

Part 1. Listening comprehension (15 minutes).

You will hear five people talking. Fulfil Task 1 and Task 2. You will hear the recording TWICE.

Task 1. Look at the situations listed below. As you listen, decide in what order you hear them mentioned and complete the boxes with the appropriate letter. Three situations will not be used.

- A. a telephone conversation
- B. the station information desk
- C. a friendly chat over breakfast
- D. in the head teacher's office
- E. asking for directions in the street
- F. a message on an answerphone
- G. a radio news bulletin
- H. in a car

Speaker 1	Speaker 2	Speaker 3	Speaker 4	Speaker 5
1	2	3	4	5

Task 2. Look at the aims listed below. As you listen, put the aims in the order in which you hear them mentioned and complete the boxes with the appropriate letter. Three aims will not be used.

- A. apologizing for something
- B. enquiring about something
- C. describing something
- D. arguing with someone
- E. giving someone advice
- F. warning someone
- G. asking someone to do something
- H. making a promise

Speaker 1	Speaker 2	Speaker 3	Speaker 4	Speaker 5
6	7	8	9	10

Task 3. You will hear part of a talk about an archaeological discovery near London. For questions 11-18, complete the sentences with ONE word only. Listen very carefully as you will hear the recording ONCE only.

1,200 YEAR-OLD WRITING DISCOVERED NEAR LONDON

11. The words scratched on a bone found near London have been identified as two
12. People living in the area 1,200 years ago worked as
13. The writing is of a type which is found in most frequently.
14. Other examples of bone writing have been shown to include
15. The bone was found in an old containing various things.
16. A small was found close to the bone.
17. At that time, people used as a building material.
18. Archaeologists plan to construct a which will be a copy of a typical building of the period.

TRANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET!

Part 2. Reading comprehension (15 minutes)

Read the text. 7 paragraphs have been removed from it. Choose from the paragraphs A-H to fit each gap 1-7. There is one paragraph you do not need to use.

Schedule for passing the test of time

Andrew Northedge on the most vital skill to learn at college – managing your study time.

I was in a student coffee bar during my first week at university soaking in the atmosphere when another student announced calmly that he intended to get a first in classics. He would work 25 hours a week, study five hours a day on weekdays and leave the weekends free. That would be sufficient.

I was vaguely committed to endless hours of work. I imagined that at some point I would spend weeks of intensive study.

[[1]]

Nevertheless, when I came to look back I realized he had studied more than anyone else I knew. Though sticking assiduously to a modest but well-defined realistic plan, he had achieved a great deal. He had enjoyed work much more, too.

[[2]]

I was too inexperienced at looking after my own affairs to realise. I was already failing one of the major tests of studenthood, the organization of time. I thought that success in studying was to do with how brilliantly clever and original you were: I had yet to discover that one of the central challenges of adult life is time management.

[[3]]

What to do with it all? With 168 hours in a week – or 105, allowing nine a day for sleeping and eating – how many was it reasonable to spend on study? Individuals vary and different subjects make different demands. Nevertheless, with a target you can plan your studies, not just stumble ahead in hope. The sketchiest of weekly timetables, setting aside 40 hours to cover all study is an invaluable aid in defining time. Then you can divide it into segments and use it strategically, rather than let it dribble away.

[[4]]

I would sit in the library for a whole day, dipping into one book after another, often with glazed-over eyes. What was my purpose / how would I know when I had finished? Although my lecture notes weren't up to much, I could tell myself I had accomplished something, which would bring down my anxiety level.

[[5]]

Dividing big jobs into smaller sub-tasks helps to bring work under control, allows you to set targets and check your progress. There is so much pressure to be ambitious – to go for the long dissertation, to read the huge tomes. Yet achievement arises out of quite modest activities undertaken on a small scale. The trouble with the big tasks is that you keep putting them off, their scope and shape is unclear and we all flee from uncertainty. The more you can define your work as small, discrete, concrete tasks, the more control you have over it.

[[6]]

There are few reliable guidelines. Essentially you have to keep circling round a self-monitoring loop; plan an approach to a task, try it out, reflect afterwards on your success in achieving what you intended and then revise your strategy.

[[7]]

A. Three years later he sailed to his first while other friends struggled to very modest achievements. As I discovered when sharing his lodgings, he worked more or less to the plan he had outlined. He slept late in the mornings, only stirring himself if there was a lecture to attend. He played cards with the rest of us after lunch. Then he moved to his desk and stayed there until around seven. The evenings he spent more wildly than most, hence the late mornings.

B. Organising tasks into the time available can itself be divided into strategy and application. It is useful to think of yourself as ‘investing’ time. Some tasks require intense concentration and need to be done at a prime time of day, when you are at your best and have time to spare. Others can be fitted in when you are tired, or as ‘warm-up’ activities at the start of a session. Some, such as essay writing, may best be spread over several days. Some need to be done straight away.

C. Defining what to do is harder. Take the book lists. How many books are students expected to read? How long should a book take? It took me so long just to read a few pages that I felt defeated when I looked ahead. Should I take notes? How many? What would I need them for?

D. Much later I discovered I could learn a great deal from close reading of selected sections: that taking notes could sometimes be very satisfying and at other times was not necessary. The trick was to take control to decide what I wanted to find out – something specific – and then work at it until I had taken in enough to think about for the time being.

E. He argued that it was not possible to work productively at intensive intellectual tasks for more than a few hours at a time. I aimed to do much more. But I was easily distracted. By the time it was apparent that stretches of a day had slipped away, I felt so guilty that I blotted studies out of my mind.

F. It is extremely important to always keep to a rigid timetable of study. This is clearly demonstrated by his success and my paltry achievements.

G. Once you start to think strategically, you begin to take control of your studies rather than letting them swamp you.

H. At school the work timetable was defined for us and teachers made sure we fitted all that was required into the school year. At university I was at sea. Time came in great undifferentiated swathes.

TANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET!

Part 3. Use of English (50 minutes)

Task 1. For questions 1-10, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet

Example:

0	<i>T</i>	<i>H</i>	<i>E</i>					
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In Russia: Ignore Stereotypes

Like every country in **0** the world, Russia comes with its **1**____ set of stereotypes. Once you really get to know the local people and understand the culture, you **2**____ soon see how wonderful Russian people are. When most people think of typical Russians, they imagine vodka drinking, caviar eating, ushanka wearing, people who are rude and uptight. This is **3**____ from true, as is the case with most stereotypes.

Russian people are **4**____ known for being the friendliest people around and many people may feel put out when walking past all the unsmiling faces on the streets. The **5**____ is, Russians are just very genuine people, and so if they have no specific reason to smile, they won't. Don't take it as them being rude, Russians don't even smile **6**____ their friends, and those are the people that they like. In their homes and surrounded by their close friends the serious faces will break out into much laughter and happiness as **7**____ soul of Russian people comes out.

Especially when you **8**____ in big cities, people are very busy and will not be kind to loud noisy groups of tourists **9**____ their way as they rush to work. On crowded streets and especially on the escalators in the Metro always **10**____ to your right. Don't be surprised if people push you out their way as they rush past.

Task 2. Match the names of the cities (11-20) with their descriptions (A-L). There are two extra descriptions you DO NOT need to use.

11. Washington, D.C.	A. is the city which is located at the south-western tip of the North Island, between Cook Strait and the Remutaka Range.
12. New York	B. is the city that has been described as the cultural, financial, and media capital of the world.

Всероссийская олимпиада школьников по английскому языку. Муниципальный
этап 2021-2022гг. 9-11 классы

13. London	C. is the capital city and one of the principal areas of Wales.
14. Belfast	D. is the capital city, home to many important institutions of the federal government.
15. Cardiff	E. is the city where the Scottish Government and the Scottish Parliament seat.
16. Ottawa	F. is the city that was founded in 1826, borders Gatineau and Quebec.
17. Toronto	G. is the capital city of the state of New South Wales and the most populous city in Oceania.
18. Edinburgh	H. is the city which is located on the east bank of the Potomac River which forms its southwestern and southern border with Virginia.
19. Canberra	I. is the city standing on the banks of the River Lagan on the east coast, the 12th-largest city in the United Kingdom.
20. Sydney	J. is the capital city of the province of Ontario and the fourth most populous city in North America. K. is the city that has been a major settlement in the country for two millennia. L. is the oldest and second largest city in South Africa.

Task 3. For questions (21–30), 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. There is an example at the beginning (0).

0. The report contains a few details that need explaining.

INFORMATION

There is some information in the report that needs explaining.

21. I wish I had done more to help.

HAVING

I regretted more to help.

22. We played tennis despite the cold weather.

EVEN

We played tennis cold.

23. The manager had the respect of everyone in the office.

UP

Everyone in the office the manager.

24. Marcella left home very early because she wanted to be sure of catching the train.

ORDER

Marcella left home very early miss the train.

25. On arriving at an airport, I usually go straight to the check-in desk.

SOON

I usually go to the check-in desk as to an airport.

26. Patrick hadn't heard from his uncle in Australia for over five years.

MORE

It was Patrick had heard from his uncle in Australia.

27. On business trips, I prefer driving home to staying in a hotel overnight.

RATHER

On business trips, I'd in a hotel overnight.

28. Jack found it difficult to control his skis on the steep slope.

UNDER

Jack found it difficult to on the steep slope.

29. They say the fashion model was discovered by her agent while working at a restaurant.

SAID

The fashion model is discovered by her agent while working at a restaurant.

30. Such success has not been achieved by many players in the world of ice hockey.

FEW

Only such success in the world of ice hockey.

Task 4. For questions 31 – 35, complete a CHAT OF BRITISH TEENAGE FRIENDS with the phrases from the box below. There are SIX extra variants in the box, which should not be used. (0) is done for you as an example.

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A. Are you alright?	G. not doing well
B. do me a favour	H. What's up?
C. falling on my face	I. save me a lot of grief
D. identify	J. had a unique opportunity to rent it online
E. How is your night treating you?	K. What are you doing today?
F. netflixed it	L. easily spot

A: Hi, Mike! You look tired. (0) **H**

B: Hey, Matt. Completely worn out after my History exam. (31)_____.

A: The same old story. I have an exam tomorrow in my Literature course and I need a final cram session so as to avoid (32)_____ in the test.

B: What book do you have there?

A: Oh, it's the Da Vinci Code.

B: The Da Vinci Code? I just (33) _____ last week.

A: Really? So you can (34) _____ by letting me watch it instead of reading it!

B: You'd better read it. Your professor will (35) _____ which students took the easy way out by renting the film.

TRANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET!

Part 4. Writing (40 minutes)

Your friend has just applied for a new job with an international organisation that offers environmental advice to companies.

The organisation has asked you to write a character reference letter for your friend:

- ✓ describing his or her personal strengths and skills,
- ✓ summarising his or her experience with environmental issues,
- ✓ expressing your opinion about his or her suitability for the job.

Write your reference letter.

Use the following words in the letter:

- consequently
- deforestation
- impact
- attributes

Write the letter in **180-200** words.