

Межрегиональная предметная олимпиада Казанского федерального университета
по предмету «Английский язык»
2013-2014 учебный год
9, 10 классы

Исправления не допускаются.

PART 1. USE OF ENGLISH. TIME: 60 minutes. Maximum: 34 marks.

TASK 1.1. Read the text and open the brackets. (max. 7)

Betty Gregg had red hair and freckles and a mischievous eye. She was not nearly so made up as she 1 _____ (**be**) the previous day. She gave him a cocktail and asked with a twinkle: "And whose side are you on?" The young lovers – or the 2 _____ (**disapprove**)

"May I ask you a question?"

"Certainly."

"Have you been very tactful over all this?"

"Not at all," said Miss Gregg frankly. "That woman just 3 _____ (**make**) me feel mad. She's kept Basil tied to her apron strings all these years. Even now I believe Billy might give me up – if his mother 4 _____ (**work**) on him good and hard."

"He might," said Mr. Pyne. "If she went about it the right way."

"I 5 _____ (**hear**) about you, Mr. Pyne. You 6 _____ (**suppose**) to know something about human nature. Do you think Billy and I could make a go of it – or not?"

"I think you suit each other very well," said Mr. Pyne. She looked at him doubtfully.

"I'm afraid Billy's mother 7 _____ **never** _____ (**give**) her blessing."

TASK 1.2. Choose the best answer A, B, C, or D. (max 11)

- Based on the premises that light was composed of color, the Impressionists came to the conclusion _____ not really black.
A which was that shadows B was shadows which
C were shadows D that shadows were
- _____ a parliamentary system, the prime minister must be appointed on the basis of the distribution of power in the parliament.
A The considered C Considering
B To be considered D Considers
- _____ of the play *Mourning Becomes Electra* introduces the cast of characters and hints at the plot.
A The act first C Act first
B Act one D First act
- As soon as _____ with an acid, salt, and sometimes water, is formed.
A a base will react C a base is reacting
B a base reacts D the reaction of a base
- Weathering _____ the action whereby surface rock is disintegrated or decomposed.
A it is C is
B is that D being
- The people of Western Canada have been considering _____ themselves from the rest of the provinces.
A to separate C separate
B separated D separating
- Although Margaret Mead had several assistants during her long investigations of Samoa, the bulk of the research was done by _____ alone.
A herself B she C her D hers
- _____ war correspondent, Hemingway used his experiences for some of his most powerful novels.
A But a B It is a C While D A

9. Thirty-eight national sites are known as parks, another eighty-two as monuments, and _____.
- A the another one hundred seventy-eight as historical sites
 B the other one hundred seventy-eight as historical sites
 C seventy-eight plus one hundred more as historical sites
 D as historical sites one hundred seventy-eight
10. Professional people expect _____ when it is necessary to cancel an appointment.
- A you to call them
 B that you would call them
 C your calling them
 D that you are calling them
11. In a new culture, many embarrassing situations occur _____ a misunderstanding.
- A for
 B of
 C because of
 D because

TASK 1.3. In most of the lines in the following text, there is an unnecessary word. Find the unnecessary words and write them on the lines provided. If you think a line contains no unnecessary words, put a tick (✓) next to it. (max 16)

Friendship

What is a true friend? In the reality there are very few	0	the
about. There is no shortage of acquaintances, who	00	✓
you may meet them at some function or who are	1	_____
friends of friends and with whom you have a keenly	2	_____
superficial relationship. You may have been taken an	3	_____
occasional coffee with an acquaintance and you discussed	4	_____
the weather or the most latest sports results, but	5	_____
basically their life is a closed book to you. A friend, on	6	_____
the other hand, is therefore someone who shares your	7	_____
life – as the good times and the bad. A friend can	8	_____
bare his inner feelings to you, and will support you	9	_____
how unconditionally through thick and thin. A friend	10	_____
looks out over for you and guides you away from the	11	_____
dangers of paths when you think are clear and bright.	12	_____
And that you can rely on a friend to tell you the truth,	13	_____
even if it's not always fully pleasant. There is no envy	14	_____
and there are no such hidden agendas between	15	_____
friends. True friends are hard to find, and are worth	16	_____
holding on to. They are worth more than gold.		

PART 2. READING COMPREHENSION. TIME: 40 minutes. Maximum: 26 marks.

TASK 2.1. Read the text and answer the questions 1-8. (max 16)

Work experience and internship programs

Through our student work experience program, the education authority provides over 9,000 work experience placements for young people each year. Our program is designed to offer employment opportunities for students that will enrich their academic studies and help them gain valuable work-related skills thereby improving their chances of finding a good job after graduation. A placement does not need to be related to a particular field of study and so participants may even discover areas of work they have never considered before.

All secondary and post-secondary school students in full-time education are eligible to apply for the program. Individual case managers will determine the minimum level of academic achievement required for each job. During an academic term, a student may work part-time. During the summer holidays a student may work full-time or part-time. The education authority is responsible for the recruitment of all students under the work experience program. Applicants apply in person to our office and we refer candidates to the appropriate department.

Our internship program is designed specifically for post-secondary students, whether part-time or full-time. Students on the internship program are given an assignment related to their research area offering them the chance to use their academic knowledge in an actual work setting. The academic institution plays an

important role in the placement of students under this program and they will determine the duration of a work assignment. These traditionally last four months but internship assignments may vary from 4 to 18 months. Students in this program normally work full-time.

Questions 1-3

Complete the sentence with the correct ending A-E. Write the correct letter, A-E, next to questions 1-3.

- 1 You can apply for the work experience program ____
- 2 You can work on the student work experience program full-time ____
- 3 You can only join the internship program ____
 - A if you have high academic results from your educational institution.
 - B if you are a full-time student.
 - C outside of normal term time.
 - D when you have graduated from university.
 - E if you have finished your secondary education.

Questions 4-8

Complete the summary below. Choose **NO MORE THAN TWO WORDS AND / OR A NUMBER** from the text for each answer.

To take part in the work experience program, first you need to apply to the (4) _____. Your (5) _____ will tell you what qualifications you need. The internship program allows undergraduates to gain work experience in their (6) _____. The maximum length of an internship assignment is (7) _____. This is decided by the (8) _____.

TASK 2.2. Read the text and say whether the statements below are TRUE or FALSE. Give an explanation for each answer using words from the text. (max 10)

Signs of success

Deaf people are making a profound contribution to the study of language

Just as biologists rarely see a new species arise, linguists rarely get to discover an unknown dialect or even better, to see a new language being born. But the past few decades have seen an exception. Academics have been able to follow the formation of a new language in Nicaragua. The catch is that it is not spoken language but, rather, a sign language which arose spontaneously in deaf children.

The thing that makes language different from other means of communication is that it is made of units that can be combined in different ways to create different meanings. In a spoken language these units are words; in a sign language these units are gestures. Ann Senghas, of Columbia University, in New York, is one of the linguists who have been studying the way these have gradually evolved in Nicaraguan Language (NSL).

The language emerged in the late 1970s, at a new school for deaf children. Initially, the children were instructed by teachers who could hear. No one taught them how to sign; they simply worked it out for themselves. By conducting experiments on people who attended the school at various points in its history, Dr Senghas has shown how NSL has become more sophisticated over time. For example, concepts that an older signer uses a single sign for, such as rolling and falling, have been unpacked into separate signs by youngsters. Early users, too, did not develop a way of distinguishing left from right. Dr Senghas showed this by asking signers of different ages to converse about a set of photographs that each could see. One signer had to pick a photograph and describe it. The other had to guess which photograph he was referring to.

When all the photographs contained the same elements, merely arranged differently, older people, who had learned the early form of the language, could neither signal which photo they meant, nor understand the signals of their younger partners. Nor could their younger partners teach them the signs that indicate left and right. The older people clearly understood the concept of left and right, they just could not express it. What intrigues the linguists is that, for a sign language to emerge spontaneously, deaf children must have some inherent tendency to link gestures to meaning.

1. Ann Senghas studies languages.

2. Teachers taught the Nicaraguan deaf children how to use sign language.

3. The earliest form of the sign language was very basic.

4. The older signers were able to show the difference between left and right.

5. Linguists believe that deaf children are born with the ability to link gestures to meaning.

PART 3. WRITING. TIME: 80 minutes. Maximum: 40 marks.

TASK 3.1. Use the notes below to write a biography of the explorer Christopher Columbus in 150-200 words (max 20)

Columbus

1451	Born Genoa, Italy.
1476	Shipwrecked off coast of Portugal. Wanted to find short route to India for spice trade. Believed world was round and you could go east by sailing west.
1486	Approached Spanish monarchs for support.
3rd August 1492	Set sail in Santa Maria.
12th October 1492	Landed in San Salvador. Returned to Spain and greatly honoured.
1493-1496	2d voyage. Discovered Guadeloupe. Continued to Jamaica.
1498-1500	3d voyage. Discovered Trinidad and S. American mainland.
1499	Sudden revolt against Columbus. Sent back to Spain a prisoner but pardoned and compensated.
1502-04	Final voyage. Returned ill.
1506	Died Valladolid, Spain.

TASK 3.2. Study the question below and write a letter. (max 20)

You are interested in organising an exchange visit but only have **advertisement** below (1). Read the advertisement from an international magazine and **the notes** which you have made (2). Write a letter to the Linguapal Agency covering the points in your notes and adding relevant information about yourself. Write a letter **in 120-180 words in an appropriate style. Do not include addresses.**

- (1) To really understand a foreign language and culture there is no substitute for a stay in the country concerned. Linguapal is a non-profit making organisation with more than twenty years experience of arranging language exchange visits. For further information write to us in English saying why you are interested in Linguapal and which country you would like an exchange with. Include any relevant information about your studies and background. Serious applicants only, please.
Mr and Mrs A. Williams, Linguapal, Box 4000

- (2) *cost of service?*
length of stay? minimum time?
time of year – summer holidays best.
personal details, studies and family background.

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2012-2013 учебный год
11 класс**

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PART 1. USE OF ENGLISH.

**TIME: 60 minutes.
Maximum: 42 marks.**

TASK 1.1 For questions 1-13, choose the correct answer a, b, c or d (max 26):

1. Children enjoy _____ .
 - a. to tell and listen to ghost stories, especially at Halloween night
 - b. telling and listening to ghosts stories, especially at Halloween night
 - c. telling and listening to ghostly stories, especially on Halloween night
 - d. telling and listening to ghost stories, especially on Halloween night

2. _____ > the time of the year, < _____ .
 - a. In spite > <yesterday's temperature was enough hot to turn on the air conditioner
 - b. Though of > <yesterday's temperature was hot enough to turn on the air conditioner
 - c. Despite of> <yesterday's temperature was enough hot to turn on the air conditioner
 - d. Despite > < yesterday's temperature was hot enough to turn on the air conditioner

3. Danny spent _____ .
 - a. so enjoying vacation in Europe this summer that he plans to return as soon as he saves enough money
 - b. such an enjoyable vacation in Europe this summer that he plans to return as soon as he will save enough money
 - c. such an enjoyable vacation in Europe this summer that he plans to return as soon as he saves enough money
 - d. so enjoying vacation in Europe this summer that he plans to return as soon as he saves money enough

4. If Rudy _____ .
 - a. have studied German in college, he would not have found the scientific terminology so difficult to understand
 - b. had studied German in college, he would not have found the scientific terminology so difficult to understand
 - c. studied German in college, he would not have found the scientific terminology so difficult to understand
 - d. would have studied German in college, he could not have found the scientific terminology so difficult to understand

5. Bess is used _____ .
 - a. < to flying after having crossed the continent many times during the past decade
 - b. < to fly after she crossed the continent many times during the past decade
 - c. < to fly after having crossed the continent many times for the past decade
 - d. < to flying when she has crossed the continent many times for the past decade

6. The director _____ .
 - a. felt bad about not giving Mary the position that she had sought with his company

- b. felt badly about not giving Mary the position that she seeks with his company
- c. felt badly about not giving Mary the position that she sought with his company
- d. felt bad about not giving Mary the position that she has sought with his company

7. The salad _____.

- a. tasted so well that my brother was returned to the salad bar for other helping
- b. tasted so good that my brother had returned to the salad bar for other helping
- c. tasted so good that my brother returned to the salad bar for another helping
- d. tasted such well that my brother returned to the salad bar for another helping

8. My book _____.

- a. is different from yours because mine has a vocabulary section in the bottom of every page, and yours has one in the back
- b. is different than yours because mine has a vocabulary section on the bottom of every page, and yours has one in the back
- c. is different than yours because mine has a vocabulary section in the bottom of each page, and yours has one in the back
- d. is different from yours because mine has a vocabulary section at the bottom of each page, and yours has one in the back

9. We _____.

- a. should have been informed Ben about the change in plans regarding our weekend trip to the mountains
- b. should have informed Ben about the change in plans regarding our weekend trip to the mountains
- c. may have been informed Ben about the change in plans regarding our weekend trip to the mountains
- d. should had informed Ben about the change in plans regarding our weekend trip to the mountains

10. She claimed _____.

- a. that the jumper was made of wool
- b. that the jumper was made from wool
- c. that the jumper is made from the wool
- d. that the jumper is made of wool

11. My aim _____.

- a. is to give you two bits of advice on money matters before you get down to the main task
- b. is to give you two advices on money matters before you get down at the main task
- c. is give you two bits of advice on money matters before you get down at the main task
- d. is to give you two bits of advice over money matters before you get down to the main task

12. He found _____.

- a. a piece of wood shaped like a telephone and used it as a hammer
- b. a piece of wood shaped as a telephone and used it as a hammer
- c. a piece of wood shaped as a telephone and was used it like a hammer
- d. a piece of wood shaping like a telephone and used it as a hammer

13. I wish _____.

- a. we had the opportunity to have done more – there were not the chances there are now
- b. we had the opportunity to have done more – there was not any chances there are now
- c. we had the opportunity to have done more – there was not the chance there are now
- d. we had the opportunity to have done more – there were not the chances there is now

TASK 1.2 For questions 14-29, complete the following article by writing each missing word. Use only one word for each space (max 16).

Blue Whales

Blue whales, the world's largest animals, have (14) _____ sighted again in British waters for the first time in (15) _____ least twenty years. Indications that a population of blue whales was inhabiting the waters west (16) _____ Scotland came for the first time from the United States Navy, (17) _____ surveillance system picked up the songs of a lot of different whales. American zoologists subsequently identified the blue whale song among (18) _____ .

Now marine biologist, Carol Booker, (19) _____ actually seen a blue whale there herself. She has no doubt about what she saw, because they have distinctive fins which are very small for (20) _____ size. She says, 'Worldwide they were almost extinct and (21) _____ seemed they had completely vanished from the North Atlantic, so you can imagine how I felt actually seeing (22) _____! However, it is certainly (23) _____ soon to say if it is an indication of a population recovery.' She goes (24) _____ to say, 'What it does show (25) _____ the importance of this area of the ocean for whales, and (26) _____ essential it is to control pollution of the seas.

Bigger than (27) _____ dinosaur known to man, blue whales are the largest animals ever to (28) _____ lived on earth. A blue whale is more than six metres long at birth and, (29) _____ fully grown, its heart is the same height as a tall man and weighs as much as a horse.

PART 2. READING COMPREHENSION.

TIME: 30 minutes.

Maximum: 16 marks.

TASK 2.1 You are going to read a magazine article about a company called Holiday on Ice, which puts on ice-skating shows. For questions 1 – 8, tick the answer (A, B, C or D) which you think fits best according to the text.

Holiday on Ice

What is the secret of Holiday on Ice's long-lasting success? Hilary Rose reports

At 7pm on a dark, cold November evening, thousands of people are making their way across a vast car park. They're not here to see a film, or the ballet, or even the circus. They are all here for what is, bizarrely, a global phenomenon: they are here to see Holiday on Ice. Given that most people don't seem to be acquainted with anyone who's ever been, the show's statistics are extraordinary: nearly 300 million people have seen Holiday on Ice since it began in 1943; it is the most popular live entertainment in the world.

But what does the production involve? And why are so many people prepared to spend their lives travelling round Europe in caravans in order to appear in it? It can't be glamorous, and it's undoubtedly hard work. The backstage atmosphere is an odd mix of gym class and workplace. A curtained-off section at the back of the arena is laughably referred to as the girls' dressing room, but is more accurately described as a corridor, with beige, cracked walls and cheap temporary tables set up along the length of it. Each girl has a small area littered with pots of orange make-up, tubes of mascara and long false eyelashes.

As a place to work, it must rank pretty low down the scale: the area round the ice-rink is grey and mucky with rows of dirty blue and brown plastic seating and red carpet tiles. It's an unimpressive picture, but the show itself is an unquestionably vast, polished global enterprise: the lights come from a firm in Texas, the people who make the audio system are in California, but Montreal supplies the smoke effects; former British Olympic skater Robin Cousins is now creative director for the company and conducts a vast master class to make sure they're ready for the show's next performance.

The next day, as the music blares out from the sound system, the cast start to go through their routines under Cousins' direction. Cousins says, 'The aim is to make sure they're all still getting to exactly the right place on the ice at the right time – largely because the banks of lights in the ceiling are set to those places, and if the skaters are all half a metre out they'll be illuminating empty ice. Our challenge,' he continues, 'is to produce something they can sell in a number of countries at the same time. My theory is that you take those

things that people want to see and you give it to them, but not in the way they expect to see it. You try to twist it. And you have to find music that is challenging to the skaters, because they have to do it every night.'

It may be a job which he took to pay the rent, but you can't doubt his enthusiasm. 'The only place you'll see certain skating moves is an ice show,' he says, 'because you're not allowed to do them in competition. It's not in the rules. So the ice show world has things to offer which the competitive world just doesn't.' Cousins knows what he's talking about because he skated for the show himself when he stopped competing – he was financially unable to retire. He learnt the hard way that you can't put on an Olympic performance every night. 'I'd be thinking, these people have paid their money, now do your stuff, and I suddenly thought, "I really can't cope. I'm not enjoying it".' The solution, he realised, was to give 75 per cent every night, rather than striving for the sort of twice-a-year excellence which won him medals.

To be honest, for those of us whose only experience of ice-skating is watching top-class Olympic skaters, some of the movements can look a bit amateurish, but then, who are we to judge? Equally, it's impossible not to be swept up in the whole thing; well, you'd have to try pretty hard not to enjoy it.

1. What surprises the writer about the popularity of Holiday on Ice?
 - A The show has not changed since it started.
 - B Few people know someone who has seen it.
 - C Ice-skating is not generally a popular hobby.
 - D People often say they prefer other types of show.

2. The writer describes the backstage area in order to show
 - A the conditions that the skaters put up with.
 - B the type of skater that the show attracts.
 - C how much fun the cast have during their work.
 - D how much preparation is needed for a performance.

3. What does the writer highlight about the show in the third paragraph?
 - A the need for a higher level of professional support
 - B the difficulty of finding suitable equipment
 - C the range of companies involved in the production
 - D the variety of places in which the show has been staged

4. For Robin Cousins, the key point when rehearsing skating routines is
 - A the movement of the lights.
 - B keeping in time with the music.
 - C filling all available space on the ice.
 - D the skaters' positions on the ice.

5. Cousins believes that he can meet the challenge of producing shows for different audiences
 - A by varying the routines each night.
 - B by adapting movements to suit local tastes.
 - C by presenting familiar material in an unexpected way.
 - D by selecting music that local audiences will respond to.

6. What does Cousins suggest in paragraph 5 about skating in shows?
 - A It allows skaters to try out a range of ideas.
 - B It enables skaters to visit a variety of places.
 - C It can be as competitive as other forms of skating.
 - D It is particularly well paid.

7. What is meant by 'the hard way' in line 69?
- A through making a lot of errors
 - B through difficult personal experience
 - C by over-estimating the ability of others
 - D by misunderstanding the expectations of others
8. What conclusion does the writer draw about Holiday on Ice?
- A It is more enjoyable to watch than formal ice-skating.
 - B It requires as much skill as Olympic ice-skating.
 - C It is hard to know who really enjoys it.
 - D It is difficult to dislike it.

PART 3. WRITING.

TIME: 90 minutes.
Maximum: 42 marks.

TASK 3.1 Do the following: 1) use each idiom in a sentence of your own, then 2) paraphrase / explain the invented idea of the first sentence in one more sentence with other words (max 12).

1. a storm in a teacup
2. the foggiest idea
3. on cloud nine
4. like a bull in a china shop
5. a dark horse
6. a pig in a poke

TASK 3.2 Write a story according to the terms (max 30):

- Give your story an interesting title.
- Develop an entertaining and captivating storyline.
- Involve one of the major problems of the modern society (e.g. generation gap, environment pollution, etc.) as a background for your story.
- Write between 250-300 words.

KEYS

Задания в первой части Use of English оцениваются по одному баллу за каждый правильный ответ. Максимальное количество баллов – 34.

Task 1.1.

1. had been
2. disapproving
3. makes
4. worked
5. have heard
6. are supposed
7. will give

Task 1.2.

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

Task 1.3.

1. them
2. keenly
3. been
4. you
5. most
6. √
7. therefore
8. as
9. √
10. how
11. over
12. when
13. that
14. fully
15. such

16. v

Задания второй части Reading Comprehension оцениваются по два балла за каждый правильный ответ. Максимальное количество баллов – 26.

Task 2.1.

1. B
2. C
3. E
4. education authority
5. case manager
6. research area
7. 18 months
8. academic institution

Task 2.2.

1. True – she’s a linguist
2. False – it was spontaneous
3. True – it became more sophisticated
4. False – they did not develop a way of distinguishing left from right
5. True – must have some inherent tendency to link gestures to meaning

Задания третьей части Writing оцениваются каждое по 20 баллов. Максимальное количество баллов – 40.

Критерии оценивания каждой работы даны в таблице.

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

ОФОРМЛЕНИЕ (максимум 10 баллов)		
Орфография и пунктуация (максимум 2 балла)	2 балла	Участник демонстрирует уверенное владение навыками орфографии и пунктуации. Работа не имеет ошибок с точки зрения орфографического и пунктуационного оформления.
Грамматика (максимум 3 балла)	3 балла	Участник демонстрирует грамотное и уместное употребление структур, необходимых для раскрытия темы. Работа не имеет ошибок с точки зрения грамматического оформления.
Лексика (максимум 3 балла)	3 балла	Участник демонстрирует богатый лексический запас, необходимый для раскрытия темы, точный выбор слов и адекватное владение лексической сочетаемостью. Работа не имеет ошибок с точки зрения лексического оформления.
Композиция (максимум 2 балла)	2 балла	Работа не имеет ошибок с точки зрения композиции.
СОДЕРЖАНИЕ (максимум 10 баллов)		Коммуникативная задача полностью выполнена с учетом цели высказывания и адресата. Тема раскрыта полностью. Участник демонстрирует оригинальный подход к раскрытию темы. Участник уложился в заданный объем (допускаются отклонения в сторону увеличения или уменьшения объема текста до 10%).
БАЛЛЫ (за содержание)	9-10	7-8
		Коммуникативная задача выполнена с учетом цели высказывания и адресата. Тема раскрыта полностью, однако в работе не хватает оригинальности в раскрытии темы. Или участник не уложился в заданный объем (отклонения в сторону увеличения или уменьшения объема текста от 10 до 20%).

		1 балл	
	В тексте присутствуют орфографические и/или пунктуационные ошибки, которые не затрудняют общего понимания текста.	1 балл	
2 балла	Участник демонстрирует грамотное и уместное употребление структур, необходимых для раскрытия темы. В работе имеются 1-2 незначительные грамматические ошибки.	В тексте присутствуют грамматические и/или синтаксические ошибки (более 2-х), не затрудняющие общего понимания текста. Или: используются простые, однообразные грамматические конструкции.	1 балл
2 балла	Участник демонстрирует богатый лексический запас, необходимый для раскрытия темы, точный выбор слов и адекватное владение лексической сочетаемостью. В работе имеется несколько (1-2) незначительных лексических ошибок.	В целом лексический состав текста соответствует заданной теме, однако имеются неточности в выборе слов и лексической сочетаемости (более 2-х), которые не затрудняют понимания текста. Или: используется стандартная, однообразная лексика.	1 балл
	В целом текст имеет четкую структуру, соответствующую заданной теме. Текст разделен на абзацы. В тексте присутствуют связующие элементы. Допустимы незначительные нарушения структуры, логики или связности текста.	1 балл	
	Коммуникативная задача в целом выполнена, однако имеются отдельные нарушения целостности содержания. Тема раскрыта не полностью: не приведены все необходимые аргументы и/или факты. Или участник не уложился в заданный объем (отклонения в сторону увеличения или уменьшения объема текста от 20 до 30%).	Коммуникативная задача выполнена частично. Содержание текста не полностью отвечает заданной теме. Или участник не уложился в заданный объем (отклонения в сторону увеличения или уменьшения объема текста от 30 до 40%).	Коммуникативная задача выполнена частично. Содержание текста не полностью отвечает заданной теме. Или участник не уложился в заданный объем (отклонения в сторону увеличения или уменьшения объема текста от 40 до 50%).
5-6	3-4	1-2	

0 баллов	В тексте присутствуют многочисленные орфографические и/или пунктуационные ошибки, затрудняющие его
0 баллов	В тексте присутствуют многочисленные грамматические ошибки, затрудняющие его понимание.
0 баллов	Участник демонстрирует крайне ограниченный словарный запас. Или: имеются многочисленные ошибки в употреблении лексики, затрудняющие понимание текста.
0 баллов	Текст не имеет четкой логической структуры. Отсутствует или неправильно выполнено абзацное членение текста. Имеются серьезные нарушения связности текста и/или многочисленные ошибки в употреблении логических средств связи.
0	Коммуникативная задача не выполнена. Содержание текста не отвечает заданной теме. Или участник не уложился в заданный объем (отклонения в сторону увеличения или уменьшения объема текста более 50%).

PART 1. USE OF ENGLISH.

TASK 1.1

1. d

2. d

3. c

4. b

5. a

6. a

7. c

8. d

9. b

10. a

11. a

12. a

13. a

(15) at

(16) of

(17) whose

(18) them / others /these

(19) has

(20) their

(21) it

(22) one

(23) too

(24) on

(25) is

(26) how

(27) any

(28) have

(29) when / if

TASK 1.2

(14) been

PART 2. READING COMPREHENSION.

TASK 2.1

1. B

2. A

3. C

4. D

5. C

6. A

7. B

8. D

PART 3. WRITING.

TASK 3.1 (Here there are only the meanings of the given idioms and example sentences)

1. a storm in a teacup

British English *an unnecessary expression of strong feelings about something that is very unimportant*

Both are trying to present the disagreement as a storm in a teacup.
The succession issue seems rather a storm in a teacup to me.

2. the foggiest idea

not have the foggiest (idea)

spoken *to not know at all*

None of us had the foggiest idea about how to put the tent up.
Before I go on, some of you may not have the foggiest what a fanzine is.

3. on cloud nine

be on cloud nine
informal to be very happy about something

Adam was on cloud nine after the birth of his son.

4. like a bull in a china shop

if you are like a bull in a china shop, you keep knocking things over, dropping things, breaking things etc

Politically, he often behaved like a bull in a china shop.

5. a dark horse

1 *someone who is not well known, and who surprises people by winning a competition:*
In the 1955 golf championship, dark horse Jack Fleck defeated Ben Hogan.

2 *British English someone who does not tell people much about themselves, but who has surprising qualities or abilities:*

She's a dark horse. I didn't know she'd written a novel.

6. a pig in a poke

spoken *something you bought without seeing it first and that is not as good or valuable as you expected:*

What if the car you buy turns out to be a pig in a poke?