

**Задания муниципального этапа Всероссийской олимпиады школьников
по английскому языку**

**2020-2021 учебный год
9-11 класс**

Продолжительность олимпиады: 135 минут. Максимально возможное количество баллов: 74

Код участника: _____

Listening

Time: 15 minutes (8 points)

You are going to listen to a story about a village fair. For questions 1-8 choose the answer (A, B, C or D) which you think fits best.

1. Some visitors came out of curiosity while others came because
 - A. they enjoyed the trip through the country roads.
 - B. the chestnut fair brought back memories of the past.
 - C. they wanted to go on a diet.
 - D. chestnuts are healthy.
2. Why did the smell of roasting chestnuts disappear?
 - A. They were no chestnuts left.
 - B. People were selling other things.
 - C. The heavy rainfall put the fires out.
 - D. It was late in the day.
3. The cookery competition was for recipes which
 - A. Michel Bras had written in his book.
 - B. were very old.
 - C. includes chestnuts
 - D. were used in the best restaurants
4. Michel Bras
 - A. finds ingredients for his recipes when he goes running.
 - B. uses only chestnuts in his recipes.
 - C. looks for chestnuts when he goes running.
 - D. invented the idea of cooking with chestnuts.
5. The village hall was packed because some people wanted to see Bras and some wanted to
 - A. take shelter from the rain
 - B. have a rest
 - C. learn the recipes
 - D. cook chestnuts
6. How did Michel Bras sum up the competitions?
 - A. He thought the food was excellent.
 - B. He was disappointed with the recipes.
 - C. He said he didn't like chestnuts when he was young.
 - D. He was amazed by the high standard of the recipes.
7. What was announced ready to cheers from the 340 diners?
 - A. an iron pot
 - B. pig food
 - C. the atmosphere
 - D. a local dish
8. What was the dance like?
 - A. formal
 - B. boring
 - C. informal
 - D. confusing

Transfer your answers to your answer sheet

Reading

Time: 50 minutes (16 points)

Task 1

Read the text about football and complete gaps 1-8 below. Choose from the sentences A-I the one which fits each gap (1-8). There is one extra sentence which you do not need to use.

The late Bill Shankly, one-time manager of Liverpool, insisted that football wasn't a matter of life and death – it was more important than that. Looking back at the history of football matches one would tend to agree with him. The history of football, in particular the World Cup, is marked by fights, bad sporting behavior and even murder. (1) _____.

The year was 1914 and World War I had transformed much of Western Europe into a mass of battlefields and trenches. The area between the two sides at war was known as “one-man’s-land” because if a soldier left a trench and walked into this area, he would be shot by the enemy. (2) _____.

The soldiers put down their weapons, met in the middle and played a game of football. The Scottish Seaforth Highlanders were positioned on the Franco-Belgian border with the enemy, the 9th Royal Saxon Infantry opposite. They were preparing to celebrate Christmas day. Next to the trenches they had put up simple trees decorated with candles.

(3) _____. The Germans did not return the gunfire. The Scots in turn stopped shooting and silence followed. Then the sound of German soldiers singing *Silent Night* could be heard.

(4) _____. At midnight, silence fell until the next morning when a few of the Saxon Infantry wandered into “no-man’s-land”. The Scots responded and went out to meet them. One report states that cigarettes, watches, rings and tins of meat were exchanged and photos of loved ones were shown.

(5) _____. An unorthodox match of football followed. Goal posts were marked with caps and teams were established. Finally the men shook hands and went back to their trenches and to war.

Since then there have been other matches that have made history. Unfortunately, many have done so for the wrong reasons. South American players and supporters have often committed acts of violence. After Uruguay beat Argentina to win the first World Cup in 1930, Argentines stoned the Uruguayan Consulate in Buenos Aires until the police began shooting at them.

(6) _____. Another example is the tragic death of 39 Italian supporters who died in the riot at the Heysel Stadium when Liverpool were playing Juventus in the final of the 1985 European Cup. Players too often display extremely unsporting behaviour.

(7) _____. In 1962 an Italian player’s nose was broken by Chile’s Leonel Sanchez, and twenty years later a French player lost two teeth after being hit by the West German goalkeeper.

Accusations of cheating or “fixing” the score have also been made. Andres Escobar scored an own goal when Colombia lost 2-4 to the USA in 1994.

(8) _____. It was said that Colombian drug barons had bet a lot of money on Colombia losing.

A. The World Cup also provides us with two examples of this.

B. A few of the British soldiers started singing too, and slowly soldiers up and down both lines began to join in.

C. Football has been invaluable in crossing cultural boundaries throughout the years.

D. Later, when Escobar returned to his home town in Colombia, he was shot twelve times and died.

E. Then a Scotsman produced a football and kicked it to one of the Germans.

F. However, one Christmas day, that changed.

G. One extreme incident took place in 1969 when Honduras and El Salvador went to war after a World Cup game, and 2,000 people died in the fighting.

H. However, one particular incident showed how football can also cross national frontiers and unite people at a time of great disunity.

I. The Highlanders reacted to this with gunfire, as they feared it was a trap.

Task 2

Read the text about a trip through the channel tunnel. For questions 9-16 choose the answer (A, B, C, or D) which fits best according to the text.

Recently I was offered the chance to travel by train through the channel tunnel between England and France. I went on the shuttle that carries cars. The site is not beautiful. There is a huge railway complex with tracks disappearing into a large hole, and a brand-new exhibition centre.

The location of trains is indicated by signs saying "France". Cars must stop at the toll booths and French immigration points, where passports are shown. (Dealing with formalities here means you can drive straight off the train at the other end.)

The double-decker carriages are brightly lit, air-conditioned and very hi-tech. Loudspeaker announcements from the "Chef de Train", an Englishman speaking very slow French, welcomed us aboard. A crew member with a walkie-talkie said the crossing would take about 35 minutes and passengers were expected to stay in or by their cars. He told me the shuttle employed several female drivers. "The most important requirement for the job is that they know about computers and learn French especially the numbers. They practice by playing bingo".

Then we started. We slid into the tunnel and hit our travelling speed of 80 mph. The ride was so smooth, one was barely aware of any movements. It was, predictably, about as interesting as a ride round the London underground. Somewhere to sit and have a coffee would have been welcome, but a crew member said: "With the numbers we expect to carry, it just wouldn't be practical."

After half an hour we shot back into the French daylight, had lunch, then came back. The return trip, however, did not go so smoothly. Halfway across, a fire alarm went off. We were all moved to a neighbouring carriage. Moments later, a young man appeared and said calmly: "Just practicing. You can all go back!"

Then without warning, the train stopped. We found out that a lorry had fallen over during boarding. After half an hour we were still waiting. People were becoming mildly irritated, and the only person still smiling worked for a cross-channel ferry company.

Then, all at once, we moved off. Disembarking was swift and easy and, within minutes, we were driving on the left again through a wet English night. It had been an interesting day. I had enjoyed the experience of what will undoubtedly become routine in the 21st century; but for me, the attractions of the sea and the cry of gulls will always win in the end.

9. Why did the writer make the trip?

- A. because he was given the opportunity.
- B. because he wanted to go to France.
- C. because he had an important date.
- D. because it was the only method available.

10. What is the English Channel train entrance like?

- A. badly constructed
- B. large and ugly
- C. small and quite
- D. bright and cheerful

11. Why is the French immigration office in England?

- A. So passengers can get straight on to the train in England.
- B. So passengers can drive off the train as soon as they get to France.
- C. So non-European citizens can be separated from Europeans.
- D. So French citizens don't have to show their passports.

12. Why do the crew play bingo?

- A. To improve their French.
- B. To pass the time.
- C. To decide who will drive the train.
- D. To practice communication skills.

13. What was the crossing to France like?

- A. It was alarming

- B. It was calm.
- C. It was impractical.
- D. It was interesting.

14. What does “it” in the last sentence of the forth paragraph refer to?

- A. carrying large numbers of people.
- B. making the journey faster.
- C. serving refreshment on the train.
- D. providing entertainment during the journey.

15. What does the writer think will happen to channel travel in the future?

- A. The train will stop running.
- B. The train will not be used by the very rich.
- C. There will be a lot of technical problems.
- D. The trains will become the usual method of transport.

16. Why will the writer not use the channel tunnel train in the future?

- A. Because it's too expensive.
- B. Because it takes long.
- C. Because he has no reason to travel to France.
- D. Because he prefers going by boat.

Transfer your answers to your answer sheet

Use of English
Time: 40 minutes (30 points)

Task 1

Fill in the blanks with appropriate words:

In holiday resorts all (1) ... the Mediterranean outdoor restaurants and cafes (2) ... “English Breakfast” every morning, and (3) ... in the early afternoon they are still filled with people tucking into plates (4) ... with eggs, bacons, tomatoes and sausages. Those with stamina follow this with toast and jam washed (5) ... with tea and orange juice. But do the English eat (6) ... this everyday?

Certainly a full breakfast used to be (7) ... for those who (8) ... manual jobs if they could afford it. The tradition has (9) ... with the increase in sedentary jobs and the rising (10) ... of ingredients; it seems that the English breakfast no (11) ... suits the English. These (12) ... have been compounded by the (13) ... of doctors and nutritionists. The high fat and salt (14) ... of bacon and sausages and the (15) ... of cholesterol in eggs means that we are not (16)... to eat them often.

The opposite of the “English Breakfast”, the cup of black coffee and a cigarette is also (17)... recommended. We need, it seems, a nutritious meal to start the day (18)The British now (19) ... to eat cereal, toast and orange juice very much like people in other countries. The great English breakfast is now (20) ... to high days and holidays.

Task 2

For questions 21 - 30 fill in the gaps with a suitable phrasal verb from the box below with a necessary change. There are three extra phrasal verbs, which you do not need to use.

make up for, cut into, hold down, pass off as, cut through, see about, gone in for, pulled out for, made up to, cut out for, do down, make out, do away with
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21. If you'd like to take a seat, I'll ... changing your ticket.
22. They are ... each other; I'm sure they'll get married.
23. At the party he ...himself ... a rich businessman.
24. At the last moment, Bill ... the deal.
25. Can you ... the cheque ... for £100?
26. He bought her some flowers to ... his bad behavior.
27. My aunt has ...that pop quiz.
28. He ... the conversation to ask to go out.
29. You shouldn't ... your parents They care about you.
30. I'm not ... working in an office.

Transfer your answers to your answer sheet.

Part 4

Writing

30 minutes (20 points)

Write a short article about books being *very important in students' life* (100-120 words):

Remember to:

- write 100-120 words;
- title the article;
- state the given point of view;
- give a short explanation why books are still important in students' life;
- illustrate your explanation with an example of your life experience;
- resume the position.

Transfer your answers to your answer sheet.