

Олимпиада школьников  
Покори Воробьевы горы 2014-2015

АНГЛИЙСКИЙ ЯЗЫК

Вариант 3

## TASK 1.

**Before you listen to the text, look at the key-expressions below. You have 5 minutes to do this.**

**1) While listening decide if all the key-expressions presented in each box summarize the basic issues mentioned in the text, regardless of the author's evaluation. Put "YES" or "NO" into the first column of the answer sheet.**

1. see an old film, created by changing fashions, arrested and imprisoned, carried to an extreme, fashion industry, capital punishment, grow fruit trees

2. the dictates of fashion, vital things like warmth, comfort and durability, neck-lines lowered or raised, waste hours of their time, squander vast sums of money

3. out of fashion, contributes nothing to society, unpredictable and dictatorial, a wardrobe full of clothes, nothing to wear

4. mercilessly exploited, have to be discarded because of the dictates of fashion, resisted all attempts to make them change their style of dress

5. enormous industry, providing employment for vast numbers, no commercial exploitation, fashion adds spice to life, follow fashion to please themselves, colour, variety, beauty, new materials, important to world trade

**2) Decide whether the key-expressions from each box above can be used as an argument to support the author's point of view or a counterargument to refute it. Thus, put A (Argument) or C (Counterargument) into the second column of the answer sheet. If a set of expressions from the box cannot be used in total for the purpose put N (No) into the second column of the answer sheet.**

<b>№</b>	<b>1) YES/NO</b>	<b>2) A/C/N</b>
<b>1</b>		
<b>2</b>		
<b>3</b>		
<b>4</b>		
<b>5</b>		

## TASK 2.

**Choose the correct variant from the options given in brackets. Insert your answer into the answer sheet below.**

Erasmus, the student exchange scheme for the EU, celebrated a record number of participants this year and 1 \_\_\_\_\_ (**had launched/ launched/has launched**) its expanded Erasmus+ programme. 2 \_\_\_\_\_ (**but for/ but in spite/ but despite**) the popularity of international study, some students say universities are providing 3 \_\_\_\_\_ (**unsufficient/ insufficient/nonsufficient**) mental health support to those living abroad.

"I suffered 4 \_\_\_\_\_ (**from/of /because of**) anxiety after I was put into a school on my year abroad teaching placement," says Susie (not her real name). "The students 5 \_\_\_\_\_ (**didn't have/ hadn't/ had no**) boundaries set and would jeer at me in the corridors.

Emma Welton, a student from the University of Warwick who studied in Connecticut, says: "Everything was portrayed 6 \_\_\_\_\_ (**like/as/seeming**) rose-tinted happiness. We had a big meeting about logistics and visas – but not mental health."

Students weren't told that simply speaking to someone on campus at their host university 7 \_\_\_\_\_ (**would/will/ could**) have financial consequences, says Welton.

I interviewed 14 students from eight universities. Five said they were given limited information on welfare and nine said they received no such information at all.

8 \_\_\_\_\_ (**all/ everybody/everyone**) said welfare support and mental health services

9 \_\_\_\_\_ (**ought/ should/have to**) be improved for the year abroad.

10 " \_\_\_\_\_ (**It's/Its'/Its**) terrifying for some people 11 \_\_\_\_\_ (**having thrown/to have been thrown/being thrown**) into another country and culture where you're not 100 per cent confident communicating with others. The University of Southampton offered me 12 \_\_\_\_\_ (**little/small/ few**) advice," says Rachel Bradley, who worked as a languages assistant in northern Spain.

"Even sending us an email asking how we were getting 13 \_\_\_\_\_ (**on/by/around**) would've made a huge difference," she adds.

Heather Cartwright, also at Southampton, says that without support for coping with depression and anxiety, her mental health 14 \_\_\_\_\_ (**had worsened/worsened/was worsened**) while away in Barcelona.

"If it 15 \_\_\_\_\_ (**was/were/had been**) a physical illness, the response would've likely been much more 16 \_\_\_\_\_ (**quicker/urgent/quick**)," she says. "My emails to pastoral care would 17 \_\_\_\_\_ (**go/ be/come**) unanswered for days or even weeks."

A spokesperson from the University of Warwick says: "Perhaps the individual hasn't understood the wealth of free counseling 18 \_\_\_\_\_ (**acceptable/available/reachable**). If a student came to the counseling service and asked who they should contact we 19 \_\_\_\_\_ (**will tell/would have told/would tell**) them."

A spokesperson from the University of Southampton says: "All students are offered support on health-related and other issues which may 20 \_\_\_\_\_ (**rise/arise/raise**) when studying abroad. The university is here to help in any way it can".

Task 2	
1	
2	
3	
4	
5	
6	
7	
8	
9	

<b>10</b>	
<b>11</b>	
<b>12</b>	
<b>13</b>	
<b>14</b>	
<b>15</b>	
<b>16</b>	
<b>17</b>	
<b>18</b>	
<b>19</b>	
<b>20</b>	

### TASK 3

Put the following sentences in the correct order to recreate the text. Insert the appropriate letter into the answer sheet below.

#### Better Health, With a Little Help From Our Friends

- A. Since then, the researchers have examined how other health-related behaviors and conditions — drug use and sleeplessness among teenagers, smoking and happiness — spread through social networks.
- B. These are vital questions in “network science” — an emerging field that examines how behaviors spread through social networks.
- C. Another surprising finding of the study, published in The New England Journal of Medicine, was that one’s chance of becoming obese was influenced not only by the weight gain of friends but also by friends of friends who gained weight.
- D. Dr. Christakis and his research partner, James H. Fowler, an associate professor at the School of Medicine at the University of California, San Diego, created an international uproar in 2007 when they published a study on obesity.
- E. If we are to make lasting changes in our health habits, Dr. Fowler says, we may need social reinforcement in which our friends, not to mention our friends’ friends, change their habits with us. And that’s no small order for a social network.
- F. By social networks, I don’t mean virtual, will-you-“friend”-me? simulations, but old-fashioned, flesh-and-blood relationships. You know, people you actually see in person regularly — friends, relatives, co-workers, neighbors.
- G. Now Dr. Christakis and Professor Fowler, as well as other scientists, are turning their attention to a new research area: how to employ social networks to promote public health. But how do existing social networks help to improve public health?
- H. In it, they reported that fat could be catching — spreading through social ties. One of the study’s findings was that a person’s chance of becoming obese increased 57 percent if the person had a friend who became obese.
- I. IS your social network making you fat? Are your friends and family influencing you to drink more, or to sleep less? And if our relationships contribute to behaviors that worsen our health, can social networks be harnessed to improve it?
- J. And they have published a book explaining their work, titled “Connected: The Surprising Power of Our Social Networks and How They Shape Our Lives.”

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

#### TASK 4

**Read the text carefully and find 10 mistakes in it. Write the correct variants in the answers' column. Then explain the mistakes by choosing an appropriate option from A-H, some options can be used more than once.**

Cartoons, we have all grown up watching this fantasy characters who can define gravity, walk over water but carry out stunts that are not humanly possibly. They make us laugh and they make us cry, nothing feels better than watching our favorite famos cartoon characters. There are certain production's houses who are master creators for these funny names of cartoon characters and stories. Girls have devoured stories about princesses and theirs prince charming and boys always loved enacting characters from Teenage Mutant Ninja Turtles. It is the child's dream to visit Disneyland and hang around with a world's most lovable and hugable mouse, Mickey Mouse.

<b>1.</b>	
<b>2.</b>	
<b>3.</b>	
<b>4.</b>	
<b>5.</b>	
<b>6.</b>	
<b>7.</b>	
<b>8.</b>	
<b>9.</b>	
<b>10.</b>	

<b>A</b>	wrong tense
<b>B</b>	wrong conjunction
<b>C</b>	wrong preposition
<b>D</b>	wrong pronoun
<b>E</b>	spelling mistake
<b>F</b>	wrong article
<b>G</b>	substitution of an adjective with an adverb
<b>H</b>	wrong possessive case

## Writing

An English magazine has a weekly column called “Education in the 21<sup>st</sup> century”. As part of their new investigation into educational issues, they have asked you to write a report based on your own research of **the second language rates among students in 2005-2014 in the UK.**

1. Compare the rates of German, French, Spanish and Polish in 2005 and 2014.
2. Explain the changes in rates.
3. Name the possible future changes regarding the choice of a second language in the UK.

### Second language rates in 2005-2014 in the UK

A bar chart comparing the percentage of the UK population that speaks a second language in 2005 and 2014. The Y-axis represents the percentage, ranging from 0% to 35% in 5% increments. The X-axis lists four languages: German, French, Spanish, and Polish. For each language, there are two bars: a blue bar for 2005 and an orange bar for 2014. The data values are: German (2005: 28%, 2014: 23%), French (2005: 29%, 2014: 21%), Spanish (2005: 32%, 2014: 25%), and Polish (2005: 11%, 2014: 31%).

Language	2005	2014
German	28%	23%
French	29%	21%
Spanish	32%	25%
Polish	11%	31%

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

## КЛЮЧИ

### ВАРИАНТ 3

#### TASK 1

<b>№</b>	<b>1) YES/NO</b>	<b>2) A/C/N</b>
<b>1</b>	<b>NO</b>	<b>N</b>
<b>2</b>	<b>YES</b>	<b>A</b>
<b>3</b>	<b>YES</b>	<b>A</b>
<b>4</b>	<b>YES</b>	<b>A</b>
<b>5</b>	<b>YES</b>	<b>C</b>

#### TASK 2

1	<b>launched</b>
2	<b>But despite</b>
3	<b>insufficient</b>
4	<b>from</b>
5	<b>had no</b>
6	<b>as</b>
7	<b>could</b>
8	<b>All</b>
9	<b>should</b>
10	<b>It's</b>
11	<b>being thrown</b>
12	<b>little</b>
13	<b>on</b>
14	<b>worsened</b>
15	<b>had been</b>
16	<b>urgent</b>
17	<b>go</b>
18	<b>available</b>
19	<b>would tell</b>
20	<b>arise</b>

#### TASK 3

1.	<b>I</b>
2.	<b>B</b>
3.	<b>F</b>
4.	<b>D</b>
5.	<b>H</b>
6.	<b>C</b>
7.	<b>A</b>



8.	<b>J</b>
9.	<b>G</b>
10.	<b>E</b>

#### TASK 4

<b>1</b>	<b>these</b>	<b>D</b>
<b>2</b>	<b>and</b>	<b>B</b>
<b>3</b>	<b>possible</b>	<b>G</b>
<b>4</b>	<b>famous</b>	<b>E</b>
<b>5</b>	<b>production</b>	<b>H</b>
<b>6</b>	<b>of</b>	<b>C</b>
<b>7</b>	<b>their</b>	<b>D</b>
<b>8</b>	<b>have loved</b>	<b>A</b>
<b>9</b>	<b>a</b>	<b>F</b>
<b>10</b>	<b>the</b>	<b>F</b>