

**Федеральное государственное бюджетное образовательное  
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**Тульский государственный**

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**(ФГБОУ ВО «ТГПУ им. Л.Н. Толстого»)**



**Задания муниципального этапа всероссийской олимпиады  
школьников 2019/2020 учебного года**

**по английскому языку**

**9-11 классы**

***Тула 2019***

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## Список использованной литературы

1. Haines, S., B. Stewart Cambridge English First Masterclass: Student's book with on-line practice. – Oxford University Press, 2015. – 192 p.
2. Kenny, N., Luque-Mortimer, L. Focus: Exam Practice Cambridge English First. – Pearson, 2016. – 64 p.

## Задания 9-11 класс

### Аудирование (Listening)

**Total Time: 15 minutes**

**I You will hear 5 short voicemail messages. Match them with the reasons for calling. You will hear each Voicemail message only once. Mark your answers on a separate answer sheet.**

Voicemail 1	A Confirming a reservation
Voicemail 2	B Going to be late
Voicemail 3	C Where are you?
Voicemail 4	D Booking a table
Voicemail 5	E Have a good holiday

**II Listen to Fiona talking about her pony and answer the questions. You will hear the recording twice.**

#### Useful Vocabulary

To be spooked (slang) = to be frightened

A farrier / blacksmith = a person who puts 'shoes' on horses and ponies

#### 1 Fiona's pony...

A lives in a forest

B is native to the UK

C comes from America

#### 2 Bertie has...

A got a passport

B been to the USA

C stopped looking at Fiona

#### 3 When Fiona returned from America

A Bertie lost weight      B Bertie turned his back on her      C she called the vet

**4 Fiona thinks that horses**

A are scared of people    B remember a lot of information

C never show their feelings

**5 When the farrier comes, Bertie**

A tries to bite him

B tries to run away

C tries to cause trouble

## Чтение (Reading)

Time: 30 minutes

**I. Read the questions and the texts below. For each question choose the text which answers it. There are 3 extra texts.**

**What do you know about**

- A** a ceremony which takes place at about four p.m.?
- B** the phenomenon named “high tea”?
- C** the data that represent the number of average drinks?
- D** the traditions of tea drinking among different social classes?
- E** the new alternative drink to coffee?

### TEA and the British

1 There was a time in the 1960's and 1970's when some people believed that coffee would replace tea as Britain's favourite beverage. In the event, that did not occur, and today, tea remains firmly anchored as Britain's favourite drink, accounting for over two fifths of all the drink consumed in Britain with the exception of water.

2 To say that the British are fond of tea is something of an understatement. From the Royal Family down to the humblest of the homeless and the out-of-work, tea is more than just a pleasure; it is an essential part of life! It is one of those things that distinguishes life in Britain from life anywhere else. The average Briton over the age of 10 drinks three and a half cups of tea per day, or 1,355 cups per year – mostly tea with milk in it — which puts Britain miles ahead of any other country in the international league of tea-drinking nations! Second and third in the league are the New Zealanders (889 cups) and the Australians (642 cups); in Europe, the nearest rival to Britain is Russia, where people only consume on average 325 cups of tea per year.

3 The popularity of tea in the United Kingdom has a long history, reflecting the nation's development since the seventeenth century. It was in 1657 that Thomas Garway, the owner of a coffee house, sold the first tea in London. The drink soon became popular as an alternative to coffee, and by the year 1700, there were over 500 coffee houses in the British capital selling the new drink.

4 In those days however, it was not something for anyone; the cost of a pound of tea in the year 1700 (up to 36 shilling a pound) was almost the same as it was in 1985 (average: £1.80 a pound).... but in 1700, a working man earned one shilling a week, compared to £140 in 1985!

5 For a century and a half, tea remained an expensive drink; many employers served a cup of it to their workers in the middle of the morning, thus inventing a lasting British institution, the "tea break"; but as a social drink outside the workplace, tea was reserved for the nobility and for the growing middle classes. Among those who had the means, it became very popular as a drink to be enjoyed in cafés and "tea gardens".

6 It was the 7th Duchess of Bedford who, in around 1800, started the popular fashion of "afternoon tea", a ceremony taking place at about four o'clock. Until then, people did not usually eat or drink anything between lunch and dinner. At approximately the same time, the Earl of Sandwich popularised a new way of eating bread — in thin slices, with something (e.g. jam or cucumbers) between them, and before long, a small meal at the end of the afternoon, involving tea and sandwiches had become part of a way of life.

7 As tea became much cheaper during the nineteenth century, its popularity spread right through British society, and before long, it had become Britain's favourite drink — promoted by the Victorians as an economical, warming, stimulating non-alcoholic drink. In working-class households, it was served with the main meal of the day, eaten when workers returned home after a day's labour. This meal has become known as "high tea".

8 Today, tea can be drunk at any time of day. The large majority of people in Britain drink tea for breakfast: the mid-morning "tea break" is an institution in British offices and factories (though some people prefer coffee at this time of day); and for anyone working outdoors, a thermos of tea is almost an essential part of the day's equipment. Later in the day, "afternoon tea" is still a way of life in the south of England and among the middle classes, whereas "high tea" has remained a tradition in the north of Britain.

**II. Fill in the gaps. Choose a line to complete the sentences in the text. Mark your answers on a separate answer sheet.**

1. they had reached a new world
2. the point at which the West began
3. such as rooms and partitions
4. they were very much a distinctive feature of the American city
5. they became the target of terrorism
6. in the late nineteenth century
7. since those early days
8. in particular railway stations
9. but it also gave them plenty of opportunities
10. a symbol of twenty-first century urban civilization

America has given a lot of things to the world; but in terms of urban lifestyle, none is as significant and as visible as the skyscraper. Tall buildings, their tips sometimes hidden in the

clouds, skyscrapers have become the symbol of modern urban civilisation, and today they are found worldwide. But until the mid 20th century, A \_\_\_\_\_.

If you ask a person to describe an American city, the chances are that he will mention the word skyscraper. Tall buildings, their tips sometimes hidden in the clouds, have become the symbol of the American metropolis, B \_\_\_\_\_. American cities have not always had skyscrapers, but it is now almost a century and a half since the first skyscrapers began to distinguish their skylines.

For millions of people coming to America from Europe, the first proof that C was the moment when they first caught sight of the skyline of Manhattan. Surrealistic, superhuman, the skyline was like nothing they had ever seen in the old world — a concentration of tall buildings, their tops scraping the sky, hundreds of feet above the ground. These were New York's famous skyscrapers! This was America!

The first skyscrapers, however, did not develop in New York, but in Chicago, D \_\_\_\_\_. Chicago at that time was the boom town of the United States — New York was just the front door. Chicago was at the centre of the new American adventure, and the new adventure was the West. Chicago was E \_\_\_\_\_.

In the year 1871, a large part of booming Chicago was destroyed as a major fire engulfed much of the downtown area. The fire, however, was a great stimulus to architects: not only did it show them the need to design modern buildings that would not be liable to burn very rapidly, F to put their new theories into practice.

In the nineteenth century, the Industrial Revolution resulted in the development of new techniques, notably the use of iron. This allowed the building of much bigger buildings, G \_\_\_\_\_, the "cathedrals of the Industrial Revolution", and exhibition buildings. Opened in 1889, the nineteenth century's most famous iron and steel structure reached unheard-of new heights. The Eiffel Tower, 1010 feet high, pointed the way to the future: upwards!

Yet plain iron and steel structures had their limitations. They were not really suitable for the design of human habitations or offices — and in the event of fire, they could collapse very rapidly.

It was in fact the combination of the old and the new that allowed the development of the skyscraper: the combination of metal frames and masonry cladding. The metal frame allowed much greater strength and height, without the enormous mass and weight of stone-built structures; the masonry cladding allowed traditional features, H \_\_\_\_\_, to be included in the design with relatively few problems. The man generally considered as the father of this new technique was the Chicago architect William Jenney.

I \_\_\_\_\_, and in particular since the Second World War, skyscrapers have mushroomed in all the world's big cities; and they keep getting higher and higher. Before the First World War, New York's "Woolworth Building" had reached 792 feet (241 metres) ; and by the Second World War, the Empire State Building —for many years the world's tallest — had actually passed the Eiffel Tower. In the 1970s, the enormous twin towers of the World Trade Center, 107 stories high, went even further. But did they go too far? As bold icons of modern America, J \_\_\_\_\_ when radical Islamic terrorists used passenger jets to destroy them, in the terrible events of 9/11 - the 11th of September 2001.

## Лексико-грамматический тест (Use of English)

Time: 20 minutes

### I. Choose the correct answer:

1. She really regretted \_\_\_\_\_ told him to go home.  
a) have b) to have c) having
2. If I \_\_\_\_\_, I'd never have gone there.  
a) knew b) will know c) had known
3. He always remembered \_\_\_\_\_ a big bottle of water if he went walking in the mountains.  
a) to take b) take c) taking
4. It was quickly looked \_\_\_\_\_ by the editor.  
a) through b) for c) at
5. More and more people are living into \_\_\_\_\_ age and it's a serious social problem  
a) high b) far c) old
6. \_\_\_\_\_ the directors increased sales, we'd have to close this shop.  
a) in case b) unless c) if
7. the President asked \_\_\_\_\_ the Prime Minister was aware of the growing social problem  
a) him b) what c) if
8. The government should do more for \_\_\_\_\_ people.  
a) typical b) ordinary c) usual
9. John told he really \_\_\_\_\_ him at the barbecue party.  
a) enjoyed b) pleased c) interested
10. Tell him I'll call him on Friday if you \_\_\_\_\_ him  
a) will see b) see c) saw
11. I can't get a car yet because I'm not \_\_\_\_\_ to drive  
a) enough old b) quite old c) old enough
12. She could \_\_\_\_\_ in the garage when we came round which would explain why she didn't hear the bell  
a) be working b) have been working c) have worked
13. My grandfather is over 80 and is \_\_\_\_\_ pretty good health these days  
a) in b) to) c) with
14. My feet are \_\_\_\_\_. I guess my shoes are a little bit tight.  
a) sore b) pain c) hurt
15. Mum doesn't like cooking so we've got a pizza \_\_\_\_\_.  
a) deliver b) be delivered c) delivered

## Письмо (Writing)

Time: 60 minutes

In your English class you have been discussing your career plans. Now you want to tell your English-speaking friend about it. Write an email to your friend Nathan.

Things to write about:

1. *education*

2. *most popular professions*

3. if it's more important to get a good salary or job-satisfaction

Write your email in 150-200 words. Remember the rules of email writing.



