

БАЙКАЛЬСКАЯ ОЛИМПИАДА ШКОЛЬНИКОВ ПО ИНОСТРАННЫМ ЯЗЫКАМ



Байкальская олимпиада школьников.

Дистанционный этап.

Английский язык

Задание 1. Лексико-грамматический тест

Выберите правильный вариант ответа из трех предложенных. Результат внесите в таблицу. (Макс. балл – 20)

The Internet, Mobile phones and Globalisation

The existence of the internet 1. ___ our views of the world. Information about any country, even if it is wildly inaccurate, can 2. ___ by pressing 3. ___ keys. Videos of events are filmed on mobile phones and posted 4. ___ the internet, as are news items and 5. ___ opinions about them.

People all over the world 6. ___ be in contact with each other via email, social networking sites, satellite video, and other newer technologies. Many global campaigns on behalf of electoral candidates, victims of torture, religious sects, sufferers from poverty, AIDS victims 7. ___ through the internet and enlisted hundreds of thousands, sometimes millions of supporters. It is easy to press a 8. ___ to 'support' a campaign, 9. ___ when you do not know the basic facts or the people directly involved. Nonetheless, the 10. ___ of organizing such campaigns and the possibility of taking 11. ___ even as you sit in your chair at your computer must have some significance. We begin to think in global terms.

How has all this technology affected 12. ___ British? Because the internet mostly operates in a kind of 'technical English', we have not had to learn 13. ___ language. So we can be 'international' while 14. ___ resolutely monolingual (which is a disadvantage even if we think it is an advantage). At the same time the internet has encouraged other people to 15. ___ this 'technical English' and to explore 16. ___ wider world in which they become confident in 17. ___ with people from different nations. 18. ___ we will continue to enjoy the advantages 19. ___ communicating with 20. ___ people from other countries and cultures.

1	A	has been changed	B	has changed	C	changed
2	A	be founded	B	find	C	be found
3	A	a little	B	a few	C	few
4	A	on	B	in	C	to
5	A	ended	B	ending	C	endless
6	A	have to	B	can	C	must
7	A	have been mounted	B	have mounted	C	mounted
8	A	key	B	push	C	button
9	A	though	B	even	C	except
10	A	usage	B	working	C	practice
11	A	place	B	advantage	C	part

12	A	the	B	Ø	C	a
13	A	other	B	another	C	the other
14	A	staying	B	remaining	C	lasting
15	A	learn	B	teach	C	study
16	A	the	B	Ø	C	a
17	A	influencing	B	communicating	C	addressing
18	A	However	B	Nevertheless	C	So
19	A	of	B	from	C	out of
20	A	Ø	B	a	C	the

№	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
ответ	B	C	B	A	C	B	A	A	B	C	C	A	B	B	A	C	B	C	A	A

Задание 2. Комментирование пословицы

Выберите одну из трех предложенных пословиц и прокомментируйте ее. Используйте 120-150 слов. (Макс. балл – 20)

1. Actions speak louder than words.
2. United we stand, divided we fall.
3. When at Rome, do as the Romans do.

Задание 3. Чтение текста

Прочитайте текст и задания 1-10. В каждом задании выберите цифру 1, 2 или 3, соответствующую правильному, с Вашей точки зрения, ответу. Результат внесите в таблицу. (Макс. балл – 10)

Having decided in later life that it might actually be quite nice to master another language, rather than dusting off my schoolgirl French, I opted for a clean break: Spanish. Three years of evening classes later, thanks to the enthusiastic teacher's efforts I could order in a restaurant and ask directions, but my conversational skills were limited to asking everybody how many brothers and sisters they had. The only true way to master a language is to live and breathe it for a period of time. I toyed with the idea of taking a language 'immersion' course abroad, but two little words always stopped me: home stay. Then I saw that tour operator Journey Latin America had started offering Spanish courses in Peru, amongst other places.

My *misgivings* evaporate the moment I am met by my home-stay family, the Rojas, at Cusco airport. They greet me warmly, like an old friend. Carlos is an optician and Carmucha owns a restaurant. With their four children they live in a comfortable house right in the centre of town. Then I'm whisked off to a family friend's birthday party, where I understand nothing apart from the bit where they sing 'Happy Birthday'. By the end of the evening my face aches from holding an expression of polite interest, and I fall into bed wondering what I've let myself in for.

The following morning, I'm off to school and get to know my new school chums. We're aged between 19 and 65. We had all clearly hit it off with our new families, though one of us is a bit alarmed at the blue flame that jumps out of the shower switch in the morning, one of us has a long bus ride in to the school. We're all keen to see which class we'll be joining, but after sitting the placement test, we learn that tuition will be one-on-

one. Although some find the prospect *daunting*, to my mind, this is a pretty impressive ratio.

As the week unfolds, I slip into a routine. Cusco will supply anything it can to lure the *feckless* student away from his or her homework. It's all too easy to swap verb conjugations for a swift beer in a bar, although it's at least three days before anybody plucks up the courage to suggest that maybe we don't have to go back to our respective families for dinner every night. So we queue up like nervous teenagers outside the phone box plucking up the courage to ring our 'Mums' and ask if we can stay out late. But after one strangely unsatisfying restaurant meal, I decide that true authenticity is back home at the dinner table with Carmucha.

1. How did the writer feel after her courses of evening classes?
 - 1) proud of what she'd learnt so far
 - 2) frustrated at her slow rate of progress
 - 3) critical of the attitude adopted by her teacher
2. What put the writer off the idea of doing an 'immersion' course?
 - 1) the thought of staying with a host family
 - 2) having relatively little time to devote to it
 - 3) the limited range of locations available
3. The word '*misgivings*' (paragraph 2) refers to the writer's
 - 1) first impressions of the city of Cusco.
 - 2) plans to do more than learn the language.
 - 3) doubts about her decision to come on the trip.
4. The writer was taken to the party
 - 1) on the day of arrival
 - 2) straight from the airport
 - 3) on the next day
5. How did the writer feel after the party she attended?
 - 1) upset that people assumed she could speak Spanish
 - 2) unsure how well she would cope during her stay
 - 3) worried that she may have seemed rude
6. What did the writer discover when she met her fellow students?
 - 1) Some were less happy with the arrangements than she was.
 - 2) They would all be studying together for a fixed period.
 - 3) They did not all like their host families.
7. The word '*daunting*' (paragraph 3) suggests that the writer's fellow students viewed one-to-one lessons as
 - 1) good value for money.
 - 2) an unexpected bonus.
 - 3) a difficult challenge.
8. A '*feckless*' student (paragraph 4) is one who
 - 1) plans study time carefully.
 - 2) is easily distracted from studying.
 - 3) balances study with other activities.
9. How did the writer feel when her fellow students suggested a night out together?
 - 1) thinks her hosts are too rebellious
 - 2) amused by their behaviour
 - 3) unwilling to take part

10. Why did the writer finally choose dinner with Carmucha?

- 1) She didn't like restaurant food.
- 2) She didn't want to disobey the rules.
- 3) She didn't want to waste the money.

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