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высшего образования г. Москвы
«Московский городской педагогический университет»

МАТЕРИАЛЫ
ЗАКЛЮЧИТЕЛЬНОГО ЭТАПА ОЛИМПИАДЫ
«УЧИТЕЛЬ ШКОЛЫ БУДУЩЕГО»
ПО АНГЛИЙСКОМУ ЯЗЫКУ
2014-2015 учебный год

Москва

2015

1.1. Письменный тур

Listening

Task 1. You will hear a person talking about pirates. Listen to the recording and decide if the following statements 1-10 are **True, False** or **Not stated**. You will hear the recording **twice**. **Transfer your answers to the answer sheet.**

1. Robbing ships, or piracy, was quite common in ancient Greece.
A) True
B) False
C) Not stated
2. 'The Golden Age of Piracy' created a popular pirate stereotype.
A) True
B) False
C) Not stated
3. Nowadays there exists solely a one-sided image of pirates.
A) True
B) False
C) Not stated
4. Privateers got legal rights from authorities to rob ships.
A) True
B) False
C) Not stated
5. Robbing ships made pirate Sir Francis Drake a rich person.
A) True
B) False
C) Not stated
6. American privateers raided British ships during the War of Independence.
A) True
B) False
C) Not stated
7. Jean Lafitte defeated the British navy in the battle of New Orleans.
A) True
B) False
C) Not stated
8. The conditions on pirate ships were harder than in the navy.
A) True
B) False
C) Not stated
9. Today, people in the government are frequently bribed to cover pirate attacks.
A) True
B) False
C) Not stated

10. The Indonesian boat had a much smaller crew than the number of attacking pirates.

Task 2. You will hear five short extracts in which people are talking about a town. 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 topic each speaker mentions.			
While you listen you must complete both tasks.					
Shopkeeper Tourist Bus driver Teacher Politician Policeman Student Guide	Speaker 1	11.	the amount of public transport	Speaker 1	16.
	Speaker 2	12.	the range of sports facilities	Speaker 2	17.
	Speaker 3	13.	the number of tourists	Speaker 3	18.
	Speaker 4	14.	the amount of entertainment	Speaker 4	19.
	Speaker 5	15.	the number of jobs available	Speaker 5	20.
			the increase in traffic		
			the range of shops		
			the increase in shoppers		

Listening Answer Sheet

Task 1

In questions **1-10** mark if the following statements are **True**, **False** or **Not stated**.
A if the statement is **True**,
B if the statement is **False**,
C if the statement is **Not stated**

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

10.	A	B	C
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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 topic each speaker mentions.

11.	
12.	
13.	
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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've cleared out all that old ... in the attic.

You can find rarities in a ... shop round the corner.

'Spam' is the Internet term for unwanted ... e-mail.

2. After winning, the team were in ... spirits.

The minister made a ... profile visit to the north of the country.

It's ... time you settled down and done some serious studying.

3. Nuclear physics has always been a closed ... to me.

To get prime seats, you have to ... in advance.

Look up Janet's phone number in the address ... over there.

4. People who drop litter do make me see

Anne often wears green which sets off the flaming ... of her hair.

The coals glowed ... in the dying fire.

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.**

Dangerous Technologies

Much has been heard recently (0) *about* possible health hazards, including memory loss and brain tumours, from the use of mobile phones. With the possible half a billion mobile phones in (5)..... throughout the world, in Britain alone, every other person owns one, which is worrying enough, even if, so far, no concrete evidence has come to (6)

One study by Dr. Alan Preece and his team at Bristol University has shown, however, that tests on volunteers demonstrated no effect on (7) short-term memory or attention span. Subjects (8)..... exposed to microwave radiation for up to thirty minutes, but the one noticeable effect was positive (9) than negative.

For the experiment, places were chosen where the signal was good and the microwave dose light, and then where the signal was poor and the dose much higher. The subjects were tested for recall and mental alertness after exposure to microwaves characteristic of analogue phones, digital phones or no phones at all, without knowing (10) they were exposed to. It is early days yet and the sample may not be large (11) to generalize from. More research needs to be done.

Task 3

Read the text. Use the word given in capitals to form a word that fits the space. **Transfer your answers to the answer sheet.**

<p>My mother is a born and bred Italian despite having lived for half a century in the States. This was a special visit to her homeland, her home town Massa Marittima, and my first ever to Tuscany.</p> <p>I was swept by the beauty and coziness of Massa, as the locals call it. It was 12)....., teeming with arches, alleyways, red-tiled roofs, green shutters and iron balconies rimmed with flower pots.</p> <p>How proudly Mum showed me all the nooks and crannies of her memories. In Massa Marittima she was bequeathing me my 13)..... She took me to all our 14)..... relatives and a tiny two room apartment where they used to live. She remembered the games she had played with her 'toys' – pebbles from the street – as there was no money to buy a doll for her. Mum recalled the unsurpassed minestrone soup her mother cooked and how her sisters and brothers giggled together.</p> <p>This gave me an idea. On her birthday I gave her a present I had bought in Italy. When she saw what was in the box, she became 15).....</p> <p>"Bella, bella", she murmured over and over again. At last Mum had a doll.</p>	<p>12) SPOT</p> <p>13) INHERIT 14) NUMBER</p> <p>15) TEAR</p>
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Task 4

Complete the sentences using an appropriate multi-part verb. **Mind the tense form.** There are **three** extra multi-part verbs which you **do not have to use.** **Transfer your answers to the answer sheet.**

- go for* *turn down* *make out* *fall out* *drop out*
set up *fall through* *call off*

- 16.** I could hear some chunks of the conversation but couldn't ... what they were saying.
17. As soon as he received his grandfather's legacy, he ... his own car hire firm.
18. When Richard proposed to Joan, she broke his heart by ... his offer.
19. Nate started a degree successfully but ... a year later, I have no idea why.
20. I was sure the contract would be very profitable, but it ... at the last minute.

Answer Sheet
Variant 1

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Variant 2

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.**

- The **hands of the ...** crept slowly around.
 With jet lag, your biological ... gets out of synch with the real time.
 The teams are **working round the ...** to finish the renovations in time.
- Five pounds doesn't ... much nowadays.
 Woolen socks are a popular ... this Christmas.
 You could say you were ill but I don't think they'd ... **it**.
- A new ... shows that fewer students choose French for their second language.
 I turned one of the rooms into a ... so that I could work without disturbing anyone.
 Maria came from a well-off family and decided to devote herself to a life of
- After the crisis the company suffered a ... of ten million.
 I was at a ... to explain his sudden disappearance.
 After the accident Mark suffered a temporary ... of memory.

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.**

Different Lifestyles

Alternative lifestyles have existed (0) *in* a variety of forms since the beginning of organized society. (5) have always been, and probably always will be, people who feel a need to escape from the mainstream of the society and find a (6) to live that conforms more closely (7)..... their individual tastes and needs. The term 'alternative lifestyle' (8) is a by-product of the social revolution of the 1960s and 70s, (9) the 'Hippie movement' and other cultist offshoots were in their prime, but the concept must be as old as mankind itself. It seems evident that in every society there must have been a few people who found themselves unable or unwilling to accept the status quo, who felt compelled to seek a better or at (10) different life - out of reach of the restrictions and standards that any society must impose on its members. In our times the punks, gang-members and followers of cult-leaders are seeking, in their (11) manner, to find a life more suited to their individual needs, desires and dreams irrespective of the criticism they might draw.

Task 3

Read the text. Use the word given in capitals to form a word that fits the space. **Transfer your answers to the answer sheet.**

I'm a professional photographer. Once my work led me to Nicaragua. I was searching for communities where women had a tradition of working with clay. So I was on my way to a far-away small settlement, the road to which is usually labelled 12)	12) ACCESSIBLE
This is how I met Dona Marta and her family. They offered me a stool in the shade and answers my questions about their town. I took pictures of the 13) they made but Dona Marta insisted on a family portrait. And I willingly obliged her wish.	13) POT
A week later I returned. Dona Marta came running and greeted me with a hug. "And the photo?" she asked hopefully. I took out the photo from my bag. The family, all nine of them, looked great, with a striking 14) to each other.	14) RESEMBLE
Dona Marta studied the image for a long time, and then pointed to a grey-haired 15) woman and asked: "Is that me?"	15) MOTHER
I realized at that moment that she had never seen her	

reflection. She didn't have a mirror. I asked her what it felt like not to see herself daily. "I know who I am inside", she said, "and that is what I see every day."	
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Task 4

Complete the sentences using an appropriate multi-part verb. **Mind the tense form.** There are **three** extra multi-part verbs which you **do not have to use.** **Transfer your answers to the answer sheet.**

- look up to* *fall for* *come into* *go with* *fall out*
look into *turn up* *call on*

- 16. Jake ... a large inheritance when he was quite young.
- 17. Although I was in time for the appointment, Mal unfortunately didn't ...
- 18. If you are ever in the neighbourhood, do ... me. You'd be very welcome.
- 19. Winston Churchill is one of those famous historical figures I ...
- 20. Jeremy and Margaret are always ... but it's not long before they make up.

**Answer Sheet
Variant 2**

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Reading

Variant 1

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

Task 1

Read the text. Six extracts have been removed from the text. Choose from paragraphs **A-H** the one which fits each gap **1-6**. Some of the suggested answers **do not** fit in. The exercise begins with an example **(0)**. **Transfer your answers to the answer sheet.**

The World's Largest Tomato Fight

One town in Spain is famous for La Tomatina, the world's largest vegetable fight. The event takes place during a week-long celebration filled with festivities **(0) J**. La Tomatina began during the 1940s, when a number of friends started a tomato fight and passers-by got dragged into it. From that day forward, the fiesta has been celebrated annually **(1)** The reason for the fight has never been established **(2)**

....

La Tomatina has blossomed into a huge fiesta that coincides with festival for the town's patron saint. This is partly in an effort to draw more tourism into this town, **(3)** The night before La Tomatina, the narrow streets are filled with tomatoes, **(4)** No one can do battle on an empty stomach so huge pans filled with delicious paella are on offer. Then, early Wednesday morning, shopkeepers set about covering windows and doors in preparation for the mess. Large trucks rumble up the streets to arrive in the square **(5)** Men on top of the trucks then begin the attack with soft tomatoes from the four corners of Spain. The victims retaliate against the truckers, each other, **(6)** When all the tomatoes have been demolished, everyone heads to the river to clean it all off.

A	and is expected to draw record numbers this time around
B	and be cheered by the 20,000 strong crowd
C	and anyone else that strays within their range
D	and at the same time many more targets
E	and avoid wearing anything that can't be cleaned
F	and is estimated to be about 90,000 tons
G	and it hardly matters since the point is fun
H	and not only for residents, but any passing tourist
I	and in a much more appealing form than the next day
J	<i>and with even greater anticipation for the battle ahead</i>

Task 2

Read the text. Decide which answer (**A, B, C or D**) fits best according to the text. **Transfer your answers to the answer sheet.**

Many rich people aspire to own islands, but an island in the Venetian lagoon, within sight and easy reach of the city, yet perfectly private, verdant and isolated, is a privilege reserved for very few. Expecting some showy pleasure pavilion, Zen had been surprised by what awaited him. The floor of the artificial island was now covered in trees, shrubs and plants artfully arranged to form a dense, natural garden. In its midst stood the guardhouse, a long low structure of military severity which had been skillfully transformed into a residence retaining the essential characteristics of the original, while suggesting something of the rustic pleasures of the country cottage. Zen wandered idly about the property, inspired less by the sense that there was anything to be discovered than by the beauty of the spot. He was standing on the lawn in front of the house, looking up at the ragged blue patch of sky visible through the encircling foliage, when a cry disturbed his reverie.

"Hey!" Zen had grown so accustomed to the peace and quiet that he started violently. The thought that he might not be alone on the island had never occurred to him. He looked around. At the corner of the house stood an elderly man dressed in baggy dark overalls. "What are you doing here?" he demanded gruffly.

Zen lit a cigarette with elaborate nonchalance. "Well?" the man demanded, walking across the lawn towards him. "This is private property."

"Police." The man's expression of mute hostility did not change. His face was marked with a series of concentric wrinkles, like ripples on water.

"And you are...?" barked Zen.

"Calderan, Franco."

"What are you doing here?"

"Doing? I live here. I'm the gardener and caretaker."

Zen sniffed skeptically, as though this were a transparent fiction. "Where were you the day your employer disappeared?" The man frowned. "I've already made my statement."

"So make it again." snapped Zen. "Or are you afraid the two accounts won't tally? Maybe you've forgotten whatever pack of lies you made up the first time?"

"I told them the truth. It was Tuesday, my day off. I rowed over to Alberoni and caught the bus to go and see my sister and her family, same as every week. They can vouch for me."

Zen's sneer indicated the value he ascribed to alibis which depended on the corroboration of the suspect's relations. "Why are you lying? Who are you trying to protect?"

Zen broke off, appalled at himself. Why the hell was he browbeating this old man? But he had been a policeman too long not to try and make Calderan sweat a little in return for his surly welcome.

"I'm not protecting anyone. Everyone knew that I went to see my sister on Tuesdays, and have done these thirty years."

He took a step forward, confronting Zen openly. "Anyway, what are you doing coming out here and raking all this over again? I've been through it all often enough already. Or haven't you bothered to read what I told your colleagues?"

Calderan's eyes narrowed as a new suspicion struck him. "You say you're from the police? Let me see your identification."

Zen had obliged, and after some further acrimonious exchanges he had been able to depart in a relatively dignified manner. But the experience had merely had the effect of making his private investigation of this affair seem even more of a mockery. The case had already been fully investigated, and at a time when dues and memories were still fresh. What hope had he of solving the mystery now, three months after the event?

7. What surprised Zen about the island?
 - A) It was more pleasant than he had expected.
 - B) It had been artificially created.
 - C) It had a guardhouse.
 - D) It contained little for him to look at.
8. Zen wanted Calderan to think that he was
 - A) dynamic.
 - B) powerful.
 - C) impulsive.
 - D) unorthodox.
9. Why did Zen pursue his questioning of Calderan?
 - A) He knew that Calderan was lying.
 - B) Calderan had been unfriendly to him.
 - C) He liked making suspects uncomfortable.
 - D) Calderan's story contradicted his previous one.
10. Which of the following best describes Calderan's feelings during the 'interrogation'?
 - A) Secretive.
 - B) Baffled.
 - C) Fearful.
 - D) Cowardly.
11. After speaking to Calderan, Zen felt that
 - A) he had missed a vital clue.
 - B) his visit had been pointless.
 - C) he had asked the wrong questions.
 - D) his visit would cause him trouble.

Task 3

For questions 12-20 choose from the list A – C. Some of the choices may be used more than once.

Which book do the statements refer to?	
12. It is both informative and highly amusing.	A Crow Lake B Everything Is Illuminated C The
13. The overall excellence of the book makes up for a disappointing ending.	
14. The reader will not find the style of writing confusing.	
15. The quality of writing is irregular throughout the book.	
16. It contains well-known themes but has an unusual way	

of dealing with them.	Bondwoman's Narrative
17. Its minor characters come across as real people.	
18. It has ideas that could be easily separated into different books.	
19. Its authorship remains a matter of uncertainty.	
20. It may seem as trying too hard to make the central characters convincing.	

A - *Crow Lake* by Mary Lawson

These are stories familiar to all of us: ‘orphaned children determined to stay together’ and ‘inspiring teacher aids exceptional student, allowing escape from a limited life’. What distinguishes Mary Lawson’s *Crow Lake* is that she combines these plots with a twist. The brilliant teacher is a brother, Luke, who never gets himself an education, having chosen instead to raise his brothers and sisters. The narrator, Kate, is the little sister he inspires, who – though she becomes a university professor – can neither accept nor escape the sacrifice that was made for her. *Crow Lake* is in its structure, its major characters and its effect, a quite traditional novel; and in its earnest determination to make Kate and Luke and their choices credible, it is perhaps a young one. The constant hinting at what is to come can be a bit heavy-handed and the necessary solemnity of the heroine-narrator is a somewhat stifling influence. But the assurance with which Mary Lawson handles both reflection and violence makes her a writer to read and to watch. Peripheral portraits are skillfully drawn; the young child Bo with her minimal vocabulary of mostly shouted words, speaks to the heart without a scrap of sentimentality and Kate’s in-laws, also professors, unusually for fictional academics are funny without being ridiculous.

B - *Everything Is Illuminated* by Jonathan Safran Foer

It’s hard to get through this book’s first chapters. You keep laughing out loud, losing your place, starting again, then stopping because you’re tempted to call your friends and read them long sections of Foer’s assured, hilarious prose. The narrator, Alexander, is enchanted by everything American. He speaks English like someone who has taught himself by painstakingly translating a really abysmal novel aided by a badly outdated dictionary. Nevertheless, he is fluent enough to work as a translator for a travel agency that organizes trips for rich foreigners. Any attempt to explain the complex narrative strategy of this book – who is saying what and when – makes it sound more complicated than it is. Actually, it’s not hard to follow, since the structure reveals itself in stages, and each one of these revelations is a source of surprise and pleasure. Indeed, one of the book’s attractions is its writer’s high degree of faith in the reader’s intelligence. In fact Foer has got his sights on higher things than mere laughs, on a whole series of themes so weighty that any one of them would be enough for an ordinary novel. The combination of serious theme and comic description is so appealing that you hardly care when big chunks of the book start to crumble in the last 50 pages. By then, the novel has provided so much enjoyment that such lapses barely matter.

C - The Bondwoman's Narrative by Hannah Crafts

Who was Hannah Crafts? The author of *The Bondwoman's Narrative*, an autobiographical novel written in the 1850s, describes herself as a 'fugitive slave' making her text a remarkable discovery. Published from a manuscript bought at auction by Henry Louis Gates, it is quite probably the first novel written by a female slave. This claim, of course, hinges on the authenticity of Crafts' manuscript, a subject all but laid to rest in Gates' long introduction to the book. Although Gates never manages to identify Hannah Crafts, who probably wrote under a pseudonym, he presents a formidable array of evidence authenticating her story. But the book need not be read for its historical importance alone. It is also an immensely entertaining and illuminating novel. Always interesting if only intermittently well-written, it uses a combination of literary styles to heighten the drama. Then it goes over the top as Hannah's adventures multiply improbably. She faces not only the evils of slavery but ghosts and great gusts of the ominous weather so typical of 19th century fiction. Nevertheless, Crafts transcends the melodrama of her fictional styles to address the complexities of the slave experience.

Variant 2

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

Task 1

Read the text. Six extracts have been removed from the text. Choose from paragraphs **A-H** the one which fits each gap **1-6**. Some of the suggested answers **do not** fit in. The exercise begins with an example **(0)**. **Transfer your answers to the answer sheet.**

What Made the Mysterious Patterns in the Wheat Fields?

The first picture of a strange pattern in a British wheat field appeared on television in the late 1970s **(0) J**. However, by the early 1980s, the patterns were getting larger and sometimes there were groups of six or more **(1)** The media took notice and the resulting publicity attracted hoards of mystics and scientists. While the mystics claimed the patterns were caused by UFOs or by cosmic energy, the scientists put it down to unusual weather conditions, **(2)** The patterns couldn't have been created by humans working under cover of darkness **(3)** As the patterns in the fields grew more elaborate, they became tourist attractions **(4)** As the mystery deepened, the patterns were discussed in Parliament, debated on TV and written about by the press. Then in 1991, two elderly men told a British newspaper that they were responsible for the patterns. They claimed they'd made the first one as a joke one Friday night in 1978 **(5)** They proudly admitted to creating around 1,000 patterns, and to prove it, they created one while a reporter watched. In the article that followed, the reporter expressed his amazement at how simple the process was, which involved string, a pole and some wooden planks, **(6)** While they accepted that the men had been responsible for some of the patterns, this didn't explain the 9,000 others.

A	but many people still thought there was more to it
B	because there would never be time enough
C	and that this had continued over 13 years
D	which would appear in the same field overnight
E	but there was one matter both agreed on
F	because these were unlikely to be considered
G	which in turn offered a financial opportunity to farmers
H	and nobody would have noticed for those reasons
I	which seemed to be the most convincing so far
J	<i>but at this point nobody paid much attention</i>

Task 2

Read the text. Decide which answer (**A, B, C or D**) fits best according to the text.

Transfer your answers to the answer sheet.

Musicians are a species out of the Twilight Zone with something different in their brains. This alien something manifests itself as the ability to write, read and perform music but it also takes the place of certain thought processes that normal people have. They're all marching to the beat of a different drummer.

You doubt me? I once appeared as the star comedian at a classy night spot called *The Plantation*. There were five songs in my act at the time. The bass player and drummer rehearsed the material with me but the pianist failed to turn up. Frantic phone calls followed and twenty minutes before show time the exhausted manager came to my cramped dressing room with the news that a deputy had been found. I could only hope that whatever pianist was rushing to my aid could follow my cues without preparation. At ten-thirty I was standing behind the door that led to the cabaret room, waiting to be introduced. Peering through as the waitresses traversed, I could see that no one was seated on the piano stool. Then, as the disc jockey began my introduction, a big man in overalls pushed past me into the main room. His once-white boiler suit was smeared in a dozen hues of decorator's paint from collar to ankle and he carried a canvas bag of cans and brushes which he dumped on the stage beside the piano, unzipping and stepping out of his working chrysalis to reveal the dress-suited pupa from within. Some tables applauded. The big fellow nodded in acknowledgement, sat and drowned out the conclusion of the deejay's announcement with some arpeggio sweeps of the keyboard.

I thought I heard my name, came bouncing on stage and went into my opening number. Or rather, I tried to. The player painter did something that lesser musicians would never have attempted, let alone brought off. He proceeded to transpose all five of my songs into the key of C. It's not easy to sight-read unfamiliar tunes set in F flat and E flat and play them in C. It's pretty well impossible for a really good singer to follow suit, let alone a performer of limited range like me, once described by a critic as 'Vocally impaired'.

Nevertheless, with desperate misjudgment, I attempted to sing the opening song in the key imposed, failing and so switching to a lower octave, changing upwards again, then settling for a sort of declamatory recitative of my perky lyric which a moment's sober

consideration would have told me would be comedy suicide. The audience must have thought I was drunk, drugged or mad. Of course I should have cut the other four numbers but in those days my act was tightly routined and my gags were going well enough to lull me into a false sense of security about taking each musical hurdle as it approached. Needless to say, I fell at each one.

I came off to bewildered applause tinged with hostility. I couldn't blame them. I felt just as bewildered and hostile as the customers who had paid good money to hear me either shrieking my parodies at them as a strangling soprano, growling them inaudibly low or yelling them like a ham actor. I resolved to cut my songs down to three in future and, in fact, I've done that ever since.

As I changed my clothes in the dressing cupboard, I asked the bass player, "What was all that about? He played everything in the wrong key." "Yeah, he always does that, does Big Phil. You just have to follow him, that's all you can do with Big Phil."

I saw the pianist on my way to my car. He was standing under a lamp, counting the cash he'd been paid. "Excuse me a moment. Why did you play all my music in C?" "I do that. I'm known for it." "But why?" "Sounds better," he said and walked away to his van. I imagined hiring Big Phil to paint my house white and finding him painting it black because it looked better.

7. What was the author worried about just before he went on stage?
 - E) whether the man in the boiler suit really was the deputy pianist.
 - F) whether the deputy pianist would play too loud.
 - G) whether the audience would laugh more at the deputy pianist than at him.
 - H) whether the lack of rehearsal with the deputy pianist would spoil his act.
8. What did the author discover when he started his opening song?
 - E) He wasn't as good a singer as he had thought he was.
 - F) The deputy pianist was unable to play well without rehearsal.
 - G) He couldn't sing the song in the way it was being played.
 - H) The deputy pianist was playing the wrong song by mistake.
9. One reason why the author kept the other four numbers in his act was that
 - A) the rest of his act was being quite well received.
 - B) he was panicking too much to think clearly.
 - C) his act would have been too short otherwise.
 - D) the other numbers were easier for him to sing.
10. Why were the audience both bewildered and hostile?
 - E) because of the peculiar way in which the author delivered the songs.
 - F) because they had not come to hear so many songs.
 - G) because they thought the author was not doing his best.
 - H) because of the changes the author made to the words of the songs.
11. What does the anecdote prove to the author?
 - A) that some musicians are unpredictable.
 - B) that all musicians are weird people.
 - C) that some musicians are more adaptable than others.
 - D) that all musicians are deliberately awkward.

Task 3

For questions 12-20 choose from the list A – C. Some of the choices may be used more than once.

Which woman ...	
12. explains an advantage of choosing to pursue her career in New Zealand?	A Nicky Meiring B Jenny Orr C Sarah Hodgett
13. appreciates the approach to achieving goals in New Zealand?	
14. expresses a sense of regret about leaving her country?	
15. states the fact that she is happy to make an impression?	
16. denies conforming to a certain stereotype?	
17. appreciates New Zealand for its sense of calm and normality?	
18. mentions her move to a different area in the same field?	
19. states that her original nationality puts her in an advantageous position?	
20. recommends that New Zealanders take more pride in their country?	

A - Nicky Meiring, Architect

Listen to Nicky Meiring talk about South Africa and it soon becomes evident that she's mourning for a country she once called home. "The current economic situation has made South Africa quite a hard place to live in," she says, "but I do miss it." Nicky first arrived in Auckland in 1994 and got a job in an architectural practice in Auckland where she soon settled in. She says "New Zealand often feels like utopia. I just love the tranquility and the fact you can lead a safe and ordinary life." She lives and works from a renovated factory where her mantelpiece is littered with awards for the design of her summer house on Great Barrier Island. "Although the design of buildings is fairly universal, houses here are generally constructed of timber as opposed to brick and when it comes to the engineering of buildings, I have to take great heed of earthquakes which isn't an issue in South Africa," she says. "But the very fact that my training and points of reference are different means I have something to offer. And I'm so glad I have the opportunity to leave my stamp on my new country."

B - Jenny Orr, Art Director

American Jenny Orr's southern accent seems more at home in the movies than in New Zealand's capital, Wellington. "I'm from Alabama, but no, we didn't run around barefoot and my father didn't play the banjo!" she jokes, in anticipation of my preconceptions. Having worked in corporate design for ten years in the USA, she was

after a change and thought of relocating to New Zealand. It didn't take long for her to land a job with an Auckland design firm, where she was able to gain experience in an unfamiliar but challenging area of design – packaging – and before long, she was headhunted to a direct marketing agency which recently transferred her to Wellington. While she admits she could have the same salary and level of responsibility at home, "it would probably have been harder to break into this kind of field. I'm not saying I couldn't have done it, but it may have taken longer in the US because of the sheer number of people paying their dues ahead of me." Ask Jenny how she's contributing to this country's 'brain gain' and she laughs. "I don't see myself as being more talented or intelligent but opposing views are what make strategies, concepts and designs better and I hope that's what I bring."

C - Sarah Hodgett, Creative Planner

What happens when all your dreams come true? Just ask Sarah Hodgett. Sarah says that she had always dreamed of a career in advertising. "But I was from the wrong class and went to the wrong university. In the UK, if you're working class you grow up not expecting greatness in your life. You resign yourself to working at the local factory and knowing your place." New Zealand, on the other hand, allowed her to break free of those shackles. "It's a land of opportunity. I quickly learned that if you want to do something here, you just go for it, which is an attitude I admire beyond belief." Within a month of arriving, she'd landed a job in customer servicing with an advertising agency. Then, when an opening in research came up, she jumped at the chance. "My job is to conduct research with New Zealanders," she explains. "So I get to meet people from across the social spectrum which is incredibly rewarding." Being a foreigner certainly works in her favour, says Sarah. "Because a lot of my research is quite personal, respondents tend to see me as impartial and open-minded and are therefore more willing to share their lives with me." She certainly sees New Zealand in a good light. "I wish New Zealanders could see their country as I do. That's why it saddens me that they don't think they're good enough on the global stage."

**Answer Sheet
Variant 1**

1.	
2.	
3.	
4.	
5.	
6.	

7.	
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9.	
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11.	

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16.	
17.	
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19.	
20.	

**Answer Sheet
Variant 2**

1.	
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11.	

12.	
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19.	
20.	

Writing

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

Look at the picture. Write your own version of the story based on the picture. Make the picture part of the story. Describe the events in an entertaining way. Be original and creative. You should write **220 - 250** words.



Ключи (каждый правильный ответ равен 1 баллу):

Аудирование

Task 1

In questions **1-10** mark if the following statements are **True, False** or **Not stated**.

A if the statement is **True**,

B if the statement is **False**,

C if the statement is **Not stated**

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

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 topic each speaker mentions.

11.	C
12.	G
13.	A
14.	E
15.	D
16.	C

17.	A
18.	H
19.	F
20.	G

Лексика и грамматика
Variant 1

1.	junk
2.	high
3.	book
4.	red
5.	use
6.	light
7.	their
8.	were
9.	rather
10.	what
11.	enough
12.	spotless
13.	inheritance
14.	numerous, numberless, innumerable
15.	tearful, teary
16.	make out
17.	set up
18.	turning down
19.	dropped out
20.	fell through, was called off

Variant 2

1.	clock
2.	buy
3.	study
4.	loss
5.	there
6.	way
7.	to
8.	itself
9.	when
10.	least
11.	own
12.	inaccessible, unaccessible (old-fash.)
13.	pottery, teapot, teapots
14.	resemblance

15.	motherly, motherlike
16.	came into
17.	turn up
18.	call on
19.	look up to
20.	falling out

**Чтение
Variant 1**

1.	A
2.	G
3.	D
4.	I
5.	B
6.	C

7.	A
8.	B
9.	C
10.	B
11.	B

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

Variant 2

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

7.	D
8.	C
9.	A
10.	A

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

Критерии оценивания заданий в разделе «Письмо»

Максимальное количество баллов: **20** При оценке "0" по критерию "Содержание" выставляется общая оценка "0".

Баллы	Содержание	Композиция и структура	Лексика	Грамматика	Орфография
5	Историю отличает оригинальность, логичность, самостоятельность, законченность сюжета. <u>Безупречное стилевое оформление</u> высказывания и полное выполнение коммуникативной задачи с учетом цели высказывания и адресата. Объем высказывания составляет не менее 220 слов. <u>За превышение объема баллы не снимаются.</u>		Испытуемый демонстрирует богатый лексический запас, необходимый для раскрытия темы, точный выбор слов и безупречное владение лексической сочетаемостью. Используется лексика, необходимая для выражения личного мнения, для выражения аргументации и контраргументации. Словарный запас не ограничен стандартной лексикой.	Испытуемый демонстрирует грамотное и уместное употребление разнообразных структур, необходимых для раскрытия темы. Допускаются единичные незначительные ошибки, которые не снижают общего положительного впечатления от текста и не влияют на его полное понимание.	
4	Учащемуся удалось написать достаточно интересную, логичную, законченную историю, но она не отличается оригинальностью сюжета. Коммуникативная задача выполнена полностью с учетом цели высказывания и адресата. Объем высказывания составляет не менее 220 слов. <u>За превышение объема баллы не снимаются.</u>		Используемая лексика соответствует теме. Соблюдено стилевое единство. Словарный запас ограничен стандартной грамотно используемой лексикой. Допускаются единичные нарушения лексической сочетаемости и идиоматики.	Испытуемый демонстрирует адекватное владение грамматическими структурами, необходимыми для раскрытия темы. Допускаются отдельные незначительные ошибки, которые не влияют на полное понимание текста.	
3	Учащемуся удалось написать	Высказывание	В целом лексический	В тексте присутствует ряд	

	<p>историю, но ее нельзя назвать интересной. Может присутствовать нарушения логики изложения . Коммуникативная задача в целом выполнена, однако имеются отдельные нарушения целостности высказывания. Текст не совсем соответствует заданному объему (незначительные нарушения в сторону уменьшения объема, около 10%).</p>	<p>структурировано и логично. В речи грамотно использованы <u>разнообразные</u> логические средства связи и маркеры дискурса, а также лексика, необходимая для выражения личного мнения, для описания ситуации.</p>	<p>состав текста соответствует заданной теме, однако имеются некоторые неточности в выборе и употреблении слов, а также лексической сочетаемости. Используется стандартная, однообразная лексика; присутствуют средства повторной номинации. Имеются нарушения стилового единства высказывания.</p>	<p>незначительных или отдельные серьезные грамматические и / или синтаксические ошибки, которые не затрудняют общего понимания текста.</p>	
2	<p>Испытуемый демонстрирует недостаточное владение навыками письменной речи, необходимыми для написания истории. В тексте имеются неудачные попытки сформулировать высказывание. Отсутствуют необходимые для раскрытия темы факты. Коммуникативная задача выполнена частично. Имеются серьезные нарушения цельности текста. Текст не соответствует заданному объему (значительные нарушения в сторону уменьшения объема, около 20% и выше)</p>	<p>Структура текста недостаточно соответствует заданной теме. Имеются отдельные нарушения абзацной структуры, связности текста. Имеются отдельные недостатки при использовании средств логической связи и маркеров дискурса.</p>	<p>Испытуемый демонстрирует ограниченный словарный запас. В тексте отсутствует релевантная для раскрытия темы лексика. Имеются значительные ошибки в употреблении лексики и лексической сочетаемости. Имеются серьезные нарушения стилового единства текста.</p>	<p>В тексте присутствует многочисленные незначительные или отдельные грубые ошибки, затрудняющие его понимание.</p>	<p>Испытуемый демонстрирует уверенное владение навыками орфографии. Допускаются единичные незначительные орфографические ошибки, которые не снижают общего положительного впечатления от текста и не влияют на его полное понимание.</p>

1	Учащийся предпринят неудачную попытку составить историю. Испытуемый демонстрирует ограниченное владение навыками письменной речи. Или при недостаточном объеме текста полностью нарушена логика развития темы. Текст не соответствует заданному объему (значительные нарушения в сторону уменьшения объема, около 40% и выше)	Текст не имеет четкой логической структуры, неверно выполнено абзацное членение текста (или же оно отсутствует). Имеются серьезные нарушения связности текста и / или многочисленные ошибки в употреблении логических средств связи и маркеров дискурса.	Испытуемый демонстрирует крайне ограниченный словарный запас, имеет серьезные проблемы с подбором лексических средств. В тексте присутствуют многочисленные серьезные лексические ошибки. Отсутствует единый стиль изложения.	В тексте присутствуют многочисленные грамматические ошибки. Синтаксическое построение текста предельно простое.	Испытуемый демонстрирует адекватное владение орфографическим и навыками, но в тексте присутствуют отдельные серьезные орфографические ошибки или ряд незначительных орфографических ошибок, которые не затрудняют общего понимания текста.
0	Навыки письменной речи отсутствуют. Коммуникативная задача не выполнена, содержания / формат текста не соответствует заданной теме.	Испытуемый демонстрирует неспособность логически построить текст, что делает невозможным выполнение задания.	Текст изобилует лексическими ошибками, которые сильно затрудняют его понимание или приводят к его полному непониманию.	Текст изобилует серьезными многочисленными грамматическими и синтаксическими ошибками, которые сильно затрудняют его понимание или приводят к его полному непониманию.	Текст изобилует орфографическим и ошибками, которые значительно затрудняют его понимание или приводят к его полному непониманию.

1.2. Устный тур

STUDENT'S CARD

Student 1

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

Make a monologue on the following:

Modern television: a factory of real or fake talents?

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:

Pirated films and music: are they really worth having?

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.

TEACHER'S CARD

Warm up: ask 1-2 questions

1. Do you like today's weather?
2. What school subject is the most difficult for you?
3. How do you spend your free time?

Student 1

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

Make a monologue on the following:

Modern television: a factory of real or fake talents?

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:

Pirated films and music: are they really worth having?

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	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. Учащийся задал 2 оригинальных вопроса, дал развернутые ответы на вопросы собеседника.
8-7	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. Учащийся задал 2 вопроса, дал развернутые ответы на вопросы собеседника.
6-5	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. Учащийся задал 2 вопроса, дал краткие ответы на вопросы собеседника.
4-3	Учащемуся удалось создать краткое, не очень содержательное монологическое высказывание, в котором наблюдаются нарушения логики. Учащийся задал 1\2 вопроса, дал очень краткие ответы на вопросы собеседника \ не смог дать ответы на вопросы собеседника.
2-1	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. Коммуникативная задача не выполнена: цель общения не достигнута, содержание 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 словарный запас, наблюдаются трудности при подборе слов и неточности в их употреблении (4-5 лексических ошибок).	Использует разнообразные грамматические конструкции. 1-2 грамматические ошибки, не затрудняющие понимание.	В речи нет грубых 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.

