# ПЛЕХАНОВСКАЯ ОЛИМПИАДА ШКОЛЬНИКОВ 2022/23 ПО АНГЛИЙСКОМУ ЯЗЫКУ

## 1 вариант (10-11 класс)

### I. LISTENING TEST

**You will hear five short extracts in which people are talking about leaving their previous jobs to work freelance from home. You will hear the extracts twice.**

**Task 1. For questions 1-5, choose from the list A-H the reason why each speaker decided to work freelance from home.**

| | |
|---|---|
| **1.** Speaker 1<br>**2.** Speaker 2<br>**3.** Speaker 3<br>**4.** Speaker 4<br>**5.** Speaker 5 | **A.** to fulfill a greater variety of tasks<br>**B.** to feel free of supervision<br>**C.** to follow the example of a friend<br>**D.** to develop their creativity<br>**E.** to gain greater financial rewards<br>**F.** to avoid travel difficulties<br>**G.** to be in control of their workload<br>**H.** to have more options for holidays |

**Task 2. For questions 6-10, choose from the list A-H the aspect of working freelance from home which each speaker has found challenging.**

| | |
|---|---|
| **6.** Speaker 1<br>**7.** Speaker 2<br>**8.** Speaker 3<br>**9.** Speaker 4<br>**10.** Speaker 5 | **A.** resisting online distractions<br>**B.** having no colleagues to talk to<br>**C.** stopping focusing on work at the end of the day<br>**D.** feeling responsible for everything<br>**E.** keeping up with professional developments<br>**F.** organising the physical workspace<br>**G.** receiving no feedback from superiors<br>**H.** preventing interruptions from visitors |

## II. READING

**Task 1. For questions 1- 6, choose which of the paragraphs A-G fit into the numbered gaps in the following article. There is one extra paragraph which does not fit in any of the gaps.**

### MASTER OF THE DEEP

Jacques-Yves Cousteau, 1910-1997, was one of the greatest Frenchmen of the 20th century. He invented the modern diver's breathing apparatus, and went on to become one of the world's best-known explorers. A new era of marine exploration began in the summer of 1943 in a secluded French cove when Cousteau first slipped into the sea wearing his Aqua-Lung, the simple but elegant invention that enabled humans to take their breath with them beneath the sea.

**1**

He knew what he wanted, but it did not exist. What he wanted was self-contained compressed-air cylinders plus a device with hoses and mouthpiece. This device would feed him air only on the intake, at the pressure of the surrounding sea, shutting off the flow when he exhaled.

**2**

For human use the device proved so remarkably effective that today millions of divers put on this device without a thought. But at the time the Aqua-Lung was history in the making. It opened the submarine world to a new age of discovery.

**3**

The end of World War II freed naval officer Cousteau for further joyful underwater pursuits. He used a wooden-hulled, former minesweeper, the *Calypso*, to continue his exploration of the ocean depths. He recorded his experiences in his book, *The Silent World* (1953), a publishing sensation that sold five million copies and was translated into 22 languages. In subsequent years, Cousteau developed a miniature submarine, the *Diving Saucer*, built underwater dwellings for prolonged diving, and produced a series of television films that would make him one of the world's best-known faces. But as the years passed, he began to notice something disquieting in the Mediterranean Sea.

**4**

This was especially apparent in the Mediterranean Sea, which is an enclosed, nearly tideless, sea with many of the characteristics of a lake, so that any environmental interference would not take long to show itself. Later Cousteau went on the high seas,
returning to Assumption Island in the Indian Ocean, where many years before he had filmed much of *The Silent World.*

**5**

He founded the Cousteau Society to publicise and support his new passion. He took *Calypso* all over the world, documenting the unchecked looting, as he called it, of the oceans and rivers. Everywhere he went he talked to fishermen, farmers, and even to Presidents.

**6**

Cousteau will be remembered for his ability to communicate, just as his name will always be connected with water. In 1992 he attended the United Nations Conference on the Environment and Development in Rio de Janeiro, pleading for the sane use of Earth's finite resources. He spent the rest of his life in tireless advocacy of the sea. Truly, Jacques-Yves Cousteau was the 'master of the deep'.

**A** He was horrified to find the same sickness. What had been an aquatic paradise, pulsating with life and ablaze with colour, was nearly lifeless. Appalled and angered, Cousteau the diver and film-maker became Cousteau the environmentalist.

**B** 'At night I had often had visions of flying by extending my arms as wings,' Cousteau wrote in his diary. 'Now I flew without wings. On that first Aqua-Lung dive, I experimented with loops and somersaults. I stood upside down on one finger.
Delivered from gravity and buoyancy, I flew around as if in space.'

**C** His divers were having problems with their bulbs for flash photographs: in the high pressure of deep water they tended to leak around their base, causing them to misfire. Cousteau's solution was inspired. The ship's engineer drilled two small holes in the bases, the cook melted wax for them, and the surgeon injected the liquid wax into them using a syringe. When it solidified, underwater lighting was assured.

**D** Cousteau wished to be able to swim horizontally like a fish, weightless, and manoeuvering easily in three dimensions. He would have nothing to do with the divers in the standard diving dress of the time, whom the French called 'heavy feet', with their copper helmet and lead-soled boots, making their ponderous way across the seabed.

**E** Unlike many brilliant technical men, Cousteau was supremely articulate and conveyed his compelling ideas with eloquence. He lectured equally well in French or English, often without notes, with a vivid imagery in both tongues that a poet would have been proud of.

**F** Cousteau took his idea to an engineer called Emile Gagnan. He was astonished when Gagnan picked something up from his work surface and said 'You mean like this?' It was the valve for the 'gazogene', a gadget designed to enable motor cars to run on domestic gas in times of petrol shortage.

**G** In many places fish were growing scarce, and once richly-carpeted seabeds now lay bare. Alarmed, he began a survey, testing water quality and analyzing seabed sediments. Everywhere the message was the same: overfishing, pollution, and unrestrained 'development' of the shores had reduced its marine life by 30 to 40 percent, Cousteau estimated.

**Task 2. You are going to read four extracts from articles in which experts give their views on using tidal energy. For questions 7 - 10, choose from the experts A - D. The experts may be chosen more than once.**

## Tidal energy

**A**

There is currently a wide range of technologies for harnessing the energy potential of the world's seas and oceans. These include a few large barrages built in certain coastal waters, various smaller types of turbine further out to sea capturing wave power, and tidal lagoons where large walls are constructed to trap water at high tide and then release it through turbines at low tide. The challenge of making these technologies work is huge, but so is the prize. Once in operation, they produce no greenhouse gas emissions, and given what we know about the severity of climate change, this is of colossal importance. Any new technology will inevitably affect the environment to some degree. However, the evidence suggests that barrages and underwater turbines have a relatively benign effect. There are also bound to be people who think barrages are an eyesore. These structures, however, are often not easily visible from land and, compared with nuclear power reactors and wind farms, are inoffensive.

**B**

For the last thirty years, I have lived in a lovely spot next to the sea. From my living room window, I look out over a stunning bay with cliffs and small islands in the distance. I would be the first to resist any change to such a landscape, which is why I have listened carefully to recent objections to a proposal to install tidal energy structures just along the coast from me. All the evidence presented, however, indicates that these installations are minimally intrusive. Everything we know about global warming - its causes and implications for the future - points to the need to expand our ocean power resources without further delay. The technology is already available and is being enhanced all the time. While the initial costs are high, the longer-term benefits are just what we need - clean, renewable, predictable and low-cost energy.

**C**

Towering concrete barrages situated off coastlines and in river estuaries are clearly unsightly, and even submerged turbines can impinge on an area. The change in the speed and height of tides as a result of these schemes can be dramatic and can detract markedly from the visual appeal of these places. At the same time, things undoubtedly change for all kinds of organisms in the sea. Noise from construction
and from turbines, the corrosion of building materials and the way that turbines change water flows can all be very disruptive for flora and fauna. This all sits uncomfortably with tidal power's prime selling point: that it has no toxic by-products of the kind produced by traditional energy sources, which cause temperatures around the world to rise. Also, it would be wrong to forget that other sources of clean,
renewable energy cost far less to produce. The sensible choice is to continue to build on the successes of solar, wind and thermal energy until tidal technology has reached a point where it is viable.

**D**

I've heard plenty of hostile comments regarding the ugliness of tidal energy infrastructure. However, whether it offends aesthetic sensibilities is a trivial matter. The key issues are whether tidal power can deliver energy in a reliable, cost-effective and environmentally friendly way. The uncomfortable truth is that such schemes have a record of being extremely expensive upfront. The sea is a difficult environment
for engineers to work in and more traditional energy sources like oil and gas cost less and make more sense to exploit. Once tidal schemes are up and running, they produce relatively little air pollution, but there's a tendency to forget the considerable energy consumption involved in manufacturing materials for them, and constructing and repairing them. This, of course, involves greenhouse gas emissions, which in turn play a role in higher temperatures across the planet. There is also a tendency to overlook how tidal schemes can harm animal and plant life. A major barrage in France, for example, has brought increased levels of silt which favours some plant and animal species, but is disastrous for others.

**Which expert**

**7.** shares **C**'s view on whether developing the use of tidal power should be a priority?

**8.** has a different view from **D** regarding the impact that tidal power installations have on marine ecosystems?

**9.** has a different view from the others regarding the extent to which the physical appearance of tidal power systems is a concern?

**10.** has a different view from **B** on the significance of tidal power for global warming?

**Task 3. For questions 11-17, read the text about the origins of civilization and choose the best answer (A, B, C or D).**

## The Evolution of Civilizations

Between 4000 and 3000 B.C., significant technical developments began to transform the Neolithic towns. The invention of writing enabled records to be kept, and the use of metals marked a new level of human control over the environment and its resources. Already before 4000 B.C., craftspeople had discovered that metal-bearing rocks could be heated to liquefy metals, which could then be cast in molds to produce tools and weapons that were more useful than stone instruments. Although copper was the first metal to be utilized in producing tools, after 4000 B.C., craftspeople in western Asia discovered that a combination of copper and tin produced bronze, a much harder and more durable metal than copper. Its widespread use has led historians to speak of a Bronze Age from around 3000 to 1200 B.C., when bronze was increasingly replaced by iron.

At first, Neolithic settlements were hardly more than villages. But as their inhabitants mastered the art of farming, they gradually began to give birth to more complex human societies. As wealth increased, such societies began to develop armies and to build walled cities. By the beginning of the Bronze Age, the concentration of larger numbers of people in the river valleys of Mesopotamia and Egypt was leading to a whole new pattern for human life.

As we have seen, early human beings formed small groups that developed a simple culture that enabled them to survive. As human societies grew and developed greater complexity, a new form of human existence - called civilization - came into being. A civilization is a complex culture in which large numbers of human beings share a number of common elements. Historians have identified a number of basic characteristics of civilizations, most of which are evident in the Mesopotamian and Egyptian civilizations. These include (1) an urban revolution: cities became the focal points for political, economic, social, cultural, and religious development; (2) a distinct religious structure: the gods were deemed crucial to the community's success, and professional priestly classes, as stewards of the gods' property, regulated relations with the gods; (3) new political and military structures: an organized government bureaucracy arose to meet the administrative demands of the growing population while armies were organized to gain land and power; (4) a new social structure based on economic power: while kings and an upper class of priests, political leaders, and warriors dominated, there also existed a large group of free people (farmers, artisans, craftspeople) and at the very bottom, socially, a class of slaves; (5) the development of writing: kings, priests, merchants, and artisans used writing to keep records; and (6) new forms of significant artistic and intellectual activity, such as monumental architectural structures, usually religious, occupied a prominent place in urban environments.

Why early civilizations developed remains difficult to explain. Since civilizations developed independently in India, China, Mesopotamia, and Egypt, can general causes be identified that would explain why all of these civilizations emerged? A number of possible explanations of the beginning of civilization have been suggested. A theory of challenge and response maintains that challenges forced human beings to make efforts that resulted in the rise of civilization. Some scholars have adhered to a material explanation. Material forces, such as the growth of food surpluses, made possible the specialization of labor and development of large communities with bureaucratic organization. But the area of the Fertile Crescent, in which Mesopotamian civilization emerged, was not naturally conducive to agriculture. Abundant food could only be produced with a massive human effort to carefully manage the water, an effort that created the need for organization and bureaucratic control and led to civilized cities. Some historians have argued that nonmaterial forces, primarily religious, provided the sense of unity and purpose that made such organized activities possible. Finally, some scholars doubt that we are capable of ever discovering the actual causes of early civilization.

**11. According to paragraph 2, what happens as societies become more prosperous?**

**A.** More goods are produced.
**B.** Walled cities are built.
**C.** Laws are instituted.
**D.** The size of families is increased.

**12. Why does the author mention Neolithic towns?**

**A.** To give an example of a civilization
**B.** To explain the invention of writing systems
**C.** To argue that they should be classified as villages
**D.** To contrast them with the civilizations that evolved

**13. According to paragraph 3, how was the class system structured?**

**A.** There was an upper class and a lower class.
**B.** There were slaves, free people, and a ruling class.
**C.** There was a king, an army, and slaves.
**D.** There were intellectuals and uneducated farmers and workers.

**14. Which of the sentences below best expresses the information in the highlighted statement in the text? The other choices change the meaning or leave out important information.**

**A.** Mesopotamian and Egyptian civilizations exhibit the majority of the characteristics identified by historians.
**B.** The characteristics that historians have identified are not found in the Egyptian and Mesopotamian cultures.
**C.** Civilizations in Mesopotamia and Egypt were identified by historians who were studying the characteristics of early cultures.
**D.** The identification of most historical civilizations includes either Egypt or Mesopotamia on the list.

**15. According to paragraph 4, how can the independent development of civilization in different geographic regions be explained?**

**A.** Scholars agree that food surpluses encouraged populations to be concentrated in certain areas.
**B.** There are several theories that explain the rise of civilization in the ancient world.
**C.** The model of civilization was probably carried from one region to another along trade routes.
**D.** Historians attribute the emergence of early cities at about the same time as a coincidence.

**16. All of the following are cited as reasons why civilizations developed EXCEPT**

**A.** Religious practices unified the population.
**B.** The management of water required organization.
**C.** A major climate change made living in groups necessary.
**D.** Extra food resulted in the expansion of population centers.

**17. Choose the set of three characteristics from I - VI which BEST complete a summary of the whole text. The set of choices must express the most important ideas about the qualities that define a civilization according to the text. The other three do not belong in the summary because they either express the characteristics that are not in the text or they are minor points that are not as important as the three major points.**

**A.** I, IV, V **B.** II, V, VI **C.** I, III, VI **D.** III, IV, V

| | |
|---|---|
| **I.** | Free citizens who work in professions for pay |
| **II.** | Bureaucracies for the government and armies |
| **III.** | Libraries to house art and written records |
| **IV.** | A strategic location near rivers or the sea |
| **V.** | Organized religion, writing, and art |
| **VI.** | A densely populated group with a class structure |

## III. USE OF ENGLISH

**Task 1. For questions 1- 5 chose the correct answer A, B, C or D which is closest in meaning to the highlighted word in the passage.**

**1.** The length, content, and form of folktales vary enormously. Both a short joke and an adventure-filled romance requiring several hours to **narrate** can be characterized as folktales. Folktales may be set in a mythical past, in historic times, or in the present. Storytelling is a basic human need. Therefore folktales, even in technological cultures, remain strong.

**A**. elaborate **B**. relate **C**. dictate **D**. mention

**2.** The use of cast-metal pieces as a medium of exchange is an ancient tradition. It probably developed out of the use in commerce of ordinary ingots of bronze and other metals that had an **intrinsic** value. Until the development of bills of exchange in medieval Europe and paper currency in medieval China, metal coins were the only means of exchange for goods and services.

A**.** inherent **B**. nominal **C**. documented **D**. inordinate

**3.** Municipal solid waste must be collected and treated in order to reduce the total volume and weight of the material that requires final disposal. Treatment changes the form of the waste and makes it easier to handle. It can also be used to **recover** certain materials, as well as heat energy, for recycling or reuse.

**A**. develop **B.** convey **C**. deplete **D**. retrieve

**4.** Naturally formed caves evolve mainly as a result of the solvent action of water and the chemical compounds it contains. Known as caves of solution, they are most common in regions that have **ample** rainfall.

**A**. infrequent **B**. abundant **C**. exemplary **D**. erratic

**5.** The theory of environmental determinism says that the physical surroundings of people, including natural resources, climate, and geography, are the major determining factors in the development of their culture. Therefore, determinism **rejects** the idea that history and tradition, social and economic factors, and other elements of culture explain social development.

**A**. refuses **B**. ignores **C**. promotes **D**. withstands

**Task 2. For questions 6 – 13 fill in the missing idioms A - O in the sentences below choosing them from the box. *Italicised* words may be used to replace any pronouns.**

| | | | | | |
|---|---|---|---|---|---|
| **A** | carry the can | **F** | give *someone* the slip | **K** | cook the books |
| **B** | pull strings | **G** | do the trick | **L** | blow the whistle |
| **C** | get wind of | **H** | hit the roof | **M** | feel the pinch |
| **D** | drive a hard bargain | **I** | talk shop | **N** | hold water |
| **E** | put *one's* foot down | **J** | keep *one's* hand in | **O** | feel the pinch |

**6.** The accountant had to _____*( falsify a company's accounts)* in order to cover up the £50,000 he had taken from the organisation.

**7.** The company stopped using certain chemicals only after the trade union threatened to _____ *(publicly reveal something illegal or dishonest)* on it.

**8.** After being chased by the police through the town centre, the teenage joy-riders finally managed to ____ *(escape from them).*

**9.** You usually have to wait at least two years to be a member of this club, unless of course you know someone who can_____ (*use his or her influence)* for you.

**10.** Her arguments sounded good, but when you examined them carefully they didn't really _____*( weren't really logical; they didn't really make sense)*.

**11.** The police have managed to _____ *(receive early warning of something from a confidential source)* a plot to kidnap the Prime Minister during his visit to the international exhibition.

**12.** Don't even try to use crib sheets during the examination. If the headteacher catches you cheating in the classroom, she will _____ *(become very angry.)*

**13.** The mother decided to _____ *(insist firmly)* and insist that her children kept their rooms tidy from now on.

**Task 3. For questions 14 – 21 choose from the prefixes A – P in the box below. Prefixes may be used more than once. There are more prefixes than you need.**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **A** | a- | **E** | fore- | **I** | neo- | **M** | pseudo- |
| **B** | arch- | **F** | in- | **J** | out- | **N** | sept- |
| **C** | co- | **G** | mal- | **K** | pre- | **O** | sub- |
| **D** | de- | **H** | mis- | **L** | pro- | **P** | up- |

**14.** The launch of the space-rocket was delayed by a _____function in the fuel system.

**15.** At the beginning of the nineteenth century, Britain's _____-enemy was France.

**16.** He completely _____ boxed his opponent and knocked him out in the seventh round.

**17.** He uses _____-scientific language to persuade his readers.

**18.** Who can _____tell what the future holds for us!

**19.** It's no use asking him about the political system or the parties. He doesn't know or care. He's completely _____political.

**20.** The villages are becoming _____ populated as more and more people move to the cities.

**21.** Industrial buildings are sometimes _____fabricated in a factory and then assembled on site.

**Task 4. For questions 22 – 31 choose the particles from A –O in the box to make up phrasal verbs synonymous with the meanings given below the text. Some of the particles may be used more than once. There are some extra particles which you do not need to use.**

| | | | | | |
|---|---|---|---|---|---|
| **A** | against | **F** | on | **K** | at |
| **B** | by | **G** | up | **L** | through |
| **C** | above | **H** | across | **M** | behind |
| **D** | in | **I** | out | **N** | for |
| **E** | down | **J** | off | **O** | over |

## A Narrow Escape

Oliver has always wanted to become an engineer, but it was quite difficult for him to get a place at college. He didn't get **(22)** _____at his first attempt, losing **(23)** _____ to applicants with better exam grades. However, at his second try he succeeded in winning a place. He then sailed **(24)** _____ all his first-year exams but failed some of his exams in the second year, as he took **(25)** _____ rugby seriously and started spending a lot of time on the pitch, playing for the college first team, rather than in the library. Then his team fell behind in the college league after three games, which spilled **(26)** _____ his studies and so he did even less work. As a result he failed three exams. However, he's always prided himself **(27)** _____ being able to find ways of ironing **(28)** _____ difficulties when he's really under pressure, and in the third year he did enough to stay at his college. His friends were amazed that he managed to carry it **(29)** _____**,** as they were sure he could not have packed **(30)** _____enough study in such a short time to get through the exams.
After his near fail Oliver resolved to safeguard **(31)** _____ similar situations in the future.

**22.** to succeed in getting a place at a school, college, or organisation
**23.** to be less successful than
**24.** to pass easily
**25.** to start doing a particular job or activity
**26.** to have an unpleasant effect on another situation
**27.** to be proud of
**28.** to do something to resolve the problem
**29.** to succeed in doing or achieving something difficult
**30.** (informal) to manage to do a lot of activities in a period of time
**31.** to do things to stop something unpleasant happening

**Task 5. For questions 32 – 40 choose the correct answer A, B, C or D.**

**32.** Some scientists claim that primitive life _____ on other planets in the Solar system millions of years ago.
**A.** could have been existed
**B.** might have existed
**C.** had been existing
**D.** did existed

**33.** _____ his will to succeed.
**A.** Battered though he was, he never lost
**B.** Hardships didn't make him to lose
**C.** Despite of being battered by life he never lost
**D.** Being battered by life never did he lost

**34.** On no account _____ photographs backstage.
**A.** press photographers are allowed to take
**B.** press photographers are banned from taking
**C.** are press photographers allowed to take
**D.** may press photographers have been taken

**35.** The Production Manager began his speech by focusing on measures that had already been taken to modernize the assembly line, and _____about expanding the product range.
**A.** went on speaking **C.** went to speak
**B.** had spoken **D.** went on to speak

**36.** Our systems analyst suggested that the new programmes _____ at least for a month. He wasn't sure in their antivirus protection.
**A.** being tested **C.** to be tested
**B.** would be testing **D.** be tested

**37.** _____ our goalkeeper Jack, our team would be the worst in our league.
**A.** If it hasn't been **C.** If it were not for
**B.** If not **D.** Unless it wasn't

**38.** $\sqrt[3]{8} = 2$
**A.** eight cubed equals two
**B.** two in the power three is eight
**C.** the cube root of eight is two
**D.** eight's cubic root is two

**39.** $\frac{x^2}{a^2} + \frac{y^2}{b^2} = 1$
**A.** *x* in square divided by *a* in square plus *y* in square divided by *b* in square equals one
**B.** the fraction *x* squared over *a* squared plus the fraction *y* squared over *b* squared equals one
**C.** *x* in the second degree divided by *a* in the second degree plus *y* in the second degree divided by *b* in the second degree is one
**D.** the sum of *x* over *a* squared added by *y* over *b* squared is one

**40.** $\frac{a^6}{b^3}$
**A.** *a* to the six divided by *b* cubed
**B.** *a* in the sixth divided by *b* in the third rate
**C.** *a* powered six divided to *b* powered three
**D.** *a* by the sixth power divided to *b* by the third power

**Task 6. For questions 41 - 48, read the text below and decide which word A, B, C or D best fits each space.**

**Fear of Flying**

Fear of flying is among the most understandable and prevalent of phobias. One person in four suffers **(41)** _____ anxiety at the idea of boarding a plane - as a pet **(42)** _____ it ranks alongside fear of snakes - and one in 10 refuses to fly under any circumstances. The agony is not

just being five miles high with no visible **(43)** _____ of support, but having absolutely no control. Risks aren't the problem, but fear. The argument that we are in greater **(44)** _____ in a car, or boiling an egg, is irrelevant. The phobia cuts sufferers off from friends and families and can **(45)** _____ careers.

But most can overcome their fear (even if they will never leap aboard planes with a **(46)** _____ heart by understanding more about how and why an aircraft flies, and learning how to cope with **(47)** _____. There are courses which teach plane-loads of nervous passengers all about this. About 95 per cent of those taking them are then 'cured' **(48)** _____ the extent that they can board a plane without feeling overwhelming panic.

| | | | |
|---|---|---|---|
| **41. A.** severe | **B.** harsh | **C.** austere | **D.** stern |
| **42. A.** disgust | **B.** distaste | **C.** hate | **D.** horror |
| **43. A.** grounds | **B.** resource | **C.** means | **D.** resort |
| **44. A.** hazard | **B.** peril | **C.** menace | **D.** threat |
| **45. A.** demolish | **B.** suffocate | **C.** strangle | **D.** damage |
| **46. A.** soft | **B.** gentle | **C.** bright | **D.** light |
| **47. A.** intimidation | **B.** anxiety | **C.** enticement | **D.** bullying |
| **48. A.** to | **B.** with | **C.** by | **D.** in |

**Task 7. Country Studies. For questions 49 -53 choose the best answer A, B, C or D.**

**49. The Channel Islands are a group of islands in the English Channel, off the French coast of Normandy, but dependent on the British Crown. Which one is not located in the Channel?**
**A.** Jersey **B.** Isle of Man **C.** Guernsey **D.** Alderney

**50. Three of these four famous women - writers were British-born. Which woman-writer was American-born?**
**A.** Louisa May Alcott
**B.** George Eliot
**C.** Beatrix Potter
**D.** Charlotte Bronte

**51. _____ was one of the most highly acclaimed English architects in history, as well as an anatomist, astronomer, geometer, and mathematician-physicist. Known for his work in the English Baroque style, he was accorded responsibility for rebuilding 52 churches in the City of London after the Great Fire in 1666, including what is regarded as his masterpiece, St Paul's Cathedral, on Ludgate Hill, completed in 1710.**
**A.** Henry Cavendish
**B.** Robert Hooke
**C.** Christopher Wren
**D.** Isaak Newton

**52. English is an official language in many countries throughout the world. Where it is NOT?**
**A.** Botswana **B.** The Gambia **C.** Solomon Islands **D.** Haiti

**53. Magna Carta, meaning 'The Great Charter', is one of the most famous documents in the world. Originally issued as a practical solution to the political crisis the monarchy faced in 1215, Magna Carta established for the first time the principle that everybody, including the king, was subject to the law. Who signed this document at Runnymede, near Windsor, on 15 June 1215?**
**A.** Richard the Lionheart
**B.** King John of England
**C.** William the Conqueror
**D.** Alfred the Great

***Transfer all your answers to the answer sheet***

## IV. WRITING

**Some people say that technology stifles human creativity. What are the possible reasons for this train of thought? To what extent do you agree or disagree with this statement?**

***Write 180-200 words in the lines provided below.***