

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 **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, 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 – **100 баллов**.

LISTENING (23 points)

Time: 15 minutes

Task 1. *You will hear a story from a news correspondent, Simon Winchester, about a strange meeting in the desert. First, read Part 1 of the story. Then, listen carefully to Simon telling the story and for items 1-12, write down the words or phrases he uses instead of the words in italics in the text. You will hear it TWICE.*

Simon's Desert Encounter

Part 1

Yes, that was a wonderful story. I was... there was a new railway line (1) *built* across far western China, from a place called Urunchi, through a (2) *valley* called the Zungarian Gate... into what is now Kazakhstan... and I thought it would be (3) *a good idea* to ride on one of the first trains. Of course it's a/an (4) *totally isolated* part of the world. So I go with a friend of mine called George Robertson, and the two of us go out from Urunchi, crossing the desert and now we're about 150 miles west of Urunchi and it's just (5) *wilderness*. And then suddenly the train stops and I look out and there's this 'halt'. I mean, it's not a station, there's no town, there's just a sort of (6) *water tank*, and so I said to the conductor 'Why have we stopped?', and he said 'Oh, we're taking on water' or something like that 'and we'll be stopped for half an hour'. So I get out and (7) *take a walk* in the (8) *baking* sun and sand dunes, camels, until I go and talk to the engine driver and while I'm doing so, I hear a voice from the... behind me, saying in (9) *practically perfect* English: 'Excuse me, do you speak English?' And I turn round and there is this vision of (10) *beauty*, this (11) *gorgeous* Chinese woman and I said, 'Yes, I do actually,' and she said, 'Good!' in a very sort of matter-of-fact (12) *rather serious* way.

Task 2. *Listen to Part 2. Answer the questions (13-18). Write full sentences. You will hear it TWICE.*

13. Why did the lady check her watch?
14. What is the first question she asks Simon?
15. How is Anthony Trollope's book *The Eustace Diamonds* involved in the story?
16. Who 'struggled' and 'scribbled'?
17. Who 'scrabbled'?
18. Why did the lady say "Don't be silly!"?

Task 3. Listen to Part 3. For items 19-23, say whether the statements are true (T) or false (F). You will hear it TWICE.

19. She and her husband had to move to Kwi Tun as a punishment.
20. She regularly cycles 13 miles across the desert to meet the train.
21. Her main motivation is to find someone to talk to in English.
22. Until Simon, there had been no English speakers on that train journey.
23. She and Simon have now lost touch with each other.

Transfer your answers to the answer sheet
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READING (25 points)**Time: 25 minutes**

Task 1. *You are going to read a text about the history of apples. For questions 1-9, answer by choosing from the list of apples (A-G). For questions 10-16, answer by choosing from the list of people (A-G). Some of the choices may be required **MORE THAN ONCE**.*

Which apple...

1. got its name because it looked like another fruit?	A. Wilding
2. was a very small size?	B. Decio
3. was a Roman apple suited to the English climate?	C. Pearmain
4. gave its name to a trade?	D. Costard
5. contributed to the development of a new cultivation system?	E. Pippin
6. was used as a cooking apple for centuries?	F. Delicious
7. was found growing among things that had been thrown away?	G. Granny Smith
8. had its name changed as a result of an appreciative comment?	
9. was different in colour from earlier apples?	

Who ...

10. returned from a successful mission abroad?	A. Romans
11. was the subject of many stories?	B. Henry VIII
12. noticed something strange about a dead tree?	C. Richard Harris
13. sent a representative to learn about growing techniques abroad?	D. Settlers
14. became the provider for the family?	E. John Chapman
15. valued apple-pips very highly?	F. Jesse Hiatt
	G. Maria Anne

16. explained the development of a particular apple in religious terms?	Smith
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A History of the Apple

Apples have been with us since the dawn of recorded time, in countless varieties of colour, shape and size. But the late twentieth century is in danger of squandering its heritage.

Prehistoric wilding 8000 BC

Human beings have been munching apples since prehistoric times. They spat out apple pips in neolithic Britain. And 10,000 years ago, they left apple remains to carbonise around their Swiss and Italian lakeside homes. In Switzerland and in the regions adjoining the Caucasus mountains, ancient humans even appear to have dry-stored apple-halves for winter. But these were wild crab apples, tiny wizened fruit which, in Ancient Britain, came to be known as ‘wildings’. They had little in common with the apples we know today.

Norman knowledge 1000 AD

From the Romans the French learned great fruit-growing skills which were developed in the monasteries. This knowledge, which included expert cider-making, was taken to Britain from Roman times, like the dessert apple, Decio - thought to have been introduced by the Roman general, Etio. But most Roman varieties were unsuitable for the British climate and the Norman varieties rapidly took precedence. British monks continued experimenting and developing new apples, and it is from these varieties that Western apples are largely descended.

Mediaeval favourites 1200

Several kinds of apples became established in Britain during the thirteenth century. The Old English Pearmain, recorded in 1204 and so named because of

its pear-like shape, was the main dessert apple until well into the eighteenth century. Its cooking partner was the Costard, which was sold in the markets of Oxford from 1296 until the end of the seventeenth century and gave us the word ‘costermonger’ - meaning someone who sells fruit and vegetables in the street. But prosperity declined as the country was hit by successive droughts, the Black Death and the Wars of the Roses. Fewer apples were produced and more were imported. This went on until the sixteenth century when Henry VIII ordered his chief fruiterer, Richard Harris, to visit France and learn about apple cultivation. Harris returned with a ‘great store of grafts’ including the famous Pippins, from which he grew the first ever modern-style orchard at Teynham in Kent.

Settler treasure 1750

By the seventeenth century apples were so popular in Britain that the first settlers who sailed to Canada, Australia, the US, South Africa and New Zealand took apples and apple-pips with them, counting these among their most treasured possessions. Captain Bligh of the Bounty took the first apples to Australia; Jan van Riebeeck, the founder of Cape Settlement, took them to South Africa and the Pilgrim Fathers who boarded the Mayflower carried them to America. In North America the most famous apple planter was John Chapman, or ‘Johnny Appleseed’. Born in 1774, he planted seedling nurseries from Pennsylvania in the east through Ohio into Indiana in the west. The Indians regarded him as a medicine man and his apple-tree enthusiasm, odd clothing and religious devotion - he distributed religious tracts torn in parts for widespread circulation - started many folktales. He was said, for example, to be so kind to God’s creatures that he even slept with bears.

Modern Delicious 1850

About this time in Iowa, a Quaker farmer called Jesse Hiatt discovered something sprouting from the roots of a dead tree. The shoot grew into an apple tree bearing

a totally new apple which Hiatt named 'Hawkey'. He sent it to a fruit show and on biting into one the judge exclaimed 'Delicious, delicious!'. In 1895 the apple was introduced to the trade as a 'Delicious' and became one of the most widely grown apples in the world.

Granny Smith 1850

Another of the most famous modern apples was discovered in Australia by Maria Anne Smith. The daughter of transported convicts, Maria was fiercely independent, rejecting both the criminal life of her parents and the bureaucratic hypocrisy of the colonial administration. She worked as a midwife in the small township of Eastwood in New South Wales, where she was known as 'Granny-Smith' because she took on responsibility for maintaining the farm and orchard, which was the family's main source of income. One day in 1868 she found a small tree pushing its way through a pile of discarded fruit. She transplanted it and before long was harvesting the world's first major crop of green apples, soon to be famous all over the world. When asked how the tree came about, she said, 'Well, it's just like God to make something useful out of what we think is rubbish' - a comment which referred not only to the fruit but also her own convict origins.

Uniformity rules 1950

Apples are now grown all over the world from Himachal Pradesh in northern India to small luxury orchards throughout Africa. Most, though, are grown commercially and come from just half a dozen varieties - usually chosen for their red skin or because they travel well rather than because they taste good. A plague of uniformity is sweeping the world, numbing the taste buds and reducing the gene pool. While amateur gardeners in the UK have kept many old apple varieties alive, the US has lost forever most of the apples it had 100 years ago.

But consumers are starting to demand more variety. We can't leave the responsibility of saving diversity in our apples - or any other food - up to the

random selections of amateur gardeners. We must insist on a world where natural diversity is valued and protected for the benefit of all.

Task 2. For items 17-25, match the description of the plot to the author (A-L) and to the title of the book (a-l). There are three authors and titles you *DO NOT* *NEED* to use.

Description of the plot	Author of the book	Title of the book
17. Set in medieval England during the reign of King Richard I, the novel tells the story of a young knight who returns home after fighting alongside his king in the Crusades. Disinherited by his father Cedric for supporting Richard over his brother John, the young knight participates in a tournament where he faces off against powerful knights like Brian de Bois-Guilbert and Front-de-Boeuf. Despite being wounded, he wins the tournament with the help from an unknown archer known as Locksley.	A. Fyodor Dostoyevsky	a. The Witches
18. The novella revolves around the correspondence between two impoverished individuals - a humble clerk and a seamstress struggling to make ends meet. Through their letters, they share stories about their daily struggles, dreams, and hopes. He develops deep affection for her but lacks confidence due to his meager means. As circumstances worsen, her financial situation forces her into marriage with a wealthy man. Their	B. Mikhail Bulgakov	b. Jane Eyre

bittersweet tale reflects themes of poverty, loneliness, and human compassion amidst harsh realities.		
19. This engaging tale follows the journey of a boy who discovers that women with harmful supernatural powers exist and pose a serious threat to children everywhere. After losing his parents, the protagonist moves in with his beloved grandmother, who shares fascinating tales about these evil creatures. One day, while attending a hotel conference, he stumbles upon a secret gathering of them plotting to eliminate all children using a sinister plan involving chocolate bars laced with magical potions. With courage and ingenuity, the boy teams up with his grandmother to thwart their wicked scheme, leading to an exciting adventure filled with suspense and humor.	C. Jack London	c. Ivanhoe
20. The story begins with a half-wolf pup born. Initially raised among wolves, he later encounters humans and experiences various forms of cruelty and hardship under different owners. However, when he meets a kind and patient gold seeker, he learns kindness and loyalty. He undergoes a profound transformation, ultimately becoming a domesticated and devoted companion. The narrative explores themes of survival,	D. Louisa May Alcott	d. Oliver Twist

adaptation, and the power of love and compassion.		
21. This coming-of-age novel follows the lives of four sisters as they grow up in New England during and after the Civil War. Each sister navigates through life's challenges, exploring themes such as love, loss, ambition, and personal growth. One sister longs for romance and domestic bliss, another one pursues writing and independence, one more sister cherishes music and home, while the youngest seeks artistic recognition and social refinement. Throughout their journeys, they face setbacks but remain united by familial bonds and mutual support.	E. Charles Dickens	e. The Catcher in the Rye
22. Born into poverty and orphaned shortly after birth, he spends his early years suffering abuse and neglect in a workhouse. Determined to escape misery, he runs away only to fall prey to Fagin, the leader of a criminal gang specializing in pickpocketing. Surrounded by dangerous characters he remains innocent and good-natured. When circumstances lead him to encounter a kind gentleman willing to adopt him, his fate takes a turn towards hope and happiness.	F. Alexander Pushkin	f. Poor Folk
23. Narrated by a teenage protagonist, the novel recounts his experiences immediately	G. Sir Walter Scott	g. White Fang

after being expelled from prep school. Over three days in a big city, he confronts feelings of isolation, confusion, and disillusionment with adult hypocrisy. He expresses a desire to preserve childhood innocence, to prevent kids from falling into the corrupt world of adulthood. Ultimately, he reveals a fragile emotional state and reluctantly acknowledges the necessity of growing up.		
24. A group of boys find themselves stranded on an uninhabited island after their plane crashes during wartime evacuation. Led initially by one of the boys, they attempt to establish order and survive until rescue arrives. However, tensions rise as another boy prioritizes hunting over maintaining the signal fire necessary for potential rescuers. Soon, fear and savagery take hold, leading to tragic consequences. Only the arrival of naval officers restores civilization.	H. Jane Austen	h. The Captain's Daughter
25. A spirited young lady, the second eldest of five daughters, encounters an eligible bachelor at a ball. Their initial interactions spark conflict due to misunderstandings and preconceived notions. Overcoming societal pressures and family complications, they slowly begin to understand each other better. Amid twists and turns, the pair navigates class divides, family scandals, and hidden	I. Charlotte Brontë	i. Little Women

truths, eventually discovering true love and admiration.		
	J. William Golding	j. Pride and Prejudice
	K. Roald Dahl	k. Lord of the Flies
	L. Jerome David Salinger	l. The Heart of a Dog

Transfer your answers to the answer sheet

USE OF ENGLISH (32 points)**Time: 20 minutes****Task 1. For items 1-16, choose one of the alternatives (A-D).**

My secretary (1)_____ me that I had an important meeting that evening. She (2)_____ me not to set off too late, (3)_____ I might get held up in the rush hour traffic. I asked my boss for (4)_____ to leave work early so that I could (5)_____ the traffic jams. He was not very (6)_____ on the idea at first, but eventually I was able to (7)_____ him to (8)_____ me go at 4.30 (9)_____ 5 o'clock. Even (10)_____ this was not as early as I had hoped, it was better than nothing.

I had (11)_____ started on my journey when I found that there had been a major accident on my route. All the traffic was (12)_____ down some side streets and I found myself in a part of town that I wasn't (13)_____ with. I asked a passer-by for (14)_____ and I finally (15)_____ to get back to the main road. As I was now late, I drove rather too fast and was (16)_____ by the police for speeding. I never got to my meeting.

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|-----------------|--------------|---------------|---------------|
| 1. A announced | B remembered | C reminded | D said |
| 2. A advised | B guarded | C insisted | D suggested |
| 3. A beside | B besides | C except | D otherwise |
| 4. A allowance | B permission | C permit | D possibility |
| 5. A avoid | B deny | C prevent | D reject |
| 6. A fond | B glad | C happy | D keen |
| 7. A advice | B agree | C make | D persuade |
| 8. A allow | B get | C let | D permit |
| 9. A apart from | B except for | C in spite of | D instead of |
| 10. A although | B however | C though | D whether |
| 11. A hard | B hardly | C justly | D sooner |
| 12. A diversion | B diverted | C prevented | D rejected |

13. A accustomed B apparent C familiar D sensible
14. A direction B directions C path D way
15. A managed B succeeded C was capable D was successful
16. A accused B arrested C blamed D charged

Task 2. Match each question (17-26) with the answer (A-J).

17. Is the man still in a coma?	A. He had to have an operation.
18. What did Tasha's grandfather die of?	B. A massive heart attack.
19. How did Tim's uncle respond to treatment?	C. A rare but not incurable disease.
20. Why did Sam have to stay in hospital?	D. His friend is critically ill.
21. Your little boy has a runny nose, doesn't he?	E. Yes, he's had a streaming cold since Sunday.
22. What sort of medical condition has he got?	F. A course of medication.
23. What cured Julian's brother?	G. By doing some gentle exercise.
24. Why does Tony look so worried?	H. He initially had some adverse reactions.
25. How does Joe plan to build up his strength?	I. He's still fighting for his life.
26. Is the patient recovering yet?	J. He came out of it this morning.

Task 3. For items 27-32, put the words in order to make sentences.

27. with / cheeks / embarrassment / burning / were / My
28. city / up / has / in / capital / flared / the / Violence
29. flowed / The / during / discussion / ideas / the
30. divorce / was / footballer's / The / publicity / surrounded / famous / a / by / blaze / of
31. suit / had / If / the / I / had / money / new / bought / have / I / a / would
32. second / was / Howard Hughes / The / by / we / film / saw / directed

Transfer your answers to the answer sheet

WRITING (20 points)

Time: 50 minutes

Task

A club of young leaders has received a grant from the local council to be spent on a creation of a new tourist route dedicated to the cultural heritage of your town. As a member of the club, write **a proposal** to the council, elaborately presenting three essential landmarks / interesting places of the proposed route and explaining why each point is important for understanding the town's history, present and future, as well as what benefits this route brings to both guests and local citizens.

Your proposal must include:

- introduction;
- description of three landmarks / interesting places;
- explanation of the significance of each place for cultural heritage of the town in the past, present and future;
- explanation of the benefits of the route for tourists and locals;
- conclusion.

Write 200-250 words. Provide **the title** and **the subheadings**. Do not use the words from the task, use your own words in your writing.

Transfer your answers to the answer sheet
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