

АНГЛИЙСКИЙ ЯЗЫК

Региональный этап 2022

Конкурсы регионального этапа

- 1. Listening/ Reading
- 2. Use of English
- 3. Writing
- 4. Speaking

Апелляцию можно подать только на 3 и 4 конкурсы

Use of English

- Разные задания для 9, 10 и 11 классов
- 2 задания: Кроссворд и задание на социокультурную компетенцию (45 мин)
- Однозначность ответов в задании на решение кроссворда достигается за счет того, что слово должно подойти в контекст, должно соответствовать данной в скобках дефиниции и должно подойти в кроссворд.
- **Расширение ключей: 11класс №2 injustice / disparity**
- В задании на решение кроссворда учитывается орфография; слово должно быть дано в правильной грамматической форме.

Listening/ Reading **Task 1**

1. Lindsey became an engineer to improve the world. **A True**

I chose engineering as a career because I wanted to make things better... I want to improve the way the world works.

2. Lindsey believes engineering deals with **proposing new theories.**

B False

Engineering isn't just about **testing** theories and building models. It's about designing new products and finding new uses for old products.

3. There were **quite a few female students in the mechanical engineering department. **B False****

I was **the only** woman in the mechanical engineering department!

Listening/ Reading Task 1

4. Lindsey felt uncomfortable at the university at the beginning. **A True**

Well at first, I felt a bit uncomfortable ...

5. Lindsey started her career in a car manufacturing industry. **B False**

I started in a test lab for **acoplanes**.

6. Lindsey worked on military aircraft before her present job. **B False**

I worked on all areas of **commercial** planes before moving into project management in the aircraft industry.

7. At present Lindsey spends most of her time doing tests. **B False**

These days I mainly work **in project management**. I take ideas for projects and investigate their feasibility - that means I see if the projects are possible to carry out. Next, I develop the objectives and estimate the cost of the project. Then I help the people working on the project to meet their deadlines. I have to make sure projects come in on budget and on schedule.

Listening/ Reading **Task 1**

8. It was not easy for Lindsey to be the boss of a male team. A True

Well, it wasn't too easy at first. I had to prove myself.

9. Lindsey likes engineering because it is well paid. B False

I love the challenge of finding solutions to problems. I hope that what I do improves people's lives. For me, engineering is fun, exciting and satisfying.

10. Lindsey wants there to be more female engineers. A True

So let's have more women in engineering in the future!

Listening/ Reading **Task 2**

11. Richard is

- **A.** a traveler.
- **B. a journalist.**
- **C.** the editor of a newspaper.

I said that I'd travelled a lot when I was a student, that I enjoyed travelling and that now **I was a journalist**, I wanted it to be part of my job.

Listening/ Reading **Task 2**

- **12.** Richard was NOT interested in
 - **A.** South America.
 - **B.** Arab countries.
 - **C.** European countries.

Well, all the **Arab countries**, and **South America**. I told her that I also knew Brazil and Argentina well, so they would be interesting to report on.

Listening/ Reading **Task 2**

- **13.** Richard is bilingual in English and
 - **A.** Spanish.
 - **B.** Portuguese.
 - **C. Arabic.**

I told her I was **bilingual in English and Arabic** and that I spoke Spanish and Portuguese fluently.

Listening/ Reading **Task 2**

- **14.** The hardest question for Richard was about
 - **A.** his further qualifications.
 - **B.** the qualities of a foreign correspondent.
 - **C.** the articles he had written.

There was only one difficult question really ... Mmm, she asked me **what qualities a journalist needed to be a foreign correspondent.** I wasn't sure how to answer that one.

Listening/ Reading **Task 2**

- **15.** Richard goes to the gym
 - **A.** three times a week.
 - **B.** two times a week.
 - **C.** once a week.

I said that I went to the gym **three times a week.**

Listening/ Reading **Task 3**

16. Some people are allergic to the pollutants in megacities. C

L: When I was a child, I got very sick because of gas, heat, high temperatures, but mostly from dust in the air. My sister has asthma. **We are allergic** to a lot of the pollutants there.

17. A megacity is a large urban area with a population over 10 million people. A

R: ...megacities, which are defined as metropolitan areas with populations exceeding 10 million inhabitants.

L: A mega-city usually refers to a city with a population of over 10 million.

Listening/ Reading **Task 3**

18. The term *megacity* doesn't have an exact definition. C

L: But it's **loosely defined** because it depends on the boundary.

19. There are 9 megacities in the world. D

R: **This review is focused on nine urban centers, chosen as case studies** to assess air quality from distinct perspectives: from cities in the industrialized nations to cities in the developing world.

L: There are more than **20** mega-cities in the world.

Listening/ Reading **Task 3**

20. Air pollution has serious harmful effects on the health of the population. A

R: Air pollution has serious impacts on public health...

L: There are many harmful effects from pollution. I think the driving force for studying air pollution really is the effects on the health of the population. Ozone, particulates, and other air toxins can really affect people's health.

21. Sulfur and smog are the main problems in the developed world. D

R: Initially, the main air pollutants of concern were sulfur compounds, which were generated mostly by burning coal. Today, photochemical smog—induced primarily from traffic, but also from industrial activities, power generation, and solvents—has become the main source of concern for air quality, while sulfur is still a major problem in many cities of the **developing** world.

Listening/ Reading **Task 3**

22. The problem of megacities and air pollution is both a regional and global issue. A

R: These concentrations of people and activity are exerting increasing stress on the natural environment, with impacts at urban, regional and global levels... Air pollution has serious impacts on public health, causes **urban and regional haze**, and has the potential to contribute significantly to **climate change**.

L: The pollutants that you burn locally would affect the health of the population and the air quality. There is also the **regional** impact, which would affect ecosystems. And the **global** impact that would affect climate.

23. Pollutants have different physical properties. C

L: Some of the pollutants are water soluble, so they can be washed out. But some of them react in the presence of sunlight.

Listening/ Reading **Task 3**

24. The world needs a common strategy to reduce air pollution in megacities. D

R: There is **no single strategy** in reducing air pollution in megacities.

25. Political measures may help to improve the situation in megacities. B

R: Experience shows that **strong political will** coupled with public dialog is essential to effectively implement the regulations required to address air quality problems.

Listening/ Reading **Task 4**

26. the amount of thinking done by different people in a given amount of time
E

I went through what I'd been thinking about for the past minute and realised it was a different thought for every second. ...“All that in the last 60 seconds?” “Sure,” I said, “what have you been thinking about?” I asked. “Lunch,” they answered.

27. a changed attitude to a physical activity **H**

The next one is taking up yoga. Yes, I used to hate it, too, and anyone who suggested it. Today I can't live a day without it.

Listening/ Reading **Task 4**

28. the necessity of constant vigilance under any circumstances **D**

While doing a written exam, someone would come in to give a message to the examiner and afterwards you'd be told to describe that person who just flitted in while you were concentrating on something else. **The message there was never let your guard down.**

29. distinctions between seemingly similar thinking processes **F**

“It's about whether you are going over and over something in your mind without a resolution or whether you are able to sit back, replay something and learn something useful from it.”

Listening/ Reading **Task 4**

30. contradictions of a regulated yet erratic lifestyle **B**

Dinner was **always** on the table at the same time, and it was **always** delicious. My mother and father were **always**, physically, where they said they would be. But I grew up in a house where emotions weren't discussed, they were bottled up, only to explode out in **random unpredictable** ways...

31. narrowing one's attention span to just one thing **H**

Cold showers have all sorts of other health and psychological benefits, but in those three minutes, I think of nothing else.

Listening/ Reading **Task 4**

32. taking in more than you are supposed to focus on **D**

While doing a written exam, someone would come in to give a message to the examiner and afterwards you'd be told to describe that person who just flitted in while you were concentrating on something else. The message there was never let your guard down. **I once stunned my examining officer by giving a description of a person so detailed, he had to turn over the A4 page to make notes.**

33. mental work considering all prospects and options **A**

I have to really understand what I'm doing and then **I think through almost every possibility and eventuality**, like a mind map on nootropics.

Listening/ Reading **Task 4**

34. heightened attention to a person's actions and diction C

I became a natural observer, able to take the temperature of a room, able to watch people's **micro-movements, listen to their language, their tone.**

35. undisclosed feelings and reactions to one's actions B

But I grew up in a house where emotions weren't discussed, they were **bottled up**, only to explode out in random unpredictable ways – or a silence would ensue for some wrongdoing I had to fathom out entirely all by myself.

Listening/ Reading **Task 4**

36. the potential negative outcome of overthinking **F**

Overthinking, gone wrong, can be about anxiety.

37. craftwork done to unburden one's mind **H**

Knitting is another one. Fairly mindless but absorbing. And also sewing.

38. aimless thinking leading to apprehension and angst **F**

But ruminating in a way that doesn't lead anywhere may be a sign of **anxiety**.

Listening/ Reading Task 4

39. the psychological and mental effect of the group G

The interesting thing is that when I am with people who overthink, I relax. I let them do the thinking for me, and I know they'll never fail me. Just because I know what their thinking is like. This very much looks like delegating, and most likely it is. When I am with underthinkers this leads me to feel uncomfortable, because I sense I am not "safe".

40. an extraordinary ability similar to clairvoyance C

Sometimes, today, my children and husband think I'm a **mind reader**, but of course I'm not. I've just observed what's been said, what's gone on, and I've overthought what they might do, or say. So sometimes I answer a question before they ask it and **they think I have a superpower**.

Use of English

9 класс

10 класс

11 класс

Use of English	Keys	V1
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1	popularity
2	exceeded
3	accessible
4	guarantee
5	accommodate
6	establishments
7	military
8	mixed
9	immersed
10	provision
11	E
12	A
13	L
14	C
15	B
16	J
17	G
18	I
19	D
20	K

1	trained
2	elegant
3	contemporaries
4	projected
5	master
6	predict
7	development
8	society
9	keen
10	responses
11	E
12	A
13	L
14	C
15	B
16	J
17	G
18	I
19	D
20	K

Use of English	Keys	V3
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1	imprisonment
2	injustice
3	schooling
4	enabled
5	celebrated
6	instinctively
7	health
8	condition
9	substantial
10	associated
11	E
12	A
13	L
14	C
15	B
16	J
17	G
18	I
19	D
20	K

Writing

Параметры оценивания задания

20 баллов максимум

Решение коммуникативной задачи

6 баллов максимум

1. Тема текста соответствует теме пословицы: для **успешного** путешествия или приключения важно, чтобы у героя были **друзья**. – 1 балл
2. Текст содержит **заголовок**, соответствующий содержанию рассказа. – 1 балл
3. Текст содержит ясно изложенный **сюжет**. – 1 балл
4. Текст содержит описание **происшествия** или **рискованной ситуации**, которую героям надо разрешить. – 1 балл
5. В тексте описан **смелый/ мужественный герой(и)**. – 1 балл
6. Текст содержит **диалог** и/или случаи/ случай **прямой речи**. – 1 балл

0 баллов за решение коммуникативной задачи ставится, если:

- 1) написан **не приключенческий рассказ**, а другая литературная форма или другой литературный жанр, то есть в тексте отсутствует описание происшествия или рискованной ситуации, которую героям надо разрешить;
- 2) отсутствуют все 6 аспектов КЗ;
- 3) написано менее 225 слов (Слова, входящие в заголовок, считаются).

Организация текста – 5 баллов максимум

1. В рассказе есть вступление (или экспозиция: описание места и времени действия). – 1 балл

(Some years ago... It was early January... on a modern estate in Birmingham...)

2. В рассказе есть **концовка** (может быть использована поговорка). – 1 балл

- Превышение объема.

3. В тексте рассказа **нет** логических ошибок. – 1 балл

(связность и целостность, композиционная и логико-смысловая структура текста: единство начала, середины и конца высказывания).

4. Текст рассказа правильно разделен на **абзацы**. – 1 балл

(сбалансированность частей рассказа)

5. Средства **логической связи** используются правильно. – 1 балл

*(Most of the visitors looked at **them** and some of **them** ignored. **They** headed to the table...)*

Языковое оформление

Лексика – 3 балла максимум

- лексический запас, достаточный для раскрытия темы,
- точный выбор слов
- владение лексической сочетаемостью.

- Нет ошибок – 3 балла
- 1-2 ошибки – 2 балла
- 3-4 ошибки – 1 балл
- 5 и более ошибок – 0 баллов

Возможные недостатки:

- Перегруженность лексикой официального стиля – несоответствие запросам целевого читателя (student's magazine)
- Несоответствие жанру
- Сочетание большого количества идиоматических или разговорных выражений с официальной лексикой
- Сочетаемость

Грамматика – 3 балла максимум

- грамотное

- уместное употребление грамматических структур

- Нет ошибок – 3 балла
 - 1-2 ошибки – 2 балла
 - 3-4 ошибки – 1 балл
 - 5 и более ошибок – 0 баллов
-
- Смешение настоящего и прошлого времен (*It was a hot summer. There was a person who stayed at home. Her name is Caroline.*)
 - Предлоги (*smiled for me*)
 - артикли

Орфография и пунктуация – 3 балла максимум (ошибки за орфографию и пунктуацию суммируются)

- Нет ошибок – 3 балла
 - 1-2 ошибки – 2 балла
 - 3-4 ошибки – 1 балл
 - 5 и более ошибок – 0 баллов
-
- После заголовка точка **не ставится.**
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- *“Who’s that?” I asked.
“That’s my uncle,” apathetically answered Mark.
He added, “He doesn’t live with us any longer.”*
-
- *One rainy day I saw her...*
 - *By the way, I’m Helen...*