

2024/2025 уч. г.

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 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.

ПИСЬМЕННЫЙ ТУР

LISTENING (6 points)

Time: 15 minutes

Task 1

You will hear an interview with two trainee teachers, called Amy and John, about students using smartphones in school. For questions 1-6 choose the answer (A, B, C or D) which fits best according to what you will hear. You have 1 minute to look at the task. You will hear the interview twice.

1. Amy would like schools to teach students

- A to be aware of advertising on smartphones.
- B about the effects of overuse of smartphones.
- C how to avoid being distracted by smartphones.
- D to decide for themselves when to use smartphones.

2. Amy and John both say that some parents

- A aren't consistent in applying rules about using smartphones.
- B buy smartphones for quite young children.
- C fail to set a good example of smartphone use.
- D don't know which sites their children use on their smartphones.

3. John approves of students using smartphones in class in order to

- A take photos of their work.
- B look up information.
- C record a conversation.
- D use the calculator.

4. What happened when smartphones were banned in one school?

- A The police spend less time on smartphone thefts.
- B Teachers spent more time on the content of lesson.
- C Students soon accepted the situation.
- D Most parents welcome the decision.

5. John mentions workplaces to point out that company rules regarding smartphone use

- A** vary according to the type of work done.
- B** should be reviewed regularly
- C** are difficult to enforce.
- D** acknowledge that phones are valuable tools.

6. What does Amy conclude about the debate on the topic of using smartphones in school?

- A** It shows parents and teachers hold very different views from each other.
- B** It is being used to hide more serious matters.
- C** It reflects significant changes in society.
- D** It will soon seem outdated.

Transfer your answers to the answer sheet!

READING (24 points)

Time: 40 minutes

Task1

You are going to read an article containing descriptions of campsites in Australia. For questions 1-15, choose from the descriptions (A-F). The descriptions may be chosen more than once.

1. Guests can go to bed in the open air if they wish.
2. It is possible to arrive at this camp by air.
3. The absence of technology is a bonus.
4. Guests are asked to show consideration for the ancient landscape.
5. The camp provides guests with simple means of transport free of charge.
6. Guests can find and prepare their own food here in the traditional way.
7. Guests can relax by enjoying the folklore of the region.
8. Guests have a personal washing area in a special facilities complex.
9. The camp offers guests some health and beauty activities.
10. The geography of the region is unusually varied.
11. Guests can dine in a very special location high up in a forest.
12. The people who built this camp liked something similar elsewhere.
13. Guests sleep in an elevated position from which there are wide views.
14. The colours in the area are particularly striking.
15. Guests don't have to tidy their own tents.

Campsites of Australia

We investigated the best campsites in Australia. This is what we found out.

A Bamurru Plains, Northern Territory

Watch grazing water buffalo and kookaburras while basking in the pool at this luxury camp. The nine safari tents offer comfortable seclusion in a delightful position close to the Mary river flood plains and abundant wildlife. With no television and telephones, this is a wonderful retreat where the focus is the wilderness. Guests can take river cruises, go hiking or explore nearby Kakadu National Park. This is home to some 236 species of bird. The significance of the area lies in the variety of habitat: black soil floodplains, paperbark swamps, savannah woodland, river mangroves and coastal beaches support an extraordinary diversity of birdlife. Even in the dry season the Swim Creek floodplain retains large areas of water where the birdlife congregates in vast number.

B Kangaluna Camp, South Australia

Set in the ancient volcanic landscape of Gawler Ranges National Park, Kangaluna Camp comprises environmentally sensitive tents that harvest rainwater and are ventilated by curving roofs. They are pitched in woodland where emus and kangaroos are in abundance, but for a wilder experience, mattresses and sleeping bags can be set up under the stars. A popular day trip is to Lake Gairdner, a glistening white salt pan contrasting with the crimson Outback. Fantastic country style food is prepared in the main living area and, after dinner, enjoying sitting around the camp fire listening to local legends or stargazing in the clearest night sky imaginable is the perfect way to end an unbelievable and action-packed day.

C Paperbark Camp, New South Wales

Inspired by African safari holidays, the owners of Paperbark Camp decided to create their own version just over two hours south of Sydney or Jervis Bay. The camp has evolved from rustic retreat to a more sophisticated set-up of elevated canvas tents – roll-top baths – pitched among eucalyptus and paperbark trees. Think camping for growing-ups! There's plenty to do – forest walking trails, beach activities by the bay, and back at camp, an architect-designed tree-top restaurant serving modern European food. Complimentary bikes and canoes are provided for guests' enjoyment and are an eco-friendly way to explore the local area. Take the Paperbark Challenge and canoe to Haskisson and back, stopping off for a picnic and a swim on the banks of the Currambene Creek, a great day's activity!

D Wilson Island, Queensland

On this small coral island in the Great Barrier Reef, you'll find more turtles than people. There are six luxury double tents (each with raised timber floors, king-size bed with duvets and pillows, bathrobes, complete screening and a daily housekeeping service). The central amenities building is the hub for your stay, with solar power allowing for a host of creature comforts including piping hot showers. Each tent has its own designated private shower and dressing area in the bathhouse, only a short stroll away. Other than diving or snorkeling, all you really can do – and all you would want to do – is swing in the hammock and enjoy the view.

E Faraway Bay Camp, Western Australia

On the north-west corner of the Australian continent, there is a place so remote, so far away from anywhere, it's called Faraway Bay. Time appears to stay still. When it does move, it's measured in tides and sunsets. Gather, cook and eat the traditional delicacies of the indigenous population at this wilderness retreat set on a rocky hilltop in the eastern Kimberley region. The secluded bush-style cabins and outdoor kitchens offer panoramic Timor Sea vistas and provide a comfortable base for exploring this remote region. Guests wake up each morning to birdsongs and enjoy breakfast in the open air 'Eagle Lodge', perfect for lounging, dining and daydreaming. Cruise to the spectacular King George Falls; fish the tidal creeks; explore; discover ancient rock art, then cool off in the spring-fed pool back at camp.

F Eco Beach Broome, Western Australia

For this luxury experience, you can take a helicopter to its ocean-front location, sail across Roebuck Bay, or take a leisurely drive from Broome. At the resort you can enjoy spa treatments, yoga and turtle-spotting tours, then retreat to your chic tents overlooking the Indian Ocean. Many visitors enjoy walking throughout the traditional land of Yawuru people. Their connection to this land spans thousands of years and you can feel their presence. The culture and traditions of Yawuru people are still carried on today and visitors are asked to respect the land and the environment.

Task 2

You are going to read about the evaluation of English family life since the 18th century. For items 16-24, read the text and classify the following situations as being said to occur.

A in the pre-industrial period

B in the industrial period

C in the both

Example Workers were attracted to urban centres. **B**

A in the pre-industrial period

B in the industrial period

C in the both

How English family life has evolved since the eighteenth century

The majority of English families of the pre-industrial age – roughly until the mid-eighteenth century – lived in a rural location. Many of them owned, or had the use of, a small piece of land, and virtually all family members were engaged in agricultural work in one form or another, usually growing food for their own consumption and sometimes also producing food or other goods for sale.

The labour was controlled by the husband, the undisputed master of the household, even though his wife and children, too, had an economic value as their contributions to the family income were likely to make the difference between starvation and survival.

Children worked from an early age, girls helping their mothers, and boys their fathers. School was an occasional or irrelevant factor in their lives. Instead, children learned by doing what their parents showed them. Knowledge – of caring for animals, growing vegetables, and sewing – was handed down from parent to child.

Most people also engaged in handicraft production in the home, the family being paid by a company to work with cloth, wood or leather. In general, this work could be put aside and taken up again when there was a break from household chores or agricultural work.

The process of industrialisation in the second half of the eighteenth century and during the nineteenth century transformed life for majority of the population. The use of steam to power machinery required large buildings, and this resulted in the construction of numerous factories in many towns and cities. These in turn encouraged migration from the countryside in search of work. If electricity had preceded steam, domestic industry might have survived more fully.

The new economic forces had a series of effects on the family. On the vital economic ties holding it together was removed when it ceased to be a business partnership. Men, women and children were employed as individuals for a wage, often by different employers.

When home and workplace were physically separated, husband, wives and children were also physically separated for a good part of their time, especially as working hours were generally very long. Despite this, men were still regarded as the head of the household.

Few children now worked with their parents at home, and so could not learn by watching them at work. They had generally become greater economic asserts than before, often taking jobs which were open to children rather than to adults, such as sweeping chimneys. Gradually the already bad economic situation of families worsened, as children's working hours were limited and their employment prohibited. Worst of all, from the family's economic perspective, education became compulsory before it became free.

Classify the following situations as being said to occur

16. People carried out work for company in their own home.

- A** in the pre-industrial period
- B** in the industrial period
- C** in the both

17. Most incomes were low.

- A** in the pre-industrial period
- B** in the industrial period
- C** in the both

18. Children worked with their parents.

- A** in the pre-industrial period
- B** in the industrial period
- C** in the both

19. Husbands and wives worked apart.

- A** in the pre-industrial period
- B** in the industrial period
- C** in the both

20. School attendance was irregular.

- A** in the pre-industrial period
- B** in the industrial period
- C** in the both

21. Children contributed to the family income.

- A** in the pre-industrial period
- B** in the industrial period
- C** in the both

22. Restrictions were placed on children's work.

- A in the pre-industrial period
- B in the industrial period
- C in the both

23. People were likely to live in the countryside.

- A in the pre-industrial period
- B in the industrial period
- C in the both

24. Families were dominated by men.

- A in the pre-industrial period
- B in the industrial period
- C in the both

Transfer your answers to the answer sheet!

USE OF ENGLISH (25 points)

Time: 35 minutes

Task 1

For items 1-8, read the text below and think of the word which best fits each gap. Use only ONE WORD in each gap.

Effective learning

At one time, many experts believed that students would become more effective learners (0) if they were made aware of learning styles that suited them. (1)..... the 1980s onwards, theorists identified a number of learning styles, some of (2)..... were visual, verbal, auditory and kinaesthetic leaning. A kinaesthetic learner, for example, would benefit from using their body and sense of touch when learning.

Over time, however, these concepts have fallen out of favour. 'They're (3) longer up to date,' says educational psychologist Dr Lorna Mulhall. 'Taking a flexible approach (4)..... than sticking to one particular learning style makes better sense. In my experience, (5)..... an active learner is usually the key to success.'

Research shows that (6)..... of the best ways to learn something is to imagine teaching it. 'Think about (7) you will explain it to someone in a classroom,' says Dr Mulhall. 'To teach something, you need to understand it.' Dr Mulhall also recommends some basic principles These

include ‘finding the right environment, efficient note-taking and taking breaks. (8) comes a point where you can’t absorb any more information and you need to do something different.’

Task 2

For items 9-15, read the text below. Use the word given in the CAPITALS at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0)

The songs of the bowhead whales

| | |
|---|-----------------|
| Bowhead whales are the second largest whale species after blue whales, and can grow up to 20 metres in (0) length . About 10, 000 bowheads are estimated to live in the Arctic region, but because they spend most of their time under the polar ice, their lives remain an (9)..... | LONG (0) |
| quantity. Recently, however, oceanographers manage to record a group of bowheads producing 184 different musical (10)during a three-year study off the coast of Greenland. Such was the (11)..... | KNOW 9 |
| of the songs that researchers felt inspired to (12) the whales to jazz musicians. | COMPOSE 10 |
| Whale songs are not simple mating calls; they are complex musical phrases that are not (13) hard-wired, but have to be learned over a period of time. Only a (14).... of mammals – including some bats and apes – are able to vocalize in ways that are (15) to birdsong. | DIVERSE 11 |
| | LIKE 12 |
| | GENE 13 |
| | HAND 14 |
| | COMPARE 15 |

Task 3

For items 16-25 choose from A-L (the names from the box). There are two names which you don’t need to use.

A Abraham Lincoln E George Washington I John Quincy Adams
 B Andrew Johnson F Harry Truman J Theodore Roosevelt
 C Barack Obama G James Garfield K Ulysses Grant
 D Dwight Eisenhower H John Kennedy L Woodrow Wilson

Information

16. With a father from Kenya and a mother from Kansas, _____ was born in Hawaii on August 4, 1961. He was raised with help from his grandfather, who served in

Patton's army, and his grandmother, who worked her way up from the secretarial pool to middle management at a bank.

17. Of Irish descent, _____ was born in Brookline, Massachusetts, on May 29, 1917. Graduating from Harvard in 1940, he entered the Navy. In 1943, when his PT boat was rammed and sunk by a Japanese destroyer, he led the survivors through perilous waters to safety.

18. As President, _____ made some of the most crucial decisions in history. Soon after V-E Day, the war against Japan had reached its final stage. An urgent plea to Japan to surrender was rejected. After consultations with his advisers, he ordered atomic bombs dropped on cities devoted to war work.

19. Before _____ left office in January 1961, for his farm in Gettysburg, he urged the necessity of maintaining an adequate military strength, but cautioned that vast, long-continued military expenditures could breed potential dangers to our way of life.

20. After graduation from Princeton and the University of Virginia Law School, _____ earned his doctorate at Johns Hopkins University and entered upon an academic career. He advanced rapidly as a conservative young professor of political science and became president of Princeton in 1902.

21. The first President who was the son of a President, _____ in many respects paralleled the career as well as the temperament and viewpoints of his illustrious father. Born in Braintree, Massachusetts, in 1767, he watched the Battle of Bunker Hill from the top of Penn's Hill above the family farm.

22. Born in 1732 into a Virginia planter family, _____ learned the morals, manners, and body of knowledge requisite for an 18th century Virginia gentleman.

23. The son of a Kentucky frontiersman, _____ had to struggle for a living and for learning. As President, he built the Republican Party into a strong national organization.

24. During the Spanish-American War, _____ was lieutenant colonel of the Rough Rider Regiment, which he led on a charge at the battle of San Juan. He was one of the most conspicuous heroes of the war.

25. In 1865, as commanding general, _____ led the Union Armies to victory over the Confederacy in the American Civil War.

Transfer your answers to the answer sheet!

WRITING (20 points)

Time: 30 minutes

Comment on the following quotation.

The hand that rocks the cradle rules the world.

William Ross Wallace (an American poet)

Write 200–250 words.

Use the following plan:

- ✓ make an introduction, explaining how you understand the author's point of view;
- ✓ express your personal opinion and give reasons to support it;
- ✓ give examples from literature or history to illustrate your reasons;
- ✓ make a conclusion restating your position