

**РАЗДЕЛ 3. Методические рекомендации по организации и проведению школьного
и муниципального этапов всероссийской олимпиады школьников
в 2021/2022 учебном году**

3.1. Английский язык

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**МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ
по организации и проведению школьного и муниципального этапов
всероссийской олимпиады школьников по английскому языку
в 2021/2022 учебном году**

Содержание

		36
1.	! ! ! ! ! !	37
2.	! ! ! ! ! ! ! !	40
3.	- ! ! ! ! ! !	40
4.	! - ! ! ! ! ! !	41
5.	! ! ! ! ! ! ! !	42
6.	! ! ! ! ! ! ! !	47
7.	! ! ! ! ! ! ! !	51
8.	! ! ! ! ! ! ! !	51
9.	! ! ! ! ! ! ! !	53
		55
!2/	! ! ! ! ! ! ! !	55
!3/	! ! ! ! ! ! ! !	68
!4/	! ! ! ! ! ! ! !	72

Введение

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1. Порядок организации и проведения школьного и муниципального этапов олимпиады

1.1. Школьный этап олимпиады ! ! двух ! ! !
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1.1.1. Письменный тур.

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3.2.3. ! ! - ! !)Use of English* ! !
! !)Writing* ! ! ! ! !
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3.2.4. ! ! ! ! ! ! ! !
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3.3. Устный тур.

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3.3.2. ! ! ! ! ! ! ! !
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4. Необходимое материально-техническое обеспечение для выполнения заданий муниципального этапа олимпиады

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4.2. Письменный тур.

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4.2.2. ! ! ! ! ! ! ! ! !) *!
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4.2.3. ! ! - ! !)Use of English* ! !
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5.9. ! ! ! ! ! ! ! ! !

формулировать задания в виде конкретной коммуникативной задачи.

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7. Перечень справочных материалов, средств связи и электронно-вычислительной техники, разрешенных к использованию во время проведения олимпиады

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 ! !любые другие технические средства! ! !
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 !)даже в выключенном состоянии*! ! ! ! !
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8. Критерии и методика оценивания выполненных олимпиадных заданий

8.1. ! ! ! ! ! !
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8.2. ! конкурсов понимания устного и письменного текстов и для лексико-грамматического теста ! ! ! !

8.3. ! ! ! ! ! вопросов на трансформацию и перифразирование ! ! ! ! ! ! !

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8.6. устной речи ! ! ! !
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8.7. ! ! ! ! ! ! ! ! ! ! ! !
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9. Использование учебной литературы и интернет-ресурсов при подготовке школьников к олимпиаде

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ПРИЛОЖЕНИЯ

Приложение 1. Форма бланка заданий

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ПИСЬМЕННЫЙ ТУР

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Уважаемый участник олимпиады!

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Максимальная оценка – ____ баллов.

ПИСЬМЕННЫЙ ТУР

Образец комплекта олимпиадных заданий для школьного этапа
всероссийской олимпиады школьников по английскому языку
(комплект заданий для учащихся 9–11 классов)

Внимание! Представленный вариант заданий является демонстрационным и не может быть использован в качестве рабочего комплекта заданий для школьного этапа олимпиады.

LISTENING (10 points)

Time: 10 minutes

You will hear an interview with a conservationist who has built a cable car in the rainforest. For items 1-10, choose the best option (A, B or C). You will hear the text twice.

1. What feature of the cable car makes it particularly good for seeing wildlife in the rainforest?

- A The speed at which it moves.
- B The height at which it travels.
- C The distance that it covers.

2. E b ! ! b ! b

- A zoologist;
- B biologist;
- C psychologist.

3. What is the main aim of the cable car project?

- A To educate local people.
- B To persuade people to save the rainforest.
- C To raise money for other conservation projects.

4. What is the advantage of the project for the local people?

- A They can use the land if they want.
- B They can sell forest products to the visitors.
- C More work is available to them.

5. Why was the cable car redesigned?

A It was redesigned so that people could touch the trees.

B It was redesigned to avoid cutting down too much forest.

C It was redesigned because it had to be brought in by air.

6. How does Donald react?

A He explains what he has done.

B He criticizes what he has done.

C He doesn't say anything.

7. Why is Donald sure his project is a success?

A This piece of forest has survived.

B Animals have returned to the area.

C Other projects have copied his ideas.

8. Donald thinks the future survival of the rainforest depends on:

A the amount of money invested in the project;

B the attitude of people towards it;

C the size of the area left as forest.

9. Unfortunately, the project has been criticized because:

A trucks;

B planes;

C helicopters.

10. People will value the rainforest and protect it if:

A they learn to appreciate it;

B they cut it down;

C they plant trees.

Transfer your answers to the answer sheet

READING (15 points)

Time: 30 minutes

Task 1. *Read an article in which four people comment on a book they have read recently. For questions 1-10, choose from the people A-D. The people may be chosen more than once.*

Which person read a book which...

1. was set in an Oriental country;
2. finished in an unrealistic way;
3. had characters that the reader could sympathise with;
4. is well-known and was written a long time ago;
5. contained two stories;
6. was not set in the past;
7. was historically accurate;
8. made the reader cry;
9. contained insignificant details;
10. has a well-known scene.

A

***Sundance* by Teresa Wilson**

Kerry:

I really don't know why this book is so popular. I mean, I suppose it is going to appeal to young girls who want danger and romance, but I found this book really tedious. For a start, the characters were really unconvincing. The author went out of her way to add lots of details about the characters, but I found these details really pointless. I thought that some of the facts she presented about the main characters would become significant in some way later in the novel, but they didn't. They were just worthless bits of information. I also was disappointed that, although this book is meant to be about kids at high school, the writer seems to have no recollection at all about what it's like to be 17. The main character thought and acted like a 32-year old. It just wasn't believable. I'm not saying Teresa Wilson is a bad writer. She can obviously string words together and come up with a story that is appealing to a large number of people, but she lacks anything original. There is no flair. It just uses the same sort of language as you can see in many other mediocre novels.

B

***Wild Ways* by Margery Emerson**

Liz:

I have to say that I won't forget this book for a long time. I was hooked from the very first chapter. The devastating story affected me so much that I don't know if I'll ever feel the same again. I was close to tears on several occasions. I've got images in my brain now that I don't think will ever leave me. It's incredibly well-researched and, although it is fiction, is based on shocking real-life events. I learned an awful lot about things that went on that I never knew before. Margaret Emerson has a brilliant way with words and I really felt real empathy towards the characters, although I was sometimes irritated by the choices they made. However, the parallel story, the part that is set in the present, is not quite so good. I found myself just flicking through that part so that I could get back to 1940s Paris.

C

***Orchid* by Henry Rathbone**

Imogen:

This is a delightful novel full of wonderful imagery, it paints a remarkable picture of life in a distant time and a far-away place. If you're looking to learn about Eastern culture in great detail, then this is probably not the book for you, as the writer skims over most of the more complicated aspects of the country's etiquette. The historical aspects are also not covered in much depth. However, I wonder whether this was the writer's intention. By doing this, he symbolises the superficiality of the girl's life. She, like the book, is beautiful and eager to please, but remains too distant from us, the readers, to teach us much. Although I loved the book and read it in one sitting, the ending was a bit of a disappointment. A story which involves so much turmoil, in a place where the future is uncertain, should not have a happy-ever-after fairy-tale ending.

D

***High Hills* by Mary Holland**

Hannah:

I read this book for a literature class. I know it's a classic, and I did try to like it, but I just didn't get into it. I kept persevering, hoping that I'd start to enjoy it, but no such luck. The famous scene out on the moors was definitely the best bit of the book, but even that I found ridiculous when it is clearly supposed to be passionate. As I approached the end of the book, I figured there must be some kind of moral to the story, something that I would learn from the experience of trudging through seven hundred long pages, but there was nothing worthwhile. I don't know why the literary

world sees this book as such a masterpiece. The characters are portrayed as being intelligent, but they do such stupid things! And as for it being a love story - marrying someone you don't love and then being abused by them - that doesn't spell love to me.

Task 2

For items 11-15, read the text and choose the best answer for the questions below.

She knew the street backwards, of course. How many times had she been dragged up it as a child by the wrist, whining and snivelling, always wishing she were somewhere else? Now she had no desire to be anywhere but here. This bustling traffic, these fuming buses, these chipped paving stones and boarded-up shop fronts, they were hers. Here, she would grow from defiant teenager to independent woman. When she was an old woman, she would gaze out over the lawns and say

Number 126 was only a short walk from the bus stop, and she heaved her multiple bags onto her shoulders and trudged off, trying to maintain the elation as the straps dug into the flesh of her neck and fingers. Number 126 was set back a little from the street with a concrete path and weed-patch at the front. The window facing the street was on the ground floor. It was what was inside that caught her eye. From the window, she could see people of diverse backgrounds, discussing politics, religion, the weather, the price of milk, shower gel and lovers. In the absence of either a bell or knock

There was no reply. Holly peered through gaps in curtains in the downstairs window, but there was nothing but gloom within. She could hear a faint thudding sound, but was not sure which house it belonged to. She rapped more firmly, and was se

stairs window when the door opened. A shirtless, overweight man in his late 20s or early 30s stood in the doorway wearing boxer shorts. He looked at her for a moment and moved aside. He gestured up the stairs.

was gone. Not to worry, he must be caught up in his own profound thoughts for inane chit-chat. He had an outer shell and release the free spirit inside. Anyway, now

if it did mean her going downstairs, she would go. The room faced the front, and she could watch the world scurry by as she sipped her morning coffee. Kicking one bag in front

and dragging the others behind, she finally made it up the four flights and flung open the door to her new room, her new haven, her new adult life.

Peeling beige wallpaper, a lumpy mattress on a chipboard bedframe, a bare light bulb, a flat-pack wardrobe inexpertly put together. All this, Holly could just about put up with, but when she saw the view from her window – a dull patch of grey sky, invariable whatever the angle, she finally had to admit to herself that her adult life was not getting off to a great start.

11. What can be inferred from the text?

A. Holly has never lived in a house before.

B. Holly visited the house before deciding to move in.

C. Holly is new to this part of the town.

D. Holly already knows someone who lives in this house.

12. Where is Knox Road?

A. In a town centre.

B. In a suburb.

C. In a village.

D. On a housing estate.

13. What can be inferred about the character of Holly?

A. She is a daydreamer.

B. She is ambitious.

C. She is prejudiced.

D. She is reckless.

14. What can be inferred about the man who opened the door?

A. He owns the property.

B. He had not expected Holly.

C. He lives in the front, ground floor room.

D. He had been asleep.

15. What can be inferred from the text?

A. It is on the fourth floor.

B. It is furnished.

C. It has an en suite bathroom.

D. It is at the front of the house.

Transfer your answers to the answer sheet.

USE OF ENGLISH (20 points)

Time: 20 minutes

Task 1. For items 1–8, read the text below and think of the word which best fits each gap.

Use only one word in each gap.

The Goulburn Valley is situated in the south-east corner of the Australian continent, in the state of Victoria. Because (1) _____, the region flourished, resulting (2) _____ in a large number of migrants flocked to the area in search of work on the property of their own. Unfortunately, the region has (3) _____ since then. The irrigation water that was (4) _____ for the region was forced (5) _____ to be used for other purposes. Dam (6) _____ along its stretch to the mighty Murray River. Dam levels, resulting in some farmers having (7) _____ recent hardships, some farmers (8) _____ become (9) _____ the ever-changing urban needs. Perhaps the Goulburn Valley can return to its prosperous times again.

Task 2. For items 9–20, read the text below and decide which option (A, B, C or D) best fits each gap.

For Nigel Portman, a love of travelling began (9) _____ with many other British teenagers, he chose to take a year out before (10) _____. After doing various jobs to (11) _____ different cultures, visiting America and Asia. The more adventurous the the challenge they are likely to (12) _____. (13) _____

Now that he has (14) _____ year trip that will (15) _____ journey using only (16) _____. (17) _____ taking a (18) _____

As well as (19) _____ hopes to (20) _____ idea.

9.	A settling down	B getting up	C taking over	D holding back
10.	A achieve	B raise	C advance	D win
11.	A stronger	B wider	C greater	D deeper
12.	A put	B set	C aim	D place
13.	A result	B lead	C cause	D create
14.	A come	B turned	C reached	D brought
15.	A just	B complete	C whole	D right
16.	A pulled	B charged	C forced	D powered
17.	A relying	B using	C attempting	D trying
18.	A quick	B short	C brief	D swift
19.	A anyway	B alike	C instead	D otherwise
20.	A leave	B keep	C pass	D give

Transfer your answers to the answer sheet.

WRITING (10 points)

Time: 30 minutes

You recently saw this notice in an English-language magazine called *Theatre World*.

Reviews needed!

Have you seen any plays by William Shakespeare in the theatre recently? If so, could you write us a review of the play you saw? Include information on the characters, costumes and story and say whether you would recommend the play to other people.

The best reviews will be published next month.

Write your review. Use 100–140 words.

Transfer your review to the answer sheet.

УСТНЫЙ ТУР

Образец комплекта олимпиадных заданий для муниципального этапа
всероссийской олимпиады школьников по английскому языку
(комплект заданий для учащихся 9–11 классов)

Внимание! Представленный вариант заданий является демонстрационным и не может быть использован в качестве рабочего комплекта заданий для муниципального этапа олимпиады. В данных Методических рекомендациях в качестве образца приводится только один вариант карточки с заданием и один вариант факт-файла.

SPEAKING

Карточка участника

Student 1 Set 1: Luzhniki Stadium

Preparation – 10 minutes

Prepare to speak **about Luzhniki Stadium (Moscow)** using the Fact File.

You will have to comment on:

- General information about the stadium
- History of the stadium
- Renovation of the stadium
- Largest sports and other events
- The ways of getting there

Task 1

1. Monologue. Time: 3–4 minutes.

Imagine you are a guide telling a tourist about **Luzhniki Stadium of Moscow**. You have to comment on the 5 aspects mentioned above;
remember to make an introduction and conclusion.

You can make notes during the preparation time, but you **are not allowed to read** the notes made during the preparation time.

2. Questions/ Answers: Time: 2- 3 minutes

Now answer 2 questions from your partner, who wants to get **ADDITIONAL INFORMATION**, not mentioned in your presentation.

Task 2

Now you are a tourist.

1. Listen to the presentation of your partner – a guide.

2. Questions/ Answers: Time: 2–3 minutes

Ask 2 QUESTIONS about **Wembley Stadium of London** to get ADDITIONAL INFORMATION not mentioned in the presentation.

2 presentations and questions – 15 minutes

YOUR ANSWERS WILL BE RECORDED

FACT FILE

Luzhniki Stadium



Luzhniki Stadium is the national stadium of Russia, located in its capital city, Moscow. The full name of the stadium is **Grand Sports Arena of the Luzhniki Olympic Complex**. Its total seating capacity of 81,000 makes it the largest football stadium in Russia and one of the largest stadiums in Europe.

Luzhniki was the main stadium of the 1980 Olympic Games, hosting the opening and closing ceremonies, as well as some of the competitions, including the final of the football tournament. A UEFA Category 4 stadium, Luzhniki hosted UEFA Cup Final in 1999 and UEFA Champions League Final in 2008. The stadium also hosted such events as 1973 Summer Universiade and 2013 World Championships in Athletics. It was named the main stadium of 2018 FIFA World Cup and hosted 7 matches of the tournament, including the opening match and the final.

Today it is mainly used as one of the home stadiums of the Russia national football team. The stadium is used from time to time for various other sporting events and for concerts. It is also used to host Russian domestic cup finals.

Location

The stadium is located in Khamovniki District of Moscow, south-west of the city center. The name *Luzhniki* derives from the flood meadows in the bend of the Moskva River where the stadium was built.

History

On 23 December 1954, the Government of the USSR adopted a resolution on the construction of a stadium in the Luzhniki area in Moscow. The decision of the Soviet Government was a response to a specific current international situation. The 1952 Summer Olympics in Helsinki brought the Soviet team 71 medals (of which 22 gold) and second place in the unofficial team standings.

It was a major success, but the increased athletic development of the Soviet Union, which was a matter of state policy, required the construction of a new sports complex. The stadium was built in 1955–56 as the Grand Arena of the Central Lenin Stadium. Building materials came from various parts of the USSR. Because the soil was heavily waterlogged, almost the entire area of the foundations of the complex had to be raised half a meter. 10,000 piles were hammered into the ground and dredgers reclaimed about 3 million cubic meters of soil.

The stadium was officially opened on 31 July 1956, having been built in just 450 days. It was the national stadium of the Soviet Union, and is now the national stadium of Russia.

The stadium was the chief venue for the 1980 Summer Olympics, the spectator capacity being 103,000 at that time. The events hosted in this stadium were the Opening and Closing Ceremonies, Athletics, Football finals, and the Individual Jumping Grand Prix.

In 1992, the stadium was renamed Luzhniki Stadium. An extensive renovation in 1996 saw the construction of a roof over the stands, and the refurbishment of the seating areas, resulting in a decrease in capacity.

Luzhniki Stadium was chosen by UEFA to host the 2008 UEFA Champions League Final won by Manchester United. In August 2013, the stadium hosted the World Athletics Championships.

Renovation for FIFA World Cup

The original stadium was demolished in 2013 to give a way for the construction of a new stadium. The self-supported cover was retained. The facade wall was retained as well, due to its architectural value, and was later reconnected to a new building. Construction of the new stadium was completed in 2017.

The 2018 FIFA World Cup was awarded to Russia and Luzhniki Stadium was selected by the Russia 2018 FIFA World Cup bid as the venue for the opening match and also the final, which

Форма бланка ответов

ТИТУЛЬНЫЙ ЛИСТ

!	!		!	!	!	!
---	---	--	---	---	---	---

Participant's ID number**Listening**

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

Оценочные баллы: максимальный **10 баллов**; фактический _____ **баллов**.

Подписи членов жюри _____

Reading

1	A	B	C	D	11	A	B	C	D
2	A	B	C	D	12	A	B	C	D
3	A	B	C	D	13	A	B	C	D
4	A	B	C	D	14	A	B	C	D
5	A	B	C	D	15	A	B	C	D
6	A	B	C	D					
7	A	B	C	D					
8	A	B	C	D					
9	A	B	C	D					
10	A	B	C	D					

Оценочные баллы: максимальный **15 баллов**; фактический _____ **баллов**.

Подписи членов жюри _____

Use of English

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

Оценочные баллы: максимальный **20 баллов**; фактический _____ **баллов**.

Подписи членов жюри _____

Writing

*Оценочные баллы: максимальный **10 баллов**; фактический _____ баллов.*

Подписи членов жюри _____

Приложение 3.

Критерии и методика оценивания выполненных олимпиадных заданий

! ! ! ! ! !
.....! - ! !

КРИТЕРИИ И МЕТОДИКА ОЦЕНИВАНИЯ
ВЫПОЛНЕННЫХ ОЛИМПИАДНЫХ ЗАДАНИЙ ПИСЬМЕННОГО ТУРА
возрастной группы (___класс) _____ этапа всероссийской олимпиады
школьников по английскому языку
20__ / 20__ учебный год

Критерии оценивания и схема подсчета баллов

Listening – 10. Задание проверяется по ключам.
Каждый правильный ответ оценивается в 1 балл.
/

Reading – 15. Задание проверяется по ключам.
Каждый правильный ответ оценивается в 1 балл.
/

Use of English – 20. Задание проверяется по ключам. Каждый правильный ответ оценивается в 1 балл.
/

Writing – 10. Задание оценивается по Критериям оценивания.

При подведении итогов баллы за все конкурсы суммируются.

Максимальное количество баллов за все конкурсы – 55 баллов.

Ключи и транскрипция текстов для аудирования

LISTENING

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

READING

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
C	C	B	D	B	A	B	B	A	D	A	A	A	D	C

USE OF ENGLISH

1	<i>of</i>	
2	<i>in</i>	
3	<i>taken</i>	
4	<i>once</i>	
5	<i>off</i>	
6	<i>an</i>	
7	<i>have</i>	
8	<i>more</i>	
9	A	
10	B	
11	C	
12	B	
13	A	
14	A	
15	D	
16	D	
17	A	
18	B	
19	C	
20	C	

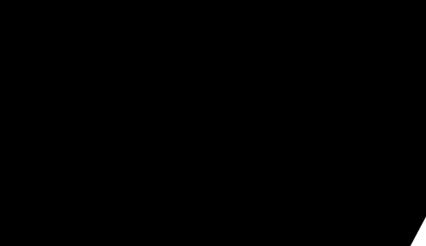
Listening (Script)

For items **1–10** listen to a part of an interview with a conservationist who has built a cable car in the rainforest. For questions **1–10**, choose the best answer (**A, B or C**) according to the text you hear. You will hear the text twice.

Now you have 30 seconds to look through the items.

[pause 30 seconds]

Qb ... treetops, all ... at the
wild ... ke from up there.



branc
e bro
11

...live in

franco
bro

the [REDACTED] provide [REDACTED] ! ld

the [REDACTED] provide [REDACTED] ! ld

the [REDACTED] provide [REDACTED] ! ld

n se
nse
der

to save the rainforest, we also have to supply another
I like to use the land. This project keeps fifty people in
this amount of food otherwise. So this is a really good
for the local people

...otherwise. So this is a really good

...otherwise. So this is a really good

...otherwise. So this is a really good

Y
f
b! b !
st mean a c

... So this is a really good

... forest, bec

! !

... certain am

... So this is a really good

... forest, bec

! !

... certain am

... So this is a really good

... forest, bec

! !

... certain am

that we have was purchased for \$6

that we have was purchased for \$6

that we have was purchased for \$6

visitors eventually. I see our project as a model for the future, a model of how to take a large number of people into sensitive habitats without causing too much disturbance.

Int: But something is being lost to the needs of eco-tourism.

DP: Given that the world population is growing, and natural

! ! b ! ! !
beauty of the planet in the future.
value the rainforest and so want

Int: E b ! Qb ! !

Now you have 20 seconds to check your answers.

[pause 20 seconds]

Now listen to the text again.

[Text repeated.]

Now you have 20 seconds to complete the task and transfer your answers into the answer sheet.

[pause 20 seconds]

This is the end of the Listening task.

WRITING – КРИТЕРИИ ОЦЕНИВАНИЯ

Максимальное количество баллов: 10

Внимание! При оценке θ по критерию «РКЗ» выставляется общая оценка θ .

РЕШЕНИЕ КОММУНИКАТИВНОЙ ЗАДАЧИ (максимум 3 балла)	ОРГАНИЗАЦИЯ И ЯЗЫКОВОЕ ОФОРМЛЕНИЕ ТЕКСТА (максимум 7 баллов)			
	Организация текста (максимум 2 балла)	Лексика (максимум 2 балла)	Грамматика (максимум 2 балла)	Орфография и пунктуация (максимум 1 балл)
3 балла ! ! ! ! ! ! ! / ! ! ! ✂ ! ! ! ; 2✂ ! ! ! ! < 3✂ ! ! ! ! ! !! < 4✂ ! ! ! ! 0 ! ! ! ! / ! ! ! ! ! ! ! ! ! ! 2! &!) ! не больше 154 слов^{1✂} ! ! 2! &! ! !)не меньше 90 слов).				

¹ ! ! ! ! 266! ! ! ! ! 251! /

ПРОТОКОЛ ОЦЕНКИ КОНКУРСА «ПИСЬМО»
Максимальное количество баллов, которое можно получить
за конкурс Writing – 10 (десять).

Эксперт № _____ (Ф.И.О.)

ID	K1 PK3	K2 OT	K3 Лексика	K4 Грамматика	K5 Орфография и пунктуация	Сумма баллов (max 10)

Методические рекомендации

№ п/п	Конкурсы	Количество и тип задания (все задания по уровню сложности соответствуют уровню B2 по шкале Совета Европы)	Количество баллов	Время выполнения раздела
1	Listening	! ! ! !) *	10	21!
2	Reading	2! ! ! ! ! (Multiple Matching). 3! ! ! ! !)N ! oice).	10 5	30
3	Use of English	2! - ! !) ! ! ! 3! ! !))Multiple choice).	8 12	21!
4	Writing	! ! ! ! ! ! ! !) ! 2! 1 25! ! *	10	41!
	ИТОГО		55	90 минут

КРИТЕРИИ И МЕТОДИКА ОЦЕНИВАНИЯ

УСТНОГО ТУРА

возрастной группы (___класс) _____ этапа
всероссийской олимпиады школьников по английскому языку

20__ / 20__ учебный год

Карточка члена жюри

1. ! ! ! ! !3! ! /
2. ! ! ! ! ! ! ! ! ! /
3. ! ! ! ! ! ! ! ! ! !
! ! /

I. РАЗМИНКА.

! ! ! 3 4! ! ! ! ! !
! ! ! ! ! ! ! /

Время, отводимое на данный этап задания: 1–2 минуты.

! ! ! ! ! ;

How are you?

What do you think about the weather?

How long have you been learning English?

What other foreign languages do you know?

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

II. ОСНОВНОЕ ЗАДАНИЕ.

! ! ! ! ;

1. ! ! ! ! ! ! ! !

!)Fact File).

2. ! ! ! ! /

3. ! ! ! ! /

4. ! ! ! /

5. ! ! ! !

! Fact File 2! ! ! ! 2! ! Fact File 3! ! ! ! 3
 ! ! ! ! ! ! ! ! ! ! ! !
 ! ! ! ! 25;11*! ! ! ! ! ! ! !
 ! Fact File 4! ! ! ! ! 4! ! Fact
 File 5! ! 4.

! ! ! ! ! ! ! ! ! ;

1. Материалы для участников! / ! Fact Files ! ! ! !

! ! ! ! /
 ! ! ! ! ! ! ! 2! !3! ! Fact File !
 2 !Fact File !3! !2! ! ! ! ! !
 ! ! Fact File ! 2! ! ! ! ! 3! ! !
 ! ! !3! ! ! ! ! ! ! ! !3!
 ! ! ! !2! ! ! !2! ! ! !
 ! ! ! ! Fact File ! 3! ! ! ! !

1.

2. Материалы для членов жюри:

! ! ! !)Fact File ! 2 ! Fact File 2,
 !! !2 ! ! !3*<
 ! <
 ! ! !3! *<
 ! ! ! !2 *<
 ! ! ! ! !3! *<
 ! ! !3! */

В конкурсе устной речи участвуют 2 члена жюри и 2 участника олимпиады.

1. ! ! ! ! ! ! ! ! /
 2. ! ! ! ! ! ! ! ! !
 ! ! ! /

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.

Критерии оценивания заданий в разделе «Устная речь» (максимальное количество баллов: 20)

Внимание! При оценке «0» по критерию «РКЗ Монолог» выставляется общая оценка «0».

БАЛЛЫ	РЕШЕНИЕ КОММУНИКАТИВНОЙ ЗАДАЧИ		ОРГАНИЗАЦИЯ РЕЧИ (максимум 3 балла)	ЯЗЫКОВОЕ ОФОРМЛЕНИЕ РЕЧИ		
	МОНОЛОГ (6 баллов)	ДИАЛОГ (5 баллов)		Лексическое оформление речи (2 балла)	Грамматическое оформление речи (2 балла)	Фонетическое оформление речи (2 балла)
6	! ! ! ! ! ! ! ! ! !! ! !)6 аспектов задания раскрыты полностью): выполнение задания 1–4. ! ! ! - ! ! ! !)5! */ 5. ! ! !					

БАЛЛЫ	РЕШЕНИЕ КОММУНИКАТИВНОЙ ЗАДАЧИ		ОРГАНИЗАЦИЯ РЕЧИ (максимум 3 балла)	ЯЗЫКОВОЕ ОФОРМЛЕНИЕ РЕЧИ		
	МОНОЛОГ (6 баллов)	ДИАЛОГ (5 баллов)		Лексическое оформление речи (2 балла)	Грамматическое оформление речи (2 балла)	Фонетическое оформление речи (2 балла)
	! ! ! / Стиль презентации: 6. ! ! ! ! ! ! ! ! ! /					
5	! ! ! ; не раскрыт 1 аспект задания.	5 аспектов задания по диалогу: 1–2. ! ! ! ! ! ! ! ! ! ! ! ! ! ! ! !				

БАЛЛЫ	РЕШЕНИЕ КОММУНИКАТИВНОЙ ЗАДАЧИ		ОРГАНИЗАЦИЯ РЕЧИ (максимум 3 балла)	ЯЗЫКОВОЕ ОФОРМЛЕНИЕ РЕЧИ		
	МОНОЛОГ (6 баллов)	ДИАЛОГ (5 баллов)		Лексическое оформление речи (2 балла)	Грамматическое оформление речи (2 балла)	Фонетическое оформление речи (2 балла)
		3–4. ! ! ! ! ! ! ! ! ! / 6! ! ! ! ! ! /				
4	! ! ! не раскрыты 2 аспекта задания.	! ! ! ! ! не раскрыт 1 аспект задания! ! ! ! ! ! ! ! ! ИЛИ ! !				

БАЛЛЫ	РЕШЕНИЕ КОММУНИКАТИВНОЙ ЗАДАЧИ		ОРГАНИЗАЦИЯ РЕЧИ (максимум 3 балла)	ЯЗЫКОВОЕ ОФОРМЛЕНИЕ РЕЧИ		
	МОНОЛОГ (6 баллов)	ДИАЛОГ (5 баллов)		Лексическое оформление речи (2 балла)	Грамматическое оформление речи (2 балла)	Фонетическое оформление речи (2 балла)
		! ! ! ! ! ! ! ИЛИ ! ! ! ! ! ! ИЛИ ! ! ! ! ! /				
3	! ! ! не раскрыты 3 аспекта задания.	! ! ! ! ! ! не раскрыты 2 аспекта задания.	3 аспекта: 1. ! ! ! 2. ! ! ! ! ! !			

БАЛЛЫ	РЕШЕНИЕ КОММУНИКАТИВНОЙ ЗАДАЧИ		ОРГАНИЗАЦИЯ РЕЧИ (максимум 3 балла)	ЯЗЫКОВОЕ ОФОРМЛЕНИЕ РЕЧИ		
	МОНОЛОГ (6 баллов)	ДИАЛОГ (5 баллов)		Лексическое оформление речи (2 балла)	Грамматическое оформление речи (2 балла)	Фонетическое оформление речи (2 балла)
			3. /			
2	! ! : не раскрыты 4 аспекта задания.	! ! ! ! ;! не раскрыты 3 аспекта задания.	! ! !) ! 0 *! !одному аспекту ! . !	! ! ! ! ! ! ! ! ! ! !1-2 ! /	! ! ! !1-2 ! / ! ! ! ! !	! ! ! ! - ! ! ! ! !1-2 ! ! ! ! ! !

№ УЧАСТНИКА							
1. РКЗ Монолог (макс. 6 баллов)	Аспект 1. /	!	!	!	!		
	Аспект 2.	!	!	!	/		
	Аспект 3.	!	!!	!	/		
	Аспект 4. !! ! ! ! /	!	!	!	!		
	Аспект 5.	!	!!	!	!		
	Аспект 6. !! ! ! ! /	!	!	!	!		
2. РКЗ Диалог (макс. 5 баллов)	Аспект 1. ! ! ! 2 ! ! ! !! /	!	!	!	!		
	Аспект 2. ! ! ! 3! ! ! ! !! /	!	!	!	!		
	Аспект 3. ! ! ! 2 /	!	!	!	!		
	Аспект 4. ! ! ! ! 3! /	!	!	!	!		
	Аспект 5. ! !! /	!	!	!	!		

ПРОТОКОЛ
оценки устного тура олимпиады

Члены жюри _____

№ п/п	Идентификационный номер участника	Оценка	Примечание
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			