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**7 октября 2020**

**Тексты заданий для муниципального этапа олимпиады  
по АНГЛИЙСКОМУ ЯЗЫКУ**

**Муниципальный этап  
ВСЕРОССИЙСКОЙ ОЛИМПИАДЫ ШКОЛЬНИКОВ  
по АНГЛИЙСКОМУ ЯЗЫКУ  
2020/2021 учебного года**

**Комплект заданий для учеников 7-8 классов**

Раздел	Номер задания	Баллы	Полученные баллы
Аудирование	1	10	
Чтение	1	10	
	2	10	
Лексико- грамматический тест	1	6	
	2	11	
	3	6	
	4	7	
Письмо	1	20	
	Общий балл	80	

Председатель жюри: \_\_\_\_\_ (\_\_\_\_\_)

Члены жюри: \_\_\_\_\_ (\_\_\_\_\_)

\_\_\_\_\_ (\_\_\_\_\_)

\_\_\_\_\_ (\_\_\_\_\_)

## ***Уважаемый участник Олимпиады!***

Вам предстоит выполнить ряд тестовых заданий и одно письменное задание.

*Выполнение тестовых заданий по аудированию целесообразно организовать следующим образом:*

### *Задание 1:*

- прочитайте краткие утверждения и попытайтесь определить, что их объединяет (тема, проблема, ситуация и т.д.);
- глядя на заголовки попытайтесь предвосхитить основное содержание текста, подходящего каждого из них по смыслу, а также те слова, которые необходимы для раскрытия данной темы/ситуации;
- во время прослушивания запишите ключевые слова, которые помогают обосновать выбор того или иного соответствия;
- после прослушивания определите лишнее утверждение;
- запишите свой вариант ответа в бланк ответов;

*Выполнение тестовых заданий по чтению целесообразно организовать следующим образом:*

### *Задание 1:*

- внимательно прочитайте задание;
- прочитайте текст с целью понять его общее содержание;
- найдите и подчеркните в тексте те части, в которых содержится ответ на задание;
- для ответа на каждый последующий вопрос Вам не нужно перечитывать весь текст целиком, только ту его часть, которая содержит требуемую информацию;

### *Задание 2:*

- бегло просмотрите весь текст (без выделенных фрагментов), попытайтесь определить его тему и основное содержание;
- прочитайте выделенные фрагменты и определите структурные особенности начала фрагмента (с точки зрения использования грамматических и лексических форм сочетаемости);
- читайте текст последовательно, обращая внимание на последнее слово или выражение перед каждым пропуском. Если это слово или выражение требует определенного согласования или управления (использование герундия, инфинитива, предлога, союза и т.д.) надо искать соответствующее начало в выделенном фрагменте;
- если одна и та же грамматическая структура используется в начале нескольких выделенных фрагментов, учитывайте смысловое содержание предложения с пропуском, а также предыдущих и последующих предложений;
- обратите особое внимание на пропуски, где изначально были выбраны несколько возможных соответствий. Обоснуйте для себя выбор того или иного соответствия с учетом грамматических и лексических норм сочетаемости, принятых в английском языке и/или с опорой на содержание;

*Выполнение лексико-грамматических тестовых заданий целесообразно организовать следующим образом:*

### *Задание 1:*

- не спеша, внимательно прочитайте задание и текст с целью понять его общее содержание;
- определите, в каком времени идет основное повествование (в настоящем или прошлом)
- прочитайте предложение до пропуска и слово, написанное заглавными буквами и определите, какую грамматическую форму надо вставить в пропуск: глагольную форму, существительное (в единственном или множественном числе); прилагательное (в положительной или отрицательной форме) и т.д.;
- определите, есть ли у выбранной вами формы слова особенности написания, поскольку правильно выбранная грамматическая модель не будет засчитана как верный ответ, если в ней есть орфографическая ошибка.

### *Задание 2:*

- не спеша, внимательно прочитайте задание;
- при выборе предлога обращайте внимание на значение каждого предлога, а не его перевод; а также обратите внимание, не является ли предлог частью устойчивого сочетания.

*Задание 3:*

- прочитайте предложение. Определите, какая структура (косвенная речь, пассивный залог, условные предложения, союзы, модальные глаголы, различные глагольные структуры), фраза или слово проверяется предложением;
- подумайте, не напоминает ли вам данное начало предложения или ключевое слово какое-нибудь устойчивое сочетание или речевую структуру;
- проверьте, все ли вы изменили (согласуются ли сказуемое с подлежащим, использовали ли вы правильную форму инфинитива и т.д.);

*Задание 4:*

- просмотрите текст с пропусками, постарайтесь понять его содержание;
  - внимательно прочитайте фрагмент, где есть предложение с пропущенным словом;
  - внимательно изучите все предложенные варианты ответа, выбрав наиболее подходящий.
- Особое внимание уделите синонимам (у них могут быть разные оттенки значения, могут иметь различия в сочетаемости);
- прочитайте предложение с пропуском еще раз, убедитесь, что выбранное вами слово является наиболее корректным для заполнения.

Не забудьте перенести свои ответы в лист ответов.

*При выполнении письменного задания важно, что*

- Вы должны написать электронное письмо;
- в своем письме Вы должны в полной мере раскрыть заданную тему;
- Ваше письмо должно соответствовать заданному объему.

*Предупреждаем Вас, что:*

- при оценке тестовых заданий, где необходимо определить один *правильный ответ*, 0 баллов выставляется за неверный ответ, а также, если участником отмечены несколько ответов (в том числе правильный), или все ответы.

**Максимальная оценка - 80 баллов.**

**Время на выполнение заданий - 1 час. 30 мин.**

***Желаем вам успеха!***

## PART 1 LISTENING

Time: 10 minutes

### Task 1. Matching

You are going to listen to five people talking about situations when people didn't tell the truth. Match the speakers **1-5** to the list of statements **A-H** with the reasons why the people didn't tell them the truth.

There are three extra statements that you do not need.

- A. They didn't want to hurt my feelings.
- B. They wanted to look better in front of me.
- C. They were trying to make me nervous.
- D. They were trying to avoid punishment.
- E. They thought it would embarrass me.
- F. They thought they were being funny.
- G. They wanted to avoid an argument.
- H. They didn't want to make me worried.

Speaker 1    1 \_\_\_\_\_

Speaker 2    2 \_\_\_\_\_

Speaker 3    3 \_\_\_\_\_

Speaker 4    4 \_\_\_\_\_

Speaker 5    5 \_\_\_\_\_

**TRANSFER YOUR ANSWERS TO YOUR ANSWER SHEET**

## PART 2 READING

Time: 30 minutes

### Task 1. Multiple choice

Read the text and choose the best answer A, B, C or D.

#### HAVE SMARTPHONES CHANGED OUR LIVES FOR THE BETTER?

1. It's hard to believe that smartphones have only been around for little over a decade. They're now so common that it's surprising if someone doesn't have one. As I sit on the underground in the mornings, all I see are tired-looking travellers staring at their smartphones. When I step off the underground, others are navigating the platform, eyes still fixed on their screens. Most of them will spend the rest of their day checking their messages and the latest news updates or keeping up on celebrity gossip.
2. There's no doubt that the smartphone has changed our lives significantly. For most of the twentieth century, the telephone changed little. It only allowed us to talk over long distances and, later, send text messages to them. The smartphone, however, changed all of that by adding features such as cameras, GPS and sophisticated computer technology. They are multi-purpose tools, whose users are only limited by the imaginations of computer programmers. If you're lost, your phone will help you find your way. If you're feeling lonely, it will help you find the perfect friend. You can even do your shopping on it, without leaving the comfort of your kitchen. The problem is that we've become so dependent on this technology that we've failed to notice the dangers.
3. What worries me most is that we are now more interested in our smartphones than in the people around us. How many of us check out phones before we've even said "good morning" to our families? How many of us are checking our friends' online profiles when we could be talking to them? Instead of actually talking to people, we send them three-word messages or emojis. One advantage of the telephone was that it helped us become more communicative. Smartphones, on the other hand, have limited the way we communicate with others.
4. What about work? Surely, smartphones have made us more efficient in our jobs. After all, we can send and receive emails at any time, organize our schedules and make sure we don't miss an important call. That's great for our companies, but not for us or our families. In the past, when we finished work, we would go home and forget about it. Nowadays, smartphones mean many people take their work home with them so there is less time to relax. Apart from making you

more tired, this can have a negative effect on your personal relationships, with more arguments and misunderstandings.

5. But smartphones are fantastic for knowing what's going on in the world, right? Well, that's true to a certain extent. In the past, we used to rely on papers or television and radio for our news. Sometimes, you had to wait for a whole day before hearing the latest updates. However, the online newspapers and social networks which we use nowadays are constantly updated. If there is an earthquake on an island on the other side of the world, we know about it in minutes. But can we really trust the social networks for our news? Were the reporters on the island when the earthquake happened? Or were they just repeating a story that they'd seen on another social network?
6. I'm not trying to say that the smartphone was a bad invention. I couldn't imagine not being able to search for a recipe or share my photos with my family and friends. However, I strongly believe that we need to understand the risks related to their use. We should ask ourselves whether working longer hours or having fewer "real" conversations is a good thing. If we disagree, then we must think carefully about the way we use our smartphones.

1. What does the writer say about smartphones in paragraph 2?

- A. The invention of the telephone was more important.
- B. They only have a limited number of features.
- C. They have had an important effect in our lives.
- D. They aren't suitable for long distance phone calls.

2. According to the writer, how have smartphones affected our relationships?

- A. They have helped us become more communicative.
- B. They have made it more difficult to communicate well.
- C. They have allowed us to spend more time with our families.
- D. They have stopped us making new friends.

3. What disadvantage of smartphones does the writer discuss in paragraph 3?

- A. We are not as efficient at work as we used to be.
- B. We find it harder to forget about our jobs at the end of the day.
- C. We spend more time chatting to friends than working.
- D. We no longer like to discuss our personal relationship.

4. The writer talks about an earthquake in the fifth paragraph to show that

- A. it can take a long time for us to get the latest news.
- B. we can't trust any of the social networks.
- C. reporters aren't interested in those types of stories.
- D. we should be careful about the news we read.

5. What is the writer's overall message about smartphones?

- A. We should be concerned about the negative effects on our lives.
- B. We must do everything we can to stop people using them.
- C. We ought to prohibit people from using them on public transport.
- D. We should be pleased that people are using them less than in the past.

### Task 2. Gap filling

Read the article. Choose from the sentences (A-F) the one which fits each gap (6-10). There is one extra sentence which you do not need to use.

## HOW TO ORGANISE A ROCK FESTIVAL

Every summer, people of all ages pack up their tents and wet weather gear and make their way to the music festivals that take place in the UK. They go there to see their favourite music artists and to escape from reality for a few days. The festivals are all shapes and sizes, from tiny events which people put on in their gardens to huge ones for tens of thousands of music fans. Whether it's big or small, the organisers will have been planning and working hard for months to make sure the events is a success. So how exactly do you organise a music festival?

The most famous festival in the UK is the Glastonbury Festival, which has been running for almost fifty years. In that time, some of the most famous names in contemporary music have played on the festival's main stage, from The Rolling Stones to Ed Sheeran. The first Glastonbury festival was attended by around 1,500 people and, although it was not free, it cost only £1 to get in. (6)..... Nowadays, it regularly attracts over 130,000 people, with tickets selling for more than £200 each.

Glastonbury was the dream of one man, Michael Eavis, in the early 1970s and he has been involved in its organization ever since then. However, putting on an event of this size is far too much work for one person. (7)..... They need to decide what their budget is, how many people to invite and what acts to include. They also work closely with different companies and charities to make sure that the event runs smoothly and safely.

If you include the army of volunteers who help out at the event, thousands more people are involved in the running of the festival. They provide security, medical services in case people get ill, and stewards who help people find their way around. Many of these volunteers work for charities like Greenpeace or Oxfam. **(8)**..... This means that everyone gets to benefit from the festival.

Of course, the main focus of a festival like this is the music. Thousands of fans come together to see famous bands, like The Chemical Brothers and The xx. However, Glastonbury is supposed to be a family festival so there has to be something for everyone, from East African folk bands to the gospel choirs. **(9)**..... A large part of the organisers' time is spent in booking artists and creating a varied programme of events.

While this is probably the most important job, accommodation is also a priority. Most of the festival-goers will stay on the site for the duration of the festival, sleeping in their own tents. However, setting up a campsite for a few hundred thousand people is no easy task. For example, more than 4,000 portable toilets are provided and specially-built reservoirs, or lakes, supply more than 2,000,000 litres of fresh water. Rubbish is also in important consideration for the organisers, with more than 15,000 litter bins being provided. **(10)**..... In 2014, nearly a thousand tonnes of plastic, glass and other materials were separated to be used again.

There are many more things that the organisers have to take into account, such as transport and providing places where people can eat. Every little detail has to be thought of in order for the festival to be a success. Organising a festival is far from easy and requires a lot of hard work, but if it's done properly, people will come back year after year.

- A** For that reason, he decided it would be better to organize everything himself.
- B** In fact, it takes a team of organisers a whole year to prepare for something like this.
- C** Not only that, but there are open-air cinemas, theaters, talks and workshops, as well as play areas for the younger ones.
- D** As they are keen for the festival to be eco-friendly, much of this waste is recycled.
- E** However, over the years, the popularity, and the price, of the festival has increased dramatically.
- F** They usually get free accommodations and food and, in return for their help, the festival organisers donate money to their charities.



**TRANSFER YOUR ANSWERS TO YOUR ANSWER SHEET**

## PART 3 USE OF ENGLISH

Time: 30 minutes

### Task 1. Word formation

For sentences 1-6 use the correct form of the word in capitals at the end of each sentence to fill the gap.

### MOSCOW STATE UNIVERSITY

One of the oldest Russian institutions of higher education, Moscow University was established in 1755. In 1940 it was named after Academician Mikhail Lomonosov (1711-1765), an outstanding Russian scientist, who greatly contributed to the **1**\_\_\_\_\_ of the university in Moscow.

**ESTABLISH**

From the very beginning elitism was alien to the very spirit of the University community. The Decree Elizaveta Petrovna signed stated that the university was to educate commoners; it was the academic **2**\_\_\_\_\_ of a student that mattered, not his social position or family background.

**ACHIEVE**

In the late part of the XVIII century there were only three noblemen among the 26 professors at Moscow University, most of the students were commoners too. The best students were sent to continue their education abroad, establishing the contacts with the international **3**\_\_\_\_\_ community.

**SCIENCE**

**4**\_\_\_\_\_ tuition at Moscow University was free for all students. Later only poor students were exempt from tuition fees. The state funding University did not cover all the expenses; thus, the administration had to find ways to raise additional funds.

**ORIGIN**

The University was partly funded by its patrons, such as the rich merchants of the Demidov and Stroganov families and some others, who donated laboratory **5**\_\_\_\_\_, books, various collections and established scholarships for University students.

**EQUIP**

University alumni supported their alma mater through hard times raising money by public subscription. University professors **6**\_\_\_\_\_

**TRADITION**

bequeathed to the University library their private book collections.

## Task 2. Gap filling

Fill in the gaps (7-17) with a preposition.

### THE PSYCHOLOGY OF ACCIDENTS

Most people are 7 \_\_\_\_\_ the impression that doing something 8 \_\_\_\_\_ mistake is quite different from doing something 9 \_\_\_\_\_ purpose. 10 \_\_\_\_\_ any rate, we suppose that if we break a cup, or fall 11 \_\_\_\_\_ and hurt ourselves, in general this happens because we have been careless.

In fact, according 12 \_\_\_\_\_ some psychologists, many accidents do not, 13 \_\_\_\_\_ the whole, really happen 14 \_\_\_\_\_ chance. For example, someone who fails to arrive 15 \_\_\_\_\_ time for a meeting at work may be worried about his or her job, or be in difficulties at home. Similarly, breaking a cup may be a means of drawing attention to yourself. In other words, there are often good reasons for behavior which seems 16 \_\_\_\_\_ first to be accidental. Of course, some people are involved in more accidents than others. These people are often called 'accident prone'. They may not think there is anything wrong, and 17 \_\_\_\_\_ realizing it, they may suffer from stress, or could have a physical illness.

## Task 3. Sentence transformation

Complete the second sentence so that that is has a similar meaning to the first sentence using the word given. Do not change the word given. Use between two and five words, including the word given.

18 Somebody cleans their house once a week.

**HAVE**

They \_\_\_\_\_ once a week

19 My advice to them was to leave early.

**SHOULD**

I suggested \_\_\_\_\_ early.

20 They are building a new hospital over there.

**IS**

A new hospital \_\_\_\_\_ over there.

**21** We have no lemons left.

**RUN**

We \_\_\_\_\_ lemons.

**22** 'Did it take you long to write the song?' the interviewer asked Renata.

**WHETHER**

The interviewer asked Renata \_\_\_\_\_ a long time to write the song.

**23** You are too young to go alone.

**ENOUGH**

You \_\_\_\_\_ to go alone.

#### **Task 4. Lexical cloze**

Read the text below and decide which answer **A, B, C** or **D** best fits each space (**24-30**).

### **QUARRELLING NEIGHBOURS**

England and France are neighbours and have a famous 1000-year-old, love-hate **24** \_\_\_\_\_. An early milestone was 1066, when William of Normandy conquered England. As any English football fan will **25** \_\_\_\_ you "It's their fault, they started it!" and ever since there has been conflict; both "teams" selecting their own highlights! The English generally choose the Battle of Agincourt (1415) and of course the **26** \_\_\_\_ of Napoleon (conveniently forgetting that several other nations were actually involved). A more recent low occurred when Churchill ordered the sinking of the French Fleet after France surrendered to Germany. **27** \_\_\_\_ many claim the UK's role in the liberation of France rather made up for this!

English-French rivalry continues to the present time — in sport, language and culture. In any big sporting tournament (especially football or rugby) the French become "Frogs" – a nickname derived **28** \_\_\_\_ the (inexplicable to English taste) French inclusion of frogs, snails and other unmentionables in their \_\_\_\_\_ cuisine.

In the last decades the French have even battled against the invasion of the English language – "Le weekend", "Le sandwich" and so forth. But it seems that the English language is a **29** \_\_\_\_ opponent. The rivalry recently flared up again when London narrowly beat Paris in the bid to **30** \_\_\_\_ the 2012 Olympics. But in fairness, William "kicked-off" in 1066 there have been plenty of French victories as

well, and in reality the nations are the best of friends as much as "best" enemies and their rivalry is often quite witty and entertaining.

- 24** A connection      B rapport      C acquaintance      D relationship  
**25** A talk              B tell              C say              D speak  
**26** A defeat              B loss              C failure              D collapse  
**27** A although          B thus              C therefore          D nevertheless  
**28** A of                    B from              C for                D off  
**29** A heavy              B solid              C tough              D hard  
**30** A accommodate      B host              C settle              D contain

**TRANSFER YOUR ANSWERS TO YOUR ANSWER SHEET**

