

ВСЕРОССИЙСКАЯ ОЛИМПИАДА ШКОЛЬНИКОВ
ПО ПРЕДМЕТУ Английский язык

805

(МУНИЦИПАЛЬНЫЙ ЭТАП)

шифр участника

АЯ-11-02

Фамилия Имя Отчество

Егупова Валентина Витальевна

Класс 11 А

Наименование образовательной организации

школа №16

Participant's ID number

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Listening

Time: 10 min.

In this record you are going to hear part of a radio programme about interactive television. The recording will be played **twice**. Before completing the tasks scan the tasks and the questions.

Task 1. For **Questions 1 - 5**, decide whether the statement is **TRUE (T)**, **FALSE (F)** or information was **NOT STATED (NS)**.

1. The interviewer states that the idea of interactive TV is clear to everyone. *overly noisy*
2. Whitehead points out the interactive TV is different from cable and satellite television.
3. On the whole, interactive TV has a huge communication and education potential.
4. Elderly people will find interactive TV difficult to operate and deal with.
5. Whitehead believes in future popularity of interactive TV. *50%*

1	2	3	4	5
T/ F /NS	T /F/NS	T /F/NS	T/F/ NS	T /F/NS

Task 2. For **Questions 6 - 10**, choose the correct letter A, B, C or D.

6. What does the interactive television entail?
A. more people having Internet access *more people*
 B. superior television services *more people*
C. improved web browsing
D. a larger number of operators
7. In several years' time it is likely that ...
A. Internet will be a mass medium.
 B. interactive TV will be widely adopted.
C. conventional television will be phased out.
D. every home worldwide will be online.

- A. be slower in the UK than in the US.
 - B. lead to people buying more.
 - C. overtake the growth of the PC Internet.
 - D. not live up to expectations.
9. What are the drawbacks to interactive TV?
- A. Image quality is not as good as on a PC.
 - B. There is a huge amount of advertising.
 - C. You can only download information.
 - D. There are no news programmes.
10. What does the future hold for interactive TV?
- A. It is doomed to failure.
 - B. It is too soon to say.
 - C. It seems to promise confusion.
 - D. It may be too young to attract customers.

TRANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET

Participant's ID number

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Reading

Time: 30 min.

Task 1. *You are going to read an extract from an article about anthropological research methods and social aspects of it.*

PROFESSIONAL STRANGERS: MEDICAL ANTHROPOLOGY IN ACTION

- A Back in the 1970s, I was an anthropology student sitting in the library doggedly reading books and articles about the social lives of people in Africa, Asia, and the South Pacific. Why doggedly? The scholarly reading matter covered kinship systems, clan alliances, land tenure, and farming and political systems. Rarely did the reader of these texts catch a glimpse of the day-to-day lives of the people written about or what it was like to live amongst them. However, some books started with a preface describing how the anthropologist arrived in the distant village or town of study, found somewhere to live, and started engaging with local people. These accounts were often the most interesting part of the book and whetted my flagging appetite for medical anthropological research.
- B Since graduating, I have applied my anthropological training to health-related projects across Africa and Asia. Some contracts have lasted two years and some two weeks. The short-term research I have done is sometimes called 'quick and dirty'. 'Quick' means that surveys are carried out and people interviewed in a matter of weeks rather than years; 'dirty' means that the findings are analysed rapidly without too much concern for 'cleaning' the data so that exact percentages can be calculated and any inconsistencies in what people said can be accounted for. Quick and dirty research elicits the voices of the people for whom a development project is intended. The approach provides facts and figures that guide project design, but may not satisfy purist academics.
- C A lot of books discuss the ethics and methods of research in more detail than in the past. Such accounts of fieldwork contain useful ideas and guidance, usually in the introductory chapters. There are a number of particularly sensitive areas that people interviewed may be reticent about, notably personal finance, relationships, and illegal activities. Yet, research of sensitive topics with people considered 'hard to reach' can be interesting and rewarding. There are some basic rules and approaches that should keep the researcher, especially in the medical field, safe and the data collection ethical and effective.
- D Anybody going to do fieldwork should dress carefully. It is important to try and wear clothes that do not draw attention to yourself. You do not want to be more conspicuous than you need by being more smartly or formally attired than the people you are going to talk to. Equally, it may be inappropriate to copy the dress code of interviewees, as you risk looking ridiculous.

- E When you interview people, it is important that they are not worried about confidentiality. Often people will not tell you anything of great interest unless they receive assurances that you will not reveal their private business or their full names. When you ask sensitive questions, interviewees may want you to answer similar questions in return, so researchers should be prepared to disclose some personal information. It is important that you do not lie about yourself and what you are doing: this is unethical and you risk being caught out and losing credibility.
- F Sensitive questions should be asked in a matter-of-fact manner because, if you appear embarrassed, the respondent will also be embarrassed and will 'clam up'. Do not be, or appear to be, judgemental or shocked, no matter what you hear, as the interviewee will sense your reaction and stop talking. In addition, you should not contradict people even if they have said something that you know to be incorrect. You are there to listen and collect data, not to enter into argument or discussion. When the interview is over you can correct any potentially harmful misconceptions that the interviewee holds. But the most important rule to remember is: if you get nervous or scared, leave the situation.
- G Recently, I have started saying to colleagues that there are three qualities required in the anthropologist working in 'the field': liking people; respecting people; curiosity about people's lives. If you cultivate these qualities, the tips I have outlined will come naturally to your work.

For **Questions 1-7** decide which paragraph A-G contains the following information 1-7. Write the correct letter in the table below. NB You may use any paragraph more than once. You are not required to use all letters.

- Paragraph A 1. Delicate issues and prospects of dealing with them
- Paragraph B 2. The fact that the interviewer should appear not to react to what the interviewee says ✓
- Paragraph C 3. How to look when talking to interviewees ✓
- Paragraph D 4. How the author took to anthropological research ✓
- Paragraph E 5. The fact that the interviewer should not debate with the interviewee ✓
- Paragraph F 6. Research that is a rough estimate of a situation ✓
- Paragraph G 7. Necessity to be sincere and reciprocally responsive ✓

1	2	3	4	5	6	7
Paragraph <u>C</u>	Paragraph <u>F</u>	Paragraph <u>D</u>	Paragraph <u>A</u>	Paragraph <u>G</u>	Paragraph <u>B</u>	Paragraph <u>E</u>

Task 2. You are going to read the text about music and its effects. Read the information below and answer **Questions 8 – 15**.

SOUNDS OF MUSIC

(1) Even the Greeks couldn't agree about it. Was music a source of order and proportion in society, regulating its innate chaos in ways similar to the disciplines of geometry and architecture? Or did its ability to express passionate emotions beyond the

each of words create the potential for disorder and anarchy? Compare the behaviour of an audience listening to classical string quartets with headbangers at a rave, and the age-old conflict between Apollo and Dionysius is made manifest all over again in our own time.

(2) Shakespeare, though, came clean. For him, 'the man who hath no music in himself. Nor is not mov'd with concord of sweet sounds. Is fit for treasons, strategems and spoils; The motions of his spirit are dull as night...' Throughout his plays, Shakespeare perceives music as a healing force, an art whose practice makes man whole.

(3) Yet, despite the growth of the science of music therapy within the last two centuries, and despite the huge weight of books published on the miraculous 'Mozart effect', our schools and colleges have fallen strangely silent. The so-called 'Mozart effect' presents anecdotal and statistical evidence for advances in both social and academic skills in those children exposed in their formative years to the music of Mozart. But, in an age obsessed by pragmatism and by short-term vocational learning, music has been marginalized in both primary and secondary education. Compared with the holy trinity of reading, writing, and arithmetic, music is regarded as a luxury pastime. As a result, children are leaving school not only totally ignorant of their own musical heritage, but lacking in social, physical, and mental skills which musical performance can uniquely promote.

(4) Playing an instrument requires a degree of concentration and coordination which brings into play a plethora of mental and physical skills which are being eroded in our push-button world. Socialization and team-work are also involved. Schools with wind bands, string ensembles, jazz groups, and orchestras are right up there at the top of the league tables. In excelling in musical activity, the students' performance in many other fields of learning is refocused and radically improved.

(5) There are medical aspects too. Long before British primary schools discovered the recorder – that most basic of all modern woodwind instruments – Australian Aborigines had developed the didgeridoo. Like the clarinet and the flute, this haunting and beautiful instrument helped to overcome both upper and lower respiratory tract problems and encouraged better sleep. In playing a wind instrument, abdominal muscles are used to support the breathing system. And these are the very muscles which come into play when an asthmatic is experiencing an attack.

(6) But what of those individuals and schools which simply cannot afford a musical instrument? What of those institutions where not a single member of staff can read music? This is where the human being's most primitive form of music-making comes into its own. Singing is free. Everyone possesses a voice. And, with it the body expresses itself in the most fundamental and organic way.

(7) The Hungarian composer Zoltan Kodaly knew this, and developed his own system of training ear and voice within a simple yet comprehensive system of body language. Today, an organization called The Voices Foundation adapts and applies Kodaly's methods, aiming to give children back their singing voices, and to make our schools ring with music-making once again. Their advisors and teachers have already achieved extraordinary turn-around effects the length and breadth of Britain and in schools in the troubled areas of South Africa.

(8) Important work is currently being done in Finland, Israel, and the United States on pre-school, even pre-birth, musical education. Music is very much part of the life of the unborn future citizens of Finland. And one has only to look at the educational standards, health records, and professional musical activity in this small nation to see what dividends music in education pays from the earliest days of human life. So shall we allow music to conjure a better society for us all? Or, relegate it to the ranks of mere entertainment?

8. Ancient Greeks recognized music's ...
- two-fold character.
 - magic phenomenon.
 - emotional effect.
 - none of the above mentioned.
9. In Shakespeare's dramas, music is seen in a ... light.
- different
 - negative
 - positive
 - neutral
10. Schools lack the funds
- to employ music teachers.
 - to take children to concerts.
 - to record music.
 - to buy musical instruments.
11. According to the writer, studying music ...
- may not help all students to improve in other areas of their studies.
 - means that students spend less time on reading, writing, and arithmetic.
 - helps students to improve enormously in other areas of their studies.
 - means that students will excel as professional musicians.
12. The didgeridoo is an instrument that ...
- has a negative effect on those suffering with breathing problems. —
 - benefits those suffering with breathing problems.
 - tends to send those who listen to it to sleep.
 - sounds sad to most people.
13. Which of the following is the most suitable heading for passage 4 of the text?
- The growth of music in the school curriculum
 - Music throughout the ages
 - Music without concentration
 - The beneficial effects of a musical education
14. 'Mozart effect' stands for ...
- better social and academic skills thanks to Mozart's music.
 - anecdotal and statistical evidence on Mozart's music.
 - Mozart's musical heritage appreciated by people. —
 - having a talent or gift for music similar to that of Mozart. —
15. Methods by the Hungarian composer Zoltan Kodaly ...
- were borrowed from The Voices Foundation. —
 - are used in Britain and beyond.
 - face skepticism in professional sphere. —
 - help deaf children via the system of body language.

8	9	10	11	12	13	14	15
d	c	d	c	b	d	b	b

TRANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET

Use of English

Time: 20 min.

Task 1. Cloze-test

For Questions 1-7, read the text below and think of the word which best fits each space. Use only one word in each space. Use the prompts in brackets. There is an example at the beginning (0).

Example: 0 dismissed

JUST or UNFAIR?

George was (0) d_i_s_m_i_s_s_e_d (= given the sack) last week. The main reason for it was his i_ _ _ f_ _ _ _ _ t (= basic and rudimentary) knowledge of his profession. He made a complain about his company's treating him unfairly. The trade union officials are going to (2) i_n_v_e_s_t_i_g_a_t_e (= look into) the whole matter. George hopes that the outcome will be quite (3) b_e_n_e_f_i_c_i_a_l (=good and positive) for him. He believes there won't be any (4) d_ _ _ r_ _ _ _ _ y (=disagreement or difference) in the officials' opinions. George sincerely regrets that they fired him in such an (5) u_n_ _ u_ _ _ _ _ e (= inconvenient and inopportune) moment. He needs to pay his rent and bank loan, and he has made no savings. "Oh, if only they would (6) e_m_p_l_o_y (= hire or engage) him again!" he exclaims. "I need my (7) s_a_l_a_r_y (= money paid for work or services) back!"

1	
2	investigate
3	beneficial
4	
5	
6	employ
7	salary

Task 2. Multiple Choice

For Questions 8-14, 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 straight B forward C everyday D conventional

STUDYING BLACK BEARS

After years studying North America's black bears in the (0) ^{win} way, wildlife biologist Luke Robertson felt no closer to understanding the creatures. He realized that he had to (8) ^{win} their trust. Abandoning scientific detachment, he took the daring step of forming relationships with the animals, bringing them food to gain their acceptance.

This has given him into their behaviour and has allowed to dispel certain myths about bears. (9) ^{contrary} ... to popular belief, he contends that bears do not (10) ^{bother} ... as much for fruit as it was previously supposed. He also (11) ^{disputes} ... claims that they are ferocious. He says that people should not be (12) ^{mised} ... by behaviour such as swatting paws on the ground, as this is a defensive, rather than aggressive, act.

However, Robertson is no sentimentalist. After devoting years of his life to the bears, he is under no (14) ^{doubt} ... about their feelings for him. It is clear that their interest in him does not (14) ^{widen} ... beyond the food he brings.

- | | | | | |
|----|-------------|---|---|-----------------|
| 8 | A catch | <input checked="" type="radio"/> B win | C achieve | D receive |
| 9 | A Opposite | B Opposed | <input checked="" type="radio"/> C Contrary | D Contradictory |
| 10 | A care | <input checked="" type="radio"/> B bother | C desire | D hope |
| 11 | A concludes | <input checked="" type="radio"/> B disputes | C reasons | D argues |
| 12 | A confused | <input checked="" type="radio"/> B misled | C misdirected | D misinformed |
| 13 | A error | <input checked="" type="radio"/> B doubt | C illusion | D impression |
| 14 | A exert | B spread | <input checked="" type="radio"/> C widen | D extend |

Task 3. Filling in the gaps

For Questions 15-20, rewrite each sentence so that it has the same meaning and contains the word given in capitals. Do not change the word in any way. There is an example at the beginning (0).

(0) Nothing you do will make any difference.

(0) Nothing you do will alter anything. <u>Nothing you do will make any difference</u>	DIFFERENCE
(15) I hope I'm not inconveniencing you. <u>I hope I don't get you into trouble</u>	TROUBLE
(16) Let's measure the room. <u>Let's take a measure of this room.</u>	TAKE
(17) Susan did not know where she was. <u>Susan did not know the way back.</u>	WAY
(18) I can't bear to look at that boy! <u>I can't stand the sight of that boy</u>	SIGHT
(19) What did you do while you were waiting for the train? <u>What did you do 'the time' waiting for the train?</u>	TIME
(20) I now think differently about this matter. <u>Now I mind differently about this matter</u>	MIND

TRANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET

Participant's ID number

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Writing

Time: 30 min.

Your teacher suggested that you should take part in the contest of critical reviewing «Reviews wanted». Contestants are invited to express their opinion about any book, film, TV show, vlog, podcast, computer game, etc. that affected them and / or people at large.

Share your ideas on the following issue:

WHO HAS GOT POWER TO INFLUENCE PEOPLE?

Write a composition of about **100 - 140** words in an appropriate style. **Remember** to structure your writing carefully:

- give an introduction (express your opinion on how people get affected),
- provide examples of influential things or phenomena and their impact,
- think of the reasons what makes books, films, TV shows, vlogs, etc. resound and resonate with the people,
- make a conclusion about influencers and people getting under the influence.

I'm going to have a talk about the influence on people and give my own opinion of who has the power to manipulate ^{them} or influence on them. No secret that constantly people are affected by social media. Through the social media we get a lot of information of which films and books are in top. In my opinion, books and films resonate with people right the way people talk to each other. The film or a book can teach us history and music.

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PARTICIPANT'S ID NUMBER

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ANSWER SHEET

LISTENING		READING		USE OF ENGLISH	
№	Answer	№	Answer	№	Answer
1	F +	1	C +	1	
2	T +	2	F +	2	investigate +
3	T -	3	D +	3	beneficial +
4	NS +	4	A +	4	
5	T +	5	G -	5	
6	B +	6	B +	6	employ +
7	B -	7	E +	7	salary +
8	C +	8	d -	8	B +
9	A +	9	c +	9	C +
10	B +	10	d +	10	B -
	85	11	c +	11	B +
		12	b +	12	B +
		13	d +	13	B -
		14	b -	14	C -
		15	b +	15	I hope I won't get you in trouble.
		16		16	Let's take a measure of this room.
		17		17	Susan did not know the way back.
		18		18	I can't stand the sight of that boy. +
		19		19	What did you do the time while waiting for the train? +
		20		20	Now I mind de differently about this way +

Listening

Оценочные баллы: максимальный – 10 баллов; фактический – _____ баллов.

Подписи членов жюри _____

Reading

Оценочные баллы: максимальный – 15 баллов; фактический – _____ баллов.

Подписи членов жюри _____

Use of English

Оценочные баллы: максимальный – 20 баллов; фактический – _____ баллов.

Подписи членов жюри _____

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