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МЕТОДИЧЕСКИЕ МАТЕРИАЛЫ
ЗАКЛЮЧИТЕЛЬНОГО ОЛИМПИАДЫ
«УЧИТЕЛЬ ШКОЛЫ БУДУЩЕГО»
ПО АНГЛИЙСКОМУ ЯЗЫКУ
2017-2018 учебный год

Москва

2018

Письменный тур

Listening (стоимость одного задания – 1 балл)

You have **20 minutes** to complete both tasks.

Task 1. You will hear part of a radio interview with an illustrator and graphic designer Sandra Williams, who is talking about her work.

For questions 1-8 choose the correct answer or answers A, B, C or D. You will hear the recording twice. Transfer your answers to the answer sheet.

1. According to Sandra, working as a freelance illustrator is difficult because you
 - A) should be available any time of day and night;
 - B) have to follow a tight schedule;
 - C) don't know what work to expect next;
 - D) have no opportunity to be creative.
2. Sandra says that the amount of work an illustrator gets is
 - A) steady;
 - B) fluctuating;
 - C) regular;
 - D) fixed;
3. What does Sandra say about her work for an advertising agency?
 - A) She was grateful for the opportunities it gave.
 - B) She thinks the work was unbearably dull.
 - C) She regretted not being able to focus on college work.
 - D) She didn't expect to have so much work to do.
4. Which statements are true about Sandra's work for Vogel's company?
 - A) She drew brown bread using black and white palette.
 - B) She had to draw quickly because the bread could get stale.
 - C) The pencil drawing went well with the rough material she used.
 - D) The drawings were lifelike and accurate in every detail.
5. Sandra works with those editors who she knows well because
 - A) she can choose what age group books she wants to illustrate.
 - B) she has some freedom in how she'd prefer to illustrate books.
 - C) she has a chance to start working before she receives any instructions.
 - D) she can suggest changes to the general layout she gets.

6. What aspect of drawing requires more effort from Sandra?
- A) Getting permission from other people to use their images.
 - B) Making figures look more realistic and not cartoonish.
 - C) Creating a mental picture of the main character of the story.
 - D) Making the postures of children seem convincing.
7. What influence did Sandra's work have on her own children?
- A) They could read books at a rather early age.
 - B) They advised her on how to draw certain characters.
 - C) They developed an interest in art.
 - D) They were happy their mother was at home most of the time.
8. What pieces of advice does Sandra give to young people who want to become illustrators?
- A) It's important to send examples of your work to publishers.
 - B) You should be ready to spend time on face-to-face self-promotion.
 - C) It's important to avoid being distracted by other work.
 - D) You should show that you specialize in various subjects and areas.

For questions 9-10 complete the sentences using 1 word from the recording. Transfer your answers to the answer sheet.

9. The editor gives the illustrator a(n) ... stating what they actually expect from the artist.
10. Sandra is sure that an illustrator has to be ... to depict a character in a similar way throughout the whole book and create a bond between the picture and the text.

Task 2. You will hear five people talking about the courses they attended. You will hear the recording twice. There are several options for each part of the task that you do **NOT** have to use. Transfer your answers to the answer sheet.

<p>Letters A-H list the reasons for attending the course. As you listen, put them in order in which you hear them by completing the boxes numbered 11-15.</p>	<p>For questions 16-20, choose from the list A-H what surprised the speaker about the course.</p>
<p>While you listen you must complete both tasks.</p>	

A. to improve job prospects B. to impress a family member C. to build on existing skills D. to keep smb company E. to prove smth wrong F. to explore a new environment G. to have a better social life	Speaker 1		11.	A. making useful contacts B. unexpected extra costs C. used teaching methods D. venues for classes E. speed of achieved progress F. attitude of other participants G. importance of other activities	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.

Reading (стоимость одного задания – 1 балл)

You have **50 minutes** to complete all the tasks.

Task 1

Read the text. Six paragraphs have been removed from the text. Choose from paragraphs **A-I** the one which fits each gap **1-6**. **Transfer your answers to the answer sheet.**

Walking in Circles

Around 5,000 years ago, the great ritual complex of Avebury was probably a huge visitor attraction. Neolithic people travelled to it from miles around for ceremonial occasions or rituals we still don't understand.

1

The monument covers almost 30 acres, enclosed by a massive encircling ditch. An estimated 200,000 tonnes of chalk must have been removed to create the bank. Inside

there are three distinct stone circles. The larger outer one is the most impressive, consisting of 37 (out of the original 98) massive undressed sarsen stones weighing up to 60 tonnes, thought to have been taken from the neighbouring Fyfield Down.

2

Ceremonial avenues of stones, such as the still-visible West Kennet Avenue, led worshippers (it that is what they were) into the sacred inner sanctum of the henge and stone circle. But what they did when they got there, no one knows.

3

Avebury stands at the centre of an amazing complex of prehistoric monuments, mostly from the Neolithic period, at the heart of the National Trust's 1,576-acre Avebury estate, which also takes in the nearby Neolithic enclosure of Windmill Hill. Two roads still use the prehistoric entrances of the henge, and the village of Avebury has been superimposed over its western corner. Yet somehow, it still manages to retain its ancient air of awe and mystery.

4

John Avebury, the wealthy seventeenth-century antiquary was the man who rediscovered Avebury. His 1663 description that it 'did as much excell Stonehenge, as a Cathedral does a Parish Church' has never been bettered. There was much more to see of Avebury in his time. His sketches show many more stones still standing in the outer circle and an undamaged 'Cove' in the northern circle.

5

Much of the modern excavation of Avebury was undertaken by Alexander Keiller, of the family that created the famous marmalade brand, in the 1903s – the major finds from the site are now in the museum which takes his name. Across the farmyard is the seventeenth-century Manor Barn, where in 2001 the Trust opened an exciting new exhibition.

6

The story of the stones continues to unfold. 'We are constantly finding out new things about Avebury', says Rosie Edmunds, a National Trust archaeologist. 'The most recent was the discovery of two large palisaded enclosures in the valley bottom near the West Kennet Long Barrow. No one knows what they were used for, but it seems they must have been some kind of large ritual monument from the Neolithic period'.

A	Those prehistoric worshippers are followed today by some 350,000 visitors a year, including, especially at times like the summer solstice, assorted groups of New Agers, UFOlogists, and people looking for the mysterious corn circles which tend to appear in the area at this time of year.
B	Here you can touch topographical models of the landscapes you have just explored, and see the changes man has wrought over the last 6,000 years using CD-Roms and interactive technology. There is a children's play area, and even Keiller's vintage Sizaire Berrick – the Porsche of its day.
C	Inside were two smaller circles, the northern one containing the inner sanctum or mysterious 'Cove', of which only two huge stones remain. It has long been accepted that the stones of Avebury represent male and female characteristics with the two surviving cove stones being perfect examples of the types chosen.
D	Sixty years later, the other great recorder of the monument, William Stukeley, noted considerably fewer stones, as the villagers had used the sarsens as a convenient quarry for building stone.
E	The village itself holds much of interest including the church of St. James which has a long history going back to Saxon times. Within is a rare example of a medieval rood-loft once hidden but re-discovered in 1810. It also contains a notable font believed to be of Saxon origin and later adorned with some interesting carvings during the Norman period.
F	When first built, the dazzling 30 ft high white chalk rampart of the henge and the 130 ft high mound of nearby Silbury Hill must have been spectacular landmarks. They undoubtedly occupied a special place in the Stone Age landscape.

Task 2

You are going to read four texts about people who converted the houses they had bought. For questions **7-20**, choose from the sections of the article **A-D**. Some of the choices may be used more than once. **Transfer your answers to the answer sheet.**

In which text is the following mentioned?	
7. incorporating a particular original feature into a new design	A
8. using material to allow more light throughout the house	
9. previous alterations to the house being unimaginative	

10.the limited space initially being a drawback	B
11.the house being bought on impulse	
12.the alterations following a steady schedule over a period of time	C
13.the restrictions of the sight requiring an unusual design	
14.the layout inside the house being more modern than its external appearance	D
15.the feeling of relief after a lengthy search for a house	
16.being unaffected by the disruption of major building work	
17.being reluctant to make drastic changes to an old house	
18.an efficient approach while searching for a house	
19.fulfillment of an earlier ambition	
20.vertical space division depending on natural light	

A	<p>Melanie Heywood</p> <p>Melanie is a successful interior designer and on visiting her warm village home, you see she has used her skills to good advantage. At first sight, this is a traditional house, but the golden-walled exterior belies a spare, cool and spacious interior, of contemporary design. When she started looking for a house, Melanie made a list of personal requirements for her new home. With such methodical foresight she expected her search to be prolonged. However, it was when visiting her mother in a neighbouring village that she came across the house. "When I saw it I jumped at it, it just felt right," explains Melanie. Having lived there for over a year, Melanie says, "I enjoy life in the country, although the problem of finding like-minded people is much harder here. I had a lot of good friends in Liverpool."</p> <p>As she talks about the recent renovations, it becomes evident that Melanie has a healthy respect for tradition and allowed the building to dictate its own design. "At first I thought I'd leave it untouched. But having lived here for half a year I realised I had to make some alterations." So she enlisted the help of an architect and eight months later, the house boasted a new extension plus the addition of a third floor in the converted attic and, what's more, it had been totally redecorated. Melanie appears to have been amazingly pragmatic about such extensive refurbishment, but her relaxed attitude may have been helped by a generous budget, and the hospitality of her family living nearby.</p>
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B	<p>Sam Farraway</p> <p>The perfect location for a house in London is very hard to come by. That is why architect Sam Farraway settled for a house on a slim wedge of space on a busy street, a site which other architects wouldn't even give a second thought. "I spent a lot of time looking for a roomier place in the same area, but it was difficult because prices were hotting up. When I came back a few months later and it was still unsold, I started thinking what I could do." Sam came up with an innovative plan for the narrow home, which made best use of the existing space, but to avoid creating an unlovely warren of small dark rooms, he decided to create a paved courtyard and extend his house around it. To benefit from the best available natural light, Sam placed the living rooms at the top of the house while bedrooms nestle below. The combined kitchen, dining room and living room are in one large open area, set on two levels. "I always envisaged the main living space being at the top because of the sunlight and the views, but I have a lot of people round, so I didn't want the kitchen to be separate from the sitting room. I'm very happy with the end result," he says.</p>
C	<p>Jim Hammond</p> <p>Desperate to move back to his native Leeds, to work as an interior designer, Jim had been looking for a property for some six months. So he was becoming exasperated, when at long last he saw the country bungalow. "As soon as I went inside I exhaled! At last! I could immediately see the potential space available. Even better, the location was ideal, only 20 minutes away from my office." The stone-built house had been transformed into a three-bedroom bungalow 30 years ago with a decided lack of flair. With his designing skills, Jim planned his own conversion in stages. "The basic idea was to open up the whole place as much as possible. I removed the ceiling from the living area and replaced the windows with a wall of glass, divided into squares, so that on fine days the sunshine brightens up the whole of the house." None of the rooms has a door - indeed, all the doors were removed to open up the internal space.</p>
D	<p>Tracy Beaker</p> <p>When Tracy began her search for a bolthole in the country after giving up her job, she saw that her childhood dream of a place away from it all could now be realised. When she eventually came across a single-storey cottage, built by an amateur builder to a very strange design, she was daunted by its rather dilapidated state. Nevertheless, on crossing the threshold, she was immediately attracted by the magical quality of the house. The eccentricity of the original</p>

design had been more than compensated for by an insistence on very high quality materials, such as solid wooden beams and handmade bricks.

Tracy enlisted the help of a local architect, Jason Dormer. "Jason understood my desire to retain the existing ambience, and I instructed him to create a comfortable interior within the confines of the existing cottage," she said. But after much deliberation, it was agreed to extend the house to include a large open-plan sitting room. Another major alteration was the removal of the ceiling in the main bedroom, making it spacious and airy, yet retaining unusual diamond-shaped windows overlooking the garden. Tracy's country home could never be described as ordinary!

Use of English (стоимость одного задания – 1 балл)

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

Task 1

For items **1-10** complete the first part of the idiom given in a sentence with its second part from the list, so that it makes sense. The first example (**0**) is done for you.

- A) ... as rain ...
- B) ... but it pours ...
- C) ... cloud nine ...
- D) ... disposition ...
- E) ... for a rainy day
- F) ... in a fog ...
- G) ... in a storm ...
- H) ... in a teacup ...
- I) ... my thunder ...
- J) ... of criticism ...
- K) ... or shine ...
- L) ... parade ...
- M) ... rain check ...
- N) ... reception ...
- O) ... red mist ...
- P) ... snowed ...
- Q) ... the driven snow ...
- R) ... like the wind ...
- S) ... the wind blows ...
- T) ... thunder ...
- U) ... wind of ...
- V) ... wind out of my sails ...
- W) ... wind up ...
- X) ... your judgment ...

0. Your train leaves in 5 minutes. You'll have to run ... if you want to catch it.

0) R

- 1) Sue can't join us for lunch today. She is absolutely ... under with work.
- 2) I know that you are angry and upset. But don't let your emotions cloud
- 3) Nick is usually fairly calm and relaxed, but when someone intentionally scratched his car, he got the
- 4) Molly thinks she is as pure as ..., but she is no better than the rest of us.
- 5) Alice's suggestions were excellent, and it was wrong of you to rain on her
- 6) I would love to go for a walk, but I am a bit busy now. Can I take a ... ?

- 7) I thought my idea to improve the situation was brilliant, but Mom told me it would never work. As you can imagine, that took the
- 8) If we haven't got any tea, then coffee will do – any port
- 9) The shop refused to refund my money, so I told them I would take them to court. That put the ...them!
- 10) John tried to keep his plans secret, but we soon got ... them.

Task 2

For items **11-20** fill in the gaps in the text by choosing an appropriate option from the right-hand column. Write them in your answer sheet. There are extra options in the right-hand column that you do **NOT** have to use.

<p>St Andrews is a relatively small town on the east coast of Fife in Scotland, lying just 30 miles northeast of the country's capital, 11) The town is home to the University of St Andrews, the third oldest university in the English-speaking world and the oldest in Scotland. According to British 12), it is ranked as the third best university in the UK, behind Oxbridge.</p> <p>Founded in the 15th century, it had already been a well-established seat of learning by the time the Act of Union of 13) was signed uniting the kingdoms of England and Scotland.</p> <p>Through St Andrews' history a number of notable people have been elected to the post of Lord Rector of the University, including Sir James M. Barrie, the creator of 14), industrialist and philanthropist Andrew Carnegie, and the author of 15) J.R. Kipling.</p> <p>As 16) a 600-year-old institution, the University of St Andrews has many traditions which students may take part in if they wish. Taking part is not a requirement, but most students enjoy the traditions as a unique aspect of the St Andrews experience.</p> <p>Our most famous tradition is probably the 17) academic gown, which is usually worn at formal occasions – though you can choose to wear it all of the time if you like.</p> <p>St Andrews is also home to a large number of academic families – a tradition where older students adopt first year students as 'children' and help guide them in a system of 18) On</p>	<p><i>allying</i> <i>ampleness</i> <i>befits</i> <i>behooves</i> <i>beseems</i> <i>black</i> <i>Black Beauty</i> <i>Edinburgh</i> <i>Edith Nesbit</i> <i>free</i> <i>Glasgow</i> <i>heft</i> <i>Ivy League</i> <i>Just So</i> <i>Stories</i> <i>League</i> <i>Tables</i> <i>loose</i> <i>mentoring</i> <i>Peter Pan</i> <i>Pollyanna</i> <i>purple</i> <i>quarters</i> <i>red</i> <i>sloppy</i></p>
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<p>Raisin Monday, the 'children' dress in embarrassing, flamboyant costumes, are given strange objects with a traditional Latin inscription, and are let 19) on Lower College lawn for an enormous shaving foam fight.</p> <p>Anyway, with a 20) of things to see and do, St Andrews is a wonderful place to visit, whether you're a prospective student on a visiting day or a member of the public enjoying a holiday.</p>	<p><i>tutoring</i></p> <p><i>wealth</i></p> <p>1606</p> <p>1707</p> <p>1801</p>
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Writing (стоимость задания – 20 баллов)

You have **60 minutes** to complete the task.

You have decided to enter a contest held by an English-language club at school.

Write *a short story* for this contest.

In your story:

- 1) follow the rules of short story writing;
- 2) use direct speech at least twice;
- 3) describe feelings and emotions;
- 4) Your story should finish in the following way:

We got back home in one piece: cold, drenched, but having learnt an important lesson.

- 5) Use the following words at least once:

(**underline** the word from the list when using it for the first time)

- terrific
- work out
- reel
- scuttling
- uncanny

The verbs may be used in any tense form.

Write **220 - 250** words.

Keys

Listening

Task 1

For questions 1-8 choose the correct answer or answers A, B, C or D.

For questions 9-10 complete the sentences using 1 word from the recording.

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

Task 2

Letters A-H list the reasons for attending the course. 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 what surprised the speaker about the course.

11.	D
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12.	F
13.	C
14.	A
15.	E
16.	E
17.	F
18.	A
19.	C
20.	D

Reading

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

7.	D
8.	C
9.	C

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

Use of English

1.	P
2.	X
3.	O
4.	Q
5.	L
6.	M
7.	V

8.	G
9.	W
10.	U

11.	Edinburgh
12.	League Tables
13.	1707
14.	Peter Pan
15.	Just So Stories
16.	befits
17.	red
18.	mentoring
19.	loose
20.	wealth

Критерии оценивания задания на письмо

	Параметры	2 балла	1 балл	0 баллов
К1: Решение коммуникативной задачи 8 баллов	<i>Заголовок</i>	Есть заголовок, соответствующий содержанию рассказа		нет заголовка, соответствующего содержанию рассказа
	<i>Прямая речь</i>	2 и более случаев прямой речи	1 случай прямой речи	нет прямой речи
	<i>Чувства и эмоции</i>	переданы чувства и эмоции автора и/или героев	чувства и эмоции автора и/или героев переданы кратко	нет описания чувств и эмоций автора и/или героев
	<i>Использование слов</i>	В рассказе правильно использованы все 5 слов , указанных в задании. <ul style="list-style-type: none"> • terrific • work out • reel • scuttling • uncanny 	4-2 слова использованы правильно	1-0 слов использованы правильно
		2 балла	1 балл	0 баллов

К2: Организация текста	<i>Логика и деление на абзацы</i>	Текст построен логично и правильно разделен на абзацы.	Текст построен логично, НО не разделен на абзацы Или Есть деление на абзацы, но нарушена логика (1-2 ошибки)	текст неверно разделен на абзацы или много (3 и более) логических ошибок
	<i>Средства связи</i>	В тексте присутствуют разнообразные средства логической связи.	повторяющиеся связующие элементы	многочисленные ошибки в употреблении логических средств связи

Языковое оформление текста (максимум 8 баллов)

	3 балла	2 балла	1 балл	0 баллов
К 3: Лексическое оформление 3 балла	богатый лексический запас нет ошибок	1 ошибка	2-3 ошибки или стандартная, однообразная лексика	4 и более ошибки
К 4: Грамматическое оформление 3 балла	нет ошибок	1 ошибка	2-3 ошибки	4 и более ошибки
К 5: Орфография и пунктуация 2 балла		нет орфографических ошибок 1 пункт.ошибка	1-2 орф. или 2-3 пунк. ошибки Или 3	более 3 орф. или более 4 пункт. ошибки

			ошибки (смешанного типа)	или 4 ошибки (смешанного типа)
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Устный тур

Speaking (стоимость задания – 20 баллов)

Student 1

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

Make a monologue on the following:

There is an ongoing debate about which schools provide better opportunities and education -- state or private. There are benefits and disadvantages in both. Which do you choose? What's your opinion?

Remember:

1. You are the **first** to speak.
2. You have **2 – 2,5 minutes** to speak.
3. Express your opinion, give reasons and be convincing.
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:

Some students wish to complete their studies in their home country, while others want to experience studying abroad. There are benefits and disadvantages in both. Which do you choose? What's your opinion?

Remember:

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

*Критерии оценивания***Содержание - максимум 5 баллов**

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

Баллы	
5	Учащемуся успешно удалось создать законченное монологическое высказывание, в котором он выразил свое отношение к поставленной проблеме. Участник высказывает интересные мысли, грамотно и развернуто аргументирует свою точку зрения. Участник звучит убедительно и НЕ читает свой текст.
4-3	Учащемуся удалось создать законченное монологическое высказывание, в котором он выразил свое отношение к поставленной проблеме. Участник высказывает интересные мысли, НО недостаточно аргументирует свою точку зрения (слабые аргументы). Участник читает текст.
2	Учащемуся удалось создать краткое, не очень содержательное монологическое высказывание.
1	Учащийся говорит просто и примитивно, его высказывание с трудом можно назвать монологом.
0	Коммуникативная задача не выполнена: цель общения не достигнута, содержание не соответствует коммуникативной задаче. Задание не выполнено, цель общения не достигнута. Отказ от ответа.

	2 балла	1 балл	0 баллов
Организация высказывания (макс. 4 балла)		Имеется вступление.	Отсутствует вступление.
		Имеются заключение.	Отсутствует заключение.
	Высказывание построено логично, правильно используются разнообразные средства логической связи.	1 логическая ошибка ИЛИ 1 ошибка в употреблении средств связи ИЛИ повторяющиеся связующие элементы	2 и более логических ошибок ИЛИ 2 и более ошибки в употреблении средств связи
Диалог (макс. 5 баллов)		Участник задает вопрос 1 (информация, которая не была озвучена).	Участник задает вопрос 1, который повторяет озвученную информацию
		Участник задает вопрос 2 (информация, которая не была озвучена).	Участник задает вопрос 2, который повторяет озвученную информацию
		Участник дает логичный и развернутый ответ на вопрос 1 собеседника.	участник не отвечает развернуто на вопрос собеседника
		Участник дает логичный и развернутый ответ на	участник не отвечает развернуто на вопрос

		вопрос 2 собеседника.	собеседника
		Участник соблюдает нормы вежливости при ведении диалога с собеседником.	
Лексика (макс. 2 балла)	богатый лексический запас 1 ошибка	2-3 ошибки	более 4 ошибок
Грамматика (макс. 2 балла)	1 ошибка	2-3 ошибки	более 4 ошибок
Фонетика (макс. 2 балла)	1 ошибка	2-3 ошибки	более 4 ошибок