You are asked to make a **graduation speech** at your school graduation ceremony.

Theme: *Dreaming Big and Aiming High.*

The aspects of the theme you mention must match the occasion, resonate with the audience and reflect your personal feelings and thoughts, values and experiences.

Write your speech in **at least 250 words**.

A *graduation speech* is more than just a ceremonial tradition—it's a speech that combines a heartfelt send-off, a final farewell and a celebration of achievement all rolled into one. These speeches are typically delivered by a selected speaker at the *commencement*, or graduation ceremony.

A graduation speech serves as a symbolic bridge between your school journey and the adventures that lie ahead. It's a chance for speakers to reflect on the accomplishments, challenges and growth experienced throughout the formative years. And most importantly, it's an opportunity to share some wisdom, inspiration, and encouragement as graduates embark on their next chapter.

And while writing a commencement speech may seem like a daunting task, breaking it down into basic steps can make the process more manageable and enjoyable.

You must use the following **components** in your speech:

1. Greet Your Audience. Say what you feel standing in front of your teachers, fellow students, families and friends. Grab the audience's attention and introduce your theme. Then, outline the main points you want to cover in the body of the speech.
2. Share Your Journey: Reflect on your time in school, highlighting challenges you overcame, lessons you learned and accomplishments you achieved.
3. Inspire with a story: Share an inspiring anecdote (a short account of something that has happened in real life), or a life lesson that has shaped you and can resonate with your peers, helping them in a similar situation, or a joke that can inject some optimism in your audience.
4. Express Gratitude: Thank teachers, family and friends for their support and guidance throughout your academic journey.
5. Offer Encouragement: Provide motivation and encouragement to your fellow graduates as they embark on their future endeavors. Powerful closing remarks reinforce your message and leave a lasting impression. Use a quotation or a proverb capturing the message of your graduation speech.

Use the following **recommendations** to write a memorable commencement speech:

- Consider the demographics of the graduates, their interests, experiences and the significance of the occasion.
- Write in a conversational tone, as if you're speaking directly to the graduates, and use concise language.
- Be sure to include transitions between sections to help the speech flow smoothly and keep the audience engaged.
- Check your speech for clarity, coherence and impact.

- Cut out any unnecessary or repetitive information, and refine your language to make it more concise and compelling.
- Create a pace and rhythm enabling you to hold the attention of your audience and guide them through the points you are making. You are writing a piece of an oratory genre – it is meant to be spoken out loud in public – the sound of the words and structures you choose matters.
- Make sure your speech is well-balanced and engaging from start to finish.
- Use examples to illustrate each point.
- Be authentic and genuine.

The *purpose* of a graduation speech varies depending on the context and the goals of the speaker. But generally, it serves several key purposes:

Celebrate: Graduation is a big deal, right? So, the speech is a way to celebrate all the hard work and sweat equity that graduates have contributed towards their student experience. And its graduation is a huge achievement worth celebrating!

Inspire and Motivate: Many graduates feel nervous and apprehensive about what comes next after graduation. As happy as they may be to finally be graduating, many students feel a sense of confusion and discouragement about the future. Graduation speeches are meant to motivate and encourage the graduating class as they wrap up their student experience. It's all about making them feel confident and full of hope as they look towards their future.

Reflect: Remember all those fun times you had in school? Even the monotonous and routine hustle of being in school will become times you can look back on, joke about and reminisce on for the rest of your life. Graduation speeches offer a chance to look back on the graduating class memories and once-in-a-lifetime experience.

Bringing Everyone Together: Graduation is a time for friends, family and teachers to come together and cheer the graduating class on. The speech helps everyone feel connected and proud of what's been achieved.

Closure: Graduation speeches offer closure to the academic journey, providing a symbolic farewell and a sense of completion to graduates as they bid farewell to their alma mater.

Legacy: Graduation speeches leave a lasting legacy for graduates, offering timeless wisdom, inspiration, and guidance that they can carry with them as they embark on their future endeavors.

Блок 1. Listening.

You are going to listen to an extract from a lecture on biology.

*Before you listen, **read** the tasks and the input material.*

*You have **10 minutes** before the listening task starts.*

You are going to listen to the extract twice. As you listen, make notes on your draft sheet.

A Listen to the lecture and fill in the gaps with one word.

Write down the number of the question and the word you heard in the lecture on your answer sheet.

1. Aristotle contributed to our understanding of ... long before this theory became a fundamental basis for contemporary biology.
2. In the 18th century people thought that life on Earth had been merely ... of years old.
3. Alexander von Humboldt, like many other scientists of the 19th century, was influenced by the ideas developed in the Age of
4. A famous British writer wrote a ... postulating that not all dinosaurs had gone extinct and some still existed in a remote corner of the world in the 19th century.
5. It was believed in the 19th century that the human eye could be so... designed only by God.

B Compare the ideas spoken about in the extract with the opinion expressed in the article below.

- What common ideas do these two texts share? How do they differ? *Make notes on your draft sheet as you listen.*
- What conclusion and practical takeaway can we have from these texts and how can we apply them to other sciences, the humanities or education in general? *Make notes on your draft sheet as you listen.*

*Write down your answer in **50-70 words** on your answer sheet.*

When Charles Darwin published *On the Origin of Species* 166 years ago, there were, naturally, misunderstandings. In an 1860 review, Richard Owen, a leading Victorian scientist, rhetorically asked whether evolution by natural selection continuously operated through time. “Unquestionably not,” Owen wrote.

Au contraire. The theory of evolution, masterfully crystallized by Darwin, shows how, over generations, populations of organisms have been shaped by natural selection. And given our current understanding, how this process continues even today.

Evolution is elegantly simple, in some ways simpler—or at least, more apparently straightforward—than many other key concepts in science. However, its apparent simplicity continues to attract a disproportionate number of misconceptions, as though to fill in the spaces surrounding what people know ... or think they know.

Misconception: Because of evolution, living things are always getting “better”

Not necessarily. Early in the Earth’s history, a few billion years ago, life was very simple. Since then, it has evolved increasing complexity and enhanced ability to flourish in a variety of environments. In that sense, living things have gotten “better.” But any notion of improvement is subject to human-centered bias. Here’s a selection from the 1923 poem “Progress” by renowned evolutionary biologist Julian Huxley (son of “Darwin’s bulldog,” Thomas Huxley, and brother of Aldous):

The Crab to Cancer junior gave advice:

“Know what you want my son, and then proceed

Directly sideways. God has thus decreed—

Progress is lateral; let that suffice.”

Darwinian Tapeworms on the other hand

Agree that Progress is a loss of brain, ...

Living things have been honed by evolution to do an excellent—or at least, an adequate—job of living their lives and reproducing; accordingly, no species has “progressed” further than any other. We evolved big brains. A sign of progress? Well, bats have evolved sonar and flight, sharks have “progressed” beyond us in swimming and electroreception, dogs in olfactory acuity and hearing, and so on.

It is also tempting but misleading to think that free-living organisms—especially vertebrates such as ourselves—have progressed beyond those sneaky, regrettable, and “less competent” parasites. And yet, there are substantially more of the latter than the former. How do we know this? Because inside every vertebrate there cavorts a multitude of parasites, from macroscopic worms to an array of microscopic beasts. Necropsies have found that most every animal is host to, well, a host of parasites. So, if abundance is a sign of progress, maybe parasitism is the winner! Or maybe we shouldn’t think in terms of evolutionary “progress” at all.

Блок 2. Reading.

You are going to read an extract (1) from an article on the importance of grammar by David Crystal.

A Answer the question and provide at least one argument for your opinion: How do the following two extracts (2 and 3) from fiction add to the aspects of importance David Crystal attaches to grammar?

Write down on your answer sheet.

B Speculate: What details about the characters' backgrounds are revealed through the grammar they use? What might be the reasons behind these characters' substandard grammar? What images are created by the authors through the means of language? *Write down on your answer sheet.*

C Edit: Rewrite the extracts (2 and 3) correcting the grammar in them to meet the formal standard of the norm. Underline the parts that you corrected. *Write down on your answer sheet.*

(1) In 1988, I wrote a book called Rediscover Grammar at the end of a 20-year period during which few schools were doing much grammar teaching. The situation was nicely captured in cartoon form by McLachlan in its frontispiece. We see a man begging in the street, holding out his hat for donations. Around his neck there is a card, which says: "Grammar Explained: Thank You". But the passers-by are ignoring him, and his hat is completely empty. Few people were seriously interested in grammar then.

How times have changed. From being a topic of marginal interest, beloved by a few, hated by many, and ignored by most, it has moved into the centre of educational attention. Why the change? The answer lies in developments in thinking about the nature of language, which became widely known during the 1990s, and which helped to shape the national curriculum in English. These demonstrated that the study of grammar has a point. Essentially, if it's taught well, it helps.

Grammar helps to improve a person's language abilities. There are four core linguistic domains we need to attend to if children are to reach their full potential as communicating human beings: listening, speaking, reading, and writing. And in each of these, it can be shown that grammar has a fundamental role to play.

But only if we take on board that ever-so-critical clause: if it's taught well. The key to good teaching of grammar is to appreciate that grammar relates to meaning, and to explore exactly how it does that.

Nobody would ever doubt the importance of meaning in educational practice. Meaning is why we communicate – to understand each other, enjoy each other's company, build social rapport, obtain emotional support. We need to follow and interpret what other people do when they talk or write, and make ourselves clear and effective when we carry out these tasks ourselves.

It's sometimes thought that meaning is nothing to do with grammar, that it is just a matter of vocabulary. When we say we're going to "look the meaning of a word up in a dictionary", we give this impression. But it's a misleading impression. A word on its own conveys little meaning. Take, for example, the following question: "Write the correct meaning of the following word on the line below – *jam*."

If meaning lived in a word, you'd be able to do this. But, of course, you can't do this, because you don't know which of the several possible meanings of *jam* I had in mind.

Did I mean *jam* in the sense of a preserve, a crush, a problem, a jazz session...? You have no way of knowing. "Give us some context," you would argue, "and then we'll be able to carry out the task."

Quite right. But how am I to give you some context? You could rephrase: "Put the word into a sentence, and then we'll know what you mean."

Precisely. If I put the word into a sentence, then you will know what I mean. That is the key principle. Only by using words in sentences are we able to make sense of them. That is what sentences are for. They are there, quite literally, to make – create – sense.

Without sentences, words are vague, ambiguous things. So, to remove the ambiguity, we need to construct sentences such as "I like jam on bread" and "I got stuck in a 10-mile jam". By giving *jam* some grammatical context, we relate it to other words, and thus convey a particular meaning.

Grammar is the study of how sentences mean, and how the bits of sentences mean. And that is why it helps.

If we want to understand the meaning conveyed by sentences, and to develop our ability to express and respond to this meaning, then the more we know about grammar, the more we'll be able to carry out these tasks well.

Grammar is the structural foundation of our ability to express ourselves, so it can help foster precision, detect ambiguity, and exploit the richness of expression available in a language. And it can help everyone – not only teachers of English, but teachers of any subject, for all teaching is ultimately a matter of getting to grips with meaning.

(2)-Ain't no call to meddle with me, he ain't. [...]
-Let him say what he likes. I don't want to have no truck with him. [...]
-Yes: tell HIM where he come from if you want to go fortune-telling.

(3) It was just like he was doing the same thing Burt wanted me to do with the lines on the paper. I was laffing because I thot it was going to be a hard thing for a mouse to do. But then Algernon kept going all the way threw that thing all the rite ways till he came out where it said finish and he made a squeek. Burt says that means he was happy because he did the thing rite.

Блок 3. Vocabulary and Grammar.

Read the following text on the evolution of theatre in the UK. To complete the text, **solve the crossword** by making new forms of the words or inserting a word. If you got the crossword right, it means you completed the text accurately. Make sure the endings of the words and spelling are correct!

In the crossword, multiple word phrases are inserted as one word.

Example:

TO INVITE - a new form - 1. WEREINVITED

A MOUSE - a new form - 2. MICE

BEAUTIFUL - a new form - 3. MOREBEAUTIFUL

INSERT A PREPOSITION - 2. INFRONT OF

In your answer sheet, **write out your answers properly.**

Example:

ACROSS 1. WERE INVITED

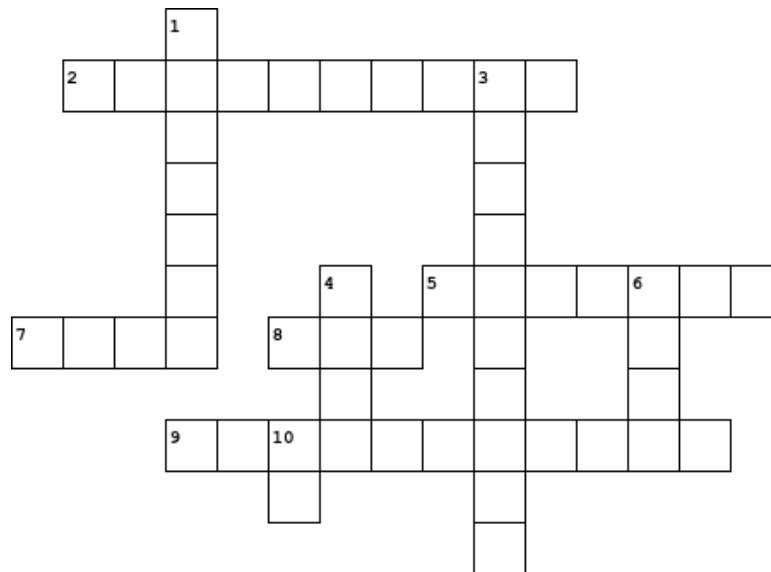
DOWN 2. LESS INTERESTING

The gaps in the text are numbered according to the crossword (across and down).

Working-class heroes

Public funding helped establish the National Theatre (a more English 7. ... British affair) after 8. ... Second World War and also strengthened the provision of playhouses and companies outside London, 3. ... a deep pool of native writing and acting talent. The first playwrights 5. ... with convention 2. ... the Angry Young Men. In 1956, John Osborne wrote *Look Back in Anger*, and its protagonist Jimmy Porter became the first in a line of disillusioned working-class figures in British theatre, the alienated heroes of 4. ... was called 'kitchen sink' drama. Playwrights like Bernard Kops, Arnold Wesker and Shelagh Delaney, with the intense *A Taste of Honey* (1958), joined Osborne in 9. ... the establishment and the social inequalities inherent 10. ... British society. The kitchen sink writers were a varied bunch, most of whom rejected the Angry Young Man tag (or 'Woman' for Delaney). 6. ... while they worked, more traditional theatre limped on under the pen of Terrence Rattigan, whose *The Deep Blue Sea* (1952), 1. ... in the 'well made' style that conformed to strict technical principles, was a genuine highlight of post-war theatre.

Across	Down
2. to dub	1. to write
5. to break	3. to exploit
7. insert a preposition	4. insert a conjunction
8. insert an article/determiner	6. insert an adverb
9. to criticise	10. insert a preposition



Remember to write out your answers on your answer sheet!

You are going to read an extract of an article on society. For questions 1-5, read the text and match two halves of the sentences below. There is one extra half you do not need to use. The beginnings of the sentences follow the same order as the full sentences in the original text.

Write out the number and the letter with the first 3 words of each part.

1. Assimilation is a process whereby individuals or groups of differing ethnicity are	A absorbed into the dominant culture of a society—though not always completely.
2. Forced assimilation was	B happily been joined in the process.
3. The English conquerors	C imposed in early modern times by the English, who were themselves a mixture of Saxon and Norman elements.
4. Through considerably less brutal methods, the Chinese ethnic groups in Thailand and Indonesia have been	D legally made to adopt the dominant culture through a process called “directed acculturation.”
5. In the United States, millions of European immigrants became more or less	E suppressed the native language and religion in the Celtic lands of Wales, Scotland, and Ireland.
	F willingly assimilated within two or three generations.

Блок 4. Cultural competence.

You are going to read an extract from **a speech** of historic importance. **Analyse** the language and facts presented in it.

Prove that the person this text is hypothetically attributed to was NOT the speaker delivering this speech in reality.

Guess and **write** who WAS the person delivering this speech. Make sure you spell the name correctly. Write **70-80 words** using **3-4 facts or language peculiarities** from the text showing that it is not possible that this speech was delivered by the said person.

Was this speech made by Elizabeth I (Queen of England and Ireland from 17 November 1558 until her death in 1603)?

[...] As I explained to the House in the middle of June, the stronger our Army at home, the larger must the invading expedition be, and the larger the invading expedition, the less difficult will be the task of the Navy in detecting its assembly and in intercepting and destroying it on passage; and the greater also would be the difficulty of feeding and supplying the invaders if ever they landed, in the teeth of continuous naval and air attack on their communications. All this is classical and venerable doctrine. As in Nelson's day, the maxim holds, "Our first line of defence is the enemy's ports." Now air reconnaissance and photography have brought to an old principle a new and potent aid.

Our Navy is far stronger than it was at the beginning of the war. The great flow of new construction set on foot at the outbreak is now beginning to come in. We hope our friends across the ocean will send us a timely reinforcement to bridge the gap between the peace flotillas of [...] and the war flotillas of [...]. There is no difficulty in sending such aid. The seas and oceans are open.[...]

The gratitude of every home in our Island, in our Empire, and indeed throughout the world, except in the abodes of the guilty, goes out to the British airmen who, undaunted by odds, unwearied in their constant challenge and mortal danger, are turning the tide of the world war by their prowess and by their devotion. Never in the field of human conflict was so much owed by so many to so few.

Блок 5. Writing.

You are asked to make a **graduation speech** at your school graduation ceremony.

Theme: *Motivation and Life Goals.*

The aspects of the theme you mention must match the occasion, resonate with the audience and reflect your personal feelings and thoughts, values and experiences.

Write your speech in **at least 250 words**.

A *graduation speech* is more than just a ceremonial tradition—it's a speech that combines a heartfelt send-off, a final farewell and a celebration of achievement all rolled into one. These speeches are typically delivered by a selected speaker at the *commencement*, or graduation ceremony.

A graduation speech serves as a symbolic bridge between your school journey and the adventures that lie ahead. It's a chance for speakers to reflect on the accomplishments, challenges and growth experienced throughout the formative years. And most importantly, it's an opportunity to share some wisdom, inspiration, and encouragement as graduates embark on their next chapter.

And while writing a commencement speech may seem like a daunting task, breaking it down into basic steps can make the process more manageable and enjoyable.

You must use the following **components** in your speech:

1. Greet Your Audience. Say what you feel standing in front of your teachers, fellow students, families and friends. Grab the audience's attention and introduce your theme. Then, outline the main points you want to cover in the body of the speech.
2. Share Your Journey: Reflect on your time in school, highlighting challenges you overcame, lessons you learned and accomplishments you achieved.
3. Inspire with a story: Share an inspiring anecdote (a short account of something that has happened in real life), or a life lesson that has shaped you and can resonate with your peers, helping them in a similar situation, or a joke that can inject some optimism in your audience.
4. Express Gratitude: Thank teachers, family and friends for their support and guidance throughout your academic journey.
5. Offer Encouragement: Provide motivation and encouragement to your fellow graduates as they embark on their future endeavors. Powerful closing remarks reinforce your message and leave a lasting impression. Use a quotation or a proverb capturing the message of your graduation speech.

Use the following **recommendations** to write a memorable commencement speech:

- Consider the demographics of the graduates, their interests, experiences and the significance of the occasion.
- Write in a conversational tone, as if you're speaking directly to the graduates, and use concise language.
- Be sure to include transitions between sections to help the speech flow smoothly and keep the audience engaged.
- Check your speech for clarity, coherence and impact.

- Cut out any unnecessary or repetitive information, and refine your language to make it more concise and compelling.
- Create a pace and rhythm enabling you to hold the attention of your audience and guide them through the points you are making. You are writing a piece of an oratory genre – it is meant to be spoken out loud in public – the sound of the words and structures you choose matters.
- Make sure your speech is well-balanced and engaging from start to finish.
- Use examples to illustrate each point.
- Be authentic and genuine.

The *purpose* of a graduation speech varies depending on the context and the goals of the speaker. But generally, it serves several key purposes:

Celebrate: Graduation is a big deal, right? So, the speech is a way to celebrate all the hard work and sweat equity that graduates have contributed towards their student experience. And its graduation is a huge achievement worth celebrating!

Inspire and Motivate: Many graduates feel nervous and apprehensive about what comes next after graduation. As happy as they may be to finally be graduating, many students feel a sense of confusion and discouragement about the future. Graduation speeches are meant to motivate and encourage the graduating class as they wrap up their student experience. It's all about making them feel confident and full of hope as they look towards their future.

Reflect: Remember all those fun times you had in school? Even the monotonous and routine hustle of being in school will become times you can look back on, joke about and reminisce on for the rest of your life. Graduation speeches offer a chance to look back on the graduating class memories and once-in-a-lifetime experience.

Bringing Everyone Together: Graduation is a time for friends, family and teachers to come together and cheer the graduating class on. The speech helps everyone feel connected and proud of what's been achieved.

Closure: Graduation speeches offer closure to the academic journey, providing a symbolic farewell and a sense of completion to graduates as they bid farewell to their alma mater.

Legacy: Graduation speeches leave a lasting legacy for graduates, offering timeless wisdom, inspiration, and guidance that they can carry with them as they embark on their future endeavors.

КЛЮЧИ

Блок 1

10 баллов

A 1 балл за каждый пункт

Ошибка в правописании – 0 баллов за пункт.

	ОТВЕТЫ
1	evolution
2	thousands
3	Enlightenment
4	novel
5	exquisitely

B 1 баллов за развернутый ответ на вопрос

50-70 слов

Compare the ideas spoken about in the extract with the opinion expressed in the article below.

- What common ideas do these two texts share? How do they differ? *Make notes on your draft sheet as you listen.*
- What conclusion and practical takeaway can we have from these texts and how can we apply them to other sciences, the humanities or education in general? *Make notes on your draft sheet as you listen.*

5 баллов	<ol style="list-style-type: none">1. Ответ дан полными развернутыми предложениями.2. Ответ соответствует коммуникативной цели/ демонстрирует заданное умение (проанализировать, сравнить, применить, объяснить).3. Есть опора на текст (цитирование допускается). <u>2 и более элемента</u> текстов приводится в качестве аргумента.4. Грамматическая и лексическая стороны на достаточном уровне для полного раскрытия темы. Допускается <u>не более 2 ошибок</u> в грамматике и/или <u>2 ошибок</u> в лексике.5. Компонент сходства-различия присутствует.6. Компонент выводы-применение в других сферах присутствует.7. Аргументация убедительна.8. Объем соблюдается.
4 балла	<ol style="list-style-type: none">1. Ответ дан полными развернутыми предложениями.2. Ответ соответствует коммуникативной цели/ демонстрирует заданное умение (проанализировать, сравнить, применить, объяснить).3. Есть опора на текст (цитирование допускается). <u>1-2 элемента</u> текстов приводится в качестве аргумента.4. Грамматическая и лексическая стороны на достаточном уровне для полного раскрытия темы. Допускается <u>не более 3 ошибок</u> в грамматике и/или <u>3 ошибок</u> в лексике.5. Компонент сходства-различия присутствует.6. Компонент выводы-применение в других сферах присутствует.7. Аргументация убедительна.8. Объем соблюдается.
3 балла	<ol style="list-style-type: none">1. Ответ дан полными развернутыми предложениями.

	<p>2. Ответ ЧАСТИЧНО соответствует коммуникативной цели/ демонстрирует заданное умение (проанализировать, сравнить, применить, объяснить).</p> <p>3. Есть опора на текст (цитирование допускается). <u>1 элемент</u> текстов приводится в качестве аргумента.</p> <p>4. Грамматическая и лексическая стороны на достаточном уровне для полного раскрытия темы. Допускается <u>не более 4 ошибок</u> в грамматике и/или <u>4 ошибок</u> в лексике.</p> <p>5. Компонент схождения-различия присутствует.</p> <p>6. Компонент выводы-применение в других сферах присутствует.</p> <p>7. Аргументация ЧАСТИЧНО убедительна.</p> <p>8. Объем соблюдается.</p>
2 балла	<p>1. Ответ дан полными развернутыми предложениями.</p> <p>2. Ответ ЧАСТИЧНО соответствует коммуникативной цели/ демонстрирует заданное умение (проанализировать, сравнить, применить, объяснить).</p> <p>3. ОТСУТСТВУЕТ опора на текст (цитирование допускается) ИЛИ материал из текстов не соответствует аргументу.</p> <p>4. Грамматическая и лексическая стороны на достаточном уровне для полного раскрытия темы. Допускается <u>не более 5 ошибок</u> в грамматике и/или <u>5 ошибок</u> в лексике.</p> <p>ОДИН ИЗ КОМПОНЕНТОВ ОТСУТСТВУЕТ:</p> <p>5. Компонент схождения-различия присутствует.</p> <p>6. Компонент выводы-применение в других сферах присутствует.</p> <p>7. Аргументация НЕ убедительна.</p> <p>8. Объем: Слов менее 40. Слов более 80.</p>
1 балл	<p>1. Ответ дан НЕполными развернутыми предложениями.</p> <p>2. Ответ ЧАСТИЧНО соответствует коммуникативной цели/ демонстрирует заданное умение (проанализировать, сравнить, применить, объяснить).</p> <p>3. ОТСУТСТВУЕТ опора на текст (цитирование допускается) ИЛИ материал из текстов не соответствует аргументу.</p> <p>4. Грамматическая и лексическая стороны на достаточном уровне для полного раскрытия темы. Допускается <u>не более 6 ошибок</u> в грамматике и/или <u>6 ошибок</u> в лексике.</p> <p>ОДИН ИЗ КОМПОНЕНТОВ ОТСУТСТВУЕТ:</p> <p>5. Компонент схождения-различия присутствует.</p> <p>6. Компонент выводы-применение в других сферах присутствует.</p> <p>7. Аргументация НЕ убедительна.</p> <p>8. Объем: Слов менее 30.</p>
0 баллов	<p>1. Ответ дан НЕполными развернутыми предложениями.</p> <p>2. Ответ НЕ соответствует коммуникативной цели/ демонстрирует заданное умение (проанализировать, сравнить, применить, объяснить).</p> <p>3. ОТСУТСТВУЕТ опора на текст (цитирование допускается).</p> <p>4. Грамматическая и лексическая стороны на достаточном уровне для полного раскрытия темы. Допускается <u>6 и более ошибок</u> в грамматике и/или <u>6 и более ошибок</u> в лексике.</p> <p>ОДИН ИЛИ ОБА КОМПОНЕНТА ОТСУТСТВУЕТ:</p> <p>5. Компонент схождения-различия присутствует.</p> <p>6. Компонент выводы-применение в других сферах присутствует.</p> <p>7. Аргументация НЕ убедительна.</p> <p>8. Объем: Слов менее 20.</p>

Текст:

When Charles Darwin published *On the Origin of Species* 166 years ago, there were, naturally, misunderstandings. In an 1860 review, Richard Owen, a leading Victorian scientist, rhetorically asked whether evolution by natural selection continuously operated through time. “Unquestionably not,” Owen wrote.

Au contraire. The theory of evolution, masterfully crystallized by Darwin, shows how, over generations, populations of organisms have been shaped by natural selection. And given our current understanding, how this process continues even today.

Evolution is elegantly simple, in some ways simpler—or at least, more apparently straightforward—than many other key concepts in science. However, its apparent simplicity continues to attract a disproportionate number of misconceptions, as though to fill in the spaces surrounding what people know ... or think they know.

Misconception: Evolutionary biology isn't a science because it's a historical phenomenon and can't be tested

Biologists make all sorts of predictions based on evolutionary theory, and often they are fulfilled. Notably, differential reproduction (whether observed in nature or a laboratory) nearly always causes a shift in a population whereby some traits are subsequently represented in greater frequency. Evolutionary change is predicted and observed in laboratory populations whenever the reproductive rate of a study species is fast enough, whereupon change can be observed in years, months, weeks, even—in the case of microbes—days. Field studies have also documented a dizzying array of evolutionary changes deriving from natural selection. Many sciences, notably astronomy and geology, engage uniquely with historical phenomena (we can't experimentally manipulate stars or continents), and yet they generate impressive empirical testing, often based on detailed observational regimes along with falsifiable predictions. And there is no question of their status as bona fide sciences. Evolutionary biology is no different.

Блок 2

10 баллов

Критерии оценивания письменной речи

Содержание		10 макс			
Вопрос: как тексты из художественной литературы дополняют идею важности грамматики?	Анализ проведен, мнение высказано, аргумент(ы) приводится убедительный/ые.	2	Присутствует, обоснование нелогичное/недостаточно развито или не приводится аргумент.	1	
Вопрос: Какие детали образа раскрывает грамматика?	Анализ проведен, мнение высказано, логично обосновано. Деталей от 2 и более для каждого персонажа.	2	Присутствует, обоснование нелогичное/недостаточно развито. ИЛИ Деталей не более 1 для каждого персонажа.	1	
Вопрос: Какие причины могли привести к нарушениям грамматических норм у персонажей?	Анализ проведен, мнение высказано, логично обосновано. 2 ПЕРСОНАЖА	2	Присутствует, обоснование нелогичное/недостаточно развито. ИЛИ 1 ПЕРСОНАЖ	1	
Вопрос: Какие образы удалось	Анализ проведен, мнение высказано, логично обосновано.	2	Присутствует, обоснование	1	

создать автору благодаря стилистическому приему нарушения грамматических норм?	2 ПЕРСОНАЖА		нелогичное/недостаточно развито. ИЛИ 1 ПЕРСОНАЖ		
Вопрос: Как можно отредактировать отрывки, чтобы скорректировать грамматическую норму?	Исправления внесены корректно. 1 ПЕРСОНАЖ: 2 и более исправления. 2 ПЕРСОНАЖ: 4 и более исправлений.	2	Исправления внесены корректно. 1 ПЕРСОНАЖ: 1 исправление. 2 ПЕРСОНАЖ: 1-3 исправления.	1	
<i>Если допускается 4 и более лексических и грамматических ошибок в ответе, – 1 балл за вопрос при условии верного ответа по содержанию.</i>				1	
<i>Если компонент структуры отсутствует – 0 баллов. Если исправления некорректные – 0 баллов за этот вопрос. Если допускаются грамматические и лексические ошибки, нарушающие понимание, – 0 баллов за вопрос.</i>					0
<i>рекуррентные ошибки учитываются 1 раз</i>					
<i>тавтология</i>		минус 1 балла за все повторы в целом			

в случае несоответствия содержанию задания работа получают 0 балла

Тексты:

(2) -But I ain't got sixty pounds.
-One would think you was my father.
-Here! You give me that handkerchief. He give it to me, not to you.

3) I hope I have luk. I got my rabbits foot and my lucky penny and my horseshoe. Dr Strauss said dont be so superstishus Charlie. This is sience. I dont no what sience is but they all keep saying it so mabye its something that helps you have good luk. Anyway Im keeping my rabbits foot in one hand and my lucky penny in the other hand with the hole in it. The penny I meen.

Блок 3

15(16) баллов

A 1 балл за пункт

Ошибка в правописании – 0 баллов за пункт.

Across	Down
2. do	1. violating
4. was governed	3. were
7. while	4. wore
8. a – за такой ответ 2 БАЛЛА.	5. set
За этот пункт 1 балл, даже если пусто, даже если неправильный	6. cheaper
ответ	
9. for	

B 1 балл за пункт

	ОТВЕТЫ
1	B
2	D
3	C
4	F
5	E

Блок 4

10 баллов

70-80 слов

Содержание		10 макс		
Кто автор?	Определен верно, правописание верное.	2	Определен верно, правописание неверное.	1
Аргументы	Аргумент верный, логично обоснован.	2 (макс 8)	Аргумент присутствует, но обоснование нелогичное/недостаточно развито.	1
Если допускается 4 и более лексических и грамматических ошибок в ответе, – 1 балл за вопрос при условии верного ответа по содержанию. Слов менее 60 - минус 1 балл Слов более 90 - минус 1 балл			1	
Если компонент структуры отсутствует – 0 баллов. Если допускаются грамматические и лексические ошибки, нарушающие понимание, – 0 баллов за вопрос.				0
рекуррентные ошибки учитываются 1 раз				
тавтология		минус 1 балла за все повторы в целом		

в случае несоответствия содержанию задания работа получают 0 балла

Not Barack Obama

We Shall Fight on the Beaches by Sir Winston Churchill June 4, 1940

Текст:

I have, myself, full confidence that if all do their duty, if nothing is neglected, and if the best arrangements are made, as they are being made, we shall prove ourselves once again able to defend our **Island home**, to **ride out the storm of war**, and to outlive the menace of tyranny, if necessary for years, if necessary alone. At any rate, that is what we are going to try to do. That is the resolve of **His Majesty's** Government-every man of them. That is the will of **Parliament** and the nation.

Even though large tracts of Europe and **many old and famous States have fallen** or may fall [...] we shall not flag or fail. We shall go on to the end [...] we shall fight on the seas and oceans, we shall fight with growing confidence and growing strength in the air, we shall **defend our Island**, whatever the cost may be, we shall fight on the beaches, we shall fight on the **landing grounds**, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender, and even if, which I do not for a moment believe, this Island or a large part of it were subjugated and starving, then **our Empire** beyond

the seas [...] would carry on the struggle, until, in God's good time, the New World, with all its power and might, steps forth to the rescue and the liberation of the old.

Блок 5
55 баллов

Критерии оценивания письменной речи

Содержание		25 макс		
Приветствие	1. Соответствие ситуации/теме. 2. Присутствие типичных приветственных клише/идиоматичность. 3. Чувства. 4. Тема. 5. План.	5	Минус 1 балл за каждый компонент при отсутствии или нелогичности, слабой убедительности.	1-4
Пройденный путь	1. Соответствие ситуации/теме. 2. Присутствие типичных клише размышлений. 3. Воспоминания. 4. Трудности. 5. Извлеченные уроки.	5	Минус 1 балл за каждый компонент при отсутствии или нелогичности, слабой убедительности.	1-4
Вдохновляющая история	1. Соответствие ситуации/теме. 2. Присутствие типичных клише сторителлинга. 3. История что-то в авторе сформировала. 4. Релевантно для молодежи. 5. Чему-то учит.	5	Минус 1 балл за каждый компонент при отсутствии или нелогичности, слабой убедительности.	1-4
Благодарность	1. Соответствие ситуации/теме. 2. Присутствие типичных клише благодарности. 3. Учителя упомянуты. 4. Родители упомянуты. 5. Причины благодарности.	5	Минус 1 балл за каждый компонент при отсутствии или нелогичности, слабой убедительности.	1-4
Воодушевление, напутствие	1. Соответствие ситуации/теме. 2. Присутствие типичных клише напутствия. 3. Взгляд в будущее. 4. Цитата. 5. Финальная воодушевляющая фраза.	5	Минус 1 балл за каждый компонент при отсутствии или нелогичности, слабой убедительности.	1-4
Если компонент структуры отсутствует				0
Стиль	Соответствует ораторскому жанру и целевой аудитории (может быть неформальным, может быть смешение с формальным, но оправдано стилистическим эффектом на слушателя)	1	Не соответствует ораторскому жанру, хаотичен, не оправдан стилистическим эффектом	0
Связующая лексика	Присутствует, соответствует логике повествования	1	Отсутствует или не соответствует логике повествования	0

Деление на абзацы, подзаголовки	Присутствуют, соответствуют логике повествования	1	Отсутствуют или не соответствуют логике повествования	0
Количество слов	Объем соблюдается (от 250 слов)	1	Объем менее 230 слов	0
	Объем внушительный (от 300 слов)	2		
Языковая составляющая		30 макс		
Лексика		2 балла за каждую ошибку		
Грамматика		2 балла за каждую ошибку		
артикли, пунктуация, орфография		1 балл за каждую ошибку		
рекуррентные ошибки учитываются 1 раз				
тавтология, лексическая избыточность		минус 2 балла за каждый повтор		

в случае несоответствия содержанию задания работа получают 0 балла

МГУ имени М.В. Ломоносова Олимпиада для школьников «Ломоносов» 2025 год
Заключительный этап Английский язык
11 класс Вариант 2

КЛЮЧИ

Блок 1

10 баллов

A 1 балл за каждый пункт

Ошибка в правописании – 0 баллов за пункт.

	ОТВЕТЫ
1	evolution
2	thousands
3	Enlightenment
4	novel
5	exquisitely

B 1 баллов за развернутый ответ на вопрос

50-70 слов

Compare the ideas spoken about in the extract with the opinion expressed in the article below.

- What common ideas do these two texts share? How do they differ? *Make notes on your draft sheet as you listen.*

- What conclusion and practical takeaway can we have from these texts and how can we apply them to other sciences, the humanities or education in general? *Make notes on your draft sheet as you listen.*

5 баллов	<ol style="list-style-type: none">1. Ответ дан полными развернутыми предложениями.2. Ответ соответствует коммуникативной цели/ демонстрирует заданное умение (проанализировать, сравнить, применить, объяснить).3. Есть опора на текст (цитирование допускается). <u>2 и более элемента</u> текстов приводится в качестве аргумента.4. Грамматическая и лексическая стороны на достаточном уровне для полного раскрытия темы. Допускается <u>не более 2 ошибок</u> в грамматике и/или <u>2 ошибок в лексике</u>.5. Компонент сходства-различия присутствует.6. Компонент выводы-применение в других сферах присутствует.7. Аргументация убедительна.8. Объем соблюдается.
4 балла	<ol style="list-style-type: none">1. Ответ дан полными развернутыми предложениями.2. Ответ соответствует коммуникативной цели/ демонстрирует заданное умение (проанализировать, сравнить, применить, объяснить).3. Есть опора на текст (цитирование допускается). <u>1-2 элемента</u> текстов приводится в качестве аргумента.4. Грамматическая и лексическая стороны на достаточном уровне для полного раскрытия темы. Допускается <u>не более 3 ошибок</u> в грамматике и/или <u>3 ошибок в лексике</u>.5. Компонент сходства-различия присутствует.6. Компонент выводы-применение в других сферах присутствует.7. Аргументация убедительна.8. Объем соблюдается.

3 балла	<p>1. Ответ дан полными развернутыми предложениями.</p> <p>2. Ответ ЧАСТИЧНО соответствует коммуникативной цели/ демонстрирует заданное умение (проанализировать, сравнить, применить, объяснить).</p> <p>3. Есть опора на текст (цитирование допускается). <u>1 элемент</u> текстов приводится в качестве аргумента.</p> <p>4. Грамматическая и лексическая стороны на достаточном уровне для полного раскрытия темы. Допускается <u>не более 4 ошибок</u> в грамматике и/или <u>4 ошибок</u> в лексике.</p> <p>5. Компонент сходства-различия присутствует.</p> <p>6. Компонент выводы-применение в других сферах присутствует.</p> <p>7. Аргументация ЧАСТИЧНО убедительна.</p> <p>8. Объем соблюдается.</p>
2 балла	<p>1. Ответ дан полными развернутыми предложениями.</p> <p>2. Ответ ЧАСТИЧНО соответствует коммуникативной цели/ демонстрирует заданное умение (проанализировать, сравнить, применить, объяснить).</p> <p>3. ОТСУТСТВУЕТ опора на текст (цитирование допускается) ИЛИ материал из текстов не соответствует аргументу.</p> <p>4. Грамматическая и лексическая стороны на достаточном уровне для полного раскрытия темы. Допускается <u>не более 5 ошибок</u> в грамматике и/или <u>5 ошибок</u> в лексике.</p> <p>ОДИН ИЗ КОМПОНЕНТОВ ОТСУТСТВУЕТ:</p> <p>5. Компонент сходства-различия присутствует.</p> <p>6. Компонент выводы-применение в других сферах присутствует.</p> <p>7. Аргументация НЕ убедительна.</p> <p>8. Объем: Слов менее 40. Слов более 80.</p>
1 балл	<p>1. Ответ дан НЕполными развернутыми предложениями.</p> <p>2. Ответ ЧАСТИЧНО соответствует коммуникативной цели/ демонстрирует заданное умение (проанализировать, сравнить, применить, объяснить).</p> <p>3. ОТСУТСТВУЕТ опора на текст (цитирование допускается) ИЛИ материал из текстов не соответствует аргументу.</p> <p>4. Грамматическая и лексическая стороны на достаточном уровне для полного раскрытия темы. Допускается <u>не более 6 ошибок</u> в грамматике и/или <u>6 ошибок</u> в лексике.</p> <p>ОДИН ИЗ КОМПОНЕНТОВ ОТСУТСТВУЕТ:</p> <p>5. Компонент сходства-различия присутствует.</p> <p>6. Компонент выводы-применение в других сферах присутствует.</p> <p>7. Аргументация НЕ убедительна.</p> <p>8. Объем: Слов менее 30.</p>
0 баллов	<p>1. Ответ дан НЕполными развернутыми предложениями.</p> <p>2. Ответ НЕ соответствует коммуникативной цели/ демонстрирует заданное умение (проанализировать, сравнить, применить, объяснить).</p> <p>3. ОТСУТСТВУЕТ опора на текст (цитирование допускается).</p> <p>4. Грамматическая и лексическая стороны на достаточном уровне для полного раскрытия темы. Допускается <u>6 и более ошибок</u> в грамматике и/или <u>6 и более ошибок</u> в лексике.</p> <p>ОДИН ИЛИ ОБА КОМПОНЕНТА ОТСУТСТВУЕТ:</p> <p>5. Компонент сходства-различия присутствует.</p> <p>6. Компонент выводы-применение в других сферах присутствует.</p> <p>7. Аргументация НЕ убедительна.</p> <p>8. Объем:</p>

Текст:

When Charles Darwin published *On the Origin of Species* 166 years ago, there were, naturally, misunderstandings. In an 1860 review, Richard Owen, a leading Victorian scientist, rhetorically asked whether evolution by natural selection continuously operated through time. “Unquestionably not,” Owen wrote.

Au contraire. The theory of evolution, masterfully crystallized by Darwin, shows how, over generations, populations of organisms have been shaped by natural selection. And given our current understanding, how this process continues even today.

Evolution is elegantly simple, in some ways simpler—or at least, more apparently straightforward—than many other key concepts in science. However, its apparent simplicity continues to attract a disproportionate number of misconceptions, as though to fill in the spaces surrounding what people know ... or think they know.

Misconception: Because of evolution, living things are always getting “better”

Not necessarily. Early in the Earth’s history, a few billion years ago, life was very simple. Since then, it has evolved increasing complexity and enhanced ability to flourish in a variety of environments. In that sense, living things have gotten “better.” But any notion of improvement is subject to human-centered bias. Here’s a selection from the 1923 poem “Progress” by renowned evolutionary biologist Julian Huxley (son of “Darwin’s bulldog,” Thomas Huxley, and brother of Aldous):

The Crab to Cancer junior gave advice:

“Know what you want my son, and then proceed

Directly sideways. God has thus decreed—

Progress is lateral; let that suffice.”

Darwinian Tapeworms on the other hand

Agree that Progress is a loss of brain, ...

Living things have been honed by evolution to do an excellent—or at least, an adequate—job of living their lives and reproducing; accordingly, no species has “progressed” further than any other. We evolved big brains. A sign of progress? Well, bats have evolved sonar and flight, sharks have “progressed” beyond us in swimming and electroreception, dogs in olfactory acuity and hearing, and so on.

It is also tempting but misleading to think that free-living organisms—especially vertebrates such as ourselves—have progressed beyond those sneaky, regrettable, and “less competent” parasites. And yet, there are substantially more of the latter than the former. How do we know this? Because inside every vertebrate there cavorts a multitude of parasites, from macroscopic worms to an array of microscopic beasts. Necropsies have found that most every animal is host to, well, a host of parasites. So, if abundance is a sign of progress, maybe parasitism is the winner! Or maybe we shouldn’t think in terms of evolutionary “progress” at all.

Блок 2

10 баллов

Критерии оценивания письменной речи

Содержание		10 макс			
Вопрос: как тексты из художественной литературы дополняют идею важности грамматики?	Анализ проведен, мнение высказано, аргумент(ы) приводится убедительный/ые.	2	Присутствует, обоснование нелогичное/недостаточно развито или не приводится аргумент.	1	
Вопрос: Какие детали образа	Анализ проведен, мнение высказано, логично обосновано.	2	Присутствует, обоснование	1	

раскрывает грамматика?	Деталей от 2 и более для каждого персонажа.		нелогичное/недостаточно развито. ИЛИ Деталей не более 1 для каждого персонажа.		
Вопрос: Какие причины могли привести к нарушениям грамматических норм у персонажей?	Анализ проведен, мнение высказано, логично обосновано. 2 ПЕРСОНАЖА	2	Присутствует, обоснование нелогичное/недостаточно развито. ИЛИ 1 ПЕРСОНАЖ	1	
Вопрос: Какие образы удалось создать автору благодаря стилистическому приему нарушения грамматических норм?	Анализ проведен, мнение высказано, логично обосновано. 2 ПЕРСОНАЖА	2	Присутствует, обоснование нелогичное/недостаточно развито. ИЛИ 1 ПЕРСОНАЖ	1	
Вопрос: Как можно отредактировать отрывки, чтобы скорректировать грамматическую норму?	Исправления внесены корректно. 1 ПЕРСОНАЖ: 2 и более исправления. 2 ПЕРСОНАЖ: 4 и более исправлений.	2	Исправления внесены корректно. 1 ПЕРСОНАЖ: 1 исправление. 2 ПЕРСОНАЖ: 1-3 исправления.	1	
<i>Если допускается 4 и более лексических и грамматических ошибок в ответе, – 1 балл за вопрос при условии верного ответа по содержанию.</i>				1	
<i>Если компонент структуры отсутствует – 0 баллов. Если исправления некорректные – 0 баллов за этот вопрос. Если допускаются грамматические и лексические ошибки, нарушающие понимание, – 0 баллов за вопрос.</i>					0
<i>рекуррентные ошибки учитываются 1 раз</i>					
<i>тавтология</i>		минус 1 балла за все повторы в целом			

в случае несоответствия содержанию задания работа получают 0 балла

Тексты:

(2)-Ain't no call to meddle with me, he ain't. [...]
 -Let him say what he likes. I don't want to have no truck with him. [...]
 -Yes: tell HIM where he come from if you want to go fortune-telling.

(3) It was just like he was doing the same thing Burt wanted me to do with the lines on the paper. I was laffing because I thot it was going to be a hard thing for a mouse to do. But then Algernon kept going all the way threw that thing all the rite ways till he came out where it said finish and he made a squeek. Burt says that means he was happy because he did the thing rite.

Блок 3 15 баллов

A 1 балл за пункт

Ошибка в правописании – 0 баллов за пункт.

Across	Down
2. were dubbed	1. written
5. to break	3. exploiting
7. than	4. what
8. the	6. even
9. criticis/zing	10. in

В 1 балл за пункт

	ОТВЕТЫ
1	A
2	C
3	E
4	D
5	F

Блок 4
10 баллов

70-80 слов

Содержание		10 макс			
Кто автор?	Определен верно, правописание верное.	2	Определен верно, правописание неверное.	1	
Аргументы	Аргумент верный, логично обоснован.	2 (макс 8)	Аргумент присутствует, но обоснование нелогичное/недостаточно развито.	1	
Если допускается 4 и более лексических и грамматических ошибок в ответе, – 1 балл за вопрос при условии верного ответа по содержанию. Слов менее 60 - минус 1 балл Слов более 90 - минус 1 балл				1	
Если компонент структуры отсутствует – 0 баллов. Если допускаются грамматические и лексические ошибки, нарушающие понимание, – 0 баллов за вопрос.					0
рекуррентные ошибки учитываются 1 раз					
тавтология		минус 1 балла за все повторы в целом			

в случае несоответствия содержанию задания работа получают 0 балла

Not Elizabeth I.
WAR SITUATION. HC Deb 20 August 1940, by Sir Winston Churchill

Text:

[...] As I explained to the House in the middle of June, the stronger our Army at home, the larger must the invading expedition be, and the larger the invading expedition, the less difficult will be the task of the Navy in detecting its assembly and in intercepting and destroying it on passage; and the greater also would be the difficulty of feeding and supplying the invaders if ever they landed, in the teeth of continuous naval and air attack on their communications. All this is classical and venerable doctrine. As in **Nelson's** day, the maxim holds, "Our first line of defence is the enemy's ports." Now **air reconnaissance** and **photography** have brought to an old principle a new and potent aid.

Our Navy is far stronger than it was at the beginning of the war. The great flow of new construction set on foot at the outbreak is now beginning to come in. We hope our **friends across the ocean** will send us a timely reinforcement to bridge the gap between the **peace flotillas** of [...] and the war flotillas of [...]. There is **no difficulty in sending such aid. The seas and oceans are open.**[...]

The gratitude of every home in our Island, in our Empire, and indeed throughout the world, except in the abodes of the guilty, goes out to the British **airmen** who, undaunted by odds, unwearied in their constant challenge and mortal danger, are turning the tide of **the world war** by their prowess and by their devotion. Never in the field of human conflict was so much owed **by so many to so few**.

Блок 5

55 баллов

Критерии оценивания письменной речи

Содержание		25 макс			
Приветствие	1. Соответствие ситуации/теме. 2. Присутствие типичных приветственных клише/идиоматичность. 3. Чувства. 4. Тема. 5. План.	5	Минус 1 балл за каждый компонент при отсутствии или нелогичности, слабой убедительности.	1-4	
Пройденный путь	1. Соответствие ситуации/теме. 2. Присутствие типичных клише размышлений. 3. Воспоминания. 4. Трудности. 5. Извлеченные уроки.	5	Минус 1 балл за каждый компонент при отсутствии или нелогичности, слабой убедительности.	1-4	
Вдохновляющая история	1. Соответствие ситуации/теме. 2. Присутствие типичных клише сторителлинга. 3. История что-то в авторе сформировала. 4. Релевантно для молодежи. 5. Чему-то учит.	5	Минус 1 балл за каждый компонент при отсутствии или нелогичности, слабой убедительности.	1-4	
Благодарность	1. Соответствие ситуации/теме. 2. Присутствие типичных клише благодарности. 3. Учителя упомянуты. 4. Родители упомянуты. 5. Причины благодарности.	5	Минус 1 балл за каждый компонент при отсутствии или нелогичности, слабой убедительности.	1-4	
Воодушевление, напутствие	1. Соответствие ситуации/теме. 2. Присутствие типичных клише напутствия. 3. Взгляд в будущее.	5	Минус 1 балл за каждый компонент при отсутствии или нелогичности, слабой убедительности.	1-4	

	4. Цитата. 5. Финальная воодушевляющая фраза.				
Если компонент структуры отсутствует					0
Стиль	Соответствует ораторскому жанру и целевой аудитории (может быть неформальным, может быть смешение с формальным, но оправдано стилистическим эффектом на слушателя)	1	Не соответствует ораторскому жанру, хаотичен, не оправдан стилистическим эффектом	0	
Связующая лексика	Присутствует, соответствует логике повествования	1	Отсутствует или не соответствует логике повествования	0	
Деление на абзацы, подзаголовки	Присутствуют, соответствуют логике повествования	1	Отсутствуют или не соответствуют логике повествования	0	
Количество слов	Объем соблюдается (от 250 слов)	1	Объем менее 230 слов	0	
	Объем внушительный (от 300 слов)	2			
Языковая составляющая		30 макс			
Лексика		2 балла за каждую ошибку			
Грамматика		2 балла за каждую ошибку			
артикли, пунктуация, орфография		1 балл за каждую ошибку			
рекуррентные ошибки учитываются 1 раз					
тавтология, лексическая избыточность		минус 2 балла за каждый повтор			

в случае несоответствия содержанию задания работа получают 0 балла