

ВСЕРОССИЙСКАЯ ОЛИМПИАДА ШКОЛЬНИКОВ
ПО АНГЛИЙСКОМУ ЯЗЫКУ. 2018–2019 уч. г.
МУНИЦИПАЛЬНЫЙ ЭТАП. 9–11 КЛАССЫ

LISTENING

Time: 15 minutes (15 points)

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 hear. You will hear the text **twice**.*

The speaker says that:

1. The lake was formed by a huge stone falling from the sky.
A) True B) False
2. The size of the lake is one of the things it is famous for.
A) True B) False
3. The location of the lake contributes a lot to its mysterious history.
A) True B) False
4. “Water Dragon Master” looks like a huge fish.
A) True B) False
5. Strange creatures were last reported to be seen hundreds of years ago.
A) True B) False
6. There are pictures of the monster, carved on the trees near the lake.
A) True B) False
7. The creature in the carvings is swimming in the lake.
A) True B) False
8. Seals are rarely seen in the lake.
A) True B) False

9. Many people have seen strange flashes of light in the area of the lake.

A) True

B) False

10. Scientists haven't proved the extraterrestrial nature of the phenomena described.

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 **twice**.*

11. Carolyn and Dan are discussing

A) Dan's future plans.

B) Dan's career in the hotel.

C) Dan's communication with people.

12. Dan has always wanted to set up his own business

A) and now he has the opportunity.

B) but he still doesn't have the opportunity.

C) but his aunt passed away and he can't do it now.

13. Dan is

A) a bad communicator.

B) good at cooking.

C) interested in his job at the hotel.

14. Dan says that he likes

A) driving and riding bikes.

B) repairing cars and bikes.

C) collecting old cars and bikes.

15. Dan expresses his creativity

A) in the restaurant.

B) in the hotel.

C) in the kitchen.

Transfer your answers to the answer sheet!

READING

Time: 45 minutes (20 points)

Task 1

For items 16–25, read the passage below and choose option A, B, C or D which best fits according to the text.

(1) Almost 16 years ago I, Emily Williams, entered the teaching profession on a wave of passion and enthusiasm; I was going to change the world. For my first post I chose to apply to a school advertised as being in challenging circumstances. I wanted to make a difference to the most disadvantaged children in society and the goal was a classroom full of happy, thriving children.

(2) As you can imagine, I quickly realised this was going to be extremely tough, and not something I would achieve on my own. However, in those early days there was a lot of psychological and social support available to schools.

(3) Early Help services were very proactive and came into schools regularly to ask how they could assist. There was a strong focus on intervention before situations escalated and children and families reached crisis point. As teachers, we were able to give low-level daily emotional support and focus on teaching. We worked with outside agencies and they came in and gave a greater depth of support to families who needed it.

(4) But over the past few years, this outside support has slowly ebbed away and over time we have found that services we could previously call upon no longer exist. Reported safeguarding concerns have rocketed. In fact, the number of children needing help almost doubled between 2010 and 2016.

(5) *The tipping point* came for me last year while working in a senior role. The term had been particularly hard, with numerous child protection cases being monitored. I held many meetings with parents where I felt more like a counsellor or social worker than school leader. I was out of my depth and didn't have the skills or training to give this level of support.

(6) With the realisation that specialist support was no longer available, I decided to become the support myself. I enrolled on a part-time counselling course to give me greater confidence in assisting families in crisis. What I discovered changed the way I viewed my role and profession entirely.

(7) First and foremost, teachers use counselling skills every day. We don't know we're doing it and don't realise there's a name for much of what we do, so we just do our thing in an ad hoc manner. For example, when we sit down with a child after an incident and discuss their behaviour, we often look at what happened in the lead up to the event to cause it, and how the child could respond differently next time: that's a basic form of cognitive behavioural therapy.

(8) Every theory and new approach I learned about had lightbulbs popping in my head. There were so many parallels with teaching, and so much potential for applying this in the classroom.

(9) With a fresh injection of enthusiasm, I enrolled on a full counselling qualification course and then returned to teaching. Armed with a new awareness and curiosity about the impact a therapeutic approach to teaching could have, I set about using my recently acquired skills at school. I began by creating an environment that felt safe, where effort, perseverance and making mistakes were celebrated. I work extra hard on building those essential relationships and I model getting it wrong all the time.

(10) In the past, when addressing poor behaviour, I would have followed school policy, given sanctions consistently and then carried on. With greater awareness of the importance of empathy, I now try to put myself in their position every time. How does it feel to be them after an incident such as this?

(11) I also set aside time one-to-one with them, explaining that I really care about them and that this is why I am worried about their behaviour. It has led to children explaining in great depth how they are feeling. Trust and strong bonds have been created, and when children begin to talk about their emotions, I have the skills to open them up, rather than unwittingly close them down.

(12) Self-care is also a vital component of being an effective therapeutic teacher (this is admittedly something I am still working on). Teachers rarely seem to make the time to calm and recharge the batteries. After reaching near-burnout last year, my mantra is now: *"If you want to give light to others, you have to glow yourself"* (Thomas S. Monson).

(13) If we could – through teacher training providers and school in-service training days, we may achieve some early intervention success and avert some crises. Perhaps it is time that the government, local authorities and initial teacher training providers took note; a little investment in basic training at this level could save thousands further down the line.

(14) My counselling training – much as I love it – was expensive and my family have made too many sacrifices to enable me to do it. However, with budget cuts deepening, perhaps we do have to take matters into our own hands?

(15) For my classroom, the training has led to stronger relationships, powerful conversations and positive changes in behaviour. Children who had struggled with extremes of behaviour in other settings are thriving. And me? Well, I've got my motivation back because I'm making a difference again.

16. When Emily just started teaching she felt

- A) elated and inspired.
- B) doubtful and troubled.
- C) intrigued and anxious.
- D) afraid and puzzled.

17. At first school children received psychological help

- A) only when the conflict got at its worst.
- B) from teachers and special organizations.
- C) at school and at home.
- D) just from the teaching staff.

18. With the years the need for special help

- A) increased greatly.
- B) shrank a bit.
- C) remained the same.
- D) almost vanished.

19. The words “*tipping point*” (Paragraph 5) refer to

- A) the top position Emily got at school.
- B) the increase in salary Emily got.
- C) the critical moment Emily had to face.
- D) the advice Emily had to give.

20. What is NOT TRUE about the things Emily learnt during the counseling course?

- A) There are a lot of ways to use counseling in class.
- B) After an incident a child should see their mistakes.
- C) Counseling and teaching are similar in a way.
- D) Teachers intuitively use counseling skills.

- 21.** After completing the course Emily's first step was
- A) to start giving sanctions to children.
 - B) to change the class and classroom environment.
 - C) to make children talk about their feelings.
 - D) to speak to children about poor behaviour.
- 22.** Children trusted Emily more when
- A) parents were not anywhere near
 - B) Emily spoke to them about her own problems
 - C) they felt they were cared for and about
 - D) their friends told them about her approach.
- 23.** *“If you want to give light to others, you have to glow yourself”* (Paragraph 12) means that teachers should
- A) also pay attention to their own well-being.
 - B) do everything possible to help children.
 - C) constantly inspire children.
 - D) always stay in touch with children.
- 24.** Emily's counseling course was paid for by
- A) herself and her own family.
 - B) the school she works for.
 - C) the government programme.
 - D) the local educational authorities.
- 25.** What was the outcome of Emily applying her counseling skills in teaching?
- A) Children now talk easily and freely.
 - B) There are constructive changes in children's conduct.
 - C) Children have made more friends.
 - D) There are more children in her class now.

Task 2

*For items 26–35, read the passage below and choose which of the sentences A–K fit into the numbered gaps in the text. There is one extra sentence which does not fit in any of the gaps. Write the correct letter **in boxes 26–35** on your answer sheet.*

The village of Zhostovo outside Moscow has become a symbol of unique folk art. For more than 150 years now many of its inhabitants have been developing the skill of decorating but one thing, trays. **26.** _____ .

The first trays were made in Zhostovo at the beginning of the 19th century, when the Vishnyakov family founded their workshops. **27.** _____. After one of the Vishnyakov brothers visited an industrial exhibition in St Petersburg he came up with a new and promising idea for the family business.

At that time in the Urals Region of Russia local craftsmen made thin iron trays, which were painted with birds and butterflies. **28.** _____. And this is exactly what Russia, where people's love for tea was on the increase, needed. Therefore, the Vishnyakovs started making painted metal trays that corresponded to the needs of the public and their simple tastes. **29.** _____. And the goods varied from tiny trays which could hold just one cup to enormous ones as big as a table, that could be used instead of an embroidered tablecloth. **30.** _____ .

In fact, the tray as a household utensil had been known since times immemorial, but in the 19th century the demand for trays rose. **31.** _____. It was that new market that enabled the Vishnyakov masters to establish themselves as a distinctive tray-making industry. They took into account the experience of other production centres, but instead of just borrowing the shapes and techniques they liked, they reworked them into their own unique style.

The original scenes painted on early trays were close to the compositions used on miniature boxes. **32.** _____. However, alongside using genre scenes, Zhostovo craftsmen started developing their own style of decorative floral compositions. **33.** _____ .

It takes a couple of days to paint one tray. First, the artist puts the tray on his or her knees, and with a wide brush draws a petal with a single stroke. The artist rotates the tray right round and adds another petal, and another, and another - and then the rose is ready.

Then the artist adds other colours and a few leaves, makes a bouquet, and the tray is sent to the oven for the night. **34.** _____. Afterwards with the thinnest brushes the artist draws contours, stems and blades of grass. The painting is then ready and the tray is once again sent to the oven.

35._____ . But this is done by another artist who specialises in this process. Finally, the tray is coated with two layers of lacquer, dried, and sent out into the big wide world.

A) Those who could not afford silver trays bought lacquered metal ones from the Vishnyakov brothers.
B) This was the result of the growth of cities and the expansion of the network of hotels, eateries and bars, where trays were used both for their immediate purpose and as interior decorations.
C) Later an ornamental pattern is drawn on the tray edges.
D) However, at that time they mostly produced papier-mache trays for carrying letters or several plates of snacks.
E) The following morning, the artist uses other paints to add shadows, highlights and flower details, giving the painting dimensions.
F) Their skillful hands have turned this household utensil into a work of art.
G) Eventually bouquets of flowers became the true symbol of Zhostovo trays.
H) Studying the forms and structure of flowers, each artist is intimately aware of the flora they paint, but deliberately mix in unrealistic elements of fantasy to embellish their creations.
I) These were popular scenes from folk life: troika carriages and rides, tea-parties, winter sledging and other similar rural scenes.
J) These trays could carry quite a lot, and withstand high temperatures and moisture.
K) There was often only one handle, which meant an empty tray could be hung on a wall, turning it into a decorative panel.

Transfer your answers to the answer sheet!

USE OF ENGLISH

Time: 60 minutes (45 points)

Task 1. Items 36–50 (15 points)

*For Questions 36–50, 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. 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).*

Example:

0	<i>V</i>
00	<i>had</i>

Russian Winter Harmony

0	The history of Russian landscape painting is rather short, about 200 years.
00	It might seem that a creative soul can't remain unmoved by the beauty of Russian nature. And yet, the earliest landscapes had created by Russian artists were views of Italy.
36	In a greater sense, it was natural: the Russian artists of the time received their academic training in Western Europe and, on their return to Russia, proceeded to paint such portraits and genre scenes as were in demand at the time.
37	One of the first paintings depicting wintry Russian nature was by Nikifor Krylov. His contemporaries remarked on the gently captured winter light, the foggy view, and the feeling of frost.
38	The traditions of German and Dutch art were being especially visible in winter scenes – the same pictorial devices and a certain harshness of approach.
39	It's interesting to note that most winter landscapes created by Savrasov, Levitan and Shishkin are marked by a kind of bottomless gloom.
40	Savrasov's art is often far called lyrical, but his every painting bears a mark of loneliness, desolation, and sadness.
41	Perhaps that was the artist's way of understanding beauty and subtle lyricism of Russian nature which their contemporaries had admired.
42	The art of Levitan also deeply affected the viewer's soul. He was one of the first Russian artists to leave the confines of his studio and paint in the open air.
43	Levitan is a national artist, and his art simply does not exist outside the nature around Moscow and the Volga region.

44	Savrasov and Levitan were thought of as poetic artists, whereas Shishkin was often accused of having being too detached and photorealistic.
45	One of the most perceptive Russian critics, Benois, wrote about Shishkin's excessive scientific precision of a copyist.
46	A truly fairy-tale likeness of Russian winter is found on the canvases of Yuly Klever.
47	His paintings were so magical that scandals broke out down at exhibitions; visitors climbed over the partitions to look behind the canvas, to find a 'trick', to check if the paintings were lit from behind.
48	At the turn of the 20 th century, landscape art became extremely popular in Russia. New artists, were inspired by Impressionism, wanted to see and analyse the artistic material in new ways.
49	In the early years of the 20 th century Igor Grabar was discovered one of the main motifs of his future works, hoarfrost, the sight that he would call the exquisite lace of the sky's azure enamel.
50	Igor Grabar knew how to convey the beauty of the endless play of azure and violet on the snow, and the most fantastic hues appeared in his paintings.

Task 2. Items 51–60 (10 points)

*For items 51–60, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** Use **from three to five** words. The number of words is specified in the brackets. **Do not use** short forms. Please mind both grammar and spelling. There is an example at the beginning (0).*

Example: 0. The pool isn't deep enough to swim in.

too

The pool _____ swim in. (4 words)

0

is too shallow to

51. My advice to you is to talk to your parents.

were

If I _____ talk to my parents. (4 words)

52. The film starts in five minutes and it will take us ten minutes to get there.

already

By the time we get there, the film _____. (4 words)

53. A private detective must be invisible when following a suspect.

sight

A private detective must keep _____ when following a suspect.
(3 words)

54. I was made responsible for foreign sales.

charge

They put _____ foreign sales. (4 words)

55. Many people think Steve stole the money.

believed

Steve _____ the money. (5 words)

56. The Wall Street Crash is sure to cause a chain reaction in stock markets around the world.

off

The Wall Street Crash is _____ a chain reaction in stock markets around the world. (4 words)

57. "You should start a new hobby, Mr. Jenkins", the doctor said.

take

The Doctor advised Mr. Jenkins _____ a new hobby. (3 words)

58. Geoff had the accident five hours after he started driving.

for

Geoff _____ five hours when he had the accident. (4 words)

59. The man suddenly realised that the neighbour was watching him.

watched

The man suddenly realised that he _____ the neighbour.
(4 words)

60. If the chicken is old, its meat is tough.

older

_____, the tougher it is to eat. (4 words)

Task 3. Items 61–70 (10 points)

For items 61–70 read the text below. Use the word given in capitals at the end of each line to form a new word that fits in the space in the same line. There is an example at the beginning **(0)**.

Example:

0	<i>admiration</i>
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Digital media damaging moral values

Digital media could harm moral values, as Twitter and Facebook don't allow time for compassion or (0) <i>admiration</i> .	ADMIRE
Today's fast-paced media could be making us (61) ... to human anguish.	DIFFER
According to several (62) ..., time should be allowed for us to reflect on the information that has been reported.	RESEARCH
In the time it takes to take in a story of (63) ... , the news bulletin has already moved on or the next Twitter update is already being read.	SUFFER
As (64) ...such as reading books and meeting friends, where people can define their morals, are taken over by news snippets and fast-moving social networking, the problem could become widespread.	ACTIVE
Children could be at risk because of (65) ... of their still developing brains.	VULNERABLE
If things are happening too fast, you may not ever (66) ... experience emotions about other people's psychological states.	FULL
The psychologists are most concerned about numerous fast-moving TV (67) ... and virtual games.	ADVERTISE
In a media culture, in which violence becomes an (68) ... show, a cold attitude to the vision of human pain gradually sets in.	END
Using brain imaging, the scientists found, that people's (69) to physical pain in others takes fractions of a second.	RESPOND
But admiration and compassion – two of the social emotions that define (70) ... – take much longer.	HUMAN

Task 4. Items 71–80 (10 points)

For items 71–80, match items 71–80 to the phenomena (A–M). There are some extra phenomena which do not match.

71. Jackson Pollock	A) a novel by Theodore Dreiser
72. Boston Tea Party	B) a US artist who is famous for his pictures which appeared on the cover of <i>The Saturday Evening Post</i> . His pictures often show children and families in ordinary places such as at home, in the countryside, or in small shops.
73. Alfred Hitchcock	C) the period from 1919 to 1933 in the US when the production and sale of alcoholic drinks was illegal
74. Horatio Nelson	D) a famous scene from “Alice in Wonderland”
75. The Great Depression	E) Britain’s most famous naval leader. His most famous battle was the Battle of Trafalgar in 1805, in which he was killed.
76. Walt Disney	F) a British soldier and politician, who is remembered especially for defeating Napoleon at the Battle of Waterloo in 1815.
77. The Duke of Wellington	G) a US artist who often made his very large abstract paintings by putting the painting on the floor and then walking around it, letting the paint drip from sticks
78. Great Expectations	H) an English filmmaker of the 20th century who specialized in thrillers
79. Prohibition	I) a novel by Charles Dickens
80. Andy Warhol	J) the severe economic problems that followed the Wall Street Crash of 1929 and resulted in the failure of many banks and businesses
	K) a protest in 1773 against the British tax on tea, when tea was thrown from British ships into the water
	L) a US artist known for his pictures in the pop art style, which were of ordinary objects such as the Campbell's Soup Can, or of famous people such as Marilyn Monroe
	M) an American animator of the 20th century who is famous for inventing some of the best-known cartoons

Transfer your answers to the answer sheet!

WRITING

Time: 60 minutes (20 points)

Comment on the following quotation.

What you get by achieving your goals is not as important as what you become by achieving your goals.

Henry David Thoreau

Write **200–250 words**.

Use the following plan:

- make an introduction;
- express your personal opinion and give reasons to support it;
- give examples to illustrate your reasons, using your personal experience, literature or background knowledge;
- make a conclusion.

<i>Transfer your writing to the answer sheet!</i>
