

МИНИСТЕРСТВО ОБРАЗОВАНИЯ,  
НАУКИ И МОЛОДЕЖНОЙ ПОЛИТИКИ  
КРАСНОДАРСКОГО КРАЯ

Государственное бюджетное учреждение  
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Краснодарского края  
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**Всероссийская олимпиада школьников  
по английскому языку**

**2017-2018 учебный год**

**Муниципальный этап**

**9-11 классы, задания**

**Председатель предметно-методической  
комиссии: Лимарева Т.Ф., к.ф.н., доцент**

## **LISTENING**

**Time: 15 minutes**

**Task 1. Listen to an article from BBC Breaking News English and choose the best answer. You will hear the text twice.**

- 1) How many sittings does binge-watching TV involve?
  - a) 4
  - b) 3
  - c) 2
  - d) 1
  
- 2) How many young people did researchers look at?
  - a) 423
  - b) 324
  - c) 243
  - d) 432
  
- 3) What did researchers say binge-viewing greatly interrupted?
  - a) television
  - b) viewing habits
  - c) sleep patterns
  - d) the remote control
  
- 4) What levels did researchers ask participants about?
  - a) fatigue levels
  - b) high levels
  - c) sleep levels
  - d) viewing levels
  
- 5) What percentage of participants reported binge-watching TV?
  - a) around 80%

- b) fewer than 80%
- c) more than 80%
- d) exactly 80%

6) How much likelier is it for binge-watchers to have poor sleep quality?

- a) 98%
- b) 88%
- c) 78%
- d) 68%

7) What do binge-watchers think about when they want to sleep?

- a) nicer televisions
- b) actors
- c) sheep
- d) TV show content

**Task 2. For questions 8-12, match the following synonyms. The words in bold are from the news article.**

**8. adversely**

a) tiredness

**9. back-to-back**

b) supplying data through the Internet

**10. fatigue**

c) in a harmful way

**11. streaming**

d) inability to sleep

**12. insomnia**

e) successive

**Transfer your answers to the answer sheet!**

## **Integrated Listening and Reading**

**Time: 20 minutes**

### **Task 1**

Read the text about traumatic stress changes in the brains of boys and girls and then listen to a news article on the same topic. You will notice that some ideas coincide and some do not in the two materials. Answer questions **13-20** by choosing **A** if the idea is expressed in both materials, **B** if it can be found only in the reading text, **C** if it can be found only in the audio-recording, and **D** if neither of the materials expressed the idea.

**Now you have 7 minutes to read the text.**

### **Traumatic Stress Changes Brains of Boys and Girls Differently.**

Traumatic stress affects the brains of adolescent boys and girls differently, according to a new brain-scanning study from the Stanford University School of Medicine.

Among youth with post-traumatic stress disorder, the study found structural differences between the sexes in the insula, a brain region that detects cues from the body and processes emotion and empathy. The findings were published online Nov. 11 in *Depression and Anxiety*. The study is the first to show differences between male and female PTSD patients in the insula.

"The insula appears to play a key role in the development of PTSD," said the study's senior author, Victor Carrion, MD, professor of psychiatry and behavioral sciences at Stanford. "The difference we saw between the brains of boys and girls who have experienced psychological trauma is important because it may help explain differences in trauma symptoms between sexes."

"It is important that people who work with traumatized youth consider the sex differences," said Megan Klabunde, PhD, the study's lead author and an instructor of psychiatry and behavioral sciences. "Our findings suggest it is possible that boys and girls could exhibit different trauma symptoms and that they might benefit from different approaches to treatment."

The researchers also noted that their work may help scientists understand how experiencing trauma could play into differences between the sexes in regulating emotions. "By better understanding sex differences in a region of the brain involved in emotion processing, clinicians and scientists may be able to develop sex-specific trauma and emotion dysregulation treatments," the authors write in the study.

To better understand the findings, the researchers say what is needed next are longitudinal studies following traumatized young people of both sexes over time. They also say studies that further explore how PTSD might manifest itself differently in boys and girls, as well as tests of whether sex-specific treatments are beneficial, are needed.

**Now listen to the BBC news article on the same topic and then do the task (questions 13-20), comparing the text above and the news article. You will hear the article twice.**

13. Findings could help clinicians to treat boys and girls differently.
14. Stanford University pioneered in demonstrating the difference in the brains of boys and girls with PTSD.
15. Researchers say that the next step is to test whether different treatment of boys and girls is beneficial.
16. The adolescents with post-traumatic stress disorder had similar ages and IQs.
17. The insula is a part of the brain linked to emotions and empathy.
18. PTSD can develop after a sex abuse, car accident or violent crime.
19. Boys and girls might benefit from different approaches to PTSD treatment.
20. Findings show that girls suffer more after traumatic events.

**Transfer your answers to the answer sheet!**

### **READING**

**Time: 15 minutes**

**Read some information about London. For questions 21-30, choose from one of the walks (A-H). Some of the walks may be used more than once. When more than one answer is required, these may be given in any order.**

**Which walk would you recommend for someone who:**

21. is interested in the history of London's Jews?
22. wants to see inside old houses?
23. wants to see how wealthy Londoners lived?
24. is interested in the history of sea travel?
25. wants to visit scenes of 19th century murders?
26. is interested in theatres?
27. wants to walk where Shakespeare once walked?
28. likes visiting old churches?
29. is interested in the supernatural?
30. is interested in gossip about the past?

## **LONDON WALKS**

### **A The London of Dickens and Shakespeare**

Sundays 11.00 am (a lunchtime pub walk)

Southwark, one of the most ancient parts of London, has been home to both Shakespeare and Dickens. Follow in their footsteps and discover a much forgotten part of town with its alleys, riverside lanes, and medieval rains. Discover the sites of the original, and the soon to be rebuilt, Globe theatre, and visit Southwark's fine Gothic Cathedral, the church of Shakespeare and John Harvard, which is one of the lesser known treasures of London.

### **B A Ghost Pub Walk**

Thursdays 7.35 pm

Explore the (haunted?) shadows of London's hidden courtyards and gaslit alleyways as we visit places of ghostly sightings, scenes of horrible death and supernatural happenings. For the benefit of the fainter hearted (and the rest of us) we will call at some pubs on the way - some of the finest and most famous in London - where spirits can be revived.

### **C Inside Some Hidden Interiors of Old London**

Thursdays 11.00 am

This walk provides the opportunity to go inside some of the oldest and finest buildings in London. Little known, they often pass unnoticed, but rarely fail to enchant and fascinate those who discover them. We visit a 16th century dining hall (still used for its original purpose) in which Queen Elizabeth I dined and Shakespeare acted; the 12th century church of the Knights Templar; the Oranges and Lemons Church of St. Clements; a magnificent 19th century Gothic Building; the Old Curiosity Shop; two 16th century cottages; and a house unchanged within since 1837, home to a unique collection of curios and treasures.

### **D London: Royal and Aristocratic**

Sundays 2.30 pm

Discreet, elegant, exclusive, and very, very expensive, the districts of Mayfair and St. James's have been home and playground of Royalty and the Aristocracy for

hundreds of years. On this walk we will see their Royal palaces and elegant mansions (including the ancestral home of the Princess of Wales), and pass some of the famous shops and exclusive gentlemen's clubs which have been serving them for centuries. We will explain the history of the area, remember some of its famous inhabitants, and recall something of its less discreet, and frankly scandalous, past.

### **E The Real London Eastenders - The Old Jewish Quarter**

Tuesdays 11.00 am

A popular T.V. soap opera draws upon a deeper reality and tradition which exists in the East End of London. A characterful area, it still echoes the 19th century when it was the established Jewish quarter and when Jack the Ripper prowled its alleys. Discover the history of the Jews in London, and the rich colour and texture of a fascinating district not normally seen by visitors.

### **F The Jack the Ripper Murder Trail**

Tuesdays 7.30 pm

Travel back to the Autumn of 1888 when a series of brutal murders struck terror and panic into the hearts of Londoners. Although his identity was never discovered, the murderer became known as Jack the Ripper. On this walk we will follow his trail of blood and mayhem through the streets of London's Whitechapel and learn of the horrible manner in which he butchered his victims. Placing the murders against the background of their time, we will examine the evidence and the fascinating theories which surround the identity of Jack the Ripper!

### **G London's Theatre land Past and Present**

Tuesday 2.00 pm

London theatre has a reputation second to none. Our tour, led of course by an actress, centres on the Covent Garden area and visits the West End's oldest and newest theatres. Among the dramatis personae, great names like Kemble, Keen, Garrick and Irving rub shoulders with the blind man who knew 3,000 thieves by their voices. Backdrops include the haunt of a much loved theatrical ghost, and the hidden restaurant where the stars of today go to relax after the show.

## **H Pirates, Smugglers and Pressgangs**

### A Docklands Pub Walk

A walk through a section of rapidly changing Docklands, recalling its colourful history and visiting some of its historic pubs. We will finish at the famous *Prospect of Whitby*, London's oldest riverside pub. Along the way we explore St. Katherine's Dock, recall the heavy bombing of this area in World War II, hear tales of villains and skulduggery, and answer such burning questions as: who were the "sailors' wives" and what were the whoppers of Wapping?

**Transfer your answers to the answer sheet!**

## **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.**

### **Kuban Cossack Choir**

Kuban Cossack Choir is (1)\_\_\_\_\_ of the leading folk ensembles in Russia. Its repertoire (2)\_\_\_\_\_songs, dances and folklore of the Kuban Cossacks. The history of the choir(3)\_\_\_\_\_ long and full of hardships. Being (4)\_\_\_\_\_in 1811, it was dissolved (5)\_\_\_\_\_revived several times. In 1974, the artistic director of the State Kuban Cossack Choir(6)\_\_\_\_\_Viktor Zakharchenko under(7)\_\_\_\_\_ supervision (8)\_\_\_\_\_choir received many national and international awards.

The Choir (9)\_\_\_\_\_contributed a lot to collecting, studying and reviving cultural traditions of the Kuban Cossacks. It regularly tours (10)\_\_\_\_\_over the country and abroad demonstrating pride in Kuban Cossack patriotism and local customs.

**Task 2. A HOMOPHONE is a word that sounds the same as another word but has a different spelling and a different meaning. Match every word with the definition of its homophone. Write this homophone.**

11. caught a) a passage between rows of seats in a building
12. currant b) to be bereaved after a death or loss
13. I'll c) where a judge considers evidence
14. stationary d) an electric flow
15. morning e) paper, envelopes, pens and pencils

**Task 3. For items 16-23, choose A, B or C as the best answer about British scientists.**

16. He discovered electromagnetic induction and featured on the back of £20 notes for 10 years.
- a. Charles Babbage      b. Michael Faraday      c. Thomas Edison
17. She is claimed to be the first female photographer.
- a. Anna Atkins      b. Marie Curie      c. Valentina Tereshkova
18. He discovered the law of gravity.
- a. Isaac Newton      b. Charles Babbage      c. Charles Darwin
19. He made the first public TV broadcast in the UK in 1925.
- a. Albert Einstein      b. Thomas Edison      c. J.L. Baird
20. He was a pioneer of British computing.
- a. Stephen Hawking      b. Charles Babbage      c. Thomas Edison
21. His book "A Brief History of Time" appeared on the British Sunday Times best-seller list for a record-breaking 237 weeks.
- a. Charles Darwin      b. Stephen Hawking      c. Albert Einstein
22. She discovered a phenomenal eight new comets (one of which bears her name), but basked only in reflected glory of her kinsmen.
- a. Margaret Cavendish      b. Caroline Herschel      c. Ada Lovelace
23. How did Alexander G. Bell call the first telephone?
- a. Talking Telegraph      b. Voice Transmitter      c. Electric Speech Machine

**Task 4. For questions 24-30, read the text below and look carefully at each line. If the line is correct put a tick (✓) in the provided space. If the line has a word which should not be there, write the word in the provided space.**

**Ada Lovelace**

Ada Lovelace (a née Byron) was an English mathematician and \_\_\_\_\_ (24)  
writer. She is often regarded as the first to recognize the full \_\_\_\_\_ (25)  
potential of a “computing machine” and of the first computer \_\_\_\_\_ (26)  
programmer. Her mother promoted Ada’s interest in the \_\_\_\_\_ (27)  
mathematics and logic. Lovelace’s Notes are considered to be \_\_\_\_\_ (28)  
the first computer program and are just important in the early \_\_\_\_\_ (29)  
history of computers. She died in the 1852 and was buried next \_\_\_\_\_ (30)  
to her father Lord Byron.

**Transfer your answers to the answer sheet!**

## **WRITING**

**Time: 30 minutes**

The editor of your school newspaper has invited students to send in reviews of a film they have seen recently which would be of interest to their fellow students. Write your review (**150 – 200 words**).

### **Remember to:**

- make an introduction
- give all the background information (type, setting, directing, actors)
- present the plot
- comment on actors’ performance, costumes, etc.
- recommend (or not) the film for schoolchildren, giving reasons.

**Transfer your review to the answer sheet!**

**Participant's ID number**

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## **ANSWERSHEET**

### **LISTENING**

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### **INTEGRATED LISTENING AND READING**

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<b>20</b>	

## READING

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## USE OF ENGLISH

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<b>14</b>		



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Уважаемый участник олимпиады!

Задания и ответы олимпиады будут опубликованы на сайте ГБУ ДО КК «Центр развития одаренности» ([www.cdodd.ru](http://www.cdodd.ru)) в день проведения олимпиады в 15.00 в разделе «Методическая копилка/Олимпиадные задания муниципального этапа ВОШ».

Уточните у организаторов, где и когда будут опубликованы результаты проверки олимпиадных работ.

В случае несогласия с выставленными баллами вы можете подать апелляцию, предварительно просмотрев Вашу оцененную работу, обратившись в муниципальный орган управления образованием. Там же Вы можете получить подробную информацию о месте и времени проведения просмотра олимпиадных работ и апелляции.