

**Всероссийская олимпиада школьников по английскому языку**

**2019/2020 учебный год**

**Муниципальный этап**

**7-8 классы**

**Reading**

Time: 30 minutes

**Task 1**

**Multiple matching (headings)**

*You are going to read short texts about famous musicians. Choose the most suitable heading **A-H** for each text (1-7). There is one extra heading which you do not need to use.*

- |                              |                              |
|------------------------------|------------------------------|
| <b>A.</b> Thunderous exit    | <b>E.</b> Unfairly rewarded  |
| <b>B.</b> Hard to excuse     | <b>F.</b> Honoured in Russia |
| <b>C.</b> Of Great Influence | <b>G.</b> Shaped by teachers |
| <b>D.</b> Quiet exit         | <b>H.</b> Unusual pay        |

1. Sergei Rachmaninoff studied at the Saint Petersburg Conservatory before moving alone to Moscow to study piano under Nikolai Zverev and Alexander Siloti (who was his cousin and a former student of Franz Liszt). He also studied harmony under Anton Arensky and counterpoint under Sergei Taneyev. Rachmaninoff was found to be quite lazy, failing most of his classes, and it was the strict regime of the Zverev home that instilled discipline in the boy.
2. Josef Hoffman was a virtuoso pianist and composer of more than 100 pieces of music. He was the first recorded artist (in 1890 by Thomas Edison). These first examples were lost in the First World War but several others made in Russia during 1895-1896 were recently discovered and reissued on CD. Born in Kraków and later a US Citizen, Hoffman spent quite some time in Russia. In 1913 he was presented with a set of keys to St. Petersburg.

3. Ludwig Van Beethoven died during a thunderstorm on March 26, 1827. The moment he died there was a huge outbreak of thunder – a dramatic end to a life characterized by greatness and sadness, joy and pain. Most difficult for the great pianist and composer was the gradual loss of his hearing from the age 26 onwards. And yet, in his near silent world, he created some of the most spectacular and beautiful music ever written. It is so sad that many of these great works were never heard by the man who made them.
4. In 1912 Vladimir Horowitz entered the Kiev Conservatory, where he was taught by Vladimir Puchalsky, Sergei Tarnowsky, and Felix Blumenfeld. He performed Sergei Rachmaninoff's Piano Concert №3 in D minor at his graduation in 1919. His first solo recital was performed in Kharkov in 1920. Horowitz's fame grew, and he soon began to tour Russia where he was often paid with bread, butter and chocolate rather than money, due to the country's economic hardships caused by the Civil War.
5. Franz Liszt became extremely famous throughout Europe during the 19<sup>th</sup> century for his great skill as a performer. At the time some people argued that he was the most technically advanced pianist of his age; others said simply that he was the greatest pianist of all time. Besides he was an influential composer, an inspirational teacher and a pioneering conductor. He also helped and influenced other composers and performers, notably Richard Wagner, Hector Berlioz, Camille Saint-Saëns, Edvard Grieg and Alexander Borodin.
6. Walter Wilhelm Gieseking (1895-1956) was one of the most popular concert pianists of his age as well as being a composer and famous for his ability to learn new repertoire with an almost super human ability to memorise. His career was damaged unjustly, as many believe, because he gave concerts during the war in Nazi Germany. His defenders argue that he was German, lived in Germany and had no involvement in politics. Still – before his death in 1956 he was again playing to packed audiences.

7. Mozart died at 1 a.m. on December 5, 1791 at the age of 35. He was buried in a common grave, in accordance with contemporary Viennese custom, at the St. Marx cemetery outside the city on December 7. If, as later reports say, no mourners attended, that too is consistent with Viennese burial customs at the time. Later, in 1856 Jahn wrote that 5 musicians were present and that their tale of a storm and snow is false – the day was calm and mild. Within a year or two of his death, his name was known in every household of the old world.

## Task 2

### Gapped text

*You are going to read Nastia's reminiscence of her Russian pen pal's visit to London. Seven sentences have been removed from her story. Choose from the sentences A-G the one which best fits each gap (8-13). There is one extra sentence which you do not need to use.*

### Nastia and Natasha

It was Nastia's first visit to London and I felt almost as excited as she clearly was. We had been pen pals for two years since my Dad remotely 8\_\_\_\_\_ the daughter of one of the managers in his Moscow office. I say "remotely" because 9\_\_\_\_\_ that morning. Nastia's written English was excellent but speaking was a little more difficult.

"So today we go to see the Big Ben?" she asked cheerfully. "Yes Nastia, today we are going to see Big Ben" I said carefully pronouncing the corrections (as indeed she had asked me to do). But 10\_\_\_\_\_ and we talked non-stop, her pronunciation and grammar seemed to improve miraculously.

"Why is he called "Big Ben?" Ben is short to Benjamin – right?"

"Why is it called Big Ben." I corrected. "If I remember correctly, "Big Ben" is the name of only the bell although people often give the whole clock tower this name.

There is the name "Ben" on the bell 11\_\_\_\_\_ who Ben really was"

Later in the day Nastia began to teach me my first words in Russian and laughed happily at my terrible pronunciation. She is a really special person and I felt so lucky to be spending time with her. The rest of the day involved a visit to Westminster Abbey, a

boat trip on the Thames and tea at Claridges. The **12**\_\_\_\_\_ promising excursions, shopping and lots of fun.

That evening Nastia asked my Dad if he would allow me to visit her in Moscow one day. “Please Mr. Perkins. Natasha will be very welcome in our home. She even has a traditional Russian name and already knows many Russian words. Also we have many nice Bells in the Kremlin **13**\_\_\_\_\_.”

- A. week ahead lay before us
- B. actually as the day went on
- C. to introduce to her
- D. introduced me to
- E. we had not met each other
- F. we had met for the first time only
- G. but nobody is completely sure

**Use of English**  
Time – 20 minutes

**Task 1.**

*Read the text below and choose the correct word (A, B, C or D) for each gap.*

**Free Air Travel**

Most people know that **(14)**..... are many kinds of birds **(15)**..... fly long distances every spring and autumn. This activity is known **(16)**..... ‘migration’. Scientists know **(17)**..... about where the birds fly to, and why they do it, **(18)**..... there are still different **(19)** ..... about exactly how the birds **(20)**..... to find their way back to the same places every year.

Birds travel between the areas where they can depend **(21)**..... the best food supply in winter, and the places where their young are born. The number of birds making these journeys every year is **(22)**..... big that their routes are called ‘flyways’, and the distances travelled **(23)**..... be amazing: there is one bird, only

350mm (24)..... length, which in its lifetime probably travels almost a million kilometers.

- |                |            |             |          |
|----------------|------------|-------------|----------|
| 14. A these    | B there    | C they      | D those  |
| 15. A where    | B what     | C which     | D who    |
| 16. A to       | B with     | C as        | D like   |
| 17. A plenty   | B some     | C lot       | D many   |
| 18. A because  | B although | C so        | D since  |
| 19. A meanings | B opinions | C decisions | D minds  |
| 20. A succeed  | B can      | C agree     | D manage |
| 21. A for      | B of       | C on        | D from   |
| 22. A such     | B so       | C very      | D more   |
| 23. A should   | B can      | C ought     | D could  |
| 24. A by       | B at       | C over      | D in     |

## Task 2

*Pick up the missing particles from the table below. You can use any of them more than once.*

|  |
|--|
| on   off   down   up   with   behind   out   back   round   away |
|--|

25. What a pity these beautiful trees had to be cut ..... .
26. I'm going on holiday tomorrow but I'll ring you when I get ..... .
27. When the tourists arrived, a guide was waiting to take them ..... the city.
28. I'm sorry I'm late. The bus broke ..... .
29. It's a very modest restaurant. There's no need to dress ..... .
30. If you don't know the meaning of the word, look it ..... in the dictionary.
31. I don't know how she copes ..... the tasks. They are so difficult!
32. Brian wanted to ask Rosemary ..... but he was too shy.
33. Charles was very generous and gave ..... a lot of the fruit and vegetables n his garden.
34. We shall have to clear this room ..... before our guests come.
35. The dog is running through the flowerbeds! Tie it .....!
36. That bush takes too much space. Cut it .....!
37. I'm afraid I can't answer today. I left my notes ..... .

### Task 3.

*Complete the dialogue (38 – 43). Look at Tim's answers before you write Ben's questions. Write the questions on your answer sheet.*

B: Hello, Tim.

T: Hello, Ben. That's my house there.

B: **38** ..... ?

T: My house is the one with the man outside.

B: **39** ..... ?

T: The man outside the house is my grandad.

B: **40** ..... ?

T: We bought the house two years ago.

B: **41** ..... ?

T: Those men over there are my cousins.

B: **42** ..... ?

T: No, they don't live with us.

B: **43** ..... ?

T: No, my grandad doesn't live with us either.

### Writing

40 minutes

*There are many ways of spending summer holidays. Some people prefer to stay home, and others are extremely active. Write a letter to your friend in Britain telling him/her how you have spent your summer holidays this year.*

#### ***Follow the pattern:***

- salutation
- reasons for writing
- personal information
- other relevant information
- closing remarks
- saying goodbye

***You should write 90-100 words***

**Всероссийская олимпиада школьников по английскому языку**

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**Муниципальный этап**

**9–11 классы**

**Reading**

Time - 30 minutes

**Task 1**

*Put the passages of the article (A – E) in the right order (1-5).*

**Dream, dream, dream...**

**A** What causes dreams and what do they really mean? A touch or a sound may become part of a dream if it occurs during dream periods. Over the centuries, people have believed dreams are brought on by the weather, the stars, indigestion, a knocking at the door, very strict parents and even pickles. Dreams may express important wishes and fears of the dreamer. However, dreams are so personal that deep down many of us may be quite pleased that they cannot be fully explained. The scientific study of dreams only really began in 1952, when a researcher at the University of Chicago attached electrodes to his son's body and discovered the existence of REM. This is the period during sleep when there is rapid eye movement. This is also referred to as D-sleep (or dream sleep). It has since been discovered that we all dream, even if we do not remember our dreams.

**B** If any book in the twentieth century can be said to have brought about a revolution in the way we think, it is 'The Interpretation of Dreams' by Sigmund Freud. Freud himself said, 'It contains the most valuable of all the discoveries I have had the good fortune to make.' The book was published for the first time in 1900 and nearly one hundred years later it has become a classic. It changed the way we think about sleep and dreams forever. But how did it all start?

**C** Nowadays, if Freud were to attend a scientific conference on dreams, he would be able to choose from a hundred or so different theories about the significance of dreams. Dreams are also a subject studied in universities around the world. On the

Internet, hundreds of people share their dreams with other interested parties.

**D** On the night of 24 July 1895, Sigmund Freud had an unusually long and vivid dream. He dreamt he was having a party in a large room. One of the guests was a female patient of his, who told him (in the dream) that she was seriously ill. Freud believed her, but felt she was not as seriously ill as she thought. There was nothing unusual about the dream – the events and the people in it were quite ordinary. When he woke up, Freud wrote down the dream in as much detail as he could remember. He studied all of the details carefully and realized that they were not random – they meant something. Gradually, he discovered what he believed each of the symbols in his dream really meant.

**E** There is something about dreams that leads people to believe there must be some meaning behind them. Dreams have aroused our curiosity since ancient times. Four thousand years before Freud was born, Egyptian priests claimed to be able to interpret dreams and they believed that dreams could foretell the future. Aristotle, in the fourth century BC, regarded dreams as an early warning system about the state of our health.

## Task 2

*You are going to read an article about learning a second language. For questions (6-15), choose from the sections (A-E). The sections may be chosen more than once.*

Mark your answer on **the answer sheet**.

### Which section

|           |   |
|-----------|---|
| <b>6</b>  | mentions the unexpected benefits of language learning for performance in an unrelated subject?                  |
| <b>7</b>  | states that children speaking two languages grasp a basic scientific idea more quickly?                         |
| <b>8</b>  | highlights a possible drawback of learning a second language at a later stage in life?                          |
| <b>9</b>  | refers to the advantage that a talkative nature may have for second language learning?                          |
| <b>10</b> | suggests that children beginning language education early may later learn multiple languages?                   |
| <b>11</b> | suggests how the ability to think something through is useful for understanding the rules of a second language? |



|           |  |
|-----------|--|
| <b>12</b> | says that children who are exposed to other languages become more tolerant people?                     |
| <b>13</b> | indicates the advantage of knowing the structure of the mother tongue when learning a second language? |
| <b>14</b> | refers to the importance of having a sense of commitment during second language learning?              |
| <b>15</b> | explains the benefit that making progress in the mother tongue has on second language learning?        |

### **Learning a Second Language**

***Research shows second language learning brings many benefits to young children.***

**A** Knowledge of other languages and cultures is vital for students preparing to live and work in a global society. Regardless of their chosen career, students will be routinely interacting with others around the world, whether in their native language or a second language. Young language learners are open and accepting of people speaking other languages, from other cultures. Children who begin learning a foreign language in early childhood also demonstrate certain cognitive advantages over children who do not. Research shows that young bilingual children develop the concept of ‘object permanence’ - the understanding that objects continue to exist even when they cannot be observed - at an earlier age. These youngsters learn sooner that an object remains the same, even though it has a different name in another language.

**B** Overall, second language learning is much more a cognitive problem-solving activity than a theoretical, rule-based one. Studies have shown repeatedly that second language learning increases critical thinking skills, creativity, and flexibility of mind in young children. Students who are learning a second language out-score their peers in the verbal and, surprisingly to some, the maths sections of standardised tests. This relationship between second language study and increased mathematical skill development, particularly in the area of problem solving, points once again to the fact that second language learning is more cognitive than linguistic. A 2007 study in the USA showed that students who studied a second language outperformed their

peers after two to three years and significantly outperformed them after seven to eight years.

**C** The advantage for younger learners is that they have the ability to mimic closely the native pronunciation and intonation of a new language. Research has shown that literacy skills that are being developed in the native language transfer to the learning of the new language, leading to academic gains by students who have begun learning another language at an early age. Immersion programmes for older students are also very effective, though depending on age, they may or may not develop native-like pronunciation and intonation. However, older students already possess an internalised grammar of the native language which is useful in learning a new language. Regardless of age, immersion programmes are effective because they use second language acquisition as the vehicle for learning the general education curriculum, making the course content more interesting for the student and maximising the instructional time by accomplishing two goals at once: language acquisition and content learning.

**D** Some students take to language learning more readily than others because of their well-developed analytical thinking skills, which help them in the learning of grammatical concepts. Children who are more verbal in their native language are inclined to use this tendency profitably when learning a second language. The challenge is not to send a message to students that language learning is difficult and that one has a knack for it or not. This is not the case. All students have the ability to learn a second language - even those who have specific learning difficulties.

**E** Older students who have the opportunity to do so, should opt for a language that they are interested in learning. For many, the choice is based on the language background of their family, but it can also be based on a teacher's reputation or the language that their friends are taking. Beginning second language instruction at a young age sets the stage for students to develop advanced levels of proficiency in one or more languages. Students can always switch languages at a later date if it

appears that another might be more useful for a specific career path. Also, it is not so much which language a student chooses, but rather that they make a choice and stick with it. One of the life-long benefits of learning another language is that learning continues, thus keeping the brain actively engaged. Recent studies have linked second language learning with delaying age-related dementia for this very reason.

### **Use of English**

Time – 30 minutes

#### **Task 1**

*Read the text below and complete the gaps (16 – 26). Use only one word in each gap. Write the word on your answer sheet.*

#### **An excellent writer**

To the surprise of many people, Brutus is rapidly acquiring a reputation (16) ..... an excellent writer of short stories. And why ever not? He has shown he has the vocabulary, grammar and plot devices to write his most recent story, (17) ..... which he has chosen the title *Betrayal*.

Amazingly, not (18) ..... the best literary critics can easily tell the difference between Brutus's stories and those written by distinguished human authors, although Brutus is a computer. Brutus produced his story for a competition in (19) ..... human authors also participated - and he won! This obviously means that Brutus (20) ..... appear to satisfy the condition laid by Alan Turing, the computer pioneer. Turing argued that once people could not tell (21) ..... They were dealing with a computer or a human.

It has taken seven years to develop Brutus but (22) ..... his achievements, he has a (23) ..... limitations. Later versions of Brutus may do better but so far he cannot write anything longer than five hundred words. (24) ..... is more, all his stories are written (25) ..... a male point of view and all focus (26) ..... people working at universities who are betrayed by colleagues.

## Task 2

Complete the second sentence (27 - 31) so it means the same as the first, using the words in brackets. Use between three and six words.

27. Doctors recommend a balanced diet. (suppose)

You \_\_\_\_\_ eat a balanced diet.

28. They anticipate a lot of people will take part in the event. (expect)

A lot of \_\_\_\_\_ in the event.

29. Why are they here? They weren't invited. (mean)

They \_\_\_\_\_ here.

30. Please, stop asking so many questions! (wish)

I \_\_\_\_\_ so many questions.

31. Would anybody like to make a suggestion? (forward)

Would anybody \_\_\_\_\_ a suggestion?

## Task 3

In the table below there are eight sentences (32 - 39). Two sentences are correct and six have errors. Read through each sentence. If the sentence is correct, write OK in the graph to the right. If the phrase is incorrect, write the corrected version. Transfer your answers into the answer sheet.

|  |  |
|--|--|
| 32. A large amount of people still suffer from hunger.       |  |
| 33. Our firm arranges different type of sporting events.     |  |
| 34. We have a large number of office equipments for sale.    |  |
| 35. What sort of jobs have you done?                         |  |
| 36. I've done many different types of work.                  |  |
| 37. Perhaps you should consider other kind of accommodation? |  |
| 38. What kinds of information are you looking for?           |  |
| 39. He spends a large amount of money on entertainment.      |  |

## WRITING

Time 30 minutes

You recently saw this notice in an English-language magazine called *Theatre World*. Reviews needed!

Have you seen any plays by Russian playwrights in the theatre recently?

If so, could you write us a review of the play you saw?

Include information on the characters, costumes and story and say whether you would recommend the play to other people. The best reviews will be published next month.

Write your review. Use **200–250** words.

***Transfer your story to the answer sheet!***