

Listening

Time: 20 minutes

Task 1

You will hear a conversation between a university tutor and a student about the jobs fair. First, you have some time to look at questions 1–3. Choose the correct answer. You will hear the recording twice.

Questions 1-3

Complete the sentences below.

*Write **NO MORE THAN THREE WORDS** for each answer.*

1. The best days for engineering students are _____.
2. Students can get useful suggestions about _____.
3. Use the internet to look at _____.

Questions 4-7

Choose the correct letter A, B or C.

4. Fergus says that
 - A. there is one company he is particularly interested in.
 - B. he has done some research already.
 - C. he knows the boss at one of the companies.
5. The tutor thinks Fergus should
 - A. prepare questions in advance.
 - B. research the skills required for jobs before the event.
 - C. find out what the starting salaries are.
6. Fergus plans
 - A. to wear a suit and tie.
 - B. to wear smart but casual clothes.
 - C. to buy an outfit for the event.
7. The tutor suggests that Fergus
 - A. should ask particular people certain questions.
 - B. should avoid taking free gifts.
 - C. should treat conversations like short interviews.

Questions 8-10

Now you have some time to look at questions 8-10. Now listen to the rest of the conversation and answer questions 8-10.

*Choose three letters A-F. Put your answers in the answer sheet in **ANY ORDER**.*

Why do the tutor and Fergus think it is useful to attend a jobs fair?

A to get a job

B to find out what employers want from you.

C to give employers your contact details.

D to discover which are the key companies to work for.

E to practice your communication skills.

F to make useful contacts.

8. _____

9. _____

10. _____

TRANSFER YOUR ANSWERS TO THE ANSWER SHEET!

Reading

Time: 30 minutes

Task 1

You are going to read an article about a woman who trains actors in fighting skills. For questions 1 – 6, choose the answer (A, B, C or D) which you think fits best according to the text.

Kombat Kate

James Stanton meets 'Kombat Kate' Waters, who trains theatre actors in how to 'fight' on stage.

There must be few occasions when it would be really rude to refuse an invitation to head-butt someone you've just met! But I'm in one of those right now. I'm in a rehearsal room in a theatre with a group of actors, facing up to stage fighting director Kate Waters. I've already dragged her around the room and slapped her on the arm. Now she wants me to head-butt her. But fear not, this is all strictly pretend!

'Imagine there's a tin can on my shoulder,' she says. 'Now try to knock it off.' I lower my head as instructed, then lift it sharply, aiming for the imaginary can, hoping desperately that I don't miscalculate the angle and end up doing damage to her face. To my amazement, I get it right. 'That was good,' says Waters. 'Now maybe try it again without smiling.'

Waters, known in the industry as Kombat Kate, is showing me how actors fight each other without getting hurt, and that includes sword-fighting. (She inspires fierce devotion: when I tweet that I'm meeting Waters, one actress friend responds: 'She's amazing. She taught me how to be a secret service agent in two days.')

Perhaps the most famous play Kate has worked on recently was called *Noises Off*. She taught the cast how to fall down stairs without breaking any bones. One of the fight scenes is fairly close, Kate tells me, to the one we're trying out now. 'I've just slowed it down a bit,' she says tactfully, before inviting me to throw her against the wall. I obey, making sure I let go of her quickly, so she can control her own movement. Push your opponent too hard, and they will hit the wall for real. I watch her hit the wall before falling to the ground. She's fine, of course. 'That's my party trick,' she says with a grin. 'Works every time.'

Once the lesson is over Kate tells me how she became one of only two women on the official register of stage fight directors. Already a keen martial arts expert from childhood, Kate did drama at university, and one module of her course introduced her to stage combat. When she made enquiries about the possibility of teaching it as a career, she was told about the register and the qualifications she'd need to be accepted onto it. It was no **small order**: as well as a certificate in advanced stage combat, she would need a black belt in karate and proficiency in fencing, a sport she'd never tried before.

But she rose to the challenge and taught the subject for several years at a drama college before going freelance and becoming a fight advisor for the theatrical world. The play she's working on is Shakespeare's *Richard III*. This involves a famous sword fight. With no instructions left by the great playwright other than – Enter Richard and Richmond: they fight, Richard dies – the style and sequence of the fight is down to Kate and the actors.

‘I try to get as much information as possible about what a fight would have been like in a particular period,’ Kate explains. ‘But because what I’m eventually doing is telling a dramatic story, not all of **it** is useful. The scene has to be exciting and do something for the audience.’

Ultimately, of course, a stage fight is all smoke and mirrors. In our lesson, Kate shows me how an actor will stand with his or her back to the audience ahead of a choreographed slap or punch. When the slap comes it makes contact not with skin but with air: the actor whacks his chest or leg to make the sound of the slap.

In the rehearsal room, I can’t resist asking Kate how she thinks she would fare in a real fight. Would she give her attacker a hard time? She laughs, ‘Oh, I’d be awful,’ she says. ‘I only know how to fake it.’ I can’t help thinking, however, that she’s just being rather modest.

1 In the first paragraph, the writer is aware of

- A** a critical attitude from Kate.
- B** the concern of the other actors.
- C** the need to reassure his readers.
- D** having been in a similar situation before.

2 How does the writer feel when Kate mentions the tin can?

- A** worried about hurting Kate
- B** relieved that Kate is just pretending
- C** concerned that it may injure his head
- D** convinced that he won’t take it seriously enough

3 When Kate and the writer repeat the fight scene from *Noises Off*, we learn that

- A** the writer isn’t sure of his instructions.
- B** Kate has adapted it slightly for the writer to try.
- C** the writer is initially unwilling to do it.
- D** Kate has to react quickly to a mistake the writer makes.

4 What does the phrase ‘**no small order**’ (paragraph 5) tell us about stage combat?

- A** Kate knew she would love learning about it.
- B** It is something very few people ever perfect.
- C** Studying it required a lot of obedience and respect.
- D** Qualifying to teach it would be a long and difficult process.

5 What does the writer tell us about the sword fight in the play *Richard III*?

- A** Its details need to be made up.
- B** It’s a particularly challenging scene to do.
- C** Its action is conveyed through spoken words.
- D** It is widely agreed to be the most exciting of its kind.

6 What does ‘**it**’ refer to in paragraph 7?

- A** information
- B** a fight
- C** a particular period

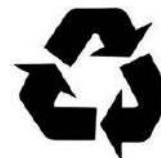
D a dramatic story

Task 2

*You are going to read a newspaper article about the man who designed the recycling symbol. Six sentences have been removed from the article. Choose from the sentences **A – G** the one which fits each gap (7 – 12). There is one extra sentence which you do not need to use. Mark your answers **on the separate answer sheet**.*

How the recycling symbol was created

Gary Anderson designed a symbol which we see everywhere nowadays.



I studied engineering at the University of Southern California at a time when there was a lot of emphasis in the United States on training young people to be engineers. That said, I eventually switched to architecture. I just couldn't get a grasp on electronics and architecture seemed more concrete to me.

It was around that time that I saw a poster advertising a design competition being run by the Container Corporation of America. The idea was to create a symbol to represent recycled paper. One of my college requirements had been a graphic design course so I thought I'd give it a go. It didn't take me long to come up with my design: only a day or two. (7) But I already had arrows and angles in my mind because on my course I'd done a presentation on recycling waste water. I'd come up with a graphic that described this process very simply.

The problem with the design I'd done earlier was that it seemed flat, two-dimensional. So when I sat down to enter the competition, I thought back to a field trip in elementary school to a newspaper office where we'd been shown how paper was fed over rollers as it was printed. (8) The three arrows in it look like strips of folded-over paper. I drew them in pencil, and then traced over everything in black ink. These days, with computer graphics packages, it's rare that designs are quite so plain.

I think I found out I'd won the competition in a letter. Was I excited? Well, yes of course – but not that excited. (9) So it just seemed like, of course I would win! There was a monetary prize, though for the life of me I can't remember how much it was... about \$2,000?

When I finished my studies, I decided to go into urban planning and I moved to Los Angeles. It seems funny, but I really played down the fact that I'd won this competition. I was afraid it would make me look as though I was interested in graphics, rather than urban planning. (10) I remember seeing it once on a leaflet which had been produced on recycled paper, but then it disappeared.

A while after graduating, I flew to Amsterdam for a holiday. I'll never forget: when I walked off the plane, I saw my symbol. It was on a big recycling bin. And it was bigger than a beach ball! (11) I was really taken aback. That was quite a long time ago though. Since then, I've got more qualifications and worked for quite a few different firms, some more environmentally aware than others.

I feel much prouder of the recycling symbol now than I used to, probably because it's so widely seen. Maybe this design has been more important to me than I'd thought. (12) There's more to me than the recycling symbol.

A Still, I'd hate to think that my life's work is defined by it.

B I used what I'd seen to create the image.

C I'm no expert on recycling but I can certainly see its value.

D I hadn't thought about it for years and there it was right in my face.

E I realise that seems ridiculous for something that's been so successful.

F Also, nothing much happened to the symbol for a while.

G I guess at that point in my life I had an exaggerated sense of my own importance.

TRANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET

Use of English

Time: 35 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**.

Example (0)

A) band B) set C) series **D) branch**

What is genealogy?

Genealogy is a (0) of history. It concerns family history, (1) than the national or world history studied at school. It doesn't merely involve drawing a family tree, however - tracing your family history can also (2) in learning about your roots and your identity. The internet enables millions of people worldwide to (3) ... information about their family history, without great (4)

People who research their family history often (5) that it's a fascinating hobby which (6) a lot about where they come from and whether they have famous ancestors. According to a survey involving 900 people who had researched their family history, the chances of discovering a celebrity in your past are one in ten. The survey also concluded that the (7) back you follow your family line, the more likely you are to find a relation who was much wealthier than you are. However, the vast majority of people who (8) in the survey discovered they were better off than their ancestors.

- | | | | | | | | | |
|---|---|------------|---|--------------|---|----------|---|------------|
| 1 | A | instead | B | rather | C | except | D | sooner |
| 2 | A | cause | B | mean | C | result | D | lead |
| 3 | A | accomplish | B | access | C | approach | D | admit |
| 4 | A | fee | B | price | C | charge | D | expense |
| 5 | A | describe | B | define | C | remark | D | regard |
| 6 | A | reveals | B | opens | C | begins | D | arises |
| 7 | A | older | B | greater | C | higher | D | further |
| 8 | A | attended | B | participated | C | included | D | associated |

Task 2

For items 9–18, 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 publication

Jerome K. Jerome's Three Men in a Boat (To Say Nothing of the Dog)

ВСЕРОССИЙСКАЯ ОЛИМПИАДА ШКОЛЬНИКОВ ПО АНГЛИЙСКОМУ ЯЗЫКУ 2021-2022 г.
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Since its (0) *publication* in 1889, *Three Men in a Boat* has never been (0) PUBLISH out of print.

It continues to be popular to the current (9) GUARD day, with *The* (9) ... ranking it №33 on *The 100 Greatest Novels of All Time*, and *Esquire* ranking it №2 in the *50 Funniest Books Ever*.

The novel's global (10) ... has proven (10) POPULAR unsinkable.

Radio, film, and stage adaptations of (11) TIME Jerome's (11) ... story have appeared regularly since the 1920s, including a 1975 teleplay by Tom Stoppard.

Jerome, a self-proclaimed "idler," would (12) SURE (12) ... be surprised by the busy post-publication lives led by his famous trio and their dog.

Jerome never envisioned the enduring (13) PERIOD popularity of *Three Men in a Boat* when he began publishing installments in the (13) ... *Home Chimes* in 1888.

Originally intending to write a travelogue recording the history of the Thames River, Jerome found that the episodic nature of a (14) DIGRESS lazy journey accommodated lots of humorous (14) ... that had first made his name.

As he revised his book, he shifted the (15) NARRATE emphasis from landscape to the (15) ... witty reflections of the story, a thinly-veiled stand-in for Jerome himself.

Two other (16) FICTION (16) ... members of the boating party, George and Harris, also have their real-life counterparts, George Wingrave and Carl Hentschel.

Montmorency, a small fox terrier who steals (17) WHOLE several hilarious scenes in the novel, was in fact (17) ... conjured to life by Jerome's imagination.

Task 3

For items 18-22, match the spoken informal words to their neutral definitions A-J. There are some extra definitions which do not match.

Informal English	Neutral Equivalents
18. We just hit it off.	A) to pay more money than needed
19. I got ripped off by the taxi driver coming from the airport.	B) to argue
20. That guy in black pinched my	C) a cent

**ВСЕРОССИЙСКАЯ ОЛИМПИАДА ШКОЛЬНИКОВ ПО АНГЛИЙСКОМУ ЯЗЫКУ 2021-2022 г.
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watch.

21. I need to go out and let my hair
down

22. It only cost a quid

D) to show off

E) to travel by
getting a free ride
from the driver of
a passing car

F) to relax

G) a pound

H) to like each
other at once

I) to steal sth.

J) to glance at sth.

TRANSFER YOUR ANSWERS TO THE ANSWER SHEET

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YOU CAN USE THE OPPOSITE SIDE