

Английский язык, 7 – 8 классы, муниципальный этап  
Инструкция по проверке и оценке теста

**Listening**

**Task 1.**

№ задания	1	2	3	4	5	6
Код ответа	<b>B</b>	<b>C</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>B</b>
Баллы	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>

**Task 2.**

№ задания	7	8	9	10	11	12	13
Код ответа	<b>F</b>	<b>T</b>	<b>T</b>	<b>F</b>	<b>F</b>	<b>T</b>	<b>F</b>
Баллы	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>

**Task 3.**

№ задания	Код ответа	Баллы
14	<b>walking for enjoyment</b>	<i>1</i>
15	<b>think deeply</b>	<i>1</i>
16	<b>horse riding, mountain biking</b>	<i>1</i>
17	<b>school teacher</b>	<i>1</i>
18	<b>the ranches</b>	<i>1</i>
19	<b>German tourists</b>	<i>1</i>
20	<b>her children</b>	<i>1</i>

**1 балл** выставляется, когда написано все и абсолютно верно;

**0,5 балла** выставляется, когда при написании допущена 1 орфографическая ошибка;

**0 баллов**, когда допущены 2 орфографические ошибки или ответ неправильный.

**Всего баллов за раздел Listening: 20 баллов**

## Reading

### Task 1.

№ задания	1	2	3	4	5	6	7	8	9	10	11
Код ответа	<b>B</b>	<b>D</b>	<b>A</b>	<b>D</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>A</b>	<b>B</b>	<b>D</b>	<b>C</b>
Баллы	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>

### Task 2.

№ задания	12	13	14	15
Код ответа	<b>T</b>	<b>T</b>	<b>F</b>	<b>F</b>
Баллы	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>

**Всего баллов за раздел Reading: 15 баллов**

## Use of English

### Task 1.

№ задания	1	2	3	4	5	6	7	8	9	10
Код ответа	<b>A</b>	<b>C</b>	<b>B</b>	<b>D</b>	<b>C</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>A</b>	<b>D</b>
Баллы	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>

### Task 2.

№ задания	Код ответа	Баллы
11	<b>When</b>	<i>1</i>
12	<b>Where</b>	<i>1</i>
13	<b>Who</b>	<i>1</i>
14	<b>What</b>	<i>1</i>
15	<b>How many</b>	<i>1</i>
16	<b>Why</b>	<i>1</i>
17	<b>Which</b>	<i>1</i>

**Всего баллов за раздел Use of English: 17 баллов**

## Writing

### Шкала критериев оценивания задания в разделе “Writing”

Максимальное количество баллов: 20

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

БАЛЛЫ (за содержание)	СОДЕРЖАНИЕ (максимум 10 баллов)	Организация текста (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.  Объём работы соответствует заданному, либо отклоняется от заданного не более чем на 10% (в сторону увеличения).	<b>2 балла</b> Работа не имеет ошибок с точки зрения композиции: - абзацы выделены правильно, - слова связки использованы правильно.	<b>3 балла</b> 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.	<b>3 балла</b> Участник демонстрирует грамотное и уместное употребление грамматических структур. Работа не имеет ошибок с точки зрения грамматического оформления.	<b>2 балла</b> Работа не имеет ошибок с точки зрения орфографического и пунктуационного оформления. Допускаются 1-2 пунктуационные ошибки.
7 – 8	Коммуникативная задача выполнена с учетом цели высказывания и адресата. Тема раскрыта полностью, однако в работе не хватает оригинальности в раскрытии темы.  Объём работы отклоняется от заданного не более, чем на 20% в сторону уменьшения.	<b>1 балл</b> В целом текст имеет четкую структуру. Текст разделен на абзацы. В тексте присутствуют связующие элементы. Допустимы незначительные нарушения структуры, логики или связности текста	<b>2 балла</b> В целом лексический состав текста соответствует заданной теме, однако имеются неточности в выборе слов и лексической сочетаемости, которые не затрудняют понимания текста (1 – 2 незначительные лексические ошибки).	<b>2 балла</b> Участник демонстрирует грамотное и уместное употребление грамматических структур.  В работе имеются 1-2 незначительные грамматические ошибки.	<b>1 балл</b> В тексте присутствуют орфографические (1-3) и/или пунктуационные (3-4) ошибки, которые не затрудняют общего понимания текста.
5 – 6	Коммуникативная задача в целом выполнена, однако имеются отдельные нарушения целостности содержания. Тема раскрыта не полностью: не	<b>0 баллов</b> Текст не имеет четкой логической структуры. Отсутствует или неправильно выполнено	<b>1 балл</b> Имеются неточности в выборе слов и лексической сочетаемости, которые не затрудняют понимание текста.	<b>1 балл</b> В тексте присутствуют несколько (3-4) незначительных грамматических и/или синтаксических ошибок, не	<b>0 баллов</b> В тексте присутствуют многочисленные орфографические (3 и более) и/или пунктуационные ошибки (5 и более),

	приведены все необходимые аргументы и/или факты.  Или: объём работы менее 70% от заданного.	абзачное членение текста. Имеются серьезные нарушения связности текста и полностью отсутствуют логические средства связи.	Или: в тексте присутствуют несколько (3-4) лексических ошибок.	затрудняющих общего понимания текста.	затрудняющие его понимание.
<b>3 – 4</b>	Коммуникативная задача выполнена частично.  Или: объём работы менее 60% от заданного.		<b>0 баллов</b> Участник демонстрирует крайне ограниченный словарный запас.  Или: имеются многочисленные ошибки в употреблении лексики, затрудняющие понимание текста (5 и более).	<b>0 баллов</b> В тексте присутствуют многочисленные грамматические и синтаксические ошибки, затрудняющие его понимание (5 и более).	
<b>0 – 2</b>	Коммуникативная задача <b>не</b> выполнена. Содержание текста <b>не</b> отвечает заданной теме.  Или: объём менее 50% от заданного.				

### Процедура проверки работ в конкурсе письменной речи

Каждая работа проверяется в обязательном порядке двумя членами жюри независимо друг от друга (никаких пометок на работах не допускается). Члены жюри записывают замечания и выставляют баллы не в работе, а в своем бланке протокола. Итоговым баллом является средний балл между баллами, выставленными двумя членами жюри, проверяющими работу. В случае значительного расхождения выставленных оценок (расхождение оценок более 3-х баллов), назначается еще одна проверка, затем выставляется средняя оценка между двумя ближайшими баллами (третья оценка при этом не учитывается).

**Максимальное количество баллов за тест – 72.**

**Listening – 20 баллов**

**Reading– 15 баллов**

**Use of English – 17 баллов**

**Writing – 20 баллов**

Английский язык, 7 – 8 классы, муниципальный этап  
Тексты для аудирования

**Task 1.**

**You will hear an interview with a worker from a telephone helpline. For questions 1 – 6, choose the best answer A, B or C.**

*You now have 45 seconds to look at the questions for Task 1.*

*Now we are ready to start. Listen carefully. You will hear the recording twice.*

(включить запись)

**Tania:** You're listening to Tania Robinson on this lovely Friday afternoon on Londonwide Radio; the station that connects with the people of London. That was our very own London lady Madonna's latest single; but now it's time to welcome here in the studio, Bob Hamilton, a worker from the telephone helpline *Youth Connect*. How are you doing Bob?

**Bob:** I'm doing great Tania. Glad to be here!

**Tania:** Bob, I have a question. There are several telephone helpline services offering information and advice. How is *Youth Connect* different?

**Bob:** The answer lies in our name Tania, the word 'connect'! That's what we try to do. We try to put our young callers in touch with the help or advice they need. Let me explain. Young people face more difficulties growing up today than perhaps at any other time. There is the stress of school life and more and more exams. Families are under huge pressure just making ends meet. Young people, as they grow into adults, face new worries about relationships, health and happiness. Now this is where we, the workers at *Youth Connect*, come in. We know we are not supermen or women; we haven't got all the answers to the world's problems, but we do our best to put every young caller through to someone who can give them the help they need. We make the connection.

**Tania:** And how do you do that Bob?

**Bob:** I'll give you an example: a young caller I spoke to the other day told me he was having trouble sleeping at night. I asked him if something traumatic had happened to him lately to disturb his sleep and he said that no, nothing of that sort of thing had happened to him, but he did say that he was under a lot of pressure at school. Aha! Stress, I thought. So, I told him that he needs to find a way to unwind, you know to take his mind off things. But of course, I was also able to put him through, directly, to the health service helpline for young people staffed by psychologists and doctors.

**Tania:** Sounds good to me Bob. But what if you were just lonely and needed to chat?

**Bob:** It is often a very lonely experience growing up in a big city but, fortunately, in London we can find a local youth group; and put the caller in touch with a worker like me in their local area. And if they only want to talk on the telephone, there are a number of services that offer just that, which we put them through to. We can also send them an information pack for young people in the post.

**Tania:** Well, that's about all we've got time for folks! Our thanks to Bob for his time here today. And just to remind our listeners, if you have any views or opinions on 'Youth Connect', you can send your comments and also get more information on our website... (fade out)

(Далее идет пауза 10 секунд и текст звучит еще раз)  
*You will now hear the interview again.*

***That is the end of Part 1.***

***There'll now be a pause of 30 seconds for you to copy your answers on your answer sheet.***

## **Task 2.**

**Listen to Dom talking to Lou about a long journey. Are these statements (7 – 13) true or false? Write the letter 'T' for 'True' and the letter 'F' for "False" on your answer sheet. You now have 40 seconds to look at the questions for Task 2.**

*Now we are ready to start. Listen carefully. You will hear the recording twice.*

**(D = Dom; L = Lou)**

- D: That's incredible! I'm just reading about albatrosses, Lou. Did you know that they fly around the world at least once a year? That's 40,000 kilometres!
- L: Wow! That's a long way. What's the longest journey you've been on, Dom?
- D: Not as far as an albatross. I think it was in Thailand.
- L: Oh, yeah?
- D: Emma and I were living in Bangkok and we decided to go to Koh Tao for our holidays.
- L: Koh Tao?
- D: Yeah. It means 'Turtle Island' in Thai. It's near Koh Samui.
- L: Ah, I see.
- D: Anyway, we had to take a night train from Bangkok to Chumphon in the south of Thailand and then a boat from there to Koh Tao.
- L: How exciting!
- D: So, we were taken to the train station in Bangkok and then we waited there for two hours. We left the station at around 7.30 p.m.
- L: Oh, right.
- D: Yeah. At first we felt really excited, but after about an hour we started feeling quite tired. It was noisy and hot. I think I got to sleep at around 11.30 p.m.
- L: Oh, that's not so bad.
- D: Mm. The next morning, at three o'clock, the train stopped, and we were told to get off. It was the middle of the night, so it was still dark. We had to wait in a small station for a bus to take us to the boat.
- L: How did you feel?
- D: Really tired! And hungry and thirsty, but the only place we could get a drink was from an old lady who served terrible coffee.
- L: Oh, poor you.
- D: Then the mosquitoes started biting us - and they were hungry, too! Well, they bit me but they didn't really bite, Emma.
- L: Oh, dear!
- D: Four hours later the bus arrived, and we were taken to the boat. Then it started raining as the boat moved out into the open sea.
- L: Oh, how annoying!

- D: Suddenly, as quickly as it had started, the rain stopped, and the sun came out.  
L: Aha! A happy ending!  
D: Yes, it was. Eventually we arrived at Koh Tao, seventeen hours after our journey had begun.  
L: Ahh. Were you tired?  
D: Absolutely exhausted, but really happy.

(Далее идет пауза 10 секунд и текст звучит еще раз)  
*Now listen again.*

***That is the end of Part 2.***

***You now have 1 minute to check and copy your answers onto the answer sheet.***

### **Task 3.**

**Listen to an interview with a woman who has just come back from a trekking holiday in Patagonia and complete the sentences below.**

***You now have 40 seconds to look at the sentences for Task 3.***

*Now we are ready to start. Listen carefully. You will hear the recording twice.*

**David:** I'm joined in *the* studio this afternoon by Jane Waters, who has just returned from a trekking holiday in South America.

**Jane:** Hello.

**David:** Tell us Jane, what exactly does a trekking holiday involve?

**Jane:** I suppose trekking can be best described as walking for enjoyment.

**David:** And where exactly did you go?

**Jane:** I went to the Patagonian Steppe. It's a huge, almost empty place. The only thing moving when I was there was the wind. Some people think it is a lonely place. For me, it's beautiful and it gave me the chance to think deeply. I work as a doctor in a big city and I am always very busy. So the peace and quiet of the trip was one of the main reasons that I decided to go to Patagonia.

**David:** I see. I think we all benefit from standing back now and *again* and looking at our lives and what we want to achieve in the future. But is there anything else for the visitor to do?

**Jane:** Oh, yes, there's lots. I went horse riding and mountain biking, as well as walking for hours through the grasslands or pampas. While I was doing that, I saw these extraordinary condors circling in the air above me. There were also sheep everywhere. Patagonia is well known for its sheep and the shepherds out there are called *gauchos*.

**David:** I know that Patagonia is not a rich place. I believe that most of their money comes from cattle. Did you visit any of the ranches?

**Jane:** Sure, though they call them *estandas*. Nowadays, increasing numbers of people are coming to Patagonia and the estancias are becoming tourist attractions. Fortunately, I made friends



with Ana, a local school teacher, who invited me to her family's traditional estancia in a lovely valley, a few hundred kilometres from the town of Barlioche.

**David:** That was very nice. What about the local food? Did you try it?

**Jane:** Yes, it was truly delicious. For the main meal of the day, we would have grilled lamb or asado as they call it, with a special sauce called *chimichurri*, green salad, fresh bread and sparkling spring water. Ana's uncle is a gaucho and he told us about the old days when he used to be all alone on the ranch and wouldn't see another human being for days. You know those ranches are incredibly big. He described having to walk 20 kilometres between two sheep barns on a typical day.

**David:** That sounds like a completely different lifestyle. What about your trekking? Did you explore the mountains?

**Jane:** I certainly did. I went to the Los Glaciares National Park. It got colder and colder, as I trekked through the mountains with a small group of German tourists. But it was well worth it. Probably the best thing about the whole trip was when, all of a sudden, I saw some pink flamingos down by a sparkling lake. It was nearly sunset. It was breathtaking to be part of nature like that. We were going to go sailing on one of the lakes, too. But, unfortunately, something went wrong and that was cancelled.

**David:** That sounds like a unique experience! What about pumas? Did you see any of those incredibly fast and athletic animals?

**Jane:** Well, I heard plenty of stories about pumas but, unfortunately, I didn't actually see any. But in four or five years, when my children are old enough to come with me, I shall definitely return to South America and who knows what I will see.

**David:** Thank you for sharing your experience with us. Please come back on to the programme after your next trip.

(Далее идет пауза 10 секунд и текст звучит еще раз)

***That is the end of Part 3.***

(ВЫКЛЮЧИТЬ ЗАПИСЬ)

***You now have 40 seconds to check and copy your answers onto the answer sheet.***