



ВСЕРОССИЙСКАЯ ОЛИМПИАДА ШКОЛЬНИКОВ 2016/17 гг.
 МУНИЦИПАЛЬНЫЙ ЭТАП
 АНГЛИЙСКИЙ ЯЗЫК
 9-11 КЛАСС

USE OF ENGLISH

Time: 30 minutes

Task 1. For items 1-10, read the text below and think of the word which best fits each gap. Use only one word in each gap. The first example (0) is done for you.

Coral reefs (0) **have** been called the rainforests of the oceans because (1) _____ the rich diversity of life they support. Reefs and rain forests may be similar in (2) _____ way, too. The plants in tropical rainforests are well-known for their healing powers. They have given up to half of all the medicines in the world today. Now it looks (3) _____ if coral reefs may have their own medical use, (4) _____ in providing drugs, but in supplying materials for mending the human skeleton.

Coral reefs are (5) _____ largest natural structures on earth. The Great Barrier Reef, for (6) _____, runs for nearly 2,000 kilometres along the east coast of Australia. The builders of the reefs are tiny marine animals called polyps. When polyps die, their skeletons become (7) _____ of the reef, forming the material we know as coral. Coral comes in a range of beautiful (8) _____, among them red, pink and gold. Because of this, it has long been valued for its beauty and is often made (9) _____ jewellery.

(10) _____, in recent years medical scientists have found coral to be useful for bone replacement operations...

Task 2. For items 11-20 match the parts of the sentences in the first column (11-20) with the right ending in the second column (a-o) so that they make quotations of the world-famous people suggestive of their occupations. There are some extra words in the second column, which you do not have to use. The first example (0) is done for you.

Example: 0. k

0. <i>William Shakespeare:</i> All that glisters	a) a wisdom of the heart
11. <i>William Shakespeare:</i> All the world's a stage, and	b) vice versa.
12. <i>William Shakespeare:</i> Brevity is	c) all the men and women merely players.
13. <i>Isaac Newton:</i> To every action there is	d) one giant leap for mankind.
14. <i>Thomas Jefferson:</i> Honesty is the first	e) mankind's greatest blessing.
15. <i>Charles Dickens:</i> There is a wisdom of the head, and	f) how it works.
16. <i>Mark Twain:</i> Humor is	g) always opposed an equal reaction.



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17. Winston Churchill: A pessimist sees the difficulty in every opportunity; an optimist	h) they will not be judged by the color of their skin, but by the content of their character.
18. Martin Luther King, Jr: I have a dream that my four little children will one day live in a nation where	i) a precious stone in the crown of mankind.
19. Steve Jobs: Design is not just what it looks like and feels like. Design is	j) nothing else worth mentioning.
20. Neil Armstrong: That's one small step for a man,	k) is not gold.
	l) the soul of wit.
	m) are acting on it.
	n) sees the opportunity in every difficulty.
	o) chapter in the book of wisdom.

Task 3. For questions 21-30, read the text below and choose A, B or C to fill in the gaps.

The Great Exhibition of 1851

This world famous exhibition was an event Great Britain was proud of. The Great Exhibition of 1851 took place in **21.** _____ to celebrate 'the works of industry of all nations'. Opened on 1st May it lasted about six months. It was held in a massive purpose-built glass structure called **22.** _____ .

It was Prince Albert, the husband of **23.** _____ , who contributed a lot in organizing the Great Exhibition. The main aim of this exhibition was for Great Britain to demonstrate its **24.** _____ and modern industrial designs and ideas to the rest of the world. The impressive Crystal Palace, constructed from thousands of **25.** _____ , measured 564 metres by 138 metres. After the exhibition, it was moved from Hyde Park to Sydenham in south London, where it was extended. This area of London is now known as Crystal Palace. Unfortunately, The Crystal Palace was destroyed by fire in **26.** _____ .

Over **27.** _____ visited the Great Exhibition. It was a massive success and the money raised was used to set up the Natural History Museum, the Science Museum and the Victoria and Albert Museum in London. Many famous Victorians attended the Great Exhibition, including the great naturalist **28.** _____ , Samuel Colt, Charles Dickens (the author of **29.** _____), Emily Bronte, George Eliot and Lewis Carroll.

Over 100,000 objects were on display in The Crystal Palace – half of these were from Britain. One of them was the first public toilet cubicles invented by George Jennings, who charged a penny. This is where the euphemistic expression **30.** _____ comes from.



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21. A. Hyde Park B. Kensington Gardens C. Richmond Park	26. A. 1915 B. 1936 C. 1992
22. A. 'The Eighth Wonder of the World' B. 'The Glassy Dome' C. 'The Crystal Palace'	27. A. one million B. three million C. six million
23. A. Queen Elizabeth I B. Queen Victoria C. Queen Margaret	28. A. Charles Darwin B. Gerald Durrell C. David Attenborough
24. A. witticisms B. English character C. inventiveness	29. A. <i>The Wind in Willows</i> B. <i>Great Expectations</i> C. <i>Pride and Prejudice</i>
25. A. crystals B. glass windows C. panes of glass	30. A. 'take a penny' B. 'spend a penny' C. 'charge a coin'

Transfer your answers to the answer sheet!



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LISTENING
Time: 30 minutes

Task 1. You will hear people talking in seven different situations. For questions 1-7, choose the best answer, A, B or C. You will hear the text twice.

1. You hear a film review on the radio. What praise does the reviewer give?
 - A. The music is suitable.
 - B. The story is easy to follow.
 - C. The acting is superb.

2. You hear two students talking about a holiday abroad. What do they agree about?
 - A. To travel abroad is becoming more expensive.
 - B. Holidays are more enjoyable if one goes abroad.
 - C. Travelling abroad is harmful for the environment.

3. You overhear a woman talking outside the post office. Why had the woman come to the post office?
 - A. To pick up stamps.
 - B. To send a parcel.
 - C. To collect a parcel.

4. You hear a part of a discussion on local radio. What is the program about?
 - A. Building new housing.
 - B. Protecting wildlife.
 - C. Improving road safety.

5. You hear a man talking about motorcycling. What conclusion does the cyclist come to?
 - A. He was riding his motorcycle too fast.
 - B. He needn't have done a particular motorcycle journey.
 - C. He needed to buy and use a car.

6. You overhear a student talking about her new college. How does she feel about the college?
 - A. Some of the classes are difficult for her.
 - B. Some of her new classmates are suspicious of her.
 - C. The college is far away from her home.



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7. You overhear a driving instructor talking to a learner after the lesson has ended. What mistake did the learner make?
- A. He ignored a road sign
 - B. He couldn't realise how to stay within the speed limit
 - C. He didn't look in the mirror.

Task 2. For Items 8-15 listen to a student called Fiona Doyle talking about living in the countryside after growing up in a city and fill in the spaces with words or word combinations. You will hear the text twice.

- 8. Fiona says that her parents move from _____ to the countryside.
- 9. It was hard for Fiona to sleep in the house at first as she didn't hear _____ big city background noise of traffic and voices.
- 10. She can see _____ from the window of her bedroom
- 11. Fiona gets irritated because of _____.
- 12. In the countryside the cellular connection is _____.
- 13. From time to time she doesn't get _____ from her acquaintances.
- 14. Fiona believes that _____ is one of the drawbacks of countryside living
- 15. She will not need to travel as far to _____ as she would from her old home.

Transfer your answers to the answer sheet!



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READING

Time: 30 minutes

Task 1. Read the passages in which four people express their views on Shakespeare's works and explain why the people like them. For questions 1-10, choose from the people A-D. The people may be chosen more than once.

Which person do the following statements refer to?

1. The person is able to specify stylistic value of Shakespeare's works and mentions the stylistic means employed by the playwright.
2. Two people point out the name of the same play by William Shakespeare and the third person gives the name of the negative character in this play.
3. The person believes that students can learn a lot reading Shakespeare's works as they give much food for speculation.
4. The person admits (s)he doesn't know everything about the dramatist.
5. People enjoyed and still enjoy Shakespeare's plays.
6. Social aspects and problems are of importance in the dramatist's works.
7. Shakespeare's characters are dynamic.
8. The dramatist is believed to portray in his works what was happening in the country.
9. Shakespeare's contribution to Modern English can be traced.
10. The dramatist wrote his plays for all people no matter what their social status could be.

A. Phil

To some people Shakespeare's works are funny, ironic and inventive, to others – romantic, sad and dramatic. I can't but agree with the assessment views, but I'd focus on such characteristics of the dramatist's works as being complex, magical, and, of course, timeless. They are, undoubtedly, pure works of a genius, fascinating and amazing. There are many reasons why people love Shakespeare. He invented numerous new words and phrases, and some of them we even use today. I believe his works to be excellent for school because of the complexity and the thought provoking material they include. On the other hand they might be read or seen as entertainment because of all the above-mentioned reasons. Shakespeare is a prolific writer of great plays and poetry. He managed to create fascinating characters, some of the best ever written. Such as Hamlet, Iago etc. No wonder, his works and characters are often alluded to.

B. Pam

As a philologist I'd like to dwell upon Shakespeare's magnificent and innovative use of language, he can describe an event or emotion in a way that appeals to the reader in an incredible way. In his compositions Shakespeare frequently resorts to language techniques. Such techniques are aimed at emphasizing points, making points and, generally, at shaping meaning. There are some common techniques that every native speaker and learner should be familiar with: alliteration, assonance, malapropism, metaphor and onomatopoeia. Even centuries after his time the language he uses is still



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full of beauty and meaning. Through the study of Shakespeare, people are able to explore the human condition and evaluate their own existence and values in relation to society. His work addresses a wide range of psychological and sociological human issues; most of his texts deal with issues of conflict between individuals or groups, and readers can explore a wide range of human desires, motivation, interaction and behaviour through reading.

C. Cora

While at school I studied few plays by Shakespeare, and I enjoyed them for various reasons. I wouldn't consider myself "passionate" about them exactly, but I rather relished watching theatrical and film productions of them. I like the fact that they were written to be enjoyed by the masses – the poor or the ruling monarch of the period, such as King James or Queen Elizabeth. In addition, the plays are enjoyable and have been widely read, watched and performed over hundreds of years, preserving the meaning and entertainment value, even if some of the references are regarded as obscure by today's standards. As for the impact of Shakespeare's themes upon the audience, personally I have always found them effective. He uses techniques such as comic relief prior to a tragic scene to heighten the effect. *Othello* and *Macbeth* exemplify it. The playwright also mixes various themes and genres within each play: reference can be made to *The Tempest* and *Much Ado About Nothing* amongst many others.

D. Bryan

What I find interesting about "The Bard" – as Shakespeare is known more affectionately – is how he changes his sources, and develops his characters, *Antony and Cleopatra*, *Othello*, and *Julius Caesar* being examples of some plays where he succeeds in doing that. Frankly speaking, I'm far from being an expert in this sphere, but a simple google search can supply you with more information on this matter. Among other reasons I can provide about why I, personally, find Shakespeare's works so absorbing is the soliloquies, for example; his use of verse and prose; his use of imagery, historical significance (some authorities claim he is making a commentary on affairs of the state) etc. The above-mentioned provide for plays and poetry which are read with zest. Moreover, he addressed the problems that are discussed nowadays, such as feminism, racism, and so forth. That makes me think that he might have advanced thought about Man.



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Task 2. For items 11-15, read the text and choose the best answer for the questions below.

... "You are not to go into the gooseberry garden," said the aunt, changing the subject.

"Why not?" demanded Nicholas.

"Because you are in disgrace," said the aunt with an air of superiority.

Nicholas was not satisfied with the aunt's reasoning; he felt perfectly capable of being in disgrace and in a gooseberry garden at the same moment. His face took an expression of considerable obstinacy. It was clear to his aunt that he was determined to get into the gooseberry garden, "only", as she remarked to herself, "because I have told him he is not to."

Now the gooseberry garden had two doors by which it might be entered, and once a small person like Nicholas could slip in there he could effectually disappear from view in the masking growth of artichokes, raspberry canes, and fruit bushes. The aunt had many other things to do that afternoon, but she spent an hour or two in trivial gardening operations among flowerbeds and shrubberies, where she could keep a watchful eye on the two doors that led to forbidden paradise. She was a woman of few ideas, with immense power of concentration.

Nicholas made one or two sorties into the front garden, wriggling his way towards one or other of the doors and stealing obviously his purpose. But he was never able for a moment to evade the aunt's watchful eye. As a matter of fact, he had no intention of trying to get into the gooseberry garden, but it was extremely convenient for him that his aunt should believe that he had; it was a belief that would keep her on the sentry-duty, that she had invented, for the greater part of the afternoon. Having thoroughly confirmed and fortified her suspicions, Nicholas slipped back into the house and quickly put into execution a plan of action that had long germinated in his brain. By standing on a chair in the library one could reach a shelf on which a fat, important-looking key was laid. The key was as important as it looked; it was the instrument which kept the mysteries of the lumber-room preventing the latter from being intruded. The key opened a way only for aunts and such-like privileged persons. Nicholas had not had much experience of the art of putting keys into keyholes and turning locks, but for some days past he had practiced with the key of the school-room door; he did not trust too much to luck and accident. The key turned stiffly in the lock, but it, turned. The door opened, and Nicholas was in an unknown land. The gooseberry garden, compared to it, was no longer delight – it was a mere material pleasure.

... Often and often Nicholas had pictured to himself what the lumber-room might be like, – the region that was so carefully sealed from the children and concerning which no questions were ever answered. It came up to his expectations. In the first place it was large and dimly lit – one high window opened on to the forbidden garden and was its only source of illumination. In the second place it was a storehouse of unimagined treasure. The aunt-by-assertion was one of those people who think that



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things spoil by use. That is why she preferred to preserve them in the dusty lumber-room. The parts of the house that Nicholas knew best were rather bare and cheerless, but in the lumber-room there were wonderful things to examine and enjoy.

(From *The Lumber-Room* by Hector Munro)

11. What can be inferred from the text?
- A. The boy's plan to get into the lumber-room was executed and the aunt did not know about it.
 - B. The aunt didn't allow the boy to get into the gooseberry garden and the lumber-room alone.
 - C. Unlike Nicholas the aunt was a hardworking person.
 - D. The aunt and the boy were on friendly terms.
12. What emotions did Nicholas experience?
- A. The boy felt happy both in the garden and in the lumber-room.
 - B. The boy experienced absence of positive emotions.
 - C. The boy experienced lack of emotions.
 - D. The boy felt delighted in the lumber-room.
13. What can be inferred about the boy's mental abilities?
- A. They were developed by his aunt.
 - B. The boy is smart.
 - C. The boy is as smart as his aunt.
 - D. The reader cannot judge the boy's mental abilities.
14. What can be inferred about the boy from the text?
- A. The boy was brought up by his aunt.
 - B. The boy differed from the other children.
 - C. The boy was as obstinate as the others.
 - D. The boy did not have enough experience in everything.
15. Which one is NOT true of the boy?
- A. The boy was punished by his aunt.
 - B. The boy managed to deceive his aunt.
 - C. The boy appreciated the aunt's activities.
 - D. The boy lived in a rather dull room in a dull house.

Transfer your answers to the answer sheet!