

ВСЕРОССИЙСКАЯ ОЛИМПИАДА ШКОЛЬНИКОВ ПО АНГЛИЙСКОМУ
ЯЗЫКУ

(МУНИЦИПАЛЬНЫЙ ЭТАП)

ПИСЬМЕННЫЙ ТУР

возрастная группа (9-11 классы)

Уважаемый участник олимпиады!

Вам предстоит выполнить письменные задания.

Время выполнения заданий письменного тура 3 академических часа (120 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 – 75 баллов.

12. What helped Patrick pass the time?

- A) Work on his university thesis.
- B) Weather research.
- C) Birdwatching.

13. When Patrick says ‘It took me less than 20 minutes’ he means that

- A) he couldn’t leave his work for longer.
- B) the island is very small.
- C) he doesn’t like long walks.

14. What does Patrick say about his PhD thesis?

- A) He still has a year to work on it.
- B) It was rejected by the university.
- C) He has finished it.

15. Where does Patrick plan to spend his short holiday?

- A) In London.
- B) In the Mediterranean.
- C) Back on the Isle of Collett.

TRANSFER ALL YOUR ANSWERS TO THE ANSWER SHEET

PART 2
READING
Time: 40 minutes

Task 1.

You are going to read an article about the pros and cons of ecotourism. For questions 16–27, choose from the sections (A–D). The sections may be chosen more than once.

In which section does the writer

gives the sum of money the world economy gets thanks to the travel industry	16
claims that there is no single definition of ecotourism	17
explain how some non-green businesses exploit the market for ecological holidays?	18
mention the nature of the relationship between travel firms and local people?	19
suggest that ecotourism is largely insignificant in solving the world’s environmental problems?	20
exemplify an effect of ecotourism on local wildlife?	21
describe a negative result of putting the preservation of nature above economic well-being?	22
explain why conventional tourism benefits a region less than it should?	23
states the proportion of tourism as a whole that ecotourism represents?	24

mention how the meaning of important cultural objects can change?	25
explain the underlying principle on which the ecotourism industry is based?	26
describe how the financial incentives of ecotourism encourage local people to protect nature?	27

The pros and cons of ecotourism

A

Ecotourism lacks a universally-accepted definition, but is generally regarded as responsible and sustainable travel to natural areas that both conserves the environment and improves the well-being of those living there. At the heart of it is the assumption that in a predominantly capitalist world where nature plays second fiddle to creating wealth, any conservation needs to pay for itself. Money generated from ecotourism is invested back into the conservation of the environment it impacts upon. Supporters argue that, by involving residents in accommodating tourists and acting as guides, for example, ecotourism aids development, both regionally and nationally. In many cases, communities work as equal partners with ecotourism organisations rather than just as employees. However, some detractors point out that the environment is effectively prioritised above the needs of residents. Ecotourism's apparent obsession with this, far from giving a boost to the development of wealth in a community, can actually damage the ability of the majority of inhabitants to lift themselves out of poverty.

B

The travel industry contributes over seven trillion dollars to the world economy each year. Having a holiday is big business! Despite what its critics may say, giving a hand to nature in this way has the potential to offer communities some serious economic opportunities as it now accounts for about a fifth of this total, and is continuing to expand. It generates money from natural environments by encouraging tourists to pay for items like accommodation, souvenirs and entrance fees during their stay. Seeing the environment as a valuable resource that communities can use to generate income encourages them to make choices that will help them to take care of it. Yet, inevitably, a fine balance has to be kept to prevent the influx of eco-tourists from degrading the very environment they came to see. Unleashing hundreds of visitors on a delicate ecosystem can, even with the best of intentions, lead to unforeseen environmental impact, such as inadvertently encouraging the animals that live there to become dependent on being fed by tourists.

C

It's estimated that, of all the money that travellers spend on traditional holidays, only around half of it stays in the area or country that they visit. The remainder leaks out of the host region and through the books of international hotel chains and tour operators. One intention of ecotourism is to limit as much of this bleeding away of capital from the local economy as possible through maximising the involvement of local businesses and people. The recent wave of successful environmentally-friendly

commerce has also led some regular chains and operators to label themselves as ecotourism-friendly by making very minor changes to their existing practices through a process known as greenwashing. They can market themselves in the same way as a genuinely sustainable project by simply changing their cleaning products or recycling more of their waste. Anyone seeking their dream eco-holiday should check the credentials of seemingly environmentally-friendly organisations very carefully indeed. That said, sustainability is becoming much more mainstream and increasing numbers of businesses are genuinely adopting good environmental and social practices.

D

One powerful motivation that drives eco-tourism is the chance for holidaymakers to take a look at and experience civilisations that are very different to their own, which in turn can have a positive and affirming knock-on effect on that society. Allowing local people to show their way of life to the world not only tends to make them more positive about tourism, but also empowers them as a community. However, there can of course be less welcome results, such as traditional symbols and artefacts being transformed merely into merchandise to sell to visitors. There can also be disharmony created between previously friendly local factions if one is seen or thought to benefit more than others. Another question ecotourism raises is whether it has a role to play in conservation on anything other than a small scale. By its very nature, it can only take place in a highly limited range of ecosystems as issues of access, susceptibility to damage and the elusive nature of wildlife make some areas inappropriate for exploitation by ecotourism.

Task 2.

Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the questions from 28 to 33.

Using video gaming in education

It has become conventional wisdom that spending too much time playing video games has a detrimental effect on children's studies and their social development. However, some educationalists are now questioning this theory and are using video games as effective educational tools thus bridging the gap between recreational and educational activities.

Due to the sophisticated nature of today's games, teachers are able to justify the inclusion of video and online games for many pedagogical reasons. There may, for example, be sociological, psychological, and ethical implications built into the gameplay. Harvey Edwards, who teaches IT classes in London, was one such educator who decided to use video games in his lessons. To do this, he chose Minecraft, an online game in which players create and develop imaginary worlds. He was somewhat uneasy about attempting such an unconventional approach, not because of some students unfamiliarity with the game but rather due to them not being able to make sense of what he was trying to do with it. He worried that it might interfere with his learners' focus, but he couldn't have been more surprised by the results.

Minecraft is an example of a ‘sandbox game’, in which gamers roam around and change a virtual world at will. Instead of having to pass through numbered levels to reach certain places, there’s full access from start to finish. The original version can be adapted to control which characters and content are left in. Each student can then be allocated tasks – such as house-building, locating items or problem-solving – which they must complete within the game. Elements of more general skills can be subtly incorporated into the lessons, such as online politeness and safety, teamwork and resolving differences. Edwards feels that presenting such lessons in the context of a game students probably already know and enjoy enables him to connect with them at greater depth, and in more motivational ways.

Bolstered by his success, Edwards introduced his approach to another school nearby. He recalls that the first couple of sessions didn’t live up to his expectations. Those who had played Minecraft before were keen for others to adopt their own style of play. Unsurprisingly, this assortment of styles and opinions as to how the game should proceed were far from harmonious. However, the sessions rapidly transformed into something more cohesive, with the learners driving the change. With minimal teacher input, they set about choosing leaders and established several teams, each with its own clearly-defined role. These teams, now party to clear common goals, willingly cooperated to ensure that their newborn world flourished, even when faced with the toughest of challenges.

‘Human’ inhabitants in a Minecraft ‘society’ are very primitive and wander around the imaginary world, waiting for guidance from players. This dynamic bears a resemblance to traditional education, an observation highlighted by Martina Williams, one of the leaders of the group. ‘Through the game, we were no longer passive learners in the classroom, being told what and how to learn, but active participants in our own society.’ Each group member had ideas as to how their function should develop. The leaders, meanwhile, had a vision for their virtual world as a whole, encouraging everyone to play their part in achieving the group’s goals. Through creating their own characters and using these to build their own ‘world’, students will have gained some experiential understanding of societal structure and how communities work.

But not everyone is convinced by video games’ potential academic value. While many progressive commentators cite extensive evidence to maintain that video games encourage collaboration and build problem-solving skills, more traditional factions continue to insist they are a distraction that do not merit inclusion in any curriculum. Even less evangelical cynics, who may grudgingly acknowledge games have some educational benefit, assert that this is only the case in the hands of creative educators. However, the accusation most often levelled at video games is that they detract from the social aspect of the classroom, particularly taking part in discussions. Dr Helen Conway, an educational researcher, argues that video games can be used to promote social activities. ‘Students become animated talking about the game and how to improve their gameplaying and problem-solving skills,’ she says. ‘I find it strange, this image that many people have,’ Conway says. ‘Children are often totally detached from their peers when undertaking more

traditional activities, like reading books, but we never suggest that books are harmful because they're a solitary experience.'

28. The first time Edwards used a game in his classes, he was

A convinced that learners would realise why he wanted them to play it.

B convinced that learners would see the reasons for playing it.

C anxious that he had chosen the wrong one for learners to play.

D sure that his reasons for getting learners to play it were valid.

29. The writer suggests that Minecraft is a good choice of educational game because

A any number of learners can use it simultaneously.

B teachers can remove any inappropriate material.

C gamers can create educative tasks whilst playing it.

D players can develop their skills in a step-by-step way.

30. Which of the following words in the fourth paragraph is used to convey a feeling of approval?

A keen

B harmonious

C driving

D newborn

31. In the fifth paragraph, the writer draws a comparison between a Minecraft 'society' and

A relationships within the group as they played.

B the way in which countries organize themselves.

C typical students in a school environment.

D how leadership operates in different situations.

32. In the sixth paragraph, the writer feels that critics of video games in education

A are unwilling to admit that using them in class has benefits.

B make accurate observations about teachers who use them.

C use flawed research to support their objections to using them.

D acknowledge the drawbacks of more traditional teaching methods.

33. The words 'this image' in the sixth paragraph refer to

A people who criticise gaming in education.

B students discussing a game in a group.

C a group of students reading individually.

D a solitary player absorbed in a game.

TRANSFER ALL YOUR ANSWERS TO THE ANSWER SHEET

PART 3
USE OF ENGLISH
Time: 25 minutes

Task 1.

For questions 34-38, 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 three and six words, including the word given.

34. The changes to the club had no effect on its existing members.

CONSEQUENCE

The changes to the club its existing members.

35. We need to completely overhaul the terms for new users.

THOROUGH

There needs the terms for new users.

36. I'm absolutely certain that she was involved in the decision.

WHATSOEVER

There that she was involved in the decision.

37. I was never consulted, so I couldn't offer any advice on the matter.

ONCE

Never give my advice on the matter.

38. It's a mystery to me how he found out about the surprise party.

CLUE

I he found out about the surprise party.

Task 2.

Multiple choice-cloze. Read the text below and decide which answer (A, B, C or D) best fits each gap.

Hobbyists around the world unite

No doubt you may be inclined to think that in this day and age, traditional pursuits are no longer 'in' and that we would have (39) away with old-fashioned hobbies that don't involve computers. Nothing of the (40). If anything, the internet has made it easier for people with specialist hobbies in different corners of the planet to (41) themselves to their passion and to support one another.

With one quick press of a key, (42) car collectors are online, comparing notes and restoration (43) with enthusiasts in distant lands. If a part needs replacing, a vast electronic inventory is out there (44) and waiting. After a day in the field, birdwatchers can post sightings they consider worth sharing with likeminded enthusiasts who will immediately (45) to their passion.

Thankfully, face to face contact does still take place. Historic car rallies and races have a large following. Come Sunday morning, children and adults alike still meet to swap, or perhaps even (46), the cards missing from their collections.

- | | | | |
|---------------|--------------|-----------|----------|
| 39. A done | B taken | C put | D sent |
| 40. A type | B sort | C variety | D brand |
| 41. A focus | B present | C stick | D devote |
| 42. A ancient | B historical | C classic | D epic |

- | | | | |
|--------------|--------------|-----------|-------------|
| 43. A means | B techniques | C crafts | D systems |
| 44. A handy | B willing | C ready | D open |
| 45. A relate | B share | C connect | D join |
| 46. A bid | B purchase | C invest | D subscribe |

Task 3.

Open cloze. Read the text below and think of the word which best fits each gap. Use only one word in each gap.

National parks

You realise (47)..... truly incredible the natural environment is when you take a trip to one of the world's national parks. To be eligible for national park status, a place must possess a unique natural, cultural or recreational resource and be considered in need (48) protection. Fortunately, a considerable number of natural gems have been designated as national parks and (49) are also World Heritage sites.

From hot springs (50) snowy peaks, these postcard-worthy destinations (51) definitely be on your list of places to visit. Many are also home to some pretty amazing flora and fauna. The parks are extremely popular (52) outdoor enthusiasts, who can indulge in their favourite activities like hiking or rafting, surrounded (53) nature. The largest national park in the world isn't easily accessible, being in a remote area of Greenland and boasting a permanent population of zero. It's also (54) used to receiving visitors (around 500 a year). This is a long way from the estimated 11 million tourists (55) flock to the Great Smoky Mountains of North Carolina and Tennessee in the United States.

TRANSFER ALL YOUR ANSWERS TO THE ANSWER SHEET

**PART 4
WRITING
TIME: 35 MINUTES**

You are going to write an essay on the given topic.

Having more money and less free time is better than earning less money and having more free time

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write **200 -220 words**.

Remember to

- make an introduction,
- express your personal opinion on the problem and give reasons for your opinion,
- make a conclusion.