

Listening comprehension

Listen to the fairy tale and put the events of the story in chronological order.

Понимание устного текста

Прослушайте сказку и расположите события сказки в хронологическом порядке.

1. Beatrice convinced people to come outside into the sunlight.
2. Citizens lived in fear as measles spread through the town.
3. Each night, the dove returned with branches of trees with leaves.
4. One evening, a dove appeared at her window.
5. One morning, the Sun rose and invited the people to come outside.
6. People stayed hidden, unsure if it was safe.
7. Princess Beatrice felt lonely and longed for company.
8. She dropped the twigs to townsfolk as symbols of hope.
9. She spent her nights gazing at the Moon, seeking comfort.
10. Streets were quiet, and laughter was no longer heard.
11. The dove encouraged Beatrice to hold on to hope.
12. The Moon watched over the town with a heavy heart.
13. The sickness was gone, and they celebrated.
14. The town found peace again, thanks to the princess and her dove.
15. They stepped out cautiously and felt the Sun's warmth.

Reading comprehension

Read the extract from the story.

For questions 1-6, decide whether the statements are **True**, **False** or **Not Given**.

For questions 7-15, decide which answer (A, B, C or D) best fits each gap.

Понимание письменного текста

Прочитайте отрывок рассказа.

*Для вопросов 1-6 установите истинность высказывания. Выберите **True**, если утверждение верно, **False**, если утверждение неверно, и **Not Given**, если в тексте не содержится данная информация.*

Для вопросов 7-15 выберите один верный вариант из предложенных вариантов A, B, C и D.

"Oh, just look here!" Jo cried .

The top of the box was mostly taken up with four square paper boxes, round which parcels of all shapes and sizes were wedged and fitted. The whole was a miracle of packing. It had taken Mum three mornings, with assistance from Granny, and much advice from Dad, to do it so beautifully.

Each box held a different kind of cake. One was of jumbles, another of ginger-snaps, a third of crullers, and the fourth contained a big square loaf of frosted plum-cake, with a circle of sugar almonds set in the frosting. How the girls exclaimed at this!

"I never imagined any thing so nice," declared Beth, with her mouth full of jumble. "As for those snaps, they're simply perfect. What can be in all those fascinating bundles? Do hurry and open one, Jo."

Dear little Amy! The first two bundles opened were hers and Beth's, then a white hood for Jo, and a blue one for Meg, both of Mum's knitting, and so nicely done. The girls were enchanted.

"How she has improved!" said Jo. "She knits better than either of us, Meg."

"There never was such a clever little darling!" responded Meg, and they patted the hoods, tried them on before the glass, and spent so much time in admiring them that Amy grew impatient.

Meg's bundle was for herself, "Marianne," in blue and gold; and pretty soon "Golden Legend," in the same binding, appeared for Jo. Both these were from Dad. Next came a couple of round packages of exactly the same size. These proved to be ink-stands, covered with Russia leather: one marked, "Jo from Laurie," and the other, "Meg from Laurie." The two long narrow parcels revealed the carved pen-handles, precisely alike.

What fun it was opening those bundles! The girls made a long business of it, taking out but one at a time, exclaiming, admiring, and exhibiting to each other. They laughed, they joked, but I do not think it would have taken much to make either of them cry. It was almost too gentle and sensitive a pleasure, each separate article seemed full of the very look and feel of home.

Never was such a wonderful box. It appeared to have no bottom whatever. Under the presents were parcels of figs, prunes, almonds, raisins, candy; under those, apples and pears. There seemed no end to the surprises.

At last all were out.

1. Granny helped pack the box alongside Mum.
 2. Each of the four square boxes contained a different type of homemade pie.
 3. The white and blue hoods were made by the elder sisters.
 4. Meg's bundle contained a book titled "Golden Legend" from Dad.
 5. Jo was unhappy with the ink-stand gift from Laurie.
 6. The sisters took their time opening the presents.
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7. What does the phrase "It was a miracle of packing" imply about the box?
 - A. It was poorly packed.
 - B. It was packed haphazardly.
 - C. It was packed with extreme skill and care.
 - D. It had been organized by a professional packer.

 8. What is implied by the phrase "There seemed no end to the surprises"?
 - A. There was too much food.
 - B. The girls were surprised that the box was mostly empty.
 - C. The box was filled with a seemingly endless number of surprises.
 - D. There was nothing of interest left to find.

 9. What does the word "jumble" refer to?
 - A. A variety of small, mixed sweets.
 - B. A disorderly heap.
 - C. A type of cookie.

D. A basket of fruit.

10. What was Jo's reaction to the box?

- A. She cried out in surprise.
- B. She cried out in excitement.
- C. She was quiet and speechless.
- D. She seemed uninterested.

11. How did Beth describe the ginger-snaps?

- A. Tasty but ordinary.
- B. Almost perfect.
- C. She thought they were perfect.
- D. Slightly disappointing.

12. What gifts did Laurie give Meg and Jo?

- A. Identical stationery.
- B. Matching scarves.
- C. Two woolen hoods.
- D. Books of poetry.

13. How would you best describe the tone of the passage?

- A. Somber and melancholic.
- B. Lighthearted and humorous.
- C. Tender and nostalgic.
- D. Tense and suspenseful.

14. What does the variety of treats and hand-knit gifts reveal about the cultural setting of the story?

- A. The family has a very progressive taste, not typical of the middle 20th century UK.
- B. The family enjoys the luxury of store-bought items.
- C. The family is struggling financially.
- D. The family values homemade, traditional items, typical of the 19th-century America.

15. What is the central message of the passage?

- A. Material possessions bring happiness.
- B. Family connections and shared moments are most meaningful.
- C. Wealth is essential for happiness.
- D. Long-distance gifts lose their sentimental value.

Grammar and Vocabulary

Read the text about the British Museum. For questions 1-15, complete the task.

Think of ONE word that fits each gap. For some four gaps in the text the words are given in the following list.

Грамматика и лексика

Прочитайте текст о Британском музее. Заполните пропуски 1-15 ОДНИМ словом. Для четырёх пропусков используйте слова из списка.

haunt
houses
tidbit
trove

The British Museum, located in London, is known for its extensive collection of artifacts from around the world. The museum came into **1.** ... in 1753, largely thanks to Sir Hans Sloane's vast collection of artifacts, books, and antiquities. Since then, the museum has gone through countless expansions and changes, making it a treasure **2.** ... of historical wonders. Today, the museum is visited by millions of people from **3.** ... over the world.

Various historical objects are displayed across multiple galleries, and each exhibition tells a story of a different culture. Artifacts were brought to the museum by explorers and scholars. The exhibits range **4.** ... ancient Egyptian mummies to Greek sculptures, and they are used by students and researchers for academic purposes.

One curious fact about the museum is that it **5.** ... the Rosetta Stone, which turned out to be **6.** ... key to deciphering Egyptian hieroglyphics. **7.** ... it, the secrets of Ancient Egypt might still be lost to us today. Visitors are often taken **8.** ... by the incredible detail on the stone, which harks **9.** ... to 196 B.C.

Another fascinating **10.** ... is that the museum's Reading Room was once a favorite **11.** ... of Karl Marx, who spent years researching and writing there. This room was said to witness the early development of ideas that inspired the foundation of many communist regimes in the twentieth century.

The museum has **12.** ... praised for its dedication to preserving history. It is considered a symbol of cultural exchange and education. People enjoy visiting the museum to learn about the past, and many educational programs are offered to enhance visitors' experiences.

The British Museum continues to grow, and its exhibitions are constantly updated to showcase new research and discoveries. **13.** ... you're a scholar or a casual visitor, the museum offers something for everyone. It is known **14.** ... one of the most important cultural institutions in the world where the past **15.** ... alive.

Writing

Письменная речь

Представьте, что Ваши родители готовы подарить Вам на Новый год самый заветный подарок. Выбор подарка указывает на важные черты Вашего характера, на Ваши интересы и увлечения.

Напишите об этом сообщение в пределах **130-150 слов.**

Ваш текст должен содержать элементы описания, повествования и рассуждения.

1. Что Вы чувствовали, когда засыпали в новогоднюю ночь? Используйте прошедшие времена.
2. Что Вы почувствовали, как только проснулись? Используйте прошедшие времена.
3. Опишите свою комнату и место, где Вас ждёт подарок. Опишите подарок.
4. Представьте, что Вы сейчас играете/занимаетесь/что-то делаете со своим долгожданным подарком. Повествуйте в настоящих временах.
Упомяните, как Ваша семья украдкой наблюдает за Вами и радуется за Вас/присоединяется к Вам и разделяет Вашу радость.
5. Предскажите, какое будущее ждёт Ваш подарок. Используйте будущие времена.

Важные элементы успешного написания текста:

- аргументируйте выбор подарка;
- используйте эпитеты прилагательные и эпитеты наречия, ярко описывающие подарок и Ваши эмоции;
- используйте глаголы, точно повествующие о всех действиях;
- используйте логические связки, которые помогут Вам передать Ваше представление о будущем этого подарка.

Внимание!

Заимствованный текст будет снят с конкурса.

Работа провокационного характера, написанная с нарушением этических норм, будет снята с конкурса.

Listening Comprehension

For questions 1-15, decide whether the information in the statements is *True*, *False*, or *Not Given*.

True: The statement agrees with the information in the recording

False: The statement contradicts the information in the recording

Not Given: The information is not mentioned in the recording

1. The queen claims that her decision to step down was made without much thought.
2. She believes a sovereign must prioritize their family to understand their subjects better.
3. The queen admits she lacks the skills necessary to lead in challenging times.
4. According to the queen, her family requested her to abdicate the throne.
5. She acknowledges that she possesses more wisdom than any other potential leader.
6. The queen states she will leave the country permanently after stepping down.
7. She feels there are others more capable of guiding the kingdom through current challenges.
8. The queen considers herself better suited to leadership than to service.
9. She states that her dedication to the country's values will continue even after her abdication.
10. The queen asserts that only she is fit to uphold the title of sovereign.
11. According to the speech, the queen feels that her weaknesses would endanger the kingdom if she remains on the throne.
12. The queen encourages the people of the country to help the new sovereign.
13. She expresses confidence in a future marked by peace, prosperity, and unity.
14. The queen directly names her successor in the speech.
15. The speech suggests that the queen sees herself continuing in a role that benefits the kingdom, though not as its leader.

Reading comprehension

Read the extract of the story.

For questions 1-15, choose the answer (A,B,C, or D) which you think fits best according to the story.

Peter and Ann had gone off to a party, wearing their best clothes and looking ever so fancy. The house was very quiet and still. It felt as though it were thinking its own thoughts, or dreaming perhaps.

Down in the living-room Mother was reading the paper with her spectacles perched on her nose. Father was in the garden busily doing nothing. Grandfather was on the kitchen sofa with his feet up. And the house stood very quietly around them all, dreaming its own dreams, or thinking perhaps.

Upstairs in the nursery the sunlight poured in at the window, flickering on the white walls, dancing over the beds where the babies were lying.

"I say, move over! You're right in my eyes," said William in a loud voice.

"Sorry!" said the sunlight. "But I can't help it. I've got to get across this room somehow. Orders is orders. I must move from East to West in a day and my way lies through this nursery. Sorry! Shut your eyes and you won't notice me."

The gold shaft of sunlight lengthened across the room. It was obviously moving as quickly as it could in order to oblige William.

"How soft, how sweet you are! I love you," said Maria, holding out her hands to its shining warmth.

"Good girl," said the sunlight approvingly, and moved up over her cheeks and into her hair with a light, caressing movement. "Do you like the feel of me?" it said, as though it loved being praised.

"Dee-licious!" said Maria, with a happy sigh.

"Chatter, chatter, chatter! I never heard such a place for chatter. There's always somebody talking in this room," said a shrill voice at the window.

William and Maria looked up. It was the Rook who lived on the top of the chimney.

"I like that," said William, standing up quickly. "What about yourself? All day long on the roofs and telegraph poles. Roaring and screaming and shouting — you'd talk the leg off a chair, you would. Worse than any sparrow."

The Rook cocked his head on one side and looked down at him from his perch on the windowframe. "Well," he said, "I have my business to attend to. Consultations, discussions, arguments, bargaining. And that, of course, necessitates a certain amount of — er — quiet conversation—"

"Quiet!" exclaimed Maria, laughing heartily.

"And I wasn't talking to you, young lady," said the Rook, hopping down on to the window-sill. "And you needn't talk — anyway. I heard you for several hours on end last Saturday week. Goodness, I thought you'd never stop — you kept me awake all night."

"That wasn't talking," said Maria. "I was—" She paused. "I mean, I had a pain."

"Humph!" said the Rook, and hopped on to the back of Maria's bed. He sidled along it until he came to the head of the bed. Then he said in a soft, wheedling voice: "Well, Maria Smith, anything for the old fellow today, eh?"

Maria brought herself into a sitting position by supporting her body with her both hands. "There's the other half of my arrowroot biscuit," she said, and held it out in her round, fat fist. The Rook swooped down, plucked it out of her hand and flew back to the window-sill. He began nibbling it greedily.

"Thank you!" said William, meaningly, but the Rook was too busy eating to notice the rebuke. "I said 'Thank you!'" said William a little louder.

The Rook looked up. "Eh — what? Oh, get along, boy, get along. I've no time for such frills and furbelows." And he gobbled up the last of his biscuit.

The room was very quiet.

1. What does the phrase "The house stood very quietly around them all" imply?

- A) The house is actively involved in the events.
- B) The house is literally still with no movement.
- C) The house is a metaphor for the children's thoughts.
- D) The house is personified, as though it were capable of human actions and states.

2. What does "you'd talk the leg off a chair" mean?

- A) You would avoid talking.
- B) You would talk endlessly.
- C) You would sit quietly all day.
- D) You would walk a long distance.

3. Which character is portrayed through an oxymoron?

- A) Dad.
- B) Mum.
- C) The Sun.
- D) The Rook.

4. Where does the word "rook" etymologically come from?

- A) From the Latin word “corvus”.
- B) From Old French “rok”.
- C) From the Arabic “rukhh”.
- D) From the Germanic “hrōkr”..

5. Which of the following is an example of a personification in the story?

- A) “The sunlight poured in at the window.”
- B) “Father was in the garden busily doing nothing.”
- C) “The Rook cocked his head on one side and looked down at him.”
- D) “It was obviously moving as quickly as it could in order to oblige William.”

6. What might the Rook’s attitude toward Maria suggest about its character?

- A) Rooks are viewed as sacred and wise birds.
- B) Rooks are known to be hardworking and diligent.
- C) Rooks are seen as cheeky, mischievous, and bold.
- D) Rooks are traditionally considered omens of bad luck.

7. What is Maria’s reaction to the sunlight moving over her?

- A) She ignores it.
- B) She criticizes it.
- C) She welcomes it.
- D) She asks the sunlight to move.

8. What does the Rook request from Maria?

- A) A piece of food.
- B) A book to read.
- C) A drink of water.
- D) A place to sleep.

9. How does William react when the Rook criticizes Maria’s chatter?

- A) He sides with Maria.
- B) He agrees with the Rook.
- C) He asks the Rook to leave.
- D) He becomes angry and scolds the Rook.

10. What does the word “chatter” most likely mean in the context of the story?

- A) To rattle.
- B) To gossip.
- C) To knock together.
- D) To talk quickly and noisily.

11. What does the word “caressing” most likely mean in the context of the story?

- A) Striking.
- B) Stroking.
- C) Ignoring.

D) Taking care of someone.

12. What is implied by the phrase “orders is orders”?

- A) The sunlight is uneducated.
- B) The sunlight doubts its duties.
- C) The sunlight is proud of its actions.
- D) The sunlight cannot change its path.

13. In the context of the story, what is not the synonym of “wheedling”?

- A) Meek.
- B) Coaxing.
- C) Flattering.
- D) Manipulative.

14. What tone best describes the overall feeling of the story?

- A) Dark.
- B) Mournful.
- C) Humorous.
- D) Suspenseful.

15. What message is conveyed in the interaction between Maria and the Rook?

- A) Animals are selfish.
- B) Birds should not be trusted.
- C) Humor can be found in daily life.
- D) Nature always has something to teach us.

Grammar and Vocabulary

For questions 1-15, read the extract from the story and complete the tasks.

Use these verbs in their new forms – finite (tense, mood, number, person) and non-finite (infinitive, gerund, participle) – and complete the gaps.

commence
lead
revere
see
experiment

Use these stems in new lexemes – with the help of prefixes, suffixes, conversion – and complete the gaps.

access
classic
interconnect
romantic
scholar

Think of ONE word to fill each of the remaining gaps.

The evolution of literary genres has been shaped by many social, cultural, and historical factors. Literature was first classified into genres in ancient times. Epic poetry and tragedies were written in the **1. ...** era, with the works of Homer and Sophocles, for example, being widely studied and **2. ...** . Over the centuries, various genres, such as the novel, drama, and poetry, have developed and **3. ...** influenced by changing political and societal norms.

In the Middle Ages, the clergy **4. ...** committed to preserving many of the Latin and Greek texts, making them **5. ...** to future generations. The role of the church in the development of literature was significant, especially with the translation of texts from and into Latin, which was used as the primary language for **6. ...** writing.

By the Renaissance, writers **7. ...** to experiment with different styles, and the invention of the printing press **8. ...** to the widespread distribution of books. The novel, a genre that would become central in the modern era, **9. ...** to be introduced in the 17th century with works such as Don Quixote by Cervantes.

In the 18th century, the rise of the middle class gave **10. ...** to the development of new genres. The novel was further developed, **11. ...** writers such as Samuel Richardson and Jane Austen making significant contributions to the genre. Societal issues were explored through literature, and the rise of satire also marked this period: Jonathan Swift's Gulliver's Travels is considered one of the most prominent works of the time.

The 19th century **12. ...** the flourishing of the novel as a dominant genre. The authors like Victor Hugo, Charles Dickens, and Leo Tolstoy are among the most celebrated novelists of this era. **13. ...** , a movement that valued emotion over reason, influenced poetry and prose. Authors blended the personal with the political, exploring themes such as industrialization, class struggles, and human rights. This period also witnessed the rise of Gothic fiction, exemplified by Mary Shelley's Frankenstein and Bram Stoker's Dracula, which combined elements of horror, mystery, and the supernatural.

Over time, literary forms have continued to evolve. Writers are now used to **14. ...** with new forms and incorporating influences from other artistic media. The advent of mass media in the 20th century is a driving force behind the expansion of genres like science fiction and detective fiction.

The 21st century has brought further developments in genres. Digital literature and interactive storytelling are not uncommon any more. Genres are continuously transformed by technological innovations, social changes, and global **15. ...** .

Overall, literary genres have adapted to new cultural and technological challenges and opportunities, and their evolution is likely to continue as society progresses. This adaptability of literary genres is part of what makes literature such a dynamic and important form of human expression.

Writing

Представьте, что Вам разрешили завести экзотического питомца. Выберите животное, которое Ваша семья вряд ли бы одобрила, но которое отражает важные черты Вашего характера и соответствует Вашим интересам.

Напишите **рассказ** о том дне, когда этот питомец появился у Вас в доме.

Напишите рассказ в пределах **160-180 слов**.

Персонажи:

Вы.

Животное.

Члены семьи, соседи, друзья и т.д.

Проблемы:

Ваша семья не хотела заводить это животное, несмотря на все Ваши просьбы.
Животное действительно нелегко содержать в обычной квартире/в обычном доме.
Все обязанности по уходу и развлечению животного ложатся только на Вас.

Место действия:

Квартира/частный дом.
Ваша, теперь уже общая с питомцем, комната.

В рассказ необходимо включить следующие **компоненты структуры**:

1. Завязка (день ничего не предвещал, шёл своим чередом). Повествуйте в прошедших временах.
2. Череда событий (Ваши мечты о питомце материализовались совершенно удивительным образом). Повествуйте в прошедших временах.
3. Кульминация (встреча с семьёй, которая узнаёт о новом "члене семьи"). Опишите состояние членов семьи (и любых других персонажей) при знакомстве с животным. Описывайте и повествуйте в настоящих временах.
4. Развязка (совет всех заинтересованных лиц в форме краткого диалога, в рамках которого определяется дальнейшая судьба животного и распределяются функции по его уходу на будущее; приходит осознание, что обязанности неравномерно распределены и Вы несёте практически полную ответственность). Описывайте своё состояние и повествуйте о решении семьи в настоящих и будущих временах.

Требования:

- Аргументация выбора животного.
- Описание места. Используйте яркие эпитеты, которые отражают эмоциональное состояние персонажей.
- Описание внешнего вида животного. Используйте слова, точно отражающие специфику выбранного животного.
- Повествование о событиях. Используйте конкретные глаголы, точно отражающие действия, и эпитеты наречия.
- Прямая речь персонажей. Помните о правилах пунктуации.
- Упоминание проблем, которые возникают в связи с новыми обстоятельствами. Используйте логические связи.
- Решение проблем. Используйте логические связи.
- Опишите перспективы Вашего нового уклада жизни.

Внимание!

Заимствованный или сгенерированный рассказ будет снят с конкурса.
Работа провокационного характера, написанная с нарушением этических норм, будет снята с конкурса.

Ключи

Listening comprehension

1. Citizens lived in fear as measles spread through the town.
2. Streets were quiet, and laughter was no longer heard.
3. The Moon watched over the town with a heavy heart.
4. Princess Beatrice felt lonely and longed for company.
5. She spent her nights gazing at the Moon, seeking comfort.
6. One evening, a dove appeared at her window.
7. The dove encouraged Beatrice to hold on to hope.
8. Each night, the dove returned with branches of trees with leaves.
9. She dropped the twigs to townsfolk as symbols of hope.
10. One morning, the Sun rose and invited the people to come outside.
11. People stayed hidden, unsure if it was safe.
12. Beatrice convinced people to come outside into the sunlight.
13. They stepped out cautiously and felt the Sun's warmth.
14. The sickness was gone, and they celebrated.
15. The town found peace again, thanks to the princess and her dove.

The Script

"The Dove and the Last Day of Sun"

Once upon a time, in a small castle town nestled between the silver hills, a terrible sickness spread among the citizens. Measles, they called it—a word that brought shivers to every heart. The townsfolk shut their doors tight, and the streets, once filled with laughter, grew silent and cold. Only the Moon dared to look down upon them, casting gentle light over the rooftops, watching in sadness as the people hid away.

The town's young princess, Beatrice, was lonely in her tower, longing to play with her friends and hear the sound of laughter again. Each night, she gazed out at the Moon, who seemed to weep for the people's sorrow. One night, as the Moon watched, a dove flew into Beatrice's window and landed beside her, its wings shimmering like pearls.

"Oh, little dove," Beatrice sighed, "will our town ever be happy again?"

The dove tilted its head, as if listening, and cooed softly. It seemed to tell her, "There is always hope. Light always returns, even in the darkest of times."

Night after night, the dove came to visit her, bringing small twigs and leaves, each one a sign of the world beyond her lonely tower. The dove's visits brought comfort to the princess, and soon she began sharing the little gifts with her people. She tied the dove's twigs into bundles, dropping them from her window to the townsfolk below. "This is a gift of hope!" she whispered, and the townspeople smiled at the small tokens.

One morning, the Moon was low in the sky, and the Sun slowly rose, casting warm rays across the town. The Sun called out to the people, "Come out, my friends, for I bring warmth and life!" But the townsfolk were afraid; they dared not leave their homes.

Then Beatrice stood at her window, waving to them with a smile. She was not afraid, for she had learned the strength of kindness and hope. The dove perched on her shoulder, cooing proudly. And, one by one, the people slowly opened their doors and felt the Sun's warmth upon their faces.

Together, the people and the princess stepped out to the square. They danced, laughed, and sang under the Sun's golden light, knowing the world was healing once more. Even the Moon, though hidden from view, watched with joy from the other side of the world, knowing that all would be well again.

The town was freed from its sorrow, and hope blossomed like flowers in spring. The sickness was gone, and the people lived in peace, forever grateful to the princess, the Sun, and the little dove who brought them hope when they needed it most.

And ever since then, that is the way it has been.

Reading comprehension

1. True
2. False
3. False
4. False
5. Not Given
6. True
7. C. It was packed with extreme skill and care.
8. C. The box was filled with a seemingly endless number of surprises.
9. C. A type of cookie.
10. B. She cried out in excitement.
11. C. She thought they were perfect.
12. A. Identical stationery.
13. C. Tender and nostalgic.
14. D. The family values homemade, traditional items, typical of the 19th-century America.
15. B. Family connections and shared moments are most meaningful.

Grammar and Vocabulary

1. being
2. trove
3. all
4. from
5. houses
6. the
7. Without
8. aback
9. back
10. tidbit
11. haunt
12. been
13. Whether
14. as
15. comes

			макс балл - 55
Содержание			23
Коммуникативная цель	описание повествование рассуждение	1 балл - соответствует цели 0 балла - если отсутствует один из компонентов цели <i>в случае несоответствия содержанию темы сочинения работа получают 0 балла</i>	1
Прошедшие времена		1 балл - наличие 0 балла - отсутствие	1
Настоящие времена		1 балл - наличие 0 балла - отсутствие	1
Будущие времена		1 балл - наличие 0 балла - отсутствие	1
Логические связи		1 балл - наличие 0 балла - отсутствие	1
Связность, логичность		1 балл - соблюдается 0 балла - нарушена	1
Выбор глаголов		2 балла - богатый выбор, детально описывающий действия 1 балл - достаточный для повествования, но без детального описания действий 0 балла - наличие ограниченного выбора только стандартных глаголов (<i>went, said</i>) без детального описания	2
Выбор наречий		2 балла - богатый выбор, детально описывающий характер действий 1 балл - достаточный для повествования, но без детального описания характера действий 0 балла - наличие ограниченного выбора только стандартных наречий (<i>very, really</i>) без детального описания	2
Выбор прилагательных		2 балла - богатый выбор, детально описывающий качества объектов 1 балл - достаточный для для повествования, но без детального описания качества объектов 0 балла - наличие ограниченного выбора только стандартных прилагательных (<i>good, bad, happy, sad</i>) без детального описания	2
компоненты содержания	1. упоминание подарка 2. связь подарка с характером/увлечениями автора 3. описание чувств в новогоднюю ночь	минус 1 балл за отсутствие любого компонента	10

	4. описание чувств на утро 5. описание комнаты, расположения подарка 6. описание подарка 7. повествование о действиях с подарком 8. повествование о действиях семьи 9. рассуждения о будущем подарка 10. аргументы в пользу выбора подарка		
Количество слов		1 балл - 130-150 слов минус 1 балл за каждые 10 слов менее и более указанного количества	1
Языковая составляющая			32
Лексика		2 балла за каждую ошибку	
Грамматика		2 балла за каждую ошибку	
артикли, пунктуация, орфография		1 балл за каждую ошибку	
<i>рекуррентные ошибки учитываются 1 раз</i>			
тавтология, лексическая избыточность		минус 2 балла за каждый повтор	

Ключи

Listening Comprehension

1. False
2. True
3. True
4. Not Given
5. False
6. False
7. True
8. False
9. True
10. False
11. True
12. True
13. True
14. Not Given
15. True

Script

My dear subjects,

As I stand before you today, it is with a heart both heavy and resolute that I announce my decision to step down from the throne. This is not a choice made lightly; rather, it is one born of deep reflection and an earnest consideration of my duties to this nation, to my family, and to you, the cherished people of this country. Allow me, then, to explain my reasons to you with clarity and humility.

First and foremost, the unyielding needs of my family weigh upon my spirit. In these turbulent times, my family—both immediate and extended—require my full presence, a commitment I find impossible to balance with the sacred obligations of the crown. It is my belief that one's duty to one's family is as paramount as one's duty to one's country, for a sovereign who cannot attend to her family cannot rightly understand the trials faced by her subjects.

Secondly, I must humbly acknowledge the limits of my abilities in times of crisis. A nation faced with grave challenges demands a leader of unparalleled strength, skill, and wisdom—qualities I do not possess to the degree that these times so earnestly demand. I am not blind to my own shortcomings, nor am I willing to jeopardise the future of this land by clinging to a title that I cannot uphold with the dignity it deserves.

Thirdly, I have come to understand that new visions and stronger hands are needed to guide our kingdom through this period of hardship and change. There are others more adept at navigating the complexities of governance in these modern times—individuals whose talents, resilience, and acumen far exceed my own. It is only just that they be given the opportunity to steer us forward, with the steadfast support of our people.

Furthermore, my role as queen has made it evident that I am more suited to a life of service than one of leadership. I take pride in the ways I have served this country, but I know in my heart that true service need not be confined to a throne. My dedication to our values and to our people will remain steadfast, but it is time for me to contribute in a way more fitting to my nature and capacity.

Finally, I am stepping down because I believe that the crown belongs to the people as much as to any single sovereign. As such, it is my duty to entrust it to those best suited to carry its weight. I am confident that this change will strengthen our kingdom, placing it in hands better equipped to rise to the call of these times.

Know that I do not bid farewell to you in spirit, for my heart shall ever remain in service to this land. May we continue forward together, and may the next chapter bring forth the peace, prosperity, and unity that you so deeply deserve.

Thank you, and may God bless our country.

Reading comprehension

1. D) The house is personified, as though it were capable of human actions and states.
2. B) You would talk endlessly.
3. A) Dad.
4. D) From the Germanic “hrökr”.
5. D) “It was obviously moving as quickly as it could in order to oblige William.”
6. C) Rooks are seen as cheeky, mischievous, and bold.
7. C) She welcomes it.
8. A) A piece of food.
9. A) He sides with Maria.
10. D) To talk quickly and noisily.
11. B) Stroking.
12. D) The sunlight cannot change its path.
13. A) Meek.
14. C) Humorous.
15. C) Humor can be found in daily life.

Grammar and Vocabulary

1. classical
2. revered
3. been
4. were
5. accessible
6. scholarly/ classical
7. had commenced
8. led
9. was
10. rise
11. with
12. saw
13. Romanticism
14. experimenting
15. interconnectedness/ interconnectivity

			макс балл - 55
Содержание			25
Коммуникативная цель	рассказ	1 балл - соответствует цели 0 балла - не соответствует цели, является по форме эссе или описанием без сюжета и нарратива <i>в случае несоответствия содержанию темы рассказа работа получают 0 балла</i>	1
Экспозиция/Завязка	Кто? Где? Когда?	1 балл - наличие 0 балла - отсутствие	1
Череда событий	сюжет, выбранный участником	1 балл - наличие 0 балла - отсутствие	1
Прошедшие, настоящие и будущие времена по сюжету	сюжет, выбранный участником	1 балл - наличие 0 балла - отсутствие любого пласта	1
Прямая речь	сюжет, выбранный участником	2 балла - наличие, верно оформлена 1 балл - наличие, неверно оформлена 0 балла - отсутствие	2
Выбор глаголов	сюжет, выбранный участником	2 балла - богатый выбор, полностью раскрывающий сюжет, детально описывающий действия 1 балл - достаточный для раскрытия сюжета выбор без детального описания действий 0 балла - наличие ограниченного выбора только стандартных глаголов (<i>went, said</i>) без детального описания	2
Выбор наречий	сюжет, выбранный участником	2 балла - богатый выбор, полностью раскрывающий сюжет, детально описывающий характер действий 1 балл - достаточный для раскрытия сюжета выбор без детального описания характера действий 0 балла - наличие ограниченного выбора только стандартных наречий (<i>very, really</i>) без детального описания	2
Выбор прилагательных	сюжет, выбранный участником	2 балла - богатый выбор, полностью раскрывающий сюжет, детально описывающий качества объектов 1 балл - достаточный для раскрытия сюжета выбор без детального описания качества объектов 0 балла - наличие ограниченного выбора только стандартных прилагательных (<i>good, bad, happy, sad</i>) без детального описания	2
компоненты содержания	1. животное экзотическое 2. животное не нравится семье	минус 1 балл за отсутствие любого компонента ИЛИ за отсутствие логичного обоснования этого компонента (компонент не соответствует	10

	3. животное соответствует характеру и интересам главного персонажа 4. животное трудно содержать в квартире/доме - упоминание проблем 5. обсуждение решения и возложение обязанностей за уход на главного персонажа 6. описание квартиры/дома 7. описание комнаты 8. описание животного 9. описание эмоционального состояния персонажей 10. упоминание перспектив жизни животного в новом месте	общей линии развития сюжета/ добавлен случайным образом, не связан с сюжетом)	
Кульминация	пик напряжения и конфликта	1 балл - наличие 0 балла - отсутствие	1
Развязка	спад напряжения, разрешение конфликта	1 балл - наличие 0 балла - отсутствие	1
Количество слов		1 балл - 160-180 слов минус 1 балл за каждые 10 слов менее и более указанного количества	1
Языковая составляющая			30
Лексика		2 балла за каждую ошибку	
Грамматика		2 балла за каждую ошибку	
артикли, пунктуация, орфография		1 балл за каждую ошибку	
<i>рекуррентные ошибки учитываются 1 раз</i>			
тавтология, лексическая избыточность		минус 2 балла за каждый повтор	