

**ПЛЕХАНОВСКАЯ ОЛИМПИАДА ШКОЛЬНИКОВ 2021/22
ПО АНГЛИЙСКОМУ ЯЗЫКУ**

1 вариант (10-11 класс)

I. LISTENING TEST

You will hear five short extracts in which people are talking about work.

You will hear the extracts twice.

Task 1. For questions 1-5, choose from the list A-H the person who is speaking.

<ol style="list-style-type: none">1. Speaker 12. Speaker 23. Speaker 34. Speaker 45. Speaker 5	<ol style="list-style-type: none">A. a receptionistB. an apprenticeC. a temporary workerD. a managerE. a caretakerF. a secretaryG. a courierH. a pensioner
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Task 2. For questions 6 -10, choose from the list A-H what each speaker is talking about.

<ol style="list-style-type: none">6. Speaker 17. Speaker 28. Speaker 39. Speaker 410. Speaker 5	<ol style="list-style-type: none">A. a suspicion that people like to find excuses not to do workB. the view that you should never ask for a pay riseC. the feeling that helping an understudy may go unappreciatedD. an intimate knowledge of other people's affairs that could be profitableE. the view that you should never take work home with youF. a distrust of colleagues who are nice to youG. a feeling of having been taken advantage of on account of inexperienceH. the wisdom of prioritising tasks
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II. READING

Task 1. Read an article about encouraging teenagers to keep fit. For questions 1-6, choose the answer (A, B, C or D) which you think fits best according to the text.

Promoting a healthier lifestyle

All over the world social networks and computer games rule teenagers' lives making them wear trainers to look cool rather than run in. As a result, at a time when they should be at their peak fitness, the UK's teenagers are lagging badly behind. A national survey recently found that many 16- to 20-year-olds had less aerobic capacity and muscle strength than healthy 60-year-olds. And not surprisingly this is giving cause for concern.

Roger Draper, chief executive of Sport England, agrees. 'If they want to give themselves a head start in staying healthy for life, teenagers need to get into the exercise habit now', he says. 'We want to see more teenagers channelling their natural energy into exercise in any shape or form.'

Many parents think that encouraging teenagers into sport is something schools should take responsibility for but Andrew Findley, a former PE teacher, points out that schools can only go so far. 'The majority of pupils only get two hours of PE a week so although it's better than nothing there's only so much teachers can do - parents have a major role to play too', he says. 'It always amazed me how many pupils would come with a note from home excusing them from PE without good reason. A lot of teenagers also feel it's not cool to do well at school and that goes for PE as much as other subjects.'

A recent survey of 11- to 14-year-olds revealed that sport is becoming a less popular way of spending leisure time while the number of children in that age range who say they love sport has dropped by 10 percent compared to previous years. Roger Draper puts this down to the number of other pursuits competing for teenagers' leisure hours, from playing on the computer to going out clubbing. 'That's why we're looking to support sports such as skateboarding and other street sports, which young people are increasingly interested in. We cannot just promote the old traditional sports of football, hockey and cricket – many teenagers still want to play these but many others don't and we need to broaden sport's appeal.'

Membership of sports clubs drops significantly in teenage years; 71 percent of 7- to 10-year-olds belong to a club compared to 43 percent of 15- to 19-year-olds. The danger is that those who have dropped out may not take up another activity to keep them fit and will enter adulthood with a sedentary lifestyle. While for teenagers who wouldn't even dream of joining a sports club in the first place, it's particularly important that they find alternative exercise they enjoy - or at least do regularly.

It's great if teenagers show an interest in competitive sport but if they don't, it's essential to realise that exercise and the health benefits it brings are more important than becoming brilliantly skilled in a particular discipline. It's all very well talking about the benefits of exercising but when you're faced with telling a sulky 16-year-old you're not driving them down the road because the walk will do them good, it's another matter. So is it really worth the effort? Bearing in mind the way a teenager's mind works can help parents to strike a balance between encouraging a more active lifestyle and what will be viewed as nagging. Dr Dawn Skelton points out that most teenagers find it hard to imagine themselves getting older and live for today not tomorrow, so the importance of keeping fit for the future may be lost on them.

'Parents need to focus on how a healthier lifestyle can help them now', she says. 'If they are studying for exams for instance, research shows that exercise can boost their concentration levels. Girls might be inspired by the fact that exercise can improve their looks in terms of their skin as well as their figures and teenage boys might like the idea of building up their muscle mass. Sport can also be useful social contact through which they can form relationships that last a lifetime.'



And of course, setting a good example helps too. It's no good telling your child to get up and be active if you are slouching in front of the TV. Family trips to the swimming pool, bowling alley or nearest country park will help you all to stay active - with family harmony as an extra bonus. If they try something they aren't keen on, encourage them to give it a good go but if they are still adamant it's not for them try and find an alternative rather than insisting they carry on or just give up. Many clubs provide taster sessions so you don't have to shell out for a whole course and risk your teenager dropping out after a few tries. Maybe the most important thing is to remember that whatever they choose to do, it can be challenging but it should be fun. That way they are more likely to stick at it and reap the rewards of a healthier lifestyle.

1. **What is suggested in the opening paragraph?**
 - A. Teenagers don't want to get their clothes dirty.
 - B. Teenagers are more interested in fashion than health.
 - C. Older people are much healthier than they used to be.
 - D. Teenagers won't take exercise if older people are around.
2. **According to Andrew Findley**
 - A. children write false notes to excuse them from PE at school.
 - B. parents need to be skillful at the sports that children like.
 - C. parents are unhappy with the sports facilities in schools.
 - D. parents sometimes aggravate the situation.
3. **Roger Draper believes that the situation could be improved by**
 - A. offering a wider choice of activities.
 - B. scrapping all traditional sports.
 - C. banning all team sports in schools.
 - D. introducing extreme sports to inspire teenagers.
4. **One of the problems with pushing a teenager to be more active is they may**
 - A. not appreciate the wider benefits of exercise.
 - B. become too tired to do their schoolwork.
 - C. insist on their parents taking up a sport too.
 - D. resent the fact that they can't do certain sports with their friends.
5. **In order to inspire a teenager, you**
 - A. should tell them about the sports you used to play when you were young.
 - B. should stress how lucky they are to have good sports facilities.
 - C. ought to practise what you preach.
 - D. should ban them from watching TV in the evening.
6. **When a teenager is willing to try something new, parents**
 - A. should never pay money upfront for them to take part in a sport.
 - B. shouldn't force the issue if things don't turn out as expected.
 - C. shouldn't risk them joining a club unless it has been recommended.
 - D. should be careful to avoid any sports that are expensive.



Task 2. Read four extracts from articles in which university professors give their views on choosing a degree subject. For questions 7-10, choose from extracts A – D. The professors may be chosen more than once.

Choosing a degree subject: STEM (Science, Technology, Engineering and Maths) or the Arts?

A Professor J. Hopkins

In recent years there has been a steady stream of industry bosses trying to persuade students to opt for STEM courses. This is presumably an attempt to suppress the wages of those already employed in the area as, in reality, there is no shortage of STEM graduates seeking employment. The biggest problem such graduates face is the fact that their qualifications point them exclusively in one direction. Many were no doubt attracted to their course by the promise of an enviable salary, despite the fact that a recent survey indicated that those who studied arts subjects make on average between one and two thousand pounds per annum more than their STEM counterparts. This is unsurprising, given that employees trained in the arts bring an alternative point of view in day-to-day decision making. The scientific way of looking at problems, with its emphasis on logic and reason, is valuable of course, but it can be limiting.

B Professor P. Smith

Traditionally, students were told that maths and the sciences were just for those who wanted to go into a mathematical or scientific profession. Of course, now we know that couldn't be further from the truth. These are the courses that can unlock the doors to all sorts of jobs, and equip graduates to win the top positions and potentially reap the financial rewards, particularly at a time when politicians are promoting STEM as an engine for innovation and national defence. However, when HR managers are asked what kind of skills they look for when recruiting, the majority list critical thinking, complex problem-solving and written and oral communication - in other words, the skills gained from an arts education. That's why I advise those who are in doubt to go with their heart. It's worse than useless to push a student into a subject in which they have little talent or pleasure on the basis of a lifetime's extra earnings.

C Professor E. Hartwood

The reason we've been hearing so much lately about the importance of STEM subjects is that our world is changing beyond recognition, and we need to ensure that our graduate workforce keeps up. The skills gained from these subjects come in useful in almost any area you care to name, from the creative industries to architecture, as well as the more obvious technical and scientific professions. I don't think it's an exaggeration to say that doing arts at university is a decision that will hold students back when it comes to seeking employment nowadays. It is pure indulgence to select a higher education course based simply on what you enjoy. Students need to acquire the skills and knowledge that will allow them to be competitive in the jobs market.

D Professor K. Ethenrale

Arts subjects train students to perform well in a world of subjectivity and ambiguity, a vital skill, since commercial decisions rarely involve a right or wrong answer. We've all heard stories about people who invest thousands in their arts-based education and then end up in a dead-end job, but when it comes to deciding on what to do at university, remember that those who are passionate about what they do are better placed to succeed in life. While it's true that a maths graduate may well take home extra over their working life compared to an English graduate, it's only about a thousand a year - little compensation if you're doing a job you loathe. In any case, it's becoming increasingly obvious that companies are looking for ways to avoid paying STEM professionals so much. An oversupply of such workers would be to their advantage, as it would push wages down, hence their constant call for more students with STEM degrees.



Which professor A, B, C or D

7. has the same opinion as B on which degrees can lead to higher earnings?
8. has a different opinion from the others on whether having studied for an arts degree is an advantage in the workplace?
9. has a different opinion from D on how a student should choose a degree subject?
10. has the same opinion as D on who or what is responsible for the current emphasis on STEM subjects?

Task 3. You are going to read a magazine article about ways of reusing escaped heat. Six paragraphs have been removed from the article. Choose from the paragraphs A-G the one which fits each gap (11 - 16). There is one extra paragraph which you do not need to use.

Cities' Hidden Resource

Escaped heat costs us money and affects our climate. An expert reports on a grand plan to capture it and put it to good use.

Deep in the tunnels of London's underground railway, as in many around the world, it's so hot it can feel very uncomfortable. And yet in the basement of a building only a few metres away from the station a boiler is firing to heat water for someone's shower.

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Recapturing it wouldn't just benefit our wallets. It would reverse some of the damaging effects on the climate. The good news is that several cities have found a way to hunt down their surplus heat in some unexpected places. These cities are building systems that deliver heat in much the same way that suppliers handle electricity and water. Could they point the way to the next energy revolution?

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It was also estimated that given the right technologies, we could reclaim nearly half of that energy, although that's easier said than done. 'We often talk about the quantity of waste heat; says David MacKay, chief scientific adviser to the UK Department of Energy and Climate Change, 'but not the quality. Most of what we think of as 'waste heat' isn't actually all that hot; about sixty percent is below 230°C. While that may sound pretty hot, it is too cold to turn a turbine to generate electricity.

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There, buildings tap into the system to warm their water supplies or air for central heating. Many countries are encouraging such cogeneration, as it is called. A US initiative, for example, might save the country \$10 billion per year. And cogeneration allows power plants to bump up their efficiencies from thirty percent to almost ninety percent.

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As it happens, there is an existing technology that can siphon energy from such temperatures, although applying it on a large scale to capture waste heat is as yet unachievable. Ground source heat pumps have been helping homeowners save on heating bills since the 1940s, when US inventor Robert Webber realised he could invert the refrigeration process to extract heat from the ground.

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The mechanism for this is simple. A network of pipes makes a circuit between the inside of the dwelling and a coil buried underground. These pipes contain a mix of water and fluid refrigerant. As the fluid mixture travels through the pipes buried underground, it absorbs the heat from the 10°C soil.



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This system is powerful enough to efficiently provide heat even in places as cold as Norway and Alaska. It is also cheap. Scientists around the world are now working on the idea that the way ahead is to develop city-wide grids using source – heat pumps to recycle waste on a grander scale, from sources such as subways and sewers.

A But that’s not all it can do. Reverse the process and it can cool a home in summer. If the ground is cold enough, it simply absorbs the heat from inside the building instead of from the ground.

B It’s an attractive proposition. A report in 2018 found that the energy lost as heat each year by US industry equalled the annual energy use of five million citizens. Power generation is a major culprit; the heat lost from that sector alone dwarfs the total energy use of Japan. The situation in other industrialised countries is similar.

C Yet even this is just a drop in the ocean compared with the heat lost from our homes, offices, road vehicles and trains. However, waste heat from these myriad sources is much harder to harness than the waste heat from single, concentrated sources like power plants. What’s more, it’s barely warm enough to merit its name. Reclaiming that would be an altogether more difficult proposition.

D A more successful way of using the heat is to move the heat directly to where it is needed. A number of power plants now do exactly that. They capture some or all of their waste heat and send it - as steam or hot water - through a network of pipes to nearby cities.

E The system takes advantage of the fact that in temperate regions - regardless of surface temperature - a few metres underground, the soil always remains lukewarm and stable. These pumps can tap into that consistent temperature to heat a house in the winter.

F While this is not what you might consider hot, it nonetheless causes the liquid to evaporate into a gas. When this gas circulates back into the building, it is fed through a compressor, which vastly intensifies the heat. That heat can then be used by a heat exchanger to warm up hot water or air ducts.

G Rather than stewing in that excess heat, what if we could make it work for us? Throughout our energy system - from electricity generation in power plants to powering a car - more than fifty percent of the energy we use leaks into the surroundings.

III. USE OF ENGLISH

Task 1. For questions 1 – 10 fill in an appropriate phrasal verb which has the same meaning as the *italicised* words in brackets. There are more phrasal verbs than you will need.

Going through college

A	counted against	F	got by	K	sailed through
B	looked up	G	weighed up	L	brought up
C	buckled down	H	jotted down	M	got through
D	marked down	I	creamed off	N	counted towards
E	scraped through	J	fell behind	O	got into



Jack and Ben are twin brothers. They have a very rich grandfather who offered to put them through university. Jack _____1_____ (*easily passed*) his exams at school and easily _____2_____ (*succeeded in getting a place*) a good university. Ben wanted to go to the same university, but it was much harder for him to do it. However, in his last few months at school, he _____3_____ (*started working hard*) to his studies and somehow _____4_____ (*succeeded in an examination*) all the necessary exams. Both brothers wanted to major in law. Jack had worked in a law firm in several summer holidays and this experience _____5_____ (*was part of what was needed in order to qualify for*) his degree. Ben spent his holidays playing sport. Jack continued to study hard and soon left most of the other students in his group behind. At the end of six months, the professor _____6_____ (*separated the cleverest or most skillful people*) the best students and moved them up to the next class. Sam was in this group but Ben was not. The professor felt he was more interested in rugby than law and this _____7_____ (*contributed to his bad marks*) him. He was _____8_____ (*given a lower grade*) for careless mistakes in a number of his essays and at the end of the year he _____9_____ (*failed to remain level with a group*) the rest of his year. His tutor said he would be lucky if he even _____10_____ (*passed but only just complete something*) his exams. His grandfather has arranged to come and visit him and Ben is feeling a little nervous.

Task 2. For questions 11 - 20, change the highlighted words so that the sentences make sense. Each of the words is an anagram of the correct word - that is, it contains exactly the same letters.

11. Your knowledge of computer spreadsheets will be a big **seats** (_____) in this job.
12. Which would you prefer - the scenic **outer** (_____), or the more direct one taking the inner ring-road?
13. She wore a pretty cotton trouser suit, pale yellow with thin black **priests** (_____).
14. He was angry that we failed to discuss the wide **anger** (_____) of issues that he had raised in his report.
15. I want to study **remain** (_____) biology at university, because I love the sea.
16. It's a sort of theme restaurant. There's poetry on the walls, and the menu is written in **serve** (_____).
17. This analysis shows up **reveals** (_____) problems with our accounting system which will have to be sorted out.
18. Claudia **spider** (_____) herself on her ability to handle insects and other creepy-crawlies without any fear whatsoever.
19. Some Hollywood actors go back to acting on the **gates** (_____).
20. It is easy to **least** (_____) copyright material on the internet.

Task 3. For questions 21 - 33, read the text below and decide which answer (A, B, C or D) best fits each gap.

What is laughter?

World Laughter Day on May 4th has been annually celebrated all over the world since 1998 when it was first introduced by Dr Madan Kataria. Nowadays a lot of people believe that we need more laughter in our lives to (21) _____ the global rise of stress and loneliness. But surely that strange sound that we make periodically can't be the (22) _____ to such problems.

If an alien were to land on our planet and (23) _____ a stroll among a crowd of earthlings, it would hear a lot of 'ha-ha' noises. It might wonder what (24) _____ this strange habit served. If we ask ourselves what (25) _____ a good laugh, the obvious answer is that it is a response to



something funny. But one scientist, Robert Provine, says humour has surprisingly little to (26) _____ with that. Instead, it lies at the (27) _____ of such issues as the perception of self and the evolution of language and social behavior.

Provine realized that you cannot capture (28) _____ laughter in the lab because as soon as you (29) _____ it under scrutiny, it vanishes. So, instead, he gathered data by hanging around groups of people, noting when they laughed.

He collected 1,200 laugh episodes – an episode being (30) _____ as the comment immediately preceding the laughter and the laughter itself. His analysis of this data (31) _____ some important facts about laughter. “It’s a message we send to other people – it (32) _____ disappears when we’re by ourselves,” he says. “And it’s not a choice. Ask someone to laugh and they’ll either try to (33) _____ a laugh or say they can’t do it on command.”

- | | | | | |
|-----|--------------|----------------|----------------|-------------|
| 21. | A struggle | B combat | C threaten | D contest |
| 22. | A way | B answer | C end | D response |
| 23. | A make | B get | C walk | D take |
| 24. | A reason | B purpose | C idea | D meaning |
| 25. | A results | B leads | C prompts | D concludes |
| 26. | A go | B bring | C do | D set |
| 27. | A root | B stem | C head | D back |
| 28. | A complete | B authentic | C contemporary | D current |
| 29. | A place | B lay | C stand | D keep |
| 30. | A defended | B decided | C defined | D depicted |
| 31. | A revealed | B investigated | C displayed | D declared |
| 32. | A absolutely | B constantly | C undoubtedly | D virtually |
| 33. | A offer | B pretend | C fake | D imagine |

Task 4. For questions 34 – 41 think of one colour from the list (A - O) which can be used appropriately in all three idiomatic sentences. There are more colours than you will need.

A	white	F	red	K	golden
B	blue	G	brown	L	orange
C	black	H	rose	M	yellow
D	silver	I	grey	N	green
E	pink	J	violet	O	purple

Colour Idioms

- 34.** Lucy is as _____ as a berry after a month in Greece.
We have stopped _____ - bagging - it’s too cold now to eat in the park.
The rest of the class were sick of watching John _____ - nose.
- 35.** When I saw David in a new sports car, I was _____ with envy.
Our company has a new batch of very _____ recruits.
Julie has always had _____ fingers. That’s why her garden looks so good.
- 36.** I’m finally in control of my financial situation. For the first time this year, my account is in the _____.
There is no point in asking my boss for a day off next week. I’m in her _____ books.
She gave her son a _____ look to show she was annoyed with the way he was behaving.



37. It was Christmas time when Miller got his _____ slip from the company.
Most women returning to work after raising children, head for _____ - collar jobs in sales and services.
Jeanne was tickled _____ at being asked to judge our local Flower Show.
38. When you say that someone doesn't have much _____ matter you mean that they don't have much intelligence.
The legal difference between negligence and recklessness is a bit of a _____ area.
Noel's face was _____ with fatigue.
39. He said he didn't want to have a _____ - collar job and sit in an office all day.
A. - We should never have bought this table. We never use it. It just takes up space. B. - I know. It's a bit of a _____ elephant. Let's sell it.
A. - I thought you didn't like Diane's new flat. B. - I don't, but I didn't want to upset her so I told her a little _____ lie. We all have to now and again, don't we?
40. I wouldn't use Brian's computer if I were you. He'll scream _____ murder if he finds out you've used it.
I had lost touch with Jack, and then one night he arrived at my flat right out of the _____ . What a surprise!
A. - George seems to be the boss's favourite. He's always nice to him.
B. - Oh, yes. George can do no wrong. He's the _____ - eyed boy.
41. If you introduce a _____ herring into a discussion, you deliberately mention a fact or subject in order to draw attention away from the important matter which is being discussed.
What really annoys me about getting a visa these days is all the _____ tape. You know - the documents, the paperwork, the forms to fill in. It's ridiculous!
And then she accused me of lying. Can you believe it? I just saw _____ and started shouting at her.

Task 5. For questions 42 – 49, select the correct answer (A, B, C or D).

42. _____ saying was so important that I asked everyone to stop talking and listen.
A. What the woman was
B. Which woman was
C. That woman
D. What was the woman
43. I had a terrible day. First the heel of my shoe broke off, then _____ in the elevator door.
I'm glad the day is over!
A. my dress had been torn
B. I had my dress being torn
C. my dress got torn
D. I got my dress to be torn
44. I have no patience with gossips. What I told Bill was a secret. _____ .
A. He shouldn't have repeated it to you.
B. You mustn't to repeat it to anybody.
C. He wasn't supposed to tell it to nobody.
D. If I had been him, I oughtn't have told it to anybody.
45. At no time _____ express regret for what he had done.
A. the accused did
B. the accused didn't
C. did the accused
D. was the accused



46. We were shocked to hear the news _____.
- A. of you having fired
B. about yours firing
C. of you having been fired
D. that you had fired
47. The police officer _____ to be more careful.
- A. advised to leave the wrecked car here for a bit and reminded that other drivers
B. insisted that the wrecked car being left here for a bit as it might have reminded other drivers
C. suggested leaving the wrecked car there for a bit as it might remind other drivers
D. told that we should leave the wrecked car there for a bit and other drivers should remind
48. _____ in the classroom, I played a computer game.
- A. As there wasn't nobody
B. Nobody were
C. It wasn't anybody
D. There being no one
49. If Andrew _____ his ankle yesterday, he _____ football this afternoon.
- A. hadn't hurtcould play
B. didn't hurt....might play
C. hadn't hurt....would be played
D. wouldn't have hurt...would have played

Task 6. For Questions 50 – 54 do this Country Studies Quiz.

50. Which English queen is famous for saying “I know I have but the body of a weak and feeble woman, but I have the heart and stomach of a king, and of a king of England too”?
- A. Eleanor of Aquitaine (1122–1204)
B. Elizabeth I (1533–1603)
C. Anne (1665–1714)
D. Victoria (1819–1901)
51. Wales has given the world a lot of world-famous actors. Which of these celebrities is NOT Welsh-born?
- A. Richard Burton
B. Anthony Hopkins
C. Catherine Zeta-Jones
D. Tilda Swinton
52. Arrange the following events in the chronological order:
- A. The Wars of the Roses
B. ‘Childe Harold’s Pilgrimage’ by Lord George Byron
C. Gunpowder Plot
D. Beheading of England’s King Charles I
E. ‘Twelfth Night, or What You Will’ by Shakespeare
53. Mick Jagger, Keith Richards, Brian Jones, Charlie Watts and Bill Wyman were the members of one of the most influential British rock bands of all time _____.
- A. The Who
B. Rolling Stones
C. Oasis
D. Pink Floyd



54. Sherlock Holmes's tales weren't the only thing Conan Doyle wrote. Which of these titles was NOT written by Doyle?

- A.** The Coming of the Fairies
- B.** The Edge of the Unknown
- C.** Bleak House
- D.** History of Spiritualism

IV. WRITING

Write about the following topic:

In order to be truly employable, the educated person should be able to demonstrate not just knowledge but also the ability to work in teams.

How can teamwork best be encouraged and assessed in educational setting?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write 180-200 words in the lines provided below.

Наличие любых электронных устройств (даже в выключенном состоянии), а также шпаргалок, приравнивается к их использованию



ANSWER SHEET

Вариант 1

10 -11 Grades

Listening		Use of English		30					
1		1		31					
2		2		32					
3		3		33					
4		4		34					
5		5		35					
6		6		36					
7		7		37					
8		8		38					
9		9		39					
10		10		40					
Reading		11		41					
1		12		42					
2		13		43					
3		14		44					
4		15		45					
5		16		46					
6		17		47					
7		18		48					
8		19		49					
9		20		50					
10		21		51					
11		22		52					
12		23		53					
13		24		54					
14		25			Listening				
15		26			Reading				
16		27			Use of English				
		28			Writing				
		29			TOTAL:				

Наличие любых электронных устройств (даже в выключенном состоянии), а также шпаргалок, приравнивается к их использованию



Наличие любых электронных устройств (даже в выключенном состоянии), а также шпаргалок, приравнивается к их использованию



**ПЛЕХАНОВСКАЯ ОЛИМПИАДА ШКОЛЬНИКОВ 2021/22
ПО АНГЛИЙСКОМУ ЯЗЫКУ**

2 вариант (10-11 класс)

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II. READING

Task 1. Read the article below about the need for language training in the international marketplace. For questions 1- 6, choose one letter (A, B, C or D).

Speaking Your Customers' Language

Modern international trading practices are highlighting the growing importance of language training

Modern-day business really does transcend national barriers. Thanks to sophisticated IT and communications systems, businesses can now market their products on a truly global scale. The world is indisputably becoming a smaller place, as service and manufacturing companies search the international marketplace for new suppliers and clients. Businesses must, however, be aware that once they expand the area in which they operate, they face increased competition. The standard and quality of their goods become increasingly important in keeping up with competitors. But most of all, it is the service element accompanying the goods which is crucial to a company's success in a particular market. This new philosophy has led to many companies, some of which have even offered products of a lesser quality, gaining success overseas.

Although globalisation may, in some senses, have brought national economies closer together, societies around the world still have radically different expectations, processes and standards. These are not a function of economic change, but are more deep-rooted and difficult to alter. They can be a major problem for businesses expanding abroad, with the greatest obstacle of all being the language barrier. If you have to deal with clients, suppliers and distributors in a range of countries, you will not only need the skills to communicate with them, you will also need to reconcile any national biases you have with the diverse ways of doing business that exist around the globe.

The value of effective communication is not to be underestimated. New technology such as videoconferencing and email has played a part in making the communication process easier, and it may also be possible that the introduction of language interpretation software will help with some global communications problems. But, of course, it is the human element of the communication process that is so vital in business, especially in negotiations, presentations and team-building. It is essential for managers to meet regularly with staff, customers and partners, so that issues can be discussed, messages communicated and feedback obtained.

The value of well-organised language training is immense, and can bring benefits to all levels and departments within a multinational organisation. Unfortunately, however, many organisations have a very narrow view when it comes to training of any kind. Often, an urgent requirement has to be identified before training is authorised. Then, a training company is employed or a programme is developed in-house, the team is trained, and that is seen as the end of the matter. However, the fact remains that training programmes are effective only if they are relevant to a company's broader, long-term needs. They should be regarded as an investment rather than a cost.

Changes in expectations and attitudes are certain to continue for companies that trade globally. Although such companies are not yet faced with their international partners and clients demanding that business be conducted in their mother tongue, they realise that overseas competition is increasing fast. If these companies want to continue to achieve success on the international trading circuit, they must be prepared to adapt to situations and speak the local language. If not, someone else will.



1. **According to the first paragraph, improved communications have enabled companies to**
 - A. offer a wider variety of products and services.
 - B. expand beyond their domestic markets.
 - C. perform better than their international competitors.
 - D. open more manufacturing facilities abroad.

2. **Some companies have succeeded at an international level even though they have**
 - A. produced inferior goods.
 - B. failed to adapt products for local markets.
 - C. ignored the standards set by their competitors.
 - D. reduced the standard of the service they offer.

3. **Approaches to doing business vary between countries because of**
 - A. local economic considerations.
 - B. the existence of cultural differences.
 - C. strong wishes to remain independent.
 - D. regulations about business practices.

4. **The writer thinks that the use of modern technology will**
 - A. speed up the process of language interpretation.
 - B. never replace the need for face-to-face interaction.
 - C. help solve the problems involved in maintaining strong teams.
 - D. not lead to greater communication between companies and clients.

5. **A common weakness of training courses is that they**
 - A. are developed by the wrong team.
 - B. do not give good value for money.
 - C. are provided only if there is an immediate need.
 - D. do not deal with a company's specific requirements.

6. **Why should companies do business in the language of the countries they are operating in?**
 - A. to prevent other companies taking their business
 - B. to help them find new international partners
 - C. to meet clients' current expectations
 - D. to become more aware of their competitors' activities

Task 2. Read four extracts where four writers comment on the advantages and disadvantages of genetically modified food. For questions 7-10, choose from extracts A – D. The writers may be chosen more than once.

Genetically Modified Food

A Sonal Panse

Genetically modified organisms (GMO) include crops, vegetables and fruit that have been created using genetic engineering methods. Scientists combine desirable genes from various species to create new genetically-altered crosses with enhanced nutritional, productive and ecological value. This differs from traditional breeding in that genetic transference between unrelated species does not occur biologically in nature. The process of combining inter-species genes does not have the checks and balances that are imposed by nature in traditional breeding. Because of this there is a



risk of genetic instability. This means that no one can make any accurate predictions about the long-term effects of GMOs on human beings and the environment. Extensive testing in this regard is either very expensive or impractical, and there is still a great deal about the process that scientists do not understand. This is the crux of the matter in the ongoing debate of GMOs. Food is an emotional topic. It matters greatly to all of us. The subject is also of vested interest for the corporations that manufacture genetically modified seeds and agricultural technologies.

B Deborah Whitman

Genetically-modified foods have the potential to solve many of the world's hunger and malnutrition problems, and to help protect and preserve the environment by increasing yield and reducing reliance upon chemical pesticides and herbicides. Yet there are many challenges ahead for governments, especially in the areas of safety testing, regulation, international policy and food labelling. Many people feel that genetic engineering is an inevitable future development and that we cannot afford to ignore a technology which has such enormous potential benefits. However, we must proceed with caution to avoid causing unintended harm to human health and the environment as a result of our enthusiasm for this powerful technology.

C Deepash Patel

The mere mention of GM foods is a cue for an argument. The benefits of investing large amounts into their research initially appear enticing as they may well provide the answer to combating many of the major issues currently concerning our civilisation. Nevertheless, we must exercise discretion over their use as they may turn out to cause more problems than they solve. The arguments both for and against their development can indeed be convincing but it must be borne in mind that some of these arguments are dictated by economic gain for those organisations involved in the production of these food stuffs. Unless we meticulously make use of the results of their development, the fact that we are going against nature may mean that we are entering this strange new scientific world at our peril. This is a subject which is of the utmost significance to all those who live on earth.

D Afna Sikaala

The fact that not even scientists fully understand the technology or implications of what is involved in GM foods does not seem to prevent people having their own views on the subject. There are those who view their development as the answer to the future of the world, and those who see it as a herald to the end of civilisation as we know it. People have always been sceptical about scientific advances that might affect the world and its inhabitants, but as human beings we cannot stand still. If we had not had the courage of our convictions to press ahead with what we thought to be improvements to our society, we would have made no progress at all over the centuries. True, there may be downsides and caveats to this process which at first sight seem to go against nature, but we should go ahead, confident that the advantages must surely outweigh any problems these GM foods may ultimately create.

Which writer, A, B, C or D:

7. shares the opinion of writer C regarding the feelings the subject of GM food arouses?
8. has a different opinion from the other writers about the justification for developing GM foods?
9. takes a similar view to writer B regarding reservations about the development of GM foods?
10. shares the same opinion as writer A as regards the importance to everyone of the issues surrounding GM foods?



Task 3. You are going to read an extract from a magazine article about improving the sound of cities. Six paragraphs have been removed from the article. Choose from the paragraphs A-G the one which fits each gap (11 - 16). There is one extra paragraph which you do not need to use.

Improving the Sound of Cities

An expert in sound engineering argues for a better approach to issues relating to noise in our cities.

I went on a “sound walk” in London in spring last year. Thirty people meandered down backstreets, and along major roads. For two hours, we tuned into the city’s soundscape. I had not expected to hear birdsong on a backstreet close to a noisy main road, and I was surprised to find I enjoyed the sound of a lock banging against a bike frame as a cyclist rode by.

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But will we like what we are then able to hear? All those annoying sounds currently masked by traffic noise, such as humming ventilation systems and music escaping from pubs and restaurants will become more audible. It’s time to work out how we want cities of the future to sound. So how easy is it actually to do this?

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However, human response to sound is complicated and relying on traditional measurements of volume is not that helpful. Noise maps also show the problem with the traditional approach. Worldwide, engineers have used expensive computers to generate maps of the sound environment. These look so much like pretty, coloured road maps that some reserchers joke it would be cheaper and quicker to colour in a map, using red crayons for busy roads and blue for quiet backstreets.

13

More importantly perhaps, this map ignores significant issues such as the noise my neighbours make. This cannot be included because there are no databases showing where inconsiderate people, such as players of loud music, live. Moreover, it is impossible for such a map to take a listener’s perception into account: it is, for example, possible that my line of work has made me overly sensitive to noise.

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Yet noise is still not high on the political agenda, in spite of reliable estimates that 54 per cent of the UK’s population live in conditions exceeding daytime sound levels prescribed by the World Health Organisation - 55 decibels for steady, continuous noise.

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Some researchers aim to do this by setting up focus groups, going on sound walks, trying to capture the emotional response to sound. Others persist with computer algorithms to model people’s reactions, gathering extra data, such as the listener’s age and gender, to use in the algorithm to redress the inadequacies of the decibel.

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Once we have lessened the noise, though, what do we want to hear? The Positive Soundscape Project has given us pointers. This unusual interdisciplinary research came out in favour of what seems contradictory: a “vibrant, calm” soundscape. In fact, this makes good sense. A city thrives on vibrancy, so an urban square needs to have a sense of activity: the barista making coffee, the clack of high heels on the pavement, or snatches of conversations from passers-by.



Плехановская олимпиада школьников по английскому языку заключительный этап. 20.03.2022 г.

A In the past, we used to research urban soundscapes in a straightforward way. We'd calculate street noise in decibels, then canvass public opinion and combine the two. I might play a couple of city noises I had recorded and ask subjects to say which sound was more annoying. Since all that researchers wanted to know was the relationship between noise levels and people's reactions, we tended to treat our subjects rather like lab animals.

B Fortunately, this may not be quite as awful as it seems because another problem with decibel measurement is that it does not differentiate between "negative" and "positive" sounds. Take the sounds made by a fountain in a town square or happy children in a playground – either of which might exceed permitted sound levels. Increasingly, scientists have been pressing for these positive sounds to be considered within urban design alongside more traditional noise-control approaches.

C If we acknowledge that urban sound has an aesthetic which I believe it does, we urgently need to know what governs it and then how designers can work with it. Similar to that of the visual world, it will be built on a complex understanding of cultural theory, sonic art, cognitive and social psychology, engineering, physics and the relationship between them.

D Despite these problems, the crude noise maps we make drive policy. Advocates argue that they have been vital in making politicians take noise more seriously. This must be a good thing: noise has many negative effects, ranging from sleep disturbance to increased levels of stress hormones and reduced performance in schoolchildren.

E As an acoustic engineer, I found this walk a real ear-opener. Urban design is only really concerned with abating noise made by public transport or industry: the subtle and interesting sounds that can enhance cities are overlooked. With the internal combustion engine on its way out, though, the acoustic fog created by cars, buses and trucks will finally lift and other sounds of the city will emerge.

F As the complexity of these models grow, so does my feeling that there must be a better way. Consider a small, relatively quiet, urban square – an acoustic oasis. To design such spaces, traditional engineers quieten intrusions from traffic. Buildings and walls, for example, can be used to block out the sources of noise.

G Take my house. It appears on a sound map with a decibel value of between 60 and 64.9 decibels. Even with a PhD in acoustics I struggle to interpret this. How can the complex way sound varies during the day and between the seasons be meaningfully summed up by a single number?

III. USE OF ENGLISH

Task 1. For questions 1 – 10 fill in an appropriate phrasal verb which has the same meaning as the *italicised* words in brackets. There are more phrasal verbs than you will need.

Seminars

A	buckle down	F	jot down	K	read up on
B	sketch out	G	count against	L	sail through
C	weigh up	H	bring up	M	go over
D	follow up	I	mark down	N	think through
E	fall behind	J	look into	O	put together



Seminars are classes with small groups of students and give you the opportunity to ____1____ (*investigate*) a topic in detail. You can also ____2____ (*start to talk about*) any questions you might have and discuss them with the tutor and other students. At seminars students are expected to ____3____ (*think about something carefully, compare*) different ideas that were mentioned in their lectures, so it's a good idea to ____4____ (*study again*) your lecture notes and other research just before you attend.

Sometimes a student will be asked to ____5____ (*prepare by collecting together different elements*) a short presentation, which will be used to start the discussion. If you are presenting, then it's important to carefully ____6____ (*plan carefully*) the points you want to make. You don't want to end up with nothing to say! However, it's always better to ____7____ (*roughly plan*) your ideas with rough notes, rather than writing out every word of the presentation.

If you are not presenting, you should still try to ____8____ (*familiarize with*) the subject before the seminar in order to get the most out of it. During the presentation, try to ____9____ (*make a note of*) any new ideas or key points. And don't forget to type them up later. You might also make a note of any questions that you want to ____10____ (*find out more*) later, either during the seminar or through research afterwards.

Task 2. For questions 11 - 20, change the highlighted words so that the sentences make sense. Each of the words is an anagram of the correct word - that is, it contains exactly the same letters.

11. The kettle was boiling away and the kitchen was full of **meats** (_____).
12. It is easy to **least** (_____) copyright material on the internet.
13. Alice was wearing a pretty cotton trouser suit, pale yellow with thin black **priests** (_____).
14. I'm a bit overweight, but I can't **sister** (_____) chocolate.
15. The **plates** (_____) of this flower are bright yellow.
16. I warn you: if you **teach** (_____) in this exam, I will catch you. I have eyes in the back of my head.
17. Do not **read** (_____) to say anything critical to the boss today. She is in an awful mood.
18. I would like to go up the Amazon in a(n) **ocean** (_____).
19. Do I detect a **thin** (_____) of jealousy in your tone?
20. The report shows up **reveals** (_____) problems with our accounting system which will have to be sorted out.

Task 3. For questions 21 - 33, read the text below and decide which answer (A, B,C or D) best fits each gap.

The value of walking

New research reveals that walking just 9.5 kilometres (six miles) a week may (21) _____ your brain sharper as you get older. Research published in the October 13 online issue of *Neurology* (22) _____ that walking may protect aging brains from growing smaller and, in (23) _____ preserve memory in old age.

'Brain size shrinks in late adulthood, which can (24) _____ memory problems,' study author Kirk Erickson of the University of Pittsburgh said in a news release. 'Our findings should encourage further well-designed scientific (25) _____ of physical exercise in older adults as a very (26) _____ approach for preventing dementia and Alzheimer's disease.' For the study, the team asked 299 dementia-free seniors to record the (27) _____ they walked each week.



Four years later, the participants were tested to see if they had developed (28) _____ of dementia. Then after nine years had passed, scientists (29) _____ the participants' brains to measure size. At the four-year test, researchers discovered subjects who walked the most had (30) _____ their risk of developing memory problems by 50 per cent. At the nine-year checkout, those who walked at least 9.5 kilometres a week, had brains with a larger (31) _____ than those who didn't walk as much.

This is not the first study to (32) _____ the benefits of walking in seniors. For example, last spring, Harvard University found that women who walked regularly at a (33) _____ pace had an almost 40 per cent lower risk of stroke.

- | | | | |
|------------------|-------------|-------------|------------|
| 21. A bring | B work | C run | D keep |
| 22. A informs | B provides | C suggests | D notifies |
| 23. A result | B turn | C sequence | D case |
| 24. A account | B lead | C set | D cause |
| 25. A trials | B attempts | C searches | D courses |
| 26. A indicative | B promising | C fortunate | D ideal |
| 27. A distance | B length | C duration | D extent |
| 28. A signals | B factors | C signs | D features |
| 29. A skimmed | B scanned | C screened | D sounded |
| 30. A depressed | B declined | C reduced | D dropped |
| 31. A volume | B amount | C dimension | D quantity |
| 32. A advertise | B promote | C respect | D admire |
| 33. A brisk | B hard | C crisp | D brief |

Task 4. For questions 34 – 41 think of one colour from the list (A - O) which can be used appropriately in all three idiomatic sentences. There are more colours than you will need.

A	pink	F	grey	K	green
B	violet	G	white	L	purple
C	red	H	golden	M	blue
D	brown	I	orange	N	black
E	rose	J	yellow	O	silver

Colour Idioms

- 34.** Something that costs a lot but is useless is known as a _____ elephant.
He told a _____ lie to avoid hurting his wife's feelings.
A. - I don't feel very well. Have you got an aspirin, Paul? B. - Yes, sit down. You look as _____ as a sheet.
- 35.** Tourists often go to the Louvre but most Parisians only go once in a _____ moon.
Everyone thinks he'll be the Director of the firm one day. He's the _____ - eyed boy.
I got a huge surprise last week. My cousin from Australia just arrived on my doorstep completely out of the _____ .
- 36.** I must remind you that this is a non-smoking office. I suspect that some of you have been smoking. If I happen to catch someone _____ - handed , I'm afraid it will mean dismissal.



To import agricultural produce into Britain you'll have to fill in a lot of forms. There's a lot of _____ tape.

Come on, Steve! It's your birthday. We can't stay in tonight. Let's go out and paint the town _____.

37. We have stopped _____ - bagging - it's too cold now to eat in the park.
My boss is as _____ as a berry after a month in Greece.
You are not going to get that promotion just by _____ -nosing.
38. If you say that someone is _____, you mean that they are new, naive or inexperienced.
All the girls were _____ with envy when Alex had asked Nancy out.
If you want to be a successful gardener, of course you've got to have _____ fingers.
39. The rest of the family were respectable, honest people but he was always in trouble. I'm afraid he was a _____ sheep.
In most countries, goods that are scarce or illegal can usually be obtained on the _____ market.
The teacher gave Jack a _____ look to show she was annoyed with the way he was behaving.
40. My brother was very upset when he got his _____ slip from his company.
If you're tickled _____ with something, you are very pleased with it.
I wasn't well last week, but I'm back in the _____, I'm pleased to say.
41. Noel's face was _____ with fatigue.
A _____ area of law or science is the one that cannot be dealt with in a definite way because it is outside those areas that have clear rules and limits.
It's an entertaining film but it doesn't exactly stimulate the old _____ matter.

Task 5. For questions 42 – 49, choose the correct answer (A, B, C or D).

42. Jack has a right to know. _____ the news immediately. If you don't do it, I will.
A. He ought to be told
B. He has to have been told
C. You should to tell him
D. You needn't to have told
43. Never before _____ spent on so little purpose!
A. such a record sum of money must be
B. has so much money been
C. such much money has been
D. so record amount of money has been
44. Betty _____ do anything dangerous.
A. asked her husband didn't
B. told her husband didn't
C. begged her husband not to
D. argues her husband that he wouldn't do
45. Hurry up! Three -fourths of the pizza _____.
A. aren't eaten yet
B. has already been eaten
C. have been eaten already
D. were eaten 10 minutes ago.



46. But for her job Nancy _____ more time with her children. Then she _____ so many problems with her son now.
- A. wouldn't have had would have
 - B. would have spend wouldn't have
 - C. had spent.....wouldn't have had
 - D. could spend.....will not having
47. _____ by weaker opposition.
- A. It was disappointed when we saw the team to be beaten
 - B. I was disappointed having seen the team beating
 - C. I was disappointing when I had seen the team beaten
 - D. It was disappointing to see the team being beaten
48. In two weeks the school term will be finished. I'd better _____ on my term paper before it's too late. I've been procrastinating too long.
- A. having started
 - B. to have started
 - C. get started
 - D. getting to start
49. _____ the last day on the job Jackson couldn't go on with the task at hand.
- A. This being the
 - B. As having been
 - C. It had been
 - D. It's time is was

Task 6. Country studies. Questions 50 – 54.

50. Scotland has given the world a lot of world-famous actors. Which of these celebrities is NOT Scottish-born?

- A. Ewan McGregor
- B. Sean Connery
- C. Anthony Hopkins
- D. Gerard Butler

51. An extraordinary genius and proficient physicist, mathematician, astronomer and alchemist, _____ is considered to be the greatest and the most influential scientist who ever lived. One of the paramount contributors of the 17th century Scientific Revolution, he developed the principles of modern physics highlighting the concepts of universal gravitation and laws of motions which remained at the forefront of science for centuries after.

- A. Henry Cavendish
- B. George Stephenson
- C. Michael Faraday
- D. Isaac Newton

52. Arrange the following events in the chronological order:

- A. 'Twelfth Night, or What You Will' by Shakespeare
- B. The Wars of the Roses
- C. 'Childe Harold's Pilgrimage' by Lord George Byron
- D. Gunpowder Plot
- E. Beheading of England's King Charles I



53. Mick Jagger, Keith Richards, Brian Jones, Charlie Watts and Bill Wyman were the members of one of the most influential British rock bands of all time _____.

- A. The Who
- B. Rolling Stones
- C. Oasis
- D. Pink Floyd

54. "Oliver Twist" wasn't the only thing Charles Dickens wrote. Which of these titles were NOT written by Dickens?

- A. Vanity Fair
- B. A Tale of Two Cities
- C. The Pickwick Papers
- D. David Copperfield

IV. WRITING

Write about the following topic:

In order to be truly employable, the educated person should be able to demonstrate not just knowledge but also the ability to work in teams.

How can teamwork best be encouraged and assessed in educational setting?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write 180-200 words in the lines provided below.



ANSWER SHEET

Вариант 2

10 -11 Grades

Listening		Use of English		30					
1		1		31					
2		2		32					
3		3		33					
4		4		34					
5		5		35					
6		6		36					
7		7		37					
8		8		38					
9		9		39					
10		10		40					
Reading		11		41					
1		12		42					
2		13		43					
3		14		44					
4		15		45					
5		16		46					
6		17		47					
7		18		48					
8		19		49					
9		20		50					
10		21		51					
11		22		52					
12		23		53					
13		24		54					
14		25		Listening					
15		26		Reading					
16		27		Use of English					
		28		Writing					
		29		TOTAL:					

Наличие любых электронных устройств (даже в выключенном состоянии), а также шаргалок, приравнивается к их использованию



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