

ВСЕРОССИЙСКАЯ ОЛИМПИАДА ШКОЛЬНИКОВ
ПО АНГЛИЙСКОМУ ЯЗЫКУ 2023 г.
МУНИЦИПАЛЬНЫЙ ЭТАП. 9 КЛАСС

LISTENING (20 points)

Time: 20 min

Task 1. You will hear a woman giving a talk about a one-day archery course during which she learnt to use a bow to shoot arrows at a target. For questions 1-7, fill in the gaps with the words used in the story you are going to listen to. Use one word in each gap. You will hear the recording twice.

Archery

Anne used to shoot arrows from a bow made of (1) ... when she was a child. Anne only had time to read about the (2) ... of archery before the beginner's archery course. Anne's archery course took place in a (3) Anne was surprised that learning to (4) ... properly was so difficult. The teacher told Anne she needed to relax her (5) One of Anne's arrows went into a tree by accident. During the breaks, Ann was happy to look at the (6) ... and talk to other people. Some of the people on Anne's course said that a TV series had inspired them to try archery. Anne was excited when the class were allowed to start scoring. Anne is trying to persuade her (7) ... to do an archery course with her.

Task 2. Part 1. Listen to an interview with a woman who is skilled in the sport of kitesurfing. For questions 8-13, choose T (True) or F (False). You will hear the recording for the first time in Part 1 of the task and for the second time in Part 2 of the task.

8. In former days kitesurfers didn't pay so much attention to protection equipment as at present.
9. The competition in Fiji is a yearly event.
10. During one of her distance events Maggie met a lot of boats on her way.

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11. Maggie's parents were her first kitesurfing trainers.
12. According to Maggie's opinion, kitesurfing needs step-by-step advancing.
13. Maggie's partner works as a kitesurfing coach at a local club.

Part 2. Now you will hear the interview again. For questions 14-20, choose the best answer (A, B or C).

14. Maggie says it took her a long time to learn to kitesurf because
 - A the equipment wasn't widely available.
 - B it was hard to find the right assistance.
 - C she needed to build up her strength.
15. In Maggie's opinion, since she began kitesurfing
 - A suitable locations have been more clearly identified.
 - B attitudes to some aspects of safety have changed.
 - C participants have become better informed about sea conditions.
16. Maggie hopes that by competing in Fiji, she will
 - A encourage others to take up the sport.
 - B have the chance to pick up some new moves.
 - C be invited to start organising future events.
17. During one distance event, Maggie became slightly worried when
 - A she had to switch to different equipment.
 - B she experienced a great deal of pain.
 - C she lost sight of the people helping her.

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18. Maggie thinks her success is due to the fact that

- A** the sport suits her character very well.
- B** her family have given her a lot of support.
- C** she has the opportunity to practise regularly.

19. Maggie says that some new kitesurfers she's met

- A** are likely to develop the sport in interesting ways.
- B** are unwilling to focus on basic techniques first of all.
- C** are too worried about the rules of the sport.

20. What does Maggie hope to do in the future?

- A** find sources of investment for her sport
- B** continue to compete at a high level
- C** set up a kitesurfing school

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| TRANSFER YOUR ANSWERS TO THE ANSWER SHEET. |
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| READING (20 points) |
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Time: 30 min

Task 1. Part 1. You are going to read an article about new technology and students. For questions 1-7, match the questions to the paragraphs (A-E). The paragraphs can be chosen more than once.

Which paragraph relates to

| | | |
|--|-----------|--|
| • a personal opinion drawing a change in lifestyle? | 1. | |
| • other possibilities for the younger generation besides those used by people in the past? | 2. | |
| • a variety of means of utilising technology in everyday life? | 3. | |
| • an easy access to different modern educational resources for students nowadays? | 4. | |
| • a situation that provoked the writer's consideration about the importance of technology in her life? | 5. | |
| • the fact of widening and simplifying the process of communication between students and their teachers? | 6. | |
| • a skill that surprised her relative greatly? | 7. | |

Student life and technology

by Debra Mallin, a business student at Greyfort University

A 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

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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.

B The list of the ways I use technology is endless: writing, planning, socialising, communicating and shopping, to name a few. When I reflected on its impact on my education, I saw that, for my fellow students and me, technology had been significant in many ways. Returning to the story of my grandfather and the smartphone, he 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 thinking our grandfather was just being a typical 65-year-old, I could see his point.

C 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. 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.

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- D** 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 personalised learning materials, with the added benefit of them not costing the earth.
- E** 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.

Part 2. For questions 8-13, choose the answer (A, B or C) which you think fits best according to the text.

- 8.** 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) The difference in attitudes to technology between two generations
 - C) How technology helps different generations communicate
- 9.** What did the writer think of her grandfather's comment, mentioned in Paragraph B?
- A) It showed how out-of-date he was.
 - B) It had an element of truth in it.
 - C) It made her feel sorry for him.
- 10.** What does the writer say about getting study resources from libraries?

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- A) She considers libraries more preferable places for study than home.
- B) She thinks libraries are limited by the quantity of resources they can store.
- C) She appreciates the fact that people can still study in libraries if they want to.
11. What disadvantage of new technology does the writer mention in Paragraph C?
- A) Students cannot escape from dealing with university issues.
- B) Sometimes slow internet connections make communication difficult.
- C) A heavier workload is created for teaching staff at the university.
12. What is the purpose of the question “Why shouldn't they be?” in Paragraph D?
- A) To express an opinion
- B) To indicate uncertainty
- C) To make a criticism
13. What is the writer’s conclusion about students today in the final paragraph?
- A) They have such different lives to previous generations that it's unwise to compare them.
- B) They are behaving in a similar way to previous generations of students.
- C) They take advantage of new resources more quickly than previous generations did.

Task 2. You are going to read an article in which stage manager Adam James talks about his work in technical theatre. Seven sentences have been removed from the article. Choose from the sentences A-H the one which fits each gap (14-20) There is one extra sentence which you do not need to use.

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Technical Theatre

When we go to the theatre, we go to see the actors and their performance; the stage is the central focus point; it is where everything happens, or at least everything that we the audience are supposed to see. But there is much more to putting on a performance than meets the eye. There is a whole team of people who we never see but without whom no production would be possible. We spoke to Adam James who has worked in technical theatre since the age of 14 to find out what goes on behind the scenes and how he got involved.

I was 12 years old when I first saw a show in my local leisure centre. I was fascinated by the fact that everything came in about ten lorries and they basically built a theatre from scratch. (14) ... I got to know some of the people working on the stage management team and they let me shadow them while they worked. I met the stage manager and after watching the team work and talking to him I decided that was what I wanted to do as a job. I didn't know anything about work in the theatre industry so I started studying and learning about the job. (15) ... However, what I really wanted was to get involved and start working as part of a stage management team. Once I was 14 I managed to get some work experience and I started to miss school sometimes and go to work at the theatre instead.

I left school when I was 16 and because I had quite a lot of experience I was able to get a job as an assistant stage manager in a theatre in London. I worked there for about a year and then did some freelance work in Cornwall and went on tours around the country. (16) ... Working on tour was intense but really good fun. A typical Monday would see us arrive at about 8 o'clock in the morning and open up the lorries. We would have some coffee and then when everyone had arrived we would spend the day building the show. In the afternoon the cast would arrive and I would

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show them around so they knew where they could make quick costume changes and things like that. (17) ... Once the show had started it was just a case of watching and supervising and letting the show happen around us. As stage manager I was always the first and the last person on stage. Working on tour can be stressful as you have to keep track of where everyone is for health and safety reasons and monitor everything that goes on back stage and keep time. Then once the show is over you have to check everything and make a note of everything that needs repairing or re-doing before the next performance.

After a couple of years touring I decided to return to London and go to college to study technical theatre. I studied for a year but I realised that it wasn't very useful to me. I had learnt a lot more from my years working. (18) ... I felt like I was already established in the industry so I decided to leave college and got a job in a theatre. When finding work in technical theatre firsthand experience is much more important than qualifications. (19) ... I did some more freelance work in London for a while and now I work for a production company.

You can have up to 20 people working on any one performance so there's a real team spirit. There are people working in lighting, sound, wardrobe, wigs, props, carpentry and stage management. Apart from the technical side we also have to look after the actors. As stage manager it's my job to meet and greet the cast on their first day and make sure they know where everything is and have everything they need. The hardest thing I've ever had to do was try to control 2,500 primary schoolchildren. I really like what I do. There are of course a number of disadvantages; I don't like the hours and the disruption to my personal life that working evenings can cause. (20) ... But I would highly recommend it to others; it's very enjoyable and always different, you never have the same day twice and there's something very exciting and beautiful about live theatre.

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- A** It was a course for people who didn't know anything about the theatre.
- B** The more I found out about technical theatre the more interested I became.
- C** Also there's quite a lot of instability and insecurity to the job and the money is not always good.
- D** While the cast were getting ready, we would get on with any necessary maintenance jobs.
- E** I was very curious as I watched the whole thing being put together and I found it hugely exciting.
- F** Working in a large theatre is much more difficult because there are so many more people to organise.
- G** The work was quite sporadic but the money was good; in one month I could earn enough to last me six months.
- H** Theatres are looking for people with proven ability and who know what they are doing, and what interests them the most on your CV is your last job.

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USE OF ENGLISH (20 points)

Time: 25 min

Task 1. Read the text and fill in the gaps in the idioms (1-8) with the words fitting in the crossword below. The numbers of the crossword clues correspond to the numbers of the gaps in the text. In points 1 and 6 you need the plural forms of the nouns.

The 19th Century Britain

The 19th century was a time of rapid change and progress. Great Britain was expanding by leaps and (1) ..., with new technologies and industries emerging at the drop of a hat. It was a time when people were starting from (8) ... and taking risks to strike it rich.

One of the key industries that emerged during this time was the railway industry. The early birds who invested in this industry were able to get the jump on others and make a fortune. They knew the industry inside out and were able to drive hard (6) ... when negotiating deals.

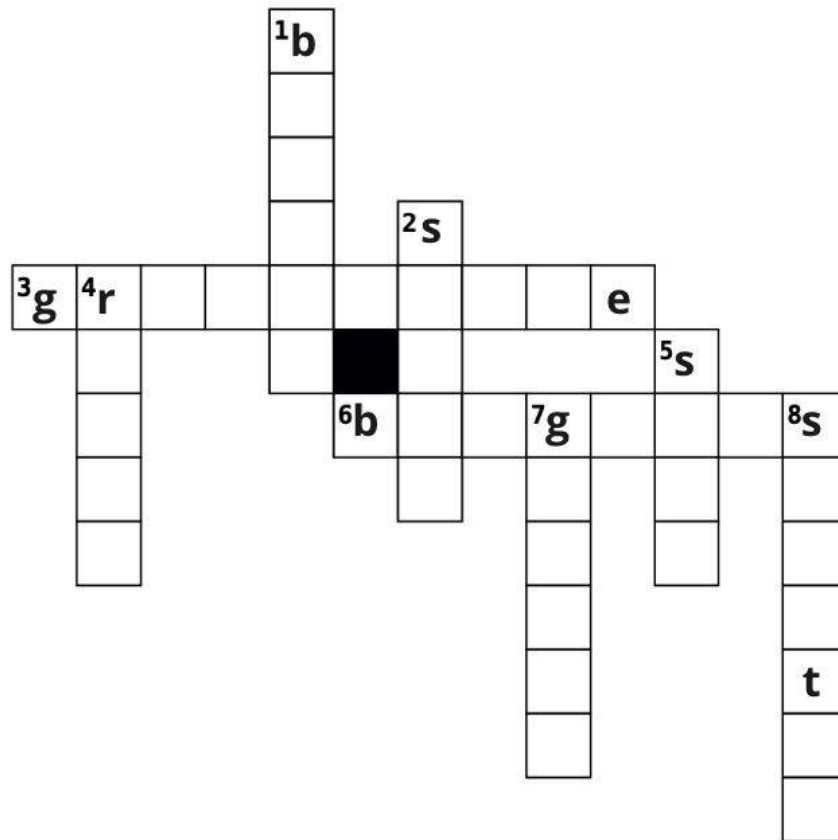
However, not everyone was successful in their ventures. Some start-ups failed due to stumbling blocks such as a lack of funding or competition from copycat businesses. But those who were able to fit the bill and adapt to changing circumstances were able to put their noses to the (3) ... and succeed.

The country was full (2) ... ahead with its industrial revolution, but there were also challenges to overcome. Workers faced difficult working conditions and long hours, and many had to (5) ... or swim in order to survive. Despite these challenges, the country continued to (4) ... for the moon and push forward with its progress.

In order to succeed, it was important to have one's ears to the (7) ... and know what was happening in the industry and the market. Those who were able to take the bull by the horns and play things by ear were often the most successful.

Overall, the 19th century in Britain was a time when people had to work hard and be creative in order to succeed. Today, we can learn from the lessons of the past and continue to drive progress and innovation in our own lives and industries.

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Across

3. a large round stone that turns like a wheel and is used for sharpening knives and tools.
6. something bought or offered at a low price (a noun in the plural form)

Down

1. long or high jumps (a noun in the plural form)
2. the hot mist that forms when water boils
4. to move your arm and hand to take or touch something
5. to disappear below the surface of a mass of water
7. the surface of the earth
8. a small shallow cut

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Task 2. For items 9-14, read the text and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

A life with birds

For nearly 17 years David Cope has worked **(0)** as one of the Tower of London's Yeoman Warders, better known to tourists as Beefeaters. David, 64, lives in a three-bedroom flat right at the top of the Byward Tower, one of the gatehouses. 'From our bedroom we have a marvellous view of Tower Bridge and the Thames,' says David.

The Tower of London is famous for its ravens, the large black birds which have lived there for over three centuries. David was immediately fascinated by the birds and when he was **(9)** ... the post of Raven Master eight years ago he had no **(10)** ... in accepting it. 'The birds have now become my life and I'm always aware of the fact that I am **(11)** ... a tradition. The legend says that if the ravens leave the Tower, England will fall to enemies, and it's my job to make sure this doesn't happen!'

David **(12)** ... about four hours a day to the care of the ravens. He has grown to love them and the fact that he lives right next to them is ideal. 'I can **(13)** ... a close eye on them all the time, and not just when I'm working.' **(14)** ..., David's wife Mo was not keen on the idea of life in the Tower, but she too will be sad to leave when he retires next year. 'When we look out of our windows, we see history all around us, and we are taking it in and storing it up for our future memories.'

- | | | | | |
|------------|------------|-----------------|---------------|-------------|
| 0 | a) like | b) as | c) because | d) at |
| 9. | a) award | b) applied | c) presented | d) offered |
| 10. | a) regret | b) delay | c) hesitation | d) choice |
| 11. | a) holding | b) maintaining | c) surviving | d) lasting |
| 12. | a) devotes | b) spends | c) passes | d) provides |
| 13. | a) hold | b) have | c) keep | d) put |
| 14. | a) Firstly | b) First of all | c) At first | d) First |

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Task 3. For items 15-20, match the King or Queen of England/Great Britain (A-H) to the description of their reign (15-20). There are two names you do not need to use.

| description | monarchs, dates of reign |
|---|--|
| <p>15. He/she came to the throne when their brother unexpectedly abdicated; provided leadership and strength during the Second World War; during his/her reign the Commonwealth of Nations replaced the British Empire.</p> <p>16. Born in Normandy, a northern region of France, he/she later became one of Britain's most influential monarchs; won his/her crown at the Battle of Hastings, thus putting an end to the Anglo-Saxon era; imposed a new aristocracy on England that was French in language and culture; during his/her early reign commissioned the White Tower, the central structure of the Tower of London.</p> <p>17. Presided over the beginnings of the English Renaissance and the English Reformation; separated England from the Catholic church and declared himself/herself Head of the Church; notorious for having six spouses two of whom were executed; left a dangerously complicated succession problem.</p> <p>18. At the age of 12, he became King of Scotland; later on gained the English throne; struggled throughout his reign to create a united and prosperous realm of Great Britain</p> | <p>A. William I (1066-1087)</p> <p>B. Queen Victoria (1837-1901)</p> <p>C. Queen Elizabeth I (1558-1603)</p> <p>D. James I (1603-1625)</p> <p>E. George VI (1936-1952)</p> <p>F. Henry VIII (1509-1547)</p> <p>G. Queen Anne (1702-1714)</p> <p>H. Charles I (1625-1649)</p> |

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under the Stuart dynasty. The Gunpowder Plot took place during his reign.

19. He/she was a great lover of the arts and spent large sums on paintings; refused to accept the demands for a constitutional monarchy; fought the armies of English and Scottish parliaments in the English Civil War; became the first British monarch in history to be tried, convicted and executed for high treason.

20. He/she was said to own an empire so large that the sun never set on it; his/her reign was one of the longest in British history; the era of this monarch is associated with the Industrial Revolution, economic progress and the expansion of the British Empire.

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WRITING (20 points)

Time: 45 min

You see the following notice in an online English magazine for teenagers.

Send us a story!

We are looking for stories for our English magazine for young people. Your story must begin with this sentence:

When Max opened the letter, he was so excited that he started dancing around the room.

Your story must include:

- a journey
- a meeting.

Remember to:

- give a title to your story;
- use one phrasal verb of your choice in the correct form in your story;
- include direct and indirect speech;
- give two or more details describing the journey and two or more facts describing the meeting;
- describe feelings and emotions more than once.

Underline the required phrasal verb in your story.

Write 220—250 words (the title is included in the word count).