

1. Listening

Audioscript

Task 1

For items 1-10 listen to a passage from a lecture and decide whether the statements (1-10) are TRUE (A), or FALSE (B) according to the text you will hear. You will hear the text twice.

Now you have 30 seconds to look through the statements. (pause 30 seconds) Now we begin

... and that brings me on to the subject of animals and play. Do animals really play? Well, yes, I for one believe they do. Take Fatface for example. He was a turtle in an American Zoo and he was just great at basketball. Not only that, but he was well over 50! Now having fun isn't unusual among mammals and birds, but reptiles aren't known for their playfulness. Fatface didn't seem to know that and he just loved the daily exercise.

Many animal games echo those played by human children. Hyenas hold tug-of-war contests and otters love King of the Castle. There are also similarities in the games played by birds and animals with similar positions in the ecology. For example, hawks, owls and eagles often play with animals they've killed in the same way that cats and bears do. Fortunately not a similarity shared with many human young!

It is also comparatively rare, thank goodness, for children to be injured or killed while playing, but young animals intent on a game can be easily caught and eaten, for example, and goats hopping around on rocky mountains can easily fall, with painful, sometimes fatal, consequences.

Nevertheless, play can teach survival - techniques for catching food, escaping capture and fighting are all learnt through play, and research suggests that animals play hardest when their brain cells and nervous systems are developing most rapidly, in other words, when they're young. In fact, many animals spend as much as ten per cent of their youth playing around - that's a large part of their time to devote to play.

For items 11-15 listen to a dialogue. Choose the correct answer (A, B or C) to answer questions 11-15. You will hear the text only once.

You now have 25 seconds to study the questions. (pause 25 seconds) Now we begin.

JOURNALIST: Good evening, Geoff.

GEOFF: Hi.

JOURNALIST : First of all, can I thank you for taking time off from your busy schedule to talk to me.

GEOFF : It's a pleasure.

JOURNALIST : OK ... well ... you're well-known for your achievements in the world of karate, but there's more to you than that, isn't there?

GEOFF : Er... well ...

JOURNALIST : Perhaps you could tell me a bit about your background. Where are you from exactly?

GEOFF : Well, I was actually born in 1958, up in the north of England. My parents came to live in Britain after the war - my mother was a nurse from Guyana and my father was from Barbados, in the West Indies. He was an engineer. I had a very happy childhood. The future West Indies cricket captain, Clive Lloyd, used to come and play dominoes at our house and there were always loads of people around.

JOURNALIST : Cor... it sounds great ...

GEOFF : We moved south to London after that. We were completely broke and I did all sorts of odd jobs to try and make money. It was a rough time and I got very angry, even violent.

JOURNALIST : Really?

GEOFF : Oh, yeah, I'm afraid so. I even got a nickname at school after I knocked another kid out - I was called 'Hands of Death'!

JOURNALIST : Goodness, how dramatic!

GEOFF : Mm ... I'm not proud of it now. In fact, things got so bad that there was a very real danger that I'd end up in prison - it could easily have ended like that...

JOURNALIST : But? ...

GEOFF : But I was lucky - I discovered karate.

JOURNALIST : Ah! How, exactly?

GEOFF : There was a school trip - nothing special really - but we went to this sports centre and I saw this tiny guy from Japan kicking and hitting three enormous other guys around the hall and I just thought 'That's for me!'

JOURNALIST : Just like that?

GEOFF : Yup. Anyway, I started training - I found myself a Japanese coach and things just happened. I found it came naturally to me and I worked my way up till I found myself in Taiwan for the World Championships. That was in 1982.

JOURNALIST : And you won?

GEOFF : Yeah, suddenly I was World Heavyweight Champion - it was great!

JOURNALIST : And you were world champion at that weight five times in all?

GEOFF : Yeah, that's right.

JOURNALIST : And then you retired?

GEOFF Well, I didn't have much choice - an injury made it impossible for me to go on competing.

JOURNALIST : Ah.

GEOFF : So I did some coaching and looked around for something worthwhile. It was becoming obvious that a lot of teenage problems, especially crime, were caused by the lack of facilities for youngsters and I felt very strongly that sport could channel their energies away from crime and violence - as it had done for me. So I got into this project up in Manchester. I wanted to provide somewhere for teenagers to get involved in all kinds of sport in an environment where they felt in control and respected.

JOURNALIST : And you succeeded!

GEOFF : Yeah ... well ... it's been a great success and according to the latest figures from the Manchester police, the crime rate in the area is actually coming down, which is fantastic.

JOURNALIST : It certainly is. And now you've got other projects on the go all around the country and even abroad?

GEOFF : Mm ... yeah ... we're going from strength to strength ...

You have 25 seconds to complete your answer.

This is the end of the listening comprehension part.

Ключи к Listening:

- | | | |
|------|-------|-------|
| 1. B | 6. A | 11. A |
| 2. B | 7. B | 12. C |
| 3. A | 8. A | 13. B |
| 4. B | 9. A | 14. A |
| 5. A | 10. B | 15. C |

2. Grammar

1 часть:

- | | | |
|---------------|---------------|-----------------|
| 1. Recognized | 6. Exploit | 11. Convert |
| 2. Discover | 7. Proved | 12. Encountered |
| 3. Inhabited | 8. Believed | 13. Testify |
| 4. Promoted | 9. Agreed | 14. Consider |
| 5. Found | 10. Completed | 15. Altered |

2 часть

- | | | |
|-------------------|-----------------|-----------------|
| 1. Executive | 6. Innovation | 11. Chairman |
| 2. Enthusiast | 7. Coverage | 12. Division |
| 3. Administrators | 8. Viewership | 13. Donations |
| 4. Inheritance | 9. Owner | 14. Founder |
| 5. Entertainment | 10. Acquisition | 15. Competition |
| | | 16. Sponsorship |

3. Reading

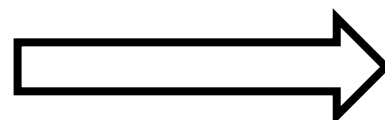
1. A 2. D 3. B 4. B 5. D 6. C 7. C 8. A

4. Writing

A **short story** is usually written for an English-language magazine or anthology, or a website. The main purpose is to engage the interest of the reader. Effective answers have a clear storyline which links coherently to the prompt sentence and demonstrates a sound grasp of narrative tenses.

In the **short story**, students should be aware of the importance of developing a clear and coherent storyline from the prompt sentence. There is ample scope for imagination in this task, and the use of interesting adjectives, adverbs and expressions should be encouraged. Good use of linking words, particularly time expressions, is also important in this task.

Criteria (rus., kyrg.)



Критерии оценки письменной части. Writing, II день.

(макс. количество баллов – 10)

	Содержание (макс. 3 балла)	Организация (макс. 2 балла)	Лексика (макс. 2 балла)	Грамматика (макс. 2 балла)	Орфогр., пунктуац. (макс. 1 балл)
3 балла	<p>Коммуникативная задача полностью выполнена-написан текст по заданным параметрам:</p> <ol style="list-style-type: none"> 1. Соблюдение особенностей жанра текста (умение выражать свое мировоззрение, мысли и чувства, используя экспрессивно-окрашенную лексику). 2. Четкое и грамотное оформление мыслей в соответствии со структурой текста: <ol style="list-style-type: none"> А) Вступление Б) Основная часть описание события В) Заключение 3. Умение логически выстраивать причинно-следственные связи. 				
2 балла	<p>Коммуникативная задача выполнена частично-составленный текст является рассказом с заданными параметрами. Однако в работе не отражен один из перечисленных параметров</p>	<p>Текст правильно разделен на абзацы. Логика построения текста не нарушена.</p>	<p>В работе имеются 1-2 лексических ошибки.</p>	<p>Участник демонстрирует грамотное и уместное употр. грам. структур. Работа имеет 1-2 грамматические ошибки.</p>	
1 балл	<p>Коммуникативная задача выполнена частично-составленный текст является рассказом с заданными параметрами. Однако в работе не выполнены 2 из перечисленных выше параметров</p>	<p>В работе имеются нарушения логики или абзацного членения текста (1-2 нарушения)</p>	<p>В работе имеются 3-4 лексических ошибки.</p>	<p>В работе имеется 3-4 грам. ошибки.</p>	<p>В работе имеются 1-4 орфографические и/или пунктуационные ошибки.</p>
0 баллов	<p>Коммуникативная задача не выполнена. Текст не является рассказом или содержание написанного не отвечает заданным параметрам. Или не выполнены 3 перечисленных выше параметра. Или объем менее 120 слов. (+- 5 слов)</p>	<p>Имеются многочисленные нарушения логики или абзацного членения текста (3 и более нарушений)</p>	<p>В работе имеются многочисленные лексические ошибки (5 и более).</p>	<p>В работе имеются многочисленные грам. ошибки (5 и более).</p>	<p>В тексте присутствуют многочисленные орф. и/или пункт. ошибки (5 и более).</p>

Жазуу кебин баалоо критерийлери. Writing, II күн.

(макс. упай – 10)

	Мазмуну (макс. 3 упай)	Уюштуруучулук жагы (макс. 2 упай)	Лексика (макс. 2 упай)	Грамматика (макс. 2 упай)	Орфогр., пунктуац. (макс. 1 упай)
3 упай	<p>Коммуникативдик тапшырма толугу менен аткарылган – берилген көрсөткүчтөргө ылайык аңгеме жазылган:</p> <ol style="list-style-type: none"> 1. Текст жанрынын өзгөчөлүктөрүн сактоо (экспрессивдүү көркөм сөздөрдү колдонуу менен өзүнүн дүйнө таанымын, оюн, сезимдерин билдирүү) 2. Тексттин түзүлүшүнө ылайык өз оюн так жана сабаттуу жазып берүү: <ol style="list-style-type: none"> А) Киришүү Б) Негизги бөлүм Окуяны баяндоо В) Тыянак 3. Себеп-натыйжа байланыштарын логикалык түрдө түзө билүү 				
2 упай	<p>Коммуникативдик тапшырма жарым-жартылай аткарылган – түзүлгөн текст жогоруда берилген көрсөткүчтөргө туура келген аңгеме болуп саналат, бирок аткарылган иште көрсөтүлгөн параметрлерден бирөө (1) аткарылган эмес.</p>	<p>Текст абзацтарга туура бөлүнгөн. Текстти түзүүдө логика сакталган.</p>	<p>Аткарылган иште 1-2 ката бар.</p>	<p>Катышуучу грамматикалык түзүмдөрдү сабаттуу жана орундуу колдонот.</p>	
1 упай	<p>Коммуникативдик тапшырма жарым-жартылай аткарылган – түзүлгөн текст жогоруда берилген көрсөткүчтөргө туура келген аңгеме болуп саналат, бирок иште көрсөтүлгөн параметрлерден экөө (2) аткарылган эмес.</p>	<p>Аткарылган иште логика сакталган эмес же абзацтык бөлүү боюнча ката бар (1-2)</p>	<p>Аткарылган иште 3-4 лексикалык ката бар.</p>	<p>Аткарылган иште 3-4 грамматикалык ката бар.</p>	<p>Аткарылган иште 1-4кө чейинки орфографиялык же пунктуациялык ката бар.</p>
0 упай	<p>Комуникативдик тапшырма аткарылган эмес. Текст аңгеме болуп эсептелбейт, же анын мазмуну жогоруда берилген көрсөткүчтөргө жооп бербейт, же жогорудагы параметрлерден үчөө (3) көрсөтүлгөн эмес, же көлөмү 120 сөздөн (+ - 5 сөз) аз.</p>	<p>Аткарылган иште өтө көп логикалык жана абзацтарга бөлүү боюнча ката бар (3 же андан көп).</p>	<p>Аткарылган иште өтө көп лексикалык ката бар (5 же андан көп)</p>	<p>Аткарылган иште өтө көп грамматикалык ката бар (5 же андан көп)</p>	<p>Аткарылган иште өтө көп орфографиялык жана пунктуациялык ката бар (5 же андан көп)</p>