

## 2. Заключительный этап

### Конкурс для обучающихся по образовательным программам 8-11 классов

Заключительный этап Олимпиады по английскому языку в 2021-2022 учебном году из-за эпидемиологической обстановки проводился с использованием дистанционных образовательных технологий. Обучающиеся выполняли задания на платформе Олимпиады (<https://exam.mgpu.ru>) или со своих домашних рабочих мест с использованием технологии онлайн-прокторинга, или на рабочих местах, предоставленных организатором Олимпиады и региональными площадками. Заключительный этап состоял из двух туров.

Несмотря на вынужденную корректировку формата заключительного этапа его цель осталась неизменной: задания заключительного этапа должны были проверить сформированность основных составляющих коммуникативной компетенции учащихся. В ходе заключительного этапа по английскому языку конкурсанты выполняли задания по аудированию, чтению,

проверке лексических и грамматических навыков, а также письму. За все задания участники могли получить максимум 100 баллов.

Согласно положению и регламенту олимпиады каждый из туров проводился в отдельный день. До участия во втором туре допускались не все конкурсанты, а получившие определенное количество баллов.

#### Задания первого тура

##### Task 1. You are going to hear an interview with an illusionist and film-maker.

**For questions 1-6** choose the correct answer A, B, C or D.

**For questions 7-8** mark the statements as true (T), False (F) or Not Stated.

**For question 9-10** complete the sentence using ONE word from the recording.

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

1. When talking about making his videos, Javier feels

- A) pleased by the interviewer's interest in what he does.
- B) **proud that the videos are a result of his technical skills.**
- C) satisfied with the complex software he uses.
- D) worried that people think he is being dishonest.

2. Maria thinks that the types of videos which Javier makes

- A) have caused proper response.
- B) have challenged her profession.
- C) **have changed the way we think.**
- D) have prevented discussion of other important issues.

3. Maria agrees that videos which capture an illusion

- A) make people feel upset.
- B) are a valuable educational tool.
- C) draw a new audience into the art form.
- D) **raise discussion on certain concepts.**

4. Javier suggests that sharing a studio with his team

- A) **is responsible for the success of his videos.**
- B) allows the team to film until the video is perfect.
- C) helps generate ideas that are unusual.
- D) contributes to a friendly relationship.

5. Javier suggests that sharing a studio with his team

- A) **accounts for the success of his videos.**
- B) allows the team to film until the video is perfect.
- C) makes reshooting quicker.
- D) makes brainstorming more efficient.

6. Javier's view of freebooting is that

- A) it needs to be governmentally controlled.
- B) **it can be damaging for some people.**
- C) it is a bad way to achieve popularity.
- D) it has different effects on different people.

7. Maria and Javier both think that the viewers

- A) easily believe whatever they see.
- B) will be more objective and neutral.
- C) **are quite sensible and mature.**
- D) trust the official press more.

**For questions 7-8** mark the sentences as true (T), False (F) or Not Stated. Transfer your answers to the answer sheet.

7. Javier's videos make you believe that the laws of physics can be defied. (TRUE)

8. Javier is determined to sue those who repost his videos without permission. NOT STATED

*For question 9-10* complete the sentence using ONE word from the recording.

9. Maria thinks that Javier's videos may (**alter** / determine} people's vision of what is real.

10. Javier agrees that his video illusions are a (**thorn** / blow) in the side of the press.

**TAPESCRIPT**

I = interviewer J= Javier M = Maria

I: Recently, a three-minute video has been circulating online, showing a young man doing the impossible: he jumps through closed doors on a moving train. The video has got over 35 million views and was made by the twenty-one-year-old illusionist and film-maker Javier Perez. He's here with us in the studio today. Welcome to you, Javier, and to Maria Teller, a journalist who has been very critical of this type of video.

J/M: Hi.

I: OK, well, first of all, Javier, I'm sure everyone wants to know: how do you go about putting together these incredible videos? Because nothing is real, is it?

J: Er, no - it actually needs hundreds of takes before you get the right one. And then, to create the effects, it's about getting the right place in the video footage and doing some careful editing. A lot of people try to overcomplicate things with software. (1)Many people think I use special effects programs, but I don't. For me that would be cheating. I realised that I could do much better and get more hits by making videos that appear to defy the laws of physics.

I: So, Maria, does that satisfy your past criticisms about photoshopping and so on?

M: Wel, to some extent, yes. In my role as a journalist, I spend a lot of time ensuring I report accurate information to the public, so I do object to these videos which show something which essentially isn't true. (2)I think they alter our judgement and understanding of what's possible and leave us less able to respond to real-life issues appropriately.

I: Surely, that's going a bit far for what, after all, is a visual joke - for entertainment? What do you both think?

M: I don't think so. For instance, I believe that if you see endless videos of someone being run over by a car in the name of entertainment, you become less shocked about real-life accidents. And maybe you assign blame differently - you think it's down to the victim, not the driver going too fast. (3)I suppose what's good is that at least the videos allow us to debate this kind of thing.

J: Can I jump in here? I do think Maria is being unfair - we do all sorts of things in the name of entertainment and we've always had magicians - it's a very old craft. And (3)surely, it's a good thing that we aim to exploit the assumptions we make around the laws of physics in order to test them. And it's in a way that can be understood and discussed by the man on the street.

I: But, Javier, you don't create these videos by yourself. Don't you live with a team of illusionists?

J: Yes, I've got a team - we live together in a kind of studio. There's so much interaction that we're always creating something. We start off with brainstorming. That's where we got those ideas - like seeing someone getting pulled along by a car or the video of an egg apparently with a chick inside! The part I enjoyed most was working out how we were actually going to do it. (4)It just wouldn't work so well if we weren't together all the time. And we are constantly having to reshoot things.

I: And all credit to you. Now what about freebooting - when people repost your videos without asking? How do you feel about that?

J: Yeah, the videos are often freebooted where someone takes online media and rehosts it on their website without permission. It's bad practice, but almost impossible to control. Sometimes we'll ask them to credit us, but I don't mind it because it can help us if they then get hundreds of millions of views. (5)But I do understand how hard it is for other people who spend hours creating stuff and then someone just steals it.

I: So, do you two think you can ever meet in the middle over your views of these videos?

M: I guess, intellectually, we can each see each other's argument but our objectives are so far apart. And I feel I'm on the side of right because more and more people are coming to our site.

Having said that, (6)I do think audiences are becoming more sophisticated and more discerning about what they want to believe.

J: Yes, these illusions will forever be a thorn in the side of the press but (6)I'm sure the discussion about reality will act as a kind of transparency for the truth and, ultimately, people are not silly.

I: Well, thank you, both. We will watch with interest.

**Task 2.** You're going to hear five people talking about how they help themselves to work more effectively. For questions **11-20**, match the extracts as you hear them with the given options **A-H**. 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.**

For questions <b>11-15</b> , choose from the list ( <b>A-H</b> ) <u>what led each speaker to change</u> their way of working. There are three options that you do NOT have to use.				For questions <b>16-20</b> , choose from the list ( <b>A-H</b> ) <u>the unexpected benefit of their way of working</u> each speaker mentions. There are three options that you do NOT have to use.			
<b>A.</b> a recommendation <b>B.</b> a personal responsibility <b>C.</b> a commitment <b>D.</b> a habit <b>E.</b> a result of research <b>F.</b> a role model <b>G.</b> family habits <b>H.</b> a change of venue	<b>Speaker 1</b>	<b>C</b>	<b>11.</b>	<b>A.</b> the convenience of disorder <b>B.</b> the speed at which they can work <b>C.</b> improved career opportunities <b>D.</b> the reduction in stress <b>E.</b> the ability to use time more effectively <b>F.</b> the independence it offers <b>G.</b> flexibility in the type of work they do <b>H.</b> their relationship with others	<b>Speaker 1</b>	<b>E</b>	<b>16.</b>
	<b>Speaker 2</b>	<b>G</b>	<b>12.</b>		<b>Speaker 2</b>	<b>A</b>	<b>17.</b>
	<b>Speaker 3</b>	<b>H</b>	<b>13.</b>		<b>Speaker 3</b>	<b>B</b>	<b>18.</b>
	<b>Speaker 4</b>	<b>B</b>	<b>14.</b>		<b>Speaker 4</b>	<b>D</b>	<b>19.</b>
	<b>Speaker 5</b>	<b>E</b>	<b>15.</b>		<b>Speaker 5</b>	<b>C</b>	<b>20.</b>

### TAPESCRIPT

**Speaker 1.** I work in advertising, which is very creative, and I discovered I am more open to new ideas when I'm exhausted - a lot of studies actually back this up. On one project, I'd agreed to complete it against horrendous deadlines. I was too tired to filter out stuff and focus on one thing, so what happened was lots of ideas wandered in and out of my brain, which was great. It's been a huge gift which I hadn't anticipated because now I exploit any moments I get whenever or

wherever it happens whereas previously I used to think I had to do the creative part of tasks first, when I was feeling fresh.

**Speaker 2.** Although I'm a data analyst, when I'm in an office, it feels very mechanical whereas, surprisingly, when I'm sitting in the middle of chaos at home, I can hit upon way more ideas. I usually work from my office at home but it's not been easy because everyone uses my laptop and my desk is always a total mess because the kids move stuff around. I kept tidying it, which took time, but in the end I found that the messiness kind of helped me, so that's how I work now. I think the lack of control over my environment at home allows my brain to roam freely.

**Speaker 3.** I do marketing and I assumed silence is the best 'sound' for creative thinking, but it turns out you need a bit of noise. I actually got bored working from home - aside from people being in the house or someone at the door, it was relatively peaceful. I started writing in a café and was astonished to find that the noise formed a kind of wall between me and the outside world, so I could get lost in my own thoughts. It meant I actually got much more done in a limited time. It was as if the noise allowed me to relax, and that opened my mind.

**Speaker 4.** I do design, so I like a lot of natural light in my workspace but actually, if the lighting around me is dim, then I'm more creative. I found out by chance when a relative hurt her head. I felt I should look after her and so I ended up working while we were in a darkened room. I think it's because the darkness lets you drift off and think about other things. Now I routinely sit in dim light to mull over ideas. What's amazing is that afterwards I feel much less tense and that in itself helps you to be more creative. Apparently, even if you just think about being in the dark, it has the same effect!

**Speaker 5.** I'm a writer and I had a period where I really struggled, but now I've painted my workspace at home blue. I just sit in my tranquil space and it comes to me! What I hadn't foreseen was that this boost to my creativity has led to new offers of work. A few months ago I had got really frustrated at not being able to come up with anything. So I started googling what I could do to help myself and discovered that red or blue can have different effects on how well we tackle tasks: red helps us with detail-orientated tasks whereas blue and green help when we're doing something creative.

**Task 3. Six out of seven paragraphs have been removed from the text. Sort out the mixed parts of the text and put them in the correct order.**

(1)
(2)
(3)
(4)
(5)
(6)
(7) I did – and now I work as a teacher, and my son does, too!

<b>A.</b>	However, whereas my grandmother felt that my mother should only follow in their footsteps if she really wanted to, my grandfather was determined that she should teach for a living – so she did.
<b>B.</b>	Apart from this, she might well have had problems raising the necessary capital, and if she'd asked her father to lend it to her, he probably wouldn't have done it.
<b>C.</b>	She'd actually like to have become a pharmacist and run her own business, but she wasn't sufficiently qualified for it.
<b>D.</b>	For most of her working life my mother taught chemistry in a secondary school. She always said the reason she had entered the teaching profession was because her father had virtually forced her to do so.
<b>E.</b>	I think my mother resented my grandfather for the pressure he had put on her, and she always encouraged me to make my own decisions.
<b>F.</b>	Her parents were both teachers, though she herself had no intention of becoming one.
<b>G.</b>	<b>I did – and now I work as a teacher, and my son does, too!</b>

Keys:

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

**Task 4. You are going to read an article about the significance of character development. For questions 1-14, choose from the paragraphs of the article (A-F). Each paragraph may be chosen more than once.**

<b>A.</b>	Character matters. In fact, it matters more than anything else when it comes to doing well in school – and life. Yet parents and schools are actively preventing children from developing their inner resources, by being too neglectful or by never allowing them to fail. This is the main message of a new education book that has topped the best-seller charts in the US. The book demonstrates that it is things like perseverance and determination that ultimately help children succeed. This old-fashioned message would have been common once but appears to have vanished from the modern world.
<b>B.</b>	But, as this book shows, character is badly in need of a comeback, and some pioneering schools are already starting to put it at the heart of their curriculum. It's a timely message, yet last summer, when the book was first published, it had me grinding my teeth in fury. This was not because I disagreed with its thesis but because I was deep into researching what seemed at first glance to be the same subject. US social affairs reporter Paul Tough had produced <i>How Children Succeed: Grit, Curiosity and the Hidden Power of Character</i> . The working title of my book was <i>Backbone: What Children Need, Aren't Getting and How to Give it Back to Them</i> .
<b>C.</b>	But when I got over myself and settled down to read his work, I realised we were approaching the same important territory from different angles. Relying on the studies of neuroscience, economics, psychology and child development, Tough shows how qualities such as self-

	mastery and optimism make children succeed. In this respect, good parenting and character-based schooling can make all the difference. It's a persuasive argument, and for anyone involved in creating educational policy, this publication should be forced reading, so they can see how fiddling with school structures can never, by itself, help pupils do better.
D.	My book, by contrast, is being written specifically for parents to show what strength of character consists of. It identifies six key values that, when knitted together, give a person deep-rooted focus, integrity and resilience, and suggests an outline for encouraging children to grow the 'backbone' of these qualities. All this sprang out of the growing unease I felt as I spent time in schools. As a journalist, I was usually there to write about 'development' in education – a newly changed curriculum, or an inventive method of teaching. Yet, it seemed to me that pupils' attitudes often went against the very things designed to help them. And, luckily, not in any exhilaratingly rebellious way.
E.	Rather, children seemed distracted or otherwise worried and devoted to getting things 'right'. And when I started to ask teachers about this, I got a tsunami of complaints and stories about the everyday behaviour they were seeing in school. One said with each year students seemed less willing to share or even hang their own coats on their own pegs. Another complained about the amazing sense of superiority and self-righteousness that many pupils now demonstrated. If a teacher gave them poor marks for a piece of work, they said it was never because they could have done better, but only because he was 'picking on' them. And often, he said, their parents agreed.
F.	Meanwhile, universities were raising the alarm about how today's students seemed less able to think for themselves. A toxic combination of teaching to the test at school and parents hovering over their lives, now means that even those wishing to get to the most prestigious universities were helpless when they first had to take care of themselves. All this matters desperately because in a competitive world, tomorrow's adults will have to rely on their personal resources to navigate life's constant changes. A good life demands courage, resilience, honesty and kindness. This is the true spine of success, without which we are all jellyfish. And since no one wants their child to be a jellyfish, our prime job as parents – and teachers – has to be to help our children build the backbone they need.

<b>In which paragraph is the following mentioned?</b>	
1.	the scientifically proven importance of some character traits? C
2.	students' unwillingness to accept innovations at school? D
3.	more than one character trait of students' inner strength? D
4.	an important idea of the time past is now no longer relevant? A
5.	the need of assistance in simple situations despite being over-confident? F
6.	working on a different project prompted him to write his book? D
7.	an initiative from certain educational establishments? B

8. flexibility as the key factor in the near future? F
9. students challenging their teachers' objectiveness? E
10. the necessity to read a certain book for everyone in charge of educational schemes? C
11. some students' self-esteem that is unreasonably high? E
12. lack of parents' attention affecting kids' internal growth? A
13. pupils' mothers and fathers overinvolvement in their matters? F
14. his own work that appeared to coincide with another one? B

### Задания второго тура

**Task 1. 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.**

beaver, bone, bunny, button, clam, cricket, fruitcake, glass, hatter, kite, leather, life, loon, mutton, pin, rain, skillet, stars, sun, owl

- 1) The way Tom dressed for the event, he must be as mad as a ... (hatter)
- 2) The basement gives me the creeps, it is as black as a ... down there! (skillet)
- 3) I expected Danny's student apartment to be a total mess, but it was as clean as a new ...!  
(pin)
- 4) Don't leave me alone with Uncle Stu, he is crazy as a ... ! (loon)
- 5) I've been as happy as a ... since I moved to the country. I don't need much. (clam)
- 6) Oh, that idea from last week's meeting is dead as ... now that the CEO has vetoed it.  
(mutton)
- 7) My grandmother is tough as ... – she lived through the Great Depression and raised four kids pretty much on her own! (leather)
- 8) She is considered as wise as an ... and has become something of a matriarch within the community. (owl)
- 9) I've been as busy as a ... building a new dam this year. I've had almost no free time! (beaver)
- 10) The project would be right as ... if we could just get the servers to stay online. (rain)

**Task 2. For items 1-5, insert one word that is appropriate for all three sentences.**

1. The Prime Minister has been fully ... by the opposition on the issue.  
Since it ... onto a disused factory, I was reluctant to buy the house.  
Peter put the car into reverse by mistake and ...into the car behind. (backed)
2. After the dust had ... they were able to see how much damage had been done/  
John travelled for many years and eventually ... in France.  
Ron ... the bill for the mill at the end of the evening. (settled)
3. A member of the audience was chosen to ... the winning ticket.



All households will need to ... water from the well in the neighbouring village.

It's not a clear-cut question. You will have to ... your own conclusion from the debate. (draw)

4. The city's two football ... are in need of new turf, so they will be closed for the weekend. Although the castle building are closed during the week, the ... are open to the public from 9 to 5 every day. Since all possible problems have been foreseen, there should be no ... for any complaint. (grounds)
5. There have been complaints by residents living on the outskirts of the city of the attacks by a ... of stray dogs. You should be a bit more suspicious! That story is obviously a ... of lies from start to finish. Nick found it difficult to climb because of the heavy ... he was carrying on his back. (pack)

### 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.

<b>George Washington</b>	
<p>George Washington was born into a mildly <b>1) prosperous</b> Virginia farming family in 1732. After his father died when George was eleven, George's mother, Mary, a tough woman, struggled to hold their home together with the help of her two sons from a previous marriage.</p>	
<p>Another tragedy <b>2) struck</b> the young man with the death of his half-brother Lawrence, who had guided and mentored George after his father's death. George inherited <b>3) Mount Vernon</b> from his brother, living there for the rest of his life. In 1759, he married Martha Custis, a wealthy widow, and thereafter devoted his time to running the family plantation. By 1770 he was among the first prominent Americans to openly support resistance to England's new <b>4) policies</b> of taxation and strict regulation of the colonial economy (the Navigation Acts) beginning in the early 1770s.</p>	
<p>Washington was elected by the Virginia <b>5) legislature</b> to both the First and the Second Continental Congress, held in 1774 and 1775. In 1775, after local militia units from Massachusetts had engaged British troops near <b>6) Lexington</b> and Concord, the Second Continental Congress appointed Washington commander of all the colonial forces. After <b>7) routing</b> the British from Boston in the spring of 1776, Washington fought a series of <b>8) humiliating</b> battles in a losing effort to defend New York. But on Christmas Day that same year, he led his army through a <b>9) ferocious</b> blizzard, crossed the Delaware into New Jersey, and defeated the Hessian forces at Trenton. In May 1778, the French agreed to a(n) <b>10) alliance</b> with the Americans, marking the turning point of the Revolution. In October 1781, Washington's troops,</p>	alliance cornerstone factions ferocious France genteel gentle legislature Mount Vernon Mount Vranica Lexington Livingston policies humiliating politics precedents preside prosperous quelled routing Spain stroke struck Yorktown Gergetown

assisted by the French Navy, defeated general Cornwallis at **11) Yorktown**. By the following spring, the British government was ready to end hostilities.

Following the war, Washington **12) quelled** a potentially disastrous bid by some of his officers to declare him king. He then returned to his estate and lived the **13) genteel** life of a tobacco planter, only to be called out of retirement to **14) preside** at the Constitutional Convention in 1787. In 1791 George Washington, selected the site for the White House. The **15) cornerstone** was laid in 1792 and a competition design submitted by Irish-born architect James Hoban was chosen.

**Task 4. Writing.** You have **60 minutes** to complete the task.

You have decided to enter a contest held by an English-language club at school. Write *a fairy tale* for this contest.



**In the fairy tale:**

- 1) follow the rules of fairy tale writing;
- 2) use direct speech at least twice;
- 3) describe feelings and emotions;
- 4) include appearance description;
- 5) involve at least one magical object;
- 6) one of the characters is a villain;
- 7) make the picture part of the narration;
- 8) make a happy ending;
- 9) include a moral message.

Write **220 - 250** words.

## Критерии оценивания раздела «Письмо» УШБ – 2019

		1 балл		0 баллов			
К1: Решение коммуникативной задачи 12 баллов		Есть заголовок, соответствующий содержанию сказки		нет заголовка, соответствующего содержанию сказки			
		1ый случай прямой речи		нет прямой речи			
		2ой случай прямой речи					
		есть описание чувств и эмоций автора и/или героев		нет описания чувств и эмоций автора и/или героев			
		присутствует описание внешности		нет описания внешности			
		присутствует описание или упоминание о волшебном предмете		нет описания/ упоминания о волшебном предмете			
		среди персонажей есть/упоминается "злодей"		среди персонажей нет "злодея"			
		картинка является частью повествования		картинка не является частью повествования			
		есть счастливый конец		нет счастливого конца			
		сказка поучительная (moral message)		нет moral message			
	Присутствует сюжет (не описание)		описание или другой жанр				
	Соответствие объему (180-275 слов)		Больше или меньше объема				
		2 балла		1 балл		0 баллов	
К2: Организация текста 6 балла	<i>Логика и деление на абзацы</i>	Текст построен логично и правильно разделен на абзацы.		текст неверно разделен на абзацы И\Или нарушена логика (1 ошибка)		Текст построен логично, НО не разделен на абзацы или много (2 и более) логических ошибок	
	<i>Средства связи</i>	В тексте присутствуют <b>разнообразные</b> средства логической связи. Нет ошибок		<b>повторяющиеся</b> связующие элементы  1 ошибка		многочисленные (2 и более) ошибки в употреблении логических средств связи	

### Языковое оформление текста (максимум 9 баллов)

	3 балла	2 балла	1 балл	0 баллов
<b>К 3:</b> Лексич. оформление 3 балла	богатый лексический запас нет ошибок	1-2 ошибка или стандартная, однообразная лексика	3-4 ошибки	5 и более ошибки
<b>К 4:</b> Грамматич. оформление 3 балла	нет ошибок	1-2 ошибка	3-4 ошибки	4 и более ошибки
<b>К 5:</b> Орфография и пунктуация 3 балла	нет ошибок	1-2 ошибка (любые)	3-4 ошибки	4 и более ошибки