

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 noise. For questions 1 – 6, choose the answer (A, B, C or D) which you think fits best according to the text.

Noise: traveller's enemy or traveller's friend?

'Passport, boarding pass, phone...' As my taxi zips towards the airport, suddenly a cord of panic pulls tight around my chest. I thrust my hand into one compartment of my handbag, then another. It's not anywhere. My mouth opens, and the words, 'Driver, turn around! Now!' almost spring out. But I swallow them. We're halfway to the airport, and I'm already running late. Surely I can survive one trip without my supply of foam earplugs?

I'm a generally good traveller except for one thing that undoes me every time: noise. Ask me about my absolute worst travel experiences, and I'll tell you the story about that night I spent in a cheap hotel that also happens to be the venue for the most popular Saturday night disco in the area. Elsewhere, there were the chickens that always began crowing at 2 a.m. at a rural retreat (no one, I guess, informed them that they shouldn't get going until dawn). And there was also the deeply discounted hotel room with 'swimming pool view' that I was so pleased with myself for finding. The swimming pool, it turned out, was under renovation. Actively. With power drills. Directly below my window.

In my ideal traveller's world I'd control the volume of everything, like a music producer at a giant mixing board. There would be no blasting television sets hanging above public squares or embedded in taxi seats, no cheesy songs playing in the shops. Loud noise would be completely absent. Everywhere. But no traveller can remain in a perfectly controlled sonic bubble. Not when we're moving through a world in which what constitutes noise has so many different interpretations, including whether noise is ever a bad thing. For sound is relative: one person's noise is another person's music, or expression of happiness.

On one of the first extended trips I ever took, I travelled to an island for Carnival, which is basically like deciding to pitch your tent inside a dance hall for three weeks. At any hour, different kinds of music would float through the air and, without warning, straight into my ear. Neighbours shouted to each other over the din, then turned up the volume on their radios. It was a non-stop celebration, during which I got very little sleep. **It** was fabulous. The thing is, the noise that wraps a city in Carnival happiness is more than just noise: it's the sound of a human community. To block it out is to risk missing something really fundamental about a place - and the reassuring feeling of being part of something larger than yourself. Noise brings people together. I've learnt this over and over in my travels, but it hasn't been an easy lesson to accept.

I struggle against my instinct to isolate myself in a cocoon of silence. I really don't want to cut myself off from the thrill of human noise. But I don't want to go crazy, either. Nowadays, unwanted - and largely non-human - sounds push and shove travellers from all directions. Cars, subways, construction, jet engines: their clamour seems omnipresent. Yet instead of lowering the volume of everyday living, we seem to layer noise upon noise. The hotel bar jacks up its techno music to counteract the babble in the lobby. The traveller

walking along traffic-choked streets retreats into her iPod.

On the plane, I press my foam earplug deep into my ear. As it slowly expands to fill my ear canal, I savour the journey into the bliss of noiselessness. Thank goodness the convenience store at the airport stocks one of travel's most essential items. The headache-inducing whine of the jet engines magically fades away, and I'm once again the master of my private sonic world. To appreciate the comfort of noise, you also need the comfort of silence. I'll unplug when I get to where I'm going.

1 What is the writer doing in the first paragraph?

- A demonstrating how well organised she is
- B explaining why she is in a particular situation
- C describing something that often happens to her
- D showing how important something is to her

2 What do the writer's worst travel experiences tell us about her?

- A She is annoyed when the facilities advertised are not available.
- B She is willing to stay in places that are not particularly luxurious.
- C She tries to plan ahead in order to avoid certain situations.
- D She finds unusual locations especially attractive.

3 What does the writer say about her 'ideal traveller's world'?

- A She realises it isn't actually the best way to travel.
- B She wishes she didn't have to share it with others.
- C She travels in the hope of finding it one day.
- D She knows other people wouldn't like it.

4 What does 'It' refer to in the 4th paragraph?

- A getting very little sleep
- B the volume on people's radios
- C the non-stop celebration
- D the neighbours shouting

5 What does the writer say about noise in the fifth paragraph?

- A People are born with a need to hear it.
- B People deal with it by creating more of it.
- C It affects people in a number of different ways.
- D Modern life offers effective protection from it.

6 How does the writer feel in the final paragraph?

- A relieved she will not have to hear any noise at her destination
- B grateful to know she can find earplugs wherever she goes
- C pleased she can decide for herself whether to hear things or not
- D glad to be able to choose what music she'll listen to on the flight

Task 2

You are going to read an article *in which four young people talk about the experience of taking their driving test*. For questions **7-16**, choose from the people (**A-D**). Some of the people may be chosen more than once.

Which person:

failed the driving test three times?	7	_____
thought learning to drive would be easier than it was?	8	_____
was discouraged from driving by a relative?	9	_____
was very nervous at first?	10	_____
is going to drive a vehicle at work?	11	_____
practised driving on private land?	12	_____
nearly missed the test?	13	_____
hasn't driven since taking the test?	14	_____
will soon own a car?	15	_____
could previously use another type of vehicle?	16	_____

First steps at driving

How do young people feel about learning to drive?

We asked four youngsters who have recently passed the test.

- A** Joe Smedley
I used to make models of cars, and I knew a lot about different makes long before I was old enough to drive one. I'd been riding a motorbike for six months before I started taking lessons for my driving test, and I'm sure that experience helped me. On the other hand, learning to drive proved to be quite hard. I thought because I knew how a car works it would make a difference. That was a big mistake! I remember how embarrassed I was when I couldn't even get the car into second gear. By the time I took my test, I felt fairly confident, so I wasn't surprised when I passed first time. The funny thing about it is that I haven't had the chance to drive a car ever since I got my licence because my parents don't have one!
- B** Hanna Watson
I'm really glad that I have a driving licence because it's so useful, but I wasn't really sure I wanted to take the test at first. I was shaking and my knees were trembling before the first lesson, though I felt better because the instructor was so friendly. Although he assured me I was ready to take the test after 25 lessons, I decided to wait until I had had a few more. I felt very tense about driving, and the test was a disaster. First, I forgot my glasses when I went for the written test, and then, on the practical test, I got there five minutes' late because the bus I was on broke down! It wasn't my fault, and luckily they let me go ahead with it anyway, but I was quite upset. Anyway, for the last few months I've been practising in my

father's car, although he only lets me go on quiet country roads.

C Clarissa Holmes

I wanted to get my driving licence as soon as I could. My childhood ambition was to be the first woman Formula One world champion! Actually, the reality of taking my test was completely different from what I'd expected. I didn't pass the test until my fourth attempt, but that was because of the practical test. I kept on making silly mistakes, you see. In fact, the other part of the test wasn't nearly as hard; all you had to do was learn the regulations about driving.

I was getting pretty upset after failing three times, so my aunt, who owns a farm, let me go into a field and drive around, just to get used to the feeling. I think that helped a lot. I've been saving up like mad, and in a couple of weeks I'm confident I'll have enough to buy a decent second-hand car.

D Eddy Fredricks

I didn't really think about taking my driving test right up until I was 18. I had the idea that driving was basically dangerous, and I think that came from my grandmother. She had never got used to driving in busy traffic, and she used to tell me how awful it was, which put me off a lot. But when a couple of my friends passed their tests, I suddenly realised I really wanted to get my driving licence.

Being optimistic, I just booked ten lessons at first, but in the end I needed over three times that many! Having a driving licence is going to be very useful. When the school term finishes in August, I've got a part-time job delivering books for a big bookshop, and I have to use their delivery van, so I couldn't do it if I hadn't passed my test.

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**.

School lunch

Research has shown that over half the children in Britain who take their own lunches to school do not eat properly in the middle of the day. In Britain schools have to provide meals at lunchtime. Children can (1) to bring their own food or have lunch in the school canteen.

One surprising (2) of this research is that school meals are much healthier than lunches brought in from home. There are strict standards for the preparation of school meals, which have to include fruit, vegetables, meat and a dairy item. Lunchboxes (3) by researchers contained sweet drinks, crisps and chocolate bars, so the children (4) an unhealthy amount of sugar at lunchtime.

The research will provide a better (5) of why the percentage of overweight students in Britain has (6) in the last decade. Children can easily develop bad eating (7) at this age, and it's important to try and do something to (8) it.

- | | | | | | | | | |
|---|---|----------|---|-----------|---|---------------|---|---------|
| 1 | A | prefer | B | manage | C | want | D | choose |
| 2 | A | finding | B | number | C | figure | D | factor |
| 3 | A | examined | B | found | C | taken | D | looked |
| 4 | A | take | B | contain | C | consume | D | consist |
| 5 | A | view | B | knowledge | C | understanding | D | opinion |
| 6 | A | expanded | B | increased | C | extended | D | added |
| 7 | A | customs | B | styles | C | attitudes | D | habits |
| 8 | A | prevent | B | define | C | decide | D | delay |

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. There is an example at the beginning (0).

Example: (0) most

History and storytelling

Over the last few years (0) has been more

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interest in the subject of history, perhaps because historical documentaries on television have (9) attracting large audiences. According to a recent survey, more people are applying (10) places at university, and the number of those wanting to study history (11) increased. However, professors of history are (12) particularly happy about this and have expressed concern about the quality of their students. They claim that most of their first-year students have never read a history book and don't have the skills (13) study the subject in depth. TV programmes make students think that studying history is as simple as storytelling. Documentaries oversimplify the subject and concentrate (14) personalities in an attempt to attract audiences.

On the other hand, traditional historians could learn (15) to tell a story from the makers of such documentaries. Many historians don't have good narrative skills, which is (16) so many history books are not popular with readers.

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 A very friendly taxi driver drove us into town.
DRIVEN

We a very friendly taxi driver.
The gap can be filled by the words 'were driven into town by', so you write:

Example: 0 were driven into town by
Write **only** the missing words.

17. The basketball coach will make me train very hard.
MADE

I
very hard by the basketball coach.

18. 'You can watch if you keep quiet,' said the actor.
PROVIDED

The actor said that I could watch
.....
quiet.

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19. I regret not telling you the whole truth.

TOLD

I wish

.....
the whole truth.

20. After hours of negotiation, they managed to get the new contract.

SUCCEEDED

After hours of negotiation, they

.....
the new contract.

21. She tried to stay cheerful although she felt sick.

SPITE

She tried to stay cheerful

.....
sick.

22. Mike probably won't come to the party.

UNLIKELY

Mike

.....
to the party.

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.

- | | |
|--|---|
| <p>23. Watergate</p> | <p>A) 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</p> |
| <p>24. Underground Railroad</p> | <p>B) a private British railway company, which owned and looked after most of the railway tracks in the UK from 1996 until 2001. It was closed down by the government for not doing its job properly, for not operating</p> |

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the system safely, and for getting into debt.

- 25.** Monroe Doctrine **C)** a part of the US Constitution declaring the purpose of the document
- 26.** The Marshall Plan **D)** Thomas Jefferson was the author of this document.
- 27.** Samuel Langhorne Clemens **E)** an American initiative passed in 1948 to aid Western Europe
- 28.** Declaration of Independence **F)** a famous political scandal in the US in the early 1970s that caused President Nixon to leave his job before Congress could impeach him.
- 29.** The 13th Amendment **G)** the first written constitution in North America
- 30.** John Hancock **H)** 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
- 31.** Mayflower Compact **I)** a part of the US Constitution which ended slavery in the US after the Civil War
- 32.** Preamble **J)** the real name of the writer Mark Twain
K) the real name of the writer O. Henry
L) the name of the person who was the first to sign the Declaration of Independence

TRANSFER YOUR ANSWERS TO THE ANSWER SHEET

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YOU CAN USE THE OPPOSITE SIDE