

**Региональный конкурс школьников
Челябинского университетского образовательного округа**

I этап

АНГЛИЙСКИЙ ЯЗЫК

Variant 2.

Максимальное кол-во баллов 72

PART 1. LISTENING

*Listening part consists of two tasks. You will hear five short extracts in which people are talking about well-known people. Look at Task 1. For questions 1-5, complete the sentences. Now look at Task 2. For questions 6-10, decide whether the statements are true or false. While you listen you must complete **both tasks**. You now have 45 seconds to look at listening part. You will hear the task twice.*

Task 1. For questions 1-5, complete the sentences with 2 - 3 words. По 2 балла за правильный ответ, за ошибочное правописание минус 1 балл.

1. It seems to speaker 1 that the person is although he is quite smart. **a bit thick**
2. Everything that this person produces is bought ... when it appears. **the minute**
3. The speech of this famous personality doesn't contain any **terrible jargon**
4. This famous person doesn't ... all the time. **laugh and joke**
5. Speaker 5 wouldn't like to speak with this person because he is about some people. **quite vicious**

Task 2. For questions 6-10, decide whether the statements are true or false. Circle the right option. По 1 баллу за правильный ответ.

- | | |
|---|-------|
| 6. Speaker 1 is talking about a businessman. | True |
| 7. Speaker 2 is talking about an actor. | False |
| 8. Speaker 3 is talking about a politician. | True |
| 9. Speaker 4 is talking about a sportsman. | True |
| 10. Speaker 5 is talking about a TV newsreader. | False |

PART 2. READING

Task 1. Seven paragraphs below form a short article. For questions 11-17, put the paragraphs (A=H) in the correct order. The first paragraph is given.

По 1 баллу за правильный ответ.

CHAIRMAN OF THE BOARD – AT 14!

0 -A

When Pat hears her son Paul on the phone, she can't believe it's the same 14-year-old who leaves his room littered with dirty socks and is never around when the washing-up needs doing. 'He sounds so grown-up, so businesslike,' says Pat.

B

The service was so popular that Paul decided to develop it by making the ferry bookings for people. 'I wrote to all the main companies, and they wrote back or sent me forms to fill in. I didn't tell them how old I was at first – but they know now because I thought it best to inform them.' Paul's very first customers were his neighbors and friends of his parents. His reputation grew then by word of mouth.

C

Paul's passion started when dad David and mum Pat took him to France for the day. 'When he was very small, he was nervous and didn't like boats,' says Pat. 'So, when he was six, we thought we'd take him on a sea trip to help him get over the fear. We'd no idea what we were starting.' Paul became a ferry enthusiast, writing to different companies for details about their ships.

D

Pat and David have had a few months to get used to the idea of their schoolboy son running a business – but admit it was a shock at first. 'We thought it was just a craze he'd soon get over. Then, one day, I took a phone call from someone trying to book a trip,' says David. 'After that, we took Paul to the bank to get some proper advice on the financial and legal implications.'

E

His idea of a great day out was to go and see the ships going in and out of the harbour. 'I could see as many as 50 in one day and I'd find out everything about each one: how big it was, how many passengers it carried and what sort of restaurant it had,' says Paul. Keen to share his knowledge, Paul set up a service two years ago. 'People could ring me up and, for free, I'd tell them all about the ship they were booked on.'

F

But Paul has no desire to be a travel agent when he leaves school. Instead he hopes to join a major ferry company and work on their ships. A spokesman for one major company that uses Paul's firm says: 'He runs his trips well. We didn't know how old he was at first – but we don't find his age a drawback. I'm sure he'll do very well in whatever he decides to do in this line of work'.

G

Paul is running his own travel company. He set it up in January this year and it's expanding rapidly. Under the very grown-up title of Managing Director, Paul, who has a staff of six other 14-year-olds, organizes ferry crossings and coach trips from his 'office' – a spare bedroom in his parents' home. So far, he's booked 50 trips for individuals and groups, and he's an official agent for all major ferry companies.

H

His coach trips have taken off too. Day-trip customers are given a factsheet telling them all about the ferry they will be traveling on and about facilities in the ports they will be using. 'Every trip is led by two of my staff,' he says. Paul is currently designing a company tie for his staff. At present they all wear white shirts, dark trousers, black shoes and company badges. 'We take pride in being smart,' says Paul. 'We find that customers appreciate it.'

11	12	13	14	15	16	17
G	C	E	B	H	D	F

Task 2. You are going to read a short story. For questions 18-26, choose the answer (A, B or C) which you think fits best according to the text. По 2 балла за правильный ответ.

You can't beat a chaotic family

I have a Christmas story which should gladden the heart of every parent who, like me, brings up his children all wrong. And I promise you that it is absolutely true.

3 For a change, it is not about my family - although it might just as well be. It is about a great friend of mine from our university days, who also has four children. I have always felt completely at home in both his house in London and his farm in Normandy. He and his wife live in the same chaotic conditions as we do, controlled by their children, occasionally shouting at them during unsuccessful attempts to establish a bit of discipline.

8 My Christmas story begins at that farmhouse in Normandy in the summer, when my friend had another couple and their twelve-year-old son to stay.

I know this other couple slightly and have always had the greatest admiration for them. The husband, who was also in my college at university, is now a television producer living in the

12 United States. His wife is American and - **get this** - a child psychologist and professional parenting counsellor. They have brought up their son according to the best practices of her profession, calculated to produce happy, well-adjusted, independent-minded but secure children who grow up to become model citizens.

Some of these practices have always struck me as odd. I particularly like the story of how this couple's German au pair girl tried for weeks to teach their horrible kid some manners when he was about six. Then one morning at breakfast, her efforts were rewarded. The kid turned to his mother and said, 'Could you pass the milk, please?' It was the first time that the word had

20 passed his lips. The au pair was overjoyed. The child's mother was shocked. 'Gee, honey!' she told him painfully. 'You don't have to say please!' The au pair ran from the room in tears.

But back to Normandy. According to my friends, who told me the story, it was a wonderful holiday. There were the usual fights among the young and the ineffective efforts to maintain discipline, but everyone seemed to be getting on well together and, by and large, having a good time.

That was until the last day of the holiday, when the boy's American mother took my friends aside and told them she had been observing their family closely. She meant this in the nicest

28 possible way, she said, but she honestly felt that both they and their children would benefit from professional counselling and therapy. 'It hurts me to say this,' she said, 'but you are a classic dysfunctional family.'

Never mind how much it hurt her. Think how it hurt my friends! He was astonished. She was speechless. They had never thought of themselves as perfect parents but they did not think they were that bad. (Believe me, they are not. Or at least if that American counsellor thinks that

34 their polite, outgoing children are dysfunctional, she should **see my lot**).

Anyway, ever since that holiday my friends had been agonising about where they were going wrong. But then ten days ago, the most wonderful thing happened. The telephone rang at their house and my friend's wife answered it. At the other end, in America, was the twelve-year-old kid whom they had to stay in Normandy. He asked shyly, 'please, please, please' could he come to spend Christmas with them in London? He had had such a splendid time in the summer and that things weren't too good at home at that time. He had saved up the money for his air fare. Could he come? Please?

After she had recovered from her amazement, my friend asked to speak to the boy's mother. The parenting counsellor came to the telephone and confessed in an embarrassed tone that she had been suffering from deep depression. It really would be good for the boy and good for
45 **them** if he could spend Christmas with friends away from home.

So it is this Christmas, at this supreme family festival of the year, that a small boy will be arriving at Heathrow in search of happiness: professional counselling giving way to chaos.

I take no pleasure from my American acquaintance's depression. But I do say that there are no right or wrong ways for creating happy families. All we can do is try our best to get through everything together. And a very happy Christmas to you, too.

18. The writer

A. has the same number of children as his friend

19. Why does the writer use the phrase 'get this' in line 12?

B What is about to follow is important to the story.

20. Why does the writer mention the incident with the au pair?

B To give an example of his acquaintance's strange behavior.

21. The American woman told the writer's friend that

C they needed help.

22. What does the writer mean by 'she should see *my* lot' in line 34?

A His children's behaviour is much worse than that of his friend's children.

23. After that holiday writer's friends

B were trying hard to find out their mistakes

24 The American kid wanted to spend Christmas in London because

A he had problems in his family.

25. What does 'them' refer to in line 45?

C The boy's parents.

26. The purpose of the story is

C to show that families have different ideas of happiness.

PART 3. USE OF ENGLISH

Task 1. For questions 27-31, think of one word which suits each gap. По 1 баллу за правильный ответ.

27. BED

1. Don't expect a married life to be a of roses, because it's not!
2. Peter is so irritable this morning! He must have got out of on the wrong side again.
3. I get home at about 11 pm and go straight to..... .

28. AWAY

1. The police chased the thieves but they managed to get
2. The authorities have warned people to stayfrom the area.
3. The company should really pay to have all this rubbish taken

29. CAUGHT

1. I liked all the paintings, but the one that really..... my eye was a Matisse.
2. When they were in the theatre hea glimpse of her.
3. Hethe flu and had to stay in bed.

30. CALL

1. In the playground, the other children often him names.
2. We decided to pay anotheron the Browns.
3. This is the lastfor flight BA6774 to Stuttgart.

31. GREEN

1. In the next programme we'll be looking at the-eyed monster, jealousy.
2. You really havefingers. Your garden always looks so beautiful.
3. He waswith envy when he saw their expensive new car.

Task 2. For questions 32-37, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two or five words including the word given. По 1 баллу за правильный ответ.

32. I've never met such an independent girl.

THE

She's **the most independent girl** I've ever met.

33. Eric doesn't like people pointing at him.

BEING

Eric **doesn't/ does not like being pointed** at.

34. 'Don't forget to take your keys,' Mum said to me.

REMINDED

Mum **reminded me to take** my keys.

35. The teacher made them do the exercise again.

MADE

They **were made to do** the exercise again by the teacher.

36. It's possible that she paid the bill yesterday.

COULD

She **could have paid** the bill yesterday.

37. I ate too much ice-cream and now I don't feel well.

WISH

I **wish I hadn't/ had not eaten** so much ice-cream.

Task 3. For questions 38-52, read the text below and think of the word which best fits each space. Use only one word in each space. По 1 баллу за правильный ответ.

Healthy Clothes

Up (38) **to** now, clothes have been worn either to protect the wearer (39) **or** to make the wearer look attractive. Today, designers (40) **all** over the world are developing what are known (41) **as** 'smart' clothes which provide a range of health-giving benefits. These garments can, for (42) **example**, feed the body with essential nutrients, stop body odour, relieve back pains and reduce stress. Scientists in Japan (43) **have** already produced tights with vitamin C, which can be absorbed by the legs, and are in (44) **the** last stages of developing a material that stops embarrassing smells leaving the wearer. In Britain, there are some clothes covered with a secret chemical formula which keep (45) **out** the harmful rays from the sun and others which let maximum sunlight pass through (46) **them** and allow the wearer to get a tan. As regards exercising, there are socks that guarantee 1,000 miles of painless walking and there (47) **will** soon be training shoes able to measure how many calories are burnt off (48) **during** exercise.

There are (49) **not** only healthy clothes but healthy accessories, (50) **too** . A lipstick that can prevent depression is now on the market, together with spectacles that can be worn in (51) **order** to prevent eye-strain and headaches that occur as a result of spending too much (52) **time** in front of a computer screen or under fluorescent lighting.

Task 4. For questions 53-58, put the words in the correct order. The first word is given. По 1 баллу за правильный ответ.

53. Jane had her leg hurt while she was playing volleyball.

54. I bought a nice small square black Indian wooden table.

55. The play we saw yesterday was the most interesting of all we have seen.

56. The teacher wanted to know what Jack had been doing.

57. Suppose you saw a UFO what would you do?

58. Hardly had we got to the station when the rain started.

PART 4. CREATIVE WRITING

Write your own story. Your imagination is limited only by the following points:

- 1) *The action should take place **in the country house**.*
- 2) *There should be **not more than five characters** in your story;*
- 3) *You should mention the following objects: **a fireplace and a vacuum cleaner**.*
- 4) *You should use the phrase **"Lucky you!"** at least once.*

Критерии оценивания в разделе «Письменная речь»

Максимальное количество баллов – 28 баллов.

Баллы (за содер- жание)	Содержание (максимум 14 баллов)	Оформление (максимум 14 баллов)			
		Композиция (максимум 3 балла)	Лексика (максимум 4 балла)	Грамматика (максимум 4 балла)	Орфография и пунктуация
12-14	Коммуникативная задача полностью выполнена с учетом цели высказывания и адресата. Тема раскрыта полностью. Участник демонстрирует оригинальный подход к раскрытию темы. Участник уложился в заданный объем (допускаются отклонения в сторону увеличения или уменьшения объема текста до 10 %).	Работа не имеет ошибок с точки зрения композиции.	Участник демонстрирует богатый лексический запас, необходимый для раскрытия темы, точный выбор слов и адекватное владение лексической сочетаемостью. Работа не имеет или почти не имеет ошибок (1-2) с точки зрения лексического оформления.	Участник демонстрирует грамотное и уместное употребление структур, необходимых для раскрытия темы. Работа не имеет или почти не имеет ошибок (1-2) с точки зрения грамматического оформления.	Участник демонстрирует уверенное владение навыками орфографии и пунктуации. Работа не имеет или имеет 1-2 ошибки с точки зрения орфографического и пунктуационного оформления.
9-11	Коммуникативная задача выполнена с учетом цели высказывания и адресата. Тема раскрыта полностью, однако в работе не хватает оригинальности в раскрытии темы. Или участник не уложился в заданный объем (отклонения в сторону увеличения или уменьшения объема текста от 10 до 20%).				
7-8	Коммуникативная задача в целом выполнена, однако имеются отдельные нарушения целостности содержания. Тема раскрыта не полностью: не приведены все необходимые аргументы и/или факты. Или участник не уложился в заданный объем (отклонения в сторону увеличения или уменьшения объема текста от 20 до 30%).	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.	Участник демонстрирует богатый лексический запас, необходимый для раскрытия темы, точный выбор слов и адекватное владение лексической сочетаемостью. В работе имеется несколько незначительных лексических ошибок.	Участник демонстрирует грамотное и уместное употребление структур, необходимых для раскрытия темы. В работе имеются незначительные грамматические ошибки, не препятствующие пониманию текста.	

<p>5-6</p>	<p>Коммуникативная задача выполнена частично. Содержание текста не полностью отвечает заданной теме. Или участник не уложился в заданный объем (отклонения в сторону увеличения или уменьшения объема текста от 30 до 40%).</p>		<p>В целом лексический состав текста соответствует заданной теме, однако имеются неточности в выборе слов и лексической сочетаемости, которые не затрудняют понимания текста. Или: используется стандартная, однообразная лексика.</p>	<p>В тексте присутствуют грамматические и/или синтаксические ошибки, не затрудняющие общего понимания текста. Или: используются простые, однообразные грамматические конструкции.</p>	<p>В тексте присутствуют орфографические и/или пунктуационные ошибки, которые не затрудняют общего понимания текста.</p>
<p>3-4</p>	<p>Коммуникативная задача выполнена частично. Содержание текста не полностью отвечает заданной теме. Или участник не уложился в заданный объем (отклонения в сторону увеличения или уменьшения объема текста от 40 до 50%).</p>				
<p>1-2</p>	<p>Коммуникативная задача не выполнена. Содержание текста не отвечает заданной теме. Или участник не уложился в заданный объем (отклонения в сторону увеличения или уменьшения объема текста более 50%).</p>	<p>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.</p>	<p>Участник демонстрирует крайне ограниченный словарный запас. Или: имеются многочисленные ошибки в употреблении лексики, затрудняющие понимание текста.</p>	<p>В тексте присутствуют многочисленные грамматические ошибки, затрудняющие его понимание.</p>	<p>В тексте присутствуют многочисленные орфографические и/или пунктуационные ошибки, затрудняющие его понимание.</p>

