**Комплект заданий для учащихся 9 - 11 класса**

**Конкурс понимания устного текста –Listening**

**Методические рекомендации**

**В комплект материалов, необходимых для проведения конкурса понимания устного текста, входят:**

1. **Методические рекомендации**
2. **Описание процедуры проведения конкурса понимания устного текста**
3. **Текст задания**
4. **Ключи и транскрипция (для членов жюри)**
5. **Лист ответа (для каждого участника)**

Задания по аудированию состоят из трех частей (***всего 20 заданий***). **На выполнение всех заданий отводится 30 минут** , в которые входит и внесение ответов в ответные листы.

**Первое задание** – прослушивание шести коротких монологов о проблемах подростков. После прослушивания (текст прослушивается 2 раза) участникам предлагается из семи предложений выбрать шесть, которые передают основную мысль прозвучавших отрывков и соотнести их с соответствующими монологами (задание на перекрестный выбор).

**Второе задание** – прослушивание выступления эксперта по вопросам этикета (текст прослушивается 2 раза) и заполнение таблицы на соответствие девяти предложений фактическому содержанию беседы (**True, False, Not given**).

**Третье задание** – прослушивание советов психолога родителям (запись прослушивается 2 раза). Участникам предлагается из десяти советов выбрать пять, которые были даны психологом. При заполнении листа ответов буквы под номерами 16-20 могут располагаться в произвольном порядке. За каждую правильную букву дается 1 балл.

Сложность текстов соответствует уровню **В2** по шкале Совета Европы.

Правильность выполнения заданий проверяется по ключам (см. ***Ключи***).

**Критерии оценивания** : За каждый правильный ответ дается **1 балл**.

Listening Comprehension

**SCRIPT**

*You’ll hear 6 teenagers talking about their worries. Match what you hear from each speaker* ***1-6*** *with the statements marked* ***A-G****. Use letters* ***once only****.* ***There is an extra statement*** *you don’t need to use. You’ll hear the recording twice. Fill the boxes in the table with your answers.*

**Speaker 1**

I live in Cape Breton and grew up with Celtic music. I love it and it's always my music of choice.

Now that I'm in high school my friends laugh at me when I don't know anything about a band they are talking about, or some pop star they hear on the radio.

In our family we all play an instrument and when the larger family gets together we have great sessions. I just don't care for the music my friends listen to.

Any thoughts on how to handle their comments? I'm afraid I'm coming off like a snob, or worse still, a nerd.

**Speaker 2**

I work at the counter at a fast food restaurant to make some money while going to high school. My problem is that I love it!

I really enjoy meeting the public and try to make serving them as much fun as possible. My friends all think I'm nuts, that no one could actually enjoy a McJob. But, now get this, I'm thinking this could be my career.

I'm sure I have the smarts to work up to store manager and maybe down the road own my own franchise. Again, my friends think I'm crazy. They say that's not a career, it's a part-time job for teens.

The more I think about it the more I like the idea. Do you think university would help me achieve my goal, or should I finish my education after high school and go full-time into the fast food business?

**Speaker 3**

I have applied to attend a university fairly far from home and I'm petrified.

I have a large family and large circle of friends and I am really apprehensive about leaving them all behind in the fall. My chances of being accepted by the university are very good but I'm playing with the idea of staying home and finding a job.

It's not because I want a job, it's because I don't want to leave my family and friends. If I do stay I may end up regretting it later. I know that staying home is the easy way out, but right now it looks appealing.

How does a small-town girl deal with this dilemma?

**Speaker 4**

I hang with a group of guys at our high school and we have a lot of fun together, except for one thing.

Most of them are immature when it comes to girls and put them down when talking to the guys. I've also heard homophobic and outright racist comments from some of the guys. I said something once and the others jumped on me for it, so I'm reluctant to say anything.

Do you think they will grow out of it, or should I be looking for new friends with healthier attitudes towards other people?

**Speaker 5**

I am in my last year of high school and I am five feet, nine inches tall. I think that's average height for a guy but my friends all seem to be six-footers and taller. They call me the runt of the litter.

Is a guy's height such a big deal after high school? It sure seems to be now.

**Speaker 6**

My mom tells me when she was in high school her career choices were teacher, nurse or secretary. She says I have the whole world to choose from.

The trouble is that I'm already in 11th grade and I don't have a clue about what career is best for me. I love to write, but my mom says there's no money in that. I love to read, and she says the same about that.

Most of my friends seem to know what they want and it's surprising how many are sticking to nursing and teaching. Neither one interests me.

How do I find something I will enjoy and also make a living?

**You have 15 seconds to complete the task. (Pause 15 seconds,) Now you will hear the text again.**

**(Text repeated)**

**This is the end of the task. You now have 15 seconds to check your answers. (Pause 15 seconds,)**

*You will hear a part of a radio programme about modern manners. Decide which of the statements* ***(7-15)*** *are* ***true*** *according to the text* ***(1)****, which are* ***false (2)*** *and on which* ***the information is not stated in the text (3)****. Circle the number of the answer you choose. You’ll hear the recording twice.*

***And now, as you might have already guessed, is the time for our Modern Manners expert David Brown to answer some of your queries.***

Well, today we'll start with a letter from Miss Nancy Follett. That’s what she writes: I should like to know the "paying etiquette" when invited at the last minute to a concert or the theatre replacing someone who has dropped out. On one occasion a colleague and I wanted to go to a play. I bought the tickets, but she cancelled as she was unwell and did not offer to pay. I invited another friend and did not ask to be reimbursed. Today I was asked to go to a concert instead of someone who has dropped out. When I accepted I asked whether I was to pay. I was surprised to hear that I should contribute. The tickets cost £10 and so I thought £5 would be appropriate; my friend agreed. However, I feel that either I should pay the £10 or nothing at all. I have decided to pay in full. The situation occurs frequently where someone cancels leaving a spare ticket. I should value your advice on "spare ticket etiquette". As you see, Miss Follett, S.T.E is often an excuse for sly naughtiness, as you have discovered. The protocol, however, is perfectly clear. On the first occasion that you list, your ill friend should have offered a suggestion for a replacement and if such a person was not found, either by you or her, then she should have offered to pay for the ticket. A second "stand-in" friend should have hinted gently at some sort of reimbursement saying, "May I pay for the ticket?", but not have pushed his or her offer too much. As far as the concert is concerned, I find the hostess's attitude decidedly charmless: your instincts about paying either the whole amount or nothing are absolutely right, and if it were me I would either press the whole amount on her or make sure I spent an equivalent sum in money on drinks etc.

The next letter comes from Mrs. Anne Vogel and that’s what she says: **Coming from Germany 18 months ago, I am pleased to have wonderful new friends and neighbours who invite me and my husband occasionally as we invite them. Nevertheless, we often feel uncertain how long we may stay, for instance, when we arrive for coffee at 11am or for a drink at 6pm. As well, I would like to know if it is indicated to bring a present, i.e. a bottle of wine for the drink, but what for the coffee. Or for the rare case when we are invited to dinner?** All right, Mrs. Vogel, the British, as I am sure you have already discovered, are much less pünktlich than their Teutonic cousins. However, there is a shared understanding that one should not overstay one's welcome. A shrewd friend says a visitor should leave while still in demand because people will want more of you. As far as the specific circumstances that you mention: an invitation to coffee at 11am is a short one (about 40 minutes) and in no way should you still be there at noon, the start of the pre-lunch drinks hour. If invited for drinks at 6pm you should certainly make yourself scarce by 7.30pm. A present is not appropriate for either occasion. If you are invited to dinner, then a small box of gorgeous German chocolates would go down well.

A gentleman who chose to withheld his name and address asks me this: **We would appreciate your advice on the boiled egg. My wife uses a spoon to hammer the top gently and then removes the top with the spoon. By contrast, I slice off the top with my knife. My contention is that this is more logical as knives, not spoons, are for cutting. Moreover, we have now a further variation which involves the preliminary hammering followed by removal of the top of the egg with the flat handle of the spoon. Which of us is correct?** Well, I certainly would not recommend the third method because it could result in your hands becoming unappealingly sticky after their contact with the handle: not something that nanny would approve of. Your wife's technique is one that is the most socially acceptable and I recommend that this is the one you adopt.

**(Pause 15 seconds)**

**Now you will hear the text again. (Text repeated)**

**This is the end of the task. You now have 15 seconds to check your answers. (Pause 15 seconds)**

*You are going to hear a psychologist giving advice to parents. Decide which five out of the ten pieces of advice are given in the recording. For items* ***16-20*** *circle* ***5 letters in any order*** *according to the answer option you choose. You will hear the recording twice.*

**Radio presenter**

Good afternoon and welcome to our programme, 'Family Tips'. Today we're talking about the problems parents have in deciding when their children are old enough to stay at home by themselves for the three or four hours between school and the time mothers get back from work. We have with us in the studio, psychologist Alex Clarke.

Alex, at what age is it safe to give children the front door key and what sort of things should parents discuss with their children first to ensure their safety?

**Alex Clarke**

It is generally accepted that kids between ten and thirteen are capable of taking care of themselves and their siblings, but what you really need to assess is their maturity. If you're confident they can follow instructions and handle emergencies, the next step is to establish some rules. First, have a plan of action for them to check in with you when they get home - it's important they ring you as soon as they get in. Then you should give them a call when you leave work to go home. You should agree what to do when the phone rings or if someone comes to the house. It is best to teach them never to open the door to anyone, regardless of whether they know them or not. Then, little by little, get your children used to a new situation where they are left alone - Initially for a very short time, say, about 20 minutes. Make sure that you have a trial period in which your kids can familiarise themselves with using the house key. Instruct them to always keep it in their school bag and attach a long key chain that will help them to find the key easily. Make emergency numbers available by leaving them near the phone. Leave snacks that they can eat straightaway without having to cook - using the cooker is the leading cause or accidents. Show your children where the medical kit and fire extinguishers are and teach your children how to use them. Lock away medicines and alcoholic drinks. And don't forget to talk frequently to your children about all sorts of situations that might happen. You could even use role play as a technique for showing them how to deal with such situations.

**(Pause 15 seconds)**

**Now you will hear the text again. (Text repeated)**

**The Listening comprehension part is over. Transfer all your answers to the Answer Sheet.**

Listening

*You’ll hear 6 teenagers talking about their worries. Match what you hear from each speaker* ***1-6*** *with the statements marked* ***A-G****. Use letters* ***once only****.* ***There is an extra statement*** *you don’t need to use. You’ll hear the recording twice. Fill the boxes in the table with your answers.*

* 1. This person is worried about the relations with friends.
  2. This person doesn’t want to have to go from the friends and family.
  3. This person is worried about having to change school.
  4. This person is worried about personal appearance.
  5. This person’s career plans seem to be strange to the friends.
  6. This person can’t get an idea about future career.
  7. This person’s music tastes differ from those of the friends.

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| **1** | **2** | **3** | **4** | **5** | **6** |  |
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*You will hear a part of a radio programme about modern manners. Decide which of the statements* ***(7-15)*** *are* ***true*** *according to the text* ***(1)****, which are* ***false (2)*** *and on which the information is* ***not stated in the text (3)****. Circle the number of the answer you choose. You’ll hear the recording twice.*

1. In the first situation, the girl suggests that all spare tickets from friends should be for free.
2. The MM expert has never been in situations like the first one.
3. The MM expert in the first situation insists on paying for drinks instead of tickets.
4. In the second situation, a lady from Germany is interested in visiting etiquette.
5. The MM expert suggests that the guests should come on time or don’t come at all.
6. According to the MM expert presents are not usual when visiting for a drink.
7. In the third situation, the person is seeking advice on serving boiled eggs.
8. The MM expert doesn’t eat eggs.
9. In the third situation, the MM expert agrees with the man’s wife.

*You are going to hear a psychologist giving advice to parents. Decide which five out of the ten pieces of advice are given in the recording. For items* ***16-20*** *circle* ***5 letters in any order*** *according to the answer option you choose. You will hear the recording twice.*

1. Your decision should not only be based on your children's age.
2. Tell your children not to answer telephone calls.
3. Instruct your children to open the door only to people they know well.
4. Don't leave your children alone for more than three hours.
5. Teach your children to keep the house key in their schoolbag.
6. Don't allow your children to use the cooker.
7. Teach your children what to do in case of fire.
8. Ask a neighbour to keep an eye on what's going on.
9. Keep alcohol out of the reach of your children.
10. Don't stress your children by talking about possible dangers.

TRANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET

**Listening**

KEYS

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| --- | --- | --- | --- | --- |
| **Item** |  |  | | |
| **1** | ***G*** |
| **2** | ***E*** |
| **3** | ***B*** |
| **4** | ***A*** |
| **5** | ***D*** |
| **6** | ***F*** |
| **7** | 1 | 2 | 3 |  |
| **8** | 1 | 2 | 3 |
| **9** | 1 | 2 | 3 |
| **10** | 1 | 2 | 3 |
| **11** | 1 | 2 | 3 |
| **12** | 1 | 2 | 3 |
| **13** | 1 | 2 | 3 |
| **14** | 1 | 2 | 3 |
| **15** | 1 | 2 | 3 |
| **16** | 1 | 2 | 3 | 4 |
| **17** | 1 | 2 | 3 | 4 |
| **18** | 1 | 2 | 3 | 4 |
| **19** | 1 | 2 | 3 | 4 |
| **20** | 1 | 2 | 3 | 4 |

**Конкурс понимания письменного текста – Reading**

**Методические рекомендации**

**В комплект материалов, необходимых для проведения конкурса понимания письменного текста, входят:**

1. **Методические рекомендации**

**2. Описание процедуры проведения конкурса понимания письменного текста**

1. **Текст задания**
2. **Ключи (для членов жюри)**
3. **Лист ответа (для каждого участника)**

Задания по чтению состоят из двух частей (***всего 20 заданий***). **На выполнение всех заданий отводится 45 минут** , в которые входит и внесение ответов в ответные листы.

**Первое задание** – чтение текста познавательного характера о влиянии недостатка света на организм человека. Учащимся необходимо вставить пропущенные параграфы в нужные места текста.

**Второе задание** – чтение статьи из журнала о поездках на поезде. Участникам предлагается соотнести высказанные в статье мысли с человеком, который эти мысли высказал.

Сложность текстов соответствует уровню **В2** по шкале Совета Европы. Жанр – научно- популярный и публицистический. По тематике тексты связаны с другими предметами школьной программы (биология).

Правильность выполнения заданий проверяется по ключам (см. ***Ключи***).

**Критерии оценивания** : За каждый правильный ответ дается **1 балл**.

## Reading

Time: 45 minutes

**Task 1**

*Read the article about the effects of low light on people in the far north. For* ***questions 1-6****, you must choose which of the paragraphs* ***A-G*** *fit into the numbered gaps. There is one extra paragraph which does not fit in any of the gaps.* ***Mark your answers on the separate answer sheet.***

**Clarity in a Cold Climate**

Bidge Hanson and his neighbours in the world's most northerly university town spent yesterday pretty much in the dark, again. It may have been one of the shortest days in Britain, but in Tromso, 200 or so miles north of the Arctic Circle, it was yet another day when the sun failed to put in an appearance. Between 21 November and 21 January the Norwegian town and its 60,000 population live life in a permanent night, and in the summer they switch to spending months in perpetual daylight.

1

For more than a year doctors tracked volunteers, measuring their cognitive performances in tests in both winter and summer, full y expecting the results to support the view that in winter people are prone to suffer a range of negative symptoms, in addition to the depression associated with seasonal affective disorder (SAD).

2

'We tested 1,000 people on a battery of cognitive tests, including memory, attention, recognition time, memory recall and confusability. We didn't look at depression, we were only interested in cognitive performance. We tested them in summer and in winter, and we were sure that we would be able to pick up the winter deficit that is so often talked about,' he says.

3

Even on the simplest of the tests - measuring the reaction times to a circle being flashed on a computer screen - the winter performances were better. The reaction times of the volunteers were on average eleven milliseconds quicker in the winter tests. The problem that Dr Brennen and his colleagues now have is explaining what kind of body mechanism could possibly be at work to produce the unexpected phenomenon of superior thinking in winter. It is at odds with many assumptions about health and the winter. A National Institute of Mental Health survey of 1,500 American SAD patients found that more than 90 per cent reported decreased activity in winter, as well as difficulties with work. They also reported extreme fatigue and lack of energy, and an increased need for sleep.

4

Some suspect that a change in the environment, especially the arrival of long dark nights, affects personality - that when it gets cold and dark man becomes more introverted and more focused on the task in hand.

5

'One possible explanation is that we are less distracted by other things in winter. There is not so much to look at and therefore a greater opportunity for you to attend to your tasks,' she says.

6

But just how light works is not clear. 'Although the cause of SAD is not known, research so far suggests that it is triggered by a seasonal disruption in the cycling of the hormone melatonin, which throws the circadian rhythms off balance,' says Professor William Regelson of Virginia University and author of *The Melatonin Miracle.*

**A** 'It is a quite surprising and counter-intuitive finding that requires a lot of thought,' says Professor Anne Farmer of the Institute of Psychiatry in London, who specialises in treating affective disorders, including SAD.

**В** 'If you read a lot of the literature on SAD, the biological psychiatrists expect concentration to be worse in winter, that speed of thought and memory will be poor, and that people will feel sluggish. But we found no trace of that. Clearly the belief that people get groggier and more forgetful in the winter months is unfounded. The findings contradict some of the claims found in the literature on SAD’.

**С** And they may be implicated in the mechanism behind the Tromso results for cognitive performance, because a similar finding of depression and improved or unaffected mental performance is found in one other body cycle.

**D** For psychologists, the extremes in this Arctic Circle environment made it the perfect place to study the effects of the seasons on the mind and on performance, and to investigate whether there is any foundation for long-held views that in winter, human thinking, memory recall and performance slow down. If the theory was right, any effect would, they figured, be magnified at a latitude of 69 degrees north.

**E** For the treatment of the depression associated with SAD, Professor Farmer and an increasing number of doctors are advising using light boxes. It's been found that exposure to bright artificial light can substantially reduce the symptoms of depression by as much as 80 per cent in some patients. Research on people with SAD has also found that their symptoms improve nearer the Equator.

**F** SAD which affects between one and 25 per cent of people, depending upon which study is looked at, is accepted as a condition where depression is linked to the arrival of the winter months. But depression and improved cognitive performance are strange bedfellows, so the hunt is now on to find out what could be happening in the brain to produce such a paradox. Investigators are looking at whether light or temperature, or even some other trigger, may be at work.

**G** But when measured by cognitive performance, it was found that the people of Tromso were brighter and quicker in the winter months, a result that put a large spanner in the works of those that hold that man is mentally duller and slower in the winter. For Dr Tim Brennen, who led the research and briefly escaped the winter blackness of Tromso University this week to present his findings at the London conference of the British Psychological Society, the results were a big surprise.

#### Task 2

*You are going to read a magazine article in which five people talk about railway journeys. For* ***questions 7-20*** *choose from the people* ***(A-E)****. The people may be chosen more than once. When more than one answer is required (9,10), these should be given in alphabetical order. There is an example at the beginning* ***(0). Mark your answers on the separate answer sheet.***

Which person or people

found on returning years later that nothing had changed?

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| **8** |  |
| **9** |  | **10** |  |
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| **19** |  |
| **20** |  |

was unable to count on the train service?

enjoyed the company of fellow passengers?

found the views from the train dramatic?

welcomed a chance to relax on the trip?

was never disappointed by the journey?

has a reason for feeling grateful to one special train?

travelled on a railway which is no longer in regular service?

regretted not going on a particular train trip?

used to travel on the railway whenever possible?

learnt an interesting piece of information on a train journey?

took a train which travelled from one country to another?

says that the railway had been looked after by unpaid helpers?

was once considered not old enough to travel by train?

#### ON THE RAILS

*Five celebrities tell Andrew Morgan their favourite memories of railway journeys.*

A Andrea Thompson - Newsreader

I fell in love with the south of France a long time ago and try to get back there as often as I can. There's a local train from Cannes along the coast which crosses the border with Italy. It takes you past some of the most amazing seascapes. It never matters what the weather is like, or what time of the year it is, it is always enchanting. Out of the other window are some of the best back gardens and residences in the whole of France. You feel like someone peeping into the property of the rich and famous. The travellers themselves are always lively because there is an interesting mix of tourists and locals, all with different itineraries but all admirers of the breathtaking journey.

*B* Rod Simpson - Explorer

I have enjoyed so many rail journeys through the years, but if I had to pick a favourite it would be the Nile Valley Express, which runs across the desert of northern Sudan. The one misfortune in my youth, growing up in South Africa, was missing out on a family train journey from Cape Town to the Kruger National Park. I was regarded as being too young and troublesome and was sent off to an aunt. When I came to live in England as a teenager, I still hadn't travelled by train. London Waterloo was the first real station I ever saw and its great glass dome filled me with wonder.

C Betty Cooper - Novelist

I am indebted to one train in particular: the Blue Train, which took my husband and me on our honeymoon across France to catch a boat to Egypt. It was on the train that my husband gave me a pink dress, which I thought was absolutely wonderful. Someone happened to mention that pink was good for the brain, and I've never stopped wearing the colour since. What I remember about the journey itself, however, is how lovely it was to travel through France and then by boat up the Nile to Luxor. It was, without a doubt, the perfect way to wind down after all the wedding preparations.

1. Martin Brown - Journalist

We were working on a series of articles based on a round-the-world trip and had to cross a desert in an African country. There wasn't a road, so the only way we could continue our journey was to take what was affectionately known as the Desert Express. The timetable was unreliable -we were just given a day. We also heard that, in any case, the driver would often wait for days to depart if he knew there were passengers still on their way. When it appeared, there was a sudden charge of what seemed like hundreds of people climbing into and onto the carriages -passengers were even allowed to travel on the roof free. During the night, the train crossed some of the most beautiful landscapes I have ever seen. It was like a dream, like travelling across the moon.

1. Jennifer Dickens - Actress

I imagine most people's favourite impressions of trains and railways are formed when they are young children, but that's not my case. I was brought up in Singapore and Cyprus, where I saw very few trains, let alone travelled on them. It wasn't until I was a teenager that trains began to dominate my life. I made a film which featured a railway in Yorkshire. Most of the filming took place on an old, disused stretch of the line which had been lovingly maintained by volunteers. That's where my passion for steam trains began. When we weren't filming, we took every opportunity to have a ride on the train, and, when I went back last year, it was as if time had stood still. Everything was the same, even the gas lights on the station platform!

This is the end of the Reading Comprehension section.

**TRANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET**

Reading

**ANSWER SHEET**

**ID NUMBER**

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

Reading

**KEYS**

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

**Лексико-грамматический тест - Use of English**

Методические рекомендации

**В комплект материалов, необходимых для проведения лексико- грамматического теста, входят:**

1. **Методические рекомендации**
2. **Описание процедуры проведения лексико-грамматического теста**
3. **Текст задания**
4. **Ключи (для членов жюри)**
5. **Лист ответа (для каждого участника)**

***Лексико-грамматический тест*** состоит из двух частей: собственно лексико-грамматической части и части, проверяющей социокультурную компетенцию. **Всего в тесте 20 вопросов.**

Задания соответствуют уровню сложности В 2 по шкале Совета Европы.

Учащиеся должны продемонстрировать соответствующий уровень владения лексическим материалом и умение оперировать им в условиях множественного выбора. Проверяется также владение грамматическим материалом в рамках программы средней школы и умение практически использовать его не только на уровне отдельного предложения, но и в более широком контексте.

Рекомендуемое время для выполнения всех заданий лексико- грамматического теста –20минут.

**Первое задание** - представляет собой небольшое по объему повествование с 10 пропусками. Текст снабжен списком слов, которые являются начальными формами глаголов, прилагательных, существительных. Задачей учащихся является преобразование предложенных лексических единиц таким образом, чтобы они грамматически соответствовали контексту, и заполнение пропусков полученными в результате трансформации словами.

**Целью задания** является определение знания учащимися одного из самых сложных и необходимых для выявления языковой компетенции разделов английской грамматики - словообразования. Для правильного выполнения этого задания необходимо знать суффиксальный и префиксальный способы образования существительных, наречий, прилагательных.

В **задании 2** проверяется знание социокультурных норм английского языка. Участники должны соединить подходящие друг другу реплики.

Критерии оценивания

Каждый правильный ответ оценивается в **1 балл. Орфография учитывается.** Если слово написано неправильно, балл не начисляется.

Максимальное количество баллов, которое можно получить за конкурс Use of English - **20 (двадцать).**

## Use of English

Time: 20 minutes

**Task 1**

***For questions 1-10 read the text below and use the words in the right column to form one word that fits in the gap in the text.***

Memories and reality

|  |  |
| --- | --- |
| There is a well-known (1) ...............................,'School days are the best days of your life. 'No (2) ............................... at school ever believes it though, and by the time you realise it's true, it's too late! When you're worried about your  (3) ............................... situation and are beginning to hate the (4) ............................... of working in an office or factory every day that you look back fondly on the  (5) ............................... times you had at school. When you're still at school you often focus on the negatives, like having to pay (6) ............................... during a tedious chemistry lesson, being punished for bad (7)................. (when you didn't do anything wrong anyway) or feeling  (8) ............................... in an exam because you don't know any of the answers (and, in fact, had completely  (9) ............................... the questions too!). But it's quite (10) …............................ to complain about things and then have great memories afterwards. Just have a good time at the time as well! | SAY  STUDY  FINANCE  BORE  EXCITE  ATTEND  BEHAVE  HELP  UNDERSTAND  ACCEPT  + |

**Task 2**

For questions 11 - 20 match a reply from column B to the relevant replica from column A. There is one extra reply in column B. The first variant (0) is done as an example.

**Example: 0**. ***L***

|  |  |
| --- | --- |
| **A** | **B** |
| ***0. Have a good weekend***   1. Do you know anyone who teaches English? 2. Have you fixed your motorbike yet? 3. Do you mind if I have another chocolate? 4. I’m ready! 5. I mean, what exactly are you thinking of? 6. How have you been? 7. I must be off. 8. Keep in touch. 9. Thanks for a lovely evening. 10. Would you mind if I use your phone? | 1. Not so bad, thanks. 2. **A**ctually, yes. Here you are. 3. Don’t let me keep you. 4. Sure, go ahead. 5. Not as such. But I have had a look at it. 6. Er, yes, come to think of it. What’s his name – the guy we’ve met today? 7. Yes, we’ll do. 8. Our pleasure. Do come again soon. 9. Go ahead. Help yourself. 10. Right. Let’s get started. 11. To be honest, I’m not sure myself.   ***L. Same to you.*** |

#### ID NUMBER

Use of English

|  |  |  |  |  |  |
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|  |  |  |  |  |  |

**ANSWER SHEET**

|  |  |  |
| --- | --- | --- |
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| **1** |  | |
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| **20** |  |

Use of English

**KEYS**

|  |  |
| --- | --- |
| **1** | ***suggestion*** |
| **2** | ***competition*** |
| **3** | ***performance*** |
| **4** | ***nervous*** |
| **5** | ***successful*** |
| **6** | ***thoroughly*** |
| **7** | ***activity*** |
| **8** | ***carefully*** |
| **9** | ***imprisoned*** |
| **10** | ***explanation*** |

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| **11** | **12** | **13** | **14** | **15** | **16** | **17** | **18** | **19** | **20** |
| ***F*** | ***E*** | ***I*** | ***J*** | ***K*** | ***A*** | ***C*** | ***G*** | ***H*** | ***D*** |

**Конкурс письменной речи – Writing**

Методические рекомендации

**В комплект материалов, необходимых для проведения конкурса письменной речи, входят:**

1. **Методические рекомендации**
2. **Описание процедуры проведения конкурса письменной речи**
3. **Карточка участника с заданием (по 1 экземпляру на каждого участника)**
4. **Протокол конкурса письменной речи (по 1 экземпляру на каждого члена жюри)**
5. **Критерии оценивания конкурса письменной речи (по 1 экземпляру на каждого члена жюри)**

Участникам предлагается написать **программу фестиваля** "Молодые Таланты" (100 - 120 слов) и **письмо-приглашение** на этот фестиваль (100 - 120 слов).

На выполнение задания отводится 45 минут .

**По сложности задания соответствуют уровню В 2**

**Критерии оценивания**

**Задание проверяется по Критериям оценивания (см. ниже).**

**Просьба соблюдать процедуру проверки конкурса (см. Часть 2) Максимальное количество баллов, которое можно получить за конкурс**

**Writing - 20 (двадцать).**

**Participant’s ID number**

|  |  |  |  |  |  |
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### Writing

You have 45 minutes to do this task.

Comment on the following statement:

***Sometimes it is better not to tell the truth.***

What is your opinion? Write 200-250 words.

Use the following plan:

* make the introduction (state the problem)
* express your personal opinion, give reasons and/or examples from your own experience, observations, or reading
* give arguments for the other point of view and explain why you disagree with it
* draw a conclusion

|  |  |
| --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Answer sheet**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |

**WRITING - К РИТЕРИИ ОЦЕНИВАНИЯ**

**Максимальное количество баллов: 20**

**Внимание! При оценке 0 по критерию "Содержание" выставляется общая оценка 0.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **БАЛЛЫ**  **(за**  **содерж ание)** | **СОДЕРЖАНИЕ**  **(максимум 10 баллов)** | **ОФОРМЛЕНИЕ (максимум 8 баллов)** | | | |
| **Композиция**  **(максимум 2 балла)** | **Лексика**  **(максимум 3 балла)** | **Грамматика**  **(максимум 3 балла)** | **Орфография и пунктуация**  **(максимум 2 балла)** |
| **9-10** | Коммуникативная задача  полностью выполнена с учетом цели высказывания и адресата. Тема раскрыта полностью. Участник демонстрирует оригинальный подход к раскрытию темы. | **2 балла**  Работа не имеет ошибок с точки зрения композиции. | **3 балла**  Участник демонстрирует богатый лексический запас, необходимый для раскрытия темы, точный выбор слов и адекватное владение лексической сочетаемостью.  Работа не имеет ошибок с точки зрения лексического оформления. | **3 балла**  Участник демонстрирует грамотное и уместное употребление структур, необходимых для раскрытия темы. Работа не имеет ошибок с точки зрения грамматического оформления. | **2 балла**  Участник демонстрирует уверенное владение навыками орфографии и пунктуации.  Работа не имеет ошибок с точки зрения орфографического и пунктуационного оформления. |
| **7-8** | Коммуникативная задача  выполнена с учетом цели высказывания и адресата. Тема раскрыта полностью, однако в работе не хватает оригинальности в раскрытии темы. | **1 балл**  В целом текст имеет четкую структуру, соответствующую заданной теме. Текст разделен на  абзацы. В тексте присутствуют связующие элементы. Допустимы незначительные нарушения структуры, логики или связности текста | **2 балла**  В целом лексический состав текста соответствует заданной теме, однако имеются неточности в выборе слов и лексической  сочетаемости (1-2), которые не затрудняют понимания текста. Или: используется стандартная, однообразная лексика. | **2 балла**  В тексте присутствует ряд незначительных грамматических и/или синтаксических ошибок, не затрудняющих общего понимания  текста (1-2). | **1 балл**  В тексте присутствуют орфографические и/или пунктуационные ошибки, которые не  затрудняют общего понимания текста (1 -5). |
| **5-6** | Коммуникативная задача в целом  выполнена, однако имеются отдельные нарушения целостности содержания. Тема раскрыта не полностью: не приведены все необходимые аргументы и/или факты. | **1 балл**  В целом лексический состав текста соответствует заданной теме, однако имеются  ошибки в выборе слов и лексической сочетаемости (3-5), которые не затрудняют понимания текста. | **1 балл**  В тексте присутствует ряд грамматических и/или синтаксических ошибок, не  затрудняющих общего понимания текста (3-5). |
| **3-4** | Коммуникативная задача  выполнена частично. Содержание текста не полностью отвечает заданной теме | .**0 баллов**  Текст не имеет четкой логической структуры. Отсутствует или неправильно выполнено абзацное членение текста. Имеются серьезные  нарушения связности текста и/или  многочисленные ошибки в употреблении логических средств связи. | **0 баллов**  Участник демонстрирует крайне ограниченный словарный запас. Или: имеются многочисленные ошибки в употреблении лексики, затрудняющие понимание текста  (больше 5). | **0 баллов**  В тексте присутствуют многочисленные ошибки, затрудняющие его понимание (больше 5 ). | **0 баллов**  В тексте присутствуют многочисленные орфографические и/или пунктуационные ошибки, затрудняющие его понимание  (больше 5 ). |
| **0-2** | Коммуникативная задача **не**  выполнена. Содержание текста **не** отвечает заданной теме. или объем работы менее 50% от заданного. |

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#### ПРОТОКОЛ ОЦЕНКИ КОНКУРСА «ПИСЬМО»

**Эксперт №**

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| --- | --- | --- | --- | --- | --- | --- |
| **ID**  **участника** | **К1**  **содержание** | **К2**  **композиция** | **К3**  **лексика** | **К4**  **грамматика** | **К5**  **орфография** | **Сумма**  **баллов** |
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###### Конкурс устной речи – Speaking

Методические рекомендации

В комплект материалов, необходимых для проведения конкурса, входят:

1. **Методические рекомендации.**
2. **Описание процедуры проведения конкурса устной речи.**
3. **Комплект карточек для у частников конкурса с заданием.**
4. **Карточка члена жюри.**
5. **Протокол устного ответа (1 экземпляр на 2х членов жюри в аудитории).**
6. **Критерии оценивания конкурса устной речи (2 экземпляра).**

**В конкурсе устной речи участвуют 2 члена жюри и 2 участника олимпиад ы.**

Все инструкции участникам конкурса устной речи даются на английском языке.

Преподаватели – члены жюри приглашают к своему столу пару участников. Пары составляются методом случайной подборки.

I этап – разминка (см. описание в карточке члена жюри).

Внимание! Не допускаются вопросы, которые направлены на выяснение фамилии участника, номера школы, в которой учится участник, и т.д.

##### II этап – основное задание (см. описание в карточке члена жюри).

Время ответа пары у частников:

1. Разминка – 1 минута.
2. Подготовка ответа – 1 минута.
3. Ответ участника №1 – 2 минуты.
4. Вопросы по ответу участника №1 – 2 минуты.
5. Ответ участника №2 – 2 минуты.
6. Вопросы по ответу участника №2 – 2 минуты.

***Максимально отводимое время на пару участников составляет 10 минут.***

По сложности задания соответствуют уровню B2 по шкале Совета Европы .

Критерии оценивания

**Задание проверяется по Критериям оценивания (см. ниже). Просьба соблюдать процедуру проверки конкурса (см. Часть 2)**

**Максимальное количество баллов, которое можно получить за конкурс Speaking - 20 (двадцать).**

Карточка участника

# Speaking

#### Student 1

##### Task 1

##### Imagine that you and your partner are invited to a TALK SHOW: “COMPUTERS – A BLESSING OR A CURSE?” to discuss positive and negative sides of using computers in modern life.

*You have to argue for the opinion that computers are* ***A BLESSING****.*

**(Monologue; Time: 2minutes)**

*Then answer 2 questions of your partner.*

**(Dialogue; Time: 2 minutes)**

##### Task 2

Now listen to your partner’s ideas about computers. Then ask your partner 2 questions to learn more about it.

**(Dialogue; Time: 2 minutes).**

YOUR ANSWERS WILL BE RECORDED

Карточка участника

# Speaking

#### Student 2

##### Task 1

Listen to your partner’s ideas about computers. Then ask your partner 2 questions to learn more about this topic. (Dialogue; Time: 2 minutes).

##### Task 2

Imagine that you and your partner are invited to a TALK SHOW: “COMPUTERS – A BLESSING OR A CURSE?” to discuss positive and negative sides of using computers in modern life.

*You have to argue for the opinion that computers are* ***A CURSE****.*

**(Monologue; Time: 2 minutes)**

*Then answer 2 questions of your partner.*

**(Dialogue; Time: 2 minutes).**

YOUR ANSWERS WILL BE RECORDED

#### Карточка члена жюри

**В конкурсе устной речи участвуют 2 члена жюри.**

**Все инструкции участникам конкурса устной речи даются на английском языке. Члены жюри приглашают к своему столу пару участников.**

**Пары составляются методом случайной подборки.**

##### I Разминка

**Каждому участнику задается по 1 вопросу для того, чтобы снять напряжение, расположить их к беседе и подготовить к выполнению устного задания олимпиады.**

***Время, отводимое на данный этап задания – 1 минута.***

##### II ОСНОВНОЕ ЗАДАНИЕ

**Основное задание каждого участника состоит из двух частей:**

Часть 1 . Монолог по заданной теме.

Часть 2 . Диалог в форме вопросов – ответов по теме высту пления .

**Члены жюри сообщают участникам конкурса основную информацию о первой и второй частях задания. Каждая пара получает комплект заданий.** Дается время на подготовку всех заданий – 1 минута.

Через 1 минуту участники начинают ответ :

Участник 1 – говорит о своей точке зрения на роль компьютеров в обществе.

Участник 2 – задает 2 вопроса уточняющего характера по предложенным пунктам в задании. Затем участники меняются ролями.

Члены жюри могут дополнительно задать любому участнику вопросы по ходу его ответа, если есть необходимость простимулировать ответ или выступление.

В том случае, если один из партнеров не дает высказываться своему собеседнику и вместо вопроса начинает высказывать свою точку зрения, т.е. вместо вопросов звучат утверждения, члены жюри обязаны вмешаться и предложить выступающему быть внимательным относительно условия задания.

Выступления участников записываются на магнитофон. Запись включается в момент начала ответа на задание 1. По окончании ответа запись останавливается и, после того как участники покидают аудиторию, члены жюри записывают на пленку идентификационные номера участников прошедшей пары: «Это были номер ХХХХХХ и номер ХХХХХХ.» ***Максимально отводимое время на пару участников для выступления составляет 10 минут.***

Если остается трое участников, следует предложить одному из 3-х оставшихся участников дважды выполнить две разные роли в образовывающихся таким образом разных парах: А + В и А

+ С. Ответ этого участника оценивается один раз только в первой паре. Также возможно предложить одному остающемуся участнику вести диалог с членом жюри.

**Шкала критериев оценивания заданий в разделе «Устная речь»**

**Максимальное количество баллов: 20**

**Внимание! При оценке 0 по критерию "Содержание" выставляется общая оценка 0.**

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| **БАЛЛЫ**  за содержание | **СОДЕРЖАНИЕ**  (максимум 10  баллов) | **Взаимодействие с собеседником и оформление речи (максимум 10 баллов)** | | | |
| **Взаимодействие с собеседником**  **(максимум 4 балла)** | **Лексическое оформление речи**  **(максимум 2 балла)** | **Грамматическое оформление речи**  **(максимум 2 балла)** | **Фонетическое**  **оформление речи**  **(максимум 2 балла)** |
| **9 - 10** | Коммуникативная  Задача полностью выполнена: цель общения успешно достигнута, тема раскрыта в заданном объеме. Участник высказывает интересные и оригинальные идеи. | **4 балла**  Заданы 2  правильных вопроса и  даны 2 правильных ответа. |  |  |  |

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| **7 - 8** | Коммуникативная  Задача полностью выполнена: цель общения успешно достигнута, тема раскрыта в заданном объеме, однако выступление не отличается оригинальностью мысли. |  |  |  |  |
| **5 - 6** | Коммуникативная  задача выполнена не полностью: цель общения в основном достигнута, однако тема раскрыта не в полном объеме: не все пункты плана задания отражены в ответе участника. | **3 балла**  Не задан 1 вопрос или не дан 1 ответ. |  |  |  |
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| **3 - 4** | Коммуникативная задача выполнена частично: цель общения достигнута не полностью, тема раскрыта в ограниченном объеме: высказанных положений мало. | **2 балла**  Отсутствуют 2 элемента  из 4 (2 вопроса+2 ответа) | **2 балла**  В речи участника нет лексических ошибок; словарный запас участника богат, разнообразен и адекватен поставленной задаче. | **2 балла**  В речи участника нет грамматических ошибок; речь участника богата разнообразными грамматическими конструкциями. | **2 балла**  В речи участника нет фонетических ошибок. |
| **1 - 2** | Коммуникативная  Задача не выполнена: цель общения не достигнута, содержание не соответствует коммуникативной задаче. | **1 балл**  Отсутствуют 3 элемента  из 4 (2 вопроса+2 ответа) | **1 балл**  Словарный запас участника в основном соответствует поставленной задаче, однако наблюдается затруднение при подборе слов и/или имеются неточности в  их употреблении (1-2 ошибки). | **1 балл**  В речи участника присутствуют грамматические ошибки, не затрудняющие понимания (1-2 ошибки) или используются однообразные грамматические конструкции. | **1 балл**  Речь участника в целом понятна, участник допускает отдельные фонетические ошибки (1-2). |
| **0** | Отказ от ответа | **0 баллов**  Отсутствуют все 4 лемента из 4 (2 вопроса+2  ответа) | **0 баллов**  Словарного запаса не хватает для общения в соответствии с заданием (3 и более ошибок). | **0 баллов**  В речи участника присутствуют грамматические ошибки, затрудняющие понимание (3 и более ошибок). | **0 баллов**  Понимание речи участника затруднено из- за большого количества фонематических ошибок. (3 и более ошибок) |

#### ПРОТОКОЛ оценки устного тура олимпиады

**Члены жюри**

|  |  |  |  |
| --- | --- | --- | --- |
| **№** | **Идентификационный**  **номер участника** | **Оценка** | **Примечание** |
| **1** |  |  |  |
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| **4** |  |  |  |
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**Подсчет баллов за все конкурсы 9 - 11 класс**

**Муниципальный этап**

**Listening** –максимальное количество баллов **20.**

**Reading -** максимальное количество баллов **20.**

**Use of English -** максимальное количество баллов **20.**

**Writing -** максимальное количество баллов **20.**

**Speaking -** максимальное количество баллов **20.**

Максимальное количество баллов за все конкурсы – 100 баллов.