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высшего образования г. Москвы
«Московский городской педагогический университет»

МЕТОДИЧЕСКИЕ МАТЕРИАЛЫ ОЛИМПИАДЫ
«УЧИТЕЛЬ ШКОЛЫ БУДУЩЕГО»

Английский язык

Москва

2020

Listening

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

Task 1. You will hear an interview with Tom Philpot and Susanna Waller, child psychologists, who are discussing why children tell lies

макс. 10 баллов

For questions 1-7 choose the correct answer A, B, C or D.

For question 8 complete the sentence using 1 word from the recording.

For questions 9-10 mark the statements as true (T), False (F) or Not Stated.

You will hear the recording twice. You have 1 minute to look through the tasks.

1. The presenter introduces the subject of the discussion by stating that
 - A) adults and children practise different attitudes to lying.
 - B) modern society treats telling lies as the norm.
 - C) one cannot do without lying in the world of politics and economics.
 - D) children and teens should be taught not to tell lies.

2. In the example with a sand cake the parent
 - A) creates a fantasy game for the child.
 - B) plays along with the child.
 - C) tells the child off for lying.
 - D) pretends to have noticed a lie.

3. Failing to accept the child's lying, parents start
 - A) getting frustrated.
 - B) imposing their authority.
 - C) developing the right attitude.

- D) feeling exceptional.
4. Children's lies until the age of three are
- inconsistent.
 - unconscious.
 - conscienceless.
 - subconscious.
5. One of the reasons for children to tell lies may be
- not to get into trouble.
 - to be accepted by their peers.
 - to escape reality.
 - to ensure their friendships.
6. It should be made clear for children that
- lies always come out.
 - lies are productive.
 - liars are mistrusted.
 - liars are despised.
7. A psychologist's help is highly advisable when
- the teenager's security is under threat.
 - the parents fail to impose a moral standpoint.
 - lying has become excessive.
 - punishment is not favoured in the family.

For question 8 complete the sentence using 1 word from the recording. Transfer your answers to the answer sheet.

8. Through ... young people need to practise decision-making.

For questions 9-10 mark the sentences as true (T), False (F) or Not Stated. Transfer your answers to the answer sheet.

9. For teenagers lying is a means of avoiding punishment.
10. 'White lies' are seen by teens as a manifestation of hypocrisy.

Task 2. You will hear five people talking about their neighbours

макс. 10 баллов

Now look at Task 1. For questions **11-15**, match the extracts as you hear them with the descriptions of the neighbours in **A-H**. There are three options that you do **NOT** have to use.

Now look at Task 2. For questions **16-20**, choose from the list **A-H** a point the speaker touches upon. There are three options that you do **NOT** have to use.

While you listen you must complete both tasks.

You will hear the recording twice. Now you have 1 minute to look through the tasks.

<p>For questions 11-15, match the extracts as you hear them with the descriptions of the neighbours in A–H. There are three options that you do NOT have to use.</p> <p>Which speaker refers to a neighbor/ neighbours who</p>			<p>For questions 16-20, choose from the list A–H a point the speaker touches upon. There are three options that you do NOT have to use.</p> <p>Which speaker</p>		
<p>A. works/ work unusual hours? B. is/ are dependable? C. is/ are out of work? D. is/ are unintrusive? E. used to call on one another? F. made false accusations? G. was/were violent towards family members? H. is/ are still nursing a grudge?</p>	<p>Speaker 1</p>	<p>11.</p>	<p>A. compares now and then B. touches upon unemployment C. complains about troublesome neighbours D. outlines future building plans E. gives a reason for a bad relationship with the neighbor/s F. mentions someone who facilitated a friendship with the neighbours G. wishes neighbours were less familiar H. does not socialise with any particular neighbour</p>	<p>Speaker 1</p>	<p>16</p>
	<p>Speaker 2</p>	<p>12.</p>		<p>Speaker 2</p>	<p>17</p>
	<p>Speaker 3</p>	<p>13.</p>		<p>Speaker 3</p>	<p>18</p>
	<p>Speaker 4</p>	<p>14.</p>		<p>Speaker 4</p>	<p>H 19</p>
	<p>Speaker 5</p>	<p>15.</p>		<p>Speaker 5</p>	<p>C 20</p>

LISTENING. TASK 1. TAPESCRIPT

Presenter: In today's society, we seem to accept a flexible attitude to telling the truth. Politicians, advertisers, marketing men all tread a very fine line between truth and falsehood. But things are different when it comes to the young. Children and teenagers are still taught that they should never tell a lie. I talked to Tom Philpot and Susanna Waller, both child psychologists, to try to get some insight into the type of problems created by our attitudes.

Tom Philpot: A major problem is the mixed signals we send children. If a four-year-old on the beach gives you a bucket of sand and says, 'Here's a cake I made just for you'. We probably say, 'Thank you', and pretend to eat it. We probably even say how delicious it is. But when children get to twice that age, say they're eight or nine, and they come home from school and tell us they won a prize for writing the best story but then their teacher says they're doing very badly at writing, we tend to tell them off because we know they are lying.

Susanna Waller: Yes. Of course, in the first story, we think we are just participating in a fantasy created by the child, but when it comes to lying about school, we take it more seriously. The situation makes a difference, but the age of the child affects our reaction too. By the age of eight, we expect a child to have some understanding that the truth is required in serious matters.

Presenter: So parents have to instil some understanding of what's appropriate when?

Tom Philpot: Yes, that's it. Most children lie at some stage in their lives, and it is something that parents find very difficult to accept and deal with. They often feel that they have failed to impose a moral standpoint. But they need to see moral development as an ongoing thing.

Presenter: When do children know the difference between what is right and what is not?

Susanna Waller: It's usually around the age of three that a conscience starts to develop, But children go on for much longer playing fantasy games which involve a lack of reality.

Tom Philpot: But throughout childhood, there may be special reasons for telling a lie. Loyalty is a good example. Children may well lie to protect their friends. Protecting their friends can be more important than coming out with the truth. Especially if their friends would be likely to get into trouble as a result of them spilling the beans.

Presenter: Yes, I think we can all imagine situations like that. But what can parents do to get the basic point across?

Tom Philpot: Children need to know that telling other people the truth is the basis of a good relationship. It's a good idea to explain why lying is counter-productive. Children can be told that if they become known as liars, people will not believe them even when they are being truthful, that people don't like being told lies. They need to learn that from an early age.

Susanna Waller: Though, as we said, parents are often not the best models. Sometimes they can give an appalling example to children. Parents don't hesitate to tell 'white lies', the price of civilised life they have been called, but teenagers particularly often regard such things as hypocritical, and can take a very literal interpretation of what is 'the truth'.

Presenter: Is punishment a good thing when children lie? Is this something psychologists would be in favour of?

Susanna Waller: Most definitely not. Children who are punished a lot learn to lie to avoid punishment, rather than not doing the things which bring the punishment, so it often makes things worse. And as most lying stems from underlying causes, it is far more important that parents try to work out what is going on and deal with that.

Presenter: What about teenagers?

Susanna Waller: Of course, at this time most young people want to be independent, and teenage lying can be seen as a bid for independence. The occasional lie about a minor issue isn't really a problem but if a teenager is constantly telling lies, the parents should ask themselves why.

Tom Philpot: And one reason may be that the parents are being excessively strict. Or maybe the teenager's friends are being allowed to do things which the parents object to for no reason. Through adolescence young people need to make more and more of their own decisions. At the same time there'll be necessary rules and restrictions, and adolescents need to know that their parents are firm about these for their own security.

Susanna Waller: Absolutely, lying to parents is almost a rite of passage. But most teenagers grow up to be as trustworthy and honest as their parents are. I'd advise seeking professional help if there is persistent or pathological lying. But if parents have established a dialogue and trust with their offspring, they should be able to work these problems out...

LISTENING. TASK 2. TAPESCRIPT

Speaker 1: Yeah, I get on with the neighbours very well, with one exception. We live in quite a small area and the neighbours have all been together about sixteen years now, and we've got quite a good relationship and have summer

barbecues and things like that. But the neighbour who lives directly above us is not pleased at the sight of me. It all started when we had an extension built and he objected - he said it was because he didn't want any extra buildings on the estate but ... um ... I think it was because we had children, and he'd rather we moved because he didn't want the noise and the disturbance of children. But we had the extension built and it became a continuing source of arguing with him. And he still doesn't like us now. I've never really understood it. I've tried to be friendly with him, but he doesn't want to know.

Speaker 2: Well, you don't get to see most of your neighbours. They're working and you're out working, so it's late evening by the time you're back, but our immediate neighbours are very good. To one side we have Christine and Dave who if we asked them to do anything while we're away or that, they're more than happy - and we do the same for them. To the other side, Rod, Rosemary and their son Michael. Michael's our son's best friend, and through the children we have become very friendly with them. We help them with their garden and we look after the cat if necessary, and they would do the same for us, so our neighbours on that side, I cannot fault in the slightest.

Speaker 3: I only have one neighbour right now that I'm sociable with, but I mostly keep myself to myself because I don't know if I have a sense of community. Maybe it's because everybody's working and we don't see each other and I work unusual hours, I really don't get involved with the neighbours much. I stick to my own group of friends now and I don't go outside that. I think you should live and let live. It was different when I was a kid - you did know your neighbours then, everyone knew one another. Mothers weren't working back then, they were always at home, and the kids would always go to each other's houses and you'd know the mothers and the fathers. Nowadays when everybody is rushing round and working, you don't get to know people. It's a shame really but that's the way it is and I can live with it.

Speaker 4: Where I live, our neighbours tend to keep themselves to themselves, but I have one neighbour who lives behind me who's very sweet. She's an elderly lady and she's lived there ever since we've lived there, and we have what I call neighbourly rapport. We don't go into each other's houses, but we're always there and I know I could always call on her and she, I hope, you know, she would call on me.

Speaker 5: We haven't really had any problems with neighbours, except that we had these horrible neighbours that lived across the street. There used to be an old couple that lived there, but they moved and this young couple moved in and they had this child, and the man would go out every night and sit in his car and just rev the engine, and it was so loud it would wake us up. It was horrible and they

were always fighting, but we didn't have any problems with them besides that. They still live there now but that guy has gone fortunately, but the little kid's a monster.

Keys

- | | |
|----------------|------|
| 1. A | 11.H |
| 2. B | 12.B |
| 3. A | 13.E |
| 4. B | 14.D |
| 5. D | 15.G |
| 6. C | 16.E |
| 7. C | 17.F |
| 8. adolescence | 18.A |
| 9. False | 19.H |
| 10.True | 20.C |

Reading

макс. 15 баллов

You are going to read six stories in which young adults talk about turning their hobbies into careers. For questions **1-15**, choose from the stories (**A-F**). The stories may be chosen more than once. **Transfer your answers to the answer sheet**

In which story is the following mentioned?	
1. the pleasure of teaching young people	A
2. valuable experience gained from voluntary work	
3. a deeper insight into other people's work	B
4. neglecting a job	
5. considering future prospects	
6. the financial necessity for engaging in other ventures as well	C
7. encouragement from a family member	
8. not being pushy with clients	D
9. finding an alternative leisure pursuit	
10. the objective assessment of one's own abilities	

11. misjudging the volume of desk work	E
12. making a snap decision	
13. putting aside personal aspirations	F
14. a feeling of apprehension before making a major change	
15. academic qualifications which were never used	

A.	<p>Alice</p> <p>I had piano lessons when I was young, and I did have some talent. But it soon became obvious I'd never be good enough for a career on the concert stage. If I hadn't realized it that early, I probably would have carried on dreaming that my big break would come. As it is, I became a music teacher instead, and in my free time I started to dabble in the technical side of music production. After inheriting a share in my aunt's fortune, I could finally set up my own recording studio! I love my job so much that I used to work 24/7. And soon I understood I was getting burnt out – you need to switch off occasionally. My job has definitely added depth to the way I listen to music; now I can really understand why someone's using a certain technique or piece of equipment.</p>
B.	<p>Ben</p> <p>I studied medicine, but when I finished medical school I had a sort of crisis. I suddenly knew I couldn't go on with it! But I was keen on amateur dramatics and I enjoyed putting on plays at the local youth centre, especially coaching budding actors. A friend suggested I should set up as a freelance teacher and offer acting lessons for children. It was tricky and at first I couldn't work out how to find customers. Surprisingly, soon enough I was contacted by a surprising number of interested people, and five years down the line I'm doing all right. The classes themselves aren't terribly lucrative, but I supplement my income by giving talks to amateur dramatics societies, contributing to magazines and organizing trips to see shows in London. It's not a bad life.</p>
C.	<p>Charles</p>

	<p>When I left college, I started working in a bank, but my heart was never really in it. The problem was partly the environment: I don't like working in an office. I'm more of an outdoor person – and I'd always been crazy about surfing. Well, one summer while I was in Victoria on holiday, I got chatting to the owner of a surf shop. He said he wanted to sell up and I jumped at the chance to buy the business from him! It's incredibly difficult to set up a shop like that from scratch. Besides, being such an avid surfer myself, I assumed a lot of other people must share that interest – which isn't the case! Now that I've learnt the ropes, I'm thinking either of expanding – more shops, managers and so on – or diversifying, perhaps producing my own surf boards!</p>
<p>D.</p>	<p>David</p> <p>I'd always been a serious amateur photographer, and when I left school I wanted a job that would allow me a lot of free time for my hobby. So I got a job as a waiter, working evenings only. Around that time I also offered to help my uncle out in his studio. He was a professional photographer, and I'd go along at the weekends and act as general unpaid dogsbody. I got an insight into the business, which made me wonder whether I too could earn a living from photography. However, after a while I realized it simply wasn't going to happen. So I swallowed my pride and got some work as a sales representative for one of the big camera manufacturers. I've noticed one odd thing: now that my hobby is my work, more or less, I've had to find another way to switch off. In fact, I've taken up fishing.</p>
<p>E.</p>	<p>Eleonore</p> <p>My first job was with an insurance company, but I was hardly a model employee. I loathed my job, and instead of selling insurance, I used to wander around the city's numerous art galleries. And soon I picked up quite a lot of knowledge about contemporary art. One day I got talking to the manager of an art gallery. She suggested I apply for the job of a manager in an opening gallery. At first, I was doubtful, but I realized I had nothing to lose, so I applied and was asked to go for an interview. To my surprise, I impressed the owners! I've turned out to be quite a good saleswoman. When someone shows an interest in one of the works on show, I don't immediately start to persuade them to buy it. I just chat about the work and what makes it interesting to me. People feel reassured when they sense your enthusiasm.</p>

F.	Freddie I wanted to study graphic design when I left school, but I didn't have good enough grades to go on to art school. Instead, for the next ten years I worked as a car mechanic. But while I was working, I did some evening course in industrial design. I even built a bike – a four-wheel delivery bike – and the next thing I knew, my wife was urging me to set up my own company! I had to take a very deep breath before I finally took the plunge. I'd done my best to prepare for it, taking a course in business management in my spare time. And things were pretty tough for the first few years, although I never regretted it. Looking back, I can see that I underestimated the amount of paperwork I'd have to do. I thought I could just concentrate on the nice stuff – designing!
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Keys

- a. B
- b. D
- c. A
- d. E
- e. C
- f. B
- g. F
- h. E
- i. D
- j. A
- k. F
- l. C
- m. D
- n. F
- o. B

Use of English (макс. 35 баллов)

Task 1. For items 1-5, insert one word that is appropriate for all three sentences.

1. Would you like to go to the theatre this week? – I am not sure, who is playing the ...?
We'll go through the dance routine again - follow my
I've asked George to ... the discussion.
2. Disaster can strike financial ... with the same ferocity as emerging markets.
The company will have to secure the required ... through its network and the partners before we can move on with our projects.
The writing on the wall in big bold ... was terribly distracting.
3. Go through the ... doors and turn left.
Hey, Tony, I met someone at a party last week who was your
The government aims to ... the number of students in higher education within 25 years.
4. He's caught some stomach bug and now he's getting weaker as he can't keep anything
Just let him ... his coffee and he'll be back with us in a jiffy!
This weather really gets me ... ! I wish it stopped raining at least!
5. It was your plan to begin with, so you can hardly ... to it now, can you?
It was a very strange ... and she could not really make head or tail of it.
The ... of the game is to win points by placing three similar figures in a row.

Task 2. For items 1-10 fill in the gaps with the appropriate words from the list. There several options that you do NOT have to use.

badger, cat, chicken, monkey, dogs, donkey, duck, fox, rabbit, guinea pig, ram, wolf,

1. If you do the digging, I'll go and get the seeds. – Not likely! I don't see why I should always do the ... work!
2. Bob can get between twenty and thirty thousand pounds a year as an office manager now, but that's ... feed compared to what he earned in the USA.
3. Linda gets a company pension, which is not very much, but helps her to keep the ... from the door.
4. The thief in the stolen car refused to stop so the police were forced to ... it with their own car.
5. The children ... their father to buy them a dog until he finally gives in and does so.
6. To avoid being seen he had to ... down behind the hedge.
7. Jim was once a ... in a medical experiment to test a new medicine.
8. Bill is looking for a bigger flat with a bit more space as there is not enough room to swing a ... in his living room.

9. The shopping center used to be quite good but it has really gone to the ...in the last few years.
- 10.He managed to ... his pursuers by changing cars three times and then escaping in disguise.

Task 3. For items 1-15 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>In Ireland there is a saying, “Céad míle fáilte”. You probably won’t understand this, as you’re most likely not part of the world’s population that speaks 1) The Irish greet you with this saying, which translates to “A hundred thousand welcomes”, an uttering 2) of the warmth and spirit of the delightful people who inhabit the Emerald Isle.</p> <p>Mark, Lexi and I arrived in Ireland’s capital city, Dublin, on a Friday night. We checked into our hotel, locked up our belongings, and 3) to explore the area. Our stroll led us alongside the 4), that runs through the centre of Dublin, cleanly dividing it into the North and South side. We learned later that weekend that in Dublin there is somewhat of a 5) between the North and the South. Southside Dublin is 6) as the wealthier, more privileged region, where the people are 7) and spoiled.</p> <p>We eventually made it back to the hotel at midnight to rest up for the weekend ahead.</p> <p>The next day, we had nothing planned but to explore the city in the daylight, so we joined a 8) walking tour that was provided by our hotel. Our guide, James, was charming and enthusiastic. Armed with a wealth of knowledge and razor-sharp sense of humour, James told us everything he knew about Dublin 9) making every single one of us laugh. We learned about the history of the</p>	<ol style="list-style-type: none"> 1) all the while 2) Claddagh 3) complementary 4) complimentary 5) famine 6) indicative 7) Manx 8) none 9) ostentatious 10) rivalry 11) River Liffey 12) River Shannon 13) set off 14) short of 15) St. John’s 16) started away 17) touted 18) Trinity 19) were booked 20) were engaged 21) Gaeilge 22) industry
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North/South divide, perused the grounds of 10) Trinity College, gazed upon St. Peter's Cathedral, and learned every last grim detail about the Irish potato 11) The rest of the day was spent eating and exploring.

The next day we 12) for a tour that would take us to Galway on the other side of the island. We spent the day exploring the county and the colourful fishing village on the West coast of Ireland which is home of the 13) ring.

Our last day in Dublin was spent window shopping, eating, and eventually drinking local Guinness at 14) other than Ireland's very own Guinness Factory.

Our time in Dublin was nothing 15) magnificent. It was beautiful and warm and a welcome break from the pressure and responsibility of school back in Scotland. But I have to say, the best part about leaving Edinburgh is always coming back to it.

Keys

Task 1.

1. lead
2. capitals
3. double
4. down
5. object

Task 2.

1. donkey
2. chicken
3. wolf
4. ram
5. badger
6. duck
7. guinea pig
8. cat
9. dogs
10. fox

Task 3.

1. Gaelge
2. indicative
3. set off
4. River Liffey
5. rivalry
6. touted
7. ostentatious
8. complimentary
9. all the while
10. Trinity
11. famine
12. were booked
13. Claddagh
14. none
15. short of

Writing (макс. 30 баллов)

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) make the picture part of the narration;
- 5) use the following words at least once:
(underline the word from the list when using it for the first time)

- flabbergasted, adj
- seize, v
- look up to, v
- mutely, adv
- viral, adj

The verbs may be used in any tense form.
Write **220 - 250** words.

Критерии оценивания задания «Письмо»

		2 балла	1 балл	0 баллов	Мак балл за каждый критерий К1
К1: Решение коммуникативной задачи 20 баллов	<i>Заголовок</i>	Есть заголовок	----	----	2
	<i>Прямая речь</i>	Прямая речь (1ый случай)	----	----	
		Прямая речь (2ой случай и более)	----	----	4
	<i>Чувства и эмоции</i>	переданы чувства и эмоции автора и/или	чувства и эмоции автора и/или героев переданы	нет описания чувств и эмоций автора и/или героев	2

		героев	кратко		
	<i>Картинка</i>	Задействована в повествовании (все равно, как)	----	----	2
	<i>Использование слов</i>	По 2 балла за <u>каждое правильно использованное слово</u> : <ul style="list-style-type: none"> • look up to • flabbergasted • mutely • viral • seize глаголы могут быть использованы в любой форме			10

		2 балла	1 балл	0 баллов	
К2: Организация текста	<i>Логика изложения</i>	Текст построен логично	Нарушена логика (1-2 ошибки)	Нарушена логика (3 и более)	
	<i>Средства связи</i>	В тексте присутствуют разнообразные средства логической связи.	повторяющиеся связующие элементы	многочисленные ошибки в употреблении логических средств связи	

	2 балла	1 балл	0 баллов
К 3:	богатый лексический	3-4 ошибки	5 и более ошибки

Лексика 2 балла	запас 1-2 ошибка	или стандартная, однообразная лексика	
К 4: Грамматика 2 балла	1 ошибка	2-3 ошибки	4 и более ошибки
К 5: Орфография и пунктуация 2 балла	2 ошибки (любые)	3-4 ошибки (любые)	5 и более ошибок (любых)