**МЕЖРЕГИОНАЛЬНАЯ ОЛИМПИАДА ПО АНГЛИЙСКОМУ ЯЗЫКУ ДЛЯ УЧАЩИХСЯ ОБЩЕОБРАЗОВАТЕЛЬНЫХ ОРГАНИЗАЦИЙ УР И ДРУГИХ СУБЪЕКТОВ РФ, ИЗУЧАЮЩИХ УДМУРТСКИЙ ЯЗЫК**

**SECTION I. LISTENING**

*Listening 1.* Listen to the text and mark the answers either True (T) or False (F). You will hear the text twice.

0. Llamas, alpacas, vicuñas and guanacos are all related to camels. *True*

1. Llamas are the smallest of the four.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Llamas only spit at humans if you treat them badly. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Alpacas look as if they are sad. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Alpaca wool is good for clothes. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Vicuña wool is very expensive. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. Vicuñas eat cacti. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. Llamas and alpacas can’t live in the UK. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Listening 2.* Listen to the same text again and complete the text with the following words*: dogs, warmer, herds, wild, gentle, curious, stressed, three, foxes, relaxed, softer, 4 000 meters*. Now you will hear the recording only once.

0. Llamas and alpacas are both domesticated animals and vicuñas and guanacos are *wild*. 1. Llamas are very sociable animals and live together in groups, in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. 2. They respond well to being trained and they are usually \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. 3. The alpaca is famous for its wool, which is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than sheep’s wool. 4. Vicuñas can only be shorn of their wool every \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ years. 5. Guanacos are capable of surviving at over \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the Andes. 6. Llamas hum when they are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, or the opposite, feeling \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. 7.Sometimes farmers use llama to protect sheep and hens from animals that might attack them, like \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**SECTION II. READING**

***Text 1.*** Read the following text and do the tasks given below.

a) Celebrities and the media have a distinctly 'love-hate' relationship and, whilst they recognize their mutual dependency, striking a balance between their respective interests is an on-going challenge for both groups.

b) In the worlds of sport, entertainment and politics, celebrities depend on the press, social media, photographers and radio and television to raise their public profile, and afford them the visibility essential to success in their highly competitive professions. For example, top-class sports celebrities rely on income from commercial sponsorship to pay for expensive coaching, fitness and training facilities. In the entertainment business, glamorous award ceremonies and opening nights of much-anticipated films not only provide the cast with what is undoubtedly an enjoyable and well-deserved celebration of their success, but also an opportunity for valuable exposure to their fans as well as to influential figures in their own industry.

c) At the same time, sales revenues from advertising and audience ratings are boosted by stories about famous figures, which range from casual gossip to carefully researched information, depending on their purpose and target audience.

d) The conflict between these apparently compatible interests lies in deciding how much access the media should have to the daily lives of the famous and the amount of privacy any individual should be entitled to.

e) This clash has been intensified in the first two decades of the 21st century by recent developments in communications and digital science. There can be little doubt that the dramatic expansion of online social media has made it possible to spread rumours, true or false, instantly across the globe. This has significantly increased the power of the press to enhance or damage the reputation of any public figure. Due to advances in high-tech photographic equipment, it has become easier than ever for photojournalists to intrude on the private lives of well-known personalities without their knowledge or agreement. This has led, on many occasions, to legal battles between the media and celebrities to determine whether newspapers should be entitled to publish images of high-profile personalities taken when they are not appearing in public. Another example of how the press has used dubious methods to obtain information about famous personalities is phone hacking, or listening in to private phone calls, which has also resulted in a number of court cases.

f) In court, a judge may decide what the press is allowed to publish about well-known figures by taking 'public interest' into account. In this case, 'public interest' does not simply mean the number of people who would like to know more about the private lives of high-profile personalities, but how much society, as a whole, would benefit from this information.

*Reading 1.* Choose the best title for the text from the list below and mark it.

a) Famous People in the Media

b) The Press and Politics: an unhappy relationship

с) Media and Celebrities: boundaries versus benefits

d) The Dangers of Social Media

e) Media and the Law

*Reading 2*. Match each of the following headings with a paragraph from the text. There are two extra headings.

1) The reputation of famous politicians

2) The commercial advantages of reporting on celebrities

3) The legal position

4) Privacy and digital technology

5) All publicity is good publicity

6) Conflicting demands of the press and famous figures

7) Celebrities benefit from publicity

8) Fame versus privacy

a 6\_\_\_\_\_\_\_\_\_\_

b \_\_\_\_\_\_\_\_\_\_\_

c\_\_\_\_\_\_\_\_\_\_\_\_

d\_\_\_\_\_\_\_\_\_\_\_\_

e\_\_\_\_\_\_\_\_\_\_\_\_

f \_\_\_\_\_\_\_\_\_\_\_

***Text 2.*** Read the following text and do the task given below.

When my Uncle Alan turned up at my thirteenth birthday party without a present, I couldn't hide the disappointment on my face. He was my favourite uncle, and he always bought me fantastic presents.

'Don't look so sad, Anna,' he said kindly. 'I haven't forgotten to get you a present. I just

couldn't bring it with me. Tomorrow, I'm taking you abseiling.'

'I didn't know you had a boat,' I said.

'No, not sailing! Abseiling!'

'What's that?' I asked. 'I've never heard of it.'

'You'll see,' he said mysteriously.

Early the next day, Uncle Alan drove me to Lamerton Adventure Park. I'd never been there before, but had often told my mum and dad how exciting it sounded. As we drove through the gates, it seemed that, once again, Uncle Alan had found me a birthday present I'd never forget. When we arrived, we went to find my instructor, a friendly young woman called Isabelle. She put me completely at ease, and I knew that, whatever I was going to be doing, I'd be quite safe with her.

'So, Anna, have you ever been abseiling before?' she asked. I admitted I didn't even know what abseiling was. 'Well, it's always fun to experience something new, isn't it?' she said.

We walked through the park, and ended up at a rocky hill. The biggest rock face was extremely high and steep, but there were smaller, easier faces too. When I saw the equipment waiting for me - a rope, a harness and a helmet - I guessed what I was going to be doing.

'Oh, I'm going rock climbing!' I said excitedly.

'Not exactly,' said Uncle Alan.

Isabelle explained. 'With rock climbing, you start at the bottom and go up, but with abseiling, you start at the top and go down.'

Now I understood. We carried the equipment up a path to the top of the smallest rock face. I carefully looked over the edge. The ground was about five metres below. 'This is going to be fun,' I thought. Isabelle tied the rope carefully to a metal ring, and then threaded it through my harness, which by now I was wearing round my waist. She threw the other end of the rope over the edge of the rock face, and it fell to the ground.

'This is where I say goodbye,' said Uncle Alan. 'I'm going back down to the bottom. I'll be holding the other end of the rope, so you'll be quite safe. See you when you come down!' Isabelle was the perfect instructor. She talked me through what to do step by step. I stood on the edge of the rock face with my back to the drop. My left hand was holding the rope in front of me, my right hand holding the rope behind me. 'Now,' she said, 'gently lean back.' This was the most difficult part. It's a terribly scary experience leaning back over a cliff, especially the first time you attempt it, and for the first few minutes I wondered whether I could actually do it. Finally, I decided to risk it. I didn't want Uncle Alan thinking I was a coward. Keeping my feet still, I leant back a little. Then a little more. 'Fantastic!' shouted Uncle Alan from below me.

'That's wonderful,' said Isabelle. 'Now, slowly start to walk down the rock.' It was more like bouncing than actual walking, but I started to go down. It didn't take long to reach the bottom, but I felt a huge sense of achievement when I put my feet on the ground next to Uncle Alan.

'I'm so proud of you!' he said. 'Do you want to try a higher rock face now?' 'You bet!' I said. 'The higher, the better!'

Reading 3. Choose the correct answer.

0. When Uncle Alan saw Anna's disappointment, he realised that

a) he should have brought a present with him.

b) he really was her favourite uncle.

***c) she thought he had forgotten to bring her a present.***

d) he had to take her somewhere the next day.

1. Anna had frequently told her parents that

a) Lamerton Adventure Park appealed to her.

b) she had never been abseiling before.

c) Uncle Alan's birthday presents were unforgettable.

d) abseiling sounded like a very interesting activity.

2. Isabelle made Anna

a) admit how little she knew about the park.

b) feel totally secure and comfortable.

c) think about previous enjoyable experiences.

d) realise that abseiling would be easy.

3. When Anna saw the equipment, she

a) understood immediately what abseiling was.

b) tried hard to guess what it would be used for.

c) asked Isabelle for an explanation.

d) still didn't understand what she would be doing.

4. Uncle Alan didn't stay at the top of the rock face because

a) he wanted to see Anna when she reached the bottom.

b) he had to hold the rope at the bottom.

c) the rope had fallen over the edge by mistake.

d) he thought she would be safer without him up there.

5. As Anna started to lean back, she

a) felt extremely frightened.

b) wondered if she was a coward.

c) knew she had to risk the danger.

d) remembered the first time she'd done this.

6. After reaching the bottom, Anna

a) thought she had achieved enough for one day.

b) wanted to abseil down a more difficult rock face.

c) made a bet with her uncle about the height of the rock.

d) felt relieved to be on the ground again with her uncle.

**SECTION IV. LANGUAGE IN USE**

*Language in Use 1.* Open the brackets and use the words in the correct form.

The Platypus (утконос)

In the rivers of south-eastern Australia, you can find an animal called a 'platypus'. The platypus is one of the 0 *strangest* animals in the world. (STRANGE)

It 1(EXIST)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_only in Australia and belongs to a group of animals called 'monotremes'. When Europeans first saw an example of the animal in the 1700s, they 2 (THINK)\_\_\_\_\_\_\_\_\_\_\_\_\_it was a joke. They 3(NEVER SEE)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ anything like it before and they refused to believe that it was a real animal. The 4(TWO)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_example arrived from Australia, and then more, and the scientists realised that this unusual creature was real. Today, the platypus 5(LIVE)\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the waters around south-east Australia. It is not very rare, but some people worry that water pollution could be a problem as the water around Sydney gets 6(DIRTY) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . We still 7 (NOT KNOW)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_much about this mysterious animal and we have a lot to learn.

*Language in Use 2.* Translate the italicized words from Udmurt into English

0) Мон математикаен *тунсыкъяськисько*. – I *am interested*  in maths.

1) Урокъёс бере мон *шутэтскисько*. – After lessons I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2) *Ваньмон дыръям* мон лыдӟиськыны яратӥсько. – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_I like reading.

3) *Корка шорын* ӝöк сылэ. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ there is a table.

4) Та книгаосты *сумкаяд* пон. – Put these books \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

5) Выль аре ми *коркась корка* пыраса ветлыны яратӥськомы. – During New Year celebrations we like to go\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

6) *Школае мыныкум,* Ленаез пумитай. – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I met Lena.

7) *Гужем* ми шурын пыласькыны яратиськомы. – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ we like to swim in the river.

8) Миша *писпу улэ* ватскиз. – Misha hid \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

9) Та лампаез *ӝöк вадьсы* ошоно. – This lamp should be hung \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

10) *Ойдолэ* футболэн шудомы. – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ play football.