

Муниципальный этап всероссийской олимпиады школьников

по английскому языку

2020-2021 учебный год

9-11 класс

Максимальный балл – 90

LISTENING (15 minutes)

TASK 1

You will hear a woman telling her friend a story about what happened to her recently. Her story is divided into seven extracts. Read through headings A–J before listening. For each extract 1–7 choose the heading that best matches the information you hear.

You will hear the story two times. There is an introductory extract as an example, and there are two headings you will not need.

- | | |
|-----------------------------|--|
| A What a relief | F <i>Did I ever tell you... ?</i> |
| B Like a new person | G A lucky escape |
| C Going home | H Coming face-to-face |
| D Keeping quiet | I A coincidence |
| E Not fooling anyone | J Speaking up |

Extract	Example	1	2	3	4	5	6	7
Letter	<i>F</i>							

TASK 2

You will hear two parts of a conversation between two friends about films. Read through the sentences below and decide if sentences 8–20 are True (T), False (F), or Not Stated (NS) according to what you hear. You will hear the conversation two times.

Discussing the acting

8 The film wasn't a recent release at the cinema.	
9 Paul has watched the film several times.	
10 Paul says the film was let down by poor acting.	
11 Well-known actors are starring in the film.	
12 The film cost a lot of money to produce.	
13 Paul compared the film to others he liked better.	

Favourites and preferences

14 Mick disagrees with Paul about the film.	
15 Mick couldn't believe Paul didn't like the special effects.	
16 Paul doesn't like romances.	
17 Mick found <i>Titanic</i> too disturbing.	
18 Mick and Paul both preferred <i>Bomb Alert 2</i> to <i>Titanic</i> .	
19 One actress appeared in the two films Mick mentions.	
20 The film Mick suggests is more gruesome than the one Paul saw.	

TRANSFER YOUR ANSWERS TO THE ANSWER SHEET

READING (20 minutes)

TASK 3

Read the following texts and match them to the most suitable heading from the list below. Each heading can only be used once. There are three headings you will not need. The first paragraph is an example.

For most people, shopping is an enjoyable experience, but not when you have to deal with the problem of returning things. Try to avoid these problems by following some useful shopping tips.

Example: There are a number of reasons you may want to return the goods you bought. Sometimes it can be a problem with the item you bought and other times it could just be you have changed your mind about the purchase. However, you must always find out whether the item can be returned before you buy it. The shop does have an obligation to refund customers if there is a manufacturing fault, but not if the customer changes his or her mind.

21 As a rule, I always check whether products that are in a sale can be returned. Sometimes this is not possible for the exact reason that the price was reduced in the first place – nobody wanted to buy them and the shop needs to sell the stock. Try to avoid impulse buying just because something is cheap. You may end up with something you don't want or can't use.

22 Remember to keep your receipts after you have been shopping. If you don't have a receipt, the shop won't offer a refund – leaving you feeling angry and frustrated. Telling the shop assistant that it was a present from a friend won't work – you must have a receipt.

23 Have you ever bought something and then visited another shop, only to find the same item on sale at a better price? Avoid this annoying problem by checking the price in different shops before you buy. You'll then know where to shop and you won't waste time making the wrong purchase and then returning it.

24 Have you ever heard someone say, 'It doesn't actually fit me as well as I thought it did when I was trying it on in the shop'? There are two solutions to this; first, take your time when you are in the changing room – don't rush to buy an item of clothing unless you really like it. Secondly, take a friend with you, who can give their opinion on whether that outfit really does suit you.

25 Most shops play music to make their customers feel good. The happier you are while shopping, the more likely you are to spend money. Many people like something when they are in the shop, but by the time they get home, they have changed their minds about it. Leave the shop and give yourself time to think before you buy. You can always return later if you still want those high-fashion shoes.

26 If you are buying an item that could break down, check how long the guarantee lasts. It is very frustrating when something falls apart a year after you purchased it, and the item was only guaranteed for six months. Always check the item before buying, or at least make sure that you can get a refund if it does go wrong.

27 It is your responsibility as a customer to check that the item or product isn't cracked, scratched or ripped before you buy. The longer you spend checking something before you buy it, the less likely you are to buy something with a defect. Don't rush when you are making your purchase.

- A Keep calm about the problem.
- B It's important to know the rules about refunds.
- C Returning items is never easy.
- D Be clear on whether refunds are given.
- E Department stores have a hidden policy.
- F It pays to look around before you buy.
- G A good mood increases the urge to buy.
- H It isn't always worthwhile buying something because it seems like a bargain.
- I Always check the guarantee.
- J Get a second opinion before a purchase.
- K Take time to check items before buying them.

Text	Example	21	22	23	24	25	26	27
Letter	D							

TASK 4

Read the article below about people who work in museums. For questions 28–40, choose from the people A–D. The people may be chosen more than once.

Which person

28	mentions the difficulty of keeping her professional knowledge up to date?	
29	points out the advantage of specialising in a particular type of work?	
30	is reluctant to take on a managerial role?	
31	claims that people in her field are realistic about their career prospects?	
32	mentions a misconception about the field she is in?	
33	is grateful for the skills she acquired in a previous, different career?	
34	points out that her responsibilities differ from those of other people in similar jobs?	
35	emphasises the importance of taking a wide range of people in her work?	
36	regrets the range of duties she has to undertake?	
37	regrets the lack of formal training available for her job?	
38	began her career by doing unpaid museum work?	
39	often goes on business trips?	
40	is in charge of more than one museum?	

A Sue Smith

Sue Smith works as a museum curator. Her typical day might involve working on the museum's computer documentation system, packing up an exhibition of local artists, dealing with security issues or taking guided tours round the galleries. 'It'd be nice to focus on the natural history collection, where I have real expertise,' she says. 'But it's only a small museum so I get roped into all sorts of things. We do lots of work with local children and I give talks to geology scientists in the area.' Sue took her first degree in biology and then went into teaching. 'Dealing with school kids for a few years taught me how to communicate with groups, which serves me well here.' She left teaching after doing a part-time museum studies course and has been in her current post for four years now. She feels no real desire to climb the career ladder. 'What appeals to me is researching, documenting and displaying objects, not being in charge of other people, but I'll probably move to a bigger museum eventually.'

B Angela Garcia

There is no traditional route into fundraising for museums and galleries, according to Angela Garcia, the head of development for a museum of culture in the north of Spain. 'You figure things out as you go along. It's not ideal, but that's how it is,' says Angela. 'Lots of my colleagues have come to it in an ad hoc way through an arts degree, some voluntary work, maybe some marketing and then into fundraising.' She manages a team of two development officers and an assistant, oversees a corporate patrons' scheme, administers a development trust and raises other sponsorship for exhibitions throughout the year. 'Networking is crucial,' she says. 'Not just with potential donors, but also with museum visitors, the press and colleagues from my museum and other institutions – it's good to keep in touch with what's happening elsewhere.' She says the work is challenging with only average financial rewards, but it's far from dull. 'For some people, the idea of museum work still conjures up images of geeks in dusty archives detached from the real world,' she says. 'If they only knew!'

C *Laura Holden*

As a registrar for a regional museum service, Laura Holden is responsible for all information relating to the objects kept in eight public museums. 'It could be information about what the object is and where it's come from, or it could be movement records,' says Laura. 'I'm involved with things such as documentation procedures and collections management policies. And unlike some registrars, I'm in charge of the information management system.' With advances in digital technology, it is a fast-moving field. 'That makes it exciting,' she says. 'But I don't really have the time or resources to stay abreast of all the developments in the way I should.' Like many people working in museums and galleries, Laura's career path has not been wholly predictable. After graduating in history, she managed a clothes store for five years, before realising she wanted something different. She completed a diploma in heritage studies and then documented items in a toy museum for three years. That led to her current post.

D *Ruth Lawrence*

Ruth Lawrence is a sculpture conservator. 'You've got to know what an object's made from, how long it's been in its environment, the aesthetics of it, and be able to work on it,' she explains. She started by volunteering in museums to get practical experience, but she also has a degree in fine arts and an MBA in historic artefacts conservation. She is now one of four permanent staff who restore objects and get them ready for going out on loan. 'It's quite narrow,' she says. 'And it can be hard to switch to anything else – we're all aware of that. On the other hand, there aren't many people with our expertise, so we're in demand. I'm often away for several days at a time, travelling with objects or going to work on artefacts in other countries.' Ruth feels fulfilled, despite the uninspiring pay scales. 'I'd like the chance to earn more, of course,' she says. 'But, like everyone who works in this sector, I know it's not going to happen.'

TRANSFER YOUR ANSWERS TO THE ANSWER SHEET

USE OF ENGLISH (20 minutes)

TASK 5

Read the text below and think of the word which best fits each gap. Use one word in each gap. There is an example at the beginning.

The origin of language

Sir William Jones, born in London in 1746, was undoubtedly one of the greatest linguists who ever lived. He had an amazing talent **41** _____ languages and learnt several at a young age. **42** _____ the time of his death, he had a thorough knowledge of 13 languages and knowledge of a further 28. Apart **43** _____ studying languages, he also studied law and became a judge in India. He was fascinated by this vast subcontinent and wrote about Indian life. He also translated important works for Indian literature. Jones notices **44** _____ Sanskrit, a classical Indian language, was similar to Greek and Latin in a number of ways. The resemblance **45** _____ not be a coincidence. Several other people **46** _____ also noticed similarities, but Jones was **47** _____ first to suggest that these three languages had a common origin. He also suggested that they could be grouped together with other European and Asian languages into one family, known **48** _____ Indo-European languages, which included English.

TASK 6

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

British food

Britain has endured many jokes about its food, cooking skills and traditional dishes. The British have been accused of many different food crimes – some, of course, could be true, but if you believe that British food is all about a plate of fish and **49** ___ or a greasy fried breakfast **50** ___ prepare for a shock. A big change has been taking place over the last 20 years, especially in Britain's home kitchens. This shift in attitudes to food has not only been transforming the way we cook, but also the type of food we eat.

It's amazing to think that just over two hundred years ago British **51** ___ were the best in the world and people from different countries wanted to taste our food. We benefited from food that was imported from right across the globe – wherever the British **52** ___ was situated. In the 19th century, however, Britain started to copy French cuisine and so British food was forgotten. Many wealthy people would **53** ___ French chefs in their kitchens as people followed the new fashion. In the 20th century, food that was once grown locally and traditional cooking skills were lost when **54** ___ food took over. British food declined and it has only been quite recently that there has been a revival of high-quality British food cooked in the British way.

55 ___ back over the recent past, the problems **56** ___ for two basic reasons: the British lost interest in cooking and they couldn't find quality food in local supermarkets. However, in the last few years there has been a dramatic change and food is at the centre of British life again. Chefs are now celebrities, starring on TV shows and starting their own **57** ___. Cooking has become **58** ___ again. Britain now has six of the top 50 restaurants in the world.

British people are taking more care over the food they buy. Most supermarkets now have locally grown food which is fresh and **59** ___. The British food market is now **60** ___ again and its food is becoming popular around the world.

- | | | | | |
|-----------|-------------------------|-------------------------|-----------------|-------------------------|
| 49 | A wheat | B chips | C beans | D crisps |
| 50 | A so | B and | C then | D when |
| 51 | A dishes | B diets | C ovens | D cuisine |
| 52 | A Isles | B Kingdom | C Empire | D Province |
| 53 | A employ | B employed | C have employed | D employing |
| 54 | A convenor | B convenience | C convent | D convenient |
| 55 | A Look | B To look | C Looking | D Looks |
| 56 | A will be
developing | B has had to
develop | C developed | D had been
developed |
| 57 | A advertising | B restaurants | C markets | D products |
| 58 | A trendy | B staple | C healthy | D catchy |
| 59 | A expensive | B rich | C varied | D wealthy |
| 60 | A subtle | B full-blown | C explosion | D booming |

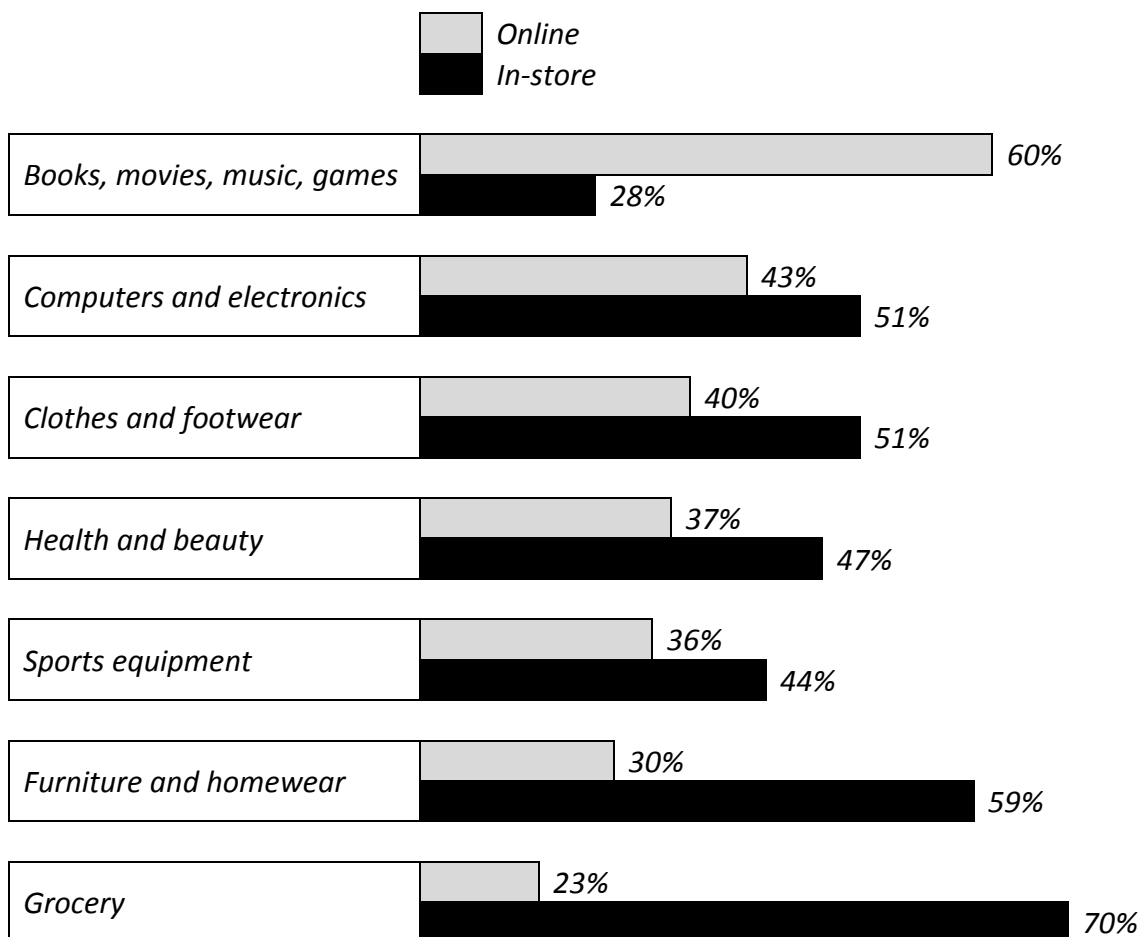
TRANSFER YOUR ANSWERS TO THE ANSWER SHEET

WRITING (30 minutes)

TASK 7

The diagram below shows people's online and in-store shopping preferences. Summarise the information by selecting and reporting the main features, and make comparisons where relevant. Then describe your own online and in-store shopping preferences. Write 150-190 words.

Online versus in-store purchasing



Follow this plan:

- make an introduction
- describe the main features the diagram shows (2 or more)
- make relevant comparisons (2 or more)
- explain whether you prefer to shop online or in-store and why (mention 2 or more categories of goods from the diagram)
- make a conclusion

WRITE ON THE ANSWER SHEET