

Межрегиональная предметная олимпиада КФУ
по предмету «Английский язык»
Очный тур
2017-2018 учебный год
11 класс

Исправления не допускаются.

PART 1. USE OF ENGLISH. TIME: 50 minutes. Maximum: 30 marks.

TASK 1.1. For questions 1-15, read all the text below and think of the word which best fits each space. Use only **ONE** word in each space. There is an example at the beginning (0) (max 15).

Tourists in the British holiday resort of Blackpool (0) have no excuse to be without a book to read on the beach this summer, (1) _____ to the launch of the UK's first mobile seafront library. For the two months of high season, two local students will be pushing a multicolored barrow (2) _____ the deck chairs and sun shades on the beach, handing (3) _____ novels and reading advice to some of the resort's sixteen million visitors.

The scheme, (4) _____ has been launched by the local council's library and information service, relies (5) _____ second-hand books, specially donated (6) _____ the people of the town. This means that borrowers can either keep, return (7) _____ swap the books. In (8) _____ event of poor weather the two students, Catherine and Melanie, will be offering indoor storytelling sessions for children instead.

Both women have been selected for their combination of good humour, love (9) _____ books and fitness. They will be trying to persuade people sitting on the beach to (10) _____ down their newspapers and (11) _____ into a book instead. Holiday reading, they insist, isn't just to (12) _____ with relaxation, it's a chance to read things you (13) _____ not otherwise have time to try. The only problem that Catherine and Melanie foresee is that they might (14) _____ out of books. (15) _____ the idea is a success, other resorts could soon be following Blackpool's example.

TASK 1.2. For Questions 1-15, complete the second sentence so that it has a similar meaning to the first one, using the word given in brackets. **Do not change the word given.** You must use between *two* and *five* words, including the word given. Here is an example (0). (max 15).

0 You must write all your personal details on this form.

fill

You must *fill in this form with* all your personal details.

- I'd love to go on holiday in March, but that's my busiest month. (**wish**)
I _____ go on holiday in March, but that's my busiest month.
- 'Harry, I think you should cancel the concert if this rain continues,' John said. (**advised**)
John _____ the concert if the rain continued.
- Not many students attended Dr. Brown's lecture on politics. (**number**)
Only _____ students attended Dr Brown's lecture on politics.
- City residents are going to organise a campaign to reduce street noise. (**be**)
A campaign to reduce street noise _____ by city residents.
- After the accident Brenda was confused and did not recognise her brother. (**so**)
After the accident Brenda _____ did not recognise her brother.

6. Peter hasn't seen his aunt Lucy for years. (**saw**)
It's _____ his aunt Lucy.
7. The police said John had stolen the money. (**accused**)
The police _____ the money.
8. Tania has a mobile phone because her son may need to contact her. (**in case**)
Tania has a mobile phone _____ to contact her.
9. The reason Gloria didn't tell us the truth is that she was afraid of our reaction. (**if**)
Gloria would have told us the truth _____ afraid of our reaction.
10. The students organised a show but they postponed it due to lack of funds. (**put**)
The students organised a show but they _____ of lack of funds.
11. The police were there to make sure that the crowd did not invade the football pitch. (**prevent**)
The police were there to _____ the football pitch.
12. During the storm, they did not let the children leave the school building. (**allowed**)
During the storm, the children _____ the school building.
13. The heavy summer rainfall has caused severe floods. (**brought**)
Severe floods _____ the heavy summer rainfalls.
14. It is not advisable for Jane to request a bank loan at the moment. (**ought**)
Jane _____ a bank loan at the moment.
15. Although Tom eats large amounts of chocolate, he never puts on weight. (**spite**)
Tom never puts on weight _____ large amounts of chocolate.

PART 2. READING COMPREHENSION. TIME: 50 minutes. Maximum: 30 marks.

**TASK 2.1. You are going to read an article about a white-water rafting adventure. Seven sentences have been removed from the article. Choose from the sentences A-H the one which fits each gap (1-7). Put the correct letter into the square. Here is an example.

Z

 There is one extra sentence which you do not need to use.**

**Then determine whether the sentences are true, false or the information is not given. Here is an example.

NG	T	F
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 (max 15)**

A Coward's Adventure

Even though I'm a writer for *Outdoor Adventures Magazine*, everyone at my office knows in actual fact I'm a bit wary of anything remotely resembling an "outdoor adventure". That's why my boss likes to give me these projects. He thinks I'm the perfect candidate because, like most people, I'm often afraid to try something new. However, upon my return from an assignment I have usually not only conquered any fears I originally had, but also become quite an enthusiast of the activity as well!

This month's hair-raising adventure – whitewater rafting - was no exception. The minute my boss told me about it, I felt very nervous. 1

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 But now that I've completed the assignment, I'm happy to report that I found it extremely enjoyable.

In order to get some information about whitewater rafting, I called Nigel Dossett, who runs Scotland's foremost white-water rafting centre in Perth. The first thing he told me was that not all rafting trips are the same. 2

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 It's important for the public to be aware of this before booking a trip, in order to determine how hard or easy a rafting course should be. The goal is to spend more time in the raft than in the water, so it's best to take it easy the first time out.

Upon my arrival at Nigel's Extreme Raft World Centre, I saw that there were several dozen people there for the day's rafting activities. 3

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 We were then given a safety briefing about some of the dangers to watch out for, such as boulders, fallen trees, sharp underwater rocks, waves and anything else that could block a raft's forward movement.

We were put into groups of six, plus a guide, based on skill and level of experience. 4

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 I put on my wetsuit, life jacket and crash helmet and climbed aboard, hoping he was right. With the first

few strokes of the paddle, I could feel excitement begin to replace my fear. The river caught us in a gentle flowing motion, rocking and pulling us smoothly towards the first rapid.

Suddenly our guide shouted "Forward paddle!" and everyone started paddling excitedly. We steered around boulders as huge waves crashed over us, soaking the entire boat. 5 It was remarkable how much team spirit had sprung up immediately between the members of my boat.

We eventually stopped for lunch at a lovely spot on the river under a huge oak tree. 6 It was satisfying to see that such an exciting and fun sport could be enjoyed by such a wide variety of people.

My trip was much better than I had expected, and the scenery, the accommodation, the rushing river and the thrill of the ride were all amazing. 7 I recommend it for anyone, from the fit to the couch potato, the young to the old, and even for cowards like yours truly!

A Nigel began by explaining the differences in the difficulty levels and asked us to be honest about our paddling experience.

B Without a doubt, white-water rafting is one of the most exciting outdoor adventures.

C Although we were drenched, everyone was laughing and yelling as we worked together to drive the raft forward.

D The thought of battling raging river rapids in a flimsy rubber boat was almost enough to make me call in sick.

E Chatting as we relaxed, I found that everyone's background was different, including a stockbroker and a housewife.

F It all depends on what each individual feels like doing on that particular day.

G I was in a medium difficulty group, and our guide assured us that the ride would be lots of fun without being too dangerous.

H He said that rapids are broken down into different classifications - anything from very calm to very dangerous.

8. The author's boss sends him to outdoor projects because he is an enthusiast of all activities.

9. The author sometimes calls in sick from work.

10 The guide warned the group about the potential dangers of the trip.

11. The author is afraid of new experiences.

12. All white-water rafting trips are similar.

13. The people who took part in the white-water rafting were all young.

14. The author was excited before the white-water rafting trip.

15. The boat became wet soon after the first paddling.

TASK 2.2. Read the text about five people with different careers, choose from the people (A-E) for questions 1-15. The people may be chosen more than once. (max 15)

Which person or people

admits they weren't good at one aspect of their job at first? 1

changed their career plans because they wanted a steady income? 2

benefited from drawing attention to their own ability? 3

raised an issue that improved colleagues' working conditions? 4

went abroad to live? 5

followed a parent's advice? 6

is self-taught in their field? 7

regards working as better than being in higher education? 8

- used their reputation to build up their business? 9
- mentions having a restricted social life? 10
- enjoys working with a particular type or group? 11
- is self-employed? 12
- is in charge of other workers? 13
- would like to develop their career in a new direction? 14 15

HOW I GOT HERE

A Lisa Jones - *Secondary School Teacher*

My mum was a teacher, and when I was small, it was a little awkward having her teach in the same school I attended. But after I grew up and met some of her former students, I realised what a difference she had made in people's lives. I started out as a teacher's assistant, but one day I daringly stepped out of my place and tried out some innovative teaching techniques. The head teacher got to hear about it, and was so impressed that I moved on to teaching my own class. I really enjoy teaching at secondary level, because I find that teenagers are very engaging and we have some great discussions about modern issues in class.

B Sarah Booth - *Office Administrator*

All I wanted at seventeen was to keep from going to university like all my friends, so I took a management course and then went to work as an office manager in a small real estate company. In the beginning I was a little nervous about making decisions that would have an impact on the entire office, but my boss is a close friend and luckily had faith in me and my abilities. My friends who are still at university don't appreciate the fact that I have a lot of responsibility right now and that I supervise a large number of employees. They're always calling me to go out - to parties or for pizza, but I usually turn down their invitations because I have to get up early the next day to go to the office.

C Tom Dunmore - *Diving Instructor*

I am very interested in the field of marine biology and I devoted my younger years to researching and writing a book on the subject. I then went on to get my diving certificate. I started working in England as an instructor, but when I realised there was no real future for me there, I moved to the Caribbean. I started with a diving company in the British Virgin Islands, which was great, but I noticed that the equipment was somewhat outdated. When I pointed it out to my boss, he was so surprised that he immediately ordered new gear for all the instructors. I soon fell in love with the island lifestyle. I enjoy my job, as well as my time off, and now life is perfect.

D Barbara Hammond - *Illustrator*

After art school I really wanted to become a 'serious' artist, but I knew that I couldn't be sure of supporting myself financially if I did. Then Mum suggested I try book illustration. She's pretty wise and she soon convinced me. I started at a small publishing company that produces children's books. I love working there, but in the beginning I was hopelessly disorganized - I kept ordering the wrong types and amounts of supplies. I eventually got the hang of it, though. Recently I branched out into drawing a weekly cartoon for the local newspaper in my spare time, and I hope it will lead to more work of the same kind, perhaps with a national newspaper.

E Kenneth Steward - *Jewellery Designer*

I never imagined I would end up doing this kind of work, and I actually fell into it by accident. I wanted to buy my mother a brooch for her birthday, but I couldn't find one I liked, so I decided to design my own. Some of her friends saw it and liked it so much that I started to get requests on a regular basis for new designs. My mother likes to boast that her son is a designer, but I wonder what her friends would think if they knew that I haven't had any formal training. My brooch designs became so popular that local jewellery stores began calling me for advice on their own jewellery lines, which is how my new jewellery consulting company was born. That's growing rapidly, and I'm also planning to take on some people to help me so I can expand into mail-order jewellery.

PART 3. DISCOURSE MARKERS. TIME: 30 minutes. Maximum: 15 marks. Answer the question by giving an idiomatic answer with no more than 5 words. Example: How would you call a person who is utterly incompetent? – He doesn't know (how many beans make five).

1. What saying states that there are advantages and even comfort in every situation? *Every*
... ..
2. How would you call a person who is very clumsy and crashes everything he comes across? *A bull*
3. What would you say when a person is happy? *He's on*
4. When someone tries to deliberately conceal the unsolved problem, how would you characterize the situation? The problem is *swept*
5. If something happens very seldom, what do we say? It happens *once*
6. If a person is poor and tries to survive by economizing on everything, he tries *to make*
7. When two people talk about two different things and don't understand each other, they talk
....
8. If a person wants to know everything and is very curious about it, we can say that he wants *to have*
9. When we don't understand something, we *can't make* about it.
10. How would you say that once you have uttered a word you can't take it back? *A word*
....
11. How would you call a person who is quick-witted and knows what to say in any situation? ...
... ..
12. How would you call a person who is rather distant and unfriendly?
13. How would you call an absolutely crazy person?
14. How would you call a young talented person who is considered to be a genius?-....
15. How would you call a person who does everything very slowly and without desire?-....

PART 4. ETYMOLOGY. TIME: 10 minutes. Maximum: 5 marks. Which language is the following word taken from? Example: government – French.

1. Hurricane -
2. Algorithm -
3. Chess -
4. Aristocracy -
5. Ginseng -

PART 5. WRITING. TIME: 40 minutes. Maximum: 20 marks. Write a story according to the terms:

You have been asked to write a story for a new English-language magazine for young people.

The story must begin with this sentence:

Something on the floor caught my eye. When I got it, it was a talisman on a chain. I put it on my neck and suddenly... I was able to read people's minds.

- Give your story an interesting title.
- Develop an entertaining and captivating storyline.
- Write between 250-300 words.

Итоговый балл _____

(подпись проверяющего)

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1.1

1 thanks	9 of
2 between/ among(st)/ around	10 put
3 out	11 get
4 which	12 do
5 on	13 might / may
6 by	14 run
7 or	15 If
8 the	

1.2

1 wish I could (I was / I were able to)	9 if she had not been
2 advised Harry to cancel	10 put it off because
3 a small (tiny) number of	11 prevent the crowd from invading
4 is going to be organized	12 were not / weren't allowed to / eave
5 was so confused (that) she	13 have been brought about
6 (been) years since Peter saw	14 oughtn't / ought not to request
7 accused John of stealing (of having stolen)	15 in spite of eating
8 in case her son needs	

2.1

1 – D,	9 – NG,
2 – H,	10 – F,
3 – A,	11 – T,
4 – G,	12 – F,
5 – C,	13 – NG,
6 – E,	14 – F,
7 – B,	15 – T.
8 – F,	

2.2

1 – B, 2 – D, 3 – E, 4 – C, 5 – C, 6 – D, 7 – D, 8 – B, 9 – E, 10 – B, 11 – A, 12 – D, 13 – B, 14 – D, 15 – E.

3

1. cloud has a silver lining.	
2. in a china shop.	9. heads or tails.
3. cloud nine.	10. spoken is past recalling.
4. under the carpet.	11. a smart Alec.
5. once in a blue moon.	12. a cold fish.
6. both ends meet.	13. round the bend.
7. apples and oranges.	14. a whiz-kid.
8. a finger in every pie.	15. a slow-coach

4. Spanish, Arabic, Persian, Greek, Chinese

PART 5.WRITING.

Задания пятой части Writing оцениваются каждое по 20 баллов. Максимальное количество баллов – 20.

Критерии оценивания каждой работы даны в таблице.

Внимание! При оценке 0 по критерию "Содержание" выставляется общая оценка 0.

		ОФОРМЛЕНИЕ (максимум 10 баллов)			
		Орфография и пунктуация (максимум 2 балла)	Грамматика (максимум 3 балла)	Лексика (максимум 3 балла)	Композиция (максимум 2 балла)
СОДЕРЖАНИЕ (максимум 10 баллов)	Коммуникативная задача полностью выполнена с учетом цели высказывания и адресата. Тема раскрыта полностью. Участник демонстрирует оригинальный подход к раскрытию темы. Участник уложился в заданный объем (допускаются отклонения в сторону увеличения или уменьшения объема текста до 10 %).				
БАЛЛЫ (за содержание)	9-10				

<p>2 балла</p> <p>Участник демонстрирует уверенное владение навыками орфографии и пунктуации. Работа не имеет ошибок с точки зрения орфографического и пунктуационного оформления.</p>		
<p>3 балла</p> <p>Участник демонстрирует грамотное и уместное употребление структур, необходимых для раскрытия темы. Работа не имеет ошибок с точки зрения грамматического оформления.</p>	<p>2 балла</p> <p>Участник демонстрирует грамотное и уместное употребление структур, необходимых для раскрытия темы. В работе имеются 1-2 незначительные грамматические ошибки.</p>	
<p>3 балла</p> <p>Участник демонстрирует богатый лексический запас, необходимый для раскрытия темы, точный выбор слов и адекватное владение лексической сочетаемостью. Работа не имеет ошибок с точки зрения лексического оформления.</p>	<p>2 балла</p> <p>Участник демонстрирует богатый лексический запас, необходимый для раскрытия темы, точный выбор слов и адекватное владение лексической сочетаемостью. В работе имеется несколько (1-2) незначительных лексических ошибок.</p>	
<p>2 балла</p> <p>Работа не имеет ошибок с точки зрения композиции.</p>	<p>1 балл</p> <p>В целом текст имеет четкую структуру, соответствующую заданной теме. Текст разделен на абзацы. В тексте присутствуют связующие элементы. Допустимы незначительные нарушения структуры, логики или связности текста.</p>	
<p>Коммуникативная задача выполнена с учетом цели высказывания и адресата. Тема раскрыта полностью, однако в работе не хватает оригинальности в раскрытии темы. Или участник не уложилась в заданный объем (отклонения в сторону увеличения или уменьшения объема текста от 10 до 20%).</p>	<p>Коммуникативная задача в целом выполнена, однако имеются отдельные нарушения целостности содержания. Тема раскрыта не полностью. не приведены все необходимые аргументы и/или факты. Или участник не уложилась в заданный объем (отклонения в сторону увеличения или уменьшения объема текста от 20 до 30%).</p>	<p>Коммуникативная задача выполнена частично. Содержание текста не полностью отвечает заданной теме. Или участник не уложилась в заданный объем (отклонения в сторону увеличения или уменьшения объема текста от 30 до 40%).</p>
<p>7-8</p>	<p>5-6</p>	<p>3-4</p>

<p>1 балл</p> <p>В тексте присутствуют орфографические и/или пунктуационные ошибки, которые не затрудняют общего понимания текста.</p>	<p>0 баллов</p> <p>В тексте присутствуют многочисленные орфографические и/или пунктуационные ошибки, затрудняющие его понимание.</p>
<p>1 балл</p> <p>В тексте присутствуют грамматические и/или синтаксические ошибки (более 2-х), не затрудняющие общего понимания текста. Или: используются простые, однообразные грамматические конструкции.</p>	<p>0 баллов</p> <p>В тексте присутствуют многочисленные грамматические ошибки, затрудняющие его понимание.</p>
<p>1 балл</p> <p>В целом лексический состав текста соответствует заданной теме, однако имеются неточности в выборе слов и лексической сочетаемости (более 2-х), которые не затрудняют понимания текста. Или: используется стандартная, однообразная лексика.</p>	<p>0 баллов</p> <p>Участник демонстрирует крайне ограниченный словарный запас. Или: имеются многочисленные ошибки в употреблении лексики, затрудняющие понимание текста.</p>
<p>Коммуникативная задача выполнена частично. Содержание текста не полностью отвечает заданной теме. Или участник не уложился в заданный объем (отклонения в сторону увеличения или уменьшения объема текста от 40 до 50%).</p>	<p>0 баллов</p> <p>Коммуникативная задача не выполнена. Содержание текста не отвечает заданной теме. Или участник не уложился в заданный объем (отклонения в сторону увеличения или уменьшения объема текста более 50%).</p>
<p>1-2</p>	<p>0</p>