

***Уважаемый участник олимпиады!***

Вам предстоит выполнить письменные задания.

Время выполнения заданий письменного тура 2,4 академических часа (110 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;
- черновики сдаются, но не учитываются при проверке ответов на задания.

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

**Максимальная оценка – 100 баллов.**

**LISTENING**

**Time: 20 minutes**

*Task 1. You will hear the interview about the problem of truancy. For questions 1-6 choose the best answer (A, B, C or D), for questions 7-11 choose the best option (A or B). You will hear the text twice.*

- 1. What is truancy for Dr. Greenway?**
  - A. A couple of missed lessons
  - B. A license for missed lessons
  - C. A repeated absence
  - D. An unauthorized absence
  
- 2. What does Dr. Greenway imply students tend to do while playing truant?**
  - A. To behave badly in public
  - B. To earn some money in their free time
  - C. To spend time with the family
  - D. To go to the café with their friends
  
- 3. How many days according to the statistics are lost due to the parents' irresponsible behavior?**
  - A. About 1.4 million school days
  - B. About 1.7 million school days
  - C. About 3.7 million school days
  - D. About 4 million school days
  
- 4. What is the reason for some parents to take their vacation with children during term time?**
  - A. To have a variety of choice in a peak season
  - B. To have an opportunity to spend time as a family
  - C. To make a profit on a discount
  - D. To enjoy the Indian summer

**5. What prevents school authorities to convince their students to attend classes regularly?**

- A. The absence of a good reason to attend classes
- B. The authoritarianism of the teachers
- C. The irresponsible attitude of the parents to the educational process
- D. The absence of a law preventing truancy

**6. How has the government reacted to truancy?**

- A. They now take the problem into the consideration
- B. They try to organize parents to deal with this problem
- C. They empower the teachers to deal with this problem
- D. They prosecute parents of truant students

**7. Social workers are involved in picking up students who play truant**

- A. True
- B. False

**8. Neglecting truancy in a criminal offence for the parents**

- A. True
- B. False

**9. The government enacts the law against truancy**

- A. True
- B. False

**10. The aim of behaviour improvement projects is to make parents face criminal charges**

- A. True
- B. False

**11. Dr. Greenway stands for prosecuting parents of truant students**

- A. True
- B. False

*Task 2. For questions 12-15 choose the view each speaker expresses about education. You will hear the text twice. There are 3 extra letters you do not need to use.*

- A. Information technologies open up new roads in education
- B. Gifted students are not able to learn independently
- C. Schools tend to neglect more intelligent and gifted students
- D. Schools should supply their students with essential skills for the future
- E. Information technologies should eliminate the discrepancy between students
- F. Schools try to guide the students
- G. Education should be focused on low attaining students

**Transfer your answers to the answer sheet**

**READING****Time: 30 minutes**

*Task 1. Read the text to decide if each sentence is true, false or not stated, according to the text. For questions 1-10 choose the best option (A, B or C).*

**Are you reading me?**

Catherine Cassidy has every reason to be proud. This summer she graduated with a 2:1 honours degree in zoology and biological sciences from Queen's University, Belfast, where she won awards for water-polo and swimming. She is going on to study for an MSc and has ambitions to be a scientific journalist. She is also profoundly deaf.

Catherine is oral-deaf, which means she can lip-read. Deaf students who cannot lip-read need interpreters to translate speech into sign language, while partially deaf students can benefit from various different types of hearing aid.

I interviewed Catherine via e-mail. Given the patchy nature of special needs provision in British schools, she told me getting to university was an achievement in itself. Disabled students need an enormous amount of determination to succeed, and there are few role models. She says, "You have to work considerably harder than your peers and have to be prepared to commit yourself. Luckily, I have had a phenomenal level of support from my family." Catherine is one of 22 deaf students at Queen's.

The Disability Discrimination Act insists that universities increase their intake of special needs students to reflect the numbers of disabled in the community, and all now set targets for admissions. But there are difficulties. First, there are no reliable figures on the numbers of disabled in the community, hence universities are unsure of the percentages they should be aiming to recruit.

Second, definitions of disability are hard to pin down. Some students on the edges of disability with conditions such as dyslexia might require very little extra provision, while others might have a severe physical handicap requiring specially adapted computers, or online learning support

Of all the disabilities, deafness is probably the one that is hardest to cope with at university. Dr Roddie Cowie, a senior lecturer in psychology at Queen's, explains, "Universities run on talk. Knowledge is communicated in lectures, seminars, talking to fellow students - reading is only secondary. For deaf students, casual spontaneous discussions are out."

Fortunately for Catherine, Queen's is a centre of excellence for the teaching of deaf students on account of a special project "Succeed", set up in 1995 with a grant of £95,000. The Joint Universities Deaf Education centre (JUDE) organized a special phonic earpiece that enabled Catherine to listen to lectures.

Now self-financing, JUDE has been extended to the other further and higher education institutions of Northern Ireland. JUDE is setting an example in what can be achieved. Sharon Easton, deaf student support officer, says, "One of our officers visits schools to make deaf people aware that higher education is a possibility. Another part of our role is to talk with employers. We are offering them deaf awareness training – how to adapt the needs of deaf employees, and where to apply for grants. There is no reason why a deaf person shouldn't manage any job within reason."

JUDE's funding may be secure but there are no universally agreed standards of provision and no handy funding formulae. The Higher Education Funding Council for England, HEFCE, is currently working with the UK Department for Education and Employment and local authorities to draw up funding proposals. A spokesman for HEFCE says, "Robust data on numbers and types of disability is unbelievably difficult to come by. The cost of provision for

an individual student could be anything from £50 to £3,000. We are committed to removing cost barriers.”

Support and encouragement were an essential part of JUDE’s offering. Catherine says, “Having a tailor-made service gave me independence that was a key element to my enjoying university life.” But Catherine presented a major challenge for the staff at JUDE: her skill in lip-reading made communicating with her seem so effortless that many people did not believe she had a problem. At times this experience has been painful. Catherine says, “People have labelled me ‘not really deaf’, it is like telling me I don't count. And this can be very disheartening, very demoralising.”

At the end of the day, Catherine believes that excellent and well-focused special needs support should be available to all disabled students at university whatever the cost. She says, “You are accepted by a university on the basis of your ability to learn and carry out mental tasks. You have a right to be there – people should not judge the mental capability of a person by any physical disability.”

1. The job Catherine craves for is way far from her university major.

A. True                      B. False                      C. Not stated

2. Students who are not totally deaf do not need interpreters.

A. True                      B. False                      C. Not stated

3. Catherine believes that deaf students who want to get to university must be able to lip-read.

A. True                      B. False                      C. Not stated

4. The provision of special needs is not completely satisfactory in British schools.

A. True                      B. False                      C. Not stated

**5.** Universities cannot reflect the numbers of disabled people in the community as the figures are not supplied systematically.

A. True                      B. False                      C. Not stated

**6.** Dr Roddie Cowie states that the main problem for deaf students at university is that fellow students do not talk to them.

A. True                      B. False                      C. Not stated

**7.** It was difficult for Catherine to receive phonic earpieces.

A. True                      B. False                      C. Not stated

**8.** According to the writer, The Joint Universities Deaf Education centre sends teachers out to schools to teach deaf people.

A. True                      B. False                      C. Not stated

**9.** At university Catherine found it depressing that her difficulties often went unnoticed.

A. True                      B. False                      C. Not stated

**10.** Catherine believes that universities already provide excellent support for the disabled.

A. True                      B. False                      C. Not stated



*Task 2. Read the given text and choose which of the paragraphs A-F below fit into the numbered gaps. There is one extra paragraph which does not fit in any of the gaps.*

### **The first World Cup**

Entry to the first World Cup was invitation only, but although many of the leading European nations decided not to travel to Uruguay, the Jules Rimet Trophy proved to be a prize worth fighting for.

At daybreak on Saturday June 21, 1930, in the small harbor town of Villefranche-sur-Mer, four miles east of Nice on the French Riviera, Jules Rimet boarded the Italian liner, SS Conte Verde. As he stepped aboard, carrying the twelve-and-a-half-inch solid silver and gold-plated World Cup trophy in his baggage, the 56-year-old president of FIFA couldn't resist a farewell cry of "Vive la France". After a lifetime's work, Rimet was setting sail for Uruguay for the first World Football Championship.

Awarded the tournament at FIFA's 1929 congress in Barcelona, there were sound reasons why 1930 was the right time for Uruguay to host the World Cup. **11**\_\_\_\_\_. The decision hadn't been popular with the European nations. Coming as it did just eight months after the Wall Street Crash, they weren't comfortable with the expense and travelling time that a tournament in South America would entail. Ultimately, after much manoeuvring by Jules Rimet, the only European nations to sign on for the tournament were Belgium, France, Romania and Yugoslavia, none of which could be regarded as powerhouses of European football. **12**\_\_\_\_\_.

When Jules Rimet and the French delegation set sail for South America, his fellow passengers included all four of the European football teams taking part and John Langenus, who would go on to become the referee of the first World Cup final. The Conte Verde was a palatial 18, 000-ton liner regularly sailing the route

between Genoa in Italy, where the Belgian and Romanian teams had boarded, and Buenos Aires in Argentina, stopping off at ports along the way. **13**\_\_\_\_\_.

The teams had attempted to keep themselves fit during the two-week voyage, training on the boat while at sea. “It was a really tough trip because in those days the only way you could get to Montevideo was by boat,” French player Edmond Delfour would recall. “Caudron, who was the coach back then, said to me, ‘You’ve got to keep the players busy on the boat, keep them in shape’.” **14**\_\_\_\_\_.

After eight days at sea, the Conte Verde picked up the Brazilian squad in Rio de Janeiro, before arriving in Montevideo, Uruguay, on July 4, five hours later than scheduled but welcomed by an ecstatic crowd. On docking Rimet was invited to meet the Uruguayan head of state, President Campistegui.

For the European nations, the entire trip would take up at least two months, which meant some teams struggled to find players who could commit that amount of time to the competition. Romania had entered on the personal instructions of King Carol, who also selected the squad. **15**\_\_\_\_\_. Several of the players who were contacted were forced to decline because their bosses didn’t want them to leave for two months.” Laurent, his brother Jean, Etienne Mattler and Andre Maschinot all played for Peugeot Sochaux, subsidized by the Peugeot factory where they worked. The players were given time off for the World Cup, but were not paid while they were away, and as amateurs they received only basic expenses from the *Federation Française de Football*.

**A.** And so I became their fitness coach on the trip. It was a superb voyage. We had a match one day above the swimming pool. Etienne Mattler overdid it and fell in the pool.”

**B.** He gave the players three months off from their jobs with guarantees that they would be re-employed, having put extreme pressure on their employers.

But not every country had such a powerful benefactor. “The French Federation had great difficulty putting a team together,” inside-left Lucien Laurent would recall.

**C.** Of the 41 countries that boasted FIFA membership in 1930, only 13 contested the inaugural tournament with nine the Americas: Argentina, Bolivia, Brazil, Chile, Mexico, Paraguay, Peru, USA, and hosts Uruguay.

**D.** That growth began almost immediately. In 1934, the second FIFA men's World Cup featured a pre-qualifying competition with 32 nations, 16 of which reached the final tournament.

**E.** Not only were they the holders of the Olympic title, but 1930 marked the centenary of the country's independence, Uruguay's first constitution having been adopted on July 18, 1830.

**F.** A one-time holder of the South American speed record, the ship could carry 2,400 passengers in absolute luxury.

**Transfer your answers to the answer sheet**

## USE OF ENGLISH

**Time: 20 minutes**

*Task 1. For items 1-12, read the text below and decide which option (A, B, C or D) best fits each gap.*

### Garden Parties

Over the course of each year, over 30,000 guests (1) to spend a relaxed summer afternoon in the (2) gardens of Buckingham Palace or the Palace of Holyroodhouse. Garden Parties are an important way for members of the Royal Family to speak to a (3) range of people from all walks of life, all of whom have made a positive impact in their community.

In summer, the Sovereign traditionally (4) three Garden Parties at Buckingham Palace, and one at the Palace of Holyroodhouse in Scotland. Historically, Garden Parties took the place of presentation parties (5) by debutantes, and have evolved into a way of recognising and rewarding public service.

(6) the country, a long established network of sponsors is used to invite guests <...> They nominate guests for invitation and hope in this way (7) a representative cross section of the community. It is not possible to acquire invitations to The Queen's Garden Parties through direct (8) to Buckingham Palace.

On the day of the Garden Party, the Palace gates are open (9) 3 pm. The Party officially begins when Members of the Royal Family (10) the garden at 4 pm <...> Each takes a different route and random presentations are made so that everyone has an equal chance of (11) to a Member of the Royal Family. Members of the Royal family then arrive at the Royal Tea Tent, where they meet

further guests. Guests are (12) to eat, drink and stroll around the beautiful Palace gardens.

1.	A are inviting	B have invited	C being invited	D are invited
2.	A beautiful	B wonderfully	C fond	D excited
3.	A square	B broad	C lot	D number
4.	A to host	B hosting	C hosts	D hospitably
5.	A have required	B are attended	C require	D attended
6.	A Throughout	B Nevertheless	C Despite	D Alongside
7.	A achieves	B to have achieved	C to be achieved	D to achieve
8.	A resolution	B application	C consumption	D attempt
9.	A from behind	B from around	C in spite of	D due to
10.	A entering	B to enter	C enter	D having entered
11.	A having introduced	B having talked	C being addressed	D speaking
12.	A free	B freed	C freely	D dismissed

*Task 2. For items 13-20, read the fragments below and decide which option (A, B, C or D) best fits each gap.*

The present Prince of Wales (since September 2022) is **(13)**.

**(14)** is the most famous encyclopedia in English, printed in many volumes and regularly revised.

**(15)** is the largest airport in Britain and one of the busiest airports for international flights in the world.

**(16)** is the group of British Members of Parliament from the Opposition.

**(17)**, king of the United Kingdom of Great Britain and Northern Ireland from September 8, 2022. He is the eldest child of Queen Elizabeth II and Prince Philip, duke of Edinburgh.

Since the Twenty-second Amendment was adopted in 1951, the American presidency has been limited to a maximum of **(18)**.

Jazz is a musical form, often improvisational, developed by **(19)** and influenced by both European harmonic structure and African rhythms.

For almost a thousand years, Coronations have been held at **(20)**, and the Order of Service draws on this long tradition, centred around the liturgical theme of “Called to Serve” and The King’s solemn vow and commitment to serve God, and the people of the nations and the realms.

<b>13.</b>	<b>A</b> Prince Henry	<b>B</b> Prince Charles	<b>C</b> Prince William	<b>D</b> Prince Andrew
<b>14.</b>	<b>A</b> Britannica	<b>B</b> Macmillan	<b>C</b> The Globe	<b>D</b> The Times
<b>15.</b>	<b>A</b> Balmoral	<b>B</b> Heathrow	<b>C</b> The London Eye	<b>D</b> The Tate
<b>16.</b>	<b>A</b> The House of Lords	<b>B</b> The House of Commons	<b>C</b> The Shadow Cabinet	<b>D</b> The Congress
<b>17.</b>	<b>A</b> Charles III	<b>B</b> Charles II	<b>C</b> Charles I	<b>D</b> Prince of Wales
<b>18.</b>	<b>A</b> one term	<b>B</b> two terms	<b>C</b> three terms	<b>D</b> four terms
<b>19.</b>	<b>A</b> African Americans	<b>B</b> Danes	<b>C</b> Aleuts	<b>D</b> the Irish
<b>20.</b>	<b>A</b> Buckingham Palace	<b>B</b> The Capitol	<b>C</b> Westminster Abbey	<b>D</b> Westminster Palace

**Transfer your answers to the answer sheet**

**WRITING**  
**Time: 40 minutes**

*Educating the mind without educating the heart is no education at all (Aristotle)*

Express **your opinion** on this statement.

**Remember to:**

- Make an introduction.
- Express your **personal opinion** on the problem and give **2 reasons** for your opinion.
- Make a conclusion.

**Use 150-200 words.**

**Transfer your essay to the answer sheet**