**Предмет: Английский язык**

**Задания 2018-2019 уч. года**

**Этап: I (заочный, отборочный)**

**Выполните предложенные задания и внесите Ваши варианты ответов в бланк ответов (Answer Sheet).**

**Тур 1** **(чтение)**

**9-11 классы**

**Задание 1. Reading Comprehension (Part 1)**

***Questions 1-12 are based on Text 1.***

***Read the following article.***

**History of Steam Engines**

The first steam-powered machine was built in 1698 by the English military engineer Thomas Savery (c. 1650-1715). His invention, designed to pump water out of coal mines, was known as the Miner's Friend. The machine, which had no moving parts, consisted of a simple boiler − a steam chamber whose valves were located on the surface − and a pipe leading to the water in the mine below. Water was heated in the boiler chamber until its steam filled the chamber, forcing out any remaining water or air. The valves were then closed and cold water was sprayed over the chamber. This chilled and condensed the steam inside to form a vacuum. When the valves were reopened, the vacuum sucked up the water from the mine, and the process could then be repeated.

A few years later, an English engineer named Thomas Newcomen (1663-1729) improved the steam pump. He increased efficiency by setting a moving piston inside a cylinder, a technique still in use today. A cylinder − a long, thin, closed chamber separate from the boiler − replaced the large, open boiler chamber. A piston − a sliding piece that fits in the cylinder − was used to create motion instead of a vacuum. Steam filled the cylinder from an open valve. When filled, the cylinder was sprayed with water, causing the steam inside to condense into water and create a partial vacuum. The pressure of the outside air then forced the piston down, producing a power stroke. The piston was connected to a beam, which was connected to a water pump at the bottom of the mine by a pump-rod. Through these connections, the movement of the piston caused the water pump to suck up the water.

The most important improvement in steam engine design was brought about by the Scottish engineer James Watt (1736-1819). He set out to improve the performance of Newcomen's engine and by 1769 had arrived at the conclusion: if the steam was condensed separately from the cylinder, the cylinder could always be kept hot. That year he introduced the design of a steam engine that had a separate condenser and sealed cylinders. Since this kept the heating and cooling processes separate, his machine could work constantly, without any long pause at each cycle to reheat the cylinder. Watt's refined steam engine design used one-third less fuel than a comparable Newcomen engine.

Over the next 15 years, Watt continued to improve his engine and made three significant additions. He introduced the centrifugal governor, a device that could control steam output and engine speed. He made the engine double-acting by allowing steam to enter alternately on either side of the piston. This allowed the engine to work rapidly and deliver power on the downward and upward piston stroke. Most important, he attached a flywheel to the engine.

Flywheels allow the engine to run more smoothly by creating a more constant load, and they convert the conventional back-and-forth power stroke into a circular (rotary) motion that can be adapted more readily to power machinery. By 1790, Watt's improved steam engine offered a powerful, reliable power source that could be located almost anywhere. It was used to pump bellows for blast furnaces, to power huge hammers for shaping and strengthening forged metals, and to turn machinery at textile mills. More than anything, it was Watt's steam engine that speeded up the Industrial Revolution both in England and the rest of the world.

Steam was successfully adapted to powerboats in 1802 and railways in 1829. Later, some of the first automobiles were powered by steam. In the 1880s, the English engineer Charles A. Parsons (1854-1931) produced the first steam turbine, a new steam technology that was more efficient and which enabled the steam engine to evolve into a highly sophisticated and powerful engine that propelled huge ships and ran turbogenerators that supplied electricity.

Once the dominant power source, steam engines eventually declined in popularity as other power sources became available. Although there were more than 60,000 steam cars made in the United States between 1897 and 1927, the steam engine eventually gave way to the internal combustion engine as a power source for vehicles.

***For questions 1-7, match each statement with the correct person from the list A-D in the box below.******Write the correct letter A, B, C or D in boxes 1-7 on your answer sheet.***

|  |  |  |
| --- | --- | --- |
| **1** | His invention was the first continuous power source. |  |
| **2** | His invention allowed a much greater degree of control. |  |
| **3** | His invention was the single biggest step in development. |  |
| **4** | His invention first used a method people still use now. |  |
| **5** | His invention was the first to use moving parts. |  |
| **6** | His invention was a simple solution to an industrial problem. |  |
| **7** | His invention allowed steam power to be converted into electric power. |  |

|  |  |
| --- | --- |
| **A** Thomas Savery | **C** James Watt |
| **B** Thomas Newcomen | **D** Charles A. Parsons |

**For questions 8-12, complete the flow chart below.  
Choose NO MORE THAN THREE WORDS from the passage for each answer.**

|  |
| --- |
| The Miner's Friend used condensed steam to **(8)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_ which sucked water from mines. |
| https://www.ielts-exam.net/images/reading/a1.gif |
| Design improved: Newcomen **(9)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ using a piston and cylinder instead of an open boiler. |
| https://www.ielts-exam.net/images/reading/a1.gif |
| 1769: separating heating and cooling processes meant no **(10)** \_\_\_\_\_\_\_\_\_\_\_\_ between power strokes. |
| https://www.ielts-exam.net/images/reading/a1.gif |
| Further development: became easier to **(11)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ through the use of the flywheel. |
| https://www.ielts-exam.net/images/reading/a1.gif |
| Nineteenth century: steam power **(12)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_ for use in various means of transport. |

***Mark your answers on the separate answer sheet.***

**Задание 2. Reading Comprehension (Part 2)**

***Questions 13-25*** ***are based on Text 2.***

***Read the following article.***

**The Knowledge Society**

|  |  |
| --- | --- |
| **A** | A century ago, the overwhelming majority of people in developed countries worked with their hands: on farms, in domestic service, in small craft shops and in factories. There was not even a word for people who made their living other than by manual work. These days, the fastest-growing group in the developed countries are “knowledge workers” – people whose jobs require formal and advanced schooling. |
| **B** | At present, this term is widely used to describe people with considerable theoretical knowledge and learning: doctors, lawyers, teachers, accountants, chemical engineers. But the most striking growth in the coming years will be in ‘knowledge technologists’: computer technicians, software designers, analysts in clinical labs, manufacturing technologists, and so on. These people are as much manual workers as they are knowledge workers; in fact, they usually spend far more time working with their hands than with their brains. But their manual work is based on a substantial amount of theoretical knowledge which can be acquired only through formal education. They are not, as a rule, much better paid than traditional skilled workers, but they see themselves as professionals. Just as unskilled manual works in manufacturing were the dominant social and political force in the twentieth century, knowledge technologists are likely to become the dominant social – and perhaps also political – force over the next decades. |
| **C** | Such workers have two main needs: formal education that enables them to enter knowledge work in the first place, and continuing education throughout their working lives to keep their knowledge up to date. For the old high-knowledge professionals, such as doctors, clerics and lawyers, formal education has been available for many centuries. But for knowledge technologists, only a few countries so far provide systematic and organised preparation. Over the next few decades, educational institutions to prepare knowledge technologists will grow rapidly in all developed and emerging countries, just as new institutions to meet new requirements have always appeared in the past. |
| **D** | What is different this time is the need for the continuing education of already well-trained and highly knowledgeable adults. Schooling traditionally stopped when work began. In the knowledge society it never stops. Continuing education of already highly educated adults will therefore become a big growth area in the next society. But most of it will be delivered in non-traditional ways, ranging from weekend seminars to online training programmes, and in any number of places, from a traditional university to the student’s home. The information revolution, which is expected to have an enormous impact on education and on traditional schools and universities, will probably have an even greater effect on the continuing education of knowledge workers, allowing knowledge to spread near-instantly, and making it accessible to everyone. |
| **E** | All this has implications for the role of women in the labour force. Although women have always worked, since time immemorial the jobs they have done have been different from men’s. Knowledge work, on the other hand, is ‘unisex’, not because of feminist pressure, but because it can be done equally well by both sexes. Knowledge workers, whatever their sex, are professionals, applying the same knowledge, doing the same work, governed by the same standards, and judged by the same results. |
| **F** | The knowledge society is the first human society where upward mobility is potentially unlimited. Knowledge differs from all other means of production in that it cannot be inherited or bequeathed from one generation to another. It has to be acquired anew by every individual, and everyone starts out with the same total ignorance. And nowadays it is assumed that everybody will be a ‘success’ - an idea that would have seemed ludicrous to earlier generations. Naturally, only a tiny number of people can reach outstanding levels of achievement, but a very large number of people assume they will reach adequate levels. |
| **G** | The upward mobility of the knowledge society, however, comes at a high price: the psychological pressures and emotional traumas of the rat race. Schoolchildren in some countries may suffer sleep deprivation because they spend their evenings at a crammer to help them pass their exams. Otherwise they will not get into the prestige university of their choice, and thus into a good job. In many different parts of the world, schools are becoming viciously competitive. That this has happened over such a short time – no more than 30 or 40 years – indicates how much the fear of failure has already permeated the knowledge society. |
| **H** | Given this competitive struggle, a growing number of highly successful knowledge workers of both sexes – business managers, university teachers, museum directors, doctors – ‘plateau’ in their 40s. They know they have achieved all they will achieve. If their work is all they have, they are in trouble. Knowledge workers therefore need to develop, preferably while they are still young, a non-competitive life and community of their own, and some serious outside interest – be it working as a volunteer in the community, playing in a local orchestra or taking an active part in a small town’s local government. This outside interest will give them the opportunity for personal contribution and achievement. |

***For questions 13-17, choose the best variant A, B, C or D.***

**13.** According to the writer, a hundred years ago in the developed world, manual workers

**A** were not provided with sufficient education.

**B** were mainly located in rural areas.

**C** were the fastest growing group of workers.

**D** were the largest single group of workers.

**14.** The writer suggests that the most significant difference between knowledge technologists and manual workers is

**A** their attitude to society.

**B** their skill with their hands.

**C** their educational background.

**D** the pay they can expect.

**15.** He predicts that in the coming years, knowledge technologists

**A** will require increasing mobility in order to find suitable education.

**B** will have more employment opportunities in educational institutions.

**C** will be provided with appropriate education for their needs.

**D** will have access to the same educational facilities as professional people.

**16.** According to the writer,the most important change in education this century will be

**A** the type of people who provide education.

**B** the way in which people learn.

**C** the sorts of things people learn about.

**D** the use people make of their education.

**17. The writers says that changes in women’s roles**

**A** are allowing women to use their traditional skills in new ways.

**B** mean women are now judged by higher standards.

**C** may allow women to out-perform men for the first time.

**D** have led to greater equality with men .

***For questions 18-25, decide whether the following statements agree with the information given in the text above.***

**Write T (TRUE), F (FALSE), NG (NOT GIVEN)**

|  |  |
| --- | --- |
| **TRUE** | if the statement agrees with the information |
| **FALSE** | if the statement contradicts the information |
| **NOT GIVEN** | If there is no information on this |

|  |  |
| --- | --- |
| **18** | In the knowledge society, knowledge can be passed down from parents to children. |
| **19** | The knowledge society means that some people may become successful by accident. |
| **20** | Everyone is expected to be successful in the knowledge society. |
| **21** | Schoolchildren should not study so hard that they risk becoming ill. |
| **22** | The knowledge society has both good and bad points. |
| **23** | Outside interest are more fulfilling if they involve helping other people. |
| **24** | When choosing outside interests, knowledge workers should avoid the need to try to do better than other people. |
| **25** | It is right for schools to encourage a high degree of competition between their students. |

***Mark your answers on the separate answer sheet.***

**Задание 3. Reading Comprehension (Part 3)**

***Questions 26-35 are based on Text 3.***

***For questions 26-35, read the following passage from a book about gifted children and choose the best variant A, B, C, D or E.***

|  |  |
| --- | --- |
| Line 1 | Fifty present of gifted kids are introverts. And three quarters of |
|  | “supergifted” kids – children with IQs above 160 – are innies. |
|  | You’d think these brilliant kids would flourish in school, but |
|  | frequently, they don’t. Instead, they may spend hours bored to tears as |
|  | their teachers go over material they already know. They may also get |
|  | into trouble for ignoring classroom assignments and pursuing their |
|  | own interest instead. Worse yet, these children’s remarkable talents |
|  | often go undeveloped. |
|  | That’s why smart parents often seek better options for them. If you |
| 10 | think your introverted child is gifted, ask for a professional evaluation |
|  | by a psychologist. If testing confirms your opinion, ask your school |
|  | what services it offers for gifted children. Some schools have excellent |
|  | programmes for bright children, while others fall far short. |
|  | If your child’s current school can’t fully meet her needs, explore other |
|  | options. Some communities have magnet schools specifically designed |
|  | for gifted children. Your child may also enjoy a math, science, or arts |
|  | camp during the summer. And museums, nature centres, and recreation |
|  | centres frequently offer programmes that will excite your innie. |
|  | Additionally, consider supplementing your child’s education with |
| 20 | online courses on her favourite topics. Often, these courses allow |
|  | students to learn at their own pace, so instead of twiddling her thumbs |
|  | while she wait for her classmates to catch up, your child can go full |
|  | steam ahead. The Khan Academy (www.khanacademy.org) and other |
|  | free online educational sites can also be great resources. |
|  | If your child is far more advanced than other kids her age, her school |
|  | may suggest moving her up and extra grade. But be aware that gifted |
|  | innies who are way ahead of the pack intellectually may still need to |
|  | be around same-age peers to learn social skills. So if this option comes |
|  | up, consider your child’s overall social and intellectual development |
| 30 | and ask yourself if she’s truly ready to study – and play – with older |
|  | children. |
|  | Another issue to keep in mind is that the higher a child’s IQ is, the |
|  | greater the chances are that the child will also have a learning |
|  | disability. If your child is gifted but still struggles in some areas, make |
|  | sure you explore this possibility. |

**26**. According to the passage, “supergifted” kids most likely do *not*

**A** identify as introverts

**B** have above-average IQs

**C** have advanced social skills

**D** have learning disabilities

**27**. According to the author, which of the following is the reason gifted children struggle at school?

I. They are shy as introverts.

II. They already know the material.

III. They ignore classroom assignments.

**A** I and II

**B** II and III

**C** I and III

**D** I, II and III

**28**. The author uses the phrase “these children’s remarkable talents” (line 7) to make the point that

**A** the children are more advanced than their peers

**B** the children have a lot to learn

**C** the children should learn a trade

**D** the children could excel as performers

**29**. Which choice provides the best evidence for the answer to the preceding question?

**A** Lines 3-4 (“You’d think … they don’t.”)

**B** Lines 12-13 (“Some schools … far short.”)

**C** Lines 25-26 (“her school … grade.”)

**E** Line 34 (“your child … areas,”)

**30**. The main theme that the author describes in the passage is that gifted, introverted children

**A** could excel in the academic setting provided by almost any school

**B** should avoid online distractions from true academic discourse

**C** could benefit from advancing an extra grade to be with peers at their intellectual level

**D** could perform extremely well in the right academic setting

**31**. Which choice provides the best evidence for the answer to the preceding question?

**A** Lines 3-4 (“You’d think … they don’t.”)

**B** Lines 12-13 (“Some schools … far short.”)

**C** Lines 15-16 (“Some communities … children.”)

**E** Lines 25-26 (“her school … grade.”)

**32**. As used in line 27, “pack” most nearly means

**A** a group of dogs

**B** a group of kids

**C** prepare for a trip

**D** worn on one’s back

**33**. The second paragraph (lines 3-8) is primarily concerned with

**A** drawing a contrast between intellectual ability and academic performance

**B** showing a parallel between suitable surroundings and personal growth

**C** illustrating the success of exploring options outside the child’s academic setting

**D** suggesting a possible correlation between high IQ and learning disability

**34**. The author suggests that parents of gifted children should

I. Explore options outside the classroom

II. Explore schools outside the district

III. Explore resources outside the school

**A** I and II

**B** II and III

**C** I and III

**D** I, II and III

**35**. Which choice provides the best evidence for the answer to the preceding question?

**A** Lines 3-4 (“You’d think … they don’t.”)

**B** Line 9 (“That’s why … for them.”)

**C** Lines 12-13 (“Some schools … far short.”)

**E** Lines 15-16 (“Some communities … children.”)

***Mark your answers on the separate answer sheet.***

**Тур 2** **(лексика и грамматика)**

**9-11 классы**

**Задание 1. Use of English (Part 1)**

***Questions 1-14 are based on Task 1.***

*For questions* ***1-14****, read the following memorandum and use the information in it to complete the numbered gaps in the leaflet below. Then write the new words in the correct spaces on your answer sheet. Use* ***NO MORE THAN TWO WORDS*** *for each gap. The words you need* ***DO NOT*** *occur in the memorandum.*

**MEMORANDUM**

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| --- |
| **To: Jane Smith – Marketing Manager**  **From: Karen Jones – Information Officer**  **Subject: School Visits**  Please can you make sure that all the following points are included in the information. First of all, it’s worth mentioning that teachers don’t have to pay if they want to have a look round Antley House before taking their class there. Also, they get 20% off when they take a group of more than 15.  Most of what’s in the house is more than 200 years old and worth a lot of money, so visitors aren’t allowed to do the following:  (1) Touch anything on show – lots of things would break easily.  (2) Take their own pictures – there are postcards they can buy.  (3) Take in big bags – they’ll have to hand them in at the security desk as they go in. There have been some cases of people unintentionally knocking things over and breaking them.  (4) Try to open blinds – it’s meant to be quite dark in there so that the furniture doesn’t get damaged. This shouldn’t spoil their visit!  Explain that we have to have these rules to stop the house from being damaged. |

**LEAFLET**

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| --- |
| **ANTLEY HOUSE – ADVICE FOR SCHOOL PARTIES**  Teachers are urged to make a preliminary visit, for which there is no **(1)** \_\_\_\_\_\_\_\_\_\_\_, prior to arranging a school visit. There are **(2)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_ rates for groups of 15 or more.  Many of the contents of Antley House **(3)** \_\_\_\_\_\_\_\_\_\_\_\_ the 17th century. Therefore, owing to the **(4)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ nature of the furniture and ornaments on display in this property, there are certain things which visitors are **(5)** \_\_\_\_\_\_\_\_\_\_\_\_\_ doing.  As many exhibits are extremely **(6)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, visitors are asked to refrain from touching or handling anything. We regret that no **(7)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is allowed by visitors inside the historic house. However, postcards are **(8)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Visitors will be asked **(9)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ large items at the security desk, **(10)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Antley House. This is to stop furniture and ornaments from being **(11)** \_\_\_\_\_\_\_\_\_\_\_ damaged. We therefore advise school parties not to bring bags with them. Blinds are used in most rooms **(12)** \_\_\_\_\_\_\_\_\_\_ the furniture from fading caused **(13)** \_\_\_\_\_\_\_\_\_\_\_\_. Please do not open them.  These measures are considered **(14)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_ for the safekeeping of Antley House. |

***Mark your answers on the separate answer sheet.***

**Задание 2. Use of English (Part 2)**

***Questions 15-26 are based on the following task.***

***Sayings and proverbs are concise ways of commenting on a situation.***

***For questions 15-26, think of a proverb or saying that best matches the situations given below.***

**15**. After an unpleasant experience, one is careful to avoid something similar.

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**16**. It’s easy to talk about something, but it is much more difficult to do it.

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**17**. Family relationships are stronger than any others.

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**18**. You should help and care for your own family first before you start helping others.

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**19**. It is better to be careful than to take a risk or act too quickly and later regret it.

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**20**. What a person actually does is more important than what they say they will do.

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|  |

**21**. How someone looks is less important than their character.

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**22**. If you do something repeatedly, you will become very good at it.

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**23**. People will be served or dealt with in the order they arrive or ask for it.

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**24**. Avoid mentioning a particularly difficult subject that may cause trouble.

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**25**. When people we love are not with us, we love them even more.

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|  |

**26**. You have to take a risk in order to get something good.

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***Mark your answers on the separate answer sheet.***

**Задание 3. Use of English (Part 3)**

***For questions 27-36, answer the following questions with YES or NO.***

***Mark your answers on the separate answer sheet.***

**27.** My car has only three thousand miles on it and has already been to the garage five times for repairs. Is it a lemon?

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**28.** Maria went to a fancy store and paid full price for her furniture. Did she buy the furniture for peanuts?

|  |
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**29**. Our neighbour keeps coming to our house for no reason. Is it possible that she is being nosey?

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**30.** Walter told us it was his birthday but it was not true. Was he pulling our leg?

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**31.** George always wearsthe same old jeans and shirt, and he drives an old car. Does George look like a man of means?

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**32.** Kevin and Mary went out on a date, and Kevin paid for the meal and the movie. Did they go Dutch?

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**33**. Bert is very original and has his own style in clothes. Is he a copycat?

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|  |

**34**. Are you chicken if you go skydiving?

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|  |

**35**. We almost never go to the theatre to see a play or a show, only for some grand occasion. Do we go to the theatre once in a blue moon?

|  |
| --- |
|  |

**36**. The desserts at that restaurant are the best you’ve ever tasted. Are they out of this world?

|  |
| --- |
|  |

***Mark your answers on the separate answer sheet.***

**Задание 4. Use of English (Part 5)**

***For questions 37-50, read the text and think of the word that best fits each gap. Use only one word in each gap.***

***Mark your answers on the separate answer sheet.***

**BICYCLE TOWN**

Where is it better for a bicycle enthusiast to live **(37)** \_\_\_\_\_\_\_\_\_\_\_\_ within the boundaries of one of the bike capitals of Britain – Oxford? The city is thought to be home **(38)** \_\_\_\_\_\_\_\_\_\_\_\_\_ as many as a quarter of Britain’s bicycles; the train station alone having secure facilities for five hundred.

**(39)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the town’s history and its layout of narrow streets, cycling has long **(40)** \_\_\_\_\_\_\_\_\_\_\_\_\_ seen as a convenient and safe way of getting **(41)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the city. And today, whether in the town itself **(42)** \_\_\_\_\_\_\_\_\_\_\_\_ in the surrounding countryside, the cyclist feels relatively secure **(43)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the knowledge that local car drivers are accustomed to coping with thousands of cyclists on the roads.

But in much of the surrounding countryside, even this is **(44)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ really such a problem because the area has its own network of special cycle ways. Designed to keep cyclists and other road users **(45)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a safe distance from one another, these routes are, for the **(46)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_part, used by students and commuters heading to and from the city centre. But this is not **(47)** \_\_\_\_\_\_\_\_\_\_\_ only function. As well as providing a safe venue for leisure cycling, they also make it easier to combine cycling with other public transport services on longer journeys. The Oxford to London coach service, for example, has a specially-adapted luggage compartment **(48)** \_\_\_\_\_\_\_\_\_\_\_that bicycles can be carried, a service made all **(49)** \_\_\_\_\_\_\_\_\_ more popular by the fact that it is offered free to passengers. Lucky indeed is the cyclist **(50)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ lives in Oxford.

***Mark your answers on the separate answer sheet.***

**Критерии оценки заданий**

**заочного (отборочного) этапа**

**2018-2019 уч. год**

**Тур: 1** **(чтение)**

**Задание 1.**

**Reading Comprehension (Part 1)**

Каждый правильный ответ оценивается в 1 балл. Если ответ неверный, то участник олимпиады получает 0 баллов.

Максимальное количество баллов – 12.

**Задание 2.**

**Reading Comprehension (Part 2)**

Каждый правильный ответ в первой части задания (вопросы 13-17) оценивается в 2 балла. Если ответ неверный, то участник олимпиады получает 0 баллов. Каждый правильный ответ во второй части задания (вопросы 18-25) оценивается в 1 балл.

Максимальное количество баллов – 18 (10 и 8 соответственно).

**Задание 3.**

**Reading Comprehension (Part 3)**

Каждый правильный ответ оценивается в 2 балла. Если ответ неверный, то участник олимпиады получает 0 баллов.

Максимальное количество баллов – 20.

**Суммарное максимальное количество баллов за тур – 50.**

**Тур: 2** (**лексика и грамматика)**

**Задание 1.**

**Use of English (Part 1)**

Каждый правильный ответ оценивается в 2 балла. Если ответ неверный, то участник олимпиады получает 0 баллов.

Максимальное количество баллов – 14.

**Задание 2.**

**Use of English (Part 2)**

Каждый правильный ответ оценивается в 1 балл. Если ответ неверный, то участник олимпиады получает 0 баллов.

Максимальное количество баллов – 12.

**Задание 3.**

**Use of English (Part 3)**

Каждый правильный ответ оценивается в 1 балл. Если ответ неверный, то участник олимпиады получает 0 баллов.

Максимальное количество баллов – 10.

**Задание 4.**

**Use of English (Part 4)**

Каждый правильный ответ оценивается в 1 балл. Если ответ неверный, то участник олимпиады получает 0 баллов.

Максимальное количество баллов – 14.

**Суммарное максимальное количество баллов за тур – 50.**

**Суммарное максимальное количество баллов за выполнение заданий заочного этапа многопрофильной олимпиады – 100.**

**ANSWER SHEET 2018-2019**

**Тур 1 Reading**

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|  | **Part 1** |  |  |
| **1.** |  |  |  |
| **2.** |  |  |  |
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| **12.** |  | | |

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|  | **Part 2** |  | **Part 3** |
| **13.** |  | **26.** |  |
| **14.** |  | **27.** |  |
| **15.** |  | **28.** |  |
| **16.** |  | **29.** |  |
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| **25.** |  |  |  |

**Тур 2 Use of English**

**Part 1**

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**Part 2**

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| **15.** |  |
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| **26.** |  |

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|  | **Part 3** |  | **Part 4** |
| **27.** |  | **37.** |  |
| **28.** |  | **38.** |  |
| **29.** |  | **39.** |  |
| **30.** |  | **40.** |  |
| **31.** |  | **41.** |  |
| **32.** |  | **42.** |  |
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| **34.** |  | **44.** |  |
| **35.** |  | **45.** |  |
| **36.** |  | **46.** |  |
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