|  |
| --- |
| **XVIII Всероссийская олимпиада школьников по английскому языку 2016 / 2017**  **муниципальный этап**  **9 – 11-е классы**  стр. 1 из11 |

**Participant’s ID number**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |

**LISTENING**

**Time: 15 minutes**

**TASK 1.** Listen to five speakers describing a learning experience. Match the speakers (1 - 5) with the pictures (A - E).

**TASK 2.** Listen again and fill in the gaps

(6 - 15) with **ONE WORD according to**

**what you hear.**

Natalie started playing the drums when she

was (6) \_\_\_\_. When she was (7) \_\_\_ she

was given her first drum kit.

Phil started learning Yiddish a year ago

and did a week intensive course last (8)\_\_\_

He found it quite easy because he had

studied (9) \_\_\_\_at school.

When Rachel got a job at a kids’ camp

she was surprised that she had no (10) \_\_\_

to herself. It felt like being a (11)\_\_\_\_. Sean asked for a (12) \_\_\_ jump for his 18th birthday. He went on a one-day (13) \_\_\_\_ course with other students. Yvette took a job in Indonesia and as she’d never been to Asia before there was a (14) \_\_\_ shock for her at first. The job was challenging because apart from giving classes she had to manage four (15) \_\_\_\_.

|  |
| --- |
| **TRANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET** |
| **XVIII Всероссийская олимпиада школьников по английскому языку 2016 / 2017**  **муниципальный этап**  **9 – 11-е классы**  стр. 2 из 11 |

**Participant’s ID number**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |

**READING**

**Time: 45 minutes**

Task 1. Look at the five advertisements (**A – E**). Answer the questions (1 - 4) below by writing the correct letters (**A – E). You may need some letter not once.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  | | --- | --- | --- | | **A** |  | **B** | | |  | | --- | | **Canterbury swim School** 15 Watmer Close Canterbury Tel 712465 ***Swimming Lessons*** | | Beginners – Children with water confidence  Intermediate (5m) – for children able to swim 5m front and back  Intermediate (10m) – for children able to swim 10m in 3 strokes  Free trial lesson. Then £15 per lesson. | | **All classes run for 8 weeks  Courses commence Wednesday 24th August** | |  | |  | | --- | | **RIDE THAT BIKE**  Now is the time to go for that FULL MOTORCYCLE LICENCE | | We offer training to the highest standard. We provide everything you need including a motorcycle! Pay for one course and you will be training until you pass. Cost £250 (£225 if paid in advance) Advanced driving lessons (Fees on request) | | **Channel Rider Training** | | **01303 892966** | | | **C** |  | **D** | | |  | | --- | | Take driving lessons In YOUR OWN CAR  Intensive courses available | | **Hours to suit you and your ability. Lessons 7 days a week in Faversham, Herne Bay, Whitstable, Canterbury and surrounding area. Registered Instructors. Quality instruction at reasonable cost. Fees on request.** | |  | |  | | --- | | **HIGH ELMS SCHOOL OF RIDING 01227 713324** | | Riding lessons for every age & standard All riding equipment provided Open 7 days a week 8.30 am - 6.30 pm Friendly qualified tuition | | **PROGRAMME** | | |  |  | | --- | --- | | Aug 1 - 5 | Beginners' courses | | Aug 8 - 12 | Summer school | | Aug 22 - 26 | Stable management and riding course | | Aug 18, 23, 26 | Picnic rides | | | We promise to build confidence and increase expertise Please call any time for further details | | | **E** | | | | |  | | --- | | **Windtek Windsurfing School** | | |  |  | | --- | --- | | Take surfing lessons off Chesil Beach. Courses available for all levels. We use the latest training techniques and we will demonstrate how to get the best out of your equipment. | | | **Introduction to Windsurfing** – One day course – Basic skills | £50 | | **Coaching** – Weekends only – Individual tuition | £20/hour | | **Two-hour Improvers’ Course** – Experienced Surfers only – Groups of three students | £25 | | All courses must be paid for on booking. Equipment not provided.     Phone **01305787900** | | | | | | |  | | | |

**1)** Which **TWO** advertisements mention entry requirements? \_\_\_\_, \_\_\_\_\_   
  
**2)** Which **TWO** advertisements say what you will have achieved by completing the course? \_\_\_, \_\_\_\_   
**3)** Which **TWO** advertisements mention being run by professionally trained teachers? \_\_\_\_, \_\_\_\_\_   
  
**4)** Which advertisement indicates that it doesn't matter how old you are? \_\_\_\_

Task 2. Choose the correct heading for each paragraph (5 - 10) from the list of headings (A - G).

|  |  |
| --- | --- |
| 1. Campus types | E. Rising standards in higher education |
| 1. Old universities | F. The second expansion |
| C. Universities during the industrial revolution | G. Former polytechnics |
| 1. University colleges |  |

***BRITISH UNIVERSITIES***

5) Today in Britain there are 124 state universities, but only one private university - the University of Buckingham. Before the 19th century there were only six universities: Oxford. Cambridge, Aberdeen, Edinburgh, Glasgow and St Andrews. Universities were usually linked to the Church and were established between the 13th and 15th centuries. They often have good reputations, beautiful old buildings, traditions and usually offer a wide range of courses.

6) A number of universities were established in the 19th and early 20th centuries as a result of the industrial revolution and they began training highly skilled people for industry. These universities were generally established in major industrial centres such as Birmingham, Manchester, Newcastle and other big cities. Sometimes called modern or civic universities, these universities have the advantage of well-established libraries, academic specialities and accommodation that is close to campus. These universities are often able to provide accommodation for all first year students.

7) A number of new universities were established in the 1960s when children born after World War II entered the higher education system. The government decided to expand higher education to educate these students. The advantage of these universities is that they are well planned and most of the living and teaching facilities are on campus.

8) Before 1992, higher education in the UK was split into polytechnics and universities. The polytechnics provided skilled people for the industries situated in their region - they focused on vocational and professional subjects. For many years, polytechnics didn't have the same influence as universities. However, by 1992, educational standards in polytechnics were as good as universities and many became universities. Many of these universities also offer diploma courses.

9) These universities are made of several smaller colleges which come together to form a single university under a senate committee. There are only seven of these institutions in the UK - London University, Oxford and Cambridge are examples. Specialist colleges offer a range of courses in one discipline - for example agriculture, music, design or medicine. Some of these colleges may only offer- postgraduate programmes. These colleges are usually small, with a limited number of students.

10) Universities have different locations. The older universities often have teaching facilities and student accommodation situated close together. Students in these usually socialise in a particular part of the city and there is a strong sense of community despite being in a large city. Some city campuses are situated on the outskirts of the city. These very often have the space to provide sports facilities and accommodation. They are also close enough to the city for students to enjoy city life. Some universities, notably Oxford and Cambridge, have a collegiate structure - that is, students are members of colleges within the university. These colleges are the centre of social life and academic life. Academic staff usually live at the college, and students and staff enjoy easy relationships.

Task 3. Read the article and complete the gaps (11-15) with the sentences (A - E).

1. They fail to see them as part of the learning process.
2. Learn to talk about your mistakes, at work and at home.
3. Then they restart the computer, and experiment again.
4. People who achieve great success then have more to lose when things go wrong.
5. You don’t learn to juggle without dropping balls.

***LEARNING FROM MISTAKES***

Have you ever noticed how children are always making mistakes? They do it all the time, and it doesn’t seem to bother them. You don’t learn to walk without falling over. You don’t learn to speak without mispronouncing lots of words. (11) \_\_\_\_. But if you create an environment where mistakes are not accepted, then people become frightened of them. **(**12**)\_\_\_.** In these kinds of environments people learn to hide their mistakes, and not to celebrate them as a good thing. If you’re not making mistakes then you’re not learning anything valuable.

It’s interesting to see what happens when someone uses a computer for the first time. When an older person starts using a computer, they are often worried about pressing the wrong key. Perhaps they are worried about deleting files by mistake. But children aren’t like that. They experiment with all the buttons, just to see what will happen. (13)\_\_\_. And they are learning from every move they make. The fear of failure seems to develop as we go through school. We learn to become afraid of our mistakes, to be afraid of having the wrong answer, or to draw outside the lines. The fear of success comes later, and we can see this often in successful professionals and leaders. (14)\_\_\_. So they start to worry, and decide not to take risks. Don’t let this happen to you. (15)\_\_\_. See what opportunities can arise from the mistakes you make, and soon you’ll feel happier about yourself.

|  |
| --- |
| **TRANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET** |

|  |
| --- |
| **XVIII Всероссийская олимпиада школьников по английскому языку 2016 / 2017**  **муниципальный этап**  **9 – 11-е классы** |

Participant’s ID number

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |

**USE OF ENGLISH**

**Time: 45 minutes**

Task 1. Fill in the gaps (1 - 15) with a suitable word.

***Causes*** ***of conflict between adolescents and their parents***

Some interesting discoveries have been (1) \_ by psychologists studying conflicts between adolescents and their parents. One notable feature is that they seldom argue about such major topics (2) \_ religion, health, or politics. This is surprising, given (3) \_ great differences often exist between the attitudes of parents and adolescents on such issues. Researchers suggest the explanation may be that such topics (4) \_ not usually relate to day-to-day family interaction and (5) \_ not discussed as they are not directly relevant (6) \_ family life. Instead, parents and children tend to (7) \_ out over everyday family matters such as housework.

Despite the changes that have (8) \_ place over the past fifty years, adolescents appear to have the same kinds of arguments with their parents as their parents had (9) \_ they themselves were young. It seems to come down to the conflict between the adolescent’s desire for independence (10) \_ the parents’ authority. Teenagers spoke of their right (11) \_ be free of restrictions, while parents (12) \_ equally certain of their right to exert control, backing this (13) \_ by referring to the needs of the family as (14) \_ whole. Interestingly, both groups could see the other’s point of view even though they disagreed (15) \_ it.

Task 2. For items (16 - 20) think of **one word only** which can be used appropriately in all three sentences.

16.

The colourful pictures should…..the children’s interest.

My son will soon…..the majority of the shares in the company.

Be careful! I don’t think that branch will……you.

17.

She’s always on the….. - I don’t know how she has the energy.

He’s going to start his own company, which sounds like a smart….

Be careful. They’ll be watching your every….

18.

He’s a nice boy and he’s very…., but he doesn’t do much work.

A…..light shone through the open curtains.

She likes wearing…..colours, but her sister always wears black.

19.

The fog and ice meant that it was a very ……journey.

Business is rather…..at present but we hope it will pick up soon.

You’d better check the time - the clock might be a few minutes….

20.

She had dark…..around her eyes from too many sleepless nights.

The thief escaped with a diamond brooch, two gold…..and some cufflinks.

Only one of the…..on the electric cooker is working.

Task 3. Use the words given in capitals to form a word that fits the gap in the same line (21 - 30).

|  |  |
| --- | --- |
| This is the story of an (0) ***extraordinary*** quest. It begins  in a small and (21)…place on a tributary one thousand miles up the River Amazon and ends in a city of a million people. Between the fears with which my journey started and the new, saddened understanding of my return to (22)…lies an  experience that was for me both exhilarating and (23)…  I went there because I wanted to examine my (24)…with,  and thoughts about, the natural world, and I chose the Amazon because, in spite of many recent changes, it remains the greatest single expression of (25)…nature on this planet. The vast area has inspired dreams and (26)…ever since reports of the river and forest reached Europe in 1500. Even the name men gave it was (27)…, based on highly (28)…accounts from early explores in the region, of female (29)…similar to the Amazons of Greek mythology. But soon even this mighty rainforest will be broken up into mere patches of (30)…, disciplined between roads and fields, towns and plantations, and I wanted to see it while it was still outside man’s control. | ORDINARY  21. SIGNIFY  22. CIVIL  23. SETTLE  24. RELATE  25. TAME  26. NIGHT  27. MYSTERY  28. SPECULATE  29. WAR  30. WILD |

Task 4. Complete the idioms and phrasal verbs about learning with **one word**.

- The exam was a piece of (31)…. I’ve probably got 100 percent.

- I didn’t know the answer so I made a (32) …guess.

- She always gives him top marks for his work because he is the teacher’s (33)….

- She is always in her study reading books. She is a real (34)…

- I’ll need to (35)…up on my German if I am going to work in Munich.

- He knew the building inside (36)... He even knew the number of stairs!

- I can sing all the Beatles songs from memory. I leant them by (37)….

- She passed the exam with flying (38)….

- I have learnt so much in the first week. It was a steep learning (39)…

- We didn’t have any training. We were just thrown in at the (40)…end.

Task 5. Do the Country Studies quiz. For items 41 – 45 choose the answer (A-D).

41. What are the main ingredients of the British dish known as «bubble-and-squeak»?

A) porridge and syrup B) potato and cabbage C) minced beef and beans D) eggs and ham

42. Which Roman Emperor first established a Roman province in Britain?   
A) Caligula B) Claudius C) Julius Caesar D) Tiberius

43. If a town name ends in «-burgh» it was probably founded as a what?   
A) A market town B) A royal manor C) A cattle trading center D) A fortress town

44. What bird is an unofficial symbol of the UK?

A) The blackbird B) The sparrow C) The Robin Redbreast D) The starling

45. Which of the following names is inappropriate for the list?

A) Christopher Wren B) Walter Scott C) Arthur Conan Doyle D) Bernard Shaw

|  |
| --- |
| **TRANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET** |
| **XVIII Всероссийская олимпиада школьников по английскому языку 2016 / 2017**  **муниципальный этап**  **9 – 11-е классы** |

**WRITING**

**Time: 1 hour 15 minutes**

Your local authority is planning to develop the area you live in to provide better sports, leisure and other facilities. Young people have been asked to contribute their ideas. As Secretary of the local Youth Community Orgnisation, you have called several meetings to establish the main problems and opportunities facing your area. Write a **proposal** summarising your findings, identifying the most urgently needed changes and making recommendations for improving the situation.

**Follow the plan** and include the headings given below in your **proposal**:

1. **Introduction (**state the purpose of your submitting the proposal**)**
2. **Background information** (basic information about the ***fictional*** area you live in: city centre / suburbs; residential / industrial area)
3. **Current situation** (consider the following issues: a) environment and pollution, b) traffic congestion, c) crime rate, d) shopping, e) educational opportunities, f) sports facilities, g) entertainment and leisure centres)
4. **Most urgent changes needed (3 at least)**
5. **Recommendations and solutions**
6. **Possible funding sources**
7. **Conclusion**

**Remember to:**

* **organise your proposal carefully, using headings as a guide**
* **ensure your ideas are supported with evidence**
* **use formal style**

**Do not write an address.**

**Write your proposal (220 – 250 words).**

**Read the extracts from conversations you had at your meetings. Do not forget to mention the most actual of these problems in your proposal.**

|  |
| --- |
| **“***Kids have nowhere to play or ride bicycles, so they do it in the street***”** |

|  |
| --- |
| *“The neighbourhood would be much more attractive if they’d just deal with the litter.”* |

|  |
| --- |
| *“There are some wonderful old buildings around and they’re just*  *decaying – why don’t they renovate them and use them?”* |

|  |
| --- |
| *“The library opens three times a week and it has no money to buy new books – it’s a real shame!”* |

|  |
| --- |
| *“Pollution levels rise to record heights - something must be done about it.”* |

|  |
| --- |
| *“Residents are tired of waiting for better public transport.”* |

|  |
| --- |
| *“Teens have nothing to do in the evening – aren’t they going to provide sports and leisure facilities for young people?”* |

|  |
| --- |
| *“I’m seriously concerned about the crime rate in this area – are the police doing anything?”* |

|  |
| --- |
| *“I wonder when the new supermarket, which has been so much spoken about, will be open.”* |