

**Региональный этап всероссийской олимпиады  
школьников по английскому языку  
в 2014/2015 учебном году**

**Мурманская область**

Шифр участника: АЯ-10-31

Класс: 10

Количество баллов: 88

Результат участия: призер

Listening & Reading

ANSWER SHEET

ID NUMBER A 9 1 0 3 7

|    |              |              |              |              |              |   |   |
|----|--------------|--------------|--------------|--------------|--------------|---|---|
| 1  | A            | <del>B</del> |              |              |              |   |   |
| 2  | <del>A</del> | B            |              |              |              |   |   |
| 3  | <del>A</del> | B            |              |              |              |   |   |
| 4  | <del>A</del> | B            |              |              |              |   |   |
| 5  | A            | <del>B</del> |              |              |              |   |   |
| 6  | <del>A</del> | B            |              |              |              |   |   |
| 7  | <del>A</del> | B            |              |              |              |   |   |
| 8  | A            | <del>B</del> |              |              |              |   |   |
| 9  | <del>A</del> | B            |              |              |              |   |   |
| 10 | A            | <del>B</del> |              |              |              |   |   |
| 11 | A            | <del>B</del> |              |              |              |   |   |
| 12 | A            | <del>B</del> |              |              |              |   |   |
| 13 | <del>A</del> | B            |              |              |              |   |   |
| 14 | <del>A</del> | B            |              |              |              |   |   |
| 15 | A            | <del>B</del> |              |              |              |   |   |
| 16 | <del>A</del> | B            | C            | D            |              |   |   |
| 17 | <del>A</del> | B            | C            | D            |              |   |   |
| 18 | A            | <del>B</del> | C            | D            |              |   |   |
| 19 | A            | <del>B</del> | C            | D            |              |   |   |
| 20 | A            | B            | C            | <del>D</del> |              |   |   |
| 21 | A            | B            | <del>C</del> | D            |              |   |   |
| 22 | A            | B            | <del>C</del> | D            |              |   |   |
| 23 | A            | B            | <del>C</del> | D            |              |   |   |
| 24 | A            | B            | <del>C</del> | D            |              |   |   |
| 25 | A            | B            | <del>C</del> | D            |              |   |   |
| 26 | A            | <del>B</del> | C            | D            |              |   |   |
| 27 | <del>A</del> | B            | C            | D            |              |   |   |
| 28 | A            | B            | C            | <del>D</del> |              |   |   |
| 29 | A            | B            | <del>C</del> | D            |              |   |   |
| 30 | A            | <del>B</del> | C            | D            | E            |   |   |
| 31 | A            | B            | C            | <del>D</del> | E            |   |   |
| 32 | <del>A</del> | B            | C            | D            | E            |   |   |
| 33 | A            | <del>B</del> | C            | D            | E            |   |   |
| 34 | <del>A</del> | B            | C            | D            | E            |   |   |
| 35 | A            | B            | <del>C</del> | D            | E            |   |   |
| 36 | A            | B            | C            | <del>D</del> | E            |   |   |
| 37 | A            | B            | C            | D            | <del>E</del> | F | G |
| 38 | A            | <del>B</del> | C            | D            | E            | F | G |
| 39 | <del>A</del> | B            | C            | D            | E            | F | G |
| 40 | A            | B            | <del>C</del> | D            | E            | F | G |

305

## Use of English

### ANSWER SHEET

#### ID NUMBER

A 9 1 0 3 1

|    |           |
|----|-----------|
| 1  | longer    |
| 2  | them      |
| 3  | late      |
| 4  | appealing |
| 5  | those     |
| 6  | how       |
| 7  | much      |
| 8  | ways      |
| 9  | shrink    |
| 10 | worn      |
| 11 | free      |
| 12 | promote   |
| 13 | again     |
| 14 | away      |
| 15 | to        |
| 16 | v         |
| 17 | at        |
| 18 | v         |
| 19 | for       |
| 20 | v         |
| 21 | badly     |
| 22 | to        |
| 23 | their     |
| 24 | v         |
| 25 | the       |
| 26 | on        |
| 27 | v         |
| 28 | to        |
| 29 | v         |
| 30 | v         |

265.

## Writing

### ANSWER SHEET

Participant's ID number

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| A | 9 | 1 | 0 | 3 | 1 |
|---|---|---|---|---|---|

#### Influence of computer games tasks.

Introduction. My school was given a chance to hold an experiment about the influence of computer games on English learners.

Participants. Seventy students took part in the experiment. Forty of them formed four groups from the tenth form and thirty formed three groups from the eleventh form.

Work style. Groups of students from the tenth form chose classroom-based learning. Apart from them, students from the eleventh form decided to work by themselves, without any help.

Tasks and results. Filling in the gaps was the task for the tenth form and the eleventh form had to deal with multiple choice. What is more, groups of students from the tenth form learned new grammar material, but groups from the eleventh form repeated the vocabulary they have already known. Despite the fact that type of their work and the tasks they had to do were different, all the participants made much ~~few~~ fewer mistakes after the exercises than before.

Opinion of students. An interesting fact is that the tenth form students were excited by the results and liked the tasks. However, students who formed three groups from the eleventh form thought that the exercises they were given were boring and not interesting.

Conclusion. To sum up, all the students who participated in the experiment increased their knowledge of the subject. However, not all the students enjoyed the tasks. Some changes in the exercises could increase their interest to the program and computer tasks.

K1-7  
K2-2  
K3-3

K4-2  
K5-2

YOU CAN USE THE REVERSE SIDE

16 08 165

K1-7  
K2-2  
K3-3

K4-2  
K5-2  
165