

Школьный этап олимпиады 7-8 классы

Audio:

https://vos.olimpiada.ru/upload/files/Arhive_tasks/2019-20/school/engl/audiob-engl-7-8-sch-msk-19-20.mp3

Part 1. Listening

You will hear five different people talking about their experiences while being in Moscow. For each speaker 1–5, choose from the list of events (A–F). There is one extra letter you DO NOT need to use. You will hear the text twice.

- | | | |
|-----------|-------------------------|------------------------------|
| Speaker 1 | <u> D </u> | A. International Women's Day |
| Speaker 2 | <u> C </u> | B. Tatyana's Day |
| Speaker 3 | <u> F </u> | C. New Year's Eve |
| Speaker 4 | <u> B </u> | D. Moscow City Day |
| Speaker 5 | <u> E </u> | E. Maslenitsa |
| | | F. Victory Day |

Part 2. Reading

Task 1. Read the text and choose four of the statements A–F to match paragraphs 1 - 4.

- A. Garlic reduces the risk of heart disease.
- B. Juggling is good for the brain.
- C. Eating oranges can stop you from getting colds
- D. Sitting too close to a television is bad for your eyes.
- E. If you get cold, you risk catching a cold.
- F. Reading in poor light can damage your eyes.

Truth or Myth?

1 **D**

This is a (5)_____ It won't damage your eyes, (6)_____ it might give you a headache. The (7)_____ thing is to watch television at a distance that feels comfortable. But watching too much TV can be a bad idea. In (8)_____, _____ research shows that children who (9)_____ spend more than 10 hours a week watching TV are more likely to be overweight and slower to learn at school.

2 **B**

This (10)_____ to be true. Scientists have found that juggling balls for one minute every day can increase your brain (11)_____. Researchers in Germany carried out brain scans and found that certain areas of the brain had grown (12)_____ in people who practiced juggling. However, when they (13)_____ juggling, their brains went back to their (14)_____ size.

3 **A** _____

This is a (15) _____ belief, but scientists say there is nothing to (16) _____ that it's true. However, the use of this vegetable as a natural (17) _____ goes back to the Ancient Egyptians, and research shows that it can be an effective (18) _____ for coughs, sore throats and upset stomachs, among other (19) _____. Unfortunately, many people dislike the smell, but you can take it in pill form.

4 **E** _____

The truth is that people get colds from viruses, not from being cold. (20) _____, keeping warm may help you to (21) _____ getting a cold. Researchers at Cardiff University's Common Cold Centre found that a fall in body temperature can (22) _____ cold viruses to become active. In a (23) _____, a group of people sat with their feet in (24) _____ of iced water for 20 minutes. A third of them developed colds in the next five days, compared to only 9% of another group who kept dry.

Task 2

Now read the text again and complete the gaps 5–24 with the words below:

although	cause	illnesses	power	sensible
appears	common	larger	prove	stopped
avoid	fact	myth	regularly	treatment
bowls	however	normal	remedy	trial

Truth or Myth?

1 **D**

This is a (5) myth. It won't damage your eyes, (6) sensible it might give you a headache. The (7) although thing is to watch television at a distance that feels comfortable. But watching too much TV can be a bad idea. In (8) fact, research shows that children who (9) regularly spend more than 10 hours a week watching TV are more likely to be overweight and slower to learn at school.

2 **B**

This (10) appears to be true. Scientists have found that juggling balls for one minute every day can increase your brain (11) power. Researchers in Germany carried out brain scans and found that certain areas of the brain had grown (12) larger in people who practiced juggling. However, when they (13) stopped juggling, their brains went back to their (14) _____ size.
normal

3 A

This is a (15) common belief, but scientists say there is nothing to (16) prove that it's true. However, the use of this vegetable as a natural (17) remedy/treatment goes back to the Ancient Egyptians, and research shows that it can be an effective (18) treatment/remedy for coughs, sore throats and upset stomachs, among other (19) illness. Unfortunately, many people dislike the smell, but you can take it in pill form.

4 E

The truth is that people get colds from viruses, not from being cold. (20) avoid, keeping warm may help you to (21) however getting a cold. Researchers at Cardiff University's Common Cold Centre found that a fall in body temperature can (22) trial cold viruses to become active. In a (23) cause, a group of people sat with their feet in (24) bowls of iced water for 20 minutes. A third of them developed colds in the next five days, compared to only 9% of another group who kept dry.

Part 3. *Use of English.*

Task 1. Put each verb in brackets (1 - 20) into a suitable verb form (0 – is done for you as an example).

Two Babies

On a cold autumn day in the second quarter of the 16th century a boy **0 (to be born) was born** to a rich family of the name of Tudor. He was wanted very much by the family and the whole nation. People **1 walked/were walking (to walk)** along the streets talking only about the new baby, Edward Tudor, Prince of Wales, who **2 lay/was lying (to lie)** in silk and **3 didn't know (not to know)** that all England **4 had dreamed/ dreamt; had been dreaming (to dream)** of his birth so much. On the same day another English child was born to a poor family of the name of Canty. He **5 was given/ had been given (to give)** the name of Tom. Tom Canty's parents **6 never wanted/ had never wanted (never to want)** him. And now he **7 lay/was lying (to lie)** in his dirty rags crying softly.

Put each verb in brackets (1 - 20) into a suitable verb form.

A few years 8 passed/ had passed (to pass). Tom and his family still 9 lived/were still living (to live) not far from London Bridge in the house built in the previous century. Tom's father often got drunk, 10 fought (to fight) with his neighbours and 11 beat (to beat) his children. "We 12 have lived /have been living (to live) in this house since Tom's Granny 13 came (to come) to London. The house 14 is getting/ has got (to get) old. In fact, it already 15 has already become (to become) ancient. It is impossible to live here anymore. But we 16 will move (to move) only if we 17 have (to have) a lot of money. I should make Tom 18 beg (to beg). He 19 has never begged (never to beg) before, I know. It's high time for him to begin," Tom's father often 20 thought (to think).

Part 3. *Use of English.*

Task 2. Read the text below and choose the correct word A–D for each space 21–30. There

Example:

	A	B	C	D
0	very	so	too	such

Read the text below and choose the correct word A–D for each space 21–30.

The Art of Drawing

Drawing has always been a 0 ^{**A**} _____ popular hobby. Young children draw with a pencil as 21 ^{**C**} _____ as they can hold one. Drawing is often seen as a special skill, and it is 22 ^{**A**} _____ that some people seem to draw perfect pictures without any effort. Yet drawing, like writing, can be 23 ^{**C**} _____; you can draw accurately if you work really hard at it.

	A	B	C	D
21	fast	immediately	soon	shortly
22	true	actual	exact	real
23	discovered	made	learnt	reached
24	of	in	from	for
25	should	need	must	could
26	topic	object	area	person
27	period	term	moment	time
28	more	many	plenty	much
29	who	what	where	which
30	final	end	limit	finish

Read the text below and choose the correct word A–D for each space 21–30.

Drawing is first 24 A all about looking carefully. It sounds easy to say that all you 25 B to do is look at things, but it really is that simple. The best way to draw a familiar 26 B is to imagine that you are looking at it for the first 27 D. Nowadays there are 28 A courses and materials available than ever before, 29 D means that you can experiment to improve your skills. The only 30 C is your imagination.

	A	B	C	D
21	fast	immediately	soon	shortly
22	true	actual	exact	real
23	discovered	made	learnt	reached
24	of	in	from	for
25	should	need	must	could
26	topic	object	area	person
27	period	term	moment	time
28	more	many	plenty	much
29	who	what	where	which
30	final	end	limit	finish

Part 3. *Use of English.*

Task 3. Express the meaning of each phrase 31–36 in one word. There is an example for you. Please, mind your spelling. The number of letters is shown.

Example: 0. to take the first step – b _ _ _ n – b e g i n

31. full of fear – a _ _ _ _ d – **a f r a i d**

32. to walk like a soldier – m _ _ _ h – **m a r c h**

33. to take place – h _ _ _ _ n – **h a p p e n**

34. a speech to a group of people – l _ _ _ _ _ e – **l e c t u r e**

35. to put in the ground to grow – p _ _ _ t – **p l a n t**

36. a picture made using a camera – p _ _ _ _ _ _ _ _ h – **p h o t o g r a p h**

Part 4. Writing

In May our country will celebrate the 75th anniversary of the Great Patriotic War. Your class is going to take part in the contest of best articles dedicated to this big day. Write an article and mention the following:

when and where people celebrate Victory Day why and how Muscovites celebrate this day whether you/ your family celebrate this day and how you do it if people honour Moscow's defenders and why?

Remember the rules of writing an article (a title, an introduction, a conclusion).

Write 120–150.

Школьный этап олимпиады 9-11 классы

Part 1. Listening

https://vos.olimpiada.ru/upload/files/Arhive_task_1/2019-20/school/engl/audio-engl-9-11-sch-msk-120.mps

For items 1–10 listen to a man talking about a boy called Michael who crossed the Atlantic in a sailing boat and decide whether the statements 1–10 are TRUE according to the text you hear (A), or FALSE (B), or the information on the statement is NOT STATED in the text (C). You will hear the text twice.

1. Michael Perham, a teenage boy from the south of England, became the only person to sail across the Atlantic alone. B
2. Michael started his voyage across the Atlantic when he was seven. B
3. The Cheeky Monkey is a 9-metre yacht which was designed for the cross-Atlantic voyage. A
4. During his voyage, Michael ate food which had been presented to him by a local supermarket. C
5. Burgers and crisps were the things Michael missed most during his voyage. B
6. One day during the trip, Michael's father contacted him to say that a part of Michael's boat was broken. B
7. Michael didn't play his guitar during the trip. A
8. Once he managed to catch a flying fish which had jumped into his boat. C
9. Michael contributed a lot of money to the fund Children in Need. A
10. Michael and his father would like to do their next trip in bigger and faster boats. A

PART 2 READING

(15 points)

It would be simple enough to follow him. Roger was a man of habits, and even when his hours of work were irregular, he would still take his mid-day meal, whenever he did take it, at Percy's. Miss Temple found an antique bookshop across the street where, as she was obliged to purchase something for standing so long watching through its window, she on impulse selected a complete four-volume Illustrated Lives of Sea Martyrs. The books were detailed enough for her to spend the time in the window, apparently examining the books, while actually watching Roger first enter and then, after an hour, exit alone, from the heavy doors across the street.

He walked straight back to his office in the Ministry courtyard. Miss Temple arranged for her purchase to be delivered to the Boniface, and walked back into the street, feeling like a fool. She had re-crossed the square before she convinced herself that she was not so much a fool as an inexperienced observer. It was pointless to watch from outside the restaurant because only from inside could she have discovered whether or not Roger dined alone or with others, or with which particular others - all important information.

She had a pretty good feeling that the crime she believed he had committed had no time connection with his working hours, which meant she was likely to learn nothing from observing his working day. It was after work that any real information would be gathered. Abruptly she entered a store whose windows were thick with all shapes of luggage, hampers, oilskins, lanterns, telescopes, and a large assortment of walking sticks. She left wearing a ladies' black travelling cloak, with a deep hood and several well hidden pockets, opera glasses, a leather-bound notebook and an all-weather pencil. Miss Temple then took her tea.

Between cups of tea and two cakes, she made entries in the notebook, summarizing her plan and then describing the day's work so far. That she now had a kind of uniform and a set of tools made everything that much easier and much less about her particular feelings, for tasks requiring clothes and supporting equipment seemed somehow more objective, even scientific, in nature. In keeping with this, she made a point to write her entries in a kind of code, replacing proper names and places with synonyms or word-play that hopefully would not be understood by anyone but herself.

Miss Temple left the tea shop at four o'clock, knowing Roger to leave usually at five, and hired a carriage. She instructed her driver in a low, direct tone of voice, after assuring him he would be well paid for his time, that they would be following a gentleman, most likely in another carriage, and that she would knock on the roof of the coach to indicate the man when he appeared. The driver nodded, but said nothing else. She took his silence to mean that this was a usual enough thing, and felt all the more sure of herself. When Roger appeared, some forty minutes later, she nearly missed him, amusing herself for the moment by peering through the opera glasses into nearby open windows, but a sudden feeling caused her to glance back at the courtyard gates just in time to see Roger, standing in the road with an air of confidence and purpose that took her breath away, flag down a coach of his own. Miss Temple knocked sharply on the roof of the coach and they were off.

The thrill of the chase, complicated by the nervousness of seeing Roger, was quickly lost when, after the first few turns, it became obvious that Roger's destination was nowhere more interesting than his own home.

Part 2. Reading

Task 1. In boxes 1–7 on your answer sheet, circle: **A (TRUE)** if the statement agrees with the information given in the text; **B (FALSE)** if the statement contradicts the information given in the text or if there is no information given in the text.

1. Miss Temple took her time carefully selecting the four books which she bought in the antique bookshop.

B

2. Her mistake resulted from her being pretty much a beginner in the field of surveillance.

A

3. She bought a pair of glasses to read the books she had purchased in the antique bookshop.

B

4. Miss Temple encrypted her notes so that nobody could understand them.

A

5. She promised the driver extra money for his services.

A

6. Miss Temple had to wait more than an hour for Roger to appear.

B

7. Roger had committed a terrible crime at work.

B

Task 2. Choose option A, B, C or D which best fits according to the text. Circle the correct letter in boxes 8–15 on your answer sheet.

8. Miss Temple thought it would be easy to follow Roger because ...

- A) he always took a break at the same time.
- B) his work schedule never changed.
- C) he always ate lunch at a particular location.
- D) she already knew the schedule of his working day.

9. Miss Temple bought a book at the bookshop because ...

- A) she suddenly felt like buying something.
- B) she was forced to by the shop owner.
- C) she wanted a way to pass the time.
- D) she needed an excuse to stay there

10. What mistake did Miss Temple soon realise she had made?

- A) She had waited for Roger in the wrong place
- B) She needn't have made a purchase at the bookshop
- C) She should have followed Roger back to the Ministry when she had had the chance
- D) She had re-crossed the square at the wrong place

11. Miss Temple decided to follow Roger after work because ...

- A) she believed that was the time she could find out what she wanted to know.
- B) she couldn't see what he was doing inside his office.
- C) she didn't want to risk him seeing her outside his office.
- D) she had other, more important things to do during the working day.

12. How did Miss Temple's purchases make her feel about what she was doing?

- A) more determined
- B) less personally involved
- C) better prepared
- D) less confused

13. The underlined word 'this' in the text refers to ...

- A) the driver's silence.
- B) banging on the hood of the carriage.
- C) being asked to follow someone.
- D) paying drivers well for their time.

14. When Roger left his office at about five o'clock, Miss Temple ...

- A) watched him through her new opera glasses.
- B) saw him just before he got into a carriage.
- C) had a sudden feeling of breathlessness.
- D) pretended to be looking into an open window.

15. Miss Temple's excitement at following Roger ...

- A) increased each time she caught sight of him.
- B) turned into boredom after a while.
- C) ended when her carriage started following him.
- D) disappeared when she realised where he was going.

Answers

8	C
9	D
10	A
11	A
12	B
13	C
14	B
15	D

Part 3. Use of English Task 1.

For items 1–10, read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning (0).

Many people are under the (0) ... that British food is awful.	IMPRESSION	IMPRESS
It is said to be (1) ... and cooked badly, so the idea that Britain has some of the best restaurants in the world is	TASTELESS	TASTE
usually met with roars of (2)	LAUGHTER	LAUGH
However, perhaps this is a little (3)	UNFAIR	FAIR
There have been some wonderful (4) ... in recent years.	IMPROVEMENTS	IMPROVE
There are now many (5) ... restaurants serving high quality	EXCITING	EXCITE
dishes that have been very (6) ... prepared. Also, many British chefs now have Michelin stars, which are only awarded to the world's very best chefs.	SKIL(L)FULLY	SKILL
A good (7) ... of food is available these days, too. In other words, the food being served isn't just French gourmet.	VARIETY	VARY
There has been a huge rise in the popularity of (8) ... British dishes. Fortunately, gone are the days when the only things on the menu were boiled vegetables and stewed meat!	TRADITIONAL	TRADITION
So, the next time you get a chance, be (9) ... and try some real British food. You		ADVENTURE

Task 2. For items 11–20, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use from three to five words. The number of words you should put in the gap is specified in each case. Do NOT use contracted forms. There is an example at the beginning (0).

Example: 0. “Let’s go to the cinema on Sunday,” said Ann.

wanted

Ann _____ to the cinema on Sunday. (4 words)

0	wanted us to go
---	-----------------

11. The professor said that his assistant had given away the secret formula.

ACCUSED

The professor **accused his assistant of giving** away the secret formula. (5 words)

12. They say a multinational company owns this factory.

SAID

The factory **is said to be owned** by a multinational company. (5 words)

13. I think they did not plan this.

MIGHT

They **might not have planned / might have not planned** this. (4 words)

14. He will probably win the race.

LIKELY

He **is likely to win** the race. (4 words)

15. She woke up early so that she could catch the 5:30 train.

ORDER

She woke up early **in order to catch** the 5:30 train. (4 words)

16. Martin realised that he could never be an athlete.

BORN

Martin realised that he **was not born to be / was never born to be** an athlete. (5 words)

17. The teacher advised him to study harder.

WERE

“If **I were you**, **I would** study harder”, said the teacher. (5 words)

18. They are launching a new product these days.

IS

A new product **is being launched** these days. (3 words)

19. There were very few guests at Paula’s wedding yesterday.

CAME

Hardly **any guests came to** Paula’s wedding yesterday. (4 words)

20. Our teacher demands that we hand in our homework regularly.

INSISTS

Our teacher **insists on us/our handing in / insists that we hand in / insists** ~~we should hand in~~ our homework regularly. (5 words)

Part 4. Writing

Write a short description of any monument in Moscow which is devoted to

World War II and recommend it to foreign tourists.

Write the name of the monument at the beginning on a separate line (*words are not counted in this line*). The monument should be real, not imaginary.

Remember to mention in your description:

- ✓ what the monument looks like;
- ✓ where the monument is located (area of Moscow);
- ✓ why you recommend it to foreign tourists.

Write **200–250 words**.

Муниципальный этап олимпиады 7-8
классы

Listening (7-8)

Audio:
<https://disk.yandex.ru/d/3WqKxBmEw1xLsg>

Part 1

You will hear descriptions of five different walks planned for the guests of a hotel. For questions 1-5, choose from the list (A-F) which statement applies to each walk. Use the letters only once. There is one extra letter which you do not need to use.

- A. This walk includes a guided tour.
- B. This walk takes people underground.
- C. This walk needs special clothing.
- D. This walk includes a swim in the river.
- E. This walk includes a trip on water.
- F. This walk includes refreshments

Walk 1	C	1
Walk 2	E	2
Walk 3	A	3
Walk 4	F	4
Walk 5	B	5

Part 2

You will hear an interview on the radio with a conservationist called Kay Giles, who is trying to help schoolchildren understand the importance of protecting the environment. For questions 6-11, choose the best answer (A, B or C).

6. What is Kay's job?

- A. a teacher
- B. a journalist
- C. a manager

7. What is the purpose of the seminars Kay mentions?

- A. to give support to teachers
- B. to talk to students about the planet.
- C. to make environmentalists more active

8. The projects are designed to let the students

- A. communicate with their families.
- B. see for themselves the consequences of pollution.
- C. get away from their classrooms.

9. What does Kay think is the best way for students to learn about the environment?

- A. by reading articles and watching videos
- B. by doing practical work
- C. by doing both of the above

10. How many containers for recycling should you have?

- A. two
- B. three
- C. Four

11. What is Kay's opinion of the government?

- A. They are not active enough.
- B. They are very fair.
- C. They are communicative.

Part 3

Audio: <https://disk.yandex.ru/d/3WqKxBmEw1xLsg>

You will hear part of a radio programme on which a reviewer talks about a newly published book about a woman called Natalie Hardcastle. For questions 12-20, complete the sentences.

Natalie Hardcastle and her sons lived in a house which had no running water or (12) **electricity**.

Natalie's childhood dreams of Olympic fame were ended by a (13) **riding/car accident**.

When she met Tony Hardcastle, he was a rich (14) **businessman** and a racing driver.

Tony's risky business deals led to financial (15) **disaster** leaving Natalie and her family penniless.

He went to (16) **Europe** to try to become a racing driver again.

Natalie then decided to start a travelling (17) **clothes shop** and beauty parlour in the back of a van.

At weekends, Natalie travelled to small outback towns in the van, taking (18) **(her/the) children** with her.

When Tony returned and made her give up her business, she soon ran out of (19) **money**.

Tony died suddenly in a (20) **(barroom) fight** and left huge debts.

Reading (7-8)

Part 1

Read the missing sentences A-F below and then read the text again. Choose the sentence which best fits each gap (1-5) of the article. There is one extra letter which you do not need to use.

CHILDHOOD FREEDOM

I was brought up in a huge house where all the children used to sleep in rooms on the top floor. We rarely saw our parents, who were away a lot, and we felt rather frightened of them. I can never understand why people think childhood is such a wonderful time. Perhaps, as they get older, they forget what really happened when they were young. My own experience was not a happy one. People were always telling you off, and were constantly asking you questions. **(1)** I remember we were looked after by one rather interesting French nanny called Mademoiselle Burnod, who seemed to us to be about 100. She was a wonderful person, not at all cruel or unpleasant. She was in love with a local man in the village. Mademoiselle used to drink wine from a spoon and it was cough mixture, and she taught us to enjoy eating salad. **(2)** So off I went to stay with some of my mother's friends. They lived in a large, old-fashioned house which lies on the river Loire. Nowadays, everybody seems to go abroad when they are incredibly young, but to me, in those days, it was the most exciting thing that could happen. I don't remember on any occasion feeling homesick or not liking anything I had to eat. **(3)** When I first arrived in France, I could only say a few sentences in French, but I learned very quickly. Certainly I don't remember feeling shy about speaking another language and I didn't find it difficult at all. I spent a whole term at the village school about half a mile away. **(4)** I didn't feel like a child at all in some ways while I was in France. Of course, I wasn't left alone to do exactly what I wanted to. Grown-ups used to say, 'It's bedtime', or 'Get up and go to school', but I don't remember any adults ordering me about, or telling me off as they did at home. I had a wonderful sense of freedom and I was glad just to be where I was. **(5)** I did not want to leave a place where, for the first time in my life, I had been happy for a long period of time. I often wonder why I felt like that. I certainly don't think I have ever been quite so happy since. The experience also gave me a great passion for France and for a long time after that I went every year.

- A. To tell the truth, I was so happy there that I was quite sorry when the time came to go home.
- B. In fact, I thought everything I tasted was delicious, and children don't usually like new tastes, do they?
- C. It was there that I learned how to write with purple ink in square writing books with great loopy French writing.
- D. 'What are you reading?', 'Why did you say that?' or 'Have you combed your hair?'
- E. It was because of her that, when I was asked, at the age of eight, if I wanted to go to France, I thought, 'Oh, yes. Sounds quite nice, France.'
- F. On the way, I looked in my school bag and discovered a piece of bread, two lumps of sugar and two squares of chocolate.

1	2	3	4	5
D	E	B	C	A

Part 2

You are going to read a magazine article about four different readers. For questions 6-20, choose from the people (A-D). The people may be chosen more than once. When more than one answer is required, these may be given in any order.

Book Worms

A Isabella Milbank

People often comment that I've always got my head in a book. I just find that reading is such a great way to pass idle moments; when I'm on the bus or in a doctor's waiting room, for example, or whenever I have a spare minute, really.

I'll read almost anything, but on the whole, I tend to go for books that a friend has recommended or that have had a positive write-up in a newspaper or magazine. That way, you're almost guaranteed to get a good read. And I guess I'd have to say that my favourite kinds of books are modern crime thrillers. I just love it when the plots are really cleverly constructed, especially when you can tell the author has thoroughly researched how modern police work is carried out. Then, you get into it more easily because you feel like you're reading about something that really happened. The very best ones are those that keep you guessing right up until the end. It's so disappointing if you manage to work everything out half way through.

B Emily Hawthorne

I used to read a lot of romantic novels, but I guess I sort of grew out of them. Now, I'm hooked on biographies. I've read about so many different kinds of people: historical figures, politicians, celebrities, you name it. They're all interesting in their own way, but when I'm not in the mood for anything too heavy, I just go for something more light-hearted: the gossip and scandals of the rich and famous, for example!

I enjoy autobiographies, too, but I sometimes wonder how true a picture they actually paint. I mean, when you're writing about yourself, it must be tempting to leave out anything that shows you in a bad light. You're probably more likely to get a more rounded picture of the person by reading a well-researched biography.

C Ian Reed

I don't usually read purely for entertainment; I guess it just feels like a waste of time to me. But what I do enjoy reading are books that I think I can learn something from. You know, non-fiction books about historical events or current or political issues like the environment, for example. I realise these kinds of books aren't everyone's cup of tea, but it's a shame that more people don't give them a try. I admit that in the past they, could often be a bit tricky to read, but that has all changed now. These days, plenty of them are written in quite an entertaining style and in a language that any reasonably educated person can comprehend. You can learn an incredible amount about the world by reading those kinds of books.

D Henry Crawford

I most enjoy reading when I know I can sit down for at least a couple of hours without being disturbed. Sunday mornings are the best time. I guess some would say that I read a fairly narrow range of books. I do read the occasional modern novel, when something particularly catches my attention, but generally, I prefer the classics, by authors like Dickens and Eliot, for example. They are both wonderful, of course, but in my opinion, no one compares to Jane Austen!

People are often surprised when I tell them that Jane Austen is my favourite author because they think she only wrote romance novels. Her books do deal with love and marriage, but on the whole, they're actually more about general relationships and human nature. And they're hilarious at times, too, which makes them incredibly entertaining to read. I've read all of her books, some of them several times over. They are like old friends you need to meet up with every once in a while!

enjoys the humour in the books they read?

6 **D**

regrets people's lack of interests in a particular type of book?

7 **C**

appreciates books that are true to life?

8 **B**

chooses what to read based on how they are feeling?

9 **B**

dislikes being able to predict what will happen in a book?

10 **A**

doesn't read a particular type of book very often?

11 **D**

mentions reading for a particular purpose?

12 **A/C**

13 **C/A**

has read some of their books more than once?

14 **D**

thinks there is a misunderstanding regarding the themes of some books?

15 **D**

is concerned that some information could be inaccurate?

16 **B**

mention a change in their reading habits?

17 **B**

likes to read without interruptions?

18 **D**

is influenced by book review?

19 **A**

believes something has become easier?

20 **C**

Use of English (7-8)

Part 1

For questions 1-7, read the text about Zippo the clown and think of the word, which best fits each space. Use only one word in each space.

The boss behind the make-up

It has been a bad day for Zippo. His star acrobat has been taken to hospital with suspected appendicitis. But Zippo has known far worse days **than** (1) _____ this. After ten years on the road, he says that you learn what's involved in every part of the circus, even dealing with a fire-eating accident, that resulted in a three-month stay in hospital for him. Zippo **a**, is (2) _____ teacher training college graduate who was born with the name Martin Burton. He changed his name to Zippo and has been a circus performer **for** (3) _____ the last 21 years. Although he has not made a huge profit (4) _____ he started the circus, he would not **chused** jobs. There (5) _____ to be good money in running a circus but today there is not. Zippo and his wife have a house in England, which is their winter home, as well as being their business address. Every year they have a holiday abroad, where they visit circuses and look for new acts. Apart from that, all the money **into** they make is put back (6) _____ the business. Zippo usually takes on up to 60 employees **to** at a time, in addition (7) _____ wife and their 22 year-old son. Zippo's circus consists entirely of human performers and has always performed without any animals.

Part 2

Complete the second sentence so that it has a similar meaning to the first sentence using the word given. Do not change the word given. You must use between two and five words including the word given.

8. There's no juice in the fridge – it looks they drank it all last night.

HAVE

They must have drunk juice last night because there is none in the fridge now.

9. Unless the train is late, they'll arrive at eight o'clock.

ON

They'll arrive at eight o'clock provided the train arrives/is on time.

10. Karen failed to persuade the landlord to change the locks.

SUCCEED

Karen didn't succeed in persuading the landlord to change the locks.

11. They are building a new road through the town

BUILT

A new road is being built through the town

12. The teacher advised him to study harder

WERE

“If I were you I would study harder”, said the teacher.

13. Are you going to study during the holidays?

IF

Natalia asked me if I was going to study during the holidays.

Part 3

Do the word puzzle. Find the extra word.

Extra word: **ELEGANT**

14. rings, necklaces, etc.

15. something you wear to protect your eyes from the sun

16. shoes, trainers, etc.

17. the opposite of tight

18. modern

19. not following modern styles

20. a smart outfit that people often wear for work or to a formal event



Writing (7-8)

You should spend 40 minutes on this task.

A group of American students is touring Russia and is coming to Izhevsk for two days. You have been asked by your English teacher to write a report (150-180 words), recommending what the group should see and do, giving reasons for your recommendations.

Use the following expressions and underline them in your work:

Paragraph 1 explain the purpose of your report

Paragraph 2 recommend what places to visit in the first day

Paragraph 3 recommend what to do in the second day

Paragraph 4 write a conclusion

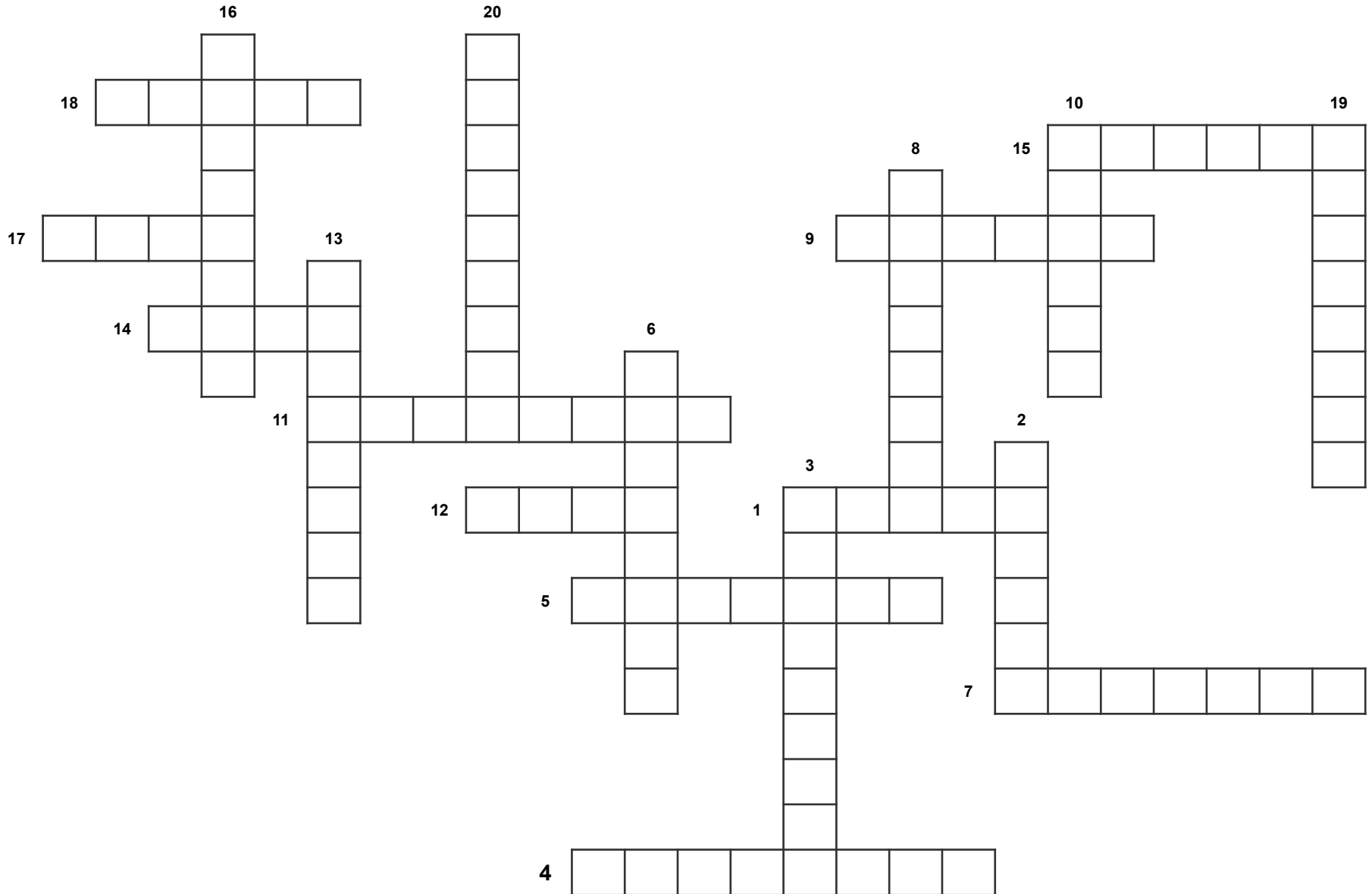
Use the following words and expressions:

- an enjoyable thing to do
- plenty of
- to provide
- another advantage
- I suggest

Test in Country Studies (7-8)

Complete the crossword. You have 30 minutes to do this task. Mark your answers on the separate answer sheet.

Capital letters in proper names might be replaced by small letters.

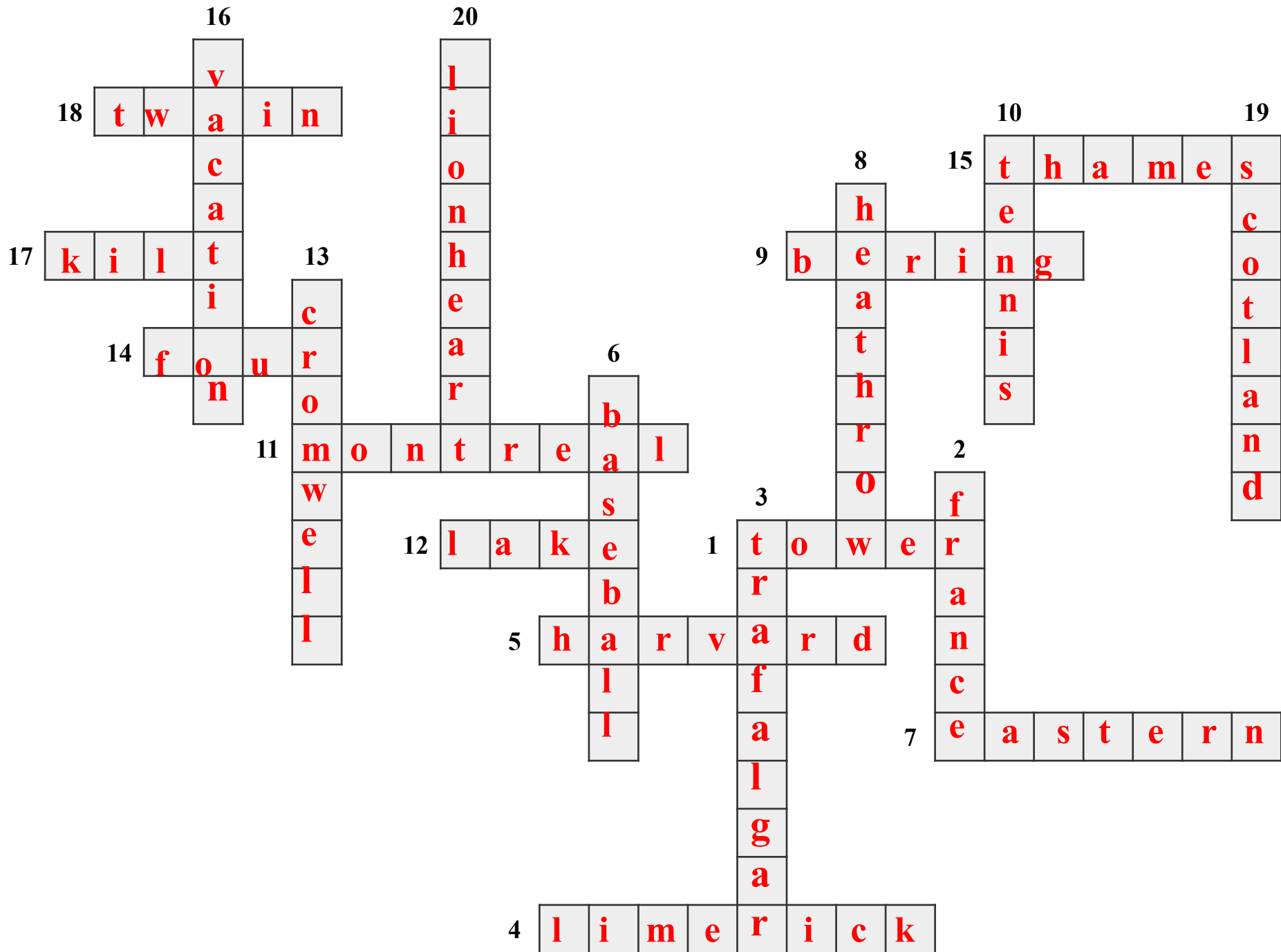


Across

1. What is the name of the prison in the past and the museum now?
4. The _____ is a short and fun five-line poem with a distinctive rhythm.
5. The oldest American college is _____.
7. What wind did Mary Poppins arrive with?
9. The _____ Strait separates the USA from Russia.
11. Which is Canada's largest financial, commercial and industrial centre?
12. Loch Ness is a _____.
14. How many parts does the UK consist of?
15. The deepest river in Great Britain.
17. How do we call the national Scottish skirt.
18. Mark _____ is the pen name of Samuel Clemens, the American author who wrote "The Adventures of Tom Sawyer".

Down

2. The Statue of Liberty was made in _____.
3. _____ is a naval engagement between the British Navy and the French and Spanish Navies. The square in London was named after this battle.
- 6 _____ is considered to be the American national sport



Муниципальный этап олимпиады 9-11 классы

Listening (9-11)

Audio: <https://disk.yandex.ru/d/4fNszKU8EbC>

Part 1

Task 1

You will hear an interview with Cindy Talbot on the radio programme, Young hero or heroine of the week. For questions 1-5, choose the answer (A, B, C or D) which fits best according to what you hear.

1. How did Cindy react when she heard the thunder?

- A. She decided to take a rest until the storm passed.
- B. She was relieved that the storm was so far away.
- C. She felt rather worried about what the storm might bring.
- D. She was surprised by the closeness of the storm.

2. How did Cindy regard her decision to take shelter from the storm?

- A. She thought it was sensible.
- B. She admitted it was understandable.
- C. She found it incomprehensible.
- D. She knew it was inadvisable.

3. What were Rod and Mark doing when they saw Cindy?

- A. walking in the woods
- B. travelling along a forest path
- C. removing a tree blocking the road
- D. making their way to a nearby hospital

4. What was Rod and Mark's initial reaction to Cindy's story?

- A. They were dubious about its authenticity.

Task 2

Audio: <https://disk.yandex.ru/d/4fNszKU8EbC>

You will hear this part twice. You are going to hear wolf expert Shaun Ellis talking about his experience of living with wolves. First, read through questions 6-10 and decide what parts of speech or type of information might be needed.

As a young child, Shaun's knowledge of wolves came from books and films. In his twenties, Shaun became a 6 basic field biologist in the USA. Shaun's colleagues considered his method of studying wolves extremely dangerous. After his initial encounter with wolves, Shaun developed 7 respect for them. Shaun and the wolves lived mainly on a diet of 8 (raw) deer and elk. Shaun felt no desire for to have a contact with humans during his time with the wolves. One day an incident involving food made Shaun aware that he was in a very 9 vulnerable position. On one occasion, a wolf protected Shaun and the pack from a 10 bear. After leaving the wolves, Shaun experienced a massive culture shock.

Part 2

Audio: <https://disk.yandex.ru/d/4fNszKU8EbC>

You will hear five short extracts in which people are talking about problematic relationships they have had with people at work. While you listen you must complete both tasks. You will hear this part twice.

Task 1

For questions 11-15, choose from the list (A- H) what each speaker says caused the problems.

While you listen you must complete both tasks.

- A. a lack of ambition
- B. a reluctance to pull together as a team
- C. a highly competitive nature
- D. a domineering attitude
- E. an unreasonable increase in workload
- F. a lack of sensitivity in a tricky situation
- G. a series of disagreements
- H. a clash of personalities

Speaker 1
11 H

Speaker 2
12 D

Speaker 3
13 F

Speaker 4
14 C

Speaker 5
15 E

Task 2

Audio: <https://disk.yandex.ru/d/4fNszKU8EbC>

For questions 16-20, choose from the list (A-H) what step each speaker took to solve the problems.

A. complained to someone in a higher position

Speaker 1

16| **C**

B. took compassionate leave

Speaker 2

17| **G**

C. decided to look for another position elsewhere

Speaker 3

18| **A**

D. fought back using the same weapons

E. accepted the situation but felt bitter about it

Speaker 4

19| **H**

F. tried to get the message across about how they felt

Speaker 5

20| **F**

G. decided not to take the problem too seriously

H. backed down to avoid unpleasantness

Having a laugh

The findings of psychological scientists reveal the importance of humour

Humans start developing a sense of humour as early as six weeks old, when babies begin to laugh and smile in response to stimuli. Laughter is universal across all human cultures and even exists in some form in rats, chimps, and bonobos. Like other human emotions and expressions, laughter and humour provide psychological scientists with rich resources for studying human psychology, ranging from the development of language to the neuroscience of social perception.

Theories focusing on the evolution of laughter point to it as an important adaptation for social communication. Take, for example, the recorded laughter in TV comedy shows. Back in 1950, US sound engineer Charley Douglass hated dealing with the unpredictable laughter of live audiences, so started recording his own 'laugh tracks'. These were intended to help people at home feel like they were in a social situation, such as a crowded theatre. Douglass even recorded various types of laughter, as well as mixtures of laughter from men, women, and children. In doing so, he picked up on a quality of laughter that is now interesting researchers: a simple 'haha' communicates a remarkable amount of socially relevant information.

In one study conducted in 2016, samples of laughter from pairs of English-speaking students were recorded at the University of California, Santa Cruz. A team made up of more than 30 psychological scientists, anthropologists, and biologists then played these recordings to listeners from 24 diverse societies, from indigenous tribes in New Guinea to city-dwellers in India and Europe. Participants were asked whether they thought the people laughing were friends or strangers. On average, the results were remarkably consistent: worldwide, people's guesses were correct approximately 60% of the time.

Researchers have also found that different types of laughter serve as codes to complex human social hierarchies. A team led by Christopher Oveis from the University of California, San Diego, found that high-status individuals had different laughs from low-status individuals, and that strangers' judgements of an individual's social status were influenced by the dominant or submissive quality of their laughter. In their study, 48 male college students were randomly assigned to groups of four, with each group composed of two low-status members, who had just joined their college fraternity group, and two high-status members, older students who had been active in the fraternity for at least two years. Laughter was recorded as each student took a turn at being teased by the others, involving the use of mildly insulting nicknames. Analysis revealed that, as expected, high-status individuals produced more dominant laughs and fewer submissive laughs relative to the low-status individuals. Meanwhile, low-status individuals were more likely to change their laughter based on their position of power; that is, the newcomers produced more dominant laughs when they were in the 'powerful' role of teasers. Dominant laughter was higher in pitch, louder, and more variable in tone than submissive laughter.

1. When referring to laughter in the first paragraph, the writer emphasises

- A. its impact on language.
- B. its function in human culture.
- C. its value to scientific research.
- D. its universality in animal societies.

2. What does the writer suggest about Charley Douglass?

- A. He understood the importance of enjoying humour in a group setting.
- B. He believed that TV viewers at home needed to be told when to laugh.
- C. He wanted his shows to appeal to audiences across the social spectrum.
- D. He preferred shows where audiences were present in the recording studio.

3. What makes the Santa Cruz study particularly significant?

- A. the various different types of laughter that were studied
- B. the similar results produced by a wide range of cultures
- C. the number of different academic disciplines involved
- D. the many kinds of people whose laughter was recorded

4. Which of the following happened in the San Diego study?

- A. Some participants became very upset.
- B. Participants exchanged roles.
- C. Participants who had not met before became friends.
- D. Some participants were unable to laugh.

5. In the fifth paragraph, what did the results of the San Diego study suggest?

- A. It is clear whether a dominant laugh is produced by a high- or low-status person.
- B. Low-status individuals in a position of power will still produce submissive laughs.
- C. The submissive laughs of low- and high-status individuals are surprisingly similar.
- D. High-status individuals can always be identified by their way of laughing.

Questions 6-10

Complete the summary using the list of words, **A-H**, below. Write the correct letter, **A-H**, in boxes 6-10 on your answer sheet.

The benefits of humour

In one study at Australian National University, randomly chosen groups of participants were shown one of three videos, each designed to generate a different kind of 6 **F**. When all participants were then given a deliberately frustrating task to do, it was found that those who had watched the 7 **H** video persisted with the task for longer and tried harder to accomplish the task than either of the other two groups.

A second study in which participants were asked to perform a particularly 8 **C** task produced similar results. According to researchers David Cheng and Lu Wang, these findings suggest that humour not only reduces 9 **D** and helps build social connections but it may also have a 10 **E** effect on the body and mind.

A laughter

B relaxing

C boring

D anxiety

E stimulating

F emotion

G enjoyment

H amusing

Questions 11-14

Do the following statements agree with the claims of the writer in Reading Passage 1?

In boxes 11-14 on your answer sheet, write

- YES** if the statement agrees with the claims of the writer
NO if the statement contradicts the claims of the writer
NOT GIVEN if it is impossible to say what the writer thinks about this

11. Participants in the Santa Cruz study were more accurate at identifying the laughs of friends than those of strangers. **NOT GIVEN**

12. The researchers in the San Diego study were correct in their predictions regarding the behaviour of the high-status individuals. **YES**

13. The participants in the Australian National University study were given a fixed amount of time to complete the task focusing on employee profiles. **NO**

14. Cheng and Wang's conclusions were in line with established notions regarding task performance. **NO**

Part 2

Read the article about the Hollywood film industry. Seven paragraphs have been removed from the article. Choose from the paragraphs **A-G** below the one which fits each gap **(15-20)**. There is one extra paragraph which you do not need to use.

Hollywood

In the years after the Second World War, the Hollywood film industry underwent a major transformation. Increased competition from foreign films, falling numbers of cinema audiences, and attacks on the studio structure by government agencies led to a loss of revenue which crippled the American industry, and forced it into rapid and profound change.

15 _____

This phenomenon cannot simply be blamed on the rise of television, as it began five years before television existed as a viable alternative to movie-going. After the Second World War, there was a demographic and cultural shift in urban America that profoundly altered the leisure patterns of US society.

16 _____

The Hollywood studios were not oblivious to these population shifts. They saw the need to provide new theatres, and, once the necessary building materials became available, they began the process of constructing 4,000 drive-ins throughout the USA. The drive-in theatre offered a pleasant, open space where movie fans in parked cars could watch double features on a massive screen. By June 1956, at the very height of the drift away from the urban environment to green belt areas, and of the baby-boom, more people in the USA went to the drive-ins than to the traditional 'hard-top' theatres.

17 _____

Meanwhile, the shift of movie houses to where the audience was now located created another problem for the shaking foundations of the Hollywood studios. The disappearance of the division between 'first-run' houses in town centres showing prestige pictures, and local neighbourhood cinemas, changed the pattern of film demand, necessitating a major change in the organization of film production.

18

Even before the war, Hollywood studios had been up in arms about attempts to break up their vertically integrated systems of production, distribution and exhibition. They appealed the case all the way to the Supreme Court; but 1948 proved to be the end of the road, and, in what became known as the 'Paramount decision', the court ruled for the divorce of production and exhibition, and the elimination of unfair booking practices.

19

However, the studios still retained a significant measure of direct control through international distribution. The 'Paramount decision' wounded Hollywood, but did not break it. Although the major companies would have adjusted far better to the new conditions had they retained their theatres, they still held sway as long as they produced what exhibitors and audiences wanted.

20

Missing paragraphs

- **A.** A further blow to the stability of the studio system was delivered by the government. The years immediately after the war saw the culmination of federal antitrust action against the Hollywood studios: a campaign that had started in the 1930s, but had been temporarily halted by the war.
- **B.** So Hollywood looked to innovation and new technology to tempt patrons back to the theatres. Films were designed on a spectacular scale, clearly superior to the black and white video images broadcast into the home. The first of the 'new' film technologies, colour, had long been available to the movie industry.
- **C.** People were cashing in the savings bonds accumulated during the war and buying houses in the suburbs, accelerating a trend which had begun at the turn of the century. This took away the heart of the film-going audience. Suburbanization also raised the cost of going out to the movies; upon relocation it became inconvenient and expensive to travel to the centre of town simply to see a film.
- **D.** A more permanent solution arrived with the shopping centre theatre. As new malls opened in record numbers, the locus of movie attendance permanently shifted. With acres of free parking and ideal access for the car, shopping centres generally included a multiplex with five or more screens.
- **E.** In 1952, the Hollywood studios went one step further, and made their movies bigger. Cinemas offered spectacular widescreen effects by melding images from three synchronized projectors on a vast curved screen. To add to the sense of overwhelming reality, it also included multi-track stereo sound.
- **F.** Perhaps the most important watershed in the Hollywood system began in the middle of the last century. Certainly, by the early 1960s, attendances at US movie houses were half what they had been during the glory days, and thousands of flourishing theatres had closed forever.
- **G.** During Hollywood's 'golden age', the major studios had directly controlled their own destinies by owning the most important theatres. Now they were legally obliged to sell these off, and split their companies in two; the 'golden age' was over and a new age loomed.

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15 **F** _____

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17 **D** _____

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18 **A**

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19 **G**

However, the studios still retained a significant measure of direct control through international distribution. The 'Paramount decision' wounded Hollywood, but did not break it. Although the major companies would have adjusted far better to the new conditions had they retained their theatres, they still held sway as long as they produced what exhibitors and audiences wanted.

20 **B**

Use of English (9-11)

Part 1

Read the sentence and correct any errors. Tick any sentences that are **error-free**.

1. A successful business encourages staff to be knowledgeable and enthusiastic about its products.
2. All staff need training, even those on the very top such as senior managers and directors.
3. John asked if he could be given another week to think about the offer.
4. Air-conditioning is installed at the weekend so the office will be closed from Friday to Monday.
5. Scarcely had they left the building then the alarms were activated.
6. No longer they will be able to claim the right to be tried in their own country.
7. There are many occasions when it would be easier not to say the truth.
8. Unless you didn't give up eating so much meat, you will continue to feel tired.
9. If you need to keep fit, then why not take on a sport such as squash or tennis?
10. Despite of the freezing temperatures, the Hawker family continued with their walking holidays.

1. knowledgeable	6. No longer will they
2. at the very top	7. tell the truth
3. ✓	8. omit didn't
4. is being installed	9. take up
5. when	10. Despite the...

Part 2.

Match the pairs of verbs in A and B. Then match each pair with the correct definition in C.

Pairs of verbs				Definition		
	A		B	C		
11	hit	and	rave	m		choose whatever suits you
12	live		see	n		inexact
13	wait		miss	o		complain by shouting angrily
14	pick		change	p		become wiser
15	rant		learn	q		repeatedly change one's mind
16	chop		choose	r		be patient and find out later

11	n hit and miss
12	p live and learn
13	r wait and see
14	m pick and choose
15	o rant and rave
16	q chop and change

Part 3

Complete the second sentence so that it means the same as the first. Use an idiom with the bold words in the correct form.

17. Our friends buy many things they can't afford.

MEANS

Our friends are living **beyond their means**.

18. We're overdrawn.

RED

We're **in the red**.

19. Bill's new laptop was a very reasonable price.

VALUE

Bill's new laptop was **(very) good value for money**.

20. My in-laws are extremely mean.

FIST

My in-laws are very **tight-fisted**.

Writing (9-11)

You should spend 40 minutes on this task.

You recently completed a new optional course at your school. The Principal has asked you to write a report on the course.

Use the following expressions and underline them in your work:

- possible amendments
- to give sb insight into sth
- to apply oneself
- with flying colours
- to play truant

Write a report of 240 - 270 words.

Test in Country Studies

Complete the crossword. You have 30 minutes to do this task. Mark your answers on the separate answer sheet. Capital letters in proper names might be replaced by small letters.

12

1

7

20

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15

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4

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9

11

8

2

19

18

14

16

3

S

1. The Englishman who invented shoelaces and the 35th president of the United States has this surname.
2. My mom always said life was like a box of _____. You never know what you're gonna get. *Forrest Gump*.
3. Queen Mary Tudor of England, who tried to carry out a Catholic Reformation and burned 300 people, was called ... Mary.
4. Which country does England border on in the north?
5. In British English, a student studying in the second year of a course is called a «second-year student», while in American English he/she is called...
6. Queen Elizabeth II is formally the owner of such countries as England, Australia, New Zealand and...?
7. Always forgive your _____; nothing annoys them so much. *Oscar Wilde*.
8. Who abolished slavery in the USA in 1862?
9. In British English, this cereal plant is called «maize», while in American English it is called...
10. Which flower symbolizes Memorial Day in the USA?
11. The favorite dish of American Santa Claus is milk and...
12. Give the first name of the person who owns all the swans living on the River Thames.
13. What is the surname of a famous American writer who was the first to type his novel «The Adventures of Tom Sawyer» on a typewriter?
14. Which flower is the national symbol of England?
15. The six largest cities in England (in descending order of population): London, Birmingham, Leeds, Sheffield, Liverpool and...

Test in Country Studies

Complete the crossword. You have 30 minutes to do this task. Mark your answers on the separate answer sheet. Capital letters in proper names might be replaced by small letters.

12 k e n n e d y

1 k e n n e d y

7 e n e m i e s

20 a r m

5 s o p h o m o r e

10 p o p p y

11 g

15 m a n

6 c a n a d a

13 e r

4 s c o t l a n d

2 c h o c o l a t e s

8 l n

17 c o r n

11 c o o k i e s

3 b l o o d y

19 j a m e s

18 u m

14 r o e

16 l o n

ОЛИМПИАДА ШКОЛЬНИКОВ
ПО АНГЛИЙСКОМУ ЯЗЫКУ
РЕГИОНАЛЬНЫЙ ЭТАП

9 - 11 класс

For items 1-10, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. DO NOT CHANGE the word. The number of words you should write is specified in each sentence. Write down the needed words. The first example (0) is done for you.

Example: 0. I consider him my worst enemy.

Look

I look upon him as my worst enemy.

1. I don't want to take part in the project.

Rather

I ~~would rather not~~ take part in the project.

2. People will always want entertainment, providing that they have the time to enjoy it.

Long

There will always be a need for entertainment as long as people have the time to enjoy it.

3. The play was not as good as we had expected.

Live

The play did not live up to our expectations.

4. They have replaced the old glass bottles with new plastic ones.

Substituted

New plastic bottles have been substituted for the old glass ones.

5. Ann realized she'd forgotten to buy milk the moment she came home.

Sooner

No sooner had Ann come home than she realized she'd forgotten to buy milk.

6. I was just about to call you to cancel the party.

Point

I was on **the point of calling** you to cancel the party.

7. They were supposed to publish my article in April but it's been delayed.

Due

Although my article **was due to** be published in April, it's been delayed.

8. I planned to visit her on Friday but I heard she'd gone on holiday.

Would

I **would have visited** her on Friday but I heard she'd gone on holiday.

9. I'm going to make you responsible for this department.

Charge

I'm going to put you **in charge of** this department.

10. I thought very hard but couldn't remember his name.

Racked

I racked my brains/brain trying to remember his name.

For items 11-20, choose a word from the box to fill in the gaps in the sentences. The meaning of the word is given in brackets. Write the correct letter. The first example (0) is done for you.

(A) ankle, (B) arm, (C) back, (D) chest, (E) ear, (F) elbow, (G) eye, (H) face, (I) finger, (J) foot, (K) hair, (L) hand, (M) head, (N) heart, (O) knee, (P) leg, (Q) lip, (R) mouth, (S) neck, (T) nose, (U) shoulder, (V) throat, (W) thumb, (X) toe, (Y) tooth, (Z) wrist

Example: 0 The nature ... of the clock isn't moving (*a part of a clock or watch that points to the numbers*).

0. L (hand)

11. Teddy, I think I have found our bottle ... (*a hindrance to progress*).

11. S (neck)

(A) ankle, (B) arm, (C) back, (D) chest, (E) ear, (F) elbow, (G) eye, (H) face, (I) finger, (J) foot, (K) hair, (L) hand, (M) head, (N) heart, (O) knee, (P) leg, (Q) lip, (R) mouth, (S) neck, (T) nose, (U) shoulder, (V) throat, (W) thumb, (X) toe, (Y) tooth, (Z) wrist

12. The car broke down, so he had to pull it over onto the hard ... *(an area at the side of the road, where a driver can stop if there is a serious problem)*.

12. U (shoulder)

13. Being able to speak French gave her a ... start over the other candidates *(an advantage that somebody already has before they start doing something)*.

13. M (head)

14. Quebec is at the ... of the St. Lawrence River *(the part of a river where it joins the sea)*.

14. R (mouth)

(A) ankle, (B) arm, (C) back, (D) chest, (E) ear, (F) elbow, (G) eye, (H) face, (I) finger, (J) foot, (K) hair, (L) hand, (M) head, (N) heart, (O) knee, (P) leg, (Q) lip, (R) mouth, (S) neck, (T) nose, (U) shoulder, (V) throat, (W) thumb, (X) toe, (Y) tooth, (Z) wrist

15. No matter how hard Sue tried, she couldn't get the thread through the ... of the needle (*the small gap in a needle, with just enough space for thread to pass through*).

15. G (eye)

16. Her books and clothes were packed into a big ... and shipped across to Russia (*a large strong box, usually made of wood, used for storing things in and/or moving them from one place to another*).

16. D (chest)

(A) ankle, **(B)** arm, **(C)** back, **(D)** chest, **(E)** ear, **(F)** elbow, **(G)** eye, **(H)** face, **(I)** finger, **(J)** foot, **(K)** hair, **(L)** hand, **(M)** head, **(N)** heart, **(O)** knee, **(P)** leg, **(Q)** lip, **(R)** mouth, **(S)** neck, **(T)** nose, **(U)** shoulder, **(V)** throat, **(W)** thumb, **(X)** toe, **(Y)** tooth, **(Z)** wrist

17. In October the museums and art galleries are less crowded, and there's more ... room in cafes and shops (*enough space in which to move easily*).

17. F (elbow)

18. Take one ... of corn and put it in boiling water (*the top part of a grain plant, such as wheat or corn, that contains the seeds*).

18. E (ear)

(A) ankle, **(B)** arm, **(C)** back, **(D)** chest, **(E)** ear, **(F)** elbow, **(G)** eye, **(H)** face, **(I)** finger, **(J)** foot, **(K)** hair, **(L)** hand, **(M)** head, **(N)** heart, **(O)** knee, **(P)** leg, **(Q)** lip, **(R)** mouth, **(S)** neck, **(T)** nose, **(U)** shoulder, **(V)** throat, **(W)** thumb, **(X)** toe, **(Y)** tooth, **(Z)** wrist

19. The men looked tired as the carriage approached the final ... of the trip to the big house on the hill (*one part of a long journey or race*).

19. P (leg)

20. He ran his finger around the ... of the cup (*the edge of a container*).

20. Q (lip)

For items 21-30, match the names of American states (column 1) with their capitals (column 2). There are 2 extra names in column 2 which you don't have to use.

1	2
<p>21. Alaska F</p> <p>22. California H</p> <p>23. Georgia B</p> <p>24. Louisiana D</p> <p>25. Massachusetts E</p> <p>26. New Mexico K</p> <p>27. New York A</p> <p>28. Texas C</p> <p>29. Tennessee G</p> <p>30. Utah I</p>	<p>A. Albany</p> <p>B. Atlanta</p> <p>C. Austin</p> <p>D. Baton Rouge</p> <p>E. Boston</p> <p>F. Juneau</p> <p>G. Nashville</p> <p>H. Sacramento</p> <p>I. Salt Lake City</p> <p>J. San Francisco</p> <p>K. Santa Fe</p> <p>L. Philadelphia</p>

LISTENING

Audio:

https://vos.olimpiada.ru/upload/files/Arhive_tasks/2019-20/region/engl/audio-engl-9-11-pism-reg-19-20.mp3

For items **1-10** listen to part of an interview about statistics and decide whether the statements (**1-10**) are **TRUE (A)**, or **FALSE (B)**

according to the text you hear. You will hear the text **TWICE**.

1. More than half of the British people believe that the probability of tossing a coin twice and getting two heads is 25%.

A. True

B. False

2. Tom Hunter believes that we don't make use of statistics and probabilities in our daily life.

A. True

B. False

3. Good statistics are associated with companies' profits, while bad statistics are associated with companies' losses.

A. True

B. False

4. Researchers may be forced to find positive results because they are afraid to lose their jobs.

A. True

B. False

5. The results are more valid if you ask 50 people on the social media than choose 5000 respondents randomly.

A. True

B. False

6. Even respected journals may publish incorrect results.

A. True

B. False

7. The case of Company A and Company B shows that absolute and relative figures can lead to different conclusions.

A. True

B. False

8. Tom Hunter believes that most people are good at basic maths.

A. True

B. False

9. The probability of random events is always 50%.

A. True

B. False

10. TV sales and crime rates are strongly correlated.

A. True

B. False

1. More than half of the British people believe that the probability of tossing a coin twice and getting two heads is 25%.

A. True

B. False

2. Tom Hunter believes that we don't make use of statistics and probabilities in our daily life.

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A. True

B. False

10. TV sales and crime rates are strongly correlated.

A. True

B. False

For items **11-15** listen to the telephone conversation. Choose the correct answer (**A, B** or **C**) to answer questions **11-15**. You will hear the text **only ONCE**.

11. Katherine says the delivery

A. hasn't come yet.

B. came on Monday.

C. came in the morning.

12. Katherine says the sales

A. took off.

B. grew slightly.

C. dropped.

13. Sam's child is

A. nearly two years old.

B. nearly one year old.

C. just born.

14. Mary has been away

A. in the hospital.

B. on holiday.

C. on business.

15. The holiday in Crete was not

A. lovely.

B. necessary.

C. long.

INTEGRATED LISTENING AND READING

Read the text below, then listen to part of an interview on the same topic. You will notice that some ideas coincide and some differ in them. Answer questions **16-25** by choosing **A** if the idea is expressed in **both** materials, **B** if it can be found **only in the reading text**, **C** if it can be found **only in the audio-recording**, and **D** if **neither** of the materials expresses the idea.

Now you have 10 minutes to read the text.

Based on research over the last 20 years, teenagers that don't read books are less likely to attend college, have reduced language skills, experience depression more frequently, and have lower paying jobs. That is a lot to be alarmed about. Research also notes that reading fiction has significant benefits to the brain including increasing attention span, developing empathy, improving overall social cognition and enhancing reasoning ability. Reading books benefits our teenagers in many ways.

The problem is that many teenagers are not reading books. Sure, they could be reading more text messages, emails, Facebook updates, and Wikipedia facts, but a significant number are not reading books – whether a printed book or one downloaded on a tablet. A study from Scotland showed that 33 out of 100 teenagers aged 15 did not read books. In fact, 20 out of 100 said reading was a waste of time. Surprisingly, Scotland has one of the highest literacy rates in the world. A 2007 American study found that 66 out of 100 thirteen-year-olds are not daily readers. For those aged seventeen the number of non-readers doubled from 1984 to 2007.

The other problem is adults are also reading less or can't read at all. Are children not looking at their parents for inspiration and guidance? If adults who are illiterate cannot influence their child's interest in reading, and we continue to lay off school librarians, who will be there to inspire children and teenagers to be interested in reading books? Also, if media continues to attract the attention of adults during the day (TV,

social networking, gaming, email, texting) what time is left to show children how enjoyable and important reading books can be?

Research is showing that there is a significant correlation between reading aloud to children and educational advantages. Reading aloud promotes vocabulary development, listening skills, attention span and other emergent literacy skills. More importantly, if reading aloud is not modeled to children as a pleasurable activity how many of these children will discover this fact themselves as teenagers?

Given the information above one can easily understand why reading books for pleasure is declining for both adults and teenagers. There is a lot to do to reverse this trend both at the parent and school level. As a society we have to address adult illiteracy and increase funding to schools to promote a love for reading books. More importantly, the competition for the teenager's time in terms of media usage may be a reality we cannot change. This fact then brings to light how the brain of a teenager will change as a result. We may not be providing enough opportunities for teenagers to further develop empathy, social cognition, attention, language, and reasoning skills.

Now listen to part of an interview on the same topic and then do the tasks (questions 16-25), comparing the text above and the interview. You will hear the interview TWICE.

- C 16** Research showed that one third of US high school students did not read books for fun in 2016.
- C 17** In the 20th century more than half of teenagers read something daily.
- A 18** Nowadays, instead of reading books, teenagers read e-mails and other digital messages.
- C 19** Social media influences teenagers' ability to gather data.
- B 20** Reading aloud helps to enrich one's vocabulary.
- A 21** Teens who don't read are less likely to get good jobs.
- B 22** School librarians tend to lose their jobs.
- C 23** Parents should limit time children spend on websites, including educational ones.
- D 24** The books that teens read have a massive impact on their ability to understand exam questions.
- B 25** Funding to schools should be increased to rectify the situation with reading books.

READING

Read the text and answer questions **26-40 below**. Match the information (**26-40**) and the sections of the text (**A-E**). Choose only one letter for each number. Some of the choices may be required more than once.

In which section is the following mentioned?

- 26.** surprise that reefs flourish in a part of the sea that should be incapable of sustaining life
- 27.** circumstances in which polluters have been made to contribute towards the repair of coral reefs
- 28.** the relative ignorance that exists about damage to the sea as compared to awareness of other environmental issues
- 29.** a factor that makes extensive human repair to coral reefs problematic
- 30.** the fact that the range of species supported by coral reefs is comparable to another habitat
- 31.** the importance of limiting damage to coral reefs in order to allow self-repair to occur
- 32.** the fact that people living near coral reefs have always taken advantage of their resources

- 33.** the relative difficulty of evaluating different reefs according to how they are exploited
- 34.** the cost of constructing sea barriers to perform the same function as coral reefs
- 35.** the fact that the size of coral reefs cannot protect them against the pollution and damage caused by people
- 36.** the reason why the capacity of coral reefs for self-repair is being diminished
- 37.** the considerable progress that has been made in improving public awareness of the threat to coral reefs
- 38.** growing acceptance of the view that polluters should be made accountable for environmental damage
- 39.** the fact that as the threat to coral reefs has increased so has awareness of the benefits they offer
- 40.** the two aspects of the modern world that have altered the impact local communities have on coastal areas

Coral Reefs

Over the ages coral reefs have proved extraordinarily resilient, yet sadly their health and, in some cases, their very survival is now being threatened. Sue Wells and Nick Hanna explain.

A

A thriving coral reef is one of the most glorious natural phenomena on our planet. For sheer colour and exuberance, reefs can arguably outdo any other natural habitat, and in the huge diversity and number of plants and animals they support, they are second only to rainforests. And yet, paradoxically, these 'rainforests of the ocean' are found only in shallow tropical seas where the nutrients essential to growth are practically non-existent.

Coral reefs have existed for 450 million years, making them probably the oldest ecosystems on the planet. Coral animals, the remarkable little creatures that build reefs, are responsible for creating the largest structures made by life on earth - big enough, in some cases, to dwarf even the most ambitious edifices constructed by humankind. But this extraordinary ability is no defence against the assaults suffered by reefs as a direct result of human activities. Sewage and toxic chemicals are pumped over them, silt from construction sites chokes them, soil run-off smothers them, and boat and cruise ship anchors smash into them.

B

Ironically, as reefs have become even more stressed, their value to people has been thrown into sharp focus. Since the dawn of humanity, the biological abundance of coral reefs has provided sustenance for coastal communities in the tropics, yielding a bountiful harvest of food as well as many other products as diverse as building materials, medicines and jewellery.

Reefs are also invaluable as natural breakwaters, protecting the land and coastal settlements from the violence of the ocean and providing natural harbours. They are an essential defence against rising sea levels, and if they disappear, artificial replacements would mean spending billions of dollars. The very existence of coral islands and many of the sandy beaches so beloved by tourists in the tropics is heavily dependent on healthy reefs, which are, of course, an important attraction in their own right.

Reefs have always been at risk from natural catastrophes, notably, ferocious hurricanes. In normal circumstances, they are remarkably good at regeneration, but the continuous onslaught from human interference is now affecting their ability to recover from natural impacts. And although we can only speculate at present, it is possible that humanity has unleashed the greatest threat to reefs yet, in the form of increased sea temperatures caused by global warming.

C

People have always been drawn to coastlines, as coastal plains provided fertile agricultural land, and the shallow waters above the continental shelf offered abundant fisheries. The patterns of settlement that developed posed few problems in pre-industrial times, but a combination of industrial development and fast-growing populations is now putting enormous pressures on shoreline ecosystems.

All centres of population and industry nowadays, even agricultural land, produce a range of waste products and effluents. In coastal areas, pollutants are habitually discharged into the sea and in many cases the impact on tropical coastlines is still largely unknown. Studies that have so far been carried out have often produced conflicting results, which can make it difficult to use the data to convince people that potentially harmful practices should be changed. The seriousness of the effect of a pollution incident depends on many variables, such as weather, and not just on, say, the size of a toxic discharge. For example, in open water and on well-flushed coastlines, pollutants are dispersed far more easily than in enclosed bays and lagoons.

The world community is now well aware of the plight of the rainforests and the threats posed by deforestation and global warming, but the dangers that face marine ecosystems are not so well known. Over the last decade, though, enormous advances have been made in our understanding of the problems facing reefs and in seeking solutions to safeguard their future.

D

The highest priority in reef management is to remove or at least minimise human causes of reef destruction, and to improve conditions so that natural regeneration of the reefs takes place as quickly as possible. It is most unlikely that a reef could be restored to its original state in anything other than a timescale of decades, but it may be possible for it to be helped towards a stage where normal processes can start to function.

Large-scale replanting of corals has proved difficult to carry out successfully, largely because of the amount of diving labour required. When a reef is damaged by a hurricane, much of the regrowth takes place by regeneration of the broken coral fragments, but large numbers also die. Similarly, when a reef is being replanted manually, numerous fragments of coral have to be planted if a significant number are to flourish.

Active reef restoration is perhaps most useful and cost-effective where there is a need to increase populations of very rare coral species, or to repair reefs in marine parks or in locations where a great deal of money is earned from tourism.

E

One principle increasingly being recognised in the battle to protect the world's natural resources, is that whoever is engaged in activities that could harm the environment, pays the cost. This is the case whether it involves installing equipment or technology to prevent pollution and other degradation, or to repair any damage that occurs. Ship owners, for example, are now often liable for cleaning up oil spills and paying compensation for any damage caused.

Reefs used for tourism are most obviously of high economic worth, but it may be harder to calculate the worth of reefs used primarily for fishing (particularly subsistence fishing), unless detailed catch statistics are available, which are often not. It is perhaps even harder to put prices based on the scientific or aesthetic value of the reefs - some remote and pristine reefs might be considered especially valuable now for their rarity value.

Clearly this process is complex and the results at present are variable and highly dependent on the site in question, and the amount of information available. But it can provide an indicator of the conservation value of the reef and underlines the importance of preventing damaging activities.

In which section is the following mentioned?

- A** 26. surprise that reefs flourish in a part of the sea that should be incapable of sustaining life
- E** 27. circumstances in which polluters have been made to contribute towards the repair of coral reefs
- C** 28. the relative ignorance that exists about damage to the sea as compared to awareness of other environmental issues
- D** 29. a factor that makes extensive human repair to coral reefs problematic
- A** 30. the fact that the range of species supported by coral reefs is comparable to another habitat
- D** 31. the importance of limiting damage to coral reefs in order to allow self-repair to occur
- B** 32. the fact that people living near coral reefs have always taken advantage of their resources

- E 33.** the relative difficulty of evaluating different reefs according to how they are exploited
- B 34.** the cost of constructing sea barriers to perform the same function as coral reefs
- A 35.** the fact that the size of coral reefs cannot protect them against the pollution and damage caused by people
- B 36.** the reason why the capacity of coral reefs for self-repair is being diminished
- C 37.** the considerable progress that has been made in improving public awareness of the threat to coral reefs
- E 38.** growing acceptance of the view that polluters should be made accountable for environmental damage
- B 39.** the fact that as the threat to coral reefs has increased so has awareness of the benefits they offer
- C 40.** the two aspects of the modern world that have altered the impact local communities have on coastal areas

Use of English

**Time: 60
minutes**

Task 1

For items 1 – 10, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **DO NOT CHANGE** the word given. **DO NOT USE SHORT FORMS**. **The number of words you should write is specified in each sentence**. Write down the needed words on your answer sheet. The first example (0) is done for you.

Example: 0. I consider him my worst enemy.

look

I look upon him as my worst enemy. (4 words)

1. The poor harvest led to many families leaving the island for good.

reason

The poor harvest was _____ leaving the island for good. (5 words)

2. They would never make a decision so quickly again.

minds

Never again would they _____ so quickly. (4 words)

3. Jeremy usually plays football on Saturdays.

habit

Jeremy is _____ football on Saturdays. (5 words)

4. Bryan could not explain how the stolen computer got into his car.

loss

Bryan _____ to explain how the stolen computer got into his car. (4 words)

5. This film stands a very good chance of winning an award.

highly

It is _____ will win an award. (4 words)

6. Davina cannot even make tea and so she certainly could not bake a cake.

alone

Davina cannot even make tea _____ a cake. (3 words)

7. Mary only complained because of the slowness of the service.

never

Had the service not been slow Mary _____ . (4 words)

8. The price of this toy has risen over the past two months.

now

This toy _____ it did two months ago. (4 words)

9. Cathy did not imagine for one moment that her best friend was lying to her.

did

Not for one moment _____ her best friend was lying to her. (3 words)

10. Paul was not able to leave the house all day because of the terrible weather.

impossible

The terrible weather _____ Paul to leave the house all day. (4 words)

1. The poor harvest led to many families leaving the island for good.

reason

The poor harvest was the reason for/behind many families leaving the island for good. (5 words)

2. They would never make a decision so quickly again.

minds

Never again would they make up their minds so quickly. (4 words)

3. Jeremy usually plays football on Saturdays.

habit

Jeremy is in the habit of playing football on Saturdays. (5 words)

4. Bryan could not explain how the stolen computer got into his car.

loss

Bryan was at a loss to explain how the stolen computer got into his car. (4 words)

5. This film stands a very good chance of winning an award.

highly

highly likely/probable/possible/ the/this film
It is _____ will win an award. (4 words)

6. Davina cannot even make tea and so she certainly could not bake a cake.

alone

Davina cannot even make tea let alone bake a cake. (3 words)

7. Mary only complained because of the slowness of the service.

never

would never have complained/never would have complained/would have never complained

Had the service not been slow Mary _____ . (4 words)

8. The price of this toy has risen over the past two months.

now

costs more now than /now costs more than/ costs now more than

This toy _____ it did two months ago. (4 words)

9. Cathy did not imagine for one moment that her best friend was lying to her.

did

Not for one moment did Cathy imagine her best friend was lying to her. (3 words)

10. Paul was not able to leave the house all day because of the terrible weather.

impossible

The terrible weather made it impossible for Paul to leave the house all day. (4 words)

Task 2

For items 11-20, read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there.

If a line is correct, put a tick on your answer sheet. If a line has a word which should not be there, write the word on your answer sheet. There are two examples at the beginning (**0** and **00**).

0	<i>from</i>
00	V

CHILDHOOD MEMORIES OF PARIS

0	When I try to remember the glorious, the marvellous, the lost and luminous city of Paris, I find it hard to separate from the city that exists in the mind from the actual city whose streets I once trod.
00	In Paris my mother first took me to the opera, a matinee of La Boheme - a Parisian tale. V

11	And there in Act One, behind the garret window, and again, in Act Four, was a painted vista of Paris rooftops just like any you could see through and perhaps still can around the old quarters of the city.
12	It had never struck me before that reality and romance could so poignantly collude with each other; so that ever afterwards I saw Paris as a palpable network of 'scenes', down to the subtle lighting of a smoky-blue winter's morning; the incarnation of something already imagined. V
13	My mother must have been moved by the same ambiguous, uncanny reality as me, because I can never recall her, only days after our arrival, saying in a rapturous, if half startled, voice,

14	'Look darling, this is Paris, darling,' (I knew it was Paris, we were in Paris, we were strolling down the Champs Elysees), 'isn't it divine?' V
15	And that word, through the refining filter of Paris, is all I need to conjure up my mother: as she licked from her lips the residue of some oozing cream cake; as if she held up to herself, like some flimsy, snatched-up dancing partner, a newly bought frock: 'Isn't it just divine!'
16	I cannot summon my father so easily. Perhaps because he was always a distant and sombre figure, outshone, first to his much delight, then to his consternation, by my mother's heedless brightness.

17	Yet I remember him once attempting to draw out near or so I think was his intention. He was standing by the fire, waiting for my mother before they left for another of his official functions.
18	‘The thing is’, he suddenly said, slowly, with an air of weighed wisdom and of speaking aloud some uncontainable thought, ‘when you are out on an adventure, you want to be at home by the fire, and when you are at home by the fire, you want to be out on an adventure’. V
19	He seemed have taken aback, himself, at his own words, as if he had not known they were stored inside him. He looked self-consciously at his watch: 'Whatever can your mother be up to?'
20	Perhaps it was on that same evening that I asked him, point-blank, what we were about doing, and what he was doing, here in Paris. And he replied, with a sort of jocular self-effacing gravity, ‘Oh - sorting out the world. You know, that sort of thing’.

Task 3

For items 21-30, solve the crossword using the definitions of the required word given in brackets. **The first example (0) is done for you.**

Example: 0. method

GRADING

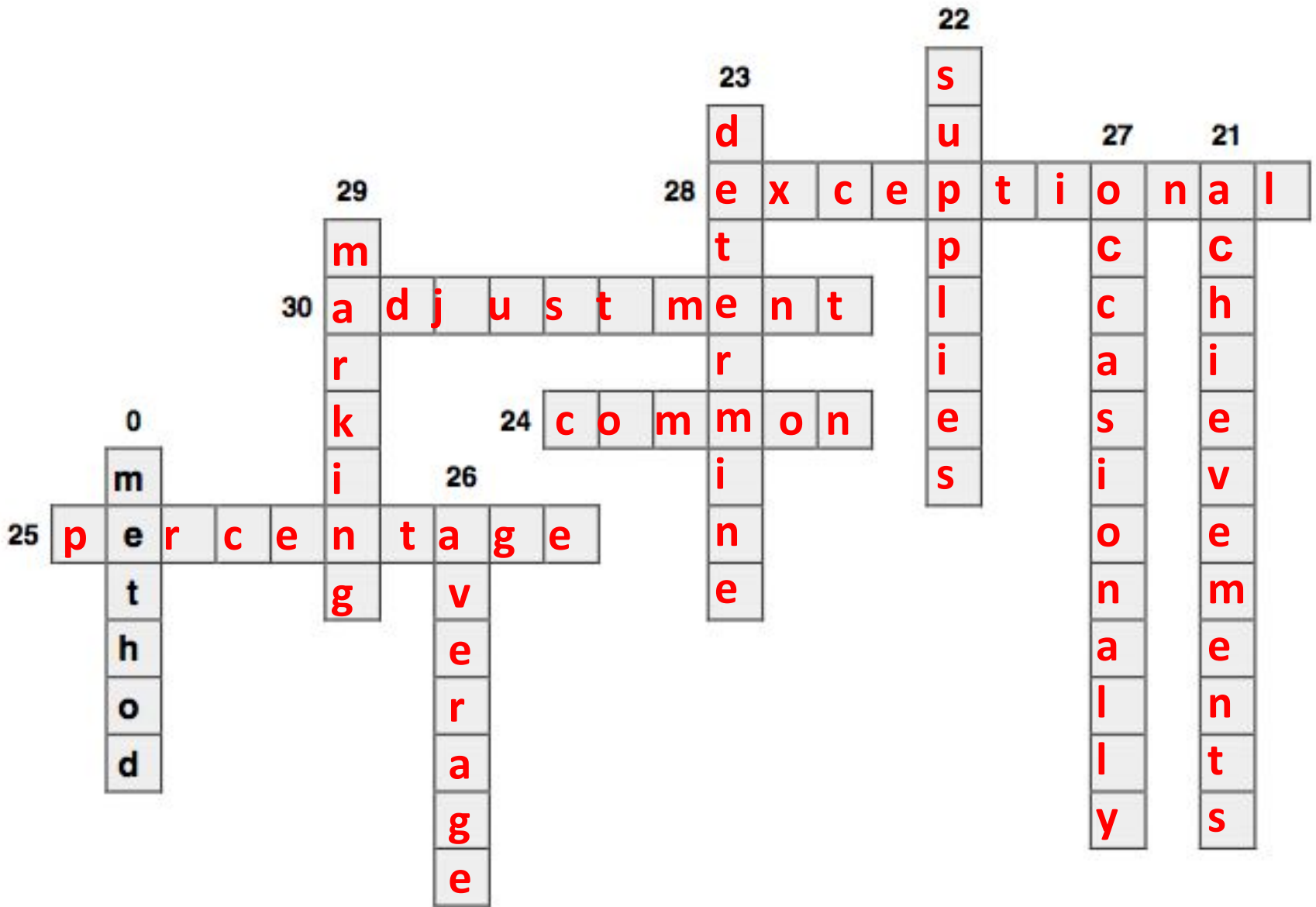
Grading is a (0) ... (*a particular way of doing something*) widely used in schools today. Almost every school keeps a record of each student's (21) ... (*things that somebody has done successfully, especially using their own efforts and skills*) in order to have some basis for measuring his or her progress. The record (22) ... (*provides for*) information for reports to parents. Universities and colleges often use this information to help (23) ... (*decide by choice of alternatives*) whether they should admit a student.

GRADING

Grading is a (0) ... (*a particular way of doing something*) widely used in schools today. Almost every school keeps a record of each student's (21) ... (*things that somebody has done successfully, especially using their own efforts and skills*) in order to have some basis for measuring his or her progress. The record (22) ... (*provides for*) information for reports to parents. Universities and colleges often use this information to help (23) ... (*decide by choice of alternatives*) whether they should admit a student.

For a long time, the most (24) ... (*occurring or appearing frequently*) method of recording progress was by (25) ... (*a part of a whole expressed in hundredths*). The minimum grade for a pass is usually 70 per cent, and for (26) ... (*typical, normal*) work, about 80 per cent. Today, the letters A, B, C, D, E, and (27) ... (*sometimes, but not often*) F, are much more frequently used. A stands for (28) ... (*outstanding*) progress, while E and F mean failure.

A few schools use no (29) ... (*checking and correcting*) system at all. Instead, each teacher writes a detailed letter to the parents. Such letters report student's progress, attitude, activities, and social (30) ... (*a change in the way a person behaves or thinks*).



Task 4

For items 31-40, match the names of famous buildings (column 1) with their descriptions (column 2). Some descriptions are not needed. **The first example is done for you.**

0. Transamerica Pyramid

0. F

1	2
0. Transamerica Pyramid	A. This massive hunk of brick in London isn't just a building, it's a mission: the idea behind it was to take a gorgeous, disused old power station and turn it into something that would make people care about modern art. And it worked! It's not just an incredible bit of architecture, filled with stunning spaces and beautiful art, it's a tool for converting non-believers, making art-lovers out of everyone who visits.
31. Chrysler Building	
32. Grand Central Terminal	

1	2
<p>0. Transamerica Pyramid</p> <p>31. Chrysler Building</p> <p>32. Grand Central Terminal</p> <p>33. Sydney Opera House</p> <p>34. The Capitol</p>	<p>A. This massive hunk of brick in London isn't just a building, it's a mission: the idea behind it was to take a gorgeous, disused old power station and turn it into something that would make people care about modern art. And it worked! It's not just an incredible bit of architecture, filled with stunning spaces and beautiful art, it's a tool for converting non-believers, making art-lovers out of everyone who visits.</p> <p>B. The building is a railway station in the borough of Westminster, London. It stands just south of Buckingham Palace. It is actually two 19th-century stations combined into one unit. The eastern portion was built for the London, Chatham and Dover Railway, and the western side was created for the London, Brighton and South Coast Railway.</p>
<p>35. The Empire State Building</p> <p>36. The Guggenheim</p> <p>37. The Tate Modern</p> <p>38. Walkie Talkie</p> <p>39. Westminster Abbey</p> <p>40. Willis or Sears Tower</p>	<p>The two railways were partially merged in 1899, and the station was remodeled over the next decade.</p> <p>C. The American president H. Hoover opened the building in 1930 by symbolically switching on its lights from the White House. Observation decks on the 85th and 86th floors allow a superb view of the city. King Kong fought his last battle for survival from the top of this building.</p> <p>D. The building houses an art museum and is located at 1071 Fifth Avenue on the corner of East 89th Street in the Upper East Side neighborhood of Manhattan, New York City. It is the permanent home of a continuously expanding collection of Impressionist, Post-Impressionist, early Modern and contemporary art and also features special exhibitions throughout the year.</p>

E. The skyscraper at 20 Fenchurch Street has such a nickname due to its unusual shape resembling an old-school portable radio transceiver. The building was designed by Uruguayan architect, Rafael Vinoly, and was completed in 2013. The building has frequently been called the worst building in the UK despite the fact that it cost over 200 million pounds in construction.

F. Built in 1972, it is 260 meters high and easily recognizable by its peculiar shape. The largest floor at the base is ten times wider than the top floor. Together with the Golden Gate it is the most famous landmark of the city.

G. This building is a commuter rail station at 42nd Street and Park Avenue in Midtown Manhattan in New York City, United States. It is the largest train station in the world by number of platforms: 44, with 67 tracks along them. They are on two levels, both below ground, with 41 tracks on the upper level and 26 on the lower, though the total number of tracks along platforms and in rail yards exceeds 100.

H. The building was designed by Sir Christopher Wren to replace the one destroyed in the Great Fire of London in 1666. Constructed during the years from 1675 to 1710 it is the fourth religious building on the site. The first was built in 604 which was destroyed and rebuilt following Viking raids and subsequent fires.

I. This building is located in Washington, D.C. The building occurred between 1792 and 1800. It comprises various sections which include the executive residence, executive office building. It has around 132 rooms, the most famous of which include the press conference room and the oval office. Other less known rooms include a bowling alley and a chocolate shop.

J. Built between 1928 and 1930, it was financed by a multimillionaire car maker. It is 319 m high including the spire, which pierces the sky. It is in Art Deco style and the spire looks like a radiator grille.

K. The building is home to the state's legislative branch. The construction of the original building was finalized in 1800. However, it has gone through modifications which includes the addition of the enormous dome and enlargement of chambers. It has a plain exterior. It is famous for its neoclassical style and large white dome. The building contains about 600 rooms.

L. A UNESCO World Heritage Site since 2007, it is one of the most famous buildings on the planet. Designed in 1957, pre-cast concrete 'shells' form the roof, while the walls are clad in pink granite. The building covers 4.4 acres in total, and is supported on 588 concrete piers sunk 25m below sea level. It's a multi-venue performing arts centre.

M. The building houses an art museum in Trafalgar Square in the City of Westminster, in Central London. Founded in 1824, it houses a collection of over 2,300 paintings dating from the mid-13th century to 1900. Its collection belongs to the government on behalf of the British public, and entry to the main collection is free of charge. It is among the most visited art museums in the world.

N. The building houses a modern art museum located in San Francisco, California. A nonprofit organization, it holds an internationally recognized collection of modern and

contemporary art, and was the first museum on the West Coast devoted solely to 20th-century art. The museum's current collection includes over 33,000 works of painting, sculpture, photography, architecture, design, and media arts. It is one of the largest in the world for modern and contemporary art.

O. This building started as a Benedictine monastery established during the period of 960-980. Between 1042 and 1052 King Edward the Confessor began to rebuild and develop it as a royal burial church. Although it was consecrated in 1065 shortly before Edwards's death, it was not completed until the 1090's. It was the first church in England to be built in the shape of the cross. It is one of the United Kingdom's most notable religious buildings and the traditional place of coronation .

P. Standing at 527 meters and 110 stories high, it dominates the city which saw the first skyscrapers. From 1973 to 1998 it was the tallest building in the world. You can enjoy a fantastic view of Lake Michigan from its Skydeck.

	1	2
	0. Transamerica Pyramid	A. This massive hunk of brick in London isn't just a building, it's a mission: the idea behind it was to take a gorgeous, disused old power station and turn it into something that would make people care about modern art. And it worked! It's not just an incredible bit of architecture, filled with stunning spaces and beautiful art, it's a tool for converting non-believers, making art-lovers out of everyone who visits.
J	31. Chrysler Building	
G	32. Grand Central Terminal	
L	33. Sydney Opera House	
K	34. The Capitol	B. The building is a railway station in the borough of Westminster, London. It stands just south of Buckingham Palace. It is actually two 19th-century stations combined into one unit. The eastern portion was built for the London, Chatham and Dover Railway, and the western side was created for the London, Brighton and South Coast Railway. The two railways were partially merged in 1899, and the station was remodeled over the next decade.
C	35. The Empire State Building	
D	36. The Guggenheim	
A	37. The Tate Modern	
E	38. Walkie Talkie	
O	39. Westminster Abbey	
P	40. Willis or Sears Tower	

C. The American president H. Hoover opened the building in 1930 by symbolically switching on its lights from the White House. Observation decks on the 85th and 86th floors allow a superb view of the city. King Kong fought his last battle for survival from the top of this building.

D. The building houses an art museum and is located at 1071 Fifth Avenue on the corner of East 89th Street in the Upper East Side neighborhood of Manhattan, New York City. It is the permanent home of a continuously expanding collection of Impressionist, Post-Impressionist, early Modern and contemporary art and also features special exhibitions throughout the year.

Writing

**Time: 1 hour 15
minutes**

The year is 2070. The world has solved many serious problems and is living prosperously. A tourist company is planning to publish a **guidebook** about Russia and has announced a competition for the best **entry** about Russian cities and towns. You have decided to participate.

Write about your place the way it will be in 50 years from now. Write about the places of interest, and how people travel, eat, work, study and spend free time. Your aim is to attract tourists to your place.

Use the following words in your guidebook entry:

1. cater
2. integrated
3. obsolete
4. software
5. vehicle

Underline the required words when used in your guidebook entry.

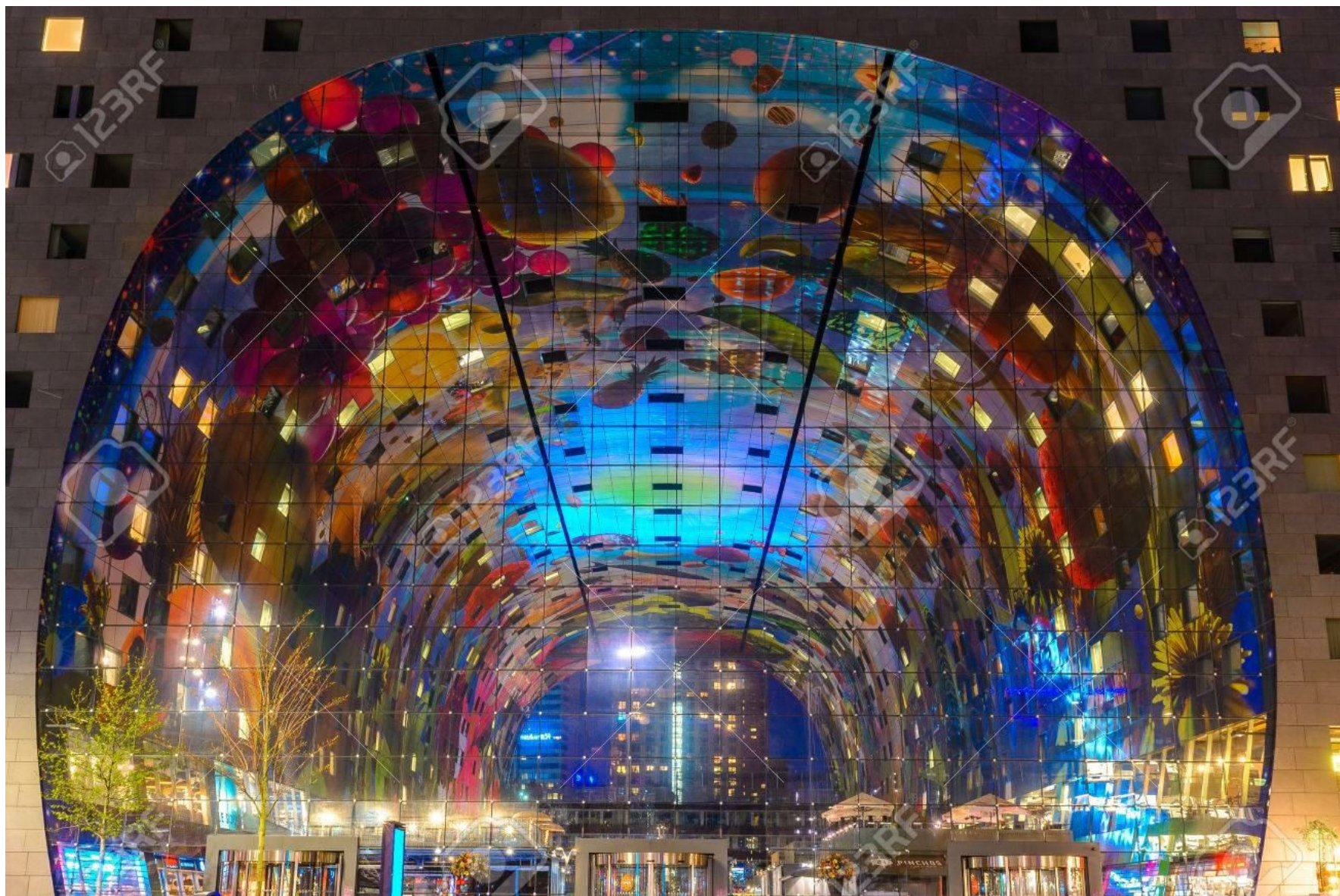
Write 200–250 words.

Provide the title and the subheadings for your entry.

ОЛИМПИАДА ШКОЛЬНИКОВ ПО АНГЛИЙСКОМУ ЯЗЫКУ

РЕГИОНАЛЬНЫЙ ЭТАП

Устная часть



Market Hall (Marthal), Rotterdam

Location in the City	<ul style="list-style-type: none">• Binnenrotte, Rotterdam, Netherlands• A residential (228 apartments) and office building complex (4600 m2 retail space, 1600 m2 of Hotel Restaurant Catering) with a market hall (96 market stalls) underneath , 4-storey underground parking• Built on top of a 14th c. buried village, surrounded by water and dykes, with excavated historic artefacts kept in glass cases next to the escalators
History of Construction	<ul style="list-style-type: none">• Started: 2009, ended: 2014, opened: 1/10/2014 by Queen Máxima of the Netherlands.• Designed: Architectural firm MVRDV, Developer: Provast, Structural engineer: Royal HaskoningDHV• Cost: 178 mln Euros
Peculiarities of Design	<ul style="list-style-type: none">• Grey nature stone horseshoe building with glass facades with the smaller windows hanging around a structure of steel cables, the largest glass-window cable structure in Europe• The residential architectural attraction: the colourful walls with 11,000 m2 ceiling produce the effect of visiting Wonderland: stacks of barley, 6 storeys tall, sprout towards the sun with an enormous strawberry tumbling from the sky• Arno Coenen's artwork using digital 3D-techniques, named Horn of Plenty shows strongly enlarged fruit, vegetables, seeds, fish, flowers and insects.
Cultural Significance	<ul style="list-style-type: none">• 2014: was called The largest artwork in the world or The Sistine Chapel of Rotterdam• At the end of 2016: long queues to get in at weekends• The Market hall contributes to the image and attractiveness of Rotterdam as a city.• Rotterdam has a reputation for bold architecture.• A photo of the complex graces the cover of the city's official tourist information booklet.

Карточка участника
Speaking
Set 1 Student 1
Preparation – 15 minutes

Presentation and questions – 10 minutes

“Community Character Reflected in Buildings”

Task 1

1. Monologue: Time 2-3 minutes

Your School Travel Club is planning to organize a trip to Rotterdam. At the meeting of your club you have to take your classmates/ club members on a virtual tour of one the most fascinating modern constructions of the world: ***The Market Hall, Rotterdam*** to make them interested to go there. Your task is to explain why it could be the best choice for your school to visit it.

Speak about:

Location in the city	Peculiarities of design
History of construction	Cultural significance

You can make notes during the preparation time, but **YOU ARE NOT ALLOWED TO READ** them during the presentation.

2. Questions/ Answers: Time: 2- 3 minutes

Answer 2 **QUESTIONS** from your partner, who wants to get **ADDITIONAL INFORMATION** not mentioned in your presentation about the building from the fact file.

- Task 2
- 1. Listen to the presentation of your partner (Set 2: The Gherkin, London).
- 2. Questions/ Answers: Time: 2- 3 minutes
- Ask 2 QUESTIONS about the building to get ADDITIONAL INFORMATION not mentioned in the presentation.

YOUR ANSWERS WILL BE RECORDED



Photo by: David Levene

The Gherkin, London ['gɜ:kɪn]

Location in the City	<ul style="list-style-type: none">• 30 St Mary Axe, London (on the damaged by an IRA bomb site of the Baltic Exchange and the Chamber of Shipping)• In the City of London
History of Construction	<ul style="list-style-type: none">• Started: 2001, ended: 2003, opened:28/04/2004• Designed: Norman Foster and Arup Group• Cost: £138 mln (+ land cost: £90.6 mln) adjusted for inflation: £224 mln (+ land cost: £157 mln)• 2007: Britain's most expensive office building, bought for £630 mln; 2014: Brazilian billionaire paid £700 mln for it
Peculiarities of Design	<ul style="list-style-type: none">• Style: Neo-futuristic landmark of London, the most widely recognized iconic example of contemporary architecture• The Gherkin nickname (1999) refers to highly unorthodox layout and appearance• Floor area: 47,950 square meters, 41 storeys, 180 metres tall• Energy-saving consumption: the low lighting costs, natural ventilation system with the air sandwiched between 2 layers of glazing, insulating the office space inside• Triangulated perimeter structure with only one piece of curved glass on the building at the apex• 40th floor: London Panoramic View Bar for tenants, 39th: a restaurant, 38th : private dining rooms. The main lift reaches 34th floor. A marble staircase and a lift for disabled lead the visitors up to the bar in the dome.• Visible over long distances.
Cultural Significance	<ul style="list-style-type: none">• awards for architecture: 2004 - Stirling Prize; 2006 BD World Architecture 200-the most admired building• filmed in Harry Potter and the Half Blood Prince, A Good Year , Basic Instinct 2, and Match Point and described in Keith Mansfield's 2008 novel Johnny Mackintosh and the Spirit of London

Speaking

Set 2 Student 2

Preparation – 15 minutes

Presentation and questions – 10 minutes

“Community Character Reflected in Buildings”

Task 1

1. Listen to the presentation of your partner (*Set 1: The Market Hall, Rotterdam*).

2. Questions/ Answers: Time: 2 - 3 minutes

Ask 2 **QUESTIONS** about the building to get **ADDITIONAL INFORMATION** not mentioned in the presentation.

Task 2

Monologue: Time 2-3 minutes

Your School Travel Club is planning to organize a trip to London. At the meeting of your club you have to take your classmates/ club members on a virtual tour of one the most fascinating modern constructions of the world: *The Gherkin, London* to make them interested to go there. Your task is to explain why it could be the best choice for your school to visit it.

Speak about:

Location in the city	Peculiarities of design
History of construction	Cultural significance

You can make notes during the preparation time, but **YOU ARE NOT ALLOWED TO READ** them during the presentation.

2. Questions/ Answers: Time: 2- 3 minutes

Answer 2 **QUESTIONS** from your partner, who wants to get **ADDITIONAL INFORMATION** not mentioned in your presentation about the building from the fact file.

YOUR ANSWERS WILL BE RECORDED



Beijing National Stadium, China

Location in the City	<ul style="list-style-type: none"> • In Olympic Green (Olympic Park), 1 National Stadium South Road, Beijing, China
History of Construction	<ul style="list-style-type: none"> • Started: December 2003, opened: June 2008 • Designed: the Basel architecture team Jacques Herzog and Pierre de Meuron, project architect Stefan Marbach, Leading Chinese artist Ai Weiwei, and CADG, chief architect Li Xinggong • Cost: \$428 mln with the budget of \$290 mln.
Peculiarities of Design	<ul style="list-style-type: none"> • The nickname: "The Bird's Nest". The chief architect: "In China, a bird's nest is very expensive, something you eat on special occasions." • Idea originated from the Chinese ceramics: steel beams were to hide supports for the retractable roof • Consists of 2 structures 50 feet apart: a red concrete seating bowl and the outer steel frame around it • The "random-looking additional steel" blends the supports into the rest of the stadium. 24 trussed columns (each 1,000 tons) encase the inner bowl, despite the random appearance of the stadium, each half is nearly symmetrical.
Cultural Significance	<ul style="list-style-type: none"> • A tourist attraction, hosting sports and entertainment events, the most important public space in Beijing: for sports, musical performances, local and international pageant events. • Multi-use sports venue - National Stadium, the Bird's Nest, constructed for Summer Olympics and Paralympics 2008 to be used in 2022 • A Monument of New China, visited by millions of tourists • The stadium is quite profitable, drawing some 20,000 to 30,000 people a day at the price of 50 yuan admission. • 2010: a snow theme park. The venue costs approximately \$9 million to maintain per year.

Speaking

Set 3 Student 1

Preparation – 15 minutes

Presentation and questions – 10 minutes

“Community Character Reflected in Buildings”

Task 1

1. Monologue: Time 2-3 minutes

Your School Travel Club is planning to organize a trip to Beijing. At the meeting of your club you have to take your classmates/ club members on a virtual tour of one of the most fascinating modern constructions of the world: *The Bird's Nest, Beijing* to make them interested to go there. Your task is to explain why it could be the best choice for your school to visit it.

Speak about:

Location in the city	Peculiarities of design
History of construction	Cultural significance

You can make notes during the preparation time, but YOU ARE NOT ALLOWED TO READ them during the presentation.

2. Questions/ Answers: Time: 2- 3 minutes

Answer 2 QUESTIONS from your partner, who wants to get ADDITIONAL INFORMATION not mentioned in your presentation about the building from the fact file.

Task 2

Task 2

1. *Listen* to the presentation of your partner (Set 4: *The Guggenheim Museum, Bilbao*).

2. *Questions/ Answers: Time: 2- 3 minutes*

Ask 2 QUESTIONS about the building to get ADDITIONAL INFORMATION not mentioned in the presentation.

YOUR ANSWERS WILL BE RECORDED

Writing guide

Formal letters

An international TV company is planning to make a series of programmes, in English, about issues of interest to young people around the world. Could you help to present it? If so, write and tell us

- which three issues you think we should include, and why
- why we should choose you to present the series.

Write your **letter of application**.

- 1 Begin with 'Dear ...' and use 'Sir/Madam' or 'To whom it may concern' if you don't know the person's name.
- 2 Give your reason for writing.
- 3 Use linking phrases where appropriate.
- 4 Close your letter with a set phrase.
- 5 Finish with 'Yours faithfully' if you don't know the person's name or 'Yours sincerely' if you do.
- 6 Start a new paragraph when you change topic.
- 7 Letters of application require a formal style.

phrase bank

Starting your letter

Dear Sir/Madam

I am writing to apply for ...

I am writing to you about/with regard to ...

Giving personal information

I've been studying ... for the past two years.

I currently work as a ... so I am used to ...

Concluding

I hope my application will meet with your approval.

I look forward to hearing from you.

I hope you will find this information of use.

Yours faithfully/Yours sincerely

Dear Sir or Madam (1)

I am writing to apply for the post of presenter for your forthcoming series. (2)

I am twenty years old and for the past two years I have been working as a journalist for a local newspaper. As the writer of the 'Youth Today' section, I spend a lot of time interviewing young people on issues they find important. In my free time, I belong to a drama group and have played major roles in various shows so I would be very much at ease in front of an audience. Language would not be a problem since (3) my mother is English and I am bilingual.

The three issues I believe we must cover in this series are relationships, health, and careers. In the relationships programme, we could deal with possible areas of conflict such as with family and friends, as well as (3) girl or boyfriends. Most young people have difficulties with relationships at some time, therefore (3) I am sure they would enjoy a focus on this issue. As regards (3) health, most young people worry about how they look, guaranteeing that a programme giving advice and suggestions in this area would go down well. Finally (3), on the issue of careers, I know a lot of young people worry about what kind of profession they should enter, so a programme that gives them advice and information about this would, I think, have a strong appeal.

I hope you will see me as a suitable presenter and that you like my ideas for the programmes.

I look forward to hearing from you. (4)

Yours faithfully (5)

Miranda Jimenez.

Contributions

You work for the local tourist information centre and have been asked to write a contribution, in English, for a guide book to your town or city. You should describe some of the major cultural and leisure attractions, and highlight any special events taking place over the summer months.

Write your contribution.

- 1 Use imperatives to give instructions or strong advice.
- 2 Divide your contribution into sections with clear headings so that it is easy to follow.
- 3 Divide sections into paragraphs where appropriate.
- 4 Information leaflets are usually written in a fairly formal style.
- 5 Keep the information clear by avoiding very long and complicated sentences.

introduction (2)

Barcelona is one of the most exciting and cosmopolitan cities in Europe. Situated on the coast, there are beaches and large areas of forest nearby. Summers here are warm so life is conducted in the open air. Although it is a large city, it is easy to get around because of the excellent metro, bus and taxi services.

what to visit (2)

Las Ramblas is one of the most famous boulevards in the city. Stroll under the trees, listen to the buskers and admire the amazing living statues and street theatre. (1) There are colourful market stalls selling flowers and vegetables, galleries, terraced cafés and famous theatres. The boulevard leads to the harbour, dominated by the statue of Christopher Columbus, which can be climbed for a fantastic view over the city. (3)

El Ensanche is the modern centre of Barcelona, where you can find the awe-inspiring cathedral of Sagrada Familia, designed by the modernist architect Antoni Gaudí. Elsewhere you can find works by other great names in modern art and architecture, such as Salvador Dalí, and Picasso.

leisure attractions (2)

Maremagnum is a popular shopping and leisure centre close to Las Ramblas. Here you can find shops, the Imax cinema, and a wide variety of restaurants, bars and discos. Night life begins at around 11 pm and goes on until the early hours.

special events (2)

The Festival of 'el Grec', which begins at the end of June, has something for everyone, including music, theatre and dance, jazz, flamenco and contemporary music.

There are also sports tournaments and competitions throughout the season.

Articles

You read this notice in a student magazine.

Are cities the best places to live or is life in the countryside a better option? If you could choose, where would you prefer to settle down? Write us an article outlining your preference and giving the reasons for your choice.

Write your **article**.

- 1 Give your article an eye-catching title.
- 2 Start your article in an interesting way to make the reader want to read on.
- 3 *Ask questions and address the reader to involve them.*
- 4 Appeal to the reader's imagination.
- 5 Start a new paragraph when you change topic.
- 6 Finish with an interesting conclusion.
- 7 Use an informal, lively tone for most magazine articles aimed at young adult readers.

Urban jungle or country retreat – which is best? (1)

Imagine the scene. (2) You wake up every day to the sound of birdsong. Throwing open your bedroom window, you look out on a vista of green fields and rolling hills. There are no housing estates, no shops, no cinemas – in fact, apart from a few cottages, there is nothing but open countryside. (4)

Does this sound idyllic? (3) Well, not to me. Of course, living in the middle of nowhere might appeal if you're elderly, or if you're a writer looking for inspiration. And 'getting away from it all' can be quite relaxing in the short term. But if you think life is for living, the last thing you should do is go and live in the countryside.

So what makes city life any better? Well, let's start with the people. Where else can you meet such an interesting mix of races and nationalities? Then think of the job opportunities. Where but in a city will you find such a range of choice? And when you want to relax, just think how much culture and entertainment is waiting for you, often just a short bus ride away.

I've spent most of my life in the city and I wouldn't live anywhere else. I've been able to meet an incredible mix of people, see the best shows and entertainers, and keep up with the latest trends and fashions. Life is never dull – in fact there's too much to do. Would I exchange all that for life in the country? Never in a million years! (6)

Competition entries

You have seen this competition in an international lifestyle magazine.

Are you addicted to your mobile phone? Could you survive without your computer and your digital camera? Write and tell us which *two* items of modern technology you find most indispensable and why, and win yourself an iPod.

Write your competition entry.

- 1 Use questions to hold the reader's interest.
- 2 Vary your sentence patterns by using a range of linking words/phrases.
- 3 Divide your entry into paragraphs, with a clear introduction and conclusion.
- 4 Use a lively tone but don't be too informal - remember who will read your entry!

Over the past century, technology has changed people's lives beyond recognition. Who, now, can imagine life without a television? How on earth, we wonder, did our grandparents cope without microwaves or dishwashers? (1)

Now, of course, we have a new generation of technology. Plasma TVs and top-of-the-range portable media centres have joined the 'must-have' list for those who can afford them. Although (2) I regard some of these new gadgets as luxuries, there are two that I just couldn't do without – my computer and my mobile phone.

Let's start with the computer. As a student, I need to access a lot of information. What better way (2) is there to do this than on the Internet?(1) I need to write essays and projects too, which I also do on my computer. And when I want a break, I can use the same computer to play games, download music, go to a chat room, or email my friends. And all in the comfort of my bedroom.

The second item I absolutely rely on is my mobile phone. I use it all the time – to hear what my friends are up to, to text them jokes and messages, and to let them know I'm running late. With my latest model (2) I can even take photos and make short videos.

There are many items of modern technology that I could manage without, but without a computer and a mobile phone, I'd be really lost. These, for me at least, have become an indispensable part of modern life.

Reviews

The editor of a local newspaper has asked you to write a review of *two* quite different places where young people can meet up for a drink or a meal in your town.

Write your review.

- 1 Remember that reviews can include criticism as well as praise.
- 2 Divide your review into paragraphs with a clear introduction and conclusion.
- 3 Give a clear, concise description of the place you are reviewing.
- 4 Keep your opinions/recommendations for the final paragraph.

review

There are many places for young people to eat together and socialise in our town but two have become very popular. Keen to discover whether they live up to their reputation, I went along this week to sample what was on offer.

The first on my list was *Hollywood Rock*. Step inside this restaurant and you feel as if you've been transported into the past. The interior is a series of small rooms, each dedicated to legendary rock performers like Elvis or the Beatles. The walls are decorated with rock guitars and record covers and other memorabilia. (3) As you eat, rock music booms out around you. The menu is predictable (1) – the usual choice of pizzas, burgers and fries – but it offers good value for money.

My second visit was to *Gigi's*, a riverside café in the student quarter. This is a very cosmopolitan venue, attracting students from all over the world. In good weather, customers can eat outside and enjoy the marvellous river views. The menu is limited (1), with an emphasis on seafood, but it is reasonably priced and the quality is good. There is live music at weekends, but noise levels are kept low.

So which of the two restaurants should you choose? While *Hollywood Rock* is original and will appeal to certain music fans, it is noisy, which makes conversation difficult. (1) If you prefer to socialise outdoors or in a slightly quieter setting, I suggest you try *Gigi's*. (4) But go early – tables fill up quickly, especially at weekends.

Reports

You are on the student committee at your college. This year you helped the English Department organise a study trip to Britain. The Principal of the college has asked you for a report on the trip. Read the brochure about the trip, with the comments from students and your notes. Then write your report saying what was successful about the trip, and what wasn't, and suggesting improvements for future trips.

- 1 Use appropriate linking words.
- 2 Use appropriate phrases to make recommendations and suggestions if appropriate (also see page 163).
- 3 Organise your report into sections with headings.
- 4 Include a clear introduction and conclusion.
- 5 Write clear and concise sentences.
- 6 Use a formal style.

Study trip to Britain

◆ Live as part of a British family

Host family nice, but in their 70's

ask for younger host families?

◆ Enjoy a full cultural programme

Too many museums! Boring!

include theatre trips and live music?

◆ Attend optional language classes

Teachers v. friendly but classes didn't really help us cope outside the classroom

more spoken English?

◆ Sports and social programme based at a London college

extend this?

Excellent - great way to meet British students too.

Introduction (4)

The aim of this report is to assess the success of this year's study trip to Britain and to recommend any changes.

Accommodation (3)

Although (1) the families that students stayed with were very hospitable, they were rather elderly. It would be preferable (2) if younger host families could be found for our next trip.

Culture (3)

The cultural programme had a very serious emphasis and included a large number of visits to museums. Students found there were too many such activities. I suggest that (2) the next trip should offer a wider variety of cultural visits and include visits to some of the top shows in the theatre, rock and pop events and other types of popular culture.

Language classes (3)

While most students got on well with their teachers, they didn't find the classes very relevant to their stay. For next year, I suggest we request that more class time is spent on oral work.

Sports and social programme (3)

Students were highly enthusiastic about this side of the trip so (1) I propose (2) we extend the programme next year.

Conclusion (4)

To sum up, (1) this year's trip appears to have been enjoyed by most students despite the reservations mentioned above. If the suggested changes are implemented, I have no hesitation in recommending (2) that we send other students on the trip next year.

phrase bank

■ Introductions

The aim of this report is to ...

This report describes/outlines/deals with ...

■ This report is based on ...

Making recommendations

■ It would be a good idea to ...

It might be advisable to ...

■ It would be preferable to ...

I suggest/propose/recommend that we (should) ...

Conclusions

■ To sum up, ...

In conclusion, ...

■ I have no hesitation in recommending ...

Proposals

Your college has been awarded a large sum of money. The college Principal has asked the student committee to consult staff and students and then write her a proposal. Read the comments you have gathered and your notes. Then write your proposal describing what people are unhappy with, and why, and suggesting how the money should be spent.

- 1 Use appropriate language for making suggestions and recommendations (also see page 161).
- 2 Use linkers to sequence points.
- 3 Set out your text so that it looks like a proposal and not a letter.
- 4 Divide your proposal into sections with headings.
- 5 Include a separate introduction and conclusion.
- 6 Be clear and concise.
- 7 Use an impersonal tone.

- The computers are ancient and they're always breaking down!
- It's scary walking round the grounds at night - it's so dark.
- The whole place looks so shabby. There's graffiti everywhere.
- Why have we still got blackboards? They're so old-fashioned!
- The drama studio is minute! We can't stage any big productions.

new computers?

better lighting?

redecorate?

replace with whiteboards?

new building?

Introduction (5)

The purpose of this proposal is to outline areas which need improving and to make recommendations as to where money should be spent.

Equipment (4)

Many students pointed out that the computers currently in use are becoming dated and are apt to break down quite frequently. I would therefore recommend (1) that we buy new, state-of-the-art computers. Additionally, (2) it was felt that blackboards were very outdated. I therefore propose that we invest in modern whiteboards.

Buildings (4)

Many students are unhappy with the size of the drama studio which is too small to house major productions. I suggest (1) we consider a new building as this would allow us to provide much better facilities and to stage much bigger shows.

Decoration and Lighting (4)

Several students pointed out the fact that the college is badly in need of redecoration. Others were worried about their personal safety due to the fact that the college is poorly lit. My recommendation is (1) that we redecorate the entire premises, inside and out, and that we install effective lighting in the college grounds.

Conclusion (5)

In conclusion, (2) I believe that the areas identified in this proposal are the ones that are most in need of improvement. If the recommendations above are followed, I believe they would have the support of all our students.

phrase bank

Introductions

The aim/purpose of this proposal is to ...

This proposal relates to ...

This proposal describes/outlines ...

Suggestions and recommendations

I recommend/propose/suggest/
believe (that) we (should) ...

We could also ..

If we ... , we could ...

Conclusions

To sum up, I believe that ...

In conclusion, I would say that ...

On balance, we are of the opinion that ...

Essays

In class, you have been discussing the statement 'It is important to be honest in life.' Your teacher has asked you to write an essay saying whether or not you agree with the statement.

Write your essay giving your opinion.

- 1 Include a clear introduction and conclusion.
- 2 Rephrase the question to avoid repeating the task.
- 3 Depending on the essay task – either present both sides of the argument or support a single argument with ideas/examples.
- 4 Use paragraphs to organize your ideas and points.
- 5 Use linkers and appropriate phrases to develop points clearly and logically.

phrase bank



Introductions

In this essay, I'm going to/I would like to ...



Let's begin with ...

Organising points



Take, for example ...

In the first place/To start with, ...

Secondly, ...



Finally, ...

Conclusions



In sum/To sum up, ...

In conclusion, ...

It is my belief/opinion that ...

It seems to me that ...

There is an old saying that 'honesty is the best policy', but sometimes it seems we're far more inclined to bend the truth or just tell bare-faced lies. In this essay, I'm going to explain why I think honesty is an important part of life. (1) (2)

Let's begin with (5) personal relationships. Lack of honesty here leads to all kinds of problems. Take, for example, the relationship between parents and children. If you lie to your parents about what you have or haven't done, you could be in trouble if they find out. The result is that you will have to work hard to win back that trust. It's the same with friends. If you can't depend on them to tell you the truth or if you let them down, then your friendship is unlikely to last. (4)

Honesty at work is just as important. In the first place, (5) a dishonest worker can cost a business dearly. It might start with calling in sick when there is nothing wrong or taking office stationery home. Not so serious you may say, but it is my belief that this shows a person who does not value honesty. Secondly, an untrustworthy worker makes for a bad colleague. Most people work in teams and if you cannot trust a colleague, the team will break down. (4)

In sum, (5) it is my belief that honesty in our lives is absolutely crucial. Take it away, and our lives would become extremely unpleasant and this may affect others too. (1)

Set texts

Questions on set books are optional. Do not answer this question in the exam unless you have read the set book at least twice and have studied it very carefully.

What to do when reading your set book

Keep a special notebook with separate headed pages. When you finish each chapter, make brief notes about:

- the plot/key events
- the main themes (e.g. love and revenge)
- the characters (e.g. physical appearance, personality, behaviour, attitudes, motivation, development)
- the setting.

Use headings, like these below.

Try to learn some of the key quotations that you have noted.

KEY EVENTS

Chapter 1

- We find out that ..

CHARACTERS

Name of character: Mr X

- cool-headed in a crisis (in the text, it says " .. ")
- very independent (in the text, it says " .. ")
- has never been in love before (in the text, it says " .. ")

Name of character: Miss Y

- wants to marry the hero (in the text, it says " .. ")

What to do in the exam

Follow the advice in the **how to do it** box and try to include some phrases from the **phrase bank**.

how to do it

- Plan your answer according to whether you have to write an essay, a review, an article, or a report.
- Use present tenses to describe the plot. Don't make things too complicated or you will confuse your reader!
- Quote from the text to support your points – but make sure your quotations are relevant.
- Answer the question fully and avoid irrelevant information.

phrase bank



Introductions

The main events of the novel happen in the course of one day/year.



The story is set /in a small town in America/on a deserted island.

One of the main themes of the book is childhood.



Characters

The hero of the novel is a man/woman called ...

The villain of the piece is called The writer portrays him/her as a lonely/tormented figure.



I found/didn't find the main characters very convincing.



Comments

I thought the plot was excellent/exciting/disappointing.

I liked/didn't like the writer's style.

The ending of the book was exciting /rather disappointing.



Each chapter ended on a cliff-hanger.

There was a really strong sense of suspense.

The book was so exciting, I couldn't put it down



I found the pace a bit slow.