

Пермский край
2022-2023 учебный год

**ВСЕРОССИЙСКАЯ ОЛИМПИАДА ШКОЛЬНИКОВ ПО
АНГЛИЙСКОМУ ЯЗЫКУ
МУНИЦИПАЛЬНЫЙ ЭТАП
7-8 КЛАССЫ**

Критерии оценивания и схема подсчета баллов

Listening – максимальное количество баллов 19. Задание проверяется по ключам. Каждый правильный ответ оценивается в 1 балл. За неверный ответ или отсутствие ответа выставляется 0 баллов.

Reading – максимальное количество баллов 16. Задание проверяется по ключам. Каждый правильный ответ оценивается в 1 балл. За неверный ответ или отсутствие ответа выставляется 0 баллов.

Use of English – максимальное количество баллов 10. Задание проверяется по ключам. Каждый правильный ответ оценивается в 1 балл. За неверный ответ или отсутствие ответа выставляется 0 баллов.

Writing – максимальное количество баллов 10. Задание оценивается по Критериям оценивания. При подведении итогов баллы за все конкурсы суммируются.

Максимальное количество баллов за все конкурсы – 55 баллов.

KEYS

LISTENING (19 points)

Part 1

Questions 1-7

- 1 A
- 2 C
- 3 B
- 4 A
- 5 B
- 6 C
- 7 B

Part 2

Questions 8-13

- 8 B
- 9 C
- 10 A
- 11 C
- 12 B
- 13 A

Part 3

Questions 14-19

- 14 committee
- 15 £3,000 / three thousand (pounds)
- 16 cooks
- 17 Sunday
- 18 sandwiches
- 19 01903 764211

READING: JUSTIFICATIONS (16 points)

Part 1

Questions 20-25

- 20 C - Look at who is writing the email to whom.
- 21 A - When can you leave your bicycle outside the gates?
- 22 A - What should students do with their mobiles during lessons?
- 23 B - Who is the text message from? How is he feeling? Why?
- 24 C - Is Mrs. Draper happy with the students' dancing?
- 25 A - What should students bring to school?

Part 2

Questions 26-35

- 26 B - *Staying Alive, exploring relationships between lions and other wildlife in one African region*
- 27 B - *When Richard and Sonia were invited to help with a special project run by a wildlife organization*
- 28 A - *The couple were introduced at university in Cape Town, and quickly realised how much they had in common.*
- 29 B - *As a child in South Africa Sonia often ran off alone to explore the wild areas surrounding her home, despite her parents' fears.*
- 30 B - *... leaving an area and finishing a project.*
- 31 A - *The excitement of her work comes from not knowing what will happen, perhaps even discovering something new for science, while Richard takes most interest in spending time with individual animals, getting to know their character.*
- 32 A - *... students with access to lots of information don't always have as much understanding about geography as students in countries where access is limited.*
- 33 B - *... studying various different areas of biology*
- 34 A - *"You can watch nature, instead of listening for your mobile phone."*
- 35 A - *Most importantly they agree that if urgent action isn't taken, more animals might be lost.*

USE OF ENGLISH: JUSTIFICATIONS (10 points)

36 A -- **number**. 'Amount of' is used with uncountable nouns. 'Number of' is used with countable nouns. 'Quantity of' is usually used to refer to inanimate objects. 'Mass of' do not fit contextually.

37 D -- **fulfilled**. 'To fulfil an ambition' is the only correct collocation here.

38 A -- **estimated**. The only verb that can be used in passive form correctly.

39 C -- **therefore**. 'Therefore' is used in order to show cause and effect.

40 A -- **according**. The only word that can be used with preposition 'to'. 'Depending' and 'relying' are used with 'on', 'agreeing' takes 'with'.

41 B -- **tendency**. Answers A and D do not fit contextually as they have different meaning. Habit can't be used because it should be followed by a gerund: 'be in the habit of doing something'.

42 D -- **further**. 'Further out' is the only correct collocation of the four.

43 C -- **Whichever**. The only determiner that can be used with a noun here.

44 A -- **head**. 'To head for' means 'to go in a certain direction'.

45 C -- **pursuit**. 'In pursuit of something' means 'seeking, chasing something'. Other nouns do not fit 'in ... of something' construction.

AUDIO SCRIPT

Part 1

Questions 1-7

There are seven questions in this part. For each question, choose the correct answer, A, B or C.

Example

What did the boy forget to bring home from school?

Woman: Let me have all your gym clothes out of your sports bag ... they need to be washed.

Boy: Yeah, Mum, I'm just finishing this worksheet ... Mr Mason's maths homework's really difficult! I can't remember how to do it and now my pen's run out of ink!

Woman: Here, have this pen. Now where's your bag?

Boy: I'm afraid I left it at school, Mum. I'll bring it home tomorrow, I promise.

One

What did the girl buy for her friend's birthday?

Girl 1: Did you get a present for Molly's birthday at the shopping mall?

Girl 2: I did in the end, but it took ages. She's got tickets for Johnny Holden's concert – she loves his music and she's going on her actual birthday. There was no point buying her any of his CDs – she's got them all. Then I saw that his autobiography's just been published, so I got her that.

Girl 1: She can read it while she's listening to his music – great idea!

Two

When will the science fiction film start?

Girl: Are you ready, Andy? The film starts at half past six and we've got to meet Paul outside the cinema.

Boy: He'll be there at 6.15. We won't arrive much later than that. But I'm sure our film doesn't start so early. Look, here in the cinema programme. There are two films on this evening – the one about a high school concert starts at six thirty ...

Girl: Aren't we seeing that one?

Boy: No, look, a quarter to seven – *Flight to Mars* – the science-fiction hit starring Craig Cavan. That's the one we're seeing.

Girl: Oh, right.

Three

Which poster will the boy hang on his bedroom wall?

Girl: Have you been shopping today?

Boy: Yeah, I got a new poster for my bedroom ... I've been looking for one for ages. I wish I'd bought it when I first saw it in the shop near where we stayed ... when we went snowboarding.

Girl: Oh yes, they had lots of fantastic posters ... there was that amazing picture of the bird flying over the mountains ...

Boy: ... It's an eagle, and the photo was taken by the famous mountain climber, Jerome Blanc. It's my favourite poster ever. I'm really glad I've got it at last.

Four

How did the girl travel to school this morning?

Boy: You're a bit later than usual, Polly. Was the school bus delayed again?

Girl: No, I didn't take the bus. It was my dad's fault. He was late leaving for work so his car was still in the garage. I keep my bike behind his car and I couldn't get it out till after he left. So I didn't leave home till seven fifty and then I had to go and meet Jess, as we sometimes ride to school together. I think I might get the bus tomorrow, though.

Five

What will happen first in the school show?

Teacher: Welcome to the end-of-year school show. I'm sure you're all as excited as I am about tonight's performances ... but before we start, I'd first like to say thanks to Mr Wright, the music teacher, who's worked so hard with the school orchestra over the past few months. Our fantastic singing group, *Star Sounds* will be on stage in just a few minutes, but now, please give a warm welcome to our own magnificent master of magic and mystery, Joe Heart!

Six

Which book has the boy read recently?

Boy: Today, I want to tell the class about my favourite hobby – reading. I'm not keen on novels ... I'm interested in science and history. Last week I found out all about the history of transport and learned how super-fast ships were used to trade things around the world and today I'm going to get a book on space travel out of the library. I'm also looking for one about racing drivers because I think it's a fantastic sport. So if anyone could recommend one, that'd be great.

Seven

Where is the girl's new T-shirt?

Girl 1: Kelly! Have you got my new T-shirt? I can't find it.

Girl 2: No. I saw Mum putting some things away in your clothes drawer this morning. Maybe she put it in there.

Girl 1: It's not in here – and it's not hanging in my wardrobe – I've looked.

Girl 2: You definitely took it out of the bag when you got back from the shops. The empty bag's here. Look in your wardrobe again.

Girl1: Oh sorry – it is here, at the back.

Part 2
Questions 8-13

You will hear part of an interview with a boy called Simon who is helping to protect the environment.

For each question, choose the correct answer A, B or C.

Interviewer: Simon, tell us about yourself.

Simon: Well, like lots of other kids my age, I've grown up taking my boat onto the rivers in this area. One of my favourite rivers is the River Stanton, which is fast with excellent white water – so things can get pretty dangerous but it's exciting and I'm experienced.

Interviewer: Now, it was while you were on the River Stanton that you noticed something was wrong.

Simon: Yeah, I always wondered why the water made my eyes burn if it got on my face ... and why it was a strange, orange colour, especially when the water was running low.

Interviewer: So you decided to find out more.

Simon: Yeah, I asked other people using the river and I visited a few websites and found out that the river was orange because of pollution from the old mines in the area. There was a lot of mining for coal done in this part of the country. I knew that from my history class at school, but what I didn't know was that pollution was coming from those old mine works and escaping into the rivers.

Interviewer: Then you did a qualification, didn't you?

Simon: Yes. I found out about an organisation called 'The Friends of the River Stanton'. They told me they did a special course where I could learn how to test the river water to see if it was healthy or not. So that's what I did and I got really interested in the subject.

Interviewer: In fact, you got so interested that you actually started to look for an answer to the pollution problem!

Simon: I learned as much as I could about the chemistry behind the pollution. I can't really explain all the detail, but basically if you add something called limestone to the river, it can improve the chemistry. That means that the plants and fish which had died because of all the mining companies that used to be in the area ... could live in the river again. So that made me really happy.

Interviewer: And you did some experiments to find out the best way to use the limestone, didn't you? And you also entered your project in a competition.

Simon: Yes. I did some experiments to see what would be the best size of limestone to add to the river – should it be big, rock-sized pieces or should it be the size of sand or powder? One of my teachers thought the project was good enough to enter into a national science competition ... and I thought it was a good way of letting more people know about river pollution and showing people how, with just a little bit of money and a little effort they could make their local rivers clean again.

Interviewer: Well, good work, Simon, and thanks for talking to us.

Part 3 Questions 14-19

You will hear some information about a café for young people. For each question, fill in the missing information in the numbered space.

Girl: Thank you for inviting me to talk at your school today. A lot of you already know something about our new café, but if you don't, I'm from the Rainbow café in the Greendale Youth Centre in town. The café only opened last month and it's run completely by teenagers, for teenagers. There are ten of us on the committee that runs the café. We're all aged between thirteen and seventeen and we organise everything: buying the food, finding people to work in the café and making sure everyone knows what they need to do.

We got the money to start the café by applying for a grant from the government. They gave us three thousand pounds and that was enough to get all the equipment we needed. We've got people to work as waiters but we're still looking for some cooks, so if you're interested in joining us, please come and see me.

At the moment we're only open between one thirty and six each Sunday but hope to open on Saturdays and maybe even Friday evenings in the future.

The café's a great place to relax and meet your friends. You can have a drink – the hot chocolate is very good – and we do have sandwiches available if you're hungry. If you think we should be serving anything else, like cakes or crisps, then give us your suggestions. Remember, this is *your* café.

Finally, if you want to find out more about the café or keep up-to-date with our opening hours, you can phone us on 01903 7642 double 1. If no one answers, you can leave a message, or if you want to email us, our website is [www dot youthcafe dot com](http://www.youthcafe.com). Thanks. Now, has anyone got any questions?

WRITING – КРИТЕРИИ ОЦЕНИВАНИЯ

Максимальное количество баллов: 10

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

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 Коммуникативная задача полностью выполнена – написана рецензия по заданным параметрам. Участник соблюдает особенности жанра рецензии; рецензия оценивается по следующим аспектам: участник придерживается нейтрального стиля письма; участник подробно описывает указанные в задании предметы; участник аргументированно объясняет, почему он/она рекомендует тот или иной объект. Объем работы либо соответствует заданному, либо отклоняется от заданного не более, чем на 10% (в сторону увеличения – не больше 132 слов ¹) или на 10% в сторону уменьшения (не меньше 108 слов).				

¹ Если рецензия состоит из 133 или более слов, проверке подлежат первые 120 слов.

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)
2 балла Коммуникативная задача выполнена частично – составленный текст является рецензией с заданными параметрами. Однако в работе не выполнен один из перечисленных выше аспектов.	2 балла Текст правильно разделен на абзацы. Логика построения текста не нарушена.	2 балла В работе имеются 1-2 лексические ошибки.	2 балла Участник демонстрирует грамотное и уместное употребление грамматических структур. Работа имеет 1-2 грамматические ошибки.	
1 балл Коммуникативная задача выполнена частично – составленный текст является рецензией с заданными параметрами. Однако в работе не выполнены два из перечисленных выше аспектов.	1 балл Имеются отдельные нарушения логики или абзацного членения текста (1-2 нарушения).	1 балл В работе имеются 3-4 лексические ошибки.	1 балл В работе имеются 3-4 грамматические ошибки.	1 балл В работе имеются 1-4 орфографические и/или пунктуационные ошибки.

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)
<p>0 баллов</p> <p>Коммуникативная задача не выполнена. Текст не является рецензией или содержание написанного текста не отвечает заданным параметрам.</p> <p>Или не выполнены три перечисленных выше аспекта.</p> <p>Или: объем менее 108 слов.</p>	<p>0 баллов</p> <p>Имеются многочисленные нарушения логики или абзацного членения текста (3 и более нарушений).</p>	<p>0 баллов</p> <p>В работе имеются многочисленные лексические ошибки (5 и более).</p>	<p>0 баллов</p> <p>В работе имеются многочисленные грамматические ошибки (5 и более).</p>	<p>0 баллов</p> <p>В работе имеются многочисленные орфографические и/или пунктуационные ошибки (5 и более).</p>