

LISTENING (10 points)

Time: 10 minutes

You will hear a teacher giving students advice for exams. For items 1-10, choose the best option (A, B or C). You will hear the text twice.

1. The teacher wants the students to ...

A take notes after she has finished speaking.

B take notes while she is speaking.

C forget about taking notes.

2. The teacher suggests eating ...

A sugary snacks.

B only apples.

C fruit and cereals.

3. The teacher suggests finding a study place with a lot of ...

A light.

B space.

C books.

4. If students feel stressed they should ...

A go to bed.

B go out for a walk.

C drink some water.

5. Students are advised to ...

A select the important things to learn.

B read through everything once.

C make notes about every topic.

6. The teacher understands that repeating things can be ...

A difficult.

B uninteresting.

C tiring.

7. Students can do past exam papers ...

A in the library only.

B at home if they take photocopies.

C in the after-school study group.

8. The teacher recommends a break of five minutes every ...

A hour.

B two hours.

C thirty minutes.

9. It's important to ...

A eat regularly.

B sleep when you feel tired.

C keep hydrated.

10. The teacher is sure that the students will ...

A pass their exams.

B fail their exams.

C do their best.

Transfer your answers to the answer sheet

READING (15 points)

Time: 30 minutes

Task 1. Read an article about four young environmentalists. For questions 11 – 20, choose from the four people (A – D). The people may be chosen more than once. Mark your answers on the separate answer sheet.

Which person

11. is trying to explain how some behaviour has harmful effects?
12. followed up a talk by offering an opportunity for practical action?
13. says they were motivated by a desire to share their enthusiasm?
14. believes that an idea they came up with worked well?
15. selected something because it was relatively straightforward to deal with?
16. received public recognition for their environmental contribution?
17. says the future of the environment depends on a particular group of people?
18. mentions someone whose expert knowledge highlighted a problem?
19. helped to create a place that reflected their values?
20. mentions having to gain consent to start on a project?

Young environmentalists

Four young people talk about their involvement in environmental projects.

A

Lucy Walker

I won a national award for the work I did on a project to build an environmental centre made entirely out of green materials. It's a 100% carbon neutral building, which means that all the building materials were reused or recycled. The centre is somewhere kids can learn how to take care of the environment, but I realised that not everyone would have the opportunity to visit it. I therefore created an online curriculum guide, so kids could also learn about the environment in their schools. I translated it into Spanish as well so that it could be available to more people. All this took two years and I did it because I have a great love for the outdoors and being in the midst of wildlife, I wanted other young people to be able to experience the same passion that I feel.

B

Justin Day

While hiking near my home, I noticed a plant I didn't recognise growing along the side of the trail. My sister, a naturalist, told me the plant was an invasive, non-native plant that is toxic to local wildlife. I then discovered that there are a number of different types of non-native plants in

my area. Some excrete poisons into the ground so nothing can grow there for many years. I had to get permission from the local council to remove some of them, but I realised I couldn't do it alone. So I set up an environmental organisation to recruit other teenagers to give me a hand. We all learnt how to properly identify, remove and dispose of the invasive plants. Our focus has mainly been on a plant called *Dalmatian Toadflax*, which is easier to pull up, so anyone can do it. We also work on replanting areas with native grass and wildflower seeds.

C

Josh Benito

After seeing an article in the newspaper about an environmental competition, I felt inspired to do something related to planting trees so I set up a project at my local primary school. I gave a presentation to the kids teaching them about the importance of taking care of the environment and how trees can help. Then, each of the 300 pupils was given two young trees: one to take home and plant in their garden, and one to give to a neighbour or friend. I think the project was an effective way of getting the message across to more people. Attached to each tree was information about helping the environment and the name of the project. This experience has taught me leadership skills and how to organise a large group. I have also learned many things from having to meet and talk with many different individuals.

D

Erica Klek

When I was at primary school, my friend and I got really involved in aluminium can recycling and we also did a project on the greenhouse effect. Later on at high school I helped co-ordinate an environmental event because I wanted to make more people aware of important issues. It's our generation that's going to make or break the environment. Some teenagers don't know they're doing the wrong things, and I want to help them understand. I recently prepared a guide for students interested in organising similar activities in their own schools, which has been distributed to most of the schools in my area. I've also been helping to replant trees after they were destroyed in a hurricane. Unfortunately, we lost a lot, both exotic and native species.

Task 2

For items 21-25, read the text and choose the best answer for the questions below.

It began falling in the morning. I noticed it at the start of second period, biology, but I guess it could have started at the end of first period. There wasn't much to it at first, and it had been snowing a lot that month, so I didn't give it a great deal of thought. It was those small flakes, like

grains of sugar. By third period, the flakes had fattened up and got serious, and people were starting to talk about it.

‘Think they’ll let us out early?’ my friend, Pete said as we gathered our stuff and headed for our next class, Spanish. I looked out the window and sized it up. It was really coming down and there were already two or three centimeters on the windowsill.

‘Maybe,’ I said. ‘Is it supposed to be a big one?’ ‘Supposed to be huge: ‘Winter Storm Warning,’ ‘Where have you been?’ he said. ‘School, basketball practice, homework, whatever. Excuse me for not watching the weather forecast.’ ‘Well, if it’s as big as all that, they’ll probably let us go.’ ‘I hope you’re right, Weems,’ he said.

My name is Scotty Weems. I prefer ‘Scotty’, but most people, even my friends, call me ‘Weems’. I guess it’s easy to say. Anyway, I’m an athlete, so since I was a little kid, I’ve heard it shouted every time I’ve done something right and every time I messed up, too. These days it’s on the back of my basketball jersey. I like to think that someday people will be chanting it from the sidelines: ‘Weems! Weems! Weems!’ Chanting fans make any name sound good.

It was a Tuesday, and before the snow started falling the main thing on my radar was the start of the basketball season. The first game was supposed to be that night. So when Pete said, ‘Think they’ll let us out early?’ what I heard was, ‘Think they’ll cancel the game?’ Pete Dubois was one of my best friends, him and Jason Gillispie. The three of us were pretty tight. Pete blended in.

It was sort of his role. It might sound strange, being known for what you aren’t, but Pete wasn’t super hip or incredibly smart. He listened to mainstream rock and wore whatever clothes he’d been given by his parents. You needed some kids like that, otherwise all you had were competing groups, all dressed in outfits that amounted to uniforms and trying to play their music louder than yours.

So for Pete, early dismissal just meant more time at home, playing video games and eating pizza. For me, it meant not collecting the payoff for all those hours of practice I’d put in over the off-season, all those jump-shots I’d taken in the gym and out in the driveway. ‘They’re going to cancel the game,’ I said to Pete. ‘That’s for sure.’ ‘Oh, yeah,’ said Pete. ‘That’s bad.’

Pete didn’t play basketball, not in a team anyway. Neither did Jason. They were the same friends I’d always had, the neighborhood kids I’d ridden bikes with when we were nine. I guess it’s kind of weird to still have the same friends as when you were a little kid. It’s not like you’re expected to move on by high school, but you’re definitely allowed. And most sporty kids run in packs, you know? But I had only just got onto the first team, so I was still kind of an outsider there anyway. I knew those guys would like me just fine when I became one of the top players, and that was my goal for this season. As for my real friends, Pete and Jason, I didn’t have to prove anything to them.

- 21.** How does Scotty say he felt about the snow at first?
- A It was far too boring to think about.
 - B It was no real cause for concern.
 - C He was shocked by its sudden appearance.
 - D He was relieved it was only falling lightly.
- 22.** What does Scotty say about being called ‘Weems’?
- A It is appropriate for an athlete.
 - B He thinks his supporters will find it memorable.
 - C He has become accustomed to it.
 - D He regards it as an expression of admiration.
- 23.** What does the underlined ‘like that’ refer to?
- A being an average type of person
 - B being interested in rock music
 - C wearing carefully chosen clothes
 - D hiding your real personality
- 24.** What does ‘not collecting the payoff’ mean?
- A failing to take a break from
 - B doubting the result of
 - C getting fed up with
 - D missing out on the rewards of
- 25.** What point is Scotty making when he talks about sporty kids running in packs?
- A they have a shared natural ability
 - B they grew up together in the same neighbourhood
 - C they have a strong group identity
 - D they are all motivated to achieve

Transfer your answers to the answer sheet.

USE OF ENGLISH (30 points)

Time: 40 minutes

Task 1. For items 26–33, read the text below and think of the word which best fits each gap. Use only one word in each gap.

The history of surfing undoubtedly goes back a long way. It seems to (26) formed a central part of the culture of the Polynesian people, who were inhabitants of islands in the Pacific Ocean (27) as Samoa, Tonga and Hawaii. These people did not regard surfing (28) a mere recreational activity. For them, it was much (29) of an art.

Although surfing disappeared from many parts of Polynesia in (30) early twentieth century, a small number of people in Hawaii kept the tradition alive. In 1912, it spread to the east coast of the United States, and in particular to Virginia Beach, (31) became an important surfing centre.

Surfing developed quite rapidly from then on, and the design of surfboards became more sophisticated. However, (32) was not until the 1960s that surfing came to be a truly global phenomenon, boosted not only by the success of surfing films (33) also by pop songs about surfing culture.

Task 2. For items 34-45, read the text below and decide which option (A, B, C or D) best fits each gap.

Hunting for dinosaurs

Marge Baisch was riding on her parents' farm in Montana in the USA when she noticed what at first (34) seemed to be the bone of a cow. In fact, it (35) out to belong to a dinosaur called a triceratops. About 65 million years ago, dinosaurs regularly (36) near huge rivers in this part of Montana. Luckily for modern day dinosaur enthusiasts, the (37) here were perfect for preserving those that died there. However, once prehistoric bones are (38) to the air, they can become fragile, so it is important (39) find and preserve them before they disappear into the dust.

Since Marge's discovery, her family have found the (40) of hundreds of dinosaurs, some of which they have (41) to museums. Many tourists visit (42) farm in the hope of coming across something unusual. The tourists may not stand much (43) of discovering an entire skeleton, but they (44) still very enthusiastic! The Baische family often allow them to keep whatever they find, although some scientists (45) of this policy.

34.	A view	B sight	C x	D time
35.	A sorted	B worked	C turned	D pointed
36.	A combined	B gathered	C concentrated	D united
37.	A conditions	B situations	C arrangements	D settings

**Школьный этап Всероссийской олимпиады школьников по английскому языку
2022-2023 уч.г. 9-11**

38.	A emerged	B displayed	C appeared	D exposed
39.	A x	B but	C as	D to
40.	A ruins	B records	C results	D remains
41.	A contributed	B donated	C provided	D awarded
42.	A a	B some	C x	D the
43.	A possibility	B opportunity	C chance	D potential
44.	A nevertheless	B are	C may	D stand
45.	A disapprove	B accuse	C criticise	D prohibit

Task 3. For items 46-55, choose the correct option (a, b, c or d) to fill in each gap.

46. Isabel wondered: "Can he ... to Maggie on purpose now?"
a. to lie; b. be lying; c. has lied; d. will lie
47. No sooner ... she ... out the blouse than it faded.
a. had wrung; b. would wring c. has wrung; d. wrung
48. The niece thought of going to ... hospital until it was too late for visitors.
a. –; b. a; c. the; d. an
49. If the policeman ... on the criminal yesterday, he would have investigated the crime already.
a. would spy; b. has spied; c. had been spied; d. had spied
50. The producer thought that there was no point ... staging the play in summer as the company would have to tour the country then.
a. of; b. on; c. at; d. in
51. Have you ever heard Christine ... about the misfortunes she has gone through?
a. complain; c. to have complained;
b. to complain; d. being complained
52. Scarcely had the apartment been swept ... the cleaners were enveloped in a cloud of dust.
a. than; b. when; c. then; d. while
53. The owner of the plant knew he would have to fire 50 people and at last he was made ... the definite answer.
a. to give; b. give; c. have given; d. having given
54. The conductor decided ... playing this piece of music one more time as the musicians were really tired.
a. on; b. against; c. for; d. with
55. You will never master the technique of ballet dance without ... every day for more than 7 hours.
a. to practise; c. being practised;
b. having practised; d. practicing

Transfer your answers to the answer sheet.