

## Listening

**Time: 25 minutes**

### Task 1

*You will hear part of a talk by a man called James Edwards, who is the director of a museum association called Museums for All. For questions 1 – 10, complete the sentences with a word or short phrase. You will hear the recording twice.*

#### Museums for All

The association Museums for All was started (1) ..... years ago.  
James says the task of Museums for All is to change people's (2) ..... of museum visits.

James worked for a big (3) ..... company before he was offered his current position.

James believes that museums should be more (4) ..... in the way they attract visitors.

James says that traditional museums used to be aimed at people with a good standard of (5) .....

To raise interest in museums, James would like museums to have good (6) ..... with local schools.

James wants museums to be friendly, in the same way that (7) ..... are.

James says that a trip to the museum can be (8) ..... for some people.

James feels that it is the role of the (9) ..... to invest in rebuilding museums.

The Museum Festival next year will be held in (10) .....

### Task 2

*You will hear part of a radio interview with Julia Emerson, a young writer. For questions 11 – 17, choose the best answer (A, B or C)*

#### 11. According to Julia, nowadays Hollywood producers

- A usually think of ideas for films themselves.
- B writes screenplays and contact stars.
- C contact agents to find writers for them.

#### 12. Julia says that she

- A has written a number of successful screenplays for studios.
- B was lucky enough to have her first screenplay accepted.
- C was not discouraged by the lack of response from studios.

**13. Julia began writing in her spare time when she**

- A published some articles in a magazine.
- B had an idea for a TV series.
- C came first in a short-story competition.

**14. Julia says that**

- A she would like to write a version of a classic film.
- B there is a danger she might imitate other films.
- C creative people should think a lot about films.

**15. Julia's screenplay is about two sisters who**

- A set out to try living in the jungle.
- B find themselves in a difficult situation.
- C end up hating each other.

**16. The theme of the story is**

- A how our emotions about our family can change.
- B Julia's relationship with her brothers and sisters.
- C about the importance of having a family.

**17. It appears that the film based on Julia's screenplay**

- A must be made within the next few months.
- B will be made when the studio has paid Julia.
- C might never be made.

**TRANSFER YOUR ANSWERS TO THE ANSWER SHEET!**

## Reading

*Time: 40 minutes*

### Task 1

*You are going to read an article about life in the countryside. For questions 1 – 6, choose the answer (A, B, C or D) which you think fits best according to the text. Mark your answers on the separate answer sheet.*

#### How I came to envy the country mice

I have been living in London for more than 60 years, but still, when I'm driving and take some clever back-street short cut, I catch myself thinking: how extraordinary that it is me doing this! For a moment the town mouse I have become is being seen by the country mouse I used to be. And although, given a new start, I would again become a town mouse, when I visit relations in the country, I envy them.

Recently, I stood beside a freshwater lake in Norfolk, made by diverting a small river, near where my brother lives. As he was identifying some of the birds we could see, in came seven swans. They circled, then the haunting sound of their wing beats gave way to silence as they glided down for splashdown.

It is not a 'picturesque' part of the coast, but it has a definite character of line and light and colour. 'You do live in a lovely place,' I said to my brother, and he answered, 'Yes, I do.' There are probably few days when he does not pause to recognise its loveliness as he works with his boats - he teaches sailing - or goes about his many other occupations.

The lake's creator is a local landowner, continuing a tradition whereby the nature of our countryside has been determined by those who own the land. Formerly, landowners would almost certainly have made such changes for their own benefit, but this time it was done to help preserve the wildlife here, which is available for any visitor to see, providing they do nothing to disturb the birds. It is evidence of change: country life is changing fast.

One of the biggest changes I have witnessed is that second-homers, together with commuters, have come to be accepted as a vital part of the country scene. And the men and women who service their cars, dig their gardens, lay their carpets and do all the other things they need are vital to modern country life. It is quite likely that the children of today's workers may be moving into the same kind of jobs as the second-homers and the retired. Both the children of a country woman I know are at university, and she herself, now that they have left home, is working towards a university degree.

Much depends, of course, on the part of the countryside you are living in and on personality - your own and that of your neighbours. In my brother's Norfolk village, social life seems dizzying to a Londoner. In addition to dropping in on neighbours, people throw and attend parties far more often than we do. My brother's wife Mary and her friends are always going into Norwich for a concert or to King's Lynn for an exhibition. The boring country life that people from cities talk about is a thing of the past - or perhaps it was always mainly in their minds.

This is very unlike living in a London street for 50 years and only knowing the names of four other residents. In these 50 years I have made only one real friend among them. I do enjoy my life, and Mary says that she sometimes envies it (the grass on the other side of the fence ...); but whenever I go to Norfolk, I end up feeling that the lives of country mice

are more admirable than my own

1 It is sometimes a source of surprise to the write

A to find herself driving through back streets.

B that she has been in the city for so long.

C to realise how much she has got used to living in London.

D that she lives in the city when she prefers the country.

2 The atmosphere created by the writer when she describes the swans is

A moving.

B frightening.

C deafening.

D disturbing.

3 What does 'It' in paragraph 4 (last sentence) refer to?

A the lake

B the fact that the lake belongs to a landowner here

C the reason for the landowner's action

D the fact that wildlife now needs to be preserved

4 What is suggested about outsiders who now live in the country?

- A that country people no longer reject them
- B that they often do work like servicing cars and digging gardens
- C that the men and women who work for them are from the city
- D that many of them have been in the countryside for a long time

5 Social life in the country

- A depends completely on where you live.
- B is not as boring as people in cities think it is.
- C is not affected by your neighbours.

D is always less exciting than life in the city.

6 What do we learn about the writer's attitude to London in the final paragraph?

- A She can't adjust to living in London.
- B She has regretted moving to London.
- C The people in her street are unusually unfriendly.
- D Life there is very different to country life.

### Task 2

*You are going to read an article about the activities organised by four schools for Environmental Awareness Day. For questions 7-16, choose from schools (A-D). Some of the schools may be chosen more than once. Mark your answers on the separate answer sheet.*

**Which school**

became better known after Environmental Awareness Day?	7	_____
provided online information about the environment?	8	_____
asked a specialist to give a talk?	9	_____
raised money to help an organisation?	10	_____
organised a trip to study animals by the sea?	11	_____
is following changes in general weather conditions?	12	_____
carried out a project about endangered animals and plants	13	_____
arranged a talk on pollution and local architecture	14	_____
decided to protect a local historical site?	15	_____
is located in the centre of the city?	16	_____

### **Environmental Awareness Day**

#### **A Plumpton High School**

This school decided to arrange a variety of activities, some aimed at achieving a better understanding of environmental problems, and others designed to be of practical help. For instance, the school magazine brought out a special edition on the subject, full of articles and stories where pupils expressed their feelings about the threats facing our environment. In another attempt to find out for themselves how serious these threats really are, the pupils decided to study the problem of pollution by making a survey, run by the science department, into air pollution in the local shopping centre. The school also held a sponsored walk and handed over nearly £1000 to the World Wide Fund for Nature. Pupils prepared a campaign to ban cars from the city centre and reduce traffic congestion. They gained a lot of publicity for the school by cycling through the city and handing out brochures about the benefits of cycling and walking.

#### **B Cresswell College**

The staff and students at Cresswell College held a meeting and discussed a number of suggestions. The most popular suggestion turned out to be the most practical one; it was decided that the local environment should be brightened up. Teams were sent out to plant flowers and young trees on areas of land in the neighbourhood. Senior students monitored the progress of species threatened with extinction and prepared a report on their findings. It was hoped that this would help publicise the problem. A leading expert on wild birds was invited to come and give a talk about the dangers faced by these creatures. He explained the importance of the food chain and asked people to support local wildlife reserves.

#### **C Grayner Institute**

This school had already been involved in some projects connected with the environment, though naturally efforts were increased for Environmental Awareness Day. For the last two years the school had been studying the effects of variations in climatic patterns around the world and how these can

affect wildlife. A film about those magnificent marine mammals, whales, which was shown to the whole school as part of Environmental Awareness Day, was received with great enthusiasm by pupils. Meredith Summers was invited to talk about how pollution can destroy buildings in the region. Following that, pupils decided to launch a campaign for the restoration of the medieval square in the city centre and asked local authorities to support them financially.

**D**

**Halliwell Academy**

The pupils at this inner-city secondary school felt that the best way to mark Environmental Awareness Day would be to help people in the area understand how important the environment is to them. One suggestion that was greeted with enthusiasm was to measure the levels of noise in Stanley Road, a busy local shopping street. The information was then placed on a website that the school had started. In order to give them a chance to see for themselves the problems facing some local species, the school took pupils to the coastal marshes of Easton. Many pupils reported afterwards that they had never realised how terrible the effects of pollution could be on coastal wildlife.

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



## *Use of English*

Time: 45 min.

### Task 1

For questions 1 – 8, read the text below and decide which answer (A, B, C or D) best fits each gap. Mark your answers **on the separate answer sheet**.

### Vinyl attraction

Nobody ever' really expected my Uncle Peter to make much money. When he left school, he didn't have any plans for a career, and he got a job in a second-hand record shop. Peter's mother couldn't (1) ..... over it. Her other children had both (2) ..... to get places at university, and she was quite (3) ..... that a young person needed a good education to get on in life. To (4) ..... things worse, this was the time when vinyl records were being phased out. It looked as though my uncle would soon be looking for (5) ..... somewhere else. Then, all of a (6) ..... Peter's luck changed. He announced he was going to start collecting records and set (7) ..... a mail order business selling rare records. Nobody really (8) ..... him seriously at first. Who would be interested in a technology that's out of date? Vinyl records have since become collectors' items, and my uncle is now a very rich man.

- |               |             |                |              |
|---------------|-------------|----------------|--------------|
| 1 A come      | B take      | C get          | D pass       |
| 2 A achieved  | B succeeded | C accomplished | D managed    |
| 3 A convinced | B persuaded | C determined   | D convicted  |
| 4 A get       | B make      | C bring        | D drive      |
| 5 A work      | B job       | C career       | D profession |
| 6 A once      | B moment    | C sudden       | D minute     |
| 7 A up        | B out       | C off          | D in         |
| 8 A took      | B believed  | C thought      | D gave       |

### Task 2

For questions 9 – 16, read the text below and think of the word which best fits each gap. Use only **one** word in each gap.

Example: (0) *who*

### Agriculture in ancient Britain

Professor Emma Thomas is an archaeologist (0) ..... specialises in the study of Ancient Britain and its people. The professor and her colleagues have been involved (9) ..... the analysis of skeletons to discover more about (10) ..... way Ancient Britons lived. 'Studying bones can tell us (11) ..... great deal about our ancestors,' says Professor Thomas. 'We know for a fact that between 9000 and 5200 BC, people ate a seafood diet, while after that people had a preference (12) ..... plants and animals. (13) ..... is still a mystery why people gave up eating fish. One explanation might be the influence of migrants to Britain. 'Britons changed (14) ..... diet after people from Europe arrived,' says Professor Thomas. 'It was a time of change. Our ancestors stopped hunting and started growing crops. Farming methods (15) ..... imported from Europe and people no longer relied (16) ..... wild foods; they could control what they ate.' This marked the beginning of agriculture in Britain.

### Task 3

For questions 17 - 22, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the word given. Here is an example (0).

**Example:**

0 I last saw him at my 21<sup>st</sup> birthday party.  
**since**

I.....my 21<sup>st</sup> birthday party.

Answer: 0 *haven't seen him since*

17. 'I'm sorry I'm late again,' he said.

APOLOGISED

He

.....  
again.

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9-11 классы

стр. 11 из 14

18. She looks like my cousin Mary.

REMINDS

She

.....  
my cousin Mary.

19. Someone is going to redecorate the kitchen for us next month.

HAVE

We are going

.....  
next month.

20. Could you speak up because I can't hear you properly?

MIND

Would

..... up  
because I can't hear you properly?

21. We advise customers to buy their tickets in advance.

ADVISED

Customers .....

..... their tickets in  
advance.

22. It's such a pity I didn't see that film on television last night.

WISH

I .....  
that film on television last night.

**Task 4**

**For questions 23–32, match the items 23–32 to the phenomena A–L. There are some extra phenomena which do not match.**

- |                                 |  |
|---------------------------------|--|
| <b>23.</b> Watergate            | <b>A)</b> cornerstone of U.S. foreign policy, proclaimed in 1823, declaring that the United States would not interfere in the internal affairs of or the wars between European powers; while any attempt of a European power to oppress or control any nation in the Western Hemisphere would be viewed by the US as a hostile act against the United States |
| <b>24.</b> Underground Railroad | <b>B)</b> a private British railway company, which owned and looked after most of the railway  |

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**9-11 классы**

стр. 12 из 14

tracks in the UK from 1996 until 2001. It was closed down by the government for not doing its job properly, for not operating the system safely, and for getting into debt.

- |   |   |
|---|---|
| <b>25.</b> Monroe Doctrine                | <b>C)</b> a part of the US Constitution declaring the purpose of the document   |
| <b>26.</b> The Marshall Plan              | <b>D)</b> Thomas Jefferson was the author of this document.   |
| <b>27.</b> Samuel Langhorne Clemens       | <b>E)</b> an American initiative passed in 1948 to aid Western Europe   |
| <b>28.</b> Declaration of Independence    | <b>F)</b> a famous political scandal in the US in the early 1970s that caused President Nixon to leave his job before Congress could impeach him.   |
| <b>29.</b> The 13 <sup>th</sup> Amendment | <b>G)</b> the first written constitution in North America   |
| <b>30.</b> John Hancock                   | <b>H)</b> a network of houses and other places that a group of people in the US used to illegally help slaves to become free by helping them to escape to the northern US and Canada in the period before the Civil War |
| <b>31.</b> Mayflower Compact              | <b>I)</b> a part of the US Constitution which ended slavery in the US after the Civil War   |
| <b>32.</b> Preamble                       | <b>J)</b> the real name of the writer Mark Twain<br><b>K)</b> the real name of the writer O. Henry<br><b>L)</b> the name of the person who was the first to sign the Declaration of Independence                        |

**TRANSFER YOUR ANSWERS TO THE ANSWER SHEET**

## WRITING

## Time: 60 minutes

Comment on the following quotation.

**“Wisdom.... comes not from age, but from education and learning.”**

## *Anton Chekhov*

**Use the following plan:**

- explain how you understand the author's point of view;
- express your personal opinion and give 2–3 reasons in its support;
- give examples to illustrate your reasons, using your personal experience, literature or background knowledge;
- make a conclusion.

**Write 200–250 words.**

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. At the bottom left, there is a small rectangular area where the lines stop, possibly indicating a margin or a specific section for writing.

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**МУНИЦИПАЛЬНЫЙ ЭТАП**

**9-11 классы**

стр. 14 из 14

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**YOU CAN USE THE OPPOSITE SIDE**