

**ОЛИМПИАДНЫЕ ЗАДАНИЯ 9-11 КЛАСС
АНГЛИЙСКИЙ ЯЗЫК**

I LISTENING (10 min)

You are going to listen to an interview with a researcher about smart homes of the future. You will hear the text twice.

PART 1

1. Circle the five items you've heard (A-H).

Kitchen gadgets	A	Visual media	E
Water use	B	Security	F
GPS systems	C	Lighting	G
Sound-proofing	D	Hot water systems	H

PART 2

For questions 2-7, choose the best option (A, B or C).

2) The aim of the radio programme is to find out which technology ...

- A.** is going to be of practical use to us in the near future
- B.** is the most imaginative
- C.** will help us to be more environmentally friendly

3) Intelligent fridges will be more popular when ...

- A.** they have been developed more
- B.** they can tell you about the condition of your food
- C.** they are less expensive

4) Ultrasonic showers are not likely to be used soon because

- A.** sonic waves do not clean the body particularly well
- B.** we still have plenty of water
- C.** they could be dangerous

5) The researcher thinks that in the future we could sound-proof rooms using ...

- A.** magnetic fields
- B.** high-tech insulation materials
- C.** energy fields

6) Which of the following will we NOT be able to do with a kitchen surface in the future?

- A. watch TV
- B. defrost pizza
- C. clean it by hand

7) In the future, we will be using electric lighting in our homes ...

- A. in place of natural light
- B. to simulate natural light
- C. to help control our moods

TRANSFER YOUR ANSWERS TO YOUR ANSWER SHEET

II READING (30 min)

PART 1

Read the text. Match the event on the left (1-5) with the order in which it happened (A-E).

A woman called Amber Jade, who started an online campaign as a joke, has seen it make £50,000 after her videos were watched by hundreds of thousands. She posted the videos on a website that is usually used by people who want to raise money for creative projects such as publishing books or making new products. In the first video that she posted, she drank a milkshake she had bought and told viewers that she'd never actually made a milkshake herself before. She then requested donations to buy the initial ingredients so she could. Lots of people liked the joke and passed the link to the video to friends. At that point, Amber decided to create T-shirts to give away to those who donated over £20. This proved popular and more and more people got involved. Realising how many potential customers were watching her videos, the Milk Marketing Council invited her to a dairy to see where milk comes from. 'I'd never milked a cow before,' Amber said, 'It was amazing.' Last month she held a music and food festival in Bath and invited all those who had donated to the campaign. Anyone who had donated over £5 received free milkshakes for themselves and two guests. Following the festival, she has begun to set up a charity using the rest of the money.

1	Amber made a video of herself drinking a milkshake.		A	First
2	Amber bought a milkshake.		B	Second
3	Amber ran a music festival.		C	Third
4	Amber milked a cow.		D	Fourth
5	Amber made T-shirts.		E	Fifth

PART 2

Read the newspaper article below about a young professional footballer. For questions 6-15, choose the correct section (A-D). The sections may be chosen more than once.

Rising Star

Margaret Garelly goes to meet Duncan Williams, who plays for Chelsea Football Club.

Paragraph A

It's my first time driving to Chelsea's training ground and I turn off slightly too early at the London University playing fields. Had he accepted football's rejections in his early teenage years, it is exactly the sort of ground Duncan Williams would have found himself running around on at weekends. At his current age of 18, he would have been a bright first-year undergraduate mixing his academic studies with a bit of football, rugby and cricket, given his early talent in all these sports. However, Duncan undoubtedly took the right path. Instead of studying, he is sitting with his father Gavin in one of the interview rooms at Chelsea's training base reflecting on Saturday's match against Manchester City. Such has been his rise to fame that it is with some disbelief that you listen to him describing how his career was nearly all over before it began.

Paragraph B

Gavin, himself a fine footballer – a member of the national team in his time – and now a professional coach, sent Duncan to three professional clubs as a 14 year-old, but all three turned him down. 'I worked with him a lot when he was around 12, and it was clear he had fantastic technique and skill. But then the other boys shot up in height and he didn't. But I was still upset and surprised that no team seemed to want him, that they couldn't see what he might develop into in time. When Chelsea accepted him as a junior, it was made clear to him that this was more of a last chance than a new beginning. They told him he had a lot of hard

work to do and wasn't part of their plans. Fortunately, that summer he just grew and grew, and got much stronger as well.'

Paragraph C

Duncan takes up the story: 'The first half of that season I played in the youth team. I got lucky – the first-team manager came to watch us play QPR, and though we lost 3-1, I had a really good game. I moved up to the first team after that performance.' Gavin points out that it can be beneficial to be smaller and weaker when you are developing – it forces you to learn how to keep the ball better, how to use 'quick feet' to get out of tight spaces. 'A couple of years ago, Duncan would run past an opponent as if he wasn't there but then the other guy would close in on him. I used to say to him, "Look, if you can do that now, imagine what you'll be like when you're 17, 18 and you're big and quick and they won't be able to get near you." If you're a smaller player, you have to use your brain a lot more.'

Paragraph D

Not every kid gets advice from an ex-England player over dinner, nor their own private training sessions. Now Duncan is following in Gavin's footsteps. He has joined a national scheme where people like him give advice to ambitious young teenagers who are hoping to become professionals. He is an old head on young shoulders. Yet he's also like a young kid in his enthusiasm. And fame has clearly not gone to his head; it would be hard to meet a more likeable, humble young man. So will he get to play for the national team? 'One day I'd love to, but when that is, is for somebody else to decide.' The way he is playing, that won't be long.

Which paragraph

6. states how surprised the writer was at Duncan's early difficulties?
7. says that Duncan sometimes seems much more mature than he really is?
8. describes the frustration felt by Duncan's father?
9. says that Duncan is on course to reach a high point in his profession?
10. suggests that Duncan caught up with his team-mates in terms of physical development?
11. explains how Duncan was a good all-round sportsperson?
12. gives an example of how Gavin reassured his son?
13. 'mentions Duncan's current club's low opinion of him at one time?
14. mentions a personal success despite a failure for the team?
15. explains how Duncan and his father are fulfilling a similar role?

TRANSFER YOUR ANSWERS TO YOUR ANSWER SHEET

III USE OF ENGLISH (30 min)

PART 1

For items 1-10, read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning (0).

Example:

0	DEVELOPMENT
----------	--------------------

RUSSIAN IMPRESSIONISM

Impressionism is a very natural stage of art's (0)... .	DEVELOP
Russian painters had started their (1) of experiments with light and modified colour schemes before they visited France and got acquainted with French impressionism.	HEARD
And yet, there is a difference between Russian and French impressionistic (2) in terms of the subject matter, light and colour scheme.	DEPICT
As far as French artists were (3), they portrayed life differently compared to Russian painters.	CONCERN
However, Russian impressionists never attempted to break away from (4).....	REAL
Strictly speaking, Vasily Polenov can be regarded as a (5) in this field.	BLAZE
He was one of the first Russian painters who visited Paris in the 1870s and became (6) fascinated by impressionism.	ENORMOUS
He didn't abandon his own distinct painting style, but he made every effort to (7) his students in Russia with his French findings and encouraged their own artistic explorations.	FAMILIAR
Thanks to his (8) support, his like-minded contemporary artist Konstantin Korovin felt confidence to work differently.	ENTHUSIASM
Moscow School of Painting, Sculpture and (9) had never had landscape painting classes as this genre was seen as the one for amateurs.	ARCHITECT
Polenov was the first to introduce such classes and he was (10) besieged by the students who wanted to paint nature.	VIRTUAL

PART 2

For questions 11-22, read the text below and decide which answer A, B, C or D best fits each gap.

SUMMER HOLIDAYS DON'T MEAN RELAXATION

Holidays, holidays, holidays! That's all you hear before summer begins. Everyone is busy planning and booking ahead. Many (11) to their break for months and are in a (12) of excitement for weeks before they leave. People have their cars serviced and go shopping to buy (13) clothes.

I suppose it's logical, I (14) after a whole year of work, people want to relax and (15) themselves of some stress. However, I have my (16) about summer holidays. It's the time when people vacate the city and go to summer resorts (17) find that everyone else had done the same thing. Places are very crowded. You go to restaurants where you have to (18) to be served, the room you had booked is next to a nightclub and (19) is expensive.

(20) you finally get back, you feel so tired that you need another holiday to get (21) the one you just had. I sometimes wonder if going on holiday is worth all that preparation and (22)

- | | | | | |
|----|-----------------|----------------|-----------------|---------------|
| 11 | A look forward | B expect | C anticipate | D wait |
| 12 | A situation | B circumstance | C state | D position |
| 13 | A correct | B relevant | C right | D appropriate |
| 14 | A say | B mean | C express | D remark |
| 15 | A relieve | B take off | C remove | D shake off |
| 16 | A uncertainties | B hesitations | C dilemmas | D doubts |
| 17 | A only to | B such as | C so that | D even though |
| 18 | A insist on | B call for | C demand | D command |
| 19 | A whole | B everything | C entire | D total |
| 20 | A Until | B While | C As | D When |
| 21 | A over | B by | C off | D out of |
| 22 | A annoyance | B problem | C inconvenience | D disturbance |

TRANSFER YOUR ANSWERS TO YOUR ANSWER SHEET

IV WRITING (30 min)

LIFE SKILLS ESSAY

In your English class you have been talking about life skills: skills which are needed in everyday life. Now your teacher has asked you to write an essay.

Life skills should be taught to teenagers at school together with traditional subjects like Maths and Science. Do you agree?

Write about:

1. managing finances
2. cooking
3. (your own idea)

Top Tips for writing

1. Organise your essay in paragraphs with an introduction, a conclusion and middle paragraphs. Use phrases like *Nowadays* and *To sum up* to start the first and last paragraphs.
2. Think about how to organise your middle paragraphs. This essay has two, discussing views for and against the topic. Alternatively, you can write three, one for each of the three points in the question.
3. Use a range of expressions for organising your ideas, showing contrast and giving examples.
4. Use phrases such as *Personally*, ... to show your personal opinion.
5. Use phrases like *Some people say ...* and *Others say ...* to present contrasting opinions.
6. Try to use synonyms to avoid repetition.

TRANSFER YOUR ANSWERS TO YOUR ANSWER SHEET