

**Задания для муниципального этапа Всероссийской олимпиады школьников по  
английскому языку в 2017 / 2018 учебном году  
9-11 класс**

**LISTENING**

**Time: 20 minutes**

**Task 1.** *You will hear five people talking about clothing or fashion. Choose which subject A-F each speaker 1-5 talks about. Use the letter only once. There is one extra letter which you do not need to use. You will hear the recording twice.*

- A** my general appearance
- B** the pros and cons of my lifestyle
- C** where my creative ideas come from
- D** clothes I have to wear
- E** clothes for small children
- F** buying something fashionable

Speaker 1 –

Speaker 3 –

Speaker 5 –

Speaker 2 –

Speaker 4 –

**Task 2.** *You will hear a part of a radio programme about factors which determine success. You will hear the recording twice. Be ready to do the tasks below (a, b).*

*a) For statements 6-10, decide whether they are TRUE (T) or FALSE (F) according to the text you hear. Write the correct option (T or F) in your answer sheet.*

6. The graduates who got high IQ scores at college were more successful than those who got lower IQ scores.
7. One of the most important factors for life success is emotional self-control.
8. The children who didn't eat the sweet at once would be given two sweets a little bit later.
9. On the IQ test, the group which had resisted temptation got higher scores.
10. It is not expensive for insurance companies to recruit and train new salesmen.

*b) Fill in the gaps with the correct words from the radio programme (one word in each line). Write the words in your answer sheet.*

11. IQ \_\_\_\_\_ only about 20% to the factors that determine life success.
12. The children had to wait for \_\_\_\_\_ minutes before they were given two more sweets.
13. Those who at four had been unable to resist temptation were more socially isolated and less \_\_\_\_\_.
14. Another ability that can determine not just academic but job success is \_\_\_\_\_.
15. \_\_\_\_\_ are more likely to leave during their first year in the job.

**TRANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET**

**READING**

**Time: 20 minutes**

*For questions 1-15, choose from the people A-E. The people may be chosen more than once. When more than one answer is required, these may be given in any order.*

**Which person mentions that**

- |    |  |   |
|----|--|---|
| 1  |  | modern scientific equipment can help us see very small things?      |
| 2  |  | the distribution of wealth among the world's population is unfair?  |
| 3  |  | scientists need to get experience of different ways of living?      |
| 4  |  | the mass media can help people to learn                             |
| 5  |  | about science?  |
| 6  |  | some living creatures experience very exciting events?              |
| 7  |  | the increase in the world's population could be                     |
| 8  |  | a problem?  |
| 9  |  | people may be unsure of the value of some scientific advances?      |
| 10 |  | investment in scientific research should be regarded as a priority? |
| 11 |  | children need to be taught science in an interesting way?           |
| 12 |  | scientists need to find better ways of dealing                      |
| 13 |  | with illness?   |
| 14 |  | research could affect people's view of what the future holds?       |
| 15 |  | progress may not need advanced technology?                          |

**WHERE IS SCIENCE GOING?**

*We asked five well-known scientists to give us their views on some of the most exciting scientific developments we could see in the next few years*

**A Susan Greenfield, brain scientist**

We're going to see a way of linking information technology with brain research. Already scientists have managed to place an electrode in the brain of a paralysed man who was unable to move any part of his body. This allowed him to use the electrical activity of his brain to move the cursor on a computer screen. This sort of research could have enormous value for people with brain damage and it's important that we continue to look for ways to help patients with conditions like this. However, one thing that worries me is that scientists don't use their imaginations enough. So I'm involved in a project in which young scientists are sent out into the developing world to help people in rural areas. I hope they'll come back

more aware of other cultures, and more imaginative and creative about the way they do science.

## **B Sir David Attenborough, wildlife broadcaster**

Natural history film-making has always been very much affected by technology. With the latest technical advances we can take a close-up film of something as minute as the eye of a fly. This means we'll be able to make incredible films about insects like spiders and scorpions which actually have very dramatic lives. And I think these documentaries will change people's opinions of nature programmes and show them that they're not just dry, educational stuff. If you can get people to watch cartoon programmes like *The Simpsons* on TV, you ought to be able to get them to watch films about scorpions too. As far as the future in general is concerned, I think the biggest change on the way is that there will be too many people around. There will be less and less of the emptiness, the wilderness, left in the world.

## **C Sir Patrick Moore, astronomer**

The most important thing in the field of space research will be to find out whether there is life on Mars. If we knew that we were not the only intelligent beings, then it would have enormous implications for our future and how we look at it – our whole philosophy in fact. Personally, I think that there is life on other planets. Why should we be unique? But whether or not we'll find this out all depends on money, and if we go on wasting our money on wars instead of using it for this type of research then of course we won't get anywhere. I also think that in the future we should spend far more than we do now on medical research, especially when the number of people in the world is rising at such a rapid rate. After all, one of the worst dangers we face is disease and we need to understand how to cure it.

## **D Lord Robert Winston, fertility doctor**

I'm excited by the idea of extending women's reproductive life. I don't want to see women of 60 having babies. But women are now healthier, fitter and more able to have babies at 45 or 50 than they've ever been. However, there is a lot of public suspicion of developments like this, and many people question whether we should be doing this sort of work. I think a lot of the problem is ignorance, and what we should be doing is making science in schools relevant so that students don't think of it as a boring subject. And I think there should be recognition that things like television programmes where you have 5 million viewers – I've never had less than 5 million viewers for any programme – are very influential as well.

## **E Trevor Baylis, inventor of the wind-up radio**

I believe that we'll have to go back to go forwards. We have to stop depending on electricity for everything and look instead at other sources of power. For example, the wind-up radio I invented just works by clockwork, without needing batteries or anything, and we now have torches and lights powered like this as well. In general, I think greed is one of the biggest problems that we have to face up to. It's wrong that some people make billions and billions of pounds when there are other people in the world who can't even afford to buy a packet of cornflakes. We have to do something about it.

TRANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET

**USE of English**

**Time: 40 minutes**

**Task 1**

*For items 1-12, read the text below and decide which answer A, B, C or D best fits each space. The first example (0) is done for you.*

**A LUCKY ESCAPE!**

Curiosity nearly killed Polly the kitten when she found a cosy spot for a nap. It (0) **A** when Diana Travers was (1) \_\_\_\_\_ after her grandsons while their mum and dad were away. Diana (2) \_\_\_\_\_, 'I'd been watching the kittens (3) \_\_\_\_\_ they crept into the washing machine. I popped out of the kitchen when I heard the phone (4) \_\_\_\_\_. When I came back, I (5) \_\_\_\_\_ in the washing and switched it on. Polly was nowhere to be (6) \_\_\_\_\_. Then I heard miaows. I looked (7) \_\_\_\_\_ the door of the machine and there was Polly in the water with the clothes. All I could see was one of her ears above the foam.' Horrified, Diana (8) \_\_\_\_\_ the machine but couldn't open the door. She dialled the emergency services and the vet. A fire engine (9) \_\_\_\_\_ to the home, and five fire officers pumped out the water before opening the door. Polly was well, but soggy. 'One of the fire officers (10) \_\_\_\_\_, 'At least her coat's had a good wash!' And (11) \_\_\_\_\_ five minutes, she was back chasing the other kitten again. The vet (12) \_\_\_\_\_ shortly afterwards but she was not needed. 'Polly never goes near the washing machine now,' says Diana. 'She's certainly learned her lesson!'

- |           |                     |                  |                   |                     |
|-----------|---------------------|------------------|-------------------|---------------------|
| <b>0</b>  | <b>A</b> happened   | <b>B</b> seemed  | <b>C</b> resulted | <b>D</b> appeared   |
| <b>1</b>  | <b>A</b> taking     | <b>B</b> caring  | <b>C</b> watching | <b>D</b> looking    |
| <b>2</b>  | <b>A</b> realizes   | <b>B</b> reminds | <b>C</b> recalls  | <b>D</b> recognizes |
| <b>3</b>  | <b>A</b> in case    | <b>B</b> if      | <b>C</b> whether  | <b>D</b> since      |
| <b>4</b>  | <b>A</b> answering  | <b>B</b> calling | <b>C</b> talking  | <b>D</b> ringing    |
| <b>5</b>  | <b>A</b> leapt      | <b>B</b> threw   | <b>C</b> caught   | <b>D</b> clutched   |
| <b>6</b>  | <b>A</b> discovered | <b>B</b> noticed | <b>C</b> seen     | <b>D</b> caught     |
| <b>7</b>  | <b>A</b> through    | <b>B</b> across  | <b>C</b> by       | <b>D</b> into       |
| <b>8</b>  | <b>A</b> axed       | <b>B</b> stopped | <b>C</b> finished | <b>D</b> ended      |
| <b>9</b>  | <b>A</b> crept      | <b>B</b> left    | <b>C</b> rushed   | <b>D</b> arrived    |
| <b>10</b> | <b>A</b> told       | <b>B</b> said    | <b>C</b> ordered  | <b>D</b> thought    |
| <b>11</b> | <b>A</b> on         | <b>B</b> with    | <b>C</b> within   | <b>D</b> at         |
| <b>12</b> | <b>A</b> drove      | <b>B</b> arrived | <b>C</b> went     | <b>D</b> reached    |

## Task 2

For items 13-20, match the sentences from the left-hand column with one of the sentences (A-K) from the right-hand column. Use the key words and expressions in bold to help you. There are two extra sentences in the right-hand column you do not have to use. Example: 0 – A.

0. Mr. and Mrs. White are very <b>authoritarian</b> parents.	A. They are very strict with their children.
13. Mr. Bowles is considered to be too <b>lenient</b> .	B. They don't look after their children very well.
14. She looks quite different from all her <b>siblings</b> .	C. He very rarely punishes his children.
15. Billy is a <b>well-adjusted</b> kid.	D. He is fascinated by the way they learn new things.
16. The Mannings are not very <b>responsible</b> parents.	E. I live with my mother and visit my father at weekends.
17. My parents are <b>separated</b> .	F. He never listens to a word I say, and is always playing truant from school.
18. Parents must look after their children, but they shouldn't be <b>over-protective</b> .	G. Brothers and sisters usually bear some resemblance to one another.
19. I'm afraid my youngest child is <b>running wild</b> .	H. Of all of these, the teenage years are the most difficult.
20. Tony was raised by a <b>foster family</b> when his own parents died.	I. Children need the freedom to get out and experience the world around them.
	J. He's happy at home and is doing well at school.
	K. Many families take in children who are not their own.

### Task 3

For items 21-30, use the words given in capitals at the end of some of the lines to form a word that fits in the space in the same line. There is an example at the beginning (0).

<p><b>The Discovery of Penicillin (1928)</b></p> <p>One of the most (0) <u>amazing</u> advances ever made in medicine began with an (1) _____ event. Sir Alexander Fleming had been looking into the (2) _____ of finding a better way of killing germs when he came upon something (3) _____ in his laboratory. Some mould that had (4) _____ landed on one of the dishes appeared to be killing the bacteria he was growing. At first he was (5) _____ about his (6) _____ and grew more of the mould, giving it the name of penicillin. However, in his view it was only really (7) _____ as an antiseptic against skin (8) _____ and soon lost interest. It wasn't until ten years later that two other (9) _____ managed to isolate the substance that killed the bacteria, and (10) _____ began to save people's lives with it.</p>	<p>AMAZE EXPECT POSSIBLE PUZZLE ACCIDENT  EXCITE DISCOVER EFFECT INFECT SCIENCE  SUCCESS</p>
---	--

TRANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET



**Grade 9-11**  
**Answer Sheet**

**Participant's ID number**

--	--	--	--	--	--

LISTENING

<b>Item</b>	
<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4</b>	
<b>5</b>	
<b>6</b>	
<b>7</b>	
<b>8</b>	
<b>9</b>	
<b>10</b>	
<b>11</b>	
<b>12</b>	
<b>13</b>	
<b>14</b>	
<b>15</b>	

READING

<b>Item</b>	
<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4</b>	
<b>5</b>	
<b>6</b>	
<b>7</b>	
<b>8</b>	
<b>9</b>	
<b>10</b>	
<b>11</b>	
<b>12</b>	
<b>13</b>	
<b>14</b>	
<b>15</b>	

**Participant's ID number**

--	--	--	--	--	--	--

## USE of ENGLISH

<b>Item</b>	
<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4</b>	
<b>5</b>	
<b>6</b>	
<b>7</b>	
<b>8</b>	
<b>9</b>	
<b>10</b>	
<b>11</b>	
<b>12</b>	
<b>13</b>	
<b>14</b>	
<b>15</b>	
<b>16</b>	
<b>17</b>	
<b>18</b>	
<b>19</b>	
<b>20</b>	
<b>21</b>	
<b>22</b>	
<b>23</b>	
<b>24</b>	
<b>25</b>	
<b>26</b>	
<b>27</b>	
<b>28</b>	
<b>29</b>	
<b>30</b>	