Полтавський обласний інститут ніслядипломної педагогічної освіти ім. М.В.Остроградського

 **РЕКОМЕНДАЦІЇ ЩОДО ЗМІСТУ ТА ХАРАКТЕРУ ЗАВДАНЬ, КРИТЕРІЇ І НОРМИ ОЦІНЮВАННЯ II та III ЕТАПІВ ВСЕУКРАЇНСЬКИХ УЧНІВСЬКИХ**

 **ОЛІМПІАД З ІНОЗЕМНИХ МОВ**

**1-й тур- Творча письмова робота**

**П-й - Аудіювання**

**ІІІ-й – Усне мовлення**

**І**.**Учасники пишуть творчу роботу** протягом **45 хв.**  *(*Максимальна кількість балів - **30*)***

1. Обсяг письмового повідомлення (не менше 20-и речень): 0-5 балів.
2. Повнота розкриття змісту: 0-5 балів, враховується достатність обсягу для розкриття теми, відповідність змісту до завдання творчої роботи.
3. Зовнішній вигляд і структура: 0-3 бали, враховується чистота та акуратність зовнішнього вигляду роботи, дотримання правил орфографічного режиму.
4. Лексична насиченість: 2-7 балів, враховується лексичний запас учня, наявність ідіом, епітетів, порівнянь, різноманітність вжитих структур тощо.
5. Рівень розвитку граматичних навичок: 2-8 балів, враховується побудова речень, вживання артиклів, прийменників тощо.
6. Заохочувальний бал: 0-2 бали, виставляється вибірково за оригінальність твору, використання епіграфу, цитат тощо**. (**Користуватисясловником не дозволяється.)

 **ІІ. Аудіювання.**Аудіотекст пред'являється з голосу вчителя.

Після одноразового прослуховування учні виконують тестові завдання
Загальний час на виконання І туру - 30 хв. (Максимальна кількість балів **- 30.)**

**ІІІ. Усне мовлення.** Учасник після однохвилинної підготовки має висловитися відповідно до запропонованої ситуації. Монологічне повідомлення повинно відповідати ситуації, бути повним, послідовним, комунікативно спрямованим, лексично насиченим, правильно фонетично і граматично оформленим. Після завершення монологічного повідомлення учень бере участь у співбесіді з членами журі, обсяг якої орієнтовно 10 реплік. Обсяг відповіді може бути різним, але відповідь повинна свідчити про те, що учень правильно розуміє запитання , адекватно реагує на них.

 *Критерії оцінювання.*

1. Повнота розкриття теми, комунікативна спрямованість: 1-5 балів ( враховується відповідність повідомлення до зазначеної теми, логічність і послідовність при розкритті теми і висловленні власної думки)
2. Інформаційна значимість повідомлення: 1-5 б. ( оцінюється інтелект учня , його уміння використати знання з інших дисциплін)
3. Вимова, темп мовлення : 1-8 б.(враховується природність темпу мовлення, "звучання" учня в плані наближеності до носіїв мови).
4. Лексичний запас: 1-10 6. (враховується лексична насиченість, різноманітність вжитих структур, кліше, виразів, ідіом, точність епітетів, порівнянь тощо).
5. Рівень розвитку граматичних навичок : 1-10б.( враховується додержання правил порядку слів у реченні, різноманітність вживаних граматичних структур).
6. Заохочувальний бал: 0-2 б. (додається вибірково за емоційність, ініціативність, почуття гумору, оптимізм).Максимальна кількість балів-**40.**

 Оргкомітет олімпіади. Методист Цехановська В.О.

**Завдання ІІ етапу олімпіади з англійської мови**

**І. Творча письмова робота**

**8 клас**

How can the English language help you to learn more about the world?

**9 клас**

What kind of extra-curricular events does your school organize? Have you ever participated in any of them?

**10 клас**

Which aspects of modern life do you find most attractive?

**11 клас**

When do you hear the word ‘hero’ who comes to your mind?

**ІІ. Аудіювання**

Grade 11. Listening

 Text. ST. PAUL'S CATHEDRAL

On June 21,1675 the first stone of the new St. Paul's was laid, but the Cathedral was not finished for thirty-five years. The whole cost was paid by a tax on every chal­dron of coal brought into the Port of London, on which account it is said that the Cathedral has a special claim of its own to its smoky exterior. It will be admitted that, though in general effect there is nothing in the same style of architecture which exceeds the exterior of St. Paul's, it has not a single detail deserving of attention, except the Phoenix over the south portico, which Was executed by Gibber, and commemorates the curious fact nar­rated in the Parentaliatthat the very first stone which Sir Christopher Wren directed a mason to bring from the rubbish of the old church to serve as a mark for the centre of the dome in his plans was inscribed with the single word "Resurgam" — I shall rise again*.* The other ornaments and statues are chiefly carved by Francis Bird.

The exterior of St. Paul's consists throughout of two orders, the lower being Corinthian, the upper Composite. The upper order is nothing but a screen to hide the flying buttresses carried across from the outer walls to resist the thrust of the great vaulting.

In the south-west pier of the dome a staircase as­cends by 616 steps to the highest point of the Cathedral. No feeble person should attempt the fatigue, and, except to architects, the undertaking is scarcely worth while. An easy ascent leads to the Library. At the corner of the gallery, on the left, a very narrow stair leads to the Clock of enormous size, with a pendulum sixteen feet long, constructed by Langley Bradley in 1708. Ever since the oaken seats behind it have been occupied by a changing crowd, waiting with anxious curiosity to see the hammer Strike its bell, and tremulously hoping to tremble at the vibration.

Another long ascent leads to the Whispering Gal­lery, below the windows of the cupola, where visitors are requested to sit down upon a matted seat, that they may be shown how a low whisper uttered against the wall can be distinctly heard at the other side of the dome. Hence we reach the Stone Gallery, outside the base of the dome, whence we may ascend to the Golden Gal­lery at its summit. This last ascent is interesting, as being between outer and inner domes, and showing how com­pletely different in construction one is from the other. The view from the gallery is vast, but generally, beyond a certain distance, it is shrouded in smoke. Sometimes, one stands aloft in a clear atmosphere, while beneath the fog rolls like a sea, through which the steeples and towers are just visible "like the masts of stranded ves­sels".

Grade 11.

 Mark the sentences true (T) or false (F):

1.The British people marked the 335 th anniversary of St.Paul’s Cathedral in June,2010.

2.The builing of the Cathedral was paid due to coal.

3.The very first stone to mark the centre of the dome was brought from an unknown place.

4. The upper order of the Cathedral plays a decorative role.

5. To reach the highest point of the Cathedral one must ascend 616 metres.

6. The Library is easy to get to.

7.The Clock of enormous size is younger than the Cathedral.

8. When the Clock strikes the crowd sitting on the oaken seats trembles at the vibration.

9. The Whispering Gallery can be found opposite the windows of the cupola.

 10. The Golden Gallery and the Stone Gallery are not of great interest to the visitors.

 Grade 10

THE EFFECTS OF STRESS

There is a famous expression in English: "Stop the world, I want to get off!" This expression refers to a feeling of panic, or stress, that makes a person want to stop whatever they are doing, try to relax, and become calm again. 'Stress' means pressure or tension. It is one of the most common causes of health problems in modern life. Too much stress results in physical, emotional, and mental health problems.

There are numerous physical effects of stress. Stress can affect the heart. It can increase the pulse rate, make the heart miss beats, and can cause high blood pressure. Stress an affect the respiratory system. It can lead to asthma. It an cause a person to breathe too fast, resulting in a loss of important carbon dioxide. Stress can also affect the stomach,. It can cause stomach aches and problems digesting food. These are only a few examples of the wide range of illnesses and symptoms resulting from stress.

Emotions are also easily affected by stress. People suf­fering from stress often feel anxious. They may have panic attacks. They may feel tired all the time. When people are under stress, they often overreact to little problems. For example, a normally gentle parent under a lot of stress at work may yell at a child for dropping a glass of juice. Stress can make people angry, moody, or nervous.

Long-term stress can lead to a variety of serious mental illnesses. Depression, an extreme feeling of sadness and hopelessness, can be the result of continued and increasing stress. Alcoholism and other addictions often develop as a result of overuse of alcohol or drugs to try to relieve stress.

Eating disorders, such as anorexia, are sometimes caused by stress and are often made worse by stress. If stress is allowed to continue, then one's mental health is put at risk.

It is obvious that stress is a serious problem. It attacks the body. It affects the emotions. Untreated, it may eventu­ally result in mental illness. Stress has a great influence on the health and well-being of our bodies, our feelings, and our minds. So, reduce stress: stop the world and rest for a while.

Grade 10

Mark the sentences T (true) or F (false)

1. Physical, emotional, and mental problems are com­monly caused by stress.
2. Stress is one of the most common causes of health problems in modern life.
3. According to the essay, the arms may suffer physical problems caused by stress.
4. Stress can affect emotions by making people feel elated and thrilled.
5. Long-term stress can lead to depression and alcohol­ism.
6. People often develop addictions when trying to relieve stress.
7. If untreated, stress could often lead to death.
8. Stress can affect the respiratory system by causing stomach problems.
9. Stress can affect the heart by decreasing the pulse rate.

 10. Symptoms of emotional stress include feeling hungry and thirsty.

 Grade 9 Text. TEEN ISSUES

Parents complain that it is difficult to live with teenagers.

Then again, teenagers say exactly the same thing about their parents! According to a recent survey, the most common arguments between parents and teenagers are those regarding untidiness and household chores. On the one hand, parents go mad over untidy rooms, clothes dropped on the floor and their children's refusal to help with the .housework. On the other hand, teenagers lose their pa­tience continually when their parents tell them off for dropping the towel in the bathroom, not cleaning up their room or refusing to do the shopping at the supermarket.

The survey, conducted by St George University, showed that different parents have different approaches to these problems. However, some approaches are much more suc­cessful than others. For example, those parents who yell at their teens for their untidiness, but later clear up after them, have fewer chances of changing their teens' behav­iour. On the contrary, those who let teenagers experience the consequences of their actions are more successful. For; instance, when teenagers who don't help their parents with the shopping don't find their favourite food in the fridge, they are forced to reconsider their actions.

Psychologists say that the most important thing in par­ent-teen relationships is communication. Parents should talk to their teens but at the same time they should listen to what they have to say. Parents should tell their teens off when they are untidy; but they should also understand that their room is their own private space.

Communication is a two-way process. It is only by listening to and understanding each other that problems between parents and teens can be solved.

 Grade 9

 Mark the sentences T (true) or F (false)

1. Teenagers don't feel that living with their parents is hard work.
2. The most common arguments between parents and teens are about untidiness and household chores .
3. Teenagers get very angry when parents refuse to help them with the housework.

 4. The.survey, conducted by St George University, showed that there are many approaches to teen-parent problems.

 5. Yelling at teens followed by clearing up after them is particularly successful.

 6. Letting teens experience the consequences of their actions is not a very successful method.

1. Communication between parents and teens is very important according to psychologists.
2. Parents should listen to what their children have to say.

. 9. Telling teens off because their room is untidy is totally unnecessary.

10. Understanding that teens' rooms are their own private space is quite important.

**Grade 8**

 APPLE DAY

In England, the 21st of October is Apple Day. The event is held every year since 1990 on the initiative of the charity Common Ground. This day is devoted to apples and gardens of UK. Apple Day is a symbolic demonstration of the wealth of nature. In England apple is a true symbol of the cultural, physical and genetic diversity. During Apple Day in different apple nurseries you can try all kinds of varieties of apples or buy rare apple varieties.

During the day there are different apple tasting dishes and drinks – from apple pie to apple juice and cider. Toffee apples are also very popular there. There are cooking demonstrations of hot and cold dishes of apples. You can hear some of the recipes of holiday meals to annual fair visitors have the opportunity to cook dishes at home.

Well, what a holiday without entertainment! A traditional attribute of this holiday are all sorts of “apple contests”, such as archery for apples, “apple” tales, squeezing apple juice, eating competition strudel and cleaning apple – The Longest Peel Competition, where you need to cut the longest peel.

In general different towns, villages, farms, schools, supermarkets and other organizations allocate for Apple Day its autumn day, and celebrate their own scenario. You can say it is a Health Day, Sea of vitamins and good mood.

**Grade 8**

Mark the sentences T (true) or F (false)

**1.** The event is held every year since 1999 on the initiative of the charity Common Ground.

**2.** This day is devoted to apples and pears of UK

**3.** Apple Day is a symbolic demonstration of the wealth of nature.

**4.** During the day day there are different apple tasting dishes and drinks – from apple pie to apple juice and cider.

**5.** Toffee apples are also very popular there.

**6.** A traditional attribute of this holiday are all sorts of “apple games”,

**7.** There are cooking demonstrations of hot and cold dishes of apples.

**8.** Well, what a holiday without concert!

**9.** In general different towns, villages, farms, schools, supermarkets and other organizations allocate for Apple Day its autumn day, and celebrate their own scenario.

 **10.** You can say it is a Health Day, Sea of vitamins and good mood.

**ІІІ. Тематика усного мовлення**

**8-11 класи**

* Would you like to travel around the world? Why/Why not?
* How do you keep in touch with your friends who live in other cities/countries?
* Would you like yo spend a month travelling in a foreign country? Why/Why not?
* In your opinion, what is important when choosing a career?
* Are you happy with the amount of leisure time you have? Why/Why not?
* What places or landmarks attract visitors in our country? What is special about them?
* Do you like cycling? Why/Why not? In your opinion, what are the pros and cons of it?
* Have you ever been on a camping holiday? In your opinion, `what are some advantages and disadvantages of camping?
* What kind of machines and gadgets do you think will exist 100 years from now?
* Do you ever use the Internet to help you with your language learning? If so, what do you use it for?
* How dependent on computers are you in everyday life?
* Why do you think people write letters to the editors of newspapers and magazines? Have you ever read any of these letters?
* What kind of problems do young people face today? How do they cope with them?
* What do you usually argue about with your family or friends? How do you solve problems which arise?
* Do you ever read the horoscope section in magazines? Why do you think that so many people are interested in horoscopes?
* How do you choose books to read or give as gifts?
* Do you think that sports heroes inspire young people to go in for sports?
* Who are the most important people in your life?
* Are you satisfied with your present lifestyle? What would you change

 about it?

* How do you usually communicate with your friends and family members? How about friends or relatives that live far away?
* Why is it important to have friends? What do you enjoy doing most with your friends?
* How often do you use the phone? Do you use your home phone, your mobile or public telephones more often?
* How important is it for friends to have things in common, such as similarities in background, interests, values and opinions? Why?
* Which place in the world would you most like to visit? Why?
* Where did you have the most unforgettable holiday of your life? What did you do there?
* Can you name any countries that are popular for their ski resorts? How popular is skiing in our country?
* Do you prefer to travel along or with someone else? Where do you like to go? Why?
* Have you ever been in an embarrassing situation? What happened? How did you feel?
* What is your ideal job? What kind of qualifications are necessary? What are the reasons for your choice?
* Is it common for high school or college students in your country to have part-time jobs? Why/ Why not?
* Are you interested in subjects like science and technology? Why / Why not?
* In your opinion, what is the most important invention ever made? What makes you think so?
* Do you think young people today spend too much money on entertainment?
* How important is it for you to be close to nature?
* In your opinion, what are the most serious environmental problems our world faces?
* What can people do to help keep the environment clean? What do you do to make your community a cleaner place?
* In what ways is water important in our life? Who is responsible for water pollution? What should be done about it?
* Can you list some animals that are native to our country? Do you think keeping animals in zoos is a good way of protecting them?
* Have you heard of any recent natural disasters? What can people do to protect themselves from them?
* Is being fit important to you? What do you do to keep fit?
* What does the saying ‘healthy body, healthy mind’ mean to you?
* In your opinion, what are the most serious problems moderm societies face?
* Are there any shopping centres near where you live? What can you find there?
* What features make a village/town/city attractive? What changes would you make to your village/town/city?
* What do you like most about the area where you live? What might make you move to a different place?
* What kind of information do advertisements usually give about products? Is this information always true?To what extent are you influenced by advertising?
* When you hear the phrase ‘amazing places’, what kind of places come to mind? Which ones would you like to visit?
* If you could build a house anywhere you wanted, where would you choose, and why?
* Do you enjoy reading articles about travelling and different places in the world? Why/Why not?
* How is life nowadays different from what it used to be like 100 years ago?
* What are the advantages or disadvantages of working or studying at home?
* What types of public transportation exist where you live? How often do you use it?
* In your opinion, what is the best way to reduce the amount of rubbish we produce daily?
* What does the word ‘fame’ mean to you? Are you interested in the lives of celebrities? Why/ Why not?
* If you were rich and famous celebrity, how would you spend your money? Which charity would you choose to donate money to? Why?
* What would you like to be famous for? How could being famous make your life easier or more difficult?
* What different forms of art are you familiar with? Which ones do you enjoy most?
* What kind of music or dancing appeals to you?
* What kinds of movies do you like watching? Would you be interested in attending a film festival? Why / Why not?
* What are some of the occasions for which people celebrate? What do people usually do to celebrate a special event?
* How do people in our country celebrate special events? How did you celebrate your last birthday?
* Is it important for traditions and customs to be handed down from one generation to another? Do celebrations help to preserve cultures/taditions?
* What means of communication do you find most effective?
* Do you believe that there is life on other planets? Are you aware of any attempts that have been made to communicate with extraterrestrials?
* Which kind of telephone do you use more often? What additional features of mobile phones do you find most useful ?
* What career path do you want to follow? Why? What do you think the best way to start thinking about one’s future careeer is?
* What kinds of activities can people do to promote their health and well-being? Why is it important to exercise regularly?