

*Школьный этап всероссийской олимпиады школьников
по английскому языку
2023/24 учебный год
9 класс*

LISTENING
(7 points)
Time: 10 minutes

You will hear a dialogue. Decide which of the answers **A-D** is correct.
You will hear the recording twice.

- 1 How did Ben learn about the project?
 - A) His teacher informed him.
 - B) **His friend told him.**
 - C) From the newspaper "My Dream school"
 - D) His mother told him.
- 2 Why does Andy like working in a team?
 - A) It is easier to work together.
 - B) You can't discuss problems.
 - C) You can work faster.
 - D) **You can share ideas.**
- 3 When does Ben work in the library?
 - A) When his parents are at home.
 - B) When he works with friends.
 - C) **If he needs to search for information.**
 - D) If he needs a noisy place.
- 4 Where will Ben and his friend do the project?
 - A) At school.
 - B) In the Internet café.
 - C) **At home.**
 - D) In the library.
- 5 What kind of swimming-pool are the boys going to design?
 - A) Outdoor.
 - B) Scientific.
 - C) A pool for kids.
 - D) **Indoor.**
- 6 Where do they plan eating?
 - A) In the laboratory.
 - B) **In the canteen.**
 - C) Nowhere.
 - D) Outdoors.
- 7 Which lessons will take place outdoors?
 - A) English.
 - B) PE.
 - C) **Biology.**
 - D) Science.

READING

(13 points)

Time: 30 minutes

Part 1

Read the text. Choose the correct ending (A,B,C,D) to the sentences 1-7.

In 1997, a group of twenty British women made history. Working in five teams with four women in each team, they walked to the North Pole. Apart from one experienced female guide, the other women were all ordinary people who had never done anything like this in their lives before. They managed to survive in an environment which had defeated several very experienced men during the same few spring months of that year. Who were these women and how did they succeed where others failed?

In 1995 an advertisement about a selection for the expedition was put in several British newspapers. Nearly one hundred women took part in the first selection weekend and then, after several training expeditions designed to weed out unsuitable applicants, twenty women were chosen. The youngest of these was twenty-one and the oldest fifty-one. In the group there was a mother of triplets, a teacher, a flight attendant and even a film producer.

They were a mixed bunch but they all really wanted to take part in the venture and make it a success. Each of the women agreed to raise the £2500 needed for the expenses and the airfare to Canada, where the expedition began. They also committed themselves to following an intensive physical training programme before leaving the UK so that they were fit enough to take part in the expedition without endangering their own or others' lives.

The women set off as soon as they were ready. Once in the ice, each woman had to ski along while dragging a sledge weighting over 50 kilos. This would not have been too bad on a smooth surface, but for long stretches, the Arctic ice is pushed up into huge mounds two or three metres high and the sledges had to be hauled up one side and carefully let down the other side so that they didn't smash. The temperature was always below freezing point and sometimes strong winds made walking while pulling so much weight almost impossible. It was also very difficult to put up their tents when they stopped each night.

In such conditions the women were making good progress if they covered fourteen of fifteen kilometers a day. But there was another problem. Part of the journey was across a frozen sea with moving water underneath the ice and at some points the team would drift back more than five kilometers during the night. That meant that after walking in these very harsh conditions for ten hours on one day, they had to spend part of the next day covering the same ground again. Furthermore, each day it would take three hours from waking up to setting off and another three hours every evening to set up the camp and prepare the evening meal.

So, how did they manage to succeed? They realised that they were part of a team. If any one of them didn't pull her sledge or get her job done, she would be jeopardizing the success of the whole expedition. Any form of selfishness could result in the efforts of everyone else being completely wasted, so personal feelings had to be put to one side. At the end of their journey, the women agreed that it was mental effort far more than physical fitness that got them to the North Pole.

1. What was so extraordinary about the expedition?

- A) There was no one to lead it.
- B) The women did not have any men with them.
- C) The women had not met one another before.
- D) It was a new experience for most of the women.

2. What did the women who answered the advertisement have in common?

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- A) They all wanted to achieve a goal.
- B) They had all suffered pain and discomfort.
- C) They all had plenty of money.
- D) They were about the same age.

3. What does underlined 'these' refer to?

- A) all the applicants
- B) the training expeditions
- C) the women who went on the trip
- D) the unsuitable applicants

4. What did each woman have to do before the start of the expedition?

- A) visit Canada
- B) learn to ski
- C) get fit
- D) meet the other women

5. On the expedition, the women had to be careful to avoid

- A) falling over on the ice.
- B) being left behind.
- C) getting too cold at night.
- D) damaging the sledges.

6. It was difficult for the women to cover 15 kilometres a day because

- A) the ice was moving.
- B) they got too tired.
- C) they kept getting lost.
- D) the temperatures were too low.

7. What is the main message of the text?

- A) Women can do anything they want.
- B) Motivation and teamwork achieve goals?
- C) It is sometimes good to experience difficult conditions.
- D) Arctic conditions are very harsh.

Part 2

Read the text and fill in the gaps **8-13** with the correct phrases **A-G**. One phrase is extra.

There is a tendency to think of each of the arts **8. D. as a separate area of activity.** Many artists, however, would testify to the fact that there has always been a warm relationship between the various spheres of human activity. For example, in the late nineteenth century the connection between music and painting were particularly close. Artists were commissioned to design costumes and sets for operas and ballet, but sometimes it was the musicians **9. F. who were inspired by the work of contemporary**

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painters. Of the musical compositions **10 G. that were conceived as responses to the visual arts**, perhaps the most famous is Mussorgsky's Pictures at an Exhibition. Mussorgsky composed the piece in 1874 after the death, at the age of 39, of the artist Victor Hartmann. **11 E. though their friendship had not been a particularly long-standing one**, Mussorgsky was shattered by Hartmann's untimely death. The following year a critic, Vladimir Stasov, decided to hold an exhibition of Hartmann's work. He suggested that Mussorgsky try to soothe his grief by writing something to commemorate Hartmann's life and work. The exhibition served as Mussorgsky's inspiration. The ten pieces that make up Pictures at an Exhibition are intended as symbols **12 A. rather than representations of the paintings in the exhibition**. Between each is a promenade, as the composer walks from one painting to another. The music is sometimes witty and playful, sometimes almost alarming and frightening, but always spellbinding. Through a range of startling contrasts, Mussorgsky managed to convey the spirit of the artist and his work. **13 B. although it was originally intended as a series of pieces for solo piano**, the composer Ravel, who had already managed to carry off successful adaptation of many works for solo instruments, wrote an orchestral version of Pictures at an Exhibition in 1922.

C. as they were very close to each other in arts (extra)

USE OF ENGLISH
(20 points)
Time: 30 minutes
Part 1

Match the idioms **1-5** from the left column and their synonymous expressions **A-E** from the right one.

1	Spick and span <i>Kate keeps her home spick and span, she is a perfect housewife.</i>
2	To catch one's eye <i>She saw him across the room but could not catch his eye.</i>
3	A chip of the old block <i>He used to be the best dentist in town, and it appears his son is a chip of the old block.</i>
4	To set the world on fire

A	Just barely, in the last moment, thanks to the last moment's luck
B	To attract one's attention
C	To be very successful
D	Be very much like one's parent (usually about boys or men)

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	<i>Tom may not set the world on fire, but I believe he will be a competent engineer.</i>
5	Ty the skin of one's teeth He almost failed his exams and got into college by the skin of his teeth.

E	Neat and clean

1E 2B 3D 4C 5A

Part 2

For sentences **6-20** read the text below and decide which answer **A, B, C or D** best fits each space. Here is an example (0).

Dear Ivan,

I know it's been since I wrote to you but I've been very busy we decided to move to the country. The house in the village is not quite ready , but as you can imagine the last few weeks we've had to organize builders and plumbers and we've got a long way to go.

It's been such a long time since we work on it I've almost forgotten how long it's been exactly. We must have started it about seven years and we've spent a small fortune on it. We are living in our cramped flat where you us a few years ago but it to get unbearable and we to moving out. We are still around from morning night and it's been particularly hectic the last week.

Anyway, all of this was going on Karen fell and sprained her ankle which was the last thing we needed !

0	A	long time	B	sometimes	C	ages	D	lately
6	A	Ever since	B	Every time	C	While	D	Before
7	A	Still	B	Already	C	Soon	D	Yet
8	A	For	B	As	C	While	D	Since
9	A	Yet	B	Still	C	Nearly	D	Already
10	A	Started	B	have started	C	Did start	D	Start
11	A	Before	B	Previous	C	Aggo	D	Since
12	A	Still	B	Already	C	Not	D	Yet
13	A	Still	B	Already	C	Yet	D	Longer
14	A	Were visiting	B	Have visited	C	Visited	D	Had been visited
15	A	Is beginning	B	Begun	C	Begins	D	Begin
16	A	Have looked forward	B	Looked forward	C	Will look forward	D	Are looking forward
17	A	Rush	B	Rushing	C	Rushed	D	Be rushed
18	A	Till	B	Into	C	And	D	Through
19	A	From	B	During	C	In	D	While

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20	A	While	B	During	C	in	D	For
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WRITING (20 points)

Time: 40 minutes

1. Write as many words that mean “good” and “bad” as you can.

GOOD	BAD
<i>great</i>	<i>terrible</i>
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

2. Use the written words (or their forms) in the following task. Write a review of a website of your choice. You should mention:

1. downloading
2. content
3. presentation
4. graphics
5. sound
6. special features



3. Use the verb “to be ” in your review not more than only four times. You should write **100-140 words**.

Критерии оценивания письменного задания (обзор сайта): (9 класс)

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При оценивании задания учитывается количество слов. Необходимое количество слов для выполнения этого задания – 100-140. Сокращение

объема на 10% и более, ведет к снижению финальной оценки за это задание на 5 баллов.

Увеличение объема на 10% и более влияет на общую оценку. Оценивается тот объем работы, который обозначен в задании.

баллы	Содержание	Оформление			
		Лексика (максимум 3 балла)	Грамматика (максимум 3 балла)	Орфография и пунктуация (максимум 3 балла)	Аккуратность (1балл)
	Содержание (максимум 10 баллов) Внимание! При оценке 0 по критерию "Содержание" выставляется общая оценка 0				
10	Коммуникативная задача полностью выполнена. В работе 1. есть 10 и более прилагательных- 26 2. есть название сайта- 26 3. описаны 6 пунктов о сайте- 66	3 балла Участник демонстрирует богатый лексический запас, необходимый для раскрытия темы. Работа не имеет ошибок с точки зрения лексического оформления.	3 балла Участник демонстрирует грамотное и уместное употребление структур, необходимых для раскрытия темы. Работа не имеет ошибок с точки зрения грамматического оформления. В работе не более 4 предложений со структурой "IT IS"	3 балла Участник демонстрирует уверенное владение навыками орфографии и пунктуации. Работа не имеет ошибок с точки зрения орфографического и пунктуационного оформления.	1 балл Работа оформлена аккуратно, все читаемо
Минус 16	Коммуникативная задача выполнена. Тема раскрыта, однако в работе не выполнен или частично выполнен один или более пунктов задания (см. выше). За невыполнение пункта снимается 2	2 балла В целом лексический состав текста соответствует заданной теме, однако имеются неточности в выборе слов и лексической сочетаемости (1-2), которые не затрудняют понимания текста. Или: используется	2 балла В целом лексический состав текста соответствует заданной теме, однако имеются неточности в выборе слов и лексической сочетаемости (1-2), которые не затрудняют понимания текста. Или: используется	2 балла В тексте присутствует ряд незначительных грамматических и/или синтаксических ошибок, не затрудняющих общего понимания текста (1-2).	0 баллов Работа оформлена небрежно, невозможно прочитать слово(а), есть зачеркивания

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	балла, за частичное выполнение пункта снимается 1 балл.	стандартная, однообразная лексика. Используются менее 5 прилагательных.	стандартная, однообразная лексика.		
0 баллов	Коммуникативная задача не выполнена. Не выполнен ни один из 6 пунктов задания), или объем работы менее 50% от заданного.	0 баллов Участник демонстрирует крайне ограниченный словарный запас. Или: имеются многочисленные ошибки в употреблении лексики, затрудняющие понимание текста. (больше 3).	0 баллов В тексте присутствуют многочисленные грамматические ошибки, затрудняющие его понимание. (больше 3).	0 баллов В тексте присутствуют многочисленные орфографические и/или пунктуационные ошибки, затрудняющие его понимание (больше 3).	