

**10-11 классы**  
**Очный тур**  
**Вариант 1**

**TASK 1. LISTENING COMPREHENSION (20 points: 1 answer = 2 points)**

*For questions 1-10 complete the notes below filling in the gaps with ONE WORD AND/OR A NUMBER.*

*You will listen to the text ONCE. You have 1 minute to look through the task.*

*Transfer your answers into the answer sheet*

**SPORTS WORLD**

- a new (1) \_\_\_\_\_ of an international sports goods company
- located in the shopping (2) \_\_\_\_\_ to the (3) \_\_\_\_\_ of Bradcaster
- has sports (4) \_\_\_\_\_ and equipment on (5) \_\_\_\_\_ 1-3
- can get you any item which is (6) \_\_\_\_\_ in the store with (7) \_\_\_\_\_ days
- shop main (8) \_\_\_\_\_ is in equipment for (9) \_\_\_\_\_
- has a special section which just sells (10) \_\_\_\_\_

**TASK 2. USE OF ENGLISH (10 points: 1 answer = 1 point)**

*Fill in the gaps with the words from the box. Each word is used only once. You may need to change the word in order for it to fit the context. There are 2 extra words in the box.*

**Status and Stress**

LIKE - POTENT - ADULT - PLEASANT - BENEFIT - SETTLE  
HARDSHIP - SUFFER - DECADE - SOCIETY - PRONE - CHILD

Although professionals may bemoan their long work hours and high-pressure careers, really, there's stress, and then there's Stress with a capital "S." The former can be considered a manageable if **11.** \_\_\_\_\_ part of life; in the right amount, it may even strengthen one's mettle. The latter kills.

What's the difference? Scientists **12.** \_\_\_\_\_ on an oddly subjective explanation: the more helpless one feels when facing a given stressor, they argue, the more toxic that stressor's effects.

That sense of control tends to decline as one descends the socioeconomic ladder, with **13.** \_\_\_\_\_ grave consequences. Those on the bottom are more than three times as likely to die prematurely as those at the top. They're also more likely **14.** \_\_\_\_\_ from depression, heart disease and diabetes. Perhaps most devastating, the stress of poverty early in life can have consequences that last into **15.** \_\_\_\_\_.

Even those who later ascend economically may show persistent effects of early-life **16.** \_\_\_\_\_. Scientists find them more **17.** \_\_\_\_\_ to illness than those who were never poor. But the effects of early-life stress also seem to linger, unfavorably molding our nervous systems and possibly even accelerating the rate at which we age.

Even those who become rich are more **18.** \_\_\_\_\_ to be ill if they suffered hardship early on.

The British epidemiologist Michael Marmot calls the phenomenon "status syndrome." He's studied officers who work in a rigid hierarchy for

19. \_\_\_\_\_, and found that smoking, diet and access to health care are not the only factors. There's a direct relationship among health, well-being and one's place in the greater scheme. "The higher you are in the 20. \_\_\_\_\_ hierarchy," he says, "the better your health."

### **TASK 3. READING (10 points: 1 answer = 1 point)**

*Put the following paragraphs in the correct order to recreate the text. Answer sheet 21-31.*

#### **Consumer Complaints Made Easy. Maybe Too Easy.**

By ALAN SMITH

- A. Gripe, a company that describes itself as a "better Better Business Bureau for the Twitter age," is devoted to spreading word of a problem quickly. It provides a mobile app for iPhone and Android that makes posting a complaint simultaneously to one's Facebook friends and Twitter followers effortless.
- B. PHONE trees that lead nowhere. Customer service drones chained to a script. The modern corporation has invented a thousand ways to tell customers with a grievance: You're out of luck. And, no, contrary to our dulcet recording, your call is not important to us.
- C. "The B.B.B. has a bureaucracy in the middle," says Farhad Mohit, the company's chief executive. You have to fill out a form, you have to put up with some hassle. "There's a high degree of friction," he says.
- D. But today unhappy consumers have Facebook and Twitter on their side. The new social media provide free megaphones that carry a customer's complaint around the world. Perhaps a little too easily.
- E. Mr. Mohit sees the service as helpful to businesses because it gives them an opportunity to resolve the complaints posted through the service.
- F. From the vendor's perspective, a small number of complaining customers who use social media receive disproportionate attention. This is "social bullying," in the opinion of Ashutosh Roy, the chief executive of eGain, which provides customer service products for its corporate clients.
- G. Sending Gripes to one's Facebook friends solves the problem of frivolous complaints, Mr. Mohit argues. "You don't want to be viewed as a nuisance by your friends and family," he says.
- H. Gripe, which was started last year, removes the friction. With a little typing, its users can send off a gripe, which goes to Facebook, Twitter and the

named company's customer service department. The company is invited to remedy the problem and remove the stain of the publicized gripe, earning a "cheer." Users can also send out a "cheer" in the first place, to applaud customer service well done.

- I. He observes that his clients determine their response to complaints registered by a given customer "not just by how much business you do with the company but also by how much pain you inflict on the company in social channels."
- J. Gripe attempts to give all of its users a powerful persona by displaying the user's "word of mouth" power. Mr. Mohit's personal word-of-mouth power, as of last week, was "1,644,483 people." This number is displayed prominently by the app and can be shown to recalcitrant store owners.

#### **TASK 4. WRITING (60 points)**

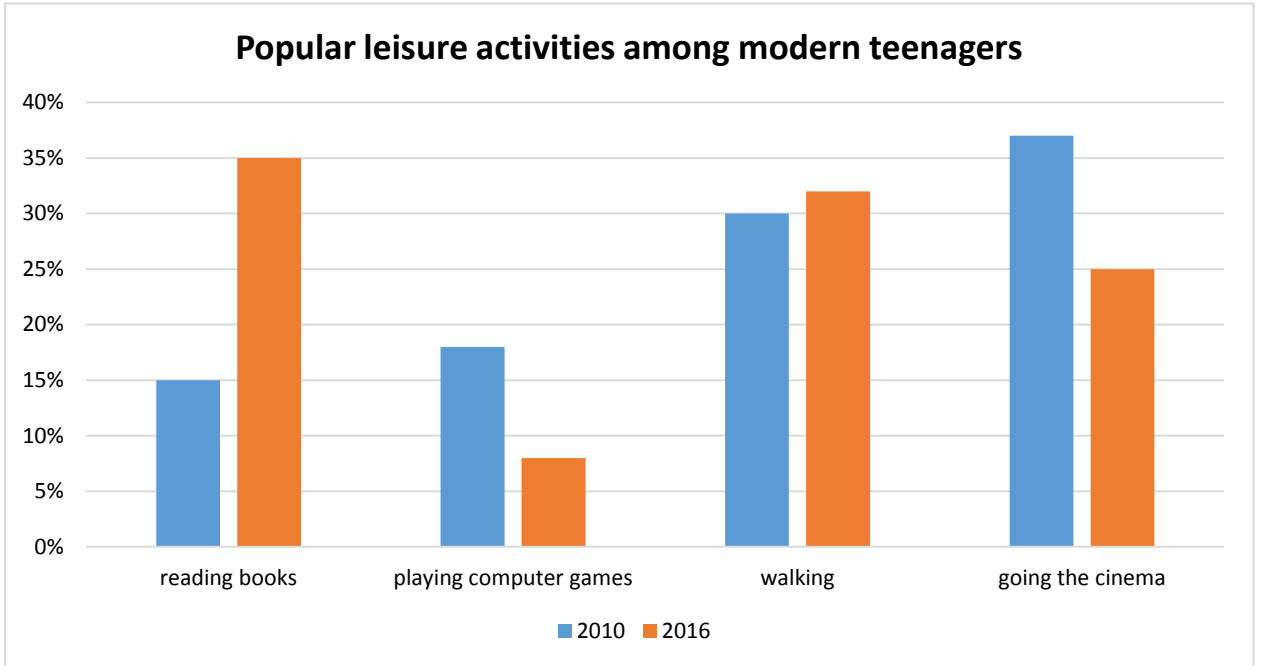
**(40 minutes, 250-300 words)**

Your school magazine has a weekly column called "Get to Know Teenagers Better". As part of their investigation into behavior, habits and preferences of modern teenagers, they have asked you to write a report based on the results of your own survey demonstrated in the graph below.

*Write your report. Follow the format and the style of report writing.*

*In your report say:*

- 1. how you conducted the survey;**
- 2. if there have been any changes since 2010;**
- 3. what could cause such changes;**
- 4. how the situation might develop in the future.**




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**TRANSFER YOUR ANSWERS TO THE ANSWER SHEET**

2. Если задание выполнено не по заданной теме или не в заданном формате, то все задание оценивается как 0, ответ далее не проверяется.

**10-11 классы**  
**Очный тур**  
**Вариант 2**

**TASK 1. LISTENING COMPREHENSION (20 points: 1 answer = 2 points)**

*For questions 1-10 complete the notes below filling in the gaps with ONE WORD AND/OR A NUMBER.*

*You will listen to the text ONCE. You have 1 minute to look through the task.*

*Transfer your answers to the answer sheet*

**SPORTS WORLD OPENING**

- the opening ceremony starts at (1) \_\_\_\_\_ a.m. this Saturday
- the invited guest is a national champion in (2) \_\_\_\_\_ Paul King, who will stay until (3) \_\_\_\_\_ to chat to (4) \_\_\_\_\_ and sign autographs
- special (5) \_\_\_\_\_ will be held during all weekend
- a competition will be open to (6) \_\_\_\_\_ guests of the ceremony
- the first prize is a (7) \_\_\_\_\_ membership
- special opening offers will include a (8) \_\_\_\_\_ test done in the shop by qualified (9) \_\_\_\_\_, but it's better to make a (10) \_\_\_\_\_ beforehand

**TASK 2. USE OF ENGLISH (10 points: 1 answer = 1 point)**

*Fill in the gaps with the words from the box. Each word is used only once. You may need to change the word in order for it to fit the context. There are 2 extra words in the box.*

**Get a Hobby!**

FRUSTRATE - END - WIDE - AMERICA - SOUND - BECOME FLOOD - GUIDE - TURN - FAMILY - BEGIN - MAD
--

On my bookshelf is a set of 1960 World Book Encyclopedias, the set I grew up with. Volume "H" devotes six and a half pages to the entry on hobbies. The 1995 Grolier Multimedia Encyclopedia my daughter and I use has no listing for hobby. In the shift between these two encyclopedias, we can see a shift in the culture.

The World Book essay **11.** \_\_\_\_\_, "HOBBY can be almost anything a person likes to do in his spare time." (Spare time? Already we're in **12.** \_\_\_\_\_ territory.) Theodore M. O'Leary, the author, goes on to describe four general classes of "all the hundreds of **13.** \_\_\_\_\_ popular hobbies" -- collections, the arts, games and sports. He helps his readers navigate this sea of leisure in a section called "How to Choose a Hobby." His **14.** \_\_\_\_\_ principle -- hobbies balance jobs.

One topic much discussed in the 1960 World Book is the hobby as a defense against **15.** \_\_\_\_\_. One article quotes Sir William Osler, "a famous Canadian doctor," as saying that no man could really be "happy or safe" without a hobby. The danger Dr. Osler saw was in the unoccupied mind **16.** \_\_\_\_\_ against itself.

Of course in modern **17.** \_\_\_\_\_ life, we don't need hobbies; we have the Internet instead.

In the last few years, the World Wide Web **18.** \_\_\_\_\_ a promising refuge for would-be hobbyists -- both an absorbing pastime in itself and the gateway to the sites of other pursuits. The hacker of today is portrayed much like the hobbyist of yesterday: geeky, socially inept and **19.** \_\_\_\_\_. Look up "Hobby" on any of the popular search engines -- Yahoo, Google, and you **20.** \_\_\_\_\_ with entries.

**TASK 3. READING (10 points: 1 answer = 1 point)**

*Put the following sentences in the correct order to recreate the text. Answer sheet 21-31.*

**Product of the Pros: Coupons**

By ALAN SMITH

- A. Loyalty card coupons she gets at grocery store cash registers also go into her wallet. This way, she remembers to use the coupons.
- B. But before she shops at those stores Ms. Cook will look at the retailers' sites, as well as do a quick search at her computer or on her phone, for deals she can use in the stores. And when she's shopping at the retailers' e-commerce sites, she'll also be sure to start at the clearance or sale section of the site.
- C. NANCY Cook, vice president of new media business development for the coupon provider Valpak, says she doesn't tend to base her shopping decisions on what she has coupons for.
- D. She stores these coupons, along with other discount coupons and postcards she receives in the mail, in a drawer in her kitchen. Before going on a shopping trip, she said, she'll grab the coupons from the drawer and stick them in her wallet.
- E. As for daily deal sites, Ms. Cook said that, for her job, she subscribes to Groupon and LivingSocial to understand what they are doing. But she said she only buys deals from those sites for weekend experiences that she would want to do anyway with her family. For instance, she has only bought one Groupon, so far, for a family-friendly restaurant in her area.
- F. On Sundays, for instance, Ms. Cook scans the coupon section of her local newspaper, looking for and clipping deals on grocery items she plans to buy that week like diapers or soup or cleaning supplies. "I look for specific deals on something that I'm going to go specifically buy," she said.
- G. Ms. Cook, the mother of a 2-year-old son and 6-year-old daughter, also tends to shop a lot at stores like the Children's Place, Toys"R"Us and Bed Bath & Beyond for specific items for her family.
- H. In addition, Ms. Cook stashes Valpak and other coupons in her coupon drawer for services she knows she's going to have to use soon, like carpet cleaning. Meanwhile, when she is looking for somewhere to eat out, she'll use Valpak's iPhone app and search engines to search for local restaurants offering deals.



- I. How do Ms. Cook's coupon strategies compare with yours? What products and services do you use to find deals and what kind of deals do you look for?
- J. Instead, she looks for coupons for things she plans to buy anyway.

**TASK 4. WRITING (60 points)**

**(40 minutes, 250-300 words)**

Your school magazine has a weekly column called "Get to Know Teenagers Better". As part of their investigation into behaviour, habits and preferences of modern teenagers, they have asked you to write a report based on the results of your own survey demonstrated in the graph below.

*Write your report. Follow the format and the style of report writing.*

In your report say:

- 5. how you conducted the survey;**
- 6. if there have been any changes since 2010;**
- 7. what could cause such changes;**
- 8. how the situation might develop in the future.**



**10-11 классы**  
**Очный тур**  
**Вариант 3**

**TASK 1. LISTENING COMPREHENSION (20 points: 1 answer = 2 points)**

*For questions 1-10 complete the notes below filling in the gaps with ONE WORD AND/OR A NUMBER.*

*You will listen to the text ONCE. You have 1 minute to look through the task.*

**FEEDBACK**

- The English for Academic Purposes (1)\_\_\_\_\_ was quite valuable for Spiros as it taught him how to do a (2)\_\_\_\_\_ presentation.
- Spiros was happy about his marketing presentation because his (3)\_\_\_\_\_ was professional and he felt quite confident.
- Hiroko didn't like the way students in her group did their presentations as nobody kept (4)\_\_\_\_\_ contact with the audience.
- Hiroko admitted that she didn't feel any (5)\_\_\_\_\_ when she finished her presentation because she was (6)\_\_\_\_\_ her notes and got no positive (7)\_\_\_\_\_ at all.
- A much more difficult matter for Spiros turned out to be participation in (8)\_\_\_\_\_. The main reasons for keeping silent are lack of (9)\_\_\_\_\_ and the fact that other students don't (10)\_\_\_\_\_ him into discussion.

*Transfer your answers to the answer sheet*

**TASK 2. USE OF ENGLISH (10 points: 1 answer = 1 point)**

*Fill in the gaps with the words from the box. Each word is used only once. You may need to change the word in order for it to fit the context. There are 2 extra words in the box.*

**Tips and Restaurants**

ABLE - MESS - SEE - ASSUME - MANAGE - SERVE - EXAM CONSOLE - ACCORD - MONITOR - SATISFY - OBSERVE
--

In response to recent Bucks guide on holiday tipping, one reader noted, “So far I never **11.** \_\_\_\_\_ tipping guidelines for service personnel who disappoint you.”

We thought the reader made an astute **12.** \_\_\_\_\_ and we, too, wondered what is considered proper tipping etiquette when service — whether from a waiter, hairdresser or doorman — disappoints. To find out what to do when service is bad, we asked Peter Post, an etiquette expert at the Emily Post Institute.

**13.** \_\_\_\_\_ to Mr. Post, the time to show your disappointment with bad service is not when you’re giving a tip. Instead, you should complain before. “The time to complain about it is the time when the service is poor,” he said.

So, for instance, if you are at a restaurant and service is slow, or the waiter or kitchen **14.** \_\_\_\_\_ up your order, Mr. Post recommends talking to the offending person and the **15.** \_\_\_\_\_ and expressing your distress. Often, you’ll even get a free meal or at least a discount as **16.** \_\_\_\_\_, much more than you would save by cutting the tip.

The same philosophy should apply when dealing with **17.** \_\_\_\_\_ providers like hair stylists or dog walkers, Mr. Post said. Don’t wait until a holiday tip to show your **18.** \_\_\_\_\_. Instead, he said, let them know if they are

disappointing you when the service is bad, and if they don't change their behavior, change service providers before a holiday tip would even be an issue.

Still, there may be situations where you have less **19.** \_\_\_\_\_ to change service providers or your complaints don't seem to have any impact. That could happen, for instance, in the case of a doorman.

In such situations, Mr. Post said, it may be appropriate to cut your tip to less than you give the other doormen or not to give a tip at all, **20** \_\_\_\_\_ you've made a good effort to complain about the bad service.

### **TASK 3. READING (10 points: 1 answer = 1 point)**

*Put the following paragraphs in the correct order to recreate the text. Answer sheet 21-31.*

#### **Being Cute About Gender**

By ALAN SMITH

- A.** Like many Irish insults, *hoor* is sometimes used with affection, even respect. It can also indicate strong or unhealthy fondness (“He’s an awful hoor for the horses”). So you could say I’m an awful hoor for the words, and I would not be offended. I might even find it cute.
- B.** Obviously it depends on the context, so let’s take a closer look. *Cute* comes from *acute*, which comes from Latin *acuere* “sharpen”, from *acus* “needle”.
- C.** “The boys with their feet on the desks know that the easiest murder case in the world to break is the one somebody tried to get very cute with” – in other words, too clever for their own good.
- D.** As one male student in my speech class said, ‘If I heard a guy say something was “cute”, I’d wonder about him’. That is, his masculinity would be in question.
- E.** A RECENT study used a Twitter-based corpus to examine the relationship between language and gender. One of the things it looked at was “gender-skewed words” – words used by one gender more than the other.
- F.** *Cute* has three senses listed in Macmillan Dictionary, two of them having to do with physical attractiveness. The third, described as mainly American, is “clever in a way that shows a lack of respect or honesty”, as in the example supplied: “Don’t you get cute with me, young man!” In *The Simple Art of Murder*, Raymond Chandler wrote:

- G.** In Ireland, things are a little different. Irish English has a version of this lesser sense of *cute* that is typically heard in the colloquialism “cute hoor”. A *cute hoor* is someone cunning and devious.
- H.** Among the words used predominantly by girls and women were: *feel, love, hair, sleep, wait, cute, yummy, totally, aww, ugh, and wanna*. That men rarely use *cute* has been reported before. Jane Mills, in *Womanwords: A Vocabulary of Culture and Patriarchal Society*, quotes Cheris Kramarae writing in the *Quarterly Journal of Speech*:
- I.** Centuries ago, *cute* and *acute* were used to describe people – males and females alike – as sharp, that is, clever or quick-witted. Over time, *cutecame* to be used principally to refer to appearance, while the “sharp” sense receded somewhat and took on negative connotations.
- J.** It’s commonly heard in political contexts, and has given rise to the noun phrase “cute hoorism”: This is the kind of political cute hoorism that has the economy where it is today.

#### **TASK 4. WRITING (60 points)**

**(40 minutes, 250-300 words)**

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*Write your report. Follow the format and the style of report writing.*

In your report say:

- 9. how you conducted the survey;**
- 10. if there have been any changes since 2010;**
- 11. what could cause such changes;**
- 12. how the situation might develop in the future.**







**10-11 классы**  
**Очный тур**  
**Вариант 4**

**TASK 1. LISTENING COMPREHENSION (20 points: 1 answer = 2 points)**

*For questions 1-10 complete the notes below filling in the gaps with ONE WORD AND/OR A NUMBER.*

*You will listen to the text ONCE. You have 1 minute to look through the task.*

**Mass Strandings of Whales**

Mass strandings: situations where groups of whales, dolphins, etc. swim onto the (1)\_\_\_\_\_ and die.

Common in areas where the (2)\_\_\_\_\_ can change quickly.

Several other theories:

**Parasites:**

e.g. some parasites can affect marine animals' (3)\_\_\_\_\_, which they depend on for (4)\_\_\_\_\_.

**Toxins**

Poisons from (5)\_\_\_\_\_ or (6)\_\_\_\_\_ are commonly consumed by whales.

**Accidental Strandings**

Animals may follow (7)\_\_\_\_\_ ashore, e.g. Thurston (1995).

Unlikely because the majority of animals were not (8)\_\_\_\_\_ when they stranded.

**Human Activity**

(9)\_\_\_\_\_ from military (10)\_\_\_\_\_ are linked to some recent strandings.

*Transfer your answers to the answer sheet*

**TASK 2. USE OF ENGLISH (10 points: 1 answer = 1 point)**

*Fill in the gaps with the words from the box. Each word is used only once. You may need to change the word in order for it to fit the context. There are 2 extra words in the box.*

**Do Tips on Nearby Bargains Outweigh Privacy Concerns?**

EXPENSE - FAR - SURE - FOLLOW - TEAM - INCLUDE - NEAR ELECTRON - CATCH - RECOMMEND - PRACTICE - ARGUE
--

Ever been in an unfamiliar neighborhood, hungry but without much cash in your pocket? That's where Cheapism would like to come in. The Web site, which helps you find bargains and **11.** \_\_\_\_\_ products, is now offering a "location-based" version.

Cheapism **12.** \_\_\_\_\_ with the social networking site Foursquare to offer **13.** \_\_\_\_\_ for a meal that won't put a big dent in your wallet — with the added perk of telling you if, say, your friends liked it, and whether they happen to be there at the moment.

For those (me included) who haven't embraced mobile social networking offered by the likes of Foursquare and Facebook Places, all this might sound a bit complicated. But Cheapism's founder, Max Levitte, **14.** \_\_\_\_\_ me it's not.

Here's how it works: Let's say you are a Foursquare user who tracks Cheapism on your account. When you use the Foursquare app on your smartphone to "check in" to a location — that is, you let your friends know where you are, **15.** \_\_\_\_\_ — Cheapism alerts you if there are nearby restaurants that it recommends.

"We may not be groundbreaking, but we're **16.** \_\_\_\_\_," Mr. Levitte said.

The service is available in more than a dozen major cities, **17.** \_\_\_\_\_ New York, San Francisco and Chicago, and is beginning to branch into 18 smaller markets in some states, like Florida. Cheapism's restaurant tips have been

available on Foursquare for almost two months and have about 16,000

18. \_\_\_\_\_.

Location-based services seem to be 19. \_\_\_\_\_ on, despite some uneasiness about their potential for invasion of privacy. A recent survey by Comscore found that 20. \_\_\_\_\_ 17 million mobile phone users used such “check in” services, with 12 million doing so on smartphones like iPhones or Android phones.

### TASK 3. READING (10 points: 1 answer = 1 point)

*Put the following paragraphs in the correct order to recreate the text. Answer sheet 21-31.*

#### **Johnson: Is English difficult?**

By ALAN JOHNSON

- A. Learners whose first language is Chinese (completely unrelated) or Russian (distantly related) will find English much harder. This is roughly true of languages all around the world.
- B. However, a friend told me English is considered one of the most difficult languages to learn because it contains so many words that are pronounced the same but have different meanings. I'd love to see your opinion about this.
- C. As languages spread and grow, they are more likely to rely on clues like word order than on word-endings. So “big” languages are “simple”. Under this schema, English fits both criteria: relatively big and relatively simple.
- D. JOHNSON gets mail. Tom K. asks:  
I had always understood English to be a reasonably easy language to learn because it lacks many of the features that make other languages difficult.
- E. If you learn a language geographically close and from a common ancestor of your first language, there will be fewer nasty surprises, at every level from sound to sentence.
- F. Johnson is sorry to disappoint, but the boring answer is “it depends”. Whether English is confusing or easy mostly depends on the learner’s native language. A native speaker of German or Dutch—Germanic languages closely related to English—will find English relatively straightforward.
- G. This kind of inflection is not a terrible proxy for that slippery idea of “difficulty”. Where are the world’s hardest languages, then? One study, by Gary Lupyan in 2010, looked closely at inflection. It found that highly inflected languages tend to be spoken by a small number of speakers, and

have few neighbours. But languages with big groups of speakers systematically tend to have fewer inflections.

- H.** Would it be possible to describe a language's “difficulty” in the abstract? English-speakers often point to a language like Latin or Greek. Next to them, in one important respect, English is easy.
- I.** Why is that? The hypothesis is that as a language spreads over centuries, it is learned by many non-natives. Adults, learning a foreign language imperfectly, avoid using non-necessary endings. And many endings in any language are non-necessary, if other clues can be recruited to do the same things that word endings do.
- J.** The distinction involves a language's “inflectional morphology”, or the bits added to a noun or adjective or verb to make it match up with other pieces in a sentence. An English verb has a maximum of five forms, whereas verbs in Spanish or Latin can take dozens of forms. An English noun usually has only two forms (singular and plural), whereas the Greek or Russian noun takes numerous forms showing grammatical gender, number and case.

#### **TASK 4. WRITING (60 points)**

**(40 minutes, 250-300 words)**

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*Write the report. Follow the format and the style of report writing.*

*In your report say:*

- 13. how you conducted the survey;**
- 14. if there have been any changes since 2010;**
- 15. what could cause such changes;**
- 16. how the situation might develop in the future.**





**10-11 классы**  
**Очный тур**  
**Вариант 5**

**TASK 1. LISTENING COMPREHENSION (20 points: 1 answer = 2 points)**

*For questions 1-10 complete the notes below filling in the gaps with ONE WORD AND/OR A NUMBER.*

*You will listen to the text ONCE. You have 1 minute to look through the task.*

**Job Requirements**

- Type of work: answering the (1) \_\_\_\_\_
- Would need work (2) \_\_\_\_\_
- Work in the (3) \_\_\_\_\_ Road branch
- Nearest bus stop: next to (4) \_\_\_\_\_
- Pay: (5) \_\_\_\_\_ an hour
  
- Extra benefits:
  - A free dinner
  - Extra pay when you work on (6) \_\_\_\_\_
  - Transport home when your work after (7) \_\_\_\_\_ p.m.
  
- Qualities required:
  - Clear (8) \_\_\_\_\_
  - Ability to (9) \_\_\_\_\_ quickly
  
- Person to contact: Samira (10) \_\_\_\_\_

*Transfer your answers to the answer sheet*

**TASK 2. USE OF ENGLISH (10 points: 1 answer = 1 point)**

*Fill in the gaps with the words from the box. Each word is used only once. You may need to change the word in order for it to fit the context. There are 2 extra words in the box.*

**Recyclable Gadgets**

ASK - BUILD - CONSUME - CATER - FORTUNE - HOPE  
MAKE - LIVE - LONG - POINT - REPLY - RUIN

Every year, we buy zillions of digital cameras and cellphones — and then, a couple of years later, send them to the nearest trash bin. “New every two” isn’t just Verizon’s offer to sell you a new, discounted phone every 24 months; it also describes the average person’s **11.** \_\_\_\_\_ habits for cameras, phones and other gadgets.

**12.** \_\_\_\_\_, no matter how well intentioned the consumer, it’s hard to fulfill that pledge to recycle, at least when it comes to electronic gadgetry. The phrase “sustainable electronics manufacturing” is almost an oxymoron, like “humble actor.”

That’s because the electronics industry itself **13.** \_\_\_\_\_ upon frequent renewal. The iPhone, iPod or iPad you buy today will be obsolete within a year. Every pocket camera model on sale today will no **14.** \_\_\_\_\_ be sold six months from now. And Android phones — forget it. They seem to come out every Friday afternoon.

Does technology really advance that quickly? Or is planned obsolescence at work? It doesn’t matter. In the end, we’re as much to blame as the electronics companies. The manufacturers simply **15.** \_\_\_\_\_ to some fundamental human drives. It’s style; it’s status; it’s the confidence of knowing that we not missing out on anything. Owning outdated technology **16.** \_\_\_\_\_ us feel outdated ourselves.

Are there solutions? In hopes of harnessing much brighter brain power, recently I **17.** \_\_\_\_\_ my 1.3 million followers on Twitter for suggestions.



The response was surprisingly **18.** \_\_\_\_\_ and voluminous. Unfortunately, most people weren't **19.** \_\_\_\_\_ "It's not the gadgets — it's the people," wrote @calcrash.

A sizable number of people suggested that the industry should stop cranking out so many models. Several respondents **20.** \_\_\_\_\_ out that a Rolex watch is so finely crafted that it's handed down through generations.

### **TASK 3. READING (10 points: 1 answer = 1 point)**

*Put the following paragraphs in the correct order to recreate the text. Answer sheet 21-31.*

#### **Raising Bilingual Children**

By ALAN JOHNSON

- A.** All this is hot evidence for a mental exercise that could give children a lifelong advantage. Should you then sign your child up for whatever language you can find? Alas, no. Multiple languages are best for you when you've had them from birth.
- B.** Johnson's own nipper is still pre-verbal at nearly 18 months, meaning that every request not immediately understood may quickly turn into a piercing shriek. But we take comfort that Johnson, junior, is cognitively just fine.
- C.** But other studies find no vocabulary shortfall in either language. In short, there is little evidence that raising a child bilingual will hurt their primary language.
- D.** If his language comes a little late, that is probably because, for one thing, he is male, and for another, he is surrounded every day by three languages: English and Danish at home, and German at nursery. More confusingly still, the three languages are closely related: is it *bread*, *Brot* or *brød*? The earthy words in English are mostly Germanic, meaning these triplets are coming up in his world all the time.
- E.** This is probably because monitoring the use of two languages is itself an exercise in executive function. Such studies control for socio-economic status, and in fact the same beneficial effects have been shown in bilingual children of poor families. Finally, the effects appear to be lifelong: bilinguals have later onset of Alzheimer's disease, on average, than do monolinguals.

- F. Children raised bilingual or multilingual show similar results. In early days they will mix languages. They make errors by using the syntax of one language and the words of another. (“Touch the guitar”, my Spanish teacher’s daughter would say, instead of “Play the guitar”.)
- G. Many parents once believed that a second language was a bad idea, as it would interfere with developing the first one. But such beliefs are out of date today. Some studies seem to show that bilinguals have smaller vocabularies in each language (at early stages) than monolinguals do.
- H. The benefits, by contrast, are both strong and long-lasting. Bilingual children as young as seven months outperform monolinguals at tasks requiring “executive function”: prioritising and planning complex tasks and switching mental gears.
- I. THIS weekend Johnson enjoyed an American holiday in Berlin: the children's Halloween party held by neighbours, a half-German, half-American couple. Besides mermaid tails or monster horns, nearly every nipper at the party had another accessory: a second language.
- J. But these problems disappear quickly. By three or four, children reliably separate the languages, knowing which can be spoken with whom. Their fluency in each would be the envy of any adult language-learner.

#### **TASK 4. WRITING (60 points)**

**(40 minutes, 250-300 words)**

Your school magazine has a weekly column called “Get to Know Teenagers Better”. As part of their investigation into behaviour, habits and preferences of modern teenagers, they have asked you to write a report based on the results of your own survey demonstrated in the graph below.

*Write your report. Follow the format and the style of report writing.*

*In your report say:*

- 17. how you conducted the survey;**
- 18. if there have been any changes since 2010;**
- 19. what could cause such changes;**
- 20. how the situation might develop in the future.**





**10-11 классы**  
**Очный тур**  
**Вариант 6**

**TASK 1. LISTENING COMPREHENSION (20 points: 1 answer = 2 points)**

*For questions 1-10 complete the notes below filling in the gaps with ONE WORD AND/OR A NUMBER.*

*You will listen to the text ONCE. You have 1 minute to look through the task.*

<b>Accommodation Form – Student Information</b>	
Name:	Anu (1)_____
Date of birth:	(2)_____
Country of origin:	India
Course of study	(3)_____
Number of years planned in Hall:	(4)_____
Preferred catering arrangement:	half board
Special dietary requirements:	no (5)_____ (red)
Preferred room type:	a single (6)_____
Interests:	the (7)_____, badminton
Priorities in choice of Hall:	to be with other students who are (8)_____, to live outside the (9)_____, to have a (10)_____ area for socialising.

*Transfer your answers to the answer sheet*

**TASK 2. USE OF ENGLISH (10 points: 1 answer = 1 point)**

*Fill in the gaps with the words from the box. Each word is used only once. You may need to change the word in order for it to fit the context. There are 2 extra words in the box.*

**Getting Over Our Two-Year Itch**

ARGUE - COURAGE - COME - GRADE - GREEN INTERGRATE - LUCK - MAKE - PERSUADE - PROFIT - REAL STANDARD
---

My twitter followers suggested that the electronics industry should stop cranking out so many models. Just look at Rolex, they say.

Sounds good on paper — or on Twitter. Unfortunately, electronics aren't watches. They're expected to explode in functions each year, to leapfrog what **11.** \_\_\_\_\_ before. Your son might be proud to receive your 30-year-old Rolex — but a 4-year-old cellphone would just embarrass him.

Another enthusiastic group proposed designing gadgets to be more modular — popping a newer, faster chip into your old cellphone, for instance.

This proposal, too, is **12.** \_\_\_\_\_. What's in it for the manufacturers? It's much more **13.** \_\_\_\_\_ for them to sell you a whole new gadget. Besides, there's more to a gadget than its processor. The current iPhone, for example, has not just a different chip than the previous model but also a different screen, battery, interior electronics and connectors. Everything **14.** \_\_\_\_\_ into one device.

A third, equally doomed suggestion: rely on software **15.** \_\_\_\_\_, not new hardware, to add new features each year. Sure, but many manufacturers already do that. Apple's annual software updates for the iPhone and iPad add new features to previous years' models.

**16.** \_\_\_\_\_, my Twitter focus group did come up with suggestions that would take us to a **17.** \_\_\_\_\_ gadget world — without

denying the public its “new every two” or depriving the manufacturers of their profits. For example:

- “Include prepaid recycling envelopes with new gadgets, like HP does with ink cartridges, to **18.**\_\_\_\_\_ recycling instead of trashing,” wrote @megazone.
- **19.**\_\_\_\_\_ the industry to use more recyclable materials, like biodegradable plastics.

Well, the government could get involved. After all, the European Union manufacturers **20.**\_\_\_\_\_ their cellphone power cords only after it was mandated. Companies adopting sustainable materials like corn or soy oil for their plastics could earn tax breaks.

### **TASK 3. READING (10 points: 1 answer = 1 point)**

*Put the following paragraphs in the correct order to recreate the text. Answer sheet 21-31.*

#### **New Dinner in London**

**By ALAN SMITH**

- A.** I was in the city to take the measure of a few new restaurants from established names in the British dining scene, restaurants that are helping London make its mark on the world’s map of Places Where It Is Good to Eat.
- B.** Mr. Blumenthal is the bald and aggressively spectacled chef and proprietor of the Fat Duck, a restaurant to the west of London. The Fat Duck is widely considered one of the world’s finest cathedrals to modernist cuisine, the sort of restaurant where a meal could start with nitro-poached aperitifs, finish with “the smell of the Black Forest” and take four hours in between.
- C.** THE pretty things of Knightsbridge were capering around Hyde Park in the sun, as white-haired old sailors made their way into the Royal Thames Yacht Club to nap. It was midafternoon in Belgravia, time for lunch.
- D.** So even after calling for a reservation more than six weeks ahead, all that was available for Dinner this day was at 2:30 p.m. Still there was a crowd at the door, and a few minutes’ wait for a table. Dinner is a hot scene.

- E. Heston Blumenthal's restaurant in the Mandarin Oriental Hotel, just down the road from Buckingham Palace, was chief among them. The restaurant, called Dinner, opened at the end of January to largely rave reviews in the prickly British press.
- F. The rush for them rivals the one for orchestra seats for the new West End production of "Much Ado About Nothing," with a cast led by the television stars Catherine Tate and David Tennant, or for a private tour of the "Pioneers of the Downtown Scene" show at the Barbican, which danced to an end on Sunday.
- G. They do not always succeed: the restaurant's heavy chandeliers were modeled on the rose window of Westminster Abbey, where Prince William made Kate Middleton his bride. In Britain, class will always be important.
- H. There are no cloths on the tables. The ivory-painted walls do not feature paintings but porcelain wall sconces in the shape of old molds. A glass-walled kitchen, towering ceilings and magnificent views of Hyde Park try to offer the restaurant a sense of openness and accessibility.
- I. Dinner, in contrast, is a more casual if still quite expensive venture, closer to the city's heart. It is less a cathedral than a well-appointed prayer chapel.
- J. Reservations at Dinner, which is devoted to modern takes on historical British recipes, are in any event among the hottest tickets in town. (A meal for two costs in the neighborhood of \$200.)

#### **TASK 4. WRITING (60 points)**

**(40 minutes, 250-300 words)**

Your school magazine has a weekly column called "Get to Know Teenagers Better". As part of their investigation into behaviour, habits and preferences of modern teenagers, they have asked you to write a report based on the results of your own survey demonstrated in the graph below.

*Write your report. Follow the format and the style of report writing.*

*In your report say:*

- 21. how you conducted the survey;**
- 22. if there have been any changes since 2010;**
- 23. what could cause such changes;**
- 24. how the situation might develop in the future.**







**10-11 классы**  
**Очный тур**  
**Вариант 7**

**TASK 1. LISTENING COMPREHENSION (20 points: 1 answer = 2 points)**

*For questions 1-10 complete the notes below filling in the gaps with ONE WORD AND/OR A NUMBER.*

*You will listen to the text ONCE. You have 1 minute to look through the task.*

**Business Culture**

Power Culture

Characteristics of organization

- small
- (1)\_\_\_\_\_ power source
- as (2) \_\_\_\_\_ is in the hands of one or two people there aren't many rules or (3)\_\_\_\_\_
- communication by (4)\_\_\_\_\_ rather than written (5)\_\_\_\_\_

Advantage

- can act quickly, so responds well to (6)\_\_\_\_\_, danger or opportunity

Disadvantage

- might not act (7)\_\_\_\_\_ as there are too few people who make (8)\_\_\_\_\_

Suitable employee

- not afraid of (9)\_\_\_\_\_
- doesn't need job (10)\_\_\_\_\_

*Transfer your answers to the answer sheet*

**TASK 2. USE OF ENGLISH (10 points: 1 answer = 1 point)**

*Fill in the gaps with the words from the box. Each word is used only once. You may need to change the word in order for it to fit the context. There are 2 extra words in the box.*

**It's Not About You**

BAD - LEAD - LIMIT - MARCH - MAY - MEAN - QUICK  
RAISE - SPECIAL - STRUCTURE - TUTOR - WANDER

Over the past few weeks, America's colleges have sent another class of graduates off into the world.

But, **11.** \_\_\_\_\_ this year, one is conscious of the many ways in which this year's graduating class has been ill served by their elders. They enter a bad job market.

More important, this year's graduates are members of the most supervised generation in American history. Through their whole life, they **12.** \_\_\_\_\_ and coached to an unprecedented degree.

Yet upon graduation they will enter a world that is unprecedentedly wide open and **13.** \_\_\_\_\_. Most of them will not **14.** \_\_\_\_\_ get married, buy a home and have kids, as previous generations did. Instead, they will confront amazingly diverse job markets and social landscapes. Most will spend a decade **15.** \_\_\_\_\_ from job to job and clique to clique, searching for a role.

College students **16.** \_\_\_\_\_ in an environment that demands one set of navigational skills, and they are then cast out into a different environment requiring a different set of skills, which they have to figure out on their own.

**17.** \_\_\_\_\_ of all, they are sent off into this world with the whole baby-boomer theology ringing in their ears. Many graduates are told to: Follow *your* passion, **18.** \_\_\_\_\_ to the beat of *your* own drummer, follow *your* dreams and find *yourself*. This is the litany of expressive individualism, which is still the dominant note in American culture.

But, of course, all this **19.** \_\_\_\_\_ on nearly every front.

College grads are often sent out into the world amid rapturous talk of **20.** \_\_\_\_\_ possibilities. But this talk is of no help to the central business of adulthood, finding serious things to tie yourself down to.

### **TASK 3. READING (10 points: 1 answer = 1 point)**

*Put the following paragraphs in the correct order to recreate the text. Answer sheet 21-31*

#### **What Makes an Effective Teacher? Ask the Students**

By ALAN SMITH

- A.** Teachers whose students described them as skillful at maintaining classroom order, at focusing their instruction and at helping their charges learn from their mistakes are often the same teachers whose students learn the most in the course of a year, as measured by gains on standardized test scores, according to a progress report on the research.
- B.** The same was true for teachers whose students agreed with the statements, “In this class, we learn to correct our mistakes,” and, “My teacher has several good ways to explain each topic that we cover in this class.” The questionnaires were developed by Ronald Ferguson, a Harvard researcher who has been refining student surveys for more than a decade.
- C.** Financed by the Bill and Melinda Gates Foundation, the two-year project involves scores of social scientists and some 3,000 teachers and their students in Charlotte, N.C.; Dallas; Denver; Hillsborough County, Fla., which includes Tampa; Memphis; New York; and Pittsburgh. The research is part of the \$335 million Gates Foundation effort to overhaul the personnel systems in those districts.
- D.** “As a nation, we’ve wasted what students know about their own classroom experiences instead of using that knowledge to inform school reform efforts,” he said. “Kids know effective teaching when they experience it.”
- E.** Quite useful, according to preliminary results released on Friday from a \$45 million research project that is intended to find new ways of distinguishing good teachers from bad.
- F.** Statisticians began the effort last year by ranking all the teachers using a statistical method known as value-added modeling, which calculates how much each teacher has helped students learn based on changes in test

scores from year to year. Now researchers are looking for correlations between the value-added rankings and other measures of teacher effectiveness.

- G. Classrooms where a majority of students said they agreed with the statement, “Our class stays busy and doesn’t waste time,” tended to be led by teachers with high value-added scores, the report said.
- H. HOW useful are the views of public school students about their teachers?
- I. Few of the nation’s 15,000 public school districts systematically question students about their classroom experiences, in contrast to American colleges, many of which collect annual student evaluations to improve instruction, Dr. Ferguson said.
- J. Thousands of students have filled out confidential questionnaires about the learning environment that their teachers create. After comparing the students’ ratings with teachers’ value-added scores, researchers have concluded that there is quite a bit of agreement.

#### **TASK 4. WRITING (60 points)**

**(40 minutes, 250-300 words)**

Your school magazine has a weekly column called “Get to Know Teenagers Better”. As part of their investigation into behaviour, habits and preferences of modern teenagers, they have asked you to write a report based on the results of your own survey demonstrated in the graph below.

*Write your report. Follow the format and the style of report writing.*

*In your report say:*

- 25. how you conducted the survey;**
- 26. if there have been any changes since 2010;**
- 27. what could cause such changes;**
- 28. how the situation might develop in the future.**







**10- 11 КЛАССЫ МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ 2015-2016**

Задания по олимпиаде включают:

АУДИРОВАНИЕ (Listening Comprehension) – максимальное количество баллов – 20 (1 ответ – 2 балла)

ЛЕКСИКО-ГРАММАТИЧЕСКИЙ ТЕСТ (Use of English) - максимальное количество баллов – 10 (1 ответ – один балл)

ЧТЕНИЕ (Reading) - максимальное количество баллов – 10 (1 ответ – один балл)

ПИСЬМО (Wrting) - максимальное количество баллов - 60

**ВСЕГО 100 баллов**

**Задание 1. АУДИРОВАНИЕ (Listening Comprehension)**

Участникам предлагается прослушать аудиозапись (диалог/лекция) и заполнить пропуски в тексте (10 пропусков), который представляет собой краткое содержание данной аудиозаписи. Участники должны вписать одно слово или цифру.

Текст прослушивается один раз.

**ВАЖНО: Перед прослушиванием участникам дается минута для ознакомления с текстом задания.**

Каждый правильный ответ оценивается в два балла.

**максимальное количество баллов - 20**

**Задание 2. ЛЕКСИКО-ГРАММАТИЧЕСКИЙ ТЕСТ (Use of English)**

Участникам необходимо заполнить пропуски в тексте подходящими по смыслу и грамматической форме словами, в которые должны быть **образованы на основе однокоренных единиц, данных в боксе** (имейте в виду, что в боксе представлены 2 лишних слова, которые не следует включать!). Напоминаем вам и о том, что **соответствующие слова** необходимо внести в лист ответов. Каждый правильный ответ оценивается в 1 балл.

**максимальное количество баллов – 10**

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**Задание 3. ЧТЕНИЕ (Reading)**

Участникам требуется расположить предложенные параграфы (абзацы) в логически правильном порядке так, чтобы получился связный текст (10 баллов). Задание не требует полного понимания всех элементов текста. Оно рассчитано на умение видеть внутритекстовые связи и связующие элементы. Готовый текст относится к публицистическому стилю и, в свою очередь, подчиняется всем законам данного стиля.

**максимальное количество баллов - 10**

**Задание 4. ПИСЬМО (Writing)**

Творческое задание, не повторяющее форматов ГИА или ЕГЭ. Участникам предлагается представить себя одним из авторов школьного журнала и написать статью в колонку «Узнай современную молодежь лучше», для этого необходимо описать предложенный график, сравнивая данные об их интересах/привычках/предпочтениях за 2010 и 2016 годы и объясняя их причины и последствия.

Задание выявляет умение творчески мыслить, анализировать информацию и выстаивать причинно-следственные связи, оформляя письменную речь с учетом требований к написанию статьи-анализа.

Объем письменного сообщения – 250-300 слов (допустимая погрешность в сторону увеличения - 6 слов).

**максимальное количество баллов - 60**

**КРИТЕРИИ ОЦЕНИВАНИЯ**

**Письменное задание – 60 баллов.**

**Написание доклада-анализа по предложенному графику**

<b>Содержание</b>	<b>Максимум 40 баллов</b>
<ul style="list-style-type: none"><li><b>Выполнение требований, сформулированных в задании</b> Указанное количество слов (250-300)<sup>1</sup> - 1 балл Учитывает ситуацию и получателя сообщения, оформляет текст в соответствии с предложенными обстоятельствами<sup>2</sup>: - вступление представляет собой краткий обзор доклада – 2 балла</li></ul>	Максимальный балл 25

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<ul style="list-style-type: none"> <li>- указаны методы сбора и обработки статистической информации – 2 балла</li> <li>- указаны участники опроса и их количество – 2 балла</li> </ul> <p>в основной части дан анализ проблемы:</p> <ul style="list-style-type: none"> <li>- названы причины изменений статистических данных по каждому пункту в графике (в графике 4 позиции) – по 4 балла за каждый раскрытый пункт (всего 16 баллов возможно)</li> <li>- в заключении названы возможные будущие изменения (2 балла)</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Адекватность анализа</b></li> </ul> <p>Анализ статистических данных достаточно глубокий, объясняются причины изменений статистических данных (выявляются причинно-следственные связи).</p>	<p>Максимальный балл 10</p>
<ul style="list-style-type: none"> <li>• <b>Соответствие формату задания и логичность текста</b></li> </ul> <p>Текст соответствует формату доклада по стилю изложения (формальный стиль). Соблюдается связность и логичность построения посредством вводных фраз и конструкций.</p> <ul style="list-style-type: none"> <li>- есть название доклада – 1 балл</li> <li>- есть отдельные параграфы со вступлением и с заключением – 1 балл</li> <li>- есть название у каждого отдельного параграфа, посвященного анализу одной позиции в графике – 3 балла</li> </ul>	<p>Максимальный балл 5</p>
<p><b>Языковая грамотность</b></p>	<p><b>Максимум 20 баллов</b></p>
<ul style="list-style-type: none"> <li>• <b>Грамматика</b></li> </ul> <p>Правильно употребляет необходимые для решения коммуникативной задачи грамматические формы и конструкции. Правильно строит простые и сложные фразы. Присутствуют сравнительные обороты и конструкции (twice as high as/ considerably more popular/ far less important). Используются перфектные времена для выражения результативности или констатации изменений)</p> <p>За каждые две ошибки снимается 1 балл</p>	<p>Максимальный балл 9</p>
<ul style="list-style-type: none"> <li>• <b>Лексика</b></li> </ul> <p>Владеет лексическим запасом, позволяющим высказаться по предложенной теме, обеспечивающим точное выражение мысли и отсутствие неоправданных повторов. Употребляет слова в их точном лексическом значении.</p> <p>За каждые две ошибки снимается 1 балл</p>	<p>Максимальный балл 9</p>
<ul style="list-style-type: none"> <li>• <b>Орфография и пунктуация</b></li> </ul> <p>Владеет орфографией и основными правилами пунктуации.</p> <p>За каждые четыре ошибки снимается 1 балл</p>	<p>Максимальный балл 2</p>

1. **Объем менее 50% - 0 баллов, ответ далее не проверяется. Объем на 50% больше указанного в задании, 0 баллов за содержание, проверке подлежит только языковая грамотность.**

2. **Если задание выполнено не по заданной теме или не в заданном формате, то все задание оценивается как 0, ответ далее не проверяется.**