

Listening & Reading

Time: 45 minutes

Listening

Task 1

You will hear a story. For items 1-10 decide whether the statements marked 1-10 are True (A) or False (B) according to the text you hear. You will hear the text only ONCE.

1. "Family" is the speaker's favourite classroom topic.

A True B False

2. The speaker thinks that all families are different.

A True B False

3. The speaker is a grandparent.

A True B False

4. The speaker thinks his family is strange.

A True B False

5. The speaker once was a genealogist.

A True B False

6. The speaker's family used to have a fortune.

A True B False

7. The speaker's great-grandfather took part in a Portuguese revolution.

A True B False

8. There are not many English idioms about family life.

A True B False

9. Feminists like Cockney slang expressions defining a wife.

A True B False

10. The speaker wants to know more about his uncle.

A True B False

Integrated listening and reading

Task 2

Read the text about the salmon migration, then listen to a part of the lecture on the same topic. You will notice that some ideas coincide and some differ in them. Answer questions 11-25 by choosing A if the idea is expressed in both materials, B if it can be found only in the audiorecording, C if it can

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be found only in the reading text, and D if neither of the materials expresses the idea.

Now you have 7 minutes to read the text.

Salmon, a fish prized for both food and sport, has a complex life cycle. After spending several years in the ocean, adult salmon travel back to the freshwater streams where they were originally spawned, to lay their eggs. The females bury the eggs under the sand at the bottom of the streams. When the fish are large enough, two years after hatching, the young salmon, called smolts, drift into rivers from smaller streams. The smolts use the strong flow from the melting snows to get to the Pacific Ocean, where they travel until they return to start the cycle again.

The damming of river systems in the northwestern region of the United States has had devastating effects on salmon. Not only are dams an obstacle for salmon navigating upstream, but they are also an impediment for the smolts travelling to the sea. The current itself has become very slow, not just because of the construction of numerous dams but also because companies intentionally operate the dams to slow the current. They store the water from the melting snow until the winter, when more electric power is needed. As fewer smolts reach the oceans and fewer adults return, salmon fail to produce a sufficiently numerous new generation. This could eventually lead to the extinction of the fish.

Attempts are being made to get the young



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salmon downriver more quickly. One such attempt has consisted of transporting the smolts by barge. Another suggestion, proposed by environmentalists, is to increase the rate of water flow. Also under consideration is the reduction of the water level in the reservoirs for a period in the spring when the smolts are migrating downstream. This would also increase the flow rate temporarily, without requiring massive amounts of water, and thus enable the young salmon to move downstream faster.

Now listen to a part of the lecture on the same topic and then do the task (11-25), comparing the text above and the lecture. You will hear the lecture twice.

11. Snow-melting water is kept in reservoirs until the winter when more electricity has to be produced.
12. The strength of the current affects the lifecycle of salmon.
13. Power companies are eager to help environmentalists save the species from complete extinction.
14. Artificial transportation to the sea can damage great numbers of young salmon.
15. Dams can cause problems to fish migration.
16. One of the methods proposed for restoring salmon population is using barges for transporting smolts to the salt water.

17. As an organism, salmon goes through various stages of its development.
18. Smolts move upstream to reach their natural habitat.
19. The reason why a lot of fish die is that they have already changed to live in the ocean water, while the long trip keeps them in fresh water no longer suitable for their bodies.
20. There are two main reasons for which salmon is considered to be valuable.
21. The Pacific Ocean is the favourite hatching place of adult salmon females.
22. The time necessary for young salmon to reach the ocean in natural conditions is from one to three weeks.
23. Melting snow can help young salmon to reach seawater.
24. Large-scale damming intensifies the flow of water and thus triggers the hatching.
25. Several solutions proposed for facilitating salmon migration have been criticised.

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Reading

Task 3

at a large annual arts festival in the UK. For questions 26-40, choose from the reviews (A-G). The reviews may be chosen more than once.

Top Comedians at this Summer's Festival

This year's festival offers a wide variety of stand-up comedians for visitors to choose from. Here is our pick of some of the best of them.

A Sarah Millican

Millican took home the best newcomer award at the festival two years ago and her career will be the model for the many aspiring comics making their debuts at this year's festival. Millican followed up that success with television appearances on some popular prime-time shows as well as her own radio series. Her new show, Chatterbox, only her third full-length show, will go on to become her first national tour this autumn. Audiences love her combination of warm northern chat and her frank jokes.

B Jennifer Coolidge

The festival wouldn't be complete without at least one US movie star braving a month of live audiences, and this year it's Jennifer Coolidge, best known to a generation of teenagers as Stifler's

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mom in the American Pie series. A talented comic actress, Coolidge makes her festival debut this year with a noisy show about pop culture, show business and men. No one quite knows what to expect, but it should be worth a visit.

C Shappy Khorsandi

Now with a bestselling book to her name and an increasing television profile Shappi Khorsandi is likely to be one of the most popular acts at the festival, as her popularity is not restricted to any generation, and she has a talent for making men as well as women feel comfortable. Past shows have relied heavily on her Iranian heritage and her father's story; this year, expect to hear a lot more about her current personal life. Her recent divorce and life as a single mother have provided her with plenty of raw material, but for Khorsandi the personal and political are always comically tangled.

D Robin Ince

Taking time out from his stage and radio collaborations with the scientist Brian Cox, Robin Ince returns to the festival, offering fans who enjoy his winning combination of intellectual curiosity and explosive liberal views a choice of two shows. A committed supporter of the "Free Fringe", a collective effort to resist the dominance of the big venues and sponsors, Ince will be offering his shows free. These are *Robin Ince Asks Why?* and *Carl Sagan Is Still My God*, the latter being a homage to the American astrophysicist and popular science writer.

E Ardal O'Hanlon

It may be hard not to think of him first and foremost as Father Dougal, the character he played in the popular TV drama series, but O'Hanlon began as a stand-up comic and is one of the most accomplished live performers you'll find at the festival. Fresh from performing in the US last year in a triple bill with two other Irish comics, O'Hanlon's live act ought to be compulsory viewing for any aspiring comedian; a friendly, slightly bewildered air masks a sharp intelligence, and his mastery of timing and delivery is a joy to watch. This is a new show for the festival and, as with his festival show last year, it is the prelude to a nationwide tour in the autumn.

F Susan Calman

Former corporate lawyer Susan Calman has been a favourite among Scottish comedy fans and discerning festival-goers since giving up her day job four years ago, but this year the secret is well and truly out. The diminutive Scot, now a regular on radio's *News Quiz*, has moved to a bigger venue, with a new show in which she considers her own childhood. She's passionate about political comedy often publicly regretting the lack of effective political satire in Britain.

G Emo Philips

In only his fourth appearance at the festival, the remarkable Emo Philips brings the show he is currently touring across the US, *Please Witness My*

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Act. The man described by *Psychology Today* as "stand-up comedy's zany godfather" last visited in 2001, when he out-sold every other act at the festival. Over the past 35 years, Philips has won a devoted cult following, with his strange persona and his skillful jokes - three of them made it into a recent magazine list of *The 75 Best Jokes of All Time*. A true original, he may puzzle the mainstream, but his fans will be thrilled to see him back.

About which comedian is the following statement made?

This comedian appeals to people of 26 different genders and ages.

This comedian is critical to the current 27 state of their favourite type of comedy.

This comedian will do a show 28 nationwide for the first time later this year.

Anyone who wants to be a comedian 29 should watch this person in action.

This comedian has also had some 30 success as an author.

It's this comedian's first appearance at 31 the festival.

You don't have to pay to go to this 32 comedian's show.

This comedian won a prize at a 33 previous festival.

This comedian uses difficult experiences 34 from their own life in shows.



This comedian was previously 35
employed in a legal profession.

Among a certain group this comedian 36
is better known for working in films.

This comedian might not appeal to 37
everyone.

Many young comedians would like to 38
imitate this person's career.

This comedian recently did an overseas 39
tour with some other comedians from
their country.

This comedian has recently worked on 40
radio and in the theatre with another
well-known person.

Use of English

Time: 30 minutes

Task 1

For items 1 – 10 solve the crossword completing
the conversations below with suitable words.
Some words have been filled in as an example.

Across:

- - Do you want to pay by credit card?
- - No, I'll pay **cash**.
- - I paid \$4 for this shampoo last week. Now it's
only \$3.50.

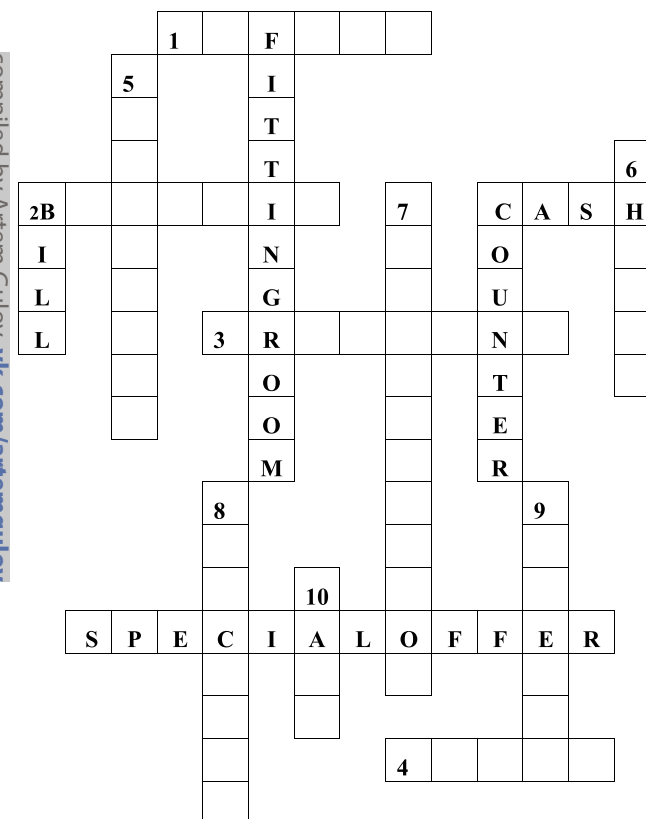
- - It is on **special offer**. (There are two words
written in one.)

- 1 - Can I have my money back please?
- I'm sorry, we don't give _____.
- 2 - Were those shoes expensive?
- Not at all. They were a real _____.
- 3 - Are you looking for anything in particular?
- Not really. I'm just _____.
- 4 - I'm afraid I've broken your vase.
- Don't worry. It wasn't _____
anything.

Down:

- - Can I try this jacket on before I buy it?
 - - Certainly. I'll show you to our **fitting room**.
(There are two words written in one.)
 - - I can't possibly eat any more.
 - - Neither can I. Let's ask for the **bill**.
 - - Do you sell fresh prawns?
 - - Yes, we do. They are over the fish **counter**.
- 5 - Are you going to buy that new coat?
- I can't. My account is already _____.
 - 6 - Have you got anything smaller than a 20\$
note?
- I'm sorry, I've run out of _____.
 - 7 - Do you get this magazine by post every
month?
- Yes, I pay an annual _____.

- 8 - How many tickets would you like?
- Ten please. Do we get a group
_____?
- 9 - I think I've been overcharged.
- Really? Could you show me your
_____ please?
- 10 - Why aren't you travelling by train?
- I can't afford the _____.



Task 2

For items 11 – 20 fill in the gaps, using the words in the box. There are some extra words you don't have to use.

arranged, at, exciting, historic, historical, Imperial, near, nearby, on, quiet, quite, relaxed, scene, scenery, serving, shade, shadow, the Imperial, wander, within, wonder

Stay at **11.** _____ Hotel.

Relax and enjoy the beautiful **12.** _____ around you.

Would you like a game of golf and tennis? Or would you prefer to **13.** _____ in remote

hills on a sunny day? Or would you like just a **14.** _____ rest in the **15.** _____ of the garden?

Situated on the banks of the Thames, the hotel has a lot of facilities for young and old.

It is also **16.** _____ easy reach of several interesting **17.** _____ buildings, dated back to the 18th century.

Special food can be **18.** _____ for vegetarians and those on a diet.

We can meet you at the **19.** _____ station, called 'The Thames Gardens', **20.** _____ arrival.

It's only a 5-minute drive from the station to the hotel.

Reasonable prices.

You will really enjoy staying here.

Writing

Time: 90 minutes

Writing task 1

Imagine that you are a teacher of English at school and you have given your students the writing assignment:

Comment on the following statement.

When you are studying away from home, the best choice for you is to live with your acquaintances.

What is your opinion? Do you agree with this statement?

Write 180 – 200 words.

Use the following plan:

- make an introduction (state the problem)
- express your personal opinion and give 2 reasons for your opinion
- express an opposing opinion and give 1 reason for this opposing opinion
- explain why you don't agree with the opposing opinion
- make a conclusion restating your position

One of your students has sent you her essay by e-mail.

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Playing the role of a school teacher,

1) find 5 (grammar, vocabulary or spelling) mistakes in your student's work and correct them;

2) write an e-mail to your student, expressing your opinion on her work (use 50 – 60 words). Observe the rules of letter writing, except for the address. Do not write your real name!

Student's Essay

When you are studying away from home, the best choice for you is to live with your acquaintances.

- 1 I disagree to this statement. If you are thinking of going away to study, your
- 2 choice of accommodation will be very important. You may be lucky enough to have
- 3 the chance of staying with somebody your parents know, for example, your
- 4 distant relatives or your parents' friends. However, this can bring problems as well as
- 5 advantages. Family life may well distract you of your studies, and there will also be
- 6 the question of what you should pay to your hosts. No matter how caring they may
- 7 be and no matter how much they want you with them, they won't expect to keep you
- 8 for nothing. Paying too much or too little can easily lead to feeling awkward but
- 9 setting the right amount can be tricky and embarrassed.
- 10 You will also have to adjust with your hosts' way of life and put up with



- 11 their habits. They will also have to do their best to make you feel at home. In other
- 12 words, it is wrong to believe that if you are living with somebody you know it
- 13 will be costing nothing either for you or for them. Living in a dormitory can often
- 14 be the best arrangement after all.

Ann Applewood

Find and correct the mistakes. Complete the table below. The first mistake has been corrected as an example. Find 5 more mistakes and correct them.

line	incorrect	correct
1	to	with

Playing the role of a school teacher, write an e-mail to your student, expressing your opinion on her work. Do not comment on the grammar, vocabulary or spelling mistakes in your letter. Comment on the composition and general idea of the essay. Observe the rules of letter writing, except for the address. Do not write your real name! Write 50 – 60 words.

Writing

Task 2

Write your own version of the story based on the picture.

Remember to:

- - include a title;
- - describe events in an entertaining way;
- - include elements of direct speech, description of feelings and emotions;
- - make an unexpected ending.

Write 220 - 250 words.



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Listening & Reading

Time: 60 minutes

Listening

Task 1

You will hear a story about a boy from Manchester. For items 1-10 decide whether the statements marked 1-10 are True (A) or False (B) according to the text you hear. You will hear the text only ONCE.

1. David didn't switch off the light downstairs on purpose.

A True B False

2. The television in the house was out of order.

A True B False

3. It wasn't a weekend.

A True B False

4. David was an only child in the family.

A True B False

5. David was obedient to his mother.

A True B False

6. David was satisfied with the result of the match.

A True B False

7. David could not sleep without his mother at home.

A True B False

8. There are not many English idioms about family life.

A True B False

9. David knew most of his neighbours.

A True B False

10. David's mother told him the old man's story.

A True B False

Integrated listening and reading

Task 2

Read the text 'Productivity and Rewards', then listen to a part of the lecture on the same topic. You will notice that some ideas coincide and some differ in them. Answer questions 11-25 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 7 minutes to read the text.

Productivity and Rewards

An important management principle is that when behavior is rewarded, it tends to be repeated. It follows that in many business enterprises, the approach to getting employees to work hard or improve productivity is to reward them with money or company stock. In addition, some enterprises use other forms of compensation such as special privileges or perhaps promotion or job reassignments or even company-paid luxury vacations and other bonuses in kind. All such rewards are usually tied in to some index of performance, which precisely calculates the relative amount of increased productivity.

Whatever the type of reward given, managerial consultants point out that the promise of such incentives improves employee attitudes, motivation and productivity. Typical business handbooks describing compensation methods advocate giving the greatest rewards to those who perform the best. For example, a well-known academic text on incentives points out that "the closer the link between job performance and rewards, the greater the motivational effect."

Advocates of improving productivity through rewards tacitly accept that people are rather like physical bodies that require the application of some external motivating force to be set in motion. Furthermore, they argue that any such incentives must have a high perceived value to



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the employee and must also be perceived as within the reach of that person. If the productivity goal appears beyond the reach of the person striving for the reward, then the motivational effect will be lower and productivity may decline. But if the reward system is correctly structured, productivity experts argue, it is possible to persuade people to achieve remarkable results.

Now listen to a part of the lecture on the same topic and then do the task (questions 11- 25), comparing the text above and the lecture. You will hear the lecture twice.

11. There is a belief that rewards increase productivity.
12. Not only money and job promotion but also company-paid holidays can be used as rewards.
13. Some books on the influence of rewards on productivity are written by lawyers.
14. Companies usually determine the size and form of rewards on the basis of measurements of increased productivity.
15. Productivity decreases if employees consider rewards unreachable.
16. People value respect more than financial bonuses.
17. There has been no reliable research to prove

the long-term effectiveness of any reward scheme.

18. What's missing from the theory of rewards is genuine enthusiasm of employees.
19. Disappointment may result from not getting the bonus one has expected.
20. Reward and punishment principle in management is similar to that used in education.
21. Some employees feel as if they are controlled or manipulated through incentives.
22. Incentives can sometimes be counterproductive.
23. People can be persuaded to work better if the system of incentives is properly organised.
24. The most gifted employees should be rewarded regardless of their performance.
25. Concealing problems and not asking questions can be caused by a fear of negative ratings.

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Reading

Task 3

Read the text 'Terraforming – science fiction or near future?' and answer questions 26-40 below.

TERRAFORMING – SCIENCE FICTION OR NEAR FUTURE?

As plans are slowly being drawn up for the first manned missions to Mars, many space travel skeptics are asking one vital question: why go there? Mars is a barren, desolate planet, and with its thin atmosphere and bitterly cold climate, it would appear to be completely unsuitable for human life. Above all, it is a very distant place, and getting there would be an enormous challenge. However, the planet might just hold the key to long-term human survival. With the Earth's population currently at more than seven billion and climbing, we may eventually be forced to look elsewhere in the solar system for somewhere to live. It is just possible that, contrary to photographic evidence, Mars may be more promising than it appears.

Today, Mars is a viciously cold, dry place. However, it does have some things in common with our own planet. For example, it has a daily rotation rate of 24 hours 37 minutes, compared with 23 hours 56 minutes on Earth. It also has an axial tilt of 24 degrees, which is just half a degree more

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than Earth's, and a gravitational pull one third of Earth's. Furthermore, it holds many of the elements that are required to support life, including carbon and oxygen (in the form of carbon dioxide), nitrogen, and frozen water at its polar ice caps. In fact, if you were to travel back in time several billions years, you would notice some remarkable parallels between the atmosphere on Earth then and Mars today. Back then, Earth was also a lifeless planet; until photosynthetic bacteria developed and began to produce enough oxygen to allow for the development of animal and plant life, our atmosphere also consisted entirely of carbon dioxide and nitrogen.

It comes as no surprise to learn, therefore, that some scientists believe the same process which turned Earth's atmosphere from mostly carbon dioxide into breathable air could be repeated on Mars, but by using technology rather than by letting nature and evolution take its natural course. Terraforming, as this process is known, would initially create a greenhouse effect that would heat the planet, which in turn would create other conditions necessary to provide a suitable living environment for plants and animals. However, it would be a highly challenging undertaking, and the process of terraforming the entire planet into an Earth-like habitat could still take many thousands of years.

Three terraforming methods have been suggested, with the first already under development, albeit for a different purpose. At

present, the American space agency NASA is working on a system that will use large mirrors to capture the sun's radiation. This radiation will be used to propel spacecraft through space, removing the need for heavy and expensive rocket fuel. With a few changes, it might be possible to use similar mirrors to reflect the sun's radiation and heat the surface of Mars. Aimed at the planet from a distance of two hundred thousand miles, these enormous mirrors would raise the surface temperature by a few degrees. If they were concentrated on the polar ice caps, they would provide enough heat to melt the polar ice caps and release the carbon dioxide that is believed to be trapped there. Gradually, as the temperature rose, greenhouse gases would be released, and this would create a form of Martian global warming, the first stage in making the planet sustainable for life.

The second method would be to set up greenhouse gas 'factories' in order to raise the temperature of the planet. It is generally accepted that greenhouse gases produced by heavy industry are raising the Earth's temperature. Therefore, by building hundreds of greenhouse-gas emitting factories on Mars, a similar effect could be achieved. Carbon dioxide, methane and other greenhouse gases would be pumped into the Martian atmosphere. The same factories would then produce oxygen by mimicking the natural process of plant photosynthesis: they would inhale the carbon dioxide they produce, and then emit oxygen. The process could be accelerated by 'sowing' the planet's surface with

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photosynthetic bacteria, which would increase the rate at which oxygen is produced. Eventually, there would be enough oxygen on the planet for humans to breathe using only special apparatus similar to that used by mountain climbers.

The third, and by far the most extreme, method has been proposed by space scientists Robert Zubrin and Christopher McKay. They believe that it would be possible to produce greenhouse gases and water by firing large, ammonia-bearing asteroids at the planet. Each asteroid would weigh about ten billion tons, and would be powered by huge rocket engines which would move it towards Mars at over 10,000 miles per hour. At this speed, it would take each asteroid about ten years to reach its destination. The energy produced by one asteroid slamming into Mars' surface, say Zubrin and McKay, would raise the temperature of the planet by three degrees Celsius and melt about one thousand billion tons of ice at the polar caps. They believe it would take many of these asteroids, and at least fifty years, in order to create a temperate climate and enough water to cover a quarter of the planet's surface.

Terraforming Mars, if it is ever attempted, will be neither cheap nor easy. And it certainly won't be quick: although optimists like Zubrin and McKay say it could be achieved in five or six decades, the reality is that terraforming is more likely to take hundreds or even thousands of years. Furthermore, it will stretch human ingenuity to its limits, and will require levels of will and commitment that have rarely been seen



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before. The challenge of developing a habitable environment and bringing life to the cold, dry world of Mars is fraught with challenges, but it might just be one that saves the human race.

Questions 26-31

Do the following statements agree with the views of the writer in the reading passage?

Write

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

26. Pictures of Mars suggest it might make a good place for people to settle.
27. Modern Mars and ancient Earth looked remarkably similar.
28. Population growth may soon make people look for another planet to live on.
29. One method of terraforming could involve adapting technology that is already under development.
30. Greenhouse gas factories would provide enough oxygen for people to breathe without special equipment.

31. Terraforming Mars would be an extreme test of human skill and intelligence.

Questions 32-35

Choose the correct variant A, B, C or D. Transfer your answers to the answer sheet.

- 32 Which one of these factors suggests that Mars might be a good place for people to settle?
- A It is not too far from Earth.
- B It has no other life forms living there.
- C It has a cool, dry climate.
- D It has some similarities with Earth.
- 33 The first step in terraforming Mars would be to
- A make the planet warmer.
- B create a breathable atmosphere.
- C find a suitable source of water.
- D create a habitat for living organisms.
- 34 Special factories on Mars could be used to
- A control the level of greenhouse gases.
- B absorb excess levels of carbon dioxide.
- C produce oxygen in a manner similar to plants.
- D help grow essential bacteria.
- 35 What is the writer's main purpose in the passage?
- A To explain why we need to terraform Mars.

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B To illustrate the three processes required to terraform a planet like Mars.

C To consider how and why Mars might be terraformed.

D To demonstrate how straightforward it would be to terraform a planet.

Questions 36 - 40

Complete the summary of the text using words A-I from the box to fill in the gaps numbered 36 - 40. There are 4 extra words in the box.

One method of terraforming Mars would be to **36** ____ asteroids at the planet. Rockets attached to enormous asteroid would propel it towards Mars, taking ten years to **37** ____ the enormous distances required. The asteroid would **38** ____ the planet with incredible force and **39** ____ enough energy to **40** ____ the planet's temperature. The result would be a temperate climate and lots of water from melting ice caps.

- | | | |
|----------|------------|---------|
| A cover | D increase | G power |
| B create | E land | H rise |
| C hit | F drive | I shoot |

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Use of English

Time: 45 minutes

Task 1

For questions 1-10 fill in the gaps with the correct words. Use only one word for each gap. The first sentence is done for you as the example.

REVISING FOR EXAMS

Apply good study **0 from** the beginning of your course, rather than seek magical solutions **00 before** the exam. Ideally every evening you should read through the notes you made that day, improving them and **(1)** _____ sure they are useful. In this way, essential information will be committed **(2)** _____ your long-term memory and will be readily recalled, even under stressful exam conditions. **(3)** _____ the long run this will help you to avoid last-minute cramming, **(4)** _____ is seldom useful.

When your teacher gives you practice exams to do in class time, enter into these wholeheartedly. They won't **(5)** _____ you any harm, on the contrary, they will help you to assess your progress. Afterwards take note **(6)** _____ the feedback you receive, pinpoint the mistakes you made. Did you include too little information, misread the questions, **(7)** _____ out of time?

Sometimes exams are failed not because **(8)** _____ too little work. Often the brightest students work too hard at revision and worry unnecessary. If you are nervous, then **(9)** _____ all means carry on gentle revision until the last moment: you can start worrying, if you have too much time on your hands. But be sure not to go into the exam room tired **(10)** _____ overwork.

Task 2

For questions 11-15, think of one word only which can be used appropriately in all three sentences. Here is an example:

- A) Could you do me a _____ and hold the door open while I bring in the shopping?
B) All those in _____ of the proposal please raise your hand.
C) After being out of fashion for years the painter is now in _____ with the critics.

Example: FAVOUR

- 12 A) They _____ to lose a lot of money if they are forced to close down their business.
B) He has treated me very badly for a long time and I think the time has come for me to _____ up to him.
C) Rose is very selfish and she can't _____ it when she doesn't get her own way.
13 A) I know you are very upset now but I'm sure the feeling will _____ soon.

B) His comment was so rude that I couldn't let it _____ without telling him that I thought he shouldn't have said it.

C) Luckily she managed to _____ the test.

- 14 A) Helen is always gossiping about other people – I wish she'd _____ her own business.

B) _____ your head when you go through the doorway, it's rather low for someone tall.

C) I've had enough from John. I'm going to give him a piece of my _____.

- 15 A) I bought my nephew a toy clock because he's just learning to _____ the time.

B) I expect the boss is going to _____ me off for not getting my work done on time.

C) Mary and her sister look so alike that I simply can't _____ them apart.

Task 3

For questions 16-23, read the following informal note you have received from a friend and use the information to complete the numbered gaps in the formal notice. Then write the new words in the correct spaces on your answer sheet. Use one word for each gap. The number of letters in the words is given. Also some letters are given. There is an example (0) at the beginning. The words you need do not occur in the informal note.

Example: 0. l i m i t



INFORMAL NOTE

Jack,

I've got that information you asked me to get about the Young Person's Railcards.

First of all, they are for people under 26. It seems that you can only buy one up to March 17th. It looks like a pretty good deal to me because it only costs £35 and you get a lot for that. The cards allow you to travel anywhere you want for six months and they also let you pay less at some hotels and restaurants.

You can only get them at the Student Travel Office in Piccadilly and you have to go and get one yourself and you have to prove your age and that you're doing a fulltime course. You fill in the form at the office and you have to give them a passportsized photograph.

It's really a good offer and I think you should encourage any of the students who can do so to get one before it's too late.

Glenn

FORMAL NOTICE

NOTICE TO STUDENTS

THE YOUNG PERSON'S RAILCARD

The Young Person's Railcards have the age (0) i _ _ t of 26. The Railcards are only (16) a _ _ i _ _ _ _ until 17th March and we advise you to get one because it is very good (17) _ _ _ _ e for

money. The cards (18) p _ _ _ _ t you unlimited travel for six months and they also (19) e _ t _ _ _ e you to price reductions at certain hotels and restaurants.

The cards are (20) _ b _ _ _ n _ _ _ e only from the Student Travel Office in Piccadilly and you must (21) _ _ _ _ _ c t the card personally and you will need to take proof of your age. You will also need to prove that you are in full-time study. At the office, you fill in an application form and (22) _ r _ _ i d _ a passport-sized photograph.

The card is highly recommended, so if you are (23) e l _ _ _ b _ _ for one, remember that you should not hesitate to buy it.

Task 4

In the table below there are quotations from famous people. For questions 24-30, match the beginning of the quotation from column A with its corresponding ending from column B. These are 4 extra endings which do not correspond to any quotation.

The (0) has been done for you as the example.

Example: 0. L

A

B

0. Good taste is better than bad taste,

A. who may get to be a boss and work twelve hours a day.
Robert Frost

24. They know enough

25. Education is what survives when

26. That is what learning is. You suddenly understand something

27. It is true nature of mankind

28. Pennies do not come from heaven.

They

29. The battle of Waterloo

30. Be not afraid of growing slowly, be afraid

B. you've understood all your life, but in a new way. *Doris Lessing*

C. who know how to learn. *Henry Brooks Adam*

D. and is essential for human happiness. *Galen*

E. what we are. *Claude-Adrien Helvitius*

F. what has been learnt has been forgotten. *B.F. Skinner*

G. to learn from mistakes not from example. *Fred Hoyle*.

H. can pay others to do for one. *W. Somerset Maugham*.

I. have to be earned here on earth. *Margaret Thatcher*

J. was won on the playing fields of Eton. *Duke of Wellington*

K. only of standing still. *Confusius*.

L. but bad taste is better than no taste. *Arnold Bennett*.

Writing

Write a short story.

1. Choose any subject but use in your story the following words at least once (underline the word from the list when using it for the first time):

- fluffy
- ignorant
- board
- cord
- traffic

2. title your story using a word from the list;

3. include description of feelings and emotions;

4. include direct and indirect speech;

5. make an unexpected ending.

Write 220 - 250 words.

Time: 60 minutes

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Listening & Reading

Time: 1 hour 15 minutes

Listening

Task 1

For items 1-15 listen to a passage from an audio guide and decide whether the statements (1-15) are TRUE (A), or FALSE (B) according to the text you hear. Circle the correct option (A or B) in your answer sheet. You will hear the text twice.

1) There are more than 20 million books in the national archives in the British Library.

A True B False

2) The national archives are displayed in a single room.

A True B False

3) Rick suggests spending about an hour on the audio tour.

A True B False

4) There is a possibility to see ancient Bibles in the British Library.

A True B False

5) The audio tour starts with the Beatles.

A True

B False

6) The statue of Newton is located close to the entrance to the Library.

A True

B False

7) The stature of Newton refers to the Library's objective.

A True

B False

8) The reading rooms are popular with the general public.

A True

B False

9) It is quite dark in the room called "The treasures of the British Library".

A True

B False

10) The exhibits in the room are grouped randomly.

A True

B False

11) Rick says that historic maps help to realise how different the natural world looked like.

A True

B False

12) According to Rick each generation presented its unique view on the

world.

B False

13) Rick says that the ancient map of the Island of Britain allowed the medieval people view it from above.

A True

B False

14) Rick says it is possible to use some ancient maps for the present day purposes.

A True

B False

15) Columbus tried to map *terra incognita*.

A True

B False

Integrated listening and reading

Task 2

Read the text 'Crop Circles', then listen to part of the lecture 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 7 minutes to read the text.

Crop Circles

Crop circles (round shapes in the fields seen from above) are not a modern phenomenon. As early as the late 17th century, circular designs were found in the fields and recorded in academic texts. However, the large number of eyewitness

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reports from England to Australia since 1970 has encouraged a more thorough examination of this phenomenon. To date, reports of more than 10,000 crop circles from almost thirty countries have been collected. Within the past thirty years, the designs have increased in complexity, including rings, lines and geometrical figures.

One of the problems associated with a serious scientific study of crop circles is the large number of hoaxers who have been discovered or who have admitted to having been a part of elaborate deceptions. Besides the famous team of Doug and Dave, who were attributed with creating a large number of circles in Britain, groups in New Zealand and in North America have been identified. Apparently, they flattened the crops by tromping through the field with heavy boots or by fastening planks of wood onto their boots to create intricate patterns without making footprints. In several experiments, most notably the 1998 demonstration supported by the Discovery Channel, a group of trained circle makers was paid to create patterns. The Discovery Channel test in New Zealand was mounted to prove that it was possible for teams to create patterns in a relatively short period of time. In less than four hours, they were able to make 100 circles intersecting in a pattern thirty feet in diameter. Critics pointed out that the location lent itself to secrecy, unlike other more populated sites where circles had been discovered. They also criticised the demonstration because, although the team worked at night, the area was very well-lighted.

Now listen to part of the lecture on the same topic and then do the task (questions 16-25), comparing the text above and the lecture. You will hear the lecture twice.

16. Scientists have taken serious interest in the phenomenon called 'crop circles'.
17. Crop circles are, in fact, geometrical figures of various designs and complexity.
18. Many people have been identified who participated in deception groups deliberately creating crop circles.
19. Several experiments have been conducted aimed at reproducing the procedure of making crop circles by specially trained people.
20. The more time the experiment takes, the greater the circle diameter is.
21. Professor Gerald Hawkins was actively involved in creating the equilateral pattern in a barley field in Britain.
22. There is a theory that links sound vibration frequencies with geometrical forms.
23. Observations of crop circles show that plant stems are not broken but bent.
24. Laboratory experiments show that the plants subjected to infrasound mature and ripen faster than in normal conditions.
25. Eyewitnesses have reported that they saw steam coming out of the newly created circle.

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Reading

Task 3

Read the text 'Is Photography Art?' and answer questions 26-40 below.

Is Photography Art?

This may seem a pointless question today. Surrounded as we are by thousands of photographs, most of us take for granted that, in addition to supplying information and seducing customers, camera images also serve as decoration, afford spiritual enrichment, and provide significant insights into the passing scene. But in the decades following the discovery of photography, this question reflected the search for ways to fit the mechanical medium into the traditional schemes of artistic expression.

Discussion of the role of photography in art was especially spirited in France, where the internal policies of the time had created a large pool of artists, but it was also taken up by important voices in England. In both countries, public interest in this topic was a reflection of the belief that national stature and achievement in the arts were related.

From the maze of conflicting statements and heated articles on the subject, three main positions about the potential of camera art emerged. The simplest, entertained by many painters and a section of the public, was that photographs should not be



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considered 'art' because they were made with a mechanical device and by physical and chemical phenomena instead of human hand and spirit; to some, camera images seemed to have more in common with fabric produced by machinery in a mill than with handmade creations fired by inspiration. The second widely held view, shared by painters, some photographers, and some critics, was that photographs would be useful to art but should not be considered equal in creativity to drawing and painting. Lastly, by assuming that the process was comparable to other techniques such as etching and lithography, a fair number of individuals realised that camera images were or could be as significant as handmade works of art and that they might have a positive influence on the arts and on culture in general.

Artists reacted to photography in various ways. Many portrait painters – miniaturists in particular became involved with paper photography in an effort to save their careers; some incorporated it with painting while others renounced painting altogether. Still other painters, the most prominent among them the French painter, Jean-August-Dominique Ingres, began almost immediately to use photography to make a record of their own output and also to provide themselves with source material for poses and backgrounds, vigorously denying at the same time its influence on their vision or its claims as art.

The view that photographs might be worthwhile to artists was formulated in considerable detail by Jacques Lacan and Francis Wey. The latter, an

art and literary critic, who eventually recognised that camera images could be inspired as well as informative, suggested that they would lead to greater naturalness in the graphic depiction of anatomy, clothing, likeness, expression, and landscape. By studying photographs, true artists, he claimed, would be relieved of mental tasks and become free to devote themselves to the more important spiritual aspects of their work. Wey left unstated what the incompetent artist might do as an alternative, but according to the influential French critic and poet Charles Baudelaire, writing in response to an exhibition of photography in 1859, lazy and untalented painters would become photographers. Fired by a belief in art as an imaginative embodiment of cultivated ideas and dreams, Baudelaire regarded photography as 'a very humble servant of art and science'; a medium largely unable to transcend 'external reality'. For this critic, photography was linked with 'the great industrial madness' of the time, which in his eyes exercised disastrous consequences on the spiritual qualities of life and art.

Eugene Delacroix was the most prominent of the French artists who welcomed photography as a help-mate but recognised its limitations. Regretting that 'such a wonderful invention' had arrived so late in his lifetime, he still took lessons in photography, and both commissioned and collected photographs. Delacroix's enthusiasm for the medium can be sensed in a journal entry noting that if photographs were used as they should be, an artist might 'raise himself to heights that we do not yet know'.

The question of whether the photograph was document or art aroused interest in England also. The most important statement on this matter was an unsigned article that concluded that while photography had a role to play, it should not be 'constrained' into 'competition' with art; a more stringent viewpoint led critic Philip Gilbert Hamerton to dismiss camera images as 'narrow in range, emphatic in assertion, telling one truth for ten falsehoods'.

These writers reflected the opposition of a section of the cultural elite in England and France to the 'cheapening of art' which the growing acceptance and purchase of camera pictures by the middle class represented. Technology made photographic images a common sight in the shop windows of Regent Street and Piccadilly in London and the commercial boulevards of Paris.

Questions 26-29

Choose the correct letter, A, B, C or D.

Circle the correct letter in boxes 26-29 on your answer sheet.

- 26 What is the writer's main point in the first paragraph?
- A Photography is used for many different purposes.
- B Photographers and artists have the same principal aims.
- C Photography has not always been a readily accepted art form.



- D Photographers today are more creative than those of the past.
- 27 What public view about artists was shared by the French and the English?
A that only artists could reflect a culture's true values
B that only artists were qualified to judge photography
C that artists could lose work as a result of photography
D that artistic success raised a country's international profile
- 28 What was the result of the widespread availability of photographs to the middle classes?
A The most educated worried about its impact on public taste.
B It helped artists appreciate the merits of photography.
C Improvements were made in photographic methods.
D It led to a reduction in the price of photographs.
- 29 Photographs appeared in shop windows in London and Paris due to
A industrial revolution.
B commercial advertising.
C development of technology.
D competition between the two cities.

Questions 30-36

Look at the following statements 30-36 and the list of people, A-E, below.

Match each statement with the correct person. You can use one letter more than once.

Circle the correct letter, A-E, in boxes 30-36 on your answer sheet.

- 30 He claimed that photography would make paintings more realistic.
- 31 He highlighted the limitations and deceptions of the camera.
- 32 He documented his production of artwork by photographing his works.
- 33 He noted the potential for photography to enrich artistic talent.
- 34 He based some of the scenes in his paintings on photographs.
- 35 He considered photography to be inferior to art or science.
- 36 He felt photography was part of the trend towards greater mechanisation of life.

People

- A Jean-Auguste-Dominique Ingres
B Francis Wey
C Charles Baudelaire
D Eugene Delacroix
E Philip Gilbert Hamerton

Questions 37-40

Complete the summary using the list of words, A-G, below.

Circle the correct letter in boxes 37-40 on your answer sheet.

In the early days of photography, opinions on its future were **37** _____, but three clear views emerged. A large number of artists and ordinary people saw photographs as **38** _____ to paintings because of the way they were produced. Another popular view was that photographs could have a role to play in the art world, despite the photographer being less **39** _____. Finally, a smaller number of people suspected that the impact of photography on art and society could be **40** _____.

- A inventive
B similar
C beneficial
D next
E mixed
F justified
G inferior



Use of English

Time: 60 minutes

Task 1



For items 1-15 fill in the gaps in the text choosing an appropriate word from the column on the right. Choose one word once only. There are two extra words in the right column which you don't have to choose. Write the correct word in your answer sheet.

Why you should never, ever wash your jeans

(unless you really, really have to)

What do winners smell like? Dirty jeans – or so say some manufacturers of raw denim who claim that not washing your jeans will make them last 1) ___. But what on earth do you do when nobody wants to come near you anymore?

The point of not washing 2) ___ for as long as possible is to avoid breaking down the fibers of the denim, to 3) ___ the deep indigos and the stiff (you might say, uncomfortable) feel of the fabric that makes them so 4) ___ to start with. Over time, the fades build up in distinct patterns molded to you – “whiskers” on the front, “honeycomb” patterns behind the knees, lines where you keep your phone or wallet and so on. When you finally wash them for the first time, 5) ___ marks you’ve built up are left as some of the dye washes off. As Nudie Jeans put it, “The outcome depends on 6) ___ you travel. Sitting around in the office won’t grace the denim as 7) ___ as if used while repairing motorcycles.” It’s a weird contradiction in some 8) ___ – a kind of purist (or overly fussy) regime for a fabric that’s rooted in ideas of the hard-wearing, authenticity of cowboys and lumberjacks.

Unlike jeans where the denim is prewashed or “sanforised” (so it doesn’t 9) ___, and treated (this is when distressing processes that basically make jeans look as if they’ve been 10) ___ for a year or stone/acid washes might be inserted into the process), raw or “dry” denim is often left in its earliest state – “unsanforized” (so it might shrink when washed) – basically, dyed cotton, that’s 11) ___ from chemical processes.

To find out more, I spoke to Ash Black, an Australian denim aficionado (200 pairs and counting). He’d noticed the problem after buying denim from brands who 12) ___ the ethos of “telling us not to wash”, and had heard all the cleaning myths “put them in the freezer, walk in the ocean, I even heard one about snow peas ... I was big into the freezer thing – but soon as heat comes back, it’s there 13) ___! The freezer just holds the smell, does nothing with it. The ocean thing tripped me out – you want me to do what?!”

His solution was to develop Mr Black’s Denim Refresh - an “anti-bacterial, odour neutraliser” (in a spray form) that takes 14) ___ “the smell and refreshes the denim” he says. If you’ve ever left your jeans for the recommended six months (or more) before washing, you might recognise what Mr Black describes as a kind of “oily” feel 15) ___ the surface – it’s a build-up of “bacteria, pollution, sweat, skin cells,” he laughs. “Spray them inside out, leave it for five or 10 minutes and your jeans go dry again”.

again
appealing
away
free
hiding
how
late
longer
much
preserve
promote
shrink
them
those
to
ways
worn

Task 2

For items 16-30 read the text below and look carefully at each line. Some of the lines are correct and some have a word that shouldn't be there. If a line is correct, put a tick (V) by the number in your answer sheet. If a line has a word which should not be there, write that word out. Lines 0 and 00 are example.

- 0 The writer Kingsley Amis once how quipped how that there was no pleasure
- 00 worth giving up for the sake of two V more years in a geriatric home
- 16 in Weston-super-Mare. But for pensioners who have been following
- 17 a pioneering health regime for the at last 35 years, an ascetic lifestyle
- 18 appears to be the secret of a fit and happy old age. In 1979, 2,500 men
- 19 were asked to follow for five simple rules - eat well, work out, drink less,
- 20 keep their weight down and never smoke. Nearly four decades on, just
- 21 25 pensioners have managed to stick to the plan. But they are badly all far
- 22 fitter and healthier than the volunteers who gave up. Those who were stuck

- 23 to the plan have dramatically cut their risk of cancer, diabetes, heart-
- 24 attack, stroke and dementia. A retired teacher Leighton Jones, 80, rides
- 25 35 miles a week around the hills and valleys near his home in Caerphilly,
- 26 South Wales and walks up to two miles on every other day. "I have followed
- 27 the healthy steps for many years now and feel pretty fit. Cycling keeps
- 28 my body fit while scrabble keeps to the mind fit," said Mr Jones. "I do
- 29 have a beer or wine most nights but I never drink in moderation." The
- 30 Caerphilly Study has made a tremendous contribution to UK Science.

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Writing

Computer Based Games for English Learners, produced by the ABC Company, were offered to the students of your school for a free trial in October 2014. Prepare a report on the results of the experiment to your school headmaster. Use the information from the table below.

Remember to:

- include a title and subtitles;
- use an appropriate style;
- organise the information logically and clearly;
- make a critical evaluation and analysis of the experiment;
- recommend what should be done.

Write 220 - 250 words.

USE YOUR OWN WORDS AND EXPRESSIONS in your report.

Time: 1 hour 15 minutes

1	Participants from forms 10 - 11	40 students Form 10 (4 groups)	30 students Form 11 (3 groups)
2	Type of work	In class with the teacher	At home/ Individually after classes without the teacher

3	Area of studies	<u>Grammar</u> (introducing new material): Sequence of Tenses; Indirect Questions; Modal Verbs; Articles	<u>Vocabulary</u> (drilling learned material): Idioms; Phrasal Verbs; Synonyms/ Antonyms
4	Types of exercises	Filling in the gaps	Multiple choice
5	Test results (after the games)	Fewer mistakes	Fewer mistakes
6	Student evaluation of computer games tasks	Exciting	Boring

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Listening & Reading

Time: 1 hour 15 minutes

Listening

Task 1

For items 1-15 listen to a passage from an audio guide and decide whether the statements (1-15) are TRUE (A), or FALSE (B) according to the text you hear. Circle the correct option (A or B) on your answer sheet. You will hear the text twice.

- 1) The Central Park walk starts near 72nd Street.
- 2) The Imagine mosaic is in the middle of Strawberry Fields.
- 3) The Imagine mosaic was donated to Central Park by John Lennon.
- 4) Robert Wagner was the head of the New York City government.
- 5) Wagner Cove was restored a few years ago.
- 6) There are seven water reservoirs in Central Park.
- 7) The Pond park entrance is not very popular.
- 8) The pond setting is kept as it was created by nature.
- 9) Most of the Central Park ducks don't migrate.
- 10) Cherry Hill fountain was dedicated to Queen Victoria.

- 11) The longest bridge in the park is the Bow Bridge.
- 12) Whoopi Goldberg's favorite place in Central park is an Alice in Wonderland sculpture.
- 13) Alice in the sculpture is sitting on a mushroom.
- 14) Whoopi Goldberg once played the Cheshire Cat.
- 15) There are several Alice in Wonderland sculptures in Central Park.

Integrated listening and reading

Task 2

Read the text about marsupials – the animals that carry their newly born babies in a pocket on the mother's body, then listen to a part of a lecture on a similar topic. You will notice that some ideas coincide and some differ in the two materials. 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 7 minutes to read the text.

Marsupials

Marsupials are a group of mammals that are born alive after a very short gestation period. Since a marsupial appears quite early in its life cycle, it

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must complete its development while nursing. In order to survive, the young underdeveloped marsupial, immediately after its birth, must crawl over its mother's body to a fold of skin known as a pouch. During further development, which can last weeks or months, depending on the species, a marsupial nurses and grows inside the pouch. Most marsupials do not form family groups. It is the female marsupial that cares for the offspring. The young marsupial may stay with the mother for more than a year, climbing in and out of the pouch to nurse or sleep.

Although marsupials once ranged throughout North and South America, as well as in Antarctica, only a few species now live outside of New Zealand and Australia where more than 250 species are still found. There is quite a diversity of marsupials within these species, and they have adapted to a number of different habitats; however, some characteristics are universal among them. The senses of hearing and smell are very important to marsupials because they are nocturnal creatures that depend on their ears and nose to locate their food at night. Some marsupials prefer plants, although others eat insects or meat. Like other mammals, marsupials are covered with hair. Unlike other mammals, however, marsupials have additional bones to support the pouch, which is their unique adaptation.

Now listen to a part of a lecture on a similar topic and then do the tasks (16-25), comparing the text above and the lecture. You will hear the lecture twice.



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16. The time spent by a marsupial in its mother's body before it is born is very short.
17. Babies of this species stay with their mother for a year or so and only then become independent.
18. Very few marsupials live in Eurasia.
19. Years ago these animals populated other continents though today most of them live in Australia and New Zealand.
20. When it is born, the animal is only 19 millimeters long and has no fur.
21. These animals sleep in the daytime and search for their food at night.
22. Of all types of food, it prefers the leaves of a particular plant.
23. These animals look like bears, though they belong to another group of mammals.
24. The skeleton of marsupials differs from that of other mammals, as it is adapted to reinforce the pouch.
25. The koala came to Australia from New Zealand.

Reading

Task 3

Read the text "The Penny Black" and answer questions 26-40 below.

The Penny Black

It might not have looked very impressive, but the Penny Black, now 170 years old, was the first stamp to be created and it launched the modern postal system in Britain.

Before 1840 and the arrival of the Penny Black, you had to be rich and patient to use the Royal Mail. Delivery was charged according to the miles travelled and the number of sheets of paper used; a 2-page letter sent from Edinburgh to London, for example, would have cost 2 shillings, or more than £7 in today's money. And when the top-hatted letter carrier came to deliver it, it was the recipient who had to pay for the postage. Letter writers employed various ruses to reduce the cost, doing everything possible to cram more words onto a page. Nobody bothered with heavy envelopes; instead, letters would be folded and sealed with wax. You then had to find a post office – there were no pillar boxes – and hope your addressee didn't live in one of the several rural areas which were not served by the system. If you were lucky, your letter would arrive (it could take days) without being read or censored.

The state of mail had been causing concern throughout the 1830s, but it was Rowland Hill, an inventor, teacher and social reformer from Kidderminster, who proposed a workable plan for change. Worried that a dysfunctional, costly service would stifle communication just as Britain was in the swing of its second industrial revolution, he believed reform would ease the distribution of ideas and stimulate trade and business, delivering the same promise as the new railways.

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Hill's proposal for the penny post, which meant any letter weighing less than half an ounce (14 grams) could be sent anywhere in Britain for about 30p in today's money, was so radical that the Postmaster General, Lord Lichfield, said: "Of all the wild and visionary schemes which I ever heard of, it is the most extravagant." Lord Lichfield spoke for an establishment not convinced of the need for poor people to post anything. But merchants and reformers backed Hill. Soon the government told him to make his scheme work. And that meant inventing a new type of currency.

Hill quickly settled on "a bit of paper covered at the back with a glutinous wash which the user might, by applying a little moisture, attach to the back of a letter". Stamps would be printed in sheets of 240 that could be cut using scissors or a knife. Perforations would not arrive until 1854. The idea stuck, and in August 1839 the Treasury launched a design competition open to "all artists, men of science and the public in general". The new stamp would need to be resistant to forgery, and so it was a submission by one Mr Cheverton that Hill used as the basis for one of the most striking designs in history. Cheverton, who worked as a sculptor and an engineer, determined that a portrait of Queen Victoria, engraved for a commemorative coin when she was a 15-year-old princess, was detailed enough to make copying difficult, and recognizable enough to make fakes easy to spot. The words "Postage" and "One Penny" were added alongside ornamental stars. Nobody thought to add the word "Britain", as it was assumed that the stamps

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would solely be put to domestic use.

With the introduction of the new postal system, the Penny Black was an instant hit, and printers struggled to meet demand. By the end of 1840, more than 160 million letters had been sent – more than double the previous year. It created more work for the post office, whose reform continued with the introduction of red letter boxes, new branches and more frequent deliveries, even to the remotest address, but its lasting impact on society was more remarkable.

Hill and his supporters rightly predicted that cheaper post would improve the “diffusion of knowledge”. Suddenly, someone in Scotland could be reached by someone in London within a day or two. And as literacy improved, sections of society that had been disenfranchised found a voice.

Tristram Hunt, a historian, values the “flourishing of correspondence” that followed the arrival of stamps. “While I was writing my biography of Friedrich Engels I could read the letters he and Marx sent between Manchester and London,” he says. “They wrote to each other three times a day, ping-pong ideas back and forth so that you can almost follow a real-time correspondence.”

The penny post also changed the nature of the letter. Weight-saving tricks such as cross-writing began to die out, while the arrival of envelopes built confidence among correspondents that mail would not be stolen or read. And so people wrote more private things – politically or commercially

sensitive information or love letters. “In the early days of the penny post, there was still concern about theft,” Hunt says. “Engels would still send Marx money by ripping up five-pound notes and sending the pieces in different letters.” But the probity of the postal system became a great thing and it came to be expected that your mail would not be tampered with.

For all its brilliance, the Penny Black was technically a failure. At first, post offices used red ink to cancel stamps so that they could not be used again. But the ink could be removed. When in 1842, it was determined that black ink would be more robust, the colour of the Penny Black became a sort of brownish red, but Hill’s brainchild had made its mark.

Questions 26-28

Choose the correct letter, A, B, C or D. Circle the correct letter in boxes 26-28 on your answer sheet.

- 26 One of the characteristics of the postal service before the 1840s was that
- A postmen were employed by various organizations.
 - B letters were restricted to a certain length.
 - C distance affected the price of postage.
 - D the price of delivery kept going up.
- 27 Letter writers in the 1830s
- A were not responsible for the cost of delivery.

B tried to fit more than one letter into an envelope.

C could only send letters to people living in cities.

D knew all letters were automatically read by postal staff.

- 28 What does the text say about Hill in the 1830s?

A He was the first person to express concern about the postal system.

B He considered it would be more efficient for mail to be delivered by rail.

C He felt that postal service reform was necessary for commercial development.

D His plan received support from all the important figures of the day.

Questions 29-34

Look at the following statements (Questions 29-34) and the list of people below. Match each statement with the correct person, A, B, C, D, E or F. Circle the correct letter, A, B, C, D, E or F in boxes 29-34 on your answer sheet.

You can use any letter more than once. You may not need some of the names.

- 29 His inspiration came from a particular image.

- 30 He claimed that the postal system would lead to the spread of information.



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31 He organized the creation of the first stamp.

32 He expressed doubts about the plans to change the postal service.

33 He sent pieces of banknotes to his friend in different envelopes to avoid theft.

34 He studied the correspondence of two famous people.

List of names mentioned in the text

- A Rowland Hill
- B Lord Lichfield
- C Cheverton
- D Friedrich Engels
- E Tristram Hunt
- F Marx

Questions 35-40

Complete the notes below.

Choose **NO MORE THAN ONE WORD** from the passage for each answer.

Write your answers in boxes 35-40 on your answer sheet.

The Penny Black

- Design came about as a result of a competition organized by the 35

- It was based on an engraving of Queen Victoria featured on a 36.....
- Apart from the Queen's face, the stamp had just three words and pictures of 37as decoration.
- There was no mention of 38, as the plan was for the stamps to be for domestic use only.
- The 39, which was applied to indicate that the stamp had been used, proved to be ineffective.
- In 1842, the 40of the stamp was changed.

Use of English

Time: 60 minutes

Task 1

For items 1-5, read the text below and think of the word which best fits each gap. Write down the needed word in your answer sheet. The first example (0) is done for you.

Hard Work of Rescue Teams

Example: (0). by

Last year over 200 climbers were rescued from the mountains of Scotland alone (0) ... local rescue teams who go out in all weathers to do whatever they can to help when disaster strikes.

our community vk.com/climbolympus

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These people are volunteers, giving their time and energy freely and, (1) ... occasion, putting themselves in danger. They risk life and limb in an emergency when they are called on to rescue foolhardy or unlucky climbers.

A whole range of things can go wrong up in the mountains. A storm can brew up without warning, reducing visibility (2) ... virtually zero. Then only the most experienced mountaineers could find their way back down to safety. And it is easy to (3) ... to grief, breaking a leg – or worse. Many climbers owe a huge debt of gratitude to the rescue teams!

While rescue teams work for no pay, there are considerable costs involved in maintaining an efficient service. Equipment such as ropes and stretchers (4) ... of some vital importance, as are vehicles and radio communications devices. Though some of the costs are borne by the government, the rescue teams couldn't operate without donations from the public. Fortunately, fund-raising for a good cause like this is not difficult; anyone who has ever been up in the mountains will gladly (5) ... a contribution.

Task 2

For items 6 – 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. You should use between three and six words, including the

word given. Write down the needed words in your answer sheet. The first example (0) is done for you.

Example: 0. I consider him my worst enemy.

LOOK

I.....
enemy.

0. I **look upon him as my worst** enemy.

6. Even if we drive very fast, we'll never get to the theater on time.

HOW

No, we'll never get to the theater on time.

7. At no time did we think that Mike might be planning to leave London.

OCCURRED

Itthat Mike might be planning to leave London.

8. Paula had just reached the gate when it began to rain.

THAN

No sooner
.....it began to rain.

9. He behaved in an incomprehensible way at the party.

BEYOND

His
our comprehension.

10. You may not have noticed but Sam is wearing an engagement ring.

ESCAPED

Itnotice but Sam is wearing an engagement ring.

Task 3

For items 11-15, fill in the crossword by working out the meanings of the phrasal verbs in the clues. Underlined phrasal verbs require synonyms. Write down the required synonyms in your answer sheet. The first example (0) is done for you.

Example: 0. (across) Why do you always **let me down** by arriving so late?

0. disappoint

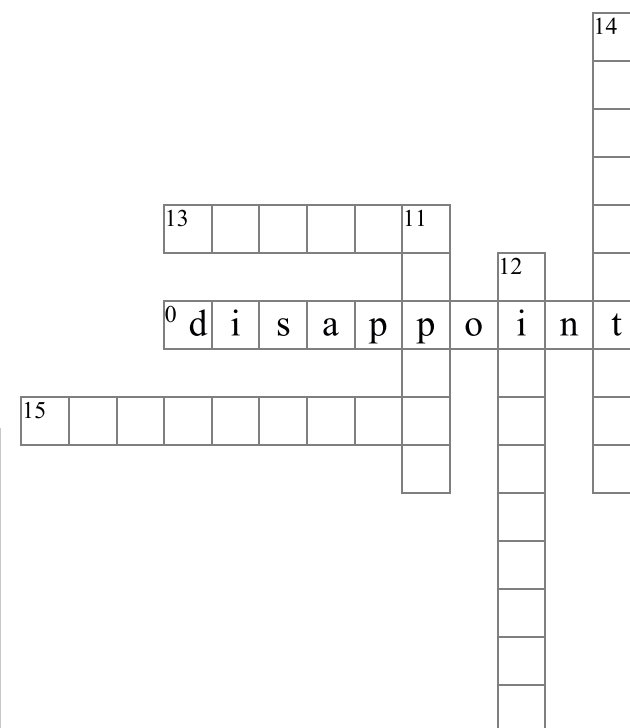
11. (down) The guarantee is due to **run out** next week.

12. (down) I hope my words do not **put** you **off**.

13. (across) The coach doesn't **get into** Victoria until 6 p.m.

14. (down) It isn't possible to **take in** all these phrasal verbs.

15. (across) The waving of a white flag can signify that one side in a battle is prepared to **give up**.



Task 4

For items 16-20, choose from the box the necessary animal (1-13) that would fit in the gap of the given sentences (16-20) to produce a proverb or an idiom, then match the sentence with the correct definition (A - F). There are some extra words in the box, which you do not have to use. The first example (0) is done for you.

Example: 0. It's raining ... and....
0. 2, 6 E



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1-cat, 2-**cats**, 3-cow, 4-dog, 5-dogs, 6-**dogs**,
7-goats, 8-horse, 9-lion, 10-mice, 11- rabbit,
12-sheep, 13-tiger

16. When the ...'s away the will play.

17. That's a ... of a different colour.

18. Better to be a live ... than a dead

19. To separate the ... from the

20. To go to the

Definitions:

- A) a situation or a subject far from what you expected
- B) there are some situations when being a coward is an advantage
- C) when a person in authority is absent, those under the person's rule will enjoy their freedom
- D) to deteriorate, to become bad
- E) something that you say when it is raining very heavily
- F) to group people or things into superior and inferior

Task 5

For items 21-30, identify the names of an English or an American city/town, hidden in the sentences below. Write down the correct names in your answer sheet. The first example (0) is done for you.

Example: 0. After competing in a triathlon, Donna was very tired. *(the capital of the UK)*

0. London

21. The bank won't be able to issue a new credit card if for some reason you forget your PIN, so be extra careful. *(the capital of Wales)*

22. The pilot had to decide whether to initiate a go-around or land on the ground in inclement weather. *(a city in the U.S. state of Florida, Walt Disney World Resort, also the name of a famous Hollywood star, whose surname is Bloom)*

23. The gingerbread ingredients are on the table. I will help you to make it. *(the names of two cities, situated in the UK and the USA, and a homograph to an activity connected with books)*

24. Housekeepers usually prefer washing to not doing anything. *(the name of a city that is associated with the first name of a famous American writer and the surname of an American president)*

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25. The local Congressman Chester Charing spoke about the environmental problems of the region. *(people who live in this city are called Mancunians)*

26. A person who wants to purchase a car usually either buys it brand new or leans towards getting a used one. *(a major United States port on the Mississippi river, known also as the birthplace of jazz)*

27. Please, use the suggestion box for direct comments about the quality of the food in our restaurant. *(a city where Lewis Carroll lived and worked)*

28. The sacrament of marriage is one of the key rituals of the Catholic Church. *(the capital of California)*

29. Mabel fastened her seat belt before the plane took off. *(the capital of Northern Ireland)*

30. As one considers history, it becomes quite apparent that living like a nomad is on the border of civilization and absence of culture. *(a city named after the 4th president of the USA, the author of the Bill of Rights)*

compiled by Artem Gulov vk.com/artemgulov

Writing

Time: 1 hour 15 minutes

Imagine that you are doing a project on how students in the USA spend their time on an average weekday. You have collected some data on the subject (see the charts below). Write a brief report describing the data. Try to use all the information given and compare the data for 2014 and 2015.

Use the following words in your report (put them in the correct grammar form if necessary):

1. assess
2. extracurricular
3. catch on
4. pursuit
5. substitute

Underline the required words when used in your report.

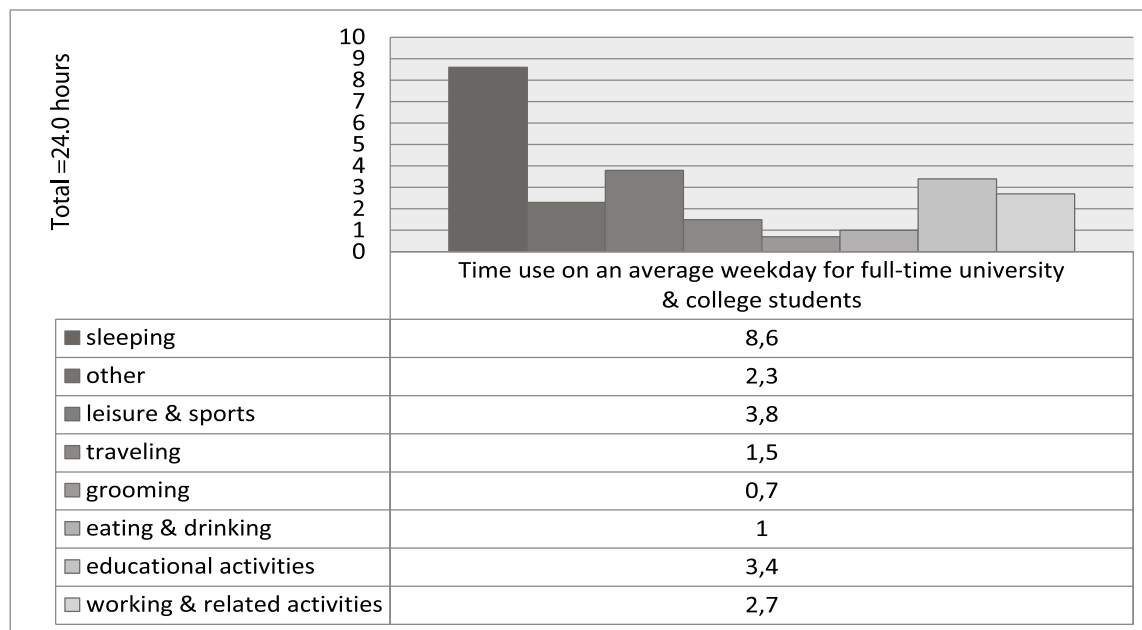
Write 220–250 words.

Use the following plan:

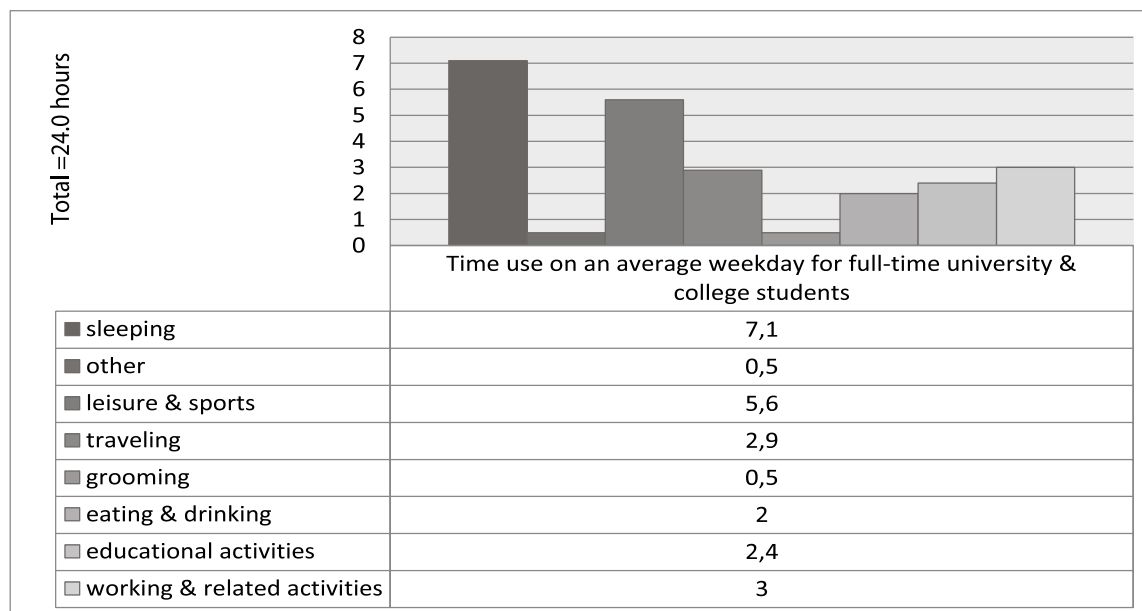
- make an opening statement
- give some general information and outline most significant trends
- compare the information given in the charts
- make a conclusion

USE YOUR OWN WORDS AND EXPRESSIONS in your report.

2014



2015



Listening & Reading

Time: 1 hour 15 minutes

Listening

Task 1

For items 1-10 listen to a passage from a lecture and decide whether the statements (1-10) are TRUE (A), or FALSE (B) according to the text you will hear. Circle the correct option (A or B) on your answer sheet. You will hear the text twice.

The speaker says that...

1. the subject of the talk is an American Zoo.
2. Fatface is a young turtle.
3. Fatface enjoyed playing basketball.
4. animals like to play with human children.
5. otters play games similar to King of the Castle.
6. some birds play with the animals they have killed.
7. cats play games similar to those played by many human young.
8. young animals can be easily hurt while playing.
9. when playing animals may learn how to catch food.
10. many animals spend most of their time playing.

For items 11-15 listen to an interview. Choose the correct answer (A, B or C) to answer questions 11-15. You will hear the text only once.

11. Geoff is introduced as a successful ...
A. sportsman B. businessman C. engineer
12. We learn that Geoff was born in ...
A. Guyana B. Barbados C. England
13. At school Geoff was known for his ...
A. strength B. violence C. pride
14. Geoff decided to take karate when he ...
A. and his schoolmates came to a sports center
B. visited Japan
C. saw the World Championships in Taiwan
15. Geoff's life now is dedicated to work. ...
A. for the Manchester police
B. outside Britain
C. with young people

Integrated listening and reading

Task 2

Read the text, then listen to a part of a lecture 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 7 minutes to read the text.

THE TURING TEST

Do computers think? It isn't a new question. In fact, Alan Turing, a British mathematician, proposed an experiment to answer the question in 1950, and the test, known as the Turing Test, is still used today. In the experiment, a group of people are asked to interact with something in another room through a computer terminal. They don't know whether it is another person or a computer that they are interacting with. They can ask any questions that they want. They can type their questions onto a computer screen, or they can ask their questions by speaking into a microphone. In response, they see the answers on a computer screen or they hear them played back by a voice synthesizer. At the end of the test, the people have to decide whether they have been talking to a person or to a computer. If they judge the computer to be a

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person, or if they can't determine the difference, then the machine has passed the Turing Test.

Since 1950, a number of contests have been organized in which machines are challenged to the Turing Test. In 1990, Hugh Loebner sponsored a prize to be awarded by the Cambridge Center for Behavioral Studies - a gold medal and a cash award of \$100,000 to the designer of the computer that could pass the Turing Test; however, so far, no computer has passed the test.

Now listen to a part of a lecture on a similar topic and then do the tasks (16-25), comparing the text above and the lecture. You will hear the lecture twice.

16. It is not quite clear whether computers can think.
17. Participants of an experiment can introduce their questions into a computer either by speaking or by typing.
18. If people take the computer for a human being, it will mean that the computer has passed the Turing Test.
19. The idea of challenging computers to the Turing Test is still alive.
20. Only one computer in the world has passed the Turing Test.
21. A prize of 100,000 US dollars sponsored by Hugh Loebner in 1990 was not awarded to any computer designer.

22. Some scholars doubt that the Turing Test can check what it claims to check.
23. The idea of the Chinese Room as a paradox isn't new.
24. An argument based on Chinese characters has been developed to show that the Turing Test isn't meaningful.
25. John Searle believes that the person who manipulates symbols without understanding them doesn't show adequate behavior.

Reading

Task 3

Read the text and answer questions 26-40 below.

WANT TO BE FRIENDS?

Could the benefits of online social networking be too good to miss out on?

(I) For many hundreds of thousands of people worldwide, online networking has become enmeshed in our daily lives. However, it is a decades-old insight from a study of traditional social networks that best illuminates one of the most important aspects of today's online networking. In 1973 sociologist Mark Granovetter showed how the loose acquaintances, or 'weak ties', in our social network exert a disproportionate

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influence over our behaviour and choices. Granovetter's research showed that a significant percentage of people get their jobs as a result of recommendations or advice provided by a weak tie. Today our number of weak-tie contacts has exploded via online social networking. 'You couldn't maintain all of those weak ties on your own,' says Jennifer Golbeck of the University of Maryland. 'Online sites, such as Facebook, give you a way of cataloguing them.' The result? It's now significantly easier for the school friend you haven't seen in years to pass you a tip that alters your behaviour, from recommendation of a low-cholesterol breakfast cereal to a party invite where you meet your future wife or husband.

(II) The explosion of weak ties could have profound consequences for our social structures too, according to Judith Donath of the Berkman Center for Internet and Society at Harvard University. 'We're already seeing changes,' she says. For example, many people now turn to their online social networks ahead of sources such as newspapers and television for trusted and relevant news or information. What they hear could well be inaccurate, but the change is happening nonetheless. If these huge 'supernets' - some of them numbering up to 5,000 people - continue to thrive and grow, they could fundamentally change the way we share information and transform our notions of relationships.

(III) But are these vast networks really that relevant to us on a personal level? Robin Dunbar,



an evolutionary anthropologist at the University of Oxford, believes that our primate brains place a cap on the number of genuine social relationships we can actually cope with: roughly 150. According to Dunbar, online social networking appears to be very good for 'servicing' relationships, but not for establishing them. He argues that our evolutionary roots mean we still depend heavily on physical and face-to-face contact to be able to create ties.

(IV) Nonetheless, there is evidence that online networking can transform our daily interactions. In an experiment at Cornell University, psychologist Jeff Hancock asked participants to try to encourage other participants to like them via instant messaging conversation. Beforehand, some members of the trial were allowed to view the Facebook profile of the person they were trying to win over. He found that those with Facebook access asked questions to which they already knew the answers or raised things they had in common, and as a result were much more successful in their social relationships. Hancock concluded that people who use these sites to keep updated on the activities of their acquaintances are more likely to be liked in subsequent social interactions.

(V) Online social networking may also have tangible effects on our well-being. Nicole Ellison of Michigan State University found that the frequency of networking site use correlates with greater self-esteem. Support and affirmation from the weak ties could be the explanation,

says Ellison. 'Asking your close friends for help or advice is nothing new, but we are seeing a lowering of barriers among acquaintances,' she says. People are readily sharing personal feelings and experiences to a wider circle than they might once have done. Sandy Pentland at the Massachusetts Institute of Technology agrees. 'The ability to broadcast to our social group means we need never feel alone,' he says. 'The things that befall us are often due to a lack of social support. There's more of a safety net now.'

(VI) Henry Holzman, also at MIT, who studies the interface between online social networking and the real world, points out that increased visibility also means our various social spheres - family, work, friends - are merging, and so we will have to prepare for new societal norms. 'We'll have to learn how to live a more transparent life,' he says. 'We may have to give up some ability to show very limited glimpses of ourselves to others.'

(VII) Another way that online networking appears to be changing our social structures is through dominance. In one repeated experiment, Michael Kearns of the University of Pennsylvania asked 30 volunteers to quickly reach consensus in an online game over a choice between two colours. Each person was offered a cash reward if they succeeded in persuading the group to pick one or other colour. All participants could see the colour chosen by some of the other people, but certain participants had an extra advantage: the ability to see more of the participants' chosen colours than others. Every time Kearns

found that those who could see the choices of more participants (in other words, were better connected) persuaded the group to pick their colour, even when they had to persuade the vast majority to give up their financial incentive. While Kearns warns that the setting was artificial, he says it's possible that greater persuasive power could lie with well-connected individuals in the everyday online world too.

Questions 26-31

The text has seven paragraphs (I-VII). Match the paragraphs (II-VII) with the list of titles below (A- J). There are some extra titles you do not need to use.

- 26 Paragraph II
- 27 Paragraph III
- 28 Paragraph IV
- 29 Paragraph V
- 30 Paragraph VI
- 31 Paragraph VII

List of titles

- A A shift in our fact-finding habits
- B How to be popular
- C More personal information being known
- D The origins of online social networks
- E The link between knowledge and influence

- F** Information that could change how you live
- G** The emotional benefits of online networking
- H** A change in how we view our online friendships
- I** The future of networking
- J** Doubts about the value of online socializing

Questions 32 - 36

Look at the following findings (32-36) and the list of researchers below (A-F). Match each finding with the correct researcher. There is one extra name in the list of researchers.

- 32** People who network widely may be more able to influence others.
- 33** We have become more willing to confide in an extensive number of people.
- 34** There is a limit to how many meaningful relationships we can maintain.
- 35** There is a social advantage in knowing about the lives of our online contacts.
- 36** Social networking can influence people's careers.

List of researchers

- A** Mark Granovetter
- B** Judith Donath
- C** Robin Dunbar

- D** Jeff Hancock
- E** Nicole Ellison
- F** Michael Kearns

Questions 37 and 38

Which TWO of these advantages of online social networking are mentioned in Paragraphs I and V? Choose TWO letters, A-D. In alphabetical order, circle the letters you choose in boxes 37 and 38 on your answer sheet: one letter in 37 and one letter in 38.

- A** Social networking sites can be accessed on any day and at any time.
- B** Online socialising is an efficient way of keeping in touch with a lot of people.
- C** It is very easy to establish new friendships online.
- D** It can be reassuring to be part of an online social network.

Questions 39 and 40

Which TWO of these disadvantages of online social networking are mentioned in Paragraphs II and VI? Choose TWO letters, A-D. In alphabetical order, circle the letters you choose in boxes 39 and 40 on your answer sheet: one letter in 39 and one letter in 40.

- A** Information from online social contacts may be unreliable.

- B** We may become jealous of people who seem to have a wide circle of friends.
- C** Using social networking sites may result in a lack of privacy.
- D** It is easy to waste a lot of time on social networking sites.

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. 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 _____ my worst enemy.

0. I look upon him as my worst enemy.

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

rather

I _____ take part in the project.

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



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long

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

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

live

The play did not _____ our
expectations.

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

substituted

New plastic bottles _____
_____ the old glass ones.

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

sooner

No _____
she realized she'd forgotten to buy milk.

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

point

I was on _____ you to
cancel the party.

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

due

Although my article _____ 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 _____ 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 _____ this
department.

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

racked

I _____ trying to remember his
name.

Task 2

**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 on your answer sheet. 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 minute ... of the clock isn't

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moving (a part of a clock or watch that points to
the numbers).

1. L

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

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*).

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*).

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

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*).

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*).

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*).

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

Task 3

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

Writing

Time: 1 hour 15 minutes

Write a report to your English Club event organizers based on the chart below. Give recommendations what should be done to increase students' attendance and participation in school events.

Use the following words in your report:

- affect
- fluctuate
- percent
- percentage
- trend

Underline the required words when used in your report.

Remember to:

- make an introduction;
- summarize the information by selecting and reporting the main features (2 or more);
- make comparisons where relevant (2 or more);
- give recommendations (2 or more);
- make a conclusion

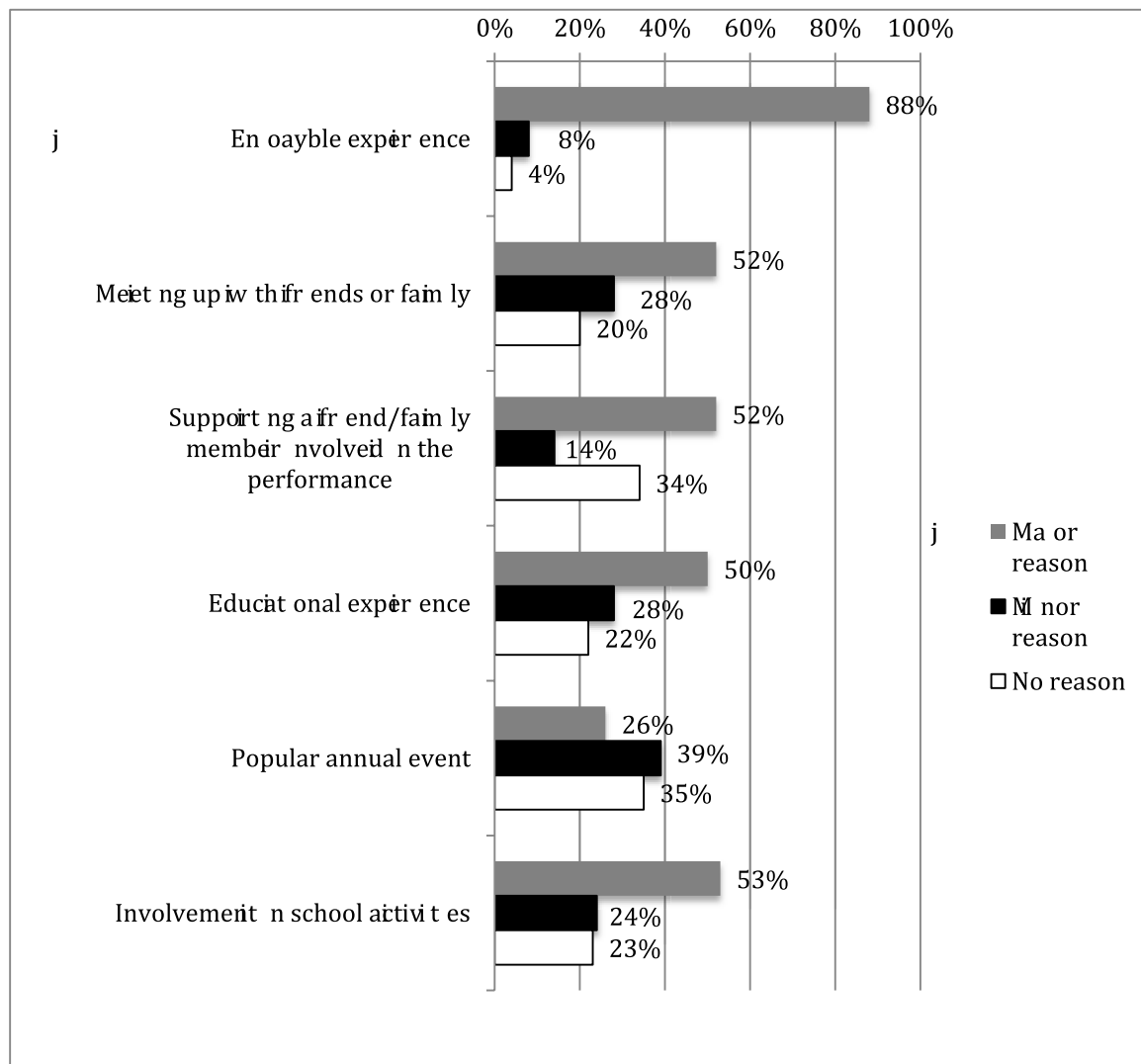
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USE YOUR OWN WORDS AND EXPRESSIONS in your report.

Write 200-250 words (the words in the title are not counted).



Major, Minor, No Reason to Go to School Events



compiled by Artem Gulov vk.com/artemgulov



Listening & Reading

Time: 1 hour 30 minutes

Listening

Task 1

For items 1-10 listen to a text about universities and decide whether the statements (1-10) are TRUE (A), or FALSE (B) according to the text you will hear. Circle the correct option (A or B) on your answer sheet. You will hear the text only once.

The speaker says that...

1. most universities admit anyone who wants to study.
2. an entry test is not required in universities nowadays.
3. Oxford and Cambridge in Britain became training ground for law and medicine.
4. most European students get education loans to study at universities.
5. nowadays taking a gap year while studying at university is a usual practice.
6. nowadays university students don't have to attend lectures.
7. students' achievements are not always assessed by examinations.

8. students' social life is not encouraged.
9. recruitment fairs take place after the graduation ceremony.
10. Theodore Roosevelt said that the primary purpose of a liberal education is to make one's mind a pleasant place in which to spend one's time.

For items 11-15 listen to a dialogue. Choose the correct answer (A, B or C) to answer questions 11-15. You will hear the text twice.

11. Dr. Bryson thanks Amina for ...
A. visiting him.
B. her decision to start the project.
C. the timely submission of the project draft.
12. Which of the following is TRUE about Amina's project?
A. She started it while in a hospital.
She has changed the initial theme of it.
Dr. Bryson didn't like the first chapter of it.
13. How much time did Amina spend on her project so far?
A. about a month.
B. two or three weeks.
C. a week.
14. How many more books did Dr. Bryson recommend to Amina?

- A. 1
B. 2
C. 3

15. Who is going to do the proofreading of Amina's project?
A. Dr. Bryson.
B. Amina's support tutor.
C. Amina.

Integrated listening and reading

Task 2

Read the text, then listen to part of a lecture 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 7 minutes to read the text.

Antarctica

Antarctica, on average, is the coldest, driest, and windiest continent, and has the highest average elevation of all the continents. Antarctica is a desert and the temperature there sometimes reaches – 89.2 C. In spite of this, from 1,000 to



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5,000 people reside throughout the year at the research stations scattered across the continent.

Antarctica and the ocean that surrounds it constitute 40 percent of the planet, but in spite of its vast area, it has remained a frontier with no permanent towns or transportation networks. Between 1895 and 1914, explorers planted their flags, claiming various sectors and the raw materials in them for their countries. Nevertheless, the remote location and the harsh environment have encouraged a spirit of cooperation among nations who maintain claims. Furthermore, because Antarctica plays a crucial role in the global environmental system, the exploitation of resources could have unpredictable consequences for the entire world. The Antarctic Treaty, signed in 1961 and expanded in 1991, ensures scientific collaboration, protects the environment, and prohibits military activities.

It's also worth mentioning that Antarctica is vitally important to the balance that's maintained in the environment worldwide. So, in addition to all the difficulties that would have to be overcome to take advantage of the resources in their claims, individual nations also recognize the danger to the global environment and, at least for now, they're not pursuing their national interests.

Now listen to part of a lecture on a similar topic and then do the tasks (16-25), comparing the text above and the lecture. You will hear the lecture twice.

16. Individual nations recognize the global environmental value of Antarctica.
17. The need in raw materials used by humankind on other continents is growing.
18. Military activities are prohibited in Antarctica by the treaty which is no longer valid.
19. The continent is divided into sectors belonging to different countries.
20. Antarctica is a huge desert where the temperatures are so low that people cannot live there.
21. Ecological balance in Antarctica plays an important role in the global environmental system.
22. Fuel, minerals and proteins of the continent are covered by a two-miles-thick layer of ice.
23. In the late 19th and early 20th centuries national flags were installed over the continent to mark that a territory and its raw materials belonged to a certain country.
24. Nations are not ready to give up their territorial claims in Antarctica.
25. Whales and seals attract today's explorers more than mineral resources of the continent.

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Reading

Task 3

Read the text and answer questions 26-40 below.

I. Geert Hofstede is a Dutch academic born in 1928 who has spent a lot of time at IBM. He is famous for pioneering research on national and organisational cultures. Much of his subsequent work was based on a monumental research project in the late 1960s and early 1970s into the working of a giant international corporation, originally known as HERMES and later transformed into IBM. The rise of global business – leading to an increase in the number of joint ventures and cross-border partnerships and the need to employ people from various ethnic backgrounds and cultures, have all contributed to the need to develop cultural sensitivity. Ignorance or insensitivity in cultural matters can cause serious problems to international operations. Corporate culture and management policies may need modifying to suit local conditions. Hofstede's study has provided a framework for understanding cultural differences.

II. According to Hofstede, culture distinguishes one group, organisation, or nation from another. In his view, it is made up of two main elements: internal values, which are invisible, and external elements, which are more visible and are known as practices. The cultures of different organisations can be distinguished from one

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another by their practices, while national cultures can be differentiated by their values. Values are among the first things that are programmed into children. They are then reinforced by the local environment at school and at work. It is, therefore, difficult for an individual to change them in later life, and this is the reason why expatriate workers often experience difficulties when faced with another national culture.

III. The original Hofstede's theory proposed four dimensions along which cultural values could be analyzed: individualism-collectivism; uncertainty avoidance; power distance and masculinity-femininity. The power distance index is defined as the extent to which the less powerful members of organizations and institutions (like the family) accept and expect that power is distributed unequally. A higher degree of the index indicates that hierarchy is clearly established and executed in society, without doubt or reason. A lower degree of the index signifies that people question authority and attempt to distribute power.

IV. The index of individualism-collectivism explores the degree to which people in a society are integrated into groups. Individualistic societies have loose ties that often only relate an individual to his/her immediate family. Its counterpart, collectivism, describes a society in which tightly-integrated relationships tie extended families and others into in-groups. These in-groups are laced with undoubted loyalty and support each other when a conflict arises with another ingroup.

V. The uncertainty avoidance index is defined as a society's tolerance for ambiguity, in which people accept or reject an event of something unexpected, unusual or unknown. Societies that score a high degree in this index opt for stiff codes of behavior, guidelines and laws. They usually rely on absolute Truth and believe they know what it is. A lower degree in this index shows more acceptance of differing thoughts and beliefs. Such societies tend to impose fewer regulations, and people are more accustomed to ambiguity.

VI. In the fourth, masculinity-femininity dimension, masculinity is defined as a preference in a society for achievement, heroism, assertiveness and material rewards for success. Its counterpart represents a preference for cooperation, modesty, caring for the weak and quality of life. Women in societies with high degree of femininity share modest and caring views equally with men. In more masculine societies, women are more emphatic and competitive, though they still recognize the gap between male and female values.

VII. Hofstede is eager to emphasise that his dimensions (or characteristics) are not a prescription or formula but merely a concept or framework. They equip us with an analytical tool to help us understand intercultural differences. All of Hofstede's dimensions represent two ends of a scale. For example, in India, China and Japan, which are strong collectivist cultures, people need to belong to and have loyalty to a group. In other societies, such as the UK, individualism is more

important and there is a lower emphasis on loyalty and protection. In strong collectivist countries, companies often have stronger obligations towards their employees and their families.

VIII. Multi-national companies building international teams can make use of Hofstede's framework to make sense of the cultural differences they encounter in their practical experience. Knowing about such differences can help to avoid conflict in international management. His framework has been used to determine the suitability of certain management techniques for various countries and to make comparisons between countries to understand cultural differences in various areas of business. Hofstede's work established a major research tradition in cross-cultural psychology and has also been drawn upon by researchers and consultants in many fields relating to international business and communication. It has inspired a number of other major cross-cultural studies of values, as well as research on other aspects of culture, such as social beliefs.

Questions 26-28

Match the paragraphs (I-III) with the headings below (A- F). There are three extra headings you do not need to use.

- 26 Paragraph I
- 27 Paragraph II
- 28 Paragraph III



List of headings

- A Cultures and values
- B Distribution of power
- C Local environment
- D Joint ventures
- E Life and career
- F Power distance

Questions 29-33

Match the paragraphs (IV-VIII) with the statements below (A-G). There are two extra statements you do not need to use.

- 29 Paragraph IV
- 30 Paragraph V
- 31 Paragraph VI
- 32 Paragraph VII
- 33 Paragraph VIII

List of statements

- A** In some societies ambition and competitiveness are shared by men and women almost equally.
- B** Companies all over the world have benefited from Hofstede's work by choosing the most suitable management methods.
- C** Some people and societies feel comfortable when they are guided by strict rules even in their beliefs, while others prefer to have more

choice and may have different views and lifestyles.

D Some societies consider problem-solving to be pragmatic and circumstantial.

E This dimension is essentially a measure of happiness, whether or not simple joys are fulfilled.

F People in some societies are closely related with their immediate families, while extended families bring more people together in some other cultures.

G In some countries, companies must take more care of their employees and even their families.

Questions 34 - 40

Read the whole text. Mark the statements 34-40 as true (A), false (B) or not given (C).

34 As Hofstede's model allows international comparison between cultures, it is called comparative research.

35 There is a higher emphasis on loyalty and protection in individualistic cultures.

36 Now that business is more international, cultural incompetence can lead to wrong decisions.

37 In Hofstede's opinion, organisational cultures differ from each other by their visible elements, while ethnic cultures can be differentiated by their invisible features.

38 Companies often have to adapt their management style to the country they are functioning in.

39 One more dimension introduced by Hofstede later is long-term orientation.

40 Hofstede has always believed that his dimensions have prescriptive character and should be adopted by companies.

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

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I _____ my worst enemy.

0. I look upon him as my worst enemy.

1. There is a strong possibility that this species of rhino will become extinct.

danger

This species of rhino _____ becoming extinct.

2. I thought Sue's original plan was to move to Australia.

impression

I was _____ Sue was originally planning to move to Australia.

3. I am sure that Jane ran that distance in only five minutes!

must

Jane _____ that distance in only five minutes!.

4. London is proud of its new shopping mall.

takes

London _____ its new shopping mall.

5. Unfortunately, Bill went to London yesterday.

left

I wish Bill _____ London yesterday.

6. You had better not go to Spain next month.

rather

I _____ not go to Spain next month.

7. It is not your fault that you came late.

blame

Do not _____ late.

8. I cannot stand the current situation any longer.

put

I cannot _____ the current situation any longer.

9. Yesterday I fell asleep before the end of the movie, so I cannot tell you how it ended.

had

_____ asleep before the end of the movie yesterday, I would tell you how it ended.

10. I am afraid talking to him makes no sense, he never listens to me.

point

I am afraid _____ in talking to him, he never listens to me.

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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 V

00 much

THE ART OF TEACHING SCIENCE

- 0 Obviously there are two types of people when it comes to studying science at school – those who are going to go on and have careers in physics and chemistry and a whole large group of the rest of us who should be coming out of school with at least some understanding of science.
- 00 Science teachers need to make it relevant and exciting by taking it out of the classroom. Children should realize the relevance of science to our lives - just in much small things like washing your hands.



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- 11 It's fascinating how a scientist could have look at two different formations of rocks and say that one is 250 million years old and the other is 850 million years old. How do they know that?
- 12 Science can be a kind of entertainment. The idea is that people study it and they feel such entertained.
- 13 Although there are not enough pupils taking up science at school, there is a tremendous future for scientists.
- 14 And yet, plenty of students appear to be hugely obsessed with media studies.
- 15 Then they come out of school and they are being unemployable.
- 16 A practical science qualification would be greatly a useful qualification for a job.
- 17 Science is now taught mostly in theory, whereas it should be taught by far demonstration. Today's students find it difficult because there is very little practical work involved in their science lessons.
- 18 The most crucial element for children is "hands-on" science. If science is taught such creatively, if there is room for imagination, then it encourages you to learn.
- 19 The way it is taught now in most of schools has stopped science being seen as a lively and exciting field of study.
- 20 Above all it is the charisma and excitement of the teacher that makes the subject interesting; if he/she is fascinated by it, the teacher passes that on to students.

Task 3

For items 21-30, make an English word with a borrowed root which fits in a given sentence. The meaning of the root is given. The part of speech and the number of letters are specified. There is an example (0).

Example: 0. intervene

	Borrowed root	English meaning of the root	Part of speech	Number of letters	Sentence
0	-ven-	come	verb	9 letters	The chairman had to _____ to restore order.
21	-anthro-	man	noun	11 letters	A _____ is someone who dislikes and avoids other people.
22	-capt-	take	verb	7 letters	It was easy for him to _____ people's hearts.
23	-celer-	hasten	verb	10 letters	The rate of economic growth has continued to _____.
24	-manu-	hand	verb	11 letters	They _____ small toys.
25	-naut-	sailor	noun	9 letters	His dream of becoming an _____ has come true.
26	-patho-	illness	noun	9 letters	_____ is the study of disease.
27	-pend-	hang	noun	7 letters	A _____ is a piece of jewellery on a chain that you wear around your neck.
28	-rupt-	break	verb	7 letters	Travel can _____ your body's daily rhythm.
29	-tend-	stretch	verb	6 letters	You can see that the fields _____ to the river.
30	-vacu-	empty	verb	8 letters	They were ordered to _____ the building.



Task 4

There is almost nothing, as it appears, that hasn't inspired an American place -name at some time or other. In addition to breakfast foods and Shakespearean plays, Americans have had towns named after radio programmes, towns named after cowboy stars, towns named after forgotten heroes, and thousands upon thousands of others with more prosaic etymologies.

For items 31-40, match the names of American towns/cities/states (column 1) with their origin (column 2). The first example is done for you.

0. Sparta

0. D

	1	2
31.	Cambridge	A. having their counterparts in England
32.	Carolina	
33.	Florida	B. in honour of members of the British royal family
34.	Jamestown	
35.	Louisiana	C. of Native American origin
36.	Memphis	
37.	Ipswich	D. of Greek origin
38.	Oklahoma	E. of French origin
39.	Oregon	
40.	Nashville	F. of Spanish origin

Writing

Time: 1 hour 15 minutes

You have decided to enter a short story competition in an English-language magazine. Your story should be based on the given photo and must begin with these words: It was a trip I'll never forget.

The competition rules also say that

- 1) your story should contain the description of at least 2 characters in the photo;
- 2) your story should contain at least 2 cases of direct speech;
- 3) your story should have an emotional ending;
- 4) you should use the following words in your story:

- bewildering
- bizarre
- challenging
- confused
- ignorant.

Underline the required words when used in your story.

Write 200-250 words (The title is not necessary. If the title is given, the words in the title are not counted.)

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Listening and Reading

Time: 1 hour 15 minutes

LISTENING

Task 1

For items 1-10 listen to part of a report about some plans on the moon 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. HILTON International is the first company which decided to build on the moon.

A True B False

2. Lunar Hilton is designed for 5 thousand people.

A True B False

3. It is planned to power Lunar Hilton by solar panels.

A True B False

4. NASA experts refuse to cooperate with Hilton.

A True B False

5. Japanese companies spent much more money than Hilton on their moon projects so far.

A True

B False

6. One of the Japanese companies plans to build one tennis court on the moon.

A True

B False

7. Nishimatu plans to build several 10-storey buildings.

A True

B False

8. Obayashi plans to make a ten thousand strong community on the moon.

A True

B False

9. Peter Inston designs the Lunar Hilton.

A True

B False

10. The drinking water on the moon is to be taken from the seas.

A True

B False

Task 2

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

11. The presenter is talking to a woman who is known for her...

A. boat trips.

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B. survival in a boat accident.

C. trip to a deserted island.

12. Barbara's childhood nightmare was about

A. a shipwreck.

B. living alone on an island.

C. losing her way in the darkness.

13. Where did Barbara learn to swim?

A. In the Pacific.

B. In the sea.

C. In a swimming pool.

14. What is Barbara's attitude towards boat trips?

A. Indifferent.

B. Negative.

C. Positive.

15. Barbara and her friend were going to.

A. spend a holiday together.

B. cruise the Pacific.

C. buy a little passenger boat.

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Integrated listening and reading

Task 3

Read the text of a review below, then listen to a phone message about the same product. You will notice that some ideas coincide and some differ in the two texts. 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 audiorecording, and D if neither of the materials expresses the idea.

Now you have 7 minutes to read the text.

Regular Reviews: Honest Reviews by Ordinary People

Review of the CopyPro

I am quite pleased with this machine, and I think it offers tremendous value. One of the things I particularly liked about the CopyPro is that it prints at a normal speed with decent quality, which is unusual for printers in this price category. It has five levels of quality, although the draft mode is not recommended—pages are very light and dotted.

CopyPro claims its ink is both water resistant and smudge-proof. I tested these claims by putting some color pages under running water; the ink did not run, and when the pages dried, the ink did not come off, even with rough handling, which

supports CopyPro's claims. This is important for business users who make mailing labels and are concerned about exposure to the weather, and for home users worried about the durability of the photos they print.

The CopyPro comes with four separate ink cartridges, meaning users can replace the colors as they run out. This is convenient, and it is cheaper in the long run than using a single cartridge for all colors that has to be replaced more often.

The CopyPro has two memory card slots that can accommodate most types of camera memory cards. I find this to be very convenient—I can plug in my camera's card and print, without connecting my computer. However, the CopyPro Instant Photo Expert software was disappointing. It has minimal features and is not a replacement for full-featured photo editing software—the software that came with my digital camera is much better. Still, CopyPro Instant Photo Expert does let you resize your photos, rotate them, do basic color correcting, and some other things.

In short, I think this is a good machine, and the low price makes it a good value.

Now listen to a phone message about the same project and then do the tasks (questions 16-25), comparing the text above and the message. You will hear the message TWICE.

16. CopyPro was designed specially to be used in an office.

17. Copy Pro is a good value.

18. CopyPro's photo software is not quite satisfactory.

19. CopyPro is suitable for both home and business use.

20. CopyPro's printing speed is satisfactory.

21. CopyPro should not be used in draft mode.

22. Most CopyPro reviews are positive.

23. CopyPro is not easy to order.

24. CopyPro is easy to use with most camera cards.

25. CopyPro uses a single cartridge.

READING

Task 4

Read the text and answer questions 26-40 below.

A. It's not just the history but the sheerchutzpah of these buildings that fascinates me," announces Trevor Newton, my guide to Liverpool, as we meet under the looming portico of the Town Hall. An artist and architectural historian, Newton, 59, grew up here before heading south to work in London as a topographical artist in the early 1980s. He's returned to launch Magnificent Liverpool, idiosyncratic tours of a city that's captivated him since childhood.



B. "There's still an outdated view of Liverpool which dates back to the Toxteth riots and declining docks of the 1980s," says Newton, "but the city has changed hugely since then. The architecture is spectacular – it has the most listed buildings of any city outside London – and the vibrant indigenous culture is open to all. You can go on tours themed around football or the Beatles, but I wanted to offer something that draws on my background as an architectural historian and a Liverpudlian. I've known this city all my life, now I've come back to share it with other people.

C. "My father worked at the Liverpool Echo," Newton continues, as we plunge into the midday bustle of Water Street. "He'd bring unprinted newspaper home for me to draw my favourite buildings on – so my love of architecture began when I was a child." Newton knows the city well. During the following two days my personalised itinerary (you can book tours for groups or individuals lasting from an hour to a day or more) takes in landmarks brought to life by Newton's commentary: "a dusting of dates" spiced with anecdotes.

D. "Everything starts with the port," he tells me, gesturing towards the fast-flowing, silt-brown Mersey. It was King John who declared the natural harbour a borough in 1207. Coastal, Irish and European shipping was joined in the 17th century by trade from the American colonies. By the 1700s, warehouses and counting houses lined the docks. Tobacco, rum and cotton –

commodities of slave-powered trade – were disgorged, while salt, soap and machinery were dispatched to the rest of the world.

E. You can see prosperity writ large in the business district. Banks and offices – gothic, neoclassical – line the pavements like palaces. The stamp of distinguished architects is everywhere: John Wood the Elder; Charles Cockerell; James Wyatt, who put the finishing touches to the Town Hall; Herbert Rowse, whose art deco ventilation shaft for the Mersey Tunnel broods over the city like a prop from Fritz Lang's Metropolis. "These architects created a look that's unique: it's what gives Liverpool its extraordinary character," says Newton enthusiastically.

Questions 26-30

Match ideas expressed in the titles 26-30 with paragraphs A-E of the text.

26. Not necessarily with football fans.

27. People who helped make it unique.

28. The origin of a new city guide.

29. The New World's contribution.

30. Newspaper-flavoured childhood.

Questions 31-35

For questions 31-35 choose one answer A, B, C

or **D** which best fits according to the text.

31 What does the word "*captivated*" in paragraph A mean?

A Surprised.

B Interested.

C Enchanted.

D Annoyed.

32 Trevor Newton's childhood was spent

A near London.

B near Liverpool.

C in London.

D in Liverpool.

33 What does Newton say about the Liverpool buildings?

A Most of them were built after the 1980s.

B They are more beautiful than the buildings in London.

C Lots of them are protected by the government.

D They look outdated.

34 Newton's father worked ...

A as an architect.

B for a Liverpool newspaper.

C as a Liverpool guide.

D as a builder.



35 Which of the following goods was brought to Liverpool in the 18th century?

A Machinery.

B Salt.

C Textiles.

D Tobacco.

Questions 36-40

Are the statements 36-40 true, false or not given? If a statement is true, circle A on your answer sheet. If it is false, circle B on your answer sheet. If it is not given, circle C on your answer sheet.

36. Newton is a supporter of the Liverpool Football Club.

37. Newton wants to study the history of architecture.

38. Liverpool business district appears to be thriving.

39. Famous architects worked in Liverpool.

40. James Wyatt is Newton's favourite architect.

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 _____ my worst enemy.
(4 words)

0. I look upon him as my worst enemy.

1. Mary is determined to finish the race however tough it is.

matter

Mary is determined to finish the race _____
_____ might be. (5 words)

2. Many people wrongly believe that the island was discovered by chance.

popular

Contrary _____, the island was not discovered by chance. (3 words)

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3. The stadium is unlikely to be finished in time for the start of the season.

prospect

There is little _____ finished in time for the start of the season. (5 words)

4. Ann wished she was at the party with her friends.

regretted

Ann _____ at the party with her friends. (3 words)

5. Paul's brother advised him to pay no attention to all the rumors.

suggested

Paul's brother _____ ignore all the rumors. (4 words)

6. Despite usually feeling comfortable when he spoke in public, Tom felt quite nervous this time.

used

Though he was _____ in public, Tom felt quite nervous this time. (3 words)

7. What explanation can we offer for the consistent success rate of alternative remedies?

account

How can we _____ that alternative remedies have a consistent success rate? (4 words)



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8. Without that book on assertiveness, I would not have coped in the new job.

it

Had _____ that book on assertiveness, I would not have coped in the new job. (4 words)

9. I am absolutely sure that they went skiing yesterday because the weather was fine.

must

They _____ skiing yesterday because the weather was fine. (3 words)

10. The increase in the number of car accidents in the area has been significant.

rise

There has _____ the number of car accidents in the area. (5 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 V
00 up

HOW TO BE A STUDENT COOK

- 0 If you're a student you've probably already had a tough time getting into university; and maybe you have not learned all that much about cooking yet.
- 00 Now suddenly here you are, hungry, with nothing to light the gas and a couple of rusting pans, realising you can't live up on Pot Noodles for ever.
- 11 You don't need a lot of fancy gadgets to eat well when you're at university - a wok and a sharp knife will do. Things are much easier than they used to be doing.
- 12 However, cooking in a hall of residence kitchen poses unique challenges.
- 13 But why to cook at all, when there's so much ready-made food you can just popout and buy?
- 14 The most obvious reason is it's cheaper to cook, but there are plenty of others: it's raining, the nearest shop's been miles away; you might want to impress someone.
- 15 You'll have to learn to do it eventually, and actually it can be fun.
- 16 There are different approaches, of course.
- 17 You can cook a great batch of stuff that will last for days - which is fine if you've got a fridge and no mean flat mates who'll pinch your food (putting a label on it saying «I have spat in this» doesn't work; sooner or later you'll find another label saying «So have I too»).

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- 18 Some more recommend a slow cooker, but most don't think of cooking until they're hungry.
- 19 The one invaluable object is the wok - a perfect substitute for a frying pan - in which you can cook just about anything, not just stir-fry.
- 20 With a wok, a sharp knife and what a saucepan you can not only survive but flourish.

Task 3

For items 21-30, choose the correct option. The first example (0) is done for you.

Example: 0. A

COPING WITH PROBLEMS

We must all resign ourselves (0)... the fact that we will encounter problems throughout our lives. We cannot safeguard (21) ... all unpleasant events. Nor can we walk (22) ... from every difficult situation that comes along. We have to find ways of (23) ... with the bad situations that we inevitably face from time to time and find ways of ironing (24) ... difficulties. We should not be too proud to (25)...back on our parents for advice - we may be surprised at how helpful they can be. If the problem is a disagreement, then we may be able to smooth things (26) Explaining how we feel will sometimes be all that is needed to (27) ...up a misunderstanding. If we

have behaved badly, then we should apologise and find a way to (28) ... up for our actions. The important thing is not to (29) ... to behaviour that we know is wrong even if it seems to offer a temporary solution. Don't just (30) ... at the first chance of an easy way out - it may not be the right thing to do.

- | | | | |
|--------------------|--------------|------------|------------------|
| 0. A. to | B. for | C. at | D. with |
| 21. A. - | B. against | C. from | D. about |
| 22. A. over | B. against | C. - | D. away |
| 23. A. getting rid | B. smoothing | C. dealing | D. straightening |
| 24. A. through | B. down | C. over | D. out |
| 25. A. cast | B. fall | C. lean | D. rely |
| 26. A. over | B. down | C. out | D. at |
| 27. A. clean | B. solve | C. rule | D. clear |
| 28. A. do | B. make | C. cut | D. get |
| 29. A. withdraw | B. renew | C. resort | D. resume |
| 30. A. grasp | B. sink | C. shrink | D. grip |

Task 4

For items 31-40, match the names of some popular British or American dishes (column 1) with their description (column 2). The first example is done for you.

0. Cobb Salad

0. D

1	2
0. Cobb Salad	A. a British dish consisting of usually leftover potatoes, greens (such as cabbage), and sometimes meat fried together
31. Bangers and Mash	B. thick soup made from lamb, potatoes, onions and other root vegetables
32. Bubble & Squeak	C. a dish made of sausages cooked in batter
33. Custard	
34. Haggis	
35. Hot Cross Bun	

36. Irish Stew
37. Key lime Pie
38. Shepherd's Pie
39. Tikka Masala
40. Toad-in-the-Hole

- D. a tossed salad made typically with chopped chicken or turkey, tomatoes, bacon, hard-boiled eggs, blue cheese, and lettuce and dressed with a vinaigrette
- E. a cold lunch served especially in an English pub typically including bread, cheese, and pickled onions
- F. a meat pie with a mashed potato crust
- G. a puffy bread dish made from a batter of eggs, flour, and milk that is baked in meat drippings
- H. sausages and mashed potatoes
- I. a sweet dough spread with a filling, rolled, and baked or steamed
- J. swede, yellow turnip or rutabaga and potatoes, boiled and mashed separately
- K. a meat dish combining British and Indian ingredients (cream, yoghurt, spices, etc), developed by Indian chefs for British tastes
- L. a Scottish soup made from smoked haddock, potatoes, onions, and milk.
- M. a Scottish dish consisting of a sheep's or calf's offal mixed with suet, oatmeal, and seasoning and boiled in a bag, traditionally one made from the animal's stomach
- N. a dessert or sweet sauce made with milk and eggs, or milk and a proprietary powder
- O. a raisin pastry marked with a Christian symbol made of sugar frosting traditionally served on Good Friday
- P. a usually meringue-topped custard pie traditionally made from a kind of citrus fruit



Writing

Time: 1 hour 15 minutes

Imagine that you are doing a project on the attendance of museums and galleries.

You have collected some data on English museums and galleries (see the chart below) for three separate years. Write a brief report describing the data. Give recommendations to the museum boards of directors what could be done to increase people's attendance of museums and galleries.

Visits to national museums and galleries in England

	2013	2015	2017
British Museum	2.6 mln	5.1 mln	5.6 mln
National Gallery	2.7 mln	4.3 mln	4.8 mln
Tate Gallery	0.9 mln	1.9 mln	2.2 mln
Natural History Museum*	3.7 mln	1.6 mln	1.9 mln
Science Museum*	3.8 mln	1.3 mln	1.6 mln

* These museums introduced admission charges in 2014

Source: Social Statistics

Use the following words in your report:

1. draw on
2. rate
3. respectively
4. appeal
5. substantial

Underline the required words when used in your report.

Write 200-250 words (the words in the title are not counted).

Use the following plan:

- make an opening statement;
- summarize the data by selecting and reporting the main features (2 or more);
- make comparisons where relevant (2 or more);
- give recommendations (2 or more)
- make a conclusion.

USE YOUR OWN WORDS AND EXPRESSIONS in your report.

Listening and Reading

Time: 1 hour 15 minutes

Listening

Task 1

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

Task 2

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

Task 3

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.

- 16** Research showed that one third of US high school students did not read books for fun in 2016.
- 17** In the 20th century more than half of teenagers read something daily.
- 18** Nowadays, instead of reading books, teenagers read e-mails and other digital messages.
- 19** Social media influences teenagers' ability to gather data.
- 20** Reading aloud helps to enrich one's vocabulary.
- 21** Teens who don't read are less likely to get good jobs.

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22 School librarians tend to lose their jobs.

23 Parents should limit time children spend on websites, including educational ones.

24 The books that teens read have a massive impact on their ability to understand exam questions.

25 Funding to schools should be increased to rectify the situation with reading books.

READING

Task 4

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

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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



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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 preindustrial 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

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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

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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.

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 _____ my worst enemy.
(4 words)

0. I look upon him as my worst enemy.

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

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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)

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 from

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.
- 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.
- 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?'

- 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.'
- 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

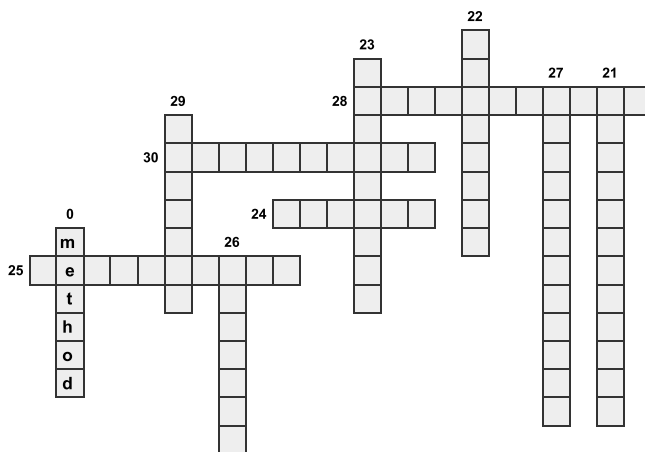
GRADING

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.

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)**.



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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
0. Transamerica Pyramid
31. Chrysler Building
32. Grand Central Terminal
33. Sydney Opera House
34. The Capitol

2

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.

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.



35. The Empire State Building

36. The Guggenheim

37. The Tate Modern

38. Walkie Talkie

39. Westminster Abbey

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.

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

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

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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.



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.



Listening and Reading

Time: 1 hour 15 minutes

Listening

Task 1

For items 1-10 listen to part of an interview about cooking 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. Miranda has been into cooking since childhood.

A True B False

2. Miranda used to be a chef in London.

A True B False

3. To get the scholarship Miranda had to submit food photos she had taken.

A True B False

4. Miranda got a phone call half a year later after the submission.

A True B False

5. All the participants of the semifinal were chefs.

A True

B False

6. Miranda's boss always wants everything to be right.

A True

B False

7. Miranda thinks her boss is a great mentor because he never gets upset.

A True

B False

8. A dish in the restaurant Miranda works at may cost more than £30.

A True

B False

9. Marcus thinks a carrot is as valuable as oysters.

A True

B False

10. Miranda wants a carrot to taste like a beetroot.

A True

B False

Task 2

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

11. Selina's seat was
A. next to the emergency exit.
B. near the kitchen.
C. in the middle.
12. The guy sitting next to Selina
A. didn't inspire much confidence.
B. had a snake.
C. didn't have hand luggage.
13. The flight to Nigeria was NOT
A. three times overbooked.
B. internal.
C. in 1995.
14. The problem was solved with the help of
A. the police.
B. the cabin crew.
C. the army.
15. Selina had her seat because she was
A. fast.
B. serious.
C. arguing.



Integrated listening and reading

Task 3

Read the book review below, then listen to part of an interview with the author of the book. 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 7 minutes to read the text.

The Princess Bride is one of those rare films that is almost universally beloved by its audience and has ingrained itself in popular culture to the point where even shows like *Supernatural* manage to get an Inigo Montoya (the main character of the film) reference on occasion. Although it met with critical acclaim upon its release in 1987, a confused marketing campaign ensured that it didn't find its audience until later on home video. The film celebrated its 25th Anniversary in 2012 and it's as popular as ever, which makes it a perfect time for a behind-the-scenes memoir.

In *As You Wish: Inconceivable Tales From The Making Of The Princess Bride*, actor Cary Elwes, who portrays Westley in the film, takes us behind the scenes to deliver a tale that is every bit as fun and heartwarming as *The Princess Bride* itself. The book

begins with the various attempts to bring William Goldman's novel to the screen, through the production process itself and then beyond to the film's presence in contemporary popular culture. Elwes tells his story with wit and enthusiasm and it's clear that there is a great deal of affection there for both the film and his colleagues.

If anyone was expecting an in-depth look into the film-making process, *As You Wish* will disappoint slightly. There are enough details to understand the more technical moments, but Elwes is more keen to share the experience of the making of the film rather than the processes behind it. There are moments designed to make you laugh, others that will tug on the heartstrings, but all of it is told with a sincerity that points to the genuine affection for the experiences had during the making of the film.

Elwes also punctuates his narrative with anecdotes from his colleagues including director Rob Reiner, screenwriter William Goldman and co-stars such as Robin Wright, Mandy Patinkin, Christopher Guest and Billy Crystal. Additionally it allows for different perspectives on certain events, particularly concerning the experiences of the other actors in certain scenes. It makes for an all-encompassing experience, one that takes in a variety of perspectives on the film. The overwhelming sense though is that everyone involved still has a huge amount of love for *The Princess Bride*.

For a fan of the film, *As You Wish* is a real delight, offering insight into a beloved family film as well

as the people behind it. It's a treat to read about stories that haven't previously been shared as well as re-visit ones that the cast have been talking about before. *The Princess Bride* is a storytelling film about the joys of true love and Elwes lives up to that with style.

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

- 16** The Princess Bride is a love story.
- 17** The movie is based on the idea of storytelling.
- 18** The book mixes the author's stories and the stories of other people.
- 19** The Princess Bride was an immediate success.
- 20** The movie is based on the book.
- 21** Cary Elwes admires his colleagues' talents.
- 22** The movie has become a part of pop culture.
- 23** Social media helped advertise *The Princess Bride*.
- 24** *The Princess Bride* is a mixture of genres.
- 25** All the cast still love the movie.



Reading

Task 4

Read the text and answer questions 26-40 below.

How to Take the Perfect Breath

(A) Aimee Hartley, like most people, thought she knew how to breathe – she had, after all, been doing it all her life. She had also given it plenty of thought, having trained as a yoga teacher. But then she took a lesson with a breathing coach, and, surprisingly, he told her where she was going wrong. He pointed out she wasn't taking the air into her lower lungs but was, she says, an "upper chest breather". Aimee adds: "He then taught me this conscious breathing and I then became fascinated by how we breathe."

(B) There has been a huge rise in interest in "breathwork" in the last few years, in the western wellness world at least. Aimee Hartley is a coach in transformational breathing, the method created by Judith Kravitz in the 70s. There are other methods, including Buteyko and holotropic, as well as the ancient pranayama, or breath control practice, in yoga. Hartley offers group and private breathwork sessions, and published a book earlier this year, *Breathe Well*. Hers is just one of a number of books on breathing this year, including *Breath: The New Science of a Lost Art* by the journalist James Nestor and *Exhale* by

Richie Bostock, an Instagram-friendly coach who describes breathwork as "the next revolution in health and wellness".

(C) These mostly contain exercises that promise to help us become better breathers, which, it is claimed by practitioners, can transform our physical and mental health by improving immune function, sleep, digestion and respiratory conditions, and reducing blood pressure and anxiety. However, there is little high-quality research to back up many of these claims, although it has become widely accepted that diaphragmatic breathing can reduce feelings of stress and anxiety – and the NHS recommends this for stress relief. Several studies have shown that controlled breathing can reduce levels of the stress hormone cortisol in saliva, and another study shows that controlled breathing can alter the chemistry in the brain, affecting levels of another stress hormone, noradrenaline, which could enhance focus and keep brains healthier for longer.

(D) About 80% of the people Hartley sees in her sessions are "upper chest breathers, so that when they breathe in, their between the ribs muscles and their shoulder muscles are overused. Their chests puff out and hardly anyone is breathing really well into their belly, which should be the foundation of the healthy breath. Proper breathing makes your belly expand and your upper chest and back lift slightly, in a fluid motion. Watch a toddler breathe, she says – their tummies swelling with each in-breath. Hartley believes it is when children begin school that bad breathing

habits start setting in that last a lifetime – they are less active and start to experience emotional stresses that affect breathing.

(E) It is hardly surprising, she says: "Modern life stops us breathing well." Stress is associated with small, quick breaths which, in turn, makes us feel even more frazzled. Hartley has observed that people who live in cities, with the added problem of pollution, take in shallower breaths. And even tight-fitting clothes can affect your breathing, while "this mad desire to be skinny", she says, has meant people holding their stomachs in – she says she has seen people reluctant to take a full breath because it gives a rounded-tummy shape. There are also postural issues that can hamper our respiratory system, whether you are hunched over a laptop or, head down and neck bent, looking at your phone.

(F) The first step to improving your breathing is to become aware of it, says Hartley. You may notice you are holding your breath more than you realise, or taking shallow breaths. "Breathing is subconscious, as it goes on 24 hours a day, and most of this we don't notice, but it's the only system of the body that we have some alertness over and have some ability to change," says Hartley. "Find out how you breathe first – place one hand on the lower belly, one hand on the upper chest, take a few breaths and notice which part of the body rises more."

(G) There are dozens of exercises in Hartley's book, but as an easy one to try, she recommends



more materials on tea4er.com/olymp

extending the exhalation as a way to feel more relaxed. "Breathe in through the nose for four, hold the breath for two, and then breathe out for six, and then repeat that for a few rounds." You can also do it on the move, ideal on your daily walk or commute, if you are back at work. "Breathe in for five steps while you're walking, and out for five steps, always in and out through the nose."

(H) Of all the wellness trends, one benefit appears to be that breathing – for all the coaches, books and apps out there – cannot be commercialised in quite the same way as sleep and eating. It is free, it can be done anywhere and the effects are instant. "Breathwork is brilliant for bringing us into the present moment," says Hartley. "We spend a lot of time mentally elsewhere, and the breath can never be in the past or future. If we focus on our breath, we're pulled back to the present moment so there's no overworrying or overthinking. We can just be in the here and now."

Questions 26-30

In which part of the text is the following mentioned?

- 26 recently increased attention to the subject discussed
- 27 various sources of information on the same issue
- 28 an opportunity to concentrate on the current period of time

- 29 official approval of a particular breathing exercise
- 30 the turning point for hindering the correct breathing patterns
- 31 the correspondence between one's dwelling and breathing patterns
- 32 non-profit nature of the popular tendency
- 33 the prevalent inappropriate pattern of breathing
- 34 body positions negatively affecting the breathing process
- 35 the involuntary character of the described process
- 36 a substance that can positively affect one's mental abilities
- 37 an unexpected discovery made by a professional
- 38 a possibility to practice an activity simultaneously with another one
- 39 absence of valid and serious proof of certain assertions
- 40 balanced and smooth functioning of the different parts of the body

BCOШ по английскому языку. РЕГИОН - 2021 г.

Use of English

Time: 60 minutes

Task 1 For items 1 – 10, read the text below and decide which answer A, B, C, or D best fits each space. There is an example at the beginning (0).

Example: 0. A see B hear C read D know

0 A B C D

Have you ever wished you could (0) ... someone's minds? Well, you can by watching their body movements. Body language has been studied since the 50s, when US scientist Ray I. Birdwhistell began writing about "kinesics" – the study of body movements. He filmed conversations and then played them back in slow (1) ... to examine gestures, expressions and (2) Every day we use our bodies to send messages – nodding instead of saying "yes", or (3) ... to say "hello". But even when we don't want people to know how we're feeling certain things may still (4) ... the truth. When we tell a lie, our bodies often give the (5) ... away when we blush or avoid eye contact, swallow or cover our mouth with our hand.

You can also use body language to your (6) For example, if you're always the last to be picked for a sports team, take (7) ... of these tips.

- Stand with your feet slightly (8) ... and with your hands on your hips. This will make you look stronger, fitter and much more athletic.

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- Try jogging on the (9) ... or limbering up – it gives the message that you can't wait to get on the pitch.

- Look your team mates right in the eye and smile. But don't (10) ... them a huge fixed grin or they'll think you're desperate.

1	A motion	B speed	C time	D movement
2	A standing	B figure	C posture	D position
3	A shaking	B wagging	C clapping	D waving
4	A discover	B reveal	C inform	D explain
5	A game	B sport	C trick	D play
6	A interest	B favour	C advantage	D reward
7	A note	B care	C attention	D advice
8	A away	B apart	C ajar	D aside
9	A place	B spot	C point	D ground
10	A make	B do	C offer	D give

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 V
00 down

DECEMBER THAW

- 0 As I stepped out of the cabin, whiteness blinded me. The snow-covered yard glistened under the full sun.
- 00 Icicles lining down the roof of the shed dripped with meltwater, with a barely audible rhythmic sound.

- 11 The fir trees, which had stood motionless and black against the grey sky, appeared alive again, green and moist in the fresh light.
- 12 The footprints that I had made on the snowy path were dissolving, fading over into ovals on the flagstone. Beneath the tracks in the driveway I could see gravel for the first time since I had arrived.
- 13 For weeks it had been frigid cold, but now had come this December thaw. I wasn't sure what day it was, or what time, only so that it had to be well after noon already.
- 14 Across the road stood the young lobsterman's truck. Brown water seeped from the icy muck caked to its undercarriage. The red tarp covering his woodpile showed off through a dome of melting snow.
- 15 I began walking towards the village. Past the summer cottages closed for the season, and the houses of old retired couples with their porches glassed in and their lights on all day.
- 16 In the deep cold this walk had been silent. But now I could hear the brook as it ran through the woods, and under the road, emptying onto the rocky beach. I could have hear even the trickle of water at the foot of the snowbanks, each rivulet wiping clean a streak of dried salt on the pavement.
- 17 I walked on, my coat unzipped, no hat or gloves, almost warm in the sun. My sister would be up by now out in San Francisco, driving to her office, or already there.
- 18 My mother would be running the errands or meeting a friend for lunch, or just out walking in this fine weather, imagining and worrying about me up here in Maine, wondering how long she should wait before calling me again.
- 19 At the intersection with the main road that led down into the village, I came to the old Baptist church. The high rectangles of stained glass along its nave were lit up red and orange, as if from within. Its white steeple was almost painful to look at against the brilliance of the sky.
- 20 I didn't enter in. Instead, I turned around and started walking fast along the strip of road that dipped to the shoreline, up the little rise onto the higher ground, driven by the chance to start the day over.



Task 3

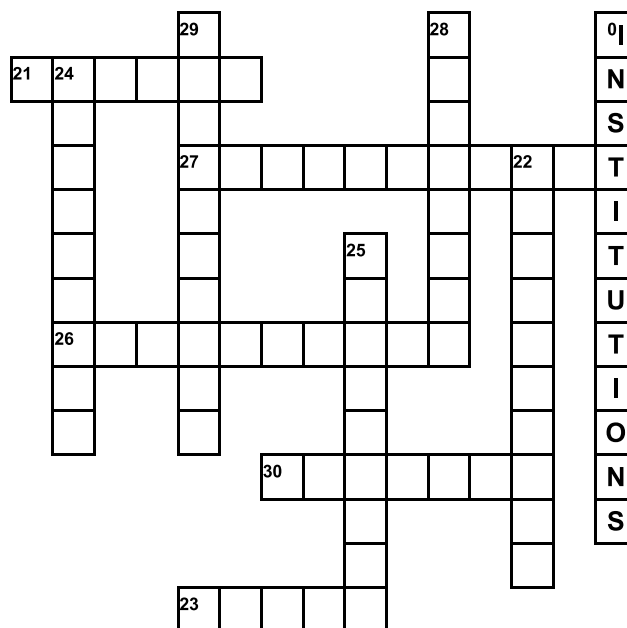
For items 21-30, solve the crossword using the definitions of the required word given in brackets. The first example (0) is done for you.

Example: 0. institutions

EDUCATION

Education is concerned with methods of teaching and learning in schools or school-like (0) ... **(large organizations that have a particular kind of work or purpose)** as opposed to various informal means of socialization. Education can be thought of as the transmission of the (21) ... **(your ideas about what is right and wrong, or what is important in life)** and accumulated knowledge of a society. In this sense, it is (22) ... **(having the same meaning, purpose, etc. as a thing of a different kind)** to what social scientists term enculturation. Children are born without culture. Education is designed to (23) ... **(help someone move in a particular direction)** them in learning a culture, molding their behaviour to prepare them for (24)... **(the time when you are no longer a child or an adolescent)**, and directing them toward their eventual role in society. In the most (25) ... **(belonging to a simple way of life that existed in the past)** cultures, there is often little formal learning—little of what one would (26) ... **(usually)** call school or classes or teachers. Instead, the entire (27) ... **(the people and things that are around you in your life and the general situation you**

are in) and all activities are frequently viewed as school and classes, and many or all adults act as teachers. As societies grow more complex, however, the (28)... **(an amount of something that can be counted or measured)** of knowledge to be passed on from one (29) ... **(all people of about the same age)** to the next becomes more than any one person can know, and, hence, there must evolve more selective and efficient means of cultural transmission. The (30) ... **(the final result of a meeting, discussion, war, etc.)** is formal education—the school and the specialist called the teacher.



Task 4

For items 31-40, match the authors and the names of the novels (column 1) with the summaries of the novels (column 2). Some summaries are not needed. The first example is done for you.

0. John Updike, Rabbit, Run

0. F

1	2
0. John Updike, Rabbit, Run	A. This classic novel, first published serially in 1860–1861, was one of its author's greatest critical and popular successes. It addresses such issues as social class and human worth and chronicles the coming of age of an orphan, who narrates the tale from an unspecified time in the future. During the course of the novel, he comes to realize that his dreams – social standing and wealth – are less important than loyalty and compassion.
31. Ray Bradbury, Fahrenheit 451	
32. Charles Dickens, Great Expectations	
33. James Joyce, Ulysses	
34. Rudyard Kipling, Kim	

B. Published in 1901, the author's final and most famous novel chronicles the adventures of an Irish orphan in India who

35. Harper Lee, *To Kill a Mockingbird* becomes the disciple of a Tibetan monk while learning espionage from the British secret service.

36. George Orwell, 1984 The book is noteworthy for its nostalgic, colourful depiction of Indian culture, especially the diverse exotica of street life.

37. Jerome David Salinger, *The Catcher in the Rye*

38. John Steinbeck, *The Grapes of Wrath*

39. Mark Twain, *Adventures of Huckleberry Finn*

40. Herbert George Wells, *The War of the Worlds*

C. This ultimate piece of dystopian fiction was first published in 1949. The book is set in one of three perpetually warring totalitarian states, where the population has been brainwashed into unthinking obedience to its leader, Big Brother. The main hero tries to resist the grey world, where a screen watches your every move, but bravery is ultimately futile when the state worms its way inside your mind...

D. First published in 1884, the novel portrays almost every class living on or along the Mississippi river. The book's narrator is a youngster who runs away from his abusive father

and, with his companion, a runaway slave, makes a long and frequently interrupted voyage down the river on a raft.

E. In the future world, where television rules and literature is on the brink of extinction, a fireman, whose job is burning books instead of extinguishing fires, takes a book and is seduced by reading... Published in 1953, this novel has been acclaimed for its anti-censorship theme and its defense of literature against the encroachment of electronic media.

F. This novel was first published in 1960 and has been considered one of the author's best works ever since. It concerns a 26-year-old former high-school athletic star who is unable to recapture success when bound by marriage. Disillusioned with his present life, he flees from home in a futile search for grace and order.

G. This classic novel of teenage angst and rebellion was first published in 1951. The novel details two days in the life of a confused and disillusioned youngster Holden Caulfield from California, who searches for truth and rails against the "phoniness" of the adult world. The boy himself is at once too simple and too complex for us to make any final comment about him or his story.

H. Published serially in 1849–1850, the novel has been among the author's most popular ones and was his own 'favourite child.' The work is semiautobiographical, and, although the title character differs from his creator in many ways, the author related early personal experiences that had meant much to him – his work in a factory, his schooling, and his emergence from parliamentary reporting into successful novel writing.



I. The Pulitzer Prize-winning epic of the Great Depression, published in 1939, chronicles the migration of the 1930s and tells the story of one Oklahoma farm family driven from their homestead and forced to travel west to the promised land of California. The novel captures the horrors of the Great Depression and probes into the very nature of equality and justice in America.

J. This novel, published in 1960, was praised for its sensitive treatment of a child's awakening to racism and prejudice in the American South. It is set in a fictional town in Alabama during the Great Depression. The protagonist is an intelligent girl who ages from six to nine years old during the course of the novel. She is raised with her brother by their widowed father, a prominent lawyer who encourages his children to be empathetic and just.

K. This novel, which details a catastrophic conflict between humans and extraterrestrial Martians, was first published in 1897. It chronicles the events of the Martian invasion as experienced by an unidentified male narrator and his brother. The novel is considered a landmark work of science fiction and has inspired numerous adaptations and imitations.

L. First published in book form in 1922, the novel is stylistically dense and exhilarating. All the action takes place in and immediately around Dublin on a single day. The three central characters are intended to be modern counterparts of Telemachus, Odysseus and Penelope, and the events of the novel loosely parallel the major events in Odysseus's journey home after the Trojan War.

Writing

Time: 1 hour 15 minutes

Your school museum contains a large amount of information and objects, but you realize that it is not used effectively by the students. You and your classmates have volunteered to analyze the situation. Write your report to the school authorities explaining why the museum resources are not used fully and giving recommendations about how to increase public access to the museum and involve students in using the museum resources for their education.

Use the following words in your report:

- rapidly
- limitation
- engagement
- output
- enhance.

Underline the required words when used in your report.

The report must contain:

- an introduction
- a description of the school museum
- explanations of why it is not used effectively (two or more)
- recommendations (two or more)
- a conclusion.

USE YOUR OWN WORDS AND EXPRESSIONS in your report.

Write 200–250 words.



2013

Listening and Reading

1	B	21	D
2	A	22	B
3	B	23	A
4	B	24	D
5	B	25	B
6	A	26	C
7	B	27	F
8	B	28	A
9	B	29	E
10	B	30	C
11	C	31	B
12	A	32	D
13	D	33	A
14	B	34	C
15	A	35	F
16	A	36	B
17	A	37	G
18	D	38	A
19	B	39	E
20	C	40	D

Use of English

1	refund
2	bargain
3	browsing
4	worth
5	overdrawn
6	change
7	subscription
8	discount
9	receipt
10	fare
11	the Imperial
12	scenery
13	wander
14	quiet
15	shade
16	within
17	historic
18	arranged
19	nearby
20	on

Writing

line	incorrect/correct
1	to /with
5	of / from
6	carring / caring
9	embarrassed / embarrassing
10	with / to
13	(will) be costing /(will) cost/ costs

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2014

Use of English

Listening and Reading

1	A	21	C
2	B	22	A
3	A	23	B
4	A	24	D
5	A	25	C
6	B	26	No
7	B	27	Not given
8	A	28	Yes
9	B	29	Yes
10	B	30	No
11	A	31	Yes
12	B	32	D
13	D	33	A
14	B	34	C
15	B	35	C
16	C	36	I
17	C	37	A
18	D	38	C
19	C	39	B
20	D	40	D

1	making
2	to
3	In
4	which
5	do
6	of
7	run
8	of
9	by
10	of
11	help
12	stand
13	pass
14	mind
15	tell
16	available
17	value
18	permit
19	entitle
20	obtainable

21	collect
22	provide
23	eligible
24	C
25	F
26	B
27	G
28	I
29	J
30	K

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2015

Use of English

Listening and Reading

1	B	21	D
2	B	22	C
3	A	23	C
4	A	24	D
5	B	25	C
6	A	26	C
7	A	27	D
8	B	28	A
9	A	29	C
10	B	30	B
11	B	31	E
12	B	32	A
13	A	33	D
14	A	34	A
15	B	35	C
16	A	36	C
17	A	37	E
18	B	38	G
19	B	39	A
20	D	40	C

1	longer
2	them
3	preserve
4	appealing
5	those
6	how
7	much
8	ways
9	shrink
10	worn
11	free
12	promote
13	again
14	away
15	to
16	v
17	at
18	v
19	for
20	v

21	badly
22	were
23	v
24	v
25	v
26	on
27	v
28	to
29	never
30	v

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2016

Use of English

Listening and Reading

- | | | | |
|----|---|----|------------------------|
| 1 | A | 22 | C |
| 2 | A | 23 | C |
| 3 | B | 24 | B |
| 4 | A | 25 | D |
| 5 | A | 26 | C |
| 6 | A | 27 | A |
| 7 | B | 28 | C |
| 8 | B | 29 | C |
| 9 | A | 30 | A |
| 10 | B | 31 | A |
| 11 | A | 32 | B |
| 12 | A | 33 | D |
| 13 | A | 34 | E |
| 14 | A | 35 | Treasury
(treasury) |
| 15 | A | 36 | coin |
| 16 | A | 37 | stars |
| 17 | A | 38 | Britain |
| 18 | D | 39 | ink |
| 19 | B | 40 | colour (color) |
| 20 | C | | |
| 21 | A | | |

- | | |
|----|-------------------------------------|
| 1 | on |
| 2 | to |
| 3 | come |
| 4 | is |
| 5 | make |
| 6 | matter how fast we drive |
| 7 | (had) never occurred to us |
| 8 | had Paula reached the gate than |
| 9 | behavio(u)r at the party was beyond |
| 10 | may/ might have escaped your |
| 11 | expire |
| 12 | discourage |
| 13 | arrive |
| 14 | understand |
| 15 | surrender |
| 16 | 1, 10 C |
| 17 | 8 A |
| 18 | 4, 9 B |
| 19 | 12, 7 F |
| 20 | 5 D |

- | | |
|----|-------------|
| 21 | Cardiff |
| 22 | Orlando |
| 23 | Reading |
| 24 | Washington |
| 25 | Manchester |
| 26 | New Orleans |
| 27 | Oxford |
| 28 | Sacramento |
| 29 | Belfast |
| 30 | Madison |

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2017

Listening and Reading

1	B	21	B
2	B	22	C
3	A	23	D
4	B	24	C
5	A	25	D
6	A	26	A
7	B	27	J
8	A	28	B
9	A	29	G
10	B	30	C
11	A	31	E
12	C	32	F
13	B	33	E
14	A	34	C
15	C	35	D
16	A	36	A
17	B	37	B
18	B	38	D
19	A	39	A
20	D	40	C

Use of English

1	would rather not	21	F
2	as long as	22	H
3	live up to	23	B
4	have been substituted for	24	D
5	sooner had Ann come home than	25	E
6	the point of calling	26	K
7	was due to	27	A
8	would have visited	28	C
9	in charge of	29	G
10	racked my brains/ brain	30	I
11	S		
12	U		
13	M		
14	R		
15	G		
16	D		
17	F		
18	E		
19	P		
20	Q		

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2018

Listening and Reading

1	B	21	B
2	B	22	C
3	B	23	B
4	A	24	A
5	B	25	D
6	B	26	E
7	A	27	A
8	B	28	F
9	B	29	F
10	B	30	C
11	C	31	A
12	B	32	G
13	A	33	B
14	B	34	C
15	C	35	B
16	B	36	A
17	C	37	A
18	D	38	A
19	A	39	C
20	D	40	B

Use of English

1	is in danger of	21	misanthrope
2	under the impression that	22	capture
3	must have run	23	accelerate
4	takes pride in	24	manufacture
5	had not left for	25	astronaut
6	would rather you did	26	pathology
7	blame yourself for coming	27	pendant
8	put up with	28	disrupt
9	Had I not fallen	29	extend
10	there is no point	30	evacuate
11	have	31	A
12	such	32	B
13	√	33	F
14	√	34	B
15	being	35	E
16	greatly	36	D
17	far	37	A
18	such	38	C
19	of	39	C
20	by	40	E

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2019

Listening and Reading

1	B	21	B
2	B	22	C
3	A	23	D
4	B	24	B
5	A	25	D
6	B	26	B
7	A	27	E
8	A	28	A
9	A	29	D
10	B	30	C
11	B	31	C
12	A	32	D
13	C	33	C
14	B	34	B
15	A	35	D
16	D	36	C
17	A	37	B
18	B	38	A
19	A	39	A
20	A	40	C

Use of English

1	no matter how tough it	21	B
2	to popular belief	22	D
3	prospect of the stadium being	23	C
4	regretted not being	24	D
5	suggested that he/ Paul should	25	B
6	used to speaking	26	A
7	account for the fact	27	D
8	it not been for	28	B
9	must have gone	29	C
10	been a significant rise in	30	A
11	doing	31	H
12	√	32	A
13	to	33	N
14	been	34	M
15	√	35	O
16	√	36	B
17	too	37	P
18	more	38	F
19	√	39	K
20	what	40	C

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2020

Listening and Reading

- | | | | |
|----|---|----|---|
| 1 | B | 21 | A |
| 2 | B | 22 | B |
| 3 | B | 23 | C |
| 4 | A | 24 | D |
| 5 | B | 25 | B |
| 6 | A | 26 | A |
| 7 | A | 27 | E |
| 8 | B | 28 | C |
| 9 | A | 29 | D |
| 10 | B | 30 | A |
| 11 | C | 31 | D |
| 12 | B | 32 | B |
| 13 | B | 33 | E |
| 14 | C | 34 | B |
| 15 | C | 35 | A |
| 16 | C | 36 | B |
| 17 | C | 37 | C |
| 18 | A | 38 | E |
| 19 | C | 39 | B |
| 20 | B | 40 | C |

Use of English

- 1 the reason for/ behind many families
- 2 make up their minds
- 3 in the habit of playing
- 4 was at a loss
- 5 highly likely/ probable/ possible the/this film
- 6 let alone bake
- 7 would never have complained/never would have complained/ would have never complained
- 8 costs more now than /now costs more than/ costs now more than
- 9 did Cathy imagine
- 10 made it impossible for
- 11 through
- 12 √
- 13 never
- 14 √
- 15 if
- 16 much
- 17 out
- 18 √

- 19 have
- 20 about
- 21 achievements
- 22 supplies
- 23 determine
- 24 common
- 25 percentage
- 26 average
- 27 occasionally
- 28 exceptional
- 29 marking
- 30 adjustment
- 31 J
- 32 G
- 33 L
- 34 K
- 35 C
- 36 D
- 37 A
- 38 E
- 39 O
- 40 P

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2021

Listening and Reading

1	A	21	C
2	B	22	A
3	B	23	D
4	A	24	C
5	B	25	B
6	A	26	B
7	B	27	B
8	A	28	H
9	A	29	C
10	B	30	D
11	A	31	E
12	B	32	H
13	C	33	D
14	C	34	E
15	A	35	F
16	B	36	C
17	A	37	A
18	A	38	G
19	D	39	C
20	A	40	D

Use of English

1	A
2	C
3	D
4	B
5	A
6	C
7	A
8	B
9	B
10	D
11	√
12	over
13	so
14	off
15	√
16	have
17	√
18	the
19	√
20	in

21	values
22	equivalent
23	guide
24	adulthood
25	primitive
26	ordinarily
27	environment
28	quantity
29	generation
30	outcome
31	E
32	A
33	L
34	B
35	J
36	C
37	G
38	I
39	D
40	K

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Scripts

2013

Task 1

I'm an English teacher working in Russia, and for some reason I really don't like that classroom topic - Talk About Your Family. Perhaps it's because everyone studied English from the same book at school. So all the students say, "My family consists of five members. Me, my mother, my father, my brother and my dog..." And so on. As if all families are exactly the same.

It's such a shame, because our families are unique. All families have their stories, their dramas, their private jokes, nicknames and phrases. They're the place where our personalities were made. How often have you heard someone with young children complain "Oh no, I think I'm turning into my parents..."?

The other day I found myself turning into one of my grandparents. I was trying to get my daughter (1 year and 8 months old) to eat her dinner and I said "That'll make your hair curl." Now, I don't think that green vegetables give you curly hair, or even that curly hair is a great thing to have. It's just a phrase I heard from my Granddad a hundred times when I was small. It had stayed in my mind, half-forgotten, until the time I could use it myself. I wonder if he heard it from his own grandparents? How

many other old-fashioned phrases like this stay inside families, when the rest of the world has forgotten them?

Shaking the family tree

Talk about your family? "Well...they're just there", we say. Our families are so ordinary to us that we even think they're boring. Not a bit of it! Families are the most exotic things on earth. If you dig enough in your own family, you're sure to come up with all the stuff you could want for a great novel. Surprising characters, dramatic or funny stories passed down for generations, or a face from the past you recognise – maybe in your own. Someone or something unique to your family. Or, as genealogists like to say, "Shake your family tree - and watch the nuts fall out."

My mother started tracing our family tree a few years ago, not expecting to get far. But, digging in old records and libraries she got back three hundred years. She turned up old stories and a few mysteries. What happened to the big family farm? Where did the family fortune go in the 1870s? More to the point – where is it now?

I'm the traveller in my family, and I like to think I got it from a great-grandfather on my Dad's side. He was an adventurous soul. My two favourite family heirlooms are a photo of him on a horse in a desert landscape (1897 in Patagonia) and a postcard home from Portugal complaining that his boat was late because of the Revolution in Lisbon. "Dreadful business, they seem to have

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arrested the King..." he says. If you look at your family, you open a window on the past.

Who wears the trousers?

To go back to that English class then, let's get rid of the phrase "my family consists of..." and look at some more interesting ways to talk about families. English is rich in idioms to talk about family life. We've mentioned the black sheep of the family – that's someone who didn't fit in, or caused a family scandal. If you're loyal to your family, you can say blood is thicker than water or keep it in the family. If you share a talent with another family member, you can say it runs in the family. You might have your father's eyes or your mother's nose. If you're like one of your parents, you can say like father, like son or you can be a chip off the old block.

Who wears the trousers in your family? (Who's the head of your family?) You might affectionately talk about your bro, your sis or your folks (parents). Or if you like Cockney slang, what about her indoors or the missus to talk about your wife? Though both these phrases make feminists reach for their guns.

If you want to get more technical, you can discuss the benefits of the nuclear family : a small family, just parents and children living in the same house. If grandparents or other relatives live there too, then you have an extended family. In English we talk about the average nuclear family with the phrase 2.4 children.

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Then there are idioms that have left the family (flown the nest) and gone on to have a life of their own. You can't teach your grandmother to suck eggs. It means you can't tell your elders anything they don't know already. But why would anyone want to suck eggs anyway? Now here's a really strange one. A Londoner is telling someone how to get a new passport. "Get four pictures taken, pick up a form in the post office, hand it in with your old passport and ...Bob's your uncle." It means "the problem is solved". But I'd love to know who the original Bob was, and why he was such a useful uncle to have.

Task 2

The question of why the current is so important to the young salmon was asked and I'd like to respond to this. Smolts, uh, the young salmon, hatch from their eggs in fresh water. Before the large-scale construction of dams, the young fish used the strong current from the spring runoff of melting snow to get to the sea in between six and, uh, twenty days. It's necessary for them to reach the sea within this window of time because during these days the smolts' bodies undergo the physiological changes for adaptation to saltwater. The net result of the slow current is that many of the young fish don't survive the trip, which can now take up to 60 days to reach the sea. What happens is their bodies have adapted to saltwater conditions, but they're still in fresh water. Obviously, with fewer fish surviving the trip to the sea, there are fewer adult salmon to migrate back up the rivers for breeding.

The solutions to the problem that have been presented have not been very successful. Many scientists think that the artificial method of getting the fish to the sea by barge has killed more fish than it saves.

The suggestion some people have made concerning increasing the flow rate temporarily by either releasing water from upstream reservoirs or reducing the water level in all linked reservoirs for the period of smolt migration would be a partial solution to the declining salmon numbers. Unfortunately, both of these proposals have met with criticism from the power companies that manage the dams.

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2014

Task 1

David Rooney looked at the clock above the fireplace.

Eight-thirty. Time for bed.

He picked up his portable radio, switched off the front room light and went up the staircase to his bedroom, leaving the hall light on because his mum would need it to see by when she came home at midnight. David kept his radio on as he went up the stairs. He'd been listening to a football match and it was half time now. Liverpool 1 United 1. David always listened to football in the evenings. There was a television in the house, but most football was on satellite television and it cost £40 a month. There was no way his mum could afford that. She had to work hard enough just to put food on the table. That's what she always said. David's mum worked in a pub in the evenings and at weekends during the day. He didn't have a dad. Or a brother and sister. When he'd brushed his teeth and was in his pyjamas, David looked out across the housing estate where he lived. There was a group of kids from the high school standing outside the shops. They were kicking an empty Coke can around on the floor. David closed the curtains quickly and got into bed. He had until half past ten to read. Then it was lights out. That was his mum's rule. And he always stuck to his mum's rules.

David picked up a book he'd borrowed from the library. An Illustrated History of United Football Club. And then he was lost in the facts and pictures about his favourite team, as he listened to the match. David was allowed to stay up until 9.30pm. That's when matches finished usually. An hour later David's light was off and his eyes were shut. United had drawn at Liverpool. 2-2. So he was neither happy nor sad. This was one of his favourite bits of the day. He closed his eyes and pretended he had been at the United game, chanting with the crowd, celebrating the goals. He did this every night. This was how he got to sleep without his mum being in the house. It was something he'd taught himself. Although he lived less than a mile from United's stadium, David had never been to see them play. That cost £50 a ticket. Too much. Sometimes noises interrupted David's football fantasies. The kids on the street outside. Police cars going past with their sirens blasting. And, sometimes, noises from next door. David had never met his next door neighbour. In fact, he barely knew anyone in the street where he lived. But he knew some things about the old man next door. He knew he went to bed at 10pm. Because that was the time he could hear him brushing his teeth and switching his light off. He also knew that every Saturday – and sometimes Sunday – a posh car would arrive and the old man would get into it and be away for a few hours. That was the only time the man went out in a week. David had asked his mum what she knew about the old man. But mum had said he was just an old man and she didn't want David talking to strangers.

Task 2

Today I want to question the idea that rewards increase productivity in the workplace. Now, does this approach really work? Well, when people who have experienced a reward system were asked, we found they didn't like it. Most people, it seems, want to be paid, not encouraged through incentives. People want to be given respect for working extra hard. In fact, I know of no controlled study that has genuinely shown a long-term improvement in work as a result of any productivity reward scheme. On the contrary, there are many studies that show productivity rewards are even counterproductive. Rewards make for less productivity rather than more. So, why might this be true? Well, in fact, rewards actually punish. Yeah. If we compensate people for high productivity, they may perceive this as being controlled. People understand they're being manipulated and don't like it. But more importantly, people don't necessarily get the expected rewards. So the disappointment for not being rewarded is sort of the same as being punished. Think about it. The more desirable the reward you expect, the more disappointing it is if you fail to get it. Right? Productivity schemes might even reduce the amount and quality of work. The workers' relationship with the supervisor could be damaged. Instead of trying to work collaboratively with the supervisor, an employee might conceal problems. For example, let's say you had a problem. You might be less likely to ask for help from a supervisor who can withhold rewards. To avoid a negative rating, you keep quiet. Can you see why this would tend to reduce performance rather than improve it?



2015

Task 1

Rick: Thanks for joining me on a guided walk through the best collection anywhere of books, maps, scriptures, and historical letters. These national archives of Britain include more than 12 million books, 180 miles of shelving and the deepest basement in London... But everything that matters for our visit is in one delightful room where the most important documents are on display. Start with these top stops then stray according to your interests. Allow yourself an hour to do justice to this audio tour. We'll stand before ancient Bibles, the works of Shakespeare, highlights of English Lit 101, the Magna Carta, and—ladies and gentlemen—the Beatles. Now let's enter the British Library and get started. Lisa, take us in...

Lisa: Thanks, Rick.

Rick: The tour begins.

Lisa: In the courtyard, outside the entrance, you'll see a big statue. It depicts a naked Isaac Newton, bending forward with the compass to measure the universe.

Rick: This naked Newton symbolizes the library's purpose: to gather all knowledge and promote our endless search for truth.

Lisa: Stepping inside, you'll find the information desk and other services. The reading rooms upstairs are not open to the general public. Our

tour is at the room to the left of the lobby. It's labeled "The treasures of the British library" or the Sir John Ritblat gallery. Climb the small set of stairs to the gallery. This priceless collection is all in one large carefully designed room. Enter and let your eyes adjust. The room is dimly lit to preserve the artifacts. Display cases are grouped according to themes: maps to your left, sacred texts straight ahead, music to your right and so on. Focus on the big picture. And don't be too worried about locating every specific exhibit in this tour. Now let's begin. Start with the wall of maps on your left. Rick, I turn the navigation over to you.

Rick: Affirmative, Lisa.

Maps. The historic maps show how humankind's perspective of the world has expanded over the centuries. These pieces of paper encoded with information gleaned from travelers could be passed along to future generations. Each generation built upon the knowledge of the last. For example, a crude centuries' old map of the Island of Britain put medieval man in an unusual position, looking down on his homeland from high above. Within a few centuries maps of Britain were of such high quality that could be used today to plan a vacation. Within a century or two after Columbus, the entire globe was fairly-well mapped including America. Well, except for the area beyond the well-mapped East coast. Out there was the vast expansive unknown land labeled *terra incognita*.

Lisa: When you finish exploring the maps, move it to the area dedicated to sacred texts.

Task 2

Now that you have read the explanation of crop circles in the reading, listen to part of the lecture on a similar topic. You will hear the recording twice. Okay, let's look at the scientific data on crop circles. Serious scientists have catalogued photographs of crop circles that are strikingly similar to computer fractals, that is, geometric patterns that are smaller than traditional geometry, and even mirror processes in quantum physics. And Professor Gerald Hawkins has used principles of Euclidean geometry to prove four theorems that can be derived from the relationships of elements in crop circles, as well as an additional fifth theorem from which he derived the other four. In spite of a challenge to the scientific community, no one has been able to create that mysterious fifth theorem, although Euclid alluded to it. So it was a shock when its equilateral version appeared in a barley field in Britain. Another interesting scientific theory also originates in ancient writing. The Egyptians referred to geometry as frozen music, and, in fact, modern investigations of sound vibration confirm that sound frequencies can create circles at low frequencies and more complex forms at higher frequencies. And direct observation of the crop circles also provides some interesting data along those lines. In most of the cases, the stems of the grain are not broken but bent. The biophysical evidence seems to indicate that the plant's nodes have become hugely extended, the seed embryos have been distorted, and the crystalline structure appears to have been reorganized.



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Nevertheless, the plants do not appear to be damaged, and will continue to mature and ripen. Further laboratory investigations suggest that the plants may have been subjected to a very high intensity heat in a short burst similar to the results of infrasound, which is measured at below twenty hertz. In experiments with infrasound, water in plant stems has come to a boil in less than one nanosecond. This would be consistent with the reports by witnesses that the process takes place within seconds and that there appears to be steam within the newly created crop circles. In addition, soil samples from inside the circles themselves display characteristic crystalline structures that would suggest their having been subjected to temperatures of almost 1500 degrees Celcium.



2016

Task 1

Welcome to Central Park. I'm a Central Park Conservancy Discovery Guide and your guide for this tour. On this Bethesda Walk across 72nd Street, I'll guide you through the history of some of the Park's most famous landscapes and landmarks, and along the way tell you about some of the very special trees that help make Central Park one of the most beloved public spaces on earth.

(Strawberry Fields)

Donated to the Central Park Conservancy by his widow, artist Yoko Ono, Strawberry Fields is a living memorial honoring John Lennon. The landscape, named for Lennon's song «Strawberry Fields Forever,» surrounds one of the Park's most recognizable icons: a black-and-white mosaic reading «Imagine.» The mosaic was created by Italian craftsmen and given to the Park by the city of Naples. Further along the path, you'll find a bronze plaque listing 121 countries that chose to memorialize Lennon, envisioning Strawberry Fields as an International Garden of Peace.

(Wagner Cove)

Wagner Cove, named for former Mayor of New York Robert Wagner, is a hidden oasis tucked into a shady corner of the Lake. The area features a small rustic wooden shelter, which is a throwback

to the original design of the Lake area. When the Park was first built, rowboats would circle the Lake, picking up and dropping off passengers at one of six shelters around the water body's shore. The Conservancy restored Wagner Cove in 2010, with new seasonal plantings and improvements to the shoreline.

(Sarah Jessica Parker: The Pond)

Hello, I'm Sarah Jessica Parker. You're standing in front of the Pond, one of the park's seven water bodies. Since the park first opened in the XIX century, this has been the most heavily used park entrance. When Frederick Law Olmstead and Calvert Vaux designed the park, they imagined an immediate reprieve from the city streets. The Pond became a serene escape just feet from Fifth Avenue. Despite the millions of visitors who walk by the water's edge each year, you can still find a sense of solitude near the shimmering waters. It's hard to believe that this setting, like all of Central Park, is completely man-made. At the North-East end of the Pond is Gabster Bridge. Walk across it, and you'll see a fenced in wooded area that reaches out over the water. This is the Hallett Nature Sanctuary. Behind the gates is an eco-system that mimics the wild where animals can thrive in a secluded habitat. At three and a half acres, Hallett is home to rabbits, raccoons and groundhogs. If you've read «Catcher in the Rye», you'll remember Holden Caulfield visiting the Pond and asking: «Where do the ducks go in a winter?» The answer is that most stay in the park, but plenty of other birds migrate. In

2001 the Central Park Conservancy completed a reconstruction of the Pond, with shore-line plantings and island habitat for birds and turtles, and a waterfall. The Pond is both picturesque and practical. Before you explore the rest of the park, why not to find the perfect spot to rest and relax along this magnificent shoreline.

(Cherry Hill)

Named for the Yoshino Cherry Trees that bloom here in April, Cherry Hill was originally designed as a scenic turnaround and watering trough for horse-drawn carriages. Designed by Park architect Jacob Wrey Mould, Cherry Hill Fountain is one of the Park's most celebrated Victorian designs. It features decorative tiles, eight small birdbaths, frosted glass globes, and a gilded finial. The fountain and concourse were restored by the Conservancy in 2012, opening up one of the Park's best Lake-side views.

(Bow Bridge)

Bow Bridge, designed by Calvert Vaux, was the first cast-iron bridge erected in New York, and only the second built in the United States (the first is in Brownsville, Pennsylvania). Its span of 60 feet, linking Cherry Hill with the Ramble, is the longest of any bridge in the Park. The bridge's name references its resemblance to the graceful shape of an archer's bow. The eight large planting urns on the bridge were missing for almost a century until replicas of the original urns were replaced by the Central Park Conservancy in 2008.



(Whoopi Goldberg: Alice in Wonderland)

Hey! This is Whoopi Goldberg. Welcome to all of you to one of my favorite places in Central Park. The March Hare, the Mad Hatter, the Cheshire Cat and Alice are all from Lewis Carroll's classic "Alice in Wonderland". Isn't Central Park just the greatest? You know, Alice found her way here in 1959. Philanthropist George Delacorte commissioned this bronze work as a gift to the children of New York and as a tribute to his late wife Margarita. And the lines engraved around the sculpture are from the nonsensical poem "The Jabberwocky", that's also by Lewis Carroll and it happens to be Mrs Delacorte's favorite poem. The sculpture shows Alice holding court from her perch on the mushroom. Now kids love to climb up on that mushroom with her. And thousands of tiny hands, including my own, have literally polished its patina surface smooth. And as Alice herself might say: "Curiouser and curiouser." Holding a pocket watch is the March Hare, the host of the story's crazy tea party. At Alice's feet is the timid dormouse. He is nibbling a treat. The Mad Hatter's face is twisted in a crazy expression and behind Alice sits the Cheshire cat, my favorite. Now, I don't know if you know this, but in 1999 when they did television version of the story, I was the Cheshire Cat.

So, now, let's take a short walk up to 76th Street where you find another Alice in Wonderland's sculpture in the James Michael Levin playground. There you will find a fountain featuring Alice, the Queen, the Duchess, the Cheshire Cat, the Griffin

and the White Rabbit. The Central Park is a child's wonderland, full of charming spots like these, and there are plenty of sites here to explore. But just keep your eye out for a cat without a smile, or a smile without a cat.

Task 2

People call it a bear, but the koala is really a marsupial. So, it is much more like a kangaroo than it is like a bear. Here's what I mean. First, the koala has a gestation period of only about 35 days before it is born. Then a tiny pink, furless creature about 19 millimeters long makes its way from the birth canal into the mother's pouch where it attaches itself to one of two nipples. So it stays in the pouch to complete its development, and six to seven months later, it pokes its head out and explores a short distance from the mother, jumping back into the pouch until it reaches eight months when it is too big to fit, and for another four months it rides on the mother's back or hangs from her stomach until it finally becomes independent at about one year old. By then, it is about the same size as a Teddy Bear and looks remarkably like one, with a furry coat, rounded ears and a large nose to support its keen senses of smell and hearing. Native to Australia, the koala lives in trees and is a skillful climber. It sleeps in the branches during the day, and at night, it combs the trees for its favourite meal – eucalyptus leaves.

Text repeated

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2017

Task 1

... and that brings me on to the subject of animals and play. Do animals really play? Well, yes, I for one believe they do. Take Fatface for example. He was a turtle in an American Zoo and he was just great at basketball. Not only that, but he was well over 50! Now having fun isn't unusual among mammals and birds, but reptiles aren't known for their playfulness. Fatface didn't seem to know that and he just loved the daily exercise.

Many animal games echo those played by human children. Hyenas hold tug-of-war contests and otters love King of the Castle. There are also similarities in the games played by birds and animals with similar positions in the ecology. For example, hawks, owls and eagles often play with animals they've killed in the same way that cats and bears do. Fortunately not a similarity shared with many human young!

It is also comparatively rare, thank goodness, for children to be injured or killed while playing, but young animals intent on a game can be easily caught and eaten, for example, and goats hopping around on rocky mountains can easily fall, with painful, sometimes fatal, consequences.

Nevertheless, play can teach survival - techniques for catching food, escaping capture and fighting are all learnt through play, and research suggests that animals play hardest when their brain

cells and nervous systems are developing most rapidly, in other words, when they're young. In fact, many animals spend as much as ten per cent of their youth playing around - that's a large part of their time to devote to play.

Task 2

Journalist: Good evening, Geoff.

Geoff: Hi.

Journalist: First of all, can I thank you for taking time off from your busy schedule to talk to me.

Geoff: It's a pleasure.

Journalist: OK ... well ... you're well-known for your achievements in the world of karate, but there's more to you than that, isn't there?

Geoff: Er... well ...

Journalist: Perhaps you could tell me a bit about your background. Where are you from exactly?

Geoff: Well, I was actually born in 1958, up in the north of England. My parents came to live in Britain after the war - my mother was a nurse from Guyana and my father was from Barbados, in the West Indies. He was an engineer. I had a very happy childhood. The future West Indies cricket captain, Clive Lloyd, used to come and play dominoes at our house and there were always loads of people around.

Journalist: Cor... it sounds great ...

Geoff: We moved south to London after that. We

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were completely broke and I did all sorts of odd jobs to try and make money. It was a rough time and I got very angry, even violent.

Journalist: Really?

Geoff: Oh, yeah, I'm afraid so. I even got a nickname at school after I knocked another kid out - I was called 'Hands of Death'!

Journalist: Goodness, how dramatic!

Geoff: Mm ... I'm not proud of it now. In fact, things got so bad that there was a very real danger that I'd end up in prison - it could easily have ended like that...

Journalist: But? ...

Geoff: But I was lucky - I discovered karate.

Journalist: Ah! How, exactly?

Geoff: There was a school trip - nothing special really - but we went to this sports centre and I saw this tiny guy from Japan kicking and hitting three enormous other guys around the hall and I just thought 'That's for me!'

Journalist: Just like that?

Geoff: Yup. Anyway, I started training - I found myself a Japanese coach and things just happened. I found it came naturally to me and I worked my way up till I found myself in Taiwan for the World Championships. That was in 1982.

Journalist: And you won?

Geoff: Yeah, suddenly I was World Heavyweight



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Champion - it was great!

Journalist: And you were world champion at that weight five times in all?

Geoff: Yeah, that's right.

Journalist: And then you retired?

Geoff: Well, I didn't have much choice - an injury made it impossible for me to go on competing.

Journalist: Ah.

Geoff: So I did some coaching and looked around for something worthwhile. It was becoming obvious that a lot of teenage problems, especially crime, were caused by the lack of facilities for youngsters and I felt very strongly that sport could channel their energies away from crime and violence - as it had done for me. So I got into this project up in Manchester. I wanted to provide somewhere for teenagers to get involved in all kinds of sport in an environment where they felt in control and respected.

Journalist: And you succeeded!

Geoff: Yeah ... well ... it's been a great success and according to the latest figures from the Manchester police, the crime rate in the area is actually coming down, which is fantastic.

Journalist: It certainly is. And now you've got other projects on the go all around the country and even abroad?

Geoff: Mm ... yeah ... we're going from strength to strength ...

Task 3

Philosopher John Searle has challenged the validity of the Turing Test because it's premised on behavior rather than on thought. To prove his argument, he's suggested a paradox, which he refers to as the Chinese Room. If a monolingual English-speaking person receives questions on a computer terminal from a Chinese person in another room, naturally the English-speaking person won't understand the questions. However, if there's a large reference that can be accessed, and if the reference is detailed and comprehensible, then the English speaker could, conceivably, break the code. For example, if a sequence of Chinese characters are received, the reference could indicate which sequence of Chinese characters would be expected in response. In other words, the behavior would be correct, although the English speaker wouldn't be thinking at a level that included meaning. The person would be manipulating symbols without understanding them, or, as Searle suggests, the person would be acting intelligent without being intelligent, which is exactly what a computer could be programmed to do.

Therefore, at least theoretically, a computer could be designed with complex input that would allow it to provide adequate behavioral output without being aware of what it's doing. If so, then it could pass the Turing Test. But the test itself would be meaningless because it doesn't really answer the most basic question about artificial intelligence, which is, can the computer think?

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2018

Task 1

Universities

by Richard Sidaway

More than a quarter of the working population of the USA has one. Cairo, Bologna, and Paris have been offering them the longest. And you can now supposedly get them by sitting at home at a computer. What am I talking about? A university education, of course. So who goes to university and what do they get out of their experience?

Admission

Most universities don't let just anyone in. Grades in the subjects you take in the final years of secondary education is what usually counts and in many countries people also have to do an entry test. While most participants in higher education are in the 18-25 age group, some people choose to take a break from work later on in life and opt for the role of a mature student, bringing experience of work and the real world to their studies.

Which one to go to

In many countries there is a pecking order to the universities, with a few high status institutions at the top turning out an intellectual elite and

attracting the best minds in teaching and research. Take a quick name check of the leading writers, politicians or scientists in the UK or the USA and you should find the majority chose to spend their student years sitting in the dining halls and libraries of Oxford and Cambridge or Harvard, Princeton and Yale. The training grounds for medicine, law or engineering in Britain tend to be the metropolitan 'redbrick' universities slightly lower down the list.

Money

When entrance was restricted to a lucky few in Britain, the state actually paid the sons and daughters of the middle classes not only their tuition fees but also a yearly grant towards living expenses as well. These days most European and North American students are given a loan which they have to pay back to the government once they are in full-time employment, or they finance themselves by working their way through college with part-time jobs in the evenings or at weekends.

Where to live

For the majority of students, attending a university in a town or city near to where they live is the only financially viable option, but in Britain for many years going to university meant leaving home, with all the freedom and independence that implied. Universities traditionally offer cheap and clean accommodation in halls of residence or student houses. After a year or so, many students

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opt to share private rented accommodation outside the university, which often pushes their culinary and hygiene skills to the limit.

Year out

These days if you haven't taken time off between finishing school and embarking on higher education, you haven't really lived. The gap year can be devoted to working for charities in different parts of the world, or simply to travelling, but it can at least concentrate the mind and perhaps give you a few more ideas about what you should do with the rest of your life. If you want to study abroad, you can often get a year out as part of a language course, or enter a scholarship programme such as Erasmus to support you while studying at a foreign university. Business or management students often devote time away from university in the form of a work placement, to help them gain practical experience in a professional environment.

Teaching and learning

A common feature of any university is attending lectures, which involves taking notes while a lecturer, a university teacher, is speaking to a large group of students. In Britain, you are also expected to present a subject perhaps once a term and comment on it in tutorials. These are small group discussions led by a lecturer at which closer analysis of a particular area is undertaken. Science-oriented courses also involve practical lessons and field trips which enable students to



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get to grips with their chosen course of study in the laboratory or beyond the university walls.

How you are doing

As at school, progress is measured by examinations, either divided into Parts I and II, or taken at the end of the course, and known as Finals. Alternatively, it can be based on continuous assessment and coursework. An important component of most systems is the extended dissertation, a piece of writing measured by the number of words a student has to produce, say 10,000. This must be based on some original research from primary as well as secondary sources and on some sort of gathering and interpretation of data.

Social life

There is an old saying that 'all work and no play makes Jack a dull boy', and prospective students expect a rich and varied social life. Friendships forged in the student union bar or in the many and varied clubs and societies that exist at most universities may last a lifetime. In the USA fraternities and sororities encourage a similar bond.

Life after university

Well before the graduation ceremony, when students queue up to receive their degrees from the Chancellor of the university at a special ceremony, the careers officer has been

busy assessing future graduates for the kind of employment paths they should take by giving them an aptitude test, arranging interviews, company presentations and recruitment fairs. For those attracted by the academic life, there are further opportunities for study on Masters and Doctorate (PhD) programmes and on into further research and teaching.

And what does university education all add up to? This was the opinion of Theodore Roosevelt, a former US President - *A man who has never gone to school may steal from a freight car; but if he has a university education he may steal the whole railroad.* Or is it as an American journalist, Sydney Harris, said? - *The primary purpose of a liberal education is to make one's mind a pleasant place in which to spend one's time.*

Task 2

Listen to a female student Amina talking to her tutor Dr Bryson about her project on local history.

Bryson : Well, Amina, thanks for letting me have your draft in such good time.

Amina : Oh, that's alright. I was just very anxious to hear what you think of it. You can see that I decided to change the topic – I had been interested in looking at Baring's Factory.

Bryson : Oh, I think the hospital was a much better choice. In fact... well... I have to say that I thought that it was good.

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Amina : Oh ?

Bryson : There's still lots of work to be done...

Amina : Oh yes... of course.

Bryson : But there's plenty of good ideas. It opens well and the first chapter is fine but the middle section really stood out for me... most interesting.

Amina : That's amazing because I really didn't find it a bit easy to write...

Bryson : How long did you work on the whole thing ?

Amina : Well, I spent about two or three weeks reading and doing general research and then I dashed writing off very quickly... so about four weeks in all.

Bryson : Well, that's about par for the course. You've got a while yet to make the changes.

Amina : Oh right... no problem ...

Bryson : Right. Let's have a look at my notes here. OK. Starting with section headings... the broad divisions are good but you'll have to re-do the actual headings. I've made some suggestions in the margins...

Amina :OK. Thanks.

Bryson :Now, this information on local housing... I can see why you put it there but it really isn't relevant to the approach you've taken.

Amina : I think I see what you mean.

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Bryson : Now... what did I say about interviews ?

Amina : I worked very hard on those. I really thought they were valuable

Bryson : They are, Amina, but they're very complex and rather unclear at the moment. You're going to have to spend a bit of time making the data a lot clearer.

Amina : OK... as long as I don't have to remove them altogether...

Bryson : No, don't worry.

Amina : What about chronology... the list of dates? I wasn't sure whether I should rewrite those.

Bryson : My advice on that is to take them out. I feel it makes the whole piece appear too simplistic.

Amina : OK, if it'll help.

Bryson : Now, there are a couple of other books I'd like you to have a look at. Have you got a pen? Right... *Approaches to Local History* by John Mervis...

Amina : Right...

Bryson : And then I think you need to think about ways of representing interview data. Have a look at *Sight and Sound* by Kate Oakwell.

Amina : *Sight and Sound*.

Bryson : Then you know I'm going away on holiday next week...

Amina : Yes

Bryson : So when you've made the changes I suggest you show the work to your support tutor.

Amina : Support tutor... right...

Bryson : Then you do the proof reading ...

Amina : Proof reading... uh-huh. When by, do you think ?

Bryson : I'd aim for 29 June and after that you should get it laser printed... but be careful because the computer center closes on 10 July.

Amina : And then I hand it in to ... ?

Bryson : Oh, the Faculty Office as usual.

Amina : OK, that's fine. I think I'm all set now ! Thanks very much for all your help.

Bryson : A pleasure. See you when I get back.

Amina : Yep. Thanks, Dr Bryson. Bye.

Bryson : Bye.

Task 3

Narrator : Now listen to part of a lecture in a geography class. The professor is talking about Antarctica.

Professor : With the increasing pressure to replace raw materials that are being consumed in other parts of the world, Antarctica and the waters offshore could become a stage for international

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conflict in the future. During the eighteenth and nineteenth centuries, hunters decimated huge populations of whales and seals, and the race to reach the South Pole resulted in national claims by explorers from a variety of countries, which finally resulted in the partitioning of pie-shaped sectors radiating away from the center at the pole. So today several claims overlap, and only one sector remains unclaimed. Virtually all of these claims are covered by an ice sheet about two miles thick, but the question is, what's beneath the ice? Scientific experiments indicate that proteins, fuels, and minerals exist in abundance, and that means that in spite of the difficulties and challenges involved in the exploitation of these natural resources, the countries with claims haven't demonstrated an intention to relinquish their stake in the area. While resources are available in more convenient sites, the remote areas in Antarctica appear to be relatively safe from exploitation. In addition, as the reading passage suggests, global self-interest may engender international cooperation in this crucial environmental system.



2019

Task 1

HILTON International, owner of many of the world's most luxurious hotels, has joined the race to build the first hotel on the moon, bringing a new meaning to the expression 'five-star'.

Called the Lunar Hilton, the huge place would have over 5,000 rooms. It would be powered by two enormous solar panels and would have its own beach and sea as well as a working farm.

The company asked architects to design the building following the discovery of water on the moon. It is working closely with experts at NASA on the project and hopes to form a partnership which would be able to fly guests to the hotel.

Hilton has spent little more than £100,000 on the project so far, compared with the £25m that three Japanese companies have already poured into their own moon projects. Shimizu is planning tennis courts and golf courses, while Nishimatu wants to build a resort, called Escargot City, consisting of three 10-storey towers shaped like snails' shells.

Another company, Obayashi, is working on a project to create a self-sufficient lunar community of 10,000 people which would be supplied by vast vegetable farms on the moon.

Peter Inston, the British architect who has developed the Hilton's plans, proposes a 325-meter-high complex with restaurants, a medical centre, a church and even a primary school. All drinking water would be pumped up from the ice reserves, which would also be used to fill the sea.

Task 2

Presenter: Today I've escaped from the studio for once and come out into the country to meet a woman who's lived through an experience which for most of us is just a ghastly nightmare. Six months ago, Barbara Lincoln was nearly drowned when the boat she was on sank in pitch darkness in the Pacific. Now back home in England, Barbara agreed to talk to me, rather surprisingly, on the steamer that crosses the lake near her house... Well, Barbara, it's certainly a surprise to find you up here on deck – I'd rather expected you to stay firmly on dry land nowadays.

Barbara: Mm ... it's getting a bit easier now, but I must admit that at first, when I got back after the shipwreck, I really had to force myself. But, in fact, that was really nothing new for me.

Presenter: How do you mean?

Barbara: Well, it goes right back to my childhood, when I used to have this dream about some kind of boating accident and being in the sea in the dark. It was really frightening – all I could see were some lights in the distance – then I'd wake up. And basically I've been afraid ever since of anything to do with boats or with the sea.

Presenter: But you learnt to swim, presumably, or you wouldn't be here now!

Barbara: Yeah, but, as I say, it was a huge effort of will. And I learnt in a nice safe swimming pool and I'd only go in the sea in broad daylight with lots of people around and flat calm water. And I only went in a boat if it was absolutely necessary.

Presenter: So, how come you were in a boat that night... on the night of the accident?

Barbara: Well, I was heading out to the Pacific to join a friend for a holiday and I was supposed to catch a connecting flight. Anyway, I missed the flight and I had to get out to this island and it was getting dark when I managed to find a little passenger boat that was going to call there, so I set off for this little island in that. I certainly wouldn't have done it if there'd been any alternative, believe me, but the next flight wasn't for another six days.

Presenter: No, I suppose you didn't have much choice....

Task 3

Hi Jane, It's Alan. Last week when we discussed purchasing a new copier, you asked me to look into them and to give you my recommendation. I've looked at about ten different models so far. Here's one that I think will be perfect for our office: CopyPro. It has all the features that we discussed, and it is within the budget you mentioned.

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I looked online and found some product reviews. Most of the reviews for the CopyPro have been favorable—in fact, several computing websites have named it their top pick. Even though it's aimed at the home-user market (people who want to print photos, for example), its print speed, scan resolution, and copying capabilities are all things that we would take advantage of here in the office.

Look at the attached product description and let me know what you think. If you like this, I'll be happy to take care of ordering one. If you don't, I'll continue looking at other models.

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2020

Task 1

P = Presenter, T = Tom Hunter

P: So next, statistics - often thought to be the worst kind of lying there is! A recent survey found that 60% of Britons believe the probability of tossing a coin twice and getting two heads is 50%, rather than the correct answer of 25%. Our guest today, Tom Hunter, thinks this is a worry and says we need to get to grips with stats. Tom, welcome.

T: Hi.

P: So, what's the problem? We don't really make use of stats and probabilities in our daily lives, do we?

T: Oh my! Well, that's a common belief, but gosh! I mean, we're surrounded by statistics: opinion polls, crime figures, product claims in advertising...

P: Exactly! I mean, it's just used to sell stuff and so we ignore it!

T: Well, of course, statistics can be used to manipulate, but they also inform policy development, scientific progress and many individual decisions. The heart of the matter is that there are good statistics and bad ones. And knowing the difference is empowering.

P: OK. So, how can we tell the good from the bad?

T: Well, we need to recognize that different approaches to data collection have different

degrees of validity. And we need to look for underlying problems with any research we encounter.

P: For example?

T: Well, say a food company is having some research done to see if its product has health benefits, right? It has a vested interest in the process, so researchers may get pressured into finding positive results. They may worry about not being employed again, which may affect their conclusions. Similarly, asking 50 people on social media will be less valid than a survey of 5,000 people chosen at random. That's not just because the sample size is too small, but also because social media will tend to attract people of similar views, so this grouping effect may exaggerate the results further.

P: Shouldn't publishers filter out this poor research?

T: Mmm, you'd hope so. Obviously, research in a respected journal, reviewed by other experts, will be better than something published anonymously online, but even peer reviews can underestimate aspects like sample size. And interpretations can also be wrong. So, we always need to be on our guard.

P: Yeah, you mean the wrong conclusions may be drawn, whatever the data?

T: Absolutely. Take the issue of relative and absolute figures.

P: Relative and absolute?

T: Yeah. Say Company A produced 10,000 units last year and increased it to 12,000 this year. That'd be a 20% rise relative to its previous performance and an absolute increase of 2,000 units. Company B, on the other hand, produced 1,000 units last year and 1,400 this year - a rise of 40%. So, by comparing the relative changes, Company B could say it performed twice as well as its rival, but in absolute terms its rival produced an extra 1,600 units compared to Company B.

P: I see.

T: But what's more, Company B may have employed more people to get its increase, while Company A may have achieved theirs whilst cutting staff. So, far from doing 100% better than a rival, Company B's actually being hugely outperformed. And, of course, one year doesn't make a trend. It could just be an anomaly.

P: Maybe they had one client who ordered a huge amount and won't repeat it.

T: Exactly. So you can see it's the focus on either a relative or absolute figure and choosing the start and end point for the figures that can be used to twist data to suit your own ends.

P: Sure. So, what about the probabilities we started with?

T: Well, the initial problem is basic maths. However, people also misunderstand how probability works as a prediction tool. They don't understand variables and the degree to which they're dependent.

P: OK...

T: If you had just thrown a head, or indeed six heads or ten, the probability of the next throw being a head is still 50%, not 25% or smaller. That's because these are random events out of your control. However, the probability of having a heart attack, say, is dependent on whether you've had one before. If you have, the risk of another is greatly increased.

P: Time to cut down on salt!

T: Well, maybe, but claims about direct correlations also need to be treated sceptically. As an extreme comparison, the fact that TV sales may increase in line with crime does not prove that one affects the other!

P: Well, you're beginning to convince me, but can you give some other examples ...

Task 2

K = Katherine, S = Sam

K: Hello, InTech Corporation. Katherine speaking. How can I help you?

S: Oh, hello there, Katherine. It's me, Sam.

K: Oh, hi. How're you?

S: Not too bad, thanks. Listen, I'm just calling to check whether the delivery we sent out on Monday has reached you yet.

K: It has, yeah. It came in this morning, I believe.

S: Oh, that's good. I was just panicking over nothing, then.

K: Well, better safe than sorry, isn't it?

S: Exactly. Anyway, how're you? How're things your end?

K: Oh, you know. We're hanging in there. Sales have actually picked up a bit this quarter, so that's good, and we've actually taken on a couple of new people, so can't complain, you know. How's life with you? How's the little one?

S: Oh, she's good. She's just coming up to one now and she's crawling around everywhere and babbling away to herself all the time.

K: Aww!

S: Yeah. I'll send you pictures if you want.

K: That'd be lovely, yeah. And how's Mary?

S: She's OK. She's been away a lot with work recently, actually, which has been a bit of a pain, but hopefully that'll ease off a bit soon.

K: Mmm, yeah, that can't be easy. Hey, how was your holiday? Didn't you go away somewhere recently?

S: Yeah, that's right, we did. Two weeks in Crete. Oh, it was lovely. Over far too quickly, of course, but much needed.

K: Oh, that's good, though.

S: Yeah.

Task 3

TV Host: Speaking of school, your kids will not be dusting off the bookshelves this year. That's because they've traded their library cards for e-mails and e-texts in their smartphones. A new study has some pretty alarming findings. One in three U.S. high school seniors did not read a book for fun in 2016. But 82 percent of them read texts on Facebook, Twitter, and Instagram every day. In the 1970s 60 percent of teenagers read a book, magazine or newspaper every single day. Now that number is down to just 16 percent. And joining us now is Rollins College communication professor Dr. Ted Grinnell. Dr.Grinnell, thanks for joining us.

Dr. Ted Grinnell: Thank you.

TV Host: I find these statistics sad and surprising, do you?

Dr. Ted Grinnell: Not surprising, but sad and scary to be honest with you. I don't have kids but I get them when they are 18, and I see the impacts. Every year it gets worse and worse, and worse.

TV Host: What are those impacts?

Dr. Ted Grinnell: Well, social media, we know, it causes really negative mental impacts. Our students become more insecure, they become more anxious, they become less able to gather data, and they can't spell, they can't write, they can't use grammar, and they really have no idea



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how to read and do the research that they will have to do when they go into the working world. So, we're seeing a real decrease in the skills which they need to get good jobs.

TV Host: What frightens me more than anything is what are we creating with this generation and how do we get it back, Ted? Is there a way to try to get these kids to understand the importance of just getting a good book and reading it?

Dr. Ted Grinnell: I mean the thing is that they are not a dumber generation at all. They are incredibly active and smart but they want immediate gratification and unfortunately, what they go to for that immediate gratification and things that they get depress them and make them really sad and obsessive. But I think we really have to as parents and as educators force students to maybe think less about tests and more about reading and actually focus on growing the skills that will matter. Because no one's going to ask you what your SAT score is after you get to college, right? And actually most schools are stepping away from that kind of stuff. So, we need to step away from that. If you give your kids allowance, tie the allowance to reading. Limit their screen time. And it doesn't really matter if you are looking at educational websites or not. Limit all their screen time and it'll definitely bring positive results...



2021

Task 1

Interviewer: Miranda, who taught you to cook?

Miranda: It would probably be my parents when I was younger. It was more, it was always something that I was interested in from an early age and I used to be in the kitchen quite a lot.

Interviewer: How did you end up as a chef in London?

Miranda: One afternoon when I was reading a foodie magazine in New Zealand, and it mentioned the Gordon Ramsay scholarship and we had to submit a menu kind of a three-course menu and talk about the food, talk about what you'd done, so I thought, 'Well, why not give that a go?' So I submitted an entry and then got a phone call six months later saying I'd got into the semifinal, which was basically 12 people, 11 of them all chefs, so I kind of felt a bit like a fish out of water, but you know, whilst I was there I met Josh Emmet, who was the head chef at the Savoy Grill, which was run by Marcus, and at the end of it he said 'Well, you know, there's a job at the Savoy Grill if you want one,' and it was just too good an opportunity to turn down, um, so it all kind of happened relatively quickly because I thought well, I can't turn this opportunity down. I was kind of at a point in my career where I was looking for another job anyway. So I just thought, 'Well, I'll do it.'

Interviewer: Top chefs have a reputation of being difficult. What's Marcus Wareing like to work for?

Miranda: He is very, he's quite, I mean I wouldn't want to work for any other chef of that high calibre really. He's got a real eye for detail and he's a perfectionist. But he's also got a very good business sense, which is a great thing to learn from as well, because he oversees the whole operation. So in that sense he's a great kind of mentor, I guess. I mean if he gets upset with people, it's because of what's going on on the plate or in the restaurant. There's no ego there at all, it's all about what goes on the plate and what happens, and how the guests are treated, he's very much a person that people, when people come to the restaurant he wants them to have an amazing experience, no matter if they're kind of ordering a dish for £30 or £300.

Interviewer: Is this restaurant into the new tendencies in cooking, using science in the kitchen and things like that?

Miranda: We are more, not traditional but we use traditional techniques, classic techniques. Marcus is a person that's very respectful of ingredients and basically treats, you know, a carrot the same way as oysters in the sense they're both great things that need to be looked after and treated in the right way to get the maximum kind of flavor out of them and I guess we're more about making a carrot taste like a carrot as opposed to making a carrot taste like a beetroot, which, in a sense, I think some people get a little carried away with.

Task 2

K = Ken, S = Selina

K: Selina. You've flown all over the world. You must have some stories to tell.

S: Hm, quite a few. I'll never forget the time I was flying in Asia and the cabin crew asked me to sit in the kitchen during take-off.

K: What?

S: Yeah, they wanted my seat next to the emergency exit.

K: Doesn't inspire much confidence in the airline, does it?

S: Not a lot, no. And then, to top it all, I ended up sitting next to a guy with a rattlesnake in a basket!

K: Good god!

S: Yes, that's what I said. Apparently, he just brought it on as hand luggage. But erm, ... did I ever tell you about the time I was working in Nigeria?

K: No, I don't think so.

S: Well, er, you're not going to believe this, but way back in 1985 I was on this internal flight, right? And it was three times overbooked!

K: Three times?

S: Oh, yeah, that was quite common in those days. But you should have heard the arguments at check in.



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K: I can imagine.

S: Anyway, in the end, they brought the army in to sort it out.

K: The army?

S: Yeah. And you'll never guess what they did...

K: What?

S: They made everyone run around the aircraft twice.

K: What on earth for?

S: So they could give the seats to the fastest.

K: You can't be serious!

S: It's absolutely true.

K: And did you win a seat?

S: Certainly did. I came in third. I was quite quick in those days!

Task 3

Interviewer: We chat to Cary Elwes about his new memoir on the making of *The Princess Bride*. The idea of storytelling is really central to *The Princess Bride* and the film celebrates the joy that that kind of creativity brings. I thought your book tied really nicely into that because you combine your own narrative with the anecdotes of your colleagues – did you always intend to include their stories with your own when you began working on *As You Wish*?

Cary: Yes, absolutely. I felt that the journey was not just fun for me and one of the reasons why it was so fun is because I got to work with these incredible people who were a lot of fun. So I can't take full credit for the book. Not only did I share the writing with Joe Layden, but also with

Rob Reiner, with William Goldman, with the cast and so on. It's an incredible book but I can't take all the credit for it.

Interviewer: Was there a particular memory or time on the film that you enjoyed revisiting the most?

Cary: I just remember being excited from the minute I got the call from my agent because I knew about the project, I knew who Bill Goldman was obviously and I knew who Rob Reiner was. I'd seen nearly all of his work and I knew the book. I read the book when I was 13 so from the minute I basically met with Rob and got the part, I was whizzed off on this incredible journey that I try to detail in the book, being basically the novice in the group. I was surrounded by a tsunami of talent, as I like to call it, so I can't oversell how important this film was to me and to my career.

Interviewer: You touch on the marketing issues around the film in that *20th Century Fox*, the distributor, didn't really know how to sell it and you raise an interesting point about the way in which social media could've helped the film find its audience. Could you expand on that a little?

Cary: I think *20th Century Fox* had their hands full because they'd never come across a film that had such a mish-mash of genres. Was it a comedy?

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Was it a kids' movie? Was it a fairytale? Was it an action film? Was it an adults' movie? They settled for the kids approach with this very beautiful poster. It was a Maxfield Parrish type poster in America, which had Peter Falk reading to Fred Savage, the Grandfather and the Grandson.

Interviewer: The film has a huge following online now and it shows just how much these quotations have ingrained themselves in popular culture and you talk about how often you and your colleagues are asked to repeat lines from the film – has there ever been a time you're asked to quote something from it that's a little less well known than 'as you wish'?

Cary: It's mostly that one. Occasionally. What other ones do I get? 'Drop your sword' from kids, but it's mostly those three words that I get.

Interviewer: And just to finish, you close the book by discussing the ways in which it still captures people and endured for these years. I'm one of those fans who has grown up watching it more times than I care to say and I take something different from it every time and I wondered, watching all these years later, is there anything in particular you take away from the film when you see it now?

Cary: I just feel very fortunate to have been, as I said, part of this tsunami of talent that I was surrounded by. I feel blessed to have been part of that, I really do. You're very lucky as an actor to have anyone resonate with your work and this one seems to have resonated quite profoundly.

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