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«Московский городской педагогический университет»

МЕТОДИЧЕСКИЕ МАТЕРИАЛЫ
ЗАКЛЮЧИТЕЛЬНОГО ЭТАПА
ОЛИМПИАДЫ «УЧИТЕЛЬ ШКОЛЫ БУДУЩЕГО»
ПО АНГЛИЙСКОМУ ЯЗЫКУ
2015-2016 учебный год

Москва

2016

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1. Письменный тур

Listening

You have **30 minutes** to complete both tasks.

Task 1. You will hear a radio interview in which two people, Anna Pritchard and Frank Johnson, are discussing education in Britain. You will hear the recording twice. **Transfer your answers to the answer sheet.**

For questions 1 – 5, decide who agrees with the following statements:

A – for Anna, B – for Frank, C – both.

1. Acquiring reasoning powers is the key to getting a good education.
2. Teachers do not always adapt their teaching styles to fit the pupils' needs.
3. Traditional learning methods are still welcome in the classroom.
4. Schools should help students investigate the ways in which they learn.
5. Applying new ideas and methods is quite possible in the classroom.

For questions 6 – 10, choose the correct answer A, B, C or D.

6. Frank suggests that the existing teaching methods
 - A) help teachers make their classes more amusing.
 - B) lead teachers to losing their main professional task.
 - C) encourage students to be proactive in the classroom.
 - D) give students a break from formal learning.
7. Frank strongly believes that
 - A) Latin and history are essential to learn at schools.
 - B) new methodology proves to be more effective.
 - C) school should lay the basis for a student's learning.
 - D) education should be controlled by the state.
8. According to Anna, in an average school today
 - A) there isn't enough variety in its classroom activities.
 - B) teachers use various teaching methods.
 - C) the classes have too many students per lesson.
 - D) teachers welcome new teaching styles.
9. Juggling, as Anna thinks, can be beneficial because it can
 - A) help students improve physical and balance skills.
 - B) give students a rest for some time during a class.
 - C) raise awareness of the importance of physical exercises.
 - D) make students more receptive to what they're learning.
10. Anna believes that taking notes
 - A) should be replaced by newer methods.
 - B) may be varied according to the topic studied.
 - C) may be widely used in teaching history.
 - D) should be adapted to suit each student.

Task 2. You will hear five short extracts in which people who work in television and radio talk about their lives. You will hear the recording twice. **Transfer your answers to the answer sheet.**

Letters A-H list different people. As you listen, put them in order in which you hear them by completing the boxes numbered 11-15 .	For questions 16-20 , choose from the list A-H the attitude each speaker expresses.
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While you listen you must complete both tasks.

A. actor/actress B. dancer C. sound technician D. music presenter E. camera operator F. singer G. newsreader H. make-up artist	Speaker 1	11.	A. I dislike the idea of being an early riser. B. I dislike the pattern of work. C. I regret not having time to keep fit. D. I'm careful not to break the law. E. I feel I'm able to cope in an emergency. F. I'm reluctant to spend too much time travelling. G. I can't stand wearing stage makeup. H. I find the work schedule interesting.	Speaker 1	16.
	Speaker 2	12.		Speaker 2	17.
	Speaker 3	13.		Speaker 3	18.
	Speaker 4	14.		Speaker 4	19.
	Speaker 5	15.		Speaker 5	20.

**Listening
Answer Sheet**

Task 1

For questions **1 – 5**, decide who agrees with the following statements:
A – for Anna, **B** – for Frank, **C** – both. For questions **6 – 10**, choose the correct answer **A, B, C** or **D**.

1.	
2.	
3.	
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6.	
7.	
8.	

9.	
10.	

Task 2

Letters **A-H** list different people. As you listen, put them in order in which you hear them by completing the boxes numbered **11-15**.

For questions **16-20**, choose from the list **A-H** the attitude each speaker expresses.

11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	

Reading

Variant 1

You have **45 minutes** to complete all the tasks.

Task 1

For questions **1-6** sort out the parts of the text and put them in the correct order. There is one extra paragraph that you do not have to use. **Transfer your answers to the answer sheet.**

Heroes

A	Yet, it is not solely responsible for the death of the hero. A democratic culture also undermines the idea that certain individuals carry a divine spark and are therefore in a category superior to that of the rest of us. No one deserves to be worshipped and there is a revulsion at the idea of bending the knee and kissing the hand of another individual.
B	Celebrities, on the other hand, with the string of stories about their hardships and their lucky breaks, their affairs and their break-ups, prove to be nothing out of the ordinary. Reading about their lives does not inspire us or fill us with purpose. If it isn't just a way of killing time - it may well help us to resign ourselves to our own sense of purposelessness.
C	Having killed the hero we have replaced him with a distinctively modern public figure: the celebrity. As one commentator put it: the celebrity is a person who is known for being well-known. Celebrities offer exclusive stories to increase their exposure, the media promote and we collude by paying so much attention to the glossy features, the exclusive interviews, and the various scandals and intrigues.

D	To become a celebrity it is more important to have a good press agent than to be a big achiever, which is one of the reasons why figures from the worlds of light entertainment and sports are some of the most successful celebrities. It is in these fields that being a household name but not your actual achievements is the key to clinching the next big contract and the next lucrative advertising deal.
E	Back in the twentieth century there was a British punk rock song that claimed that there were "no more heroes anymore". Calmer critics and social commentators have agreed that the age of the hero is over. In the past people had heroes. They were the most prominent figures in the public consciousness – those who had achieved great things who had done great deeds – proud, noble leaders and bold pioneers.
F	Psychologists have also entered public consciousness, adding to the forces tearing down the statues of the past. The drives of a great individual are seen to have their roots in an unhappy youth and inability to have a good time. The achievements remain but the man himself emerges from the analysis without a shred of nobility.
G	The myth of the hero, though, could not survive when public life came to be dominated by the mass media. The mass media killed off the heroes and replaced them with celebrities. To become a celebrity what matters is not so much the greatness of what you have done but the exposure you are given in the media.

1	2	3	4	5	6

Task 2

You are going to read an article containing reviews of novels. For questions 7 – 20, choose from the list A – E. Some of the choices may be used more than once. **Transfer your answers to the answer sheet.**

In which review is the following mentioned?	
7. a book successfully adapted for another medium	A
8. characters whose ideal world seems totally secure	
9. a gripping book which introduces an impressive main character	B
10. a character whose intuition is challenged	
11. an original and provocative line in storytelling	

12.the main character having a personal connection which brings disturbing revelations	C
13.the completion of an outstanding series of works	D
14.the interweaving of current lives and previous acts of wickedness	
15.a deliberately misleading use of the written word	E
16.a rather unexpected choice of central character	
17.a character seeing through complexity in an attempt to avert disaster	
18.a novel which displays the talent of a new author	
19.the characters' involvement in a crime inevitably leading to a painful conclusion	
20.a certain epoch in the history of the country	

- A** Zoe, Countess Ashby, may not be the obvious heroine for a crime novel, but November sees her debut in Frida Morgan's thriller. A boisterous, bawdy romp through Restoration England, *Unnatural Fire* introduces a pair of unlikely heroines and sets them on a merry chase through London just before the dawn of the 18th century. Countess Ashby has lost her place in society with the death of Charles II, her former paramour, and the subsequent disappearance of her husband, a swindler who's gone to America to seek his fortune. Featuring a colourful cast of misfits and brilliantly researched period detail *Unnatural Fire* has a base in the mysterious science of alchemy, and will appeal to adherents of both crime and historical fiction.
- B** Minnie Walters is one of the most acclaimed writers in British crime fiction whose books like *The Sculptress* have made successful transitions to our silver screens. Preoccupied with developing strong plots and characterization rather than with crime itself, she has created some disturbing and innovative psychological narratives. *The Shape of Snakes* is set in the winter of 1978. Once again Walters uses her narrative skills to lead the reader astray (there is a clever use of correspondence between characters), before resolving the mystery in her latest intricately plotted bestseller which is full of suspense. Once again she shows why she is such a star of British crime fiction.
- C** Elizabeth Woodcraft's feisty barrister heroine in *Good Bad Woman*, Frankie, is a diehard Motown music fan. As the title suggests, despite her job on the right side of the law, she ends up on the wrong side — arrested for murder. No favourite of the police - who are happy to see her go down - in order to prove her innocence she must solve the case, one that involves an old friend and some uncomfortable truths a bit too close to home. *Good Bad Woman* is an enthralling, fast-paced contemporary thriller that presents a great new heroine

to the genre.

- D** *Black Dog* is Stephen Booth's hugely accomplished debut, now published in paperback. It follows the mysterious disappearance of teenager Laura Vernon in the Peak District. Ben Cooper, a young Detective Constable, has known the villagers all his life, but his instinctive feelings about the case are called into question by the arrival of Diane Fry, a ruthlessly ambitious detective from another division. As the investigation twists and turns, Ben and Diane discover that to understand the present, they must also understand the past - and, in a world where none of the suspects is entirely innocent, misery and suffering can be the only outcome.
- E** Andrew Roth's deservedly celebrated Roth Trilogy has drawn to a close with the paperback publication of the third book, *The Office*, set in a 1950s cathedral city. Janet Byfield has everything that Wendy Appleyard lacks: she's gorgeous, she has a handsome husband, and an adorable little daughter, Rosie. At first it seems to Wendy as though nothing can touch the Byfields' perfect existence, but old sins gradually come back to haunt the present, and new sins are bred in their place. The shadows seep through the neighbourhood and only Wendy, the outsider looking in, is able to glimpse the truth. But can she grasp its twisted logic in time to prevent a tragedy whose roots he buried deep in the past?

Answer Sheet

Variant 1

1.	
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19.	

Use of English**Variant 1**

You have **40 minutes** to complete all the tasks.

Task 1

Think of **one word** only which can be used appropriately in the gaps **in all the three sentences**.

Transfer your answers to the answer sheet.

1. I can hardly believe it, Jill, but Joey really ... for that trick.
The book ... open at beautiful pictures of Tuscany.
Luckily that year Megan's birthday ... on a Saturday.
2. The climbing ... grew up against the wall of the homey country cottage.
The white cliffs ... majestically from the sea and came into view.
The competitors were good enough, but Maria ... to the challenge and sang beautifully.
3. I know I've got to break the news to William but I can't ... it.
Melissa tried to save ... by making up a story about being abroad that time.
With the lights off, the clock ... gleamed white in the twilight.
4. 'Swot' is a pejorative ... for someone who studies hard and a lot.
The president's second ... of office expires at the end of the year.
Well, in the short ..., we should keep the service running.

Task 2

Read the text. Write in the word that best fits each space. Use **only one word** in each space. There is an example at the beginning (0). **Transfer your answers to the answer sheet.**

Today there is nothing new in the use of herbs and spices. They have enriched human life for thousands of years, (0) *providing* comfort and luxury. They have flavoured our food, cured our ailments and surrounded us (5) ... sweet scents. It would be a very different world (6) ... them.

Nobody really knows who first used herbs and spices. All their properties were known to ancient Greeks and Egyptians. The knowledge that they employed, and that we (7) ... use today, must have been based on trial and (8) ... of early man, who was originally drawn to the plants (9) ... of their tantalising aroma. He

gradually discovered their different effects (10) ... his food and well-being, so our use of them comes from those experiments.

For centuries herbs and spices have been appreciated to the (11) ... but in modern times the arrival of convenience foods and new medicines almost (12) ... us forget them. But anything (13) ... has been so much loved and valued will never be completely neglected. The knowledge has been kept alive and (14) ... present-day search for all things natural, herbs and spices have come into their own again.

Task 3

Look at the proper names below. For questions 15 – 20 decide which categories and countries they belong to. Write the number of the category in the first column and the country in the second column: **A** for the USA and **B** for the UK. Some categories may be used more than once, some may not be used at all.

The first one is done as an example.

1. Historic events
2. Newspapers and magazines
3. Writers and poets
4. Streets and districts
5. Documents
6. Geography

	category	country
<i>0. Times</i>	2	<i>B</i>
15. Bloomsbury		
16. Poe		
17. John O'Groats		
18. Queens		
19. Easter rising		
20. Mayflower compact		

Answer Sheet

Variant 1

1.	
2.	
3.	
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6.	
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11.	
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20.	

Writing

You have **45 minutes** to complete the task.

You recently attended an English language course. At the end of the course you were given the following letter:

We hope you have enjoyed studying with us. In order to plan future courses we would be grateful if you could write a short report giving us your views of the course covering:

- *the quality of teaching;*
- *the use of modern technological equipment;*
- *the variability of textbooks;*
- *dining facilities;*
- *the convenience of the timetable.*

We would also like to hear your suggestions on the possible changes and improvements to be made.

Thank you in advance.

Mrs Galway

The Principal

Write your report for the Principal (around **200-250** words).

Remember to:

- include a title and subtitles;
- use appropriate style;
- organize the information logically.

КЛЮЧИ

Listening Keys

Task 1

For questions **1 – 5**, decide who agrees with the following statements:

A – for Anna, **B** – for Frank, **C** – both. For questions **6 – 10**, choose the correct answer **A, B, C** or **D**.

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

Task 2

Letters **A-H** list different people. As you listen, put them in order in which you hear them by completing the boxes numbered **11-15**.

For questions **16-20**, choose from the list **A-H** the attitude each speaker expresses.

11.	G
12.	D
13.	A
14.	F
15.	B
16.	D
17.	E
18.	H
19.	F
20.	A

Reading Keys

Variant 1

1.	E
2.	G
3.	A
4.	F
5.	C
6.	D

7.	B
8.	E

9.	C
10.	D
11.	B
12.	C
13.	E
14.	E
15.	B
16.	A
17.	E
18.	D
19.	D
20.	A

Use of English

Variant 1

1.	fell
2.	rose
3.	face
4.	term
5.	with, by

6.	without	
7.	still, also, may, can, might, could	
8.	error	
9.	because	
10.	on, upon	
11.	full, fullest	
12.	made, helped	
13.	that, which	
14.	in, during, through, throughout	
15.	4	B
16.	3	A
17.	6	B
18.	4	A
19.	1	B
20.	5	A

**Критерии оценивания раздела «Письмо»
Writing (A report)
Максимальное количество баллов: 20**

Внимание! При оценке 0 по критерию "Решение коммуникативной задачи" выставляется общая оценка 0.

БАЛЛЫ за содержание письменного высказыван ия	РЕШЕНИЕ КОММУНИКАТИВНОЙ ЗАДАЧИ Итого: максимум 10 баллов	ЯЗЫКОВОЕ ОФОРМЛЕНИЕ (максимум 10 баллов)			
		Композиция (максимум 2 балла)	Лексика (максимум 3 балла)	Грамматика (максимум 3 балла)	Орфография и пунктуация (максимум 2 балла)
10 баллов	<p>Коммуникативная задача полностью выполнена –</p> <ol style="list-style-type: none"> 1) Написан отчет на заданную тему (НЕ письмо, эссе и тд.) 2) Есть заголовок и подзаголовки, соответствующие содержанию текста. 3) Отчет написан в соответствующем заданию стиле. 4) – 8) Раскрыты все 5 аспектов. Даны развернутые и весомые аргументы (1-2 аргумента) 9) В отчете представлены необходимые рекомендации. 10) Объем работы соответствует заданному или отклоняется от заданного не более чем на 10% в сторону увеличения (до 275 слов). 		<p align="center">3 балла</p> <p>Участник демонстрирует богатый лексический запас, необходимый для раскрытия темы, точный выбор слов и адекватное владение лексической сочетаемостью. Работа не имеет ошибок с точки зрения лексической сочетаемости.</p>	<p align="center">3 балла</p> <p>Участник демонстрирует грамотное и уместное употребление грамматических структур. Работа не имеет грамматических ошибок.</p>	

		<p>2 балла Работа не имеет ошибок с точки зрения композиции. Текст правильно разделен на абзацы. Присутствуют средства логической связи.</p>	<p>2 балла Участник демонстрирует богатый лексический запас, необходимый для раскрытия темы, точный выбор слов и адекватное владение лексической сочетаемостью. В работе имеются 1-2 незначительные (негрубые) лексические ошибки, не затрудняющие понимание текста.</p>	<p>2 балла Участник демонстрирует грамотное и уместное употребление грамматических структур. В работе имеются 1-2 незначительные (негрубые) грамматические ошибки, не затрудняющие понимание текста.</p>	<p>2 балла Работа не имеет ошибок с точки зрения орфографии. В работе имеется 1 орфографическая ошибка или 1-2 пунктуационные ошибки, не затрудняющие понимание высказывания.</p>

<p>9- 1 балл</p>	<p>Коммуникативная задача в основном выполнена. Отчет на заданную тему написана. Баллы за содержание снижаются, если:</p> <ol style="list-style-type: none"> 1) Отсутствует заголовок (снимается 1балл) 2) Отсутствуют подзаголовки (снимается 1балл) 3) Не выдержан формальный стиль 4) Не раскрыты 5 аспектов, указанные в условии задания. За каждый нераскрытый аспект снимается 1балл. 5) Не даны рекомендации (снимается 1 балл) 6) Объем работы меньше заданного более, чем на 10 %, т.е. в работе менее 180 слов (снимается 1 балл) 	<p>1 балл</p> <p>В целом текст имеет четкую структуру. Текст разделен на абзацы. В тексте присутствуют связующие элементы. Допущены незначительные нарушения в структуре и/или связности текста.</p>	<p>1 балл</p> <p>В тексте присутствуют ошибки в выборе слов и лексической сочетаемости (3 -7), которые не затрудняют понимания текста. Или: используется стандартная, однообразная лексика базового уровня.</p>	<p>1 балл</p> <p>В тексте присутствуют несколько (3 - 7) грамматических ошибок, не затрудняющих общего понимания текста.</p>	<p>1 балл</p> <p>В тексте присутствуют орфографические (2-4) и/или пунктуационные ошибки (3 - 7), которые не затрудняют общего понимания текста.</p>
<p>0</p>	<p>Не выполнена коммуникативная задача (написан не отчет, а другая литературная форма; написан отчет, но не по теме, предложенной в задании).</p> <p>И/или</p> <p>Объем письменного текста менее 50% (менее 100 слов).</p>	<p>0 баллов</p> <p>Отсутствует или неправильно выполнено абзацное членение текста. Имеются серьезные нарушения связности текста и/или многочисленные ошибки в</p>	<p>0 баллов</p> <p>Участник демонстрирует крайне ограниченный словарный запас. Или: имеются многочисленные ошибки (более 7) в употреблении лексики, в том числе затрудняющие понимание текста.</p>	<p>0 баллов</p> <p>В тексте присутствуют многочисленные ошибки (более 7) в разных разделах грамматики, в том числе затрудняющие понимание текста.</p>	<p>0 баллов</p> <p>В тексте присутствуют многочисленные орфографические (более 4) и/или пунктуационные ошибки (более 7), в том числе затрудняющие понимание текста.</p>

		употреблении логических средств связи.			
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2. Устный тур

Student 1

You have **5** minutes to get ready.

Make a monologue on the following:

Exams have always been guidelines for teachers and educators who need to know if students have understood what they have taught. But are exams the best way to test whether anything has been learnt through weeks of classes? Are they really the best way of assessing the knowledge gained and skills learnt?

Remember:

1. You are the **first** to speak.
2. You have **1,5-2 minutes** to speak.
3. Express your opinion and give reasons.
4. After you finish, your partner will ask you **2** questions.
5. Listen to your partner and ask him/her **2** questions which **have not** been covered by his/her monologue.

Student 2

You have **5** minutes to get ready.

Make a monologue on the following:

What has eight letters and strikes fear into the hearts of all students? Give up? HOMEWORK! Did you just gasp in fear and anguish? Homework is a fact of life, an academic institution, but should it be? There's a growing trend of schools cutting down on homework or cutting it out altogether. What's your take?

Remember:

1. Listen to your partner and ask him/her **2** questions which **have not** been covered by his/her monologue.
2. Give your monologue.
3. You have **1,5-2 minutes** to speak.
4. Express your opinion and give reasons.
5. After you finish, your partner will ask you **2** questions.

Критерии оценивания
Содержание - максимум 10 баллов

Баллы	
10-9	<p>Учащемуся успешно удалось создать законченное, логичное монологическое высказывание, в котором он выразил свое отношение к поставленной проблеме. Участник высказывает интересные и оригинальные мысли, грамотно аргументирует свою точку зрения.</p> <p>Учащийся задал 2 оригинальных вопроса, дал развернутые ответы на вопросы собеседника.</p>
8-7	<p>Учащемуся удалось создать законченное, логичное монологическое высказывание, в котором он выразил свое отношение к поставленной проблеме. Участник высказывает достаточно интересные мысли, аргументирует свою точку зрения.</p> <p>Учащийся задал 2 вопроса, дал развернутые ответы на вопросы собеседника.</p>
6-5	<p>Учащемуся удалось создать монологическое высказывание, в котором он выразил свое отношение к поставленной проблеме. В то же время, представляется, что тема раскрыта не в полном объеме.</p> <p>Учащийся задал 2 вопроса, дал краткие ответы на вопросы собеседника.</p>
4-3	<p>Учащемуся удалось создать краткое, не очень содержательное монологическое высказывание, в котором наблюдаются нарушения логики.</p> <p>Учащийся задал 1\2 вопроса, дал очень краткие ответы на вопросы собеседника \ не смог дать ответы на вопросы собеседника.</p>
2-1	<p>Учащийся говорит просто и примитивно, его высказывание с трудом можно назвать монологом. Учащийся не может ни задать собеседнику вопросы, ни ответить на вопросы, заданные ему.</p> <p>Коммуникативная задача не выполнена: цель общения не достигнута, содержание</p>

	не соответствует коммуникативной задаче.
0	Задание не выполнено, цель общения не достигнута. Отказ от ответа

При оценке «0» по критерию «Содержание» выставляется общая оценка «0».

Баллы	Лексическое оформление речи - максимум <u>5 баллов</u>	Грамматическое оформление речи - максимум <u>3 балла</u>	Фонетическое оформление речи - максимум <u>2 балла</u>
5	Демонстрирует богатый словарный запас, адекватный поставленной задаче. Лексические ошибки отсутствуют.		
4	Демонстрирует хороший словарный запас, соответствующий поставленной задаче, однако наблюдаются незначительные затруднения при подборе слов (1-2 лексические ошибки).		
3	Демонстрирует ограниченный словарный запас. Наблюдаются некоторые затруднения при подборе слов и неточности в их употреблении (3 лексические ошибки).	Использует разнообразные грамматические конструкции. Грамматические ошибки отсутствуют.	
2	Демонстрирует ограниченный	Использует разнообразные	В речи нет грубых

	словарный запас, наблюдаются трудности при подборе слов и неточности в их употреблении (4-5 лексических ошибок).	грамматические конструкции. 1-2 грамматические ошибки, не затрудняющие понимание.	фонетических и фонематических ошибок.
1	Демонстрирует крайне ограниченный словарный запас, недостаточный для выполнения коммуникативной задачи.	Использует однообразные грамматические конструкции. 3-5 грамматические ошибки, не затрудняющие понимание.	Речь в целом понятна. Участник допускает отдельные фонетические и фонематические ошибки.
0	Словарный запас недостаточен для выполнения коммуникативной задачи.	Неправильное использование грамматических конструкций делает невозможным выполнение поставленной задачи. Более 5 грамматических ошибок.	Понимание речи затруднено из-за большого количества фонематических ошибок.

