

ВСЕРОССИЙСКАЯ ОЛИМПИАДА ШКОЛЬНИКОВ ПО АНГЛИЙСКОМУ ЯЗЫКУ

МУНИЦИПАЛЬНЫЙ ЭТАП

ПИСЬМЕННЫЙ ТУР

9-11 классы

Уважаемый участник олимпиады!

Вам предстоит выполнить письменные задания.

Время выполнения заданий письменного тура **2 академических часа (90 минут)**.

Выполнение заданий целесообразно организовать следующим образом:

- не спеша, внимательно прочитайте формулировку задания;
- напишите правильный вариант ответа в бланке ответов;
- после выполнения всех предложенных заданий еще раз удостоверьтесь в правильности ваших ответов;
- если потребуется корректировка выбранного Вами варианта ответа, то неправильный вариант ответа зачеркните крестиком и рядом напишите новый.

Предупреждаем Вас, что:

- при оценке тестовых заданий, где необходимо определить один правильный ответ, 0 баллов выставляется за неверный ответ и в случае, если участником отмечены несколько ответов (в том числе правильный), или все ответы;
- при оценке тестовых заданий, где необходимо определить все правильные ответы, 0 баллов выставляется, если участником отмечены неверные ответы, большее количество ответов, чем предусмотрено в задании (в том числе правильные ответы) или все ответы.

Задание письменного тура считается выполненным, если Вы вовремя сдаете его членам жюри.

Максимальная оценка – 65 баллов.

LISTENING (10 points)

Time: 10 minutes

You will hear a girl called Lydia giving a talk about a project she has been involved in on healthy eating. For questions 1-10, complete the sentences with a word or short phrase.

The healthy eating project

Lydia says an alternative name for healthy eating is having a (1)

Lydia compares the food we eat to (2) for our bodies.

Lydia says people do not need to avoid certain foods such as (3)

Lydia says the food pyramid describes the foods we ought to eat and their (4)

Lydia offers to provide listeners with (5) which contain fruit and vegetables.

Lydia points out that (6) is a non-food source of one vitamin.

Lydia says that (7) is an example of a snack we needn't avoid.

Lydia says the action of (8) salad items doesn't burn more energy than the food provides.

Lydia gives the example of (9) as a drink that is useful for our bodies.

Lydia explains that some people think (10) is a substitute for eating healthily.

Transfer your answers to the answer sheet

READING (15 points)

Time: 30 minutes

Task 1. Read the text about The Deep Sea. For items 1-10 choose true, false or not stated.

The Deep Sea

At a time when most think of outer space as the final frontier, we must remember that a great deal of unfinished business remains here on earth. Robots crawl on the surface of Mars, and spacecraft exit our solar system, but most of our own planet has still never been seen by human eyes. It seems ironic that we know more about impact craters on the far side of the moon than about the longest and largest mountain range on earth. It is amazing that human beings crossed a quarter of a million miles of space to visit our nearest celestial neighbor penetrating just two miles deep into the earth's own waters to explore the Midoccean Ridge. And it would be hard to imagine a more significant part of our planet to investigate – a chain of volcanic mountains 42,000 miles long where most of the earth's solid surface was born, and where vast volcanoes continue to create new submarine landscapes.

The figure we so often see quoted – 71% of the earth's surface – understates the oceans' importance. If you consider instead three-dimensional volumes, the land dwellers' share of the planet shrinks even more toward insignificance: less than 1% of the total. Most of the oceans' enormous volume lies deep below the familiar surface. The upper sunlit layer, by one estimate, contains only 2 or 3% of the total space available to life. The other 97% of the earth's biosphere lies deep beneath the water's surface, where sunlight never penetrates.

It was 1930 when a biologist named William Beebe and his engineering colleague Otis Barton sealed themselves into a new kind of diving craft, an invention that finally allowed humans to penetrate beyond the shallow sunlit layer of the sea and the history of deep-sea exploration began. Science then was largely incidental – something that happened along the way. In terms of technical ingenuity and human bravery, this part of the story is every bit as amazing as the history of early aviation. Yet many of these individuals, and the deep-diving vehicles that they built and tested, are not well known.

It was not until the 1970s that deep-diving manned submersibles were able to reach the Midoccean Ridge and begin making major contributions to a wide range of scientific questions. A burst of discoveries followed in short order. Several of these profoundly changed whole fields of science, and their implications are still not fully understood. For example, biologists may now be seeing – in the strange communities of microbes and animals that live around deep volcanic vents – clues to the origin of life on earth. No one even knew that these communities existed before explores began diving to the bottom in submersibles.

Another challenge is that the temperature near the bottom in very deep water typically hovers just four degrees above freezing, and submersibles rarely have much insulation. Since water absorbs heat more quickly than air, the cold down below seems to penetrate a diving capsule far more quickly than it would penetrate, say, a control van up above, on the deck of the mother ship.

1. People reached the moon before they explored the deepest parts of the earth's oceans.
A. True B. False C. Not stated

2. The Midocean Ridge is largely the same as when the continents emerged.
A. True B. False C. Not stated

3. The writer says that saying 71% of the earth's surface is ocean is not accurate because it refers to the proportion of water in which life is possible.
A. True B. False C. Not stated

4. We can make an approximate calculation of the percentage of the ocean which sunlight penetrates.
A. True B. False C. Not stated

5. The diving bell helped divers offer access to a reservoir of air below the surface.
A. True B. False C. Not stated

6. Many unexpected scientific phenomena came to light when exploration of the Midocean Ridge began.
A. True B. False C. Not stated

7. The number of people exploring the abyss has risen sharply in the 21st century
A. True B. False C. Not stated

8. One danger of the darkness is that deep sea vehicles become entangled in vegetation
A. True B. False C. Not stated

9. The construction of submersibles offers little protection from the cold at great depths.
A. True B. False C. Not stated

Task 2. Read an article about new technology and students. For questions 1-6 choose the answer (A, B, C, or D) which you think fits according to the text.

Student life and technology

By Debra Mallin, a business student at Greyfort University

Last Saturday, as my grandfather drove me and my sister home from a dinner to celebrate his birthday, he got frustrated at not being able to remember the name of the singer of a song he'd just heard on the radio. Without a second thought, I grabbed my smartphone, searched for the song and found the name, Bob Dylan. For me and my friends, this is a completely natural course of action, but it totally astonished my grandfather, who didn't understand how I had checked the information so quickly. My sister and I laughed and explained, but afterwards, it made me think about how much I depend on technology.

The list of the ways I use technology is endless: writing, planning, socializing, communicating and shopping, to name a few. When I reflected on its impact on my education, I saw that, for my fellow students and I, technology has been significant in many ways. Returning to the story of my grandfather and the smartphone, he had asked me more about how I used it and about university life. He said he thought we had an easy life compared to previous generations. My sister caught my eye and we exchanged a smile. But whereas she was just being a typical 65-year-old, I could see his point.

Not only are we lucky enough to have the same educational benefits as those of previous generations, we have so many more as well. We still have walk-in libraries available to us, and I can see why some students choose to find and use resources in these distraction-free locations. However, the only option for studying used to be sitting in these libraries with as many books from your reading list as you could find, yet now a single search for your chosen study topic online can immediately provide access to a huge range of resources. At universities, interaction between students and university staff is another area that has changed considerably with developments in technology. We can have face-to-face time with our tutors when we need it, and also communicate using our electronic gadgets from the comfort of our homes, or on the bus. The most popular means of doing this is via instant messaging or social media – email is often considered too slow, and it has become unacceptable for messages to be unanswered for any length of time. While this puts an extra strain on the university's academic support team, who usually have to answer the queries as they come in, we students are greatly benefitted.

It's important that we remember to appreciate how much the advances in technology have given us. Electronic devices such as tablets, smartphones, and laptops are now standard equipment in most classrooms and lecture halls, and why shouldn't they be? The replacement of textbooks with tablets allows students the luxury of having up-to-date, interactive and even personalized learning materials, with the added benefit of them not costing the earth.

When we compare the student life of the past and that of the present day, it is tempting to focus on the obvious differences when it comes to technology. In actual fact, students are doing what they've always done: embracing the resources available and adapting them in ways which allow them to work more efficiently and to live more enjoyably. The pace of change in technology continuously gathers speed, so we have to value each innovation as it happens.

10. What does the writer illustrate by describing the incident in the car?

A the older generation's frustration at people's dependence on technology.

- B** how unaware young people are of some effects of technology.
- C** the difference in attitudes to technology between two generations.
- D** how technology helps different generations communicate.

11. What did the writer think of her grandfather's comment, mentioned in the second paragraph?

- A** It showed how out-of-date he was.
- B** It had an element of truth in it.
- C** It was an annoying thing to say.
- D** It made her feel sorry for him.

12. What does the writer say about getting study resources from libraries?

- A** She considers libraries more preferable places for study than home.
- B** She cannot understand why anyone chooses to go to a library now.
- C** She appreciates the fact that people can still study in libraries if they want to.
- D** She thinks libraries are limited by the quantity of resources they can store.

13. What disadvantage of new technology does the writer mention in the third paragraph?

- A** Those who can afford the best gadgets gain unfair advantage.
- B** Sometimes slow internet connections make communication difficult.
- C** A heavier workload is created for teaching staff at the university.
- D** Students cannot escape from dealing with university issues.

14. What is the purpose of the question 'Why shouldn't they be?' in the fourth paragraph.

- A** to express an opinion
- B** to introduce some problems
- C** to make a criticism
- D** to indicate uncertainty

15. What is the writer's conclusion about students today in the final paragraph?
- A** they have such different lives to previous generations that's unwise to compare them.
 - B** They deal better with change than previous generation did.
 - C** They take advantage of new resources more quickly than previous generation did.
 - D** they are behaving in a similar way to previous generations of students.

Transfer your answers to the answer sheet

USE OF ENGLISH (30 points)

Time: 20 minutes

Task 1. Some lines of the text are correct and some contain an extra word which should not be there. Cross out the extra words and tick the lines which are correct.

- | | | |
|----|--|---------------|
| 0 | There are many customs and superstitions associated | <u> v </u> |
| 00 | with weddings, most of which had originated centuries | <u> </u> |
| 1 | ago. In the past, a wedding was seen as a time when | <u> </u> |
| 2 | people that were particularly susceptible to bad luck and | <u> </u> |
| 3 | evil spirits. Some traditions, such as the bride is not being | <u> </u> |
| 4 | seen by the groom in her wedding dress before the | <u> </u> |
| 5 | ceremony, are known throughout the UK and many other | <u> </u> |
| 6 | parts of the world too. Others may be regional or can even | <u> </u> |
| 7 | maintained within families from generation to generation. | <u> </u> |
| 8 | whether they are widespread or specific to a small group, | <u> </u> |
| 9 | they are maintained in the belief that they will bring the | <u> </u> |
| 10 | good luck and happiness to the couple at a time when | <u> </u> |
| 11 | their lives are changing, hopefully for the better. In the | <u> </u> |
| 12 | days gone by, when marriage proposals were more | <u> </u> |
| 13 | formal, the prospective groom sent his friends or his | <u> </u> |
| 14 | members of his family to represent his interests to the | <u> </u> |
| 15 | prospective bride and her family. If they saw a blind man, | <u> </u> |
| 16 | a monk or a pregnant woman during their journey it was | <u> </u> |
| 17 | thought that the marriage would be doomed to failure as if | <u> </u> |
| 18 | they continued their journey, so they had to go home and | <u> </u> |
| 19 | start again! If, however, they saw goats, pigeons or | <u> </u> |
| 20 | wolves, these were good omens which would not bring | <u> </u> |
| 21 | good fortune to the marriage. | <u> </u> |

Task 2. For the items 1-9 choose the best word (A-D) to complete each gap.

Have you ever (22) why we dream? It seems such an easy question, but it is very difficult to answer. Most scientists agree that we don't yet know what purpose dreams (23) Given the amount of the time we spend in a dreaming (24), this may at first seem baffling. However, it isn't really surprising when we consider that science is still (25) the exact purpose and function of sleep itself. Scientists have put forward a number of theories as to why we dream, but as yet no (26) consensus has emerged. Some experts are of the opinion that in all likelihood dreaming has no real purpose. They maintain that sleep probably has a biological function (allowing the body and brain to recuperate), but that dreaming is merely a mental (27), nothing but a sequence of images and feelings experienced (28) sleeping, on the other hand, believe that dreaming is essential to mental, emotional and physical well-being. They suggest that dreams are (29) triggered by the feelings we experience while we are awake, such as fear, anger or love. This is why dreams are more frequent and intense following powerful emotional experiences, especially stressful or traumatic ones. According to this theory, such dreams allow the mind to make sense of the emotional experiences, (30) suggests that they help us both to reduce the distress caused by the trauma, and to cope better if further traumatic or stressful events occur.

22	A wondered	B thought	C speculated	D reflected
23	A serve	B carry out	C complete	D do
24	A condition	B circumstance	C position	D state
25	A unwinding	B unravelling	C separating	D untying
26	A single	B sole	C singular	D solitary
27	A act	B activity	C action	D procedure
28	A on	B in	C during	D while
29	A somewhat	B somehow	C anyhow	D anyway
30	A this	B and	C that	D which

Transfer your answers to the answer sheet

WRITING (10 points)

Time: 30 minutes

You have received an e-mail message from your English-speaking pen-friend John:

From: John@yandex.uk
To: Russian_friend@olimp.ru
Subject: Family chores
<p><i>...Last week my mom went to London to help my aunt with her new baby. My dad and I had to do all the housework ourselves. What kind of family chores do you normally have, if at all? What would you cook for yourself, if you had to? Do you think boys should be able to cook and to keep house, and why?</i></p> <p><i>Next weekend I'm going hiking with my classmates...</i></p>

Write an e-mail to John.

In your message:

- answer his questions
- ask **3 questions** about his hiking plans

Write **100–140 words**.

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олимпиадных заданий для муниципального этапа
всероссийской олимпиады школьников по английскому языку
для учащихся 9-11 классов

SPEAKING

Speaking

Student 1

Preparation - 15 minutes

Presentation and Questions – 10 minutes

“Technology”

Task 1. (Monologue: time 1,5 minutes)

Do you use any gadgets on a daily basis and for what?

YOUR ANSWER WILL BE RECORDED

Task 2. (Dialogue: time 5 minutes)

Imagine that you and your partner are two inventors. You are going to take part in the International conference and you need to decide what gadget you will represent there together.

Here is a list of devices for Student 1.

1. A robot pharmacist
2. A smartphone
3. An electronic implanted microchip

Each of you has to choose one invention from your personal list in the order of your preference.

Explain to your partner why you have chosen this item and how it can be useful for people or society. Negotiate your preferences and try to come to an agreement about the invention.

YOUR ANSWER WILL BE RECORDED

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SPEAKING

Speaking

Student 2

Preparation - 15 minutes

Presentation and Questions – 10 minutes

“Technology”

Task 1. (Monologue: time 1,5 minutes)

Has the Internet made your studies easier and how?

YOUR ANSWER WILL BE RECORDED

Task 2. (Dialogue: time 5 minutes)

Imagine that you and your partner are two inventors. You are going to take part in the International conference and you need to decide what gadget you will represent there together.

Here is a list of possible devices for Student 2.

1. An autopilot car
2. A 3D printer
3. A smart home

Each of you has to choose one invention from your personal list in the order of your preference.

Explain to your partner why you have chosen this item and how it can be useful for people or society. Negotiate your preferences and try to come to an agreement about the invention.

YOUR ANSWER WILL BE RECORDED

Participant's ID number _____

Listening

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Оценочные баллы: максимальный – **10 баллов**; фактический – _____ **баллов**.

Подписи членов жюри _____

Reading

1	A	B	C	9	A	B	C	
2	A	B	C	10	A	B	C	D
3	A	B	C	11	A	B	C	D
4	A	B	C	12	A	B	C	D
5	A	B	C	13	A	B	C	D
6	A	B	C	14	A	B	C	D
7	A	B	C	15	A	B	C	D
8	A	B	C					

Оценочные баллы: максимальный – **15 баллов**; фактический - _____ **баллов**.

Подписи членов жюри _____

Use of English

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22	A	B	C	D
23	A	B	C	D
24	A	B	C	D
25	A	B	C	D
26	A	B	C	D
27	A	B	C	D
28	A	B	C	D
29	A	B	C	D
30	A	B	C	D

Оценочные баллы: максимальный – **30 баллов**; фактический - _____ **баллов**.

Подписи членов жюри _____

