



**Краевая многопредметная дистанционная
олимпиада школьников «Интеллект-2006»
Английский язык
10 класс**

two point questions

This text is part of the index to the Yellow Pages. It shows which pages you must look on to find the telephone numbers for different services. Read the text and then answer the questions.

M 1684 CLASSIFIED A-Z INDEX

MEDICAL PRACTITIONERS

See: Doctors (medical practitioners) **515**

MEDICAL SUPPLIES 1048

MEDITATION

See: Complementary therapies **391**

Health clubs and fitness centres **812**

Stress management **1497**

Therapists **1533**

Yoga **1669**

MEMBERS OF PARLIAMENT

See: Political Organisations and Representatives **1246**

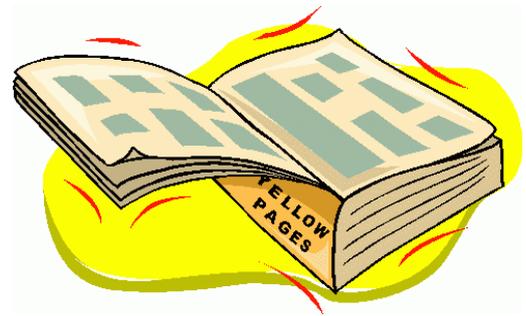
MENTAL HEALTH

See: Counselling and advice **438**

Doctors (medical practitioners) **515**

Psychologists **1265**

MINI CABS 1518



Questions

1. What is the main purpose of this text?

- A. To give information;
- B. To describe something;
- C. To sell something;
- D. To get rid of customers.

2. Where would you find this text?

- A. On a hospital noticeboard;
- B. In an A-Z;
- C. At the back of the Yellow Pages;
- D. In a trolleybus.

3. Which heading would come after 'Members of Parliament'?

- A. Men's clothing;
- B. Medical supplies;
- C. Meat markets;
- D. Motorcars.

Look at the following texts and then answer the questions below.

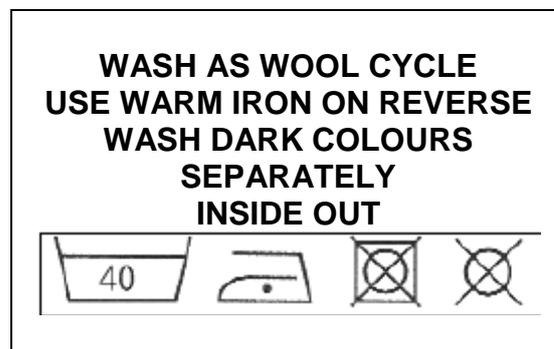
Advertisement

4.35	Back to the Future Part II
	Adventure sequel. Marty McFly and his girlfriend are whisked into the future—and Marty has to impersonate his son. (1989) (T) ★★★ See Films, pages 43–61

4. In the advertisement *Back to the Future Part II* is

- A. a funny film;
- B. a romantic film;
- C. an exciting film;
- D. a documentary film.

Text one



Text two



Questions

For each question, only one of the answers is correct. Write the letter of the correct answer.

5. In *Text one*, the sentence about tumble-drying is missing. Which of the following best fits the style?

- A. IT'S BETTER NOT TO TUMBLE DRY;
- B. PLEASE DON'T TUMBLE DRY;
- C. DO NOT TUMBLE DRY;
- D. EVERYTHING IS TUMBLE DRY.

6. In *Text one*, the first symbol gives more information about

- A. ironing the garment;
- B. washing the garment;
- C. drying the garment;
- D. making the garment.

7. Who can have reduced price lessons?

- A. beginners;
- B. instructors;
- C. students;
- D. train drivers.

8. The main purpose of *Text two* is

- A. to provide information;
- B. to advertise a service;
- C. to offer free advice;
- D. to tell a story.

**HARVEST
MOON
BALLOON MEET**

**SATURDAY
24TH SEPTEMBER**

9. What does this sign mean?

- A. Farmers meet to harvest;
- B. Harvest until moon is like a balloon;
- C. Balloon pilots' autumn meeting;
- D. Harvest at night.



10. What does this sign mean?

- A. This is a chemist's shop;
- B. Do not put chemicals into food;
- C. Place where dangerous chemicals are kept;
- D. Canteen at a chemical factory.

three point questions

Text 1

You are going to read a magazine article about learning when you are older. For questions 1-8 choose the answer (A, B, C or D) which you think fits best according to the text.



LEARNING LATER IN LIFE

It's often said that we learn things at the wrong time. University students frequently do the minimum amount of work because they're crazy for a good social life instead. Children often scream before their piano practice because it's so boring, have to be given gold stars and medals to be persuaded to swim, or have to be bribed to take exams. But when you're older? Ah, now that's a different story.

Over the years, I've done my share of adult learning. At 30 I went to a college and did courses in History and English. It was an amazing experience. For starters, I was paying, so there was no reason to be late - I was the one frowning and drumming my fingers if the tutor was delayed, not the other way round. Indeed, if I could persuade him to linger for an extra five minutes, it was a bonus, not a nuisance. I wasn't frightened to ask questions and homework was a pleasure not a pain. When I passed, I had passed for me and me alone, not my parents or my teachers. The satisfaction I got was entirely personal.

Some people fear going back to school because they worry that their brains have got rusty. But the joy is that, although some parts have rusted up, your brain has learnt all kinds of other things since you were young. It's learnt to think independently and flexibly and is much better at relating one thing to another. What you lose in the rust department, you gain in the maturity department. In some ways, age is a positive plus. For instance, when you're older, you get less frustrated. Experience has told you that, if you're calm and simply do something carefully again and again, eventually you'll get the hang of it. The confidence you have in other areas - from being able to drive a car, perhaps - means that if you can't, say, build a chair instantly you don't, like a child, want to destroy your first pathetic attempts. Maturity tells you that you will, with application, eventually get there.

Learning late doesn't mean having to go back to school. Recently, I learnt how to swim. I thought I could swim before, but I could always get across the pool quicker by walking than swimming. Wearing my glasses to see the other side didn't help, because I never put my face in the water. True, I thought I looked silly wearing goggles with lenses over my eyes and a nose clip, and picking up coloured rings from the bottom of the pool to conquer fear of water, but the sense of achievement when I finally managed to swim speedily from one side of the pool to the other was huge. I only wished my family had been there to congratulate me, as I felt I deserved.

Then there was the skating. Inspired by seeing ice-dancers on TV, I staggered on to the ice quite recently and, unlike the younger students, was tense with terror in case I fell over. I was the worst in the class, but I did eventually get a piece of paper that said I had now achieved the art of skating forwards. And, although I'll never do ice-dancing, I feel pretty courageous for braving the ice.

Finally, there was the piano. I hated piano lessons at school, but I was good at music. And coming back to it, with a teacher who could explain why certain exercises were useful and musical concepts that, at the age of ten, I could never grasp, was magical. Initially I did feel a bit

strange, thumping out a piece that I'd played for my school exams, with just as little comprehension of what the composer intended as I'd had all those years before. But soon, complex emotions that I never knew existed poured from my fingers, and suddenly I could understand why practice makes perfect.

- 11. The writer uses piano practice as an example of something that**
- A. people should not be forced to do;
 - B. children often refuse to do unless they are rewarded;
 - C. older people may be more willing to do than children;
 - D. children do not gain much benefit from.
- 12. What surprised the writer when she did her first adult learning course?**
- A. She was able to learn more quickly than she had expected;
 - B. She found learning more enjoyable than she had expected;
 - C. She got on better with her tutor than she had expected;
 - D. She had a more relaxed attitude to it than she had expected.
- 13. The writer says that when you learn later in life, you**
- A. find that you can remember a lot of things you learnt when younger;
 - B. should expect to take longer to learn than when you were younger;
 - C. do not find it more difficult to learn than when you were younger;
 - D. are not able to concentrate as well as when you were younger.
- 14. What gives adult learners an advantage, according to the writer?**
- A. They are able to organize themselves better than younger people;
 - B. They are less worried about succeeding than younger people;
 - C. They pay more attention to detail than younger people;
 - D. They have more patience than younger people.
- 15. The writer says that when she took swimming lessons,**
- A. she did so mainly to impress her family;
 - B. she had to overcome feeling foolish;
 - C. she made surprisingly quick progress;
 - D. she was confident that she would succeed.
- 16. When the writer took up skating, she was**
- A. proud of the little progress that she did make;
 - B. embarrassed by the way the others treated her;
 - C. sorry that she had decided to try doing it;
 - D. determined not to remain the worst in the class.
- 17. What pleased the writer when she took piano lessons?**
- A. She could remember a piece she learned at school;
 - B. She could see the point of what she was doing;
 - C. She succeeded in impressing her music teacher;
 - D. She discovered that she had some musical ability.
- 18. What is the writer's main purpose in the article?**
- A. to emphasize the pleasures of adult learning;
 - B. to point out how easy adult learning can be;
 - C. to explain her reasons for doing adult learning;
 - D. to describe the teaching methods used in adult learning;

Text 2

You are going to read a magazine article about transport problems in London. For questions 9-10 choose the answer (A, B, C or D) which you think fits best according to the text.

CAR BAN IN SQUARE GOES AHEAD

Trafalgar Square is one of the great landmarks of London. Here you will find Nelson's Column, two fabulous large fountains, and, most importantly, the National Art Gallery. Unfortunately, this great art museum is separated from the square itself by a wide and busy road. The traffic pours down this road incessantly, rarely pausing to let people cross.

And this is Trafalgar Square's problem. It is a massive public space which is completely surrounded by busy roads. Nowadays, the square is little more than a massive roundabout. The cars and buses dominate the square, and the pedestrians – visitors and Londoners both – struggle to enjoy visiting the square.



Fortunately, now is a time for change. The Local Government has an ambitious plan to regenerate Trafalgar Square. They have closed the road that separates the National Gallery from the square. From today, the square has one side free from traffic and the change to the area is already

incredible. People stroll from the gallery, down into the square. They are relaxed and enjoying the freedom from cars.

Soon, the old road will be covered and a grand central stairway will lead directly from the National Gallery into Trafalgar Square. There will be open air cafes, lifts for the disabled and the square will be cleaned daily. Once again, Trafalgar Square will be the place to be!!

But there are opponents to this change. Motorist organisations claim that road chaos will ensue, as drivers are forced onto fewer roads, and as diversions operate. They say the new road layout will worsen the already bad traffic congestion

Other people claim that the cost of J25 million is too high a price to pay. But the architect, Norman Foster, says the project will create a new heart for London by improving the balance between pedestrians and vehicles, and that it will be an excellent piece of urban regeneration.

19. What is the story about?

- A. a new bus service in the square;
- B. a plan to stop cars driving in the square;
- C. a serious car accident in the square;
- D. a problem with careless pedestrians.

20. Is the main aim of the plan?

- A. to offer more cafes for visitors;
- B. to make the square easy for people on foot to use;
- C. to make driving in London easier;
- D. to attract more tourists.

five point questions

For questions 21-30, read the text below and then decide which answer best fits each space. The exercise begins with an example

(0). C

0. A. expressed; B. directed; C. indicated; D. guided.

WHAT WE KNOW ABOUT MUSIC AND THE BRAIN

Work on the human brain has (0) C.. how different parts are centres of activity for different skills, feelings, perceptions and so on. It has also been shown that the left and right halves, or hemispheres, of the brain are (21) for different functions. While language is processed in the left, or analytical hemisphere, for most people music is processed in the right, or emotional hemisphere. However, professional musicians have the (22) to process music in the left hemisphere more often than those without musical training do. This (23) they are having a different experience – which is likely to be the case because they are analysing music rather than just listening to it. (24) of music like tone, pitch and melody are all probably processed in different parts of the brain. Some features of musical experience are processed not just in the auditory parts of the brain, but in the visual ones. We don't yet fully understand the (25) of this. The tempo of music seems to be (26) related to its emotional impact, with fast music often (27) as happier and slower music as sadder. It is the same with the major biological rhythm of the body: our heart (28) quickens when we're happy, but slows when we're sad. Military music may have (29) from attempts to get us ready for (30) by using fast drumming to stimulate our hearts to beat faster.

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| 21. A. amenable; | B. dependable; | C. responsible; | D. reliable. |
| 22. A. tendency; | B. inclination; | C. possibility; | D. intention. |
| 23. A. proposes; | B. advances; | C. introduces | D. suggests. |
| 24. A. Views; | B. Aspects; | C. Factors; | D. Pieces. |
| 25. A. expectations; | B. implications; | C. assumptions; | D. propositions. |
| 26. A. surely; | B. plainly; | C. evidently; | D. directly. |
| 27. A. felt; | B. endured; | C. encountered; | D. touched. |
| 28. A. pulse; | B. speed; | C. pace; | D. rate. |
| 29. A. evolved; | B. extended; | C. advanced; | D. elevated. |
| 30. A. battle; | B. fight; | C. quarrel; | D. struggle. |

