

Олимпиада школьников
Покори Воробьевы горы 2014-2015

АНГЛИЙСКИЙ ЯЗЫК

Вариант 6

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. absolute dictators, against parental authority, more hostile than ever, invariably face their fears alone, share their fears with other adults, the happiest time of your life

2. no responsibilities, look at the world with fresh eyes, under constant observation at their work, most happy period, attachment to true values, no social and economic pressures, adults by comparison

3. fear a child may feel, a complete lack of self-confidence, the essential difference, independence and subjection, hearts easily broken, examinations and school reports

4. positive thinking, the result of ignorance, unflattering conclusions, rules of the jungle, vegetables and fruit, a dire warning, children and adults

5. every thought you think, philosophical approach, moments of black despair, commitments, heavyweight championship match, choose the clothes their children will wear

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.

№	1) YES/NO	2) A/C/N
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TASK 2.

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

Chinese teens sample American life during Montclair visit

Visiting Chinese students get a **1** _____ (**kind/hot/warm**) greeting from members of nearly two dozen host families including Dylan Tseng and Corinna McElwain, who gathered at Montclair High School last Thursday evening to welcome the teens after their long flight from China.

Montclair has **2** _____ (**rolled off/rolled out/rolled on**) the red carpet and given a group of traveling exchange students a unique **3** _____ (**glance/glimpse/look**) to everyday life in America.

Nearly two dozen students and teachers from Fuling and DeYang, two cities in Southeast China, **4** _____ (**are spending/have spent/spent**) the past week living with families in Montclair, practicing their English and visiting local schools, museums, shops, an American Legion post, neighborhood restaurants, malls and even **5** _____ (**making/taking/getting**) in a Jersey Jackals baseball game.

The quick **6** _____ (**dive/immersion/plunge**) into American culture was organized by Mayor Jerry Fried, who visited China in May and **7** _____ (**has/had/has had**) high hopes that the cultural exchanges could lead to much more for both nations.

"Montclair **8** _____ (**houses/has/contains**) people from all over the world. There are a lot of different cultures here," Fried told The Times. "I'm really happy that this is their first impression of the United States, because we're **9** _____ (**such/ so/such a**) diverse and international community.

"The only way that we are all going to survive and have a **10** _____ (**sustaining/sustainable/sustainful**) planet is by having people from different places communicate better with each other," Fried said. "**11** _____ (**For me/To me/About me**) this has just been an outstanding example of that."

Nelson Lee, who operates the company that arranges student-exchange programs with China and **12** _____ (**helped/ has helped/helps**) coordinate the Montclair visit, agreed with Fried.

"Being face to face is the best way for communication between our two countries," Lee said. That firsthand experience proved to be a real **13** _____ (**opening/opener/open**) for many of the visiting Chinese teens. They were impressed with the clothes, the food and the music they experienced.

"I like the colors and the styles," said Meng Lingyi, who **14** _____ (**has been taken/was taken/had been taken**) by the apparel she saw Montclair girls wearing. Anthony Wang couldn't **15** _____ (**get by /get off/get over**) the pizza in Montclair.

16 _____ (**In spite/Despite/But for**) the different languages and customs, the Chinese teens had no trouble making friends with their Montclair peers.

Corinna McElwain, an **17** _____ (**upcoming/incoming/oncoming**) Montclair High School freshman, said she enjoyed Glarie Huang and Chloe He staying with her family.

"It was really cool," McElwain said. "We talked about all sorts of things like music, clothes, going shopping and American pop things. "I think **18** _____ (**we`ll be staying/we`ll stay/we`ll have been staying**) in touch by e-mail," noted McElwain. Montclair parents also enjoyed the experience.

"It's been a lot of fun," said Ted Shrenser as he watched his Chinese houseguest mix with other teens during **19** _____ (**the/an/**) afternoon reception in Union Congregational Church.

"They made us look again at our lives," he said. "I think we got as much **20** _____ (**of/from/out of**) this experience as they did, if not more."

Task 2	
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TASK 3

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

The Bilingual Advantage

- A. You know, I didn't start trying to find out if bilingualism was bad or good. I did my doctorate in psychology: on how children start using a language. When I finished graduate school, in 1976, there was a job shortage in Canada for Ph.D.'s.
- B. Her good news: Among other benefits, the regular use of two languages appears to delay the Alzheimer disease. Dr. Bialystok, 62, a distinguished research professor of psychology at York University in Toronto, was awarded a \$100,000 Killam Prize last year for her contributions to social science.
- C. We spoke for two hours in a Washington hotel room in February and again, more recently, by telephone. An edited version of the two conversations follows.
- D. How does this work — do you understand it?
- E. A COGNITIVE neuroscientist, Ellen Bialystok has spent almost 40 years learning about how bilingualism sharpens the mind.
- F. The only position I found was with a research project studying second language acquisition in school children. It wasn't my area. But it was close enough. As a psychologist, I brought neuroscience questions to the study, like "How does the acquisition of a second language change thought?" It was these types of questions that naturally led to the bilingualism research. You then follow that road.

- G.** Yes. There's a system in your brain, the executive control system. If you have two languages and you use them regularly, the way the brain's networks work is that every time you speak, both languages pop up and the executive control system has to sort through everything and attend to what's relevant in the moment. Therefore the bilinguals use that system more, and it's that regular use that makes that system more efficient to fight the Alzheimer.
- H.** How did you begin studying bilingualism?
- I.** As we did our research, you could see there was a big difference in the way monolingual and bilingual children processed language. We found that if you gave 5- and 6-year-olds language problems to solve, monolingual and bilingual children knew, pretty much, the same amount of language. However, the bilinguals showed the ability to see the important information and to ignore the less important.
- J.** So what exactly did you find on this unexpected road?

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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.

The Grinch. Dr. Seuss created much characters who made the leap from books to TV, but none as easily and successfully as The Grinch. *How the Grinch Stole Christmas* animates a book about the grouchy green cave-dweller who attempts to ruin Christmas for the Whos down in Whoville. The holiday special, starring Boris Karloff, first aired at 1966. Now an annual holiday favorite, his turn from selfish to selfless promotes the true meaning of Christmas.

Popeye. Like many TV cartoon characters, Popeye began life as the comic strip. Then in 1933, he starred in a Betty Boop cartoon, *Popeye the Sailor*. His's catchphrases include, "Well, blow me down!" and "I eat my spinach!" His bulging forearms, squinty eyes but staccato chuckle are recognized by many generations.

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A	wrong quantifier
B	wrong conjunction
C	wrong preposition
D	wrong pronoun
E	spelling mistake
F	wrong article
G	wrong possessive case

Writing

An English magazine has a weekly column called “Education in the 21st 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 modern preferences of British students who take national exams in secondary education (GCSE)**.

1. Compare the rates of Biology, Computer Studies and Foreign Languages in 2000 and 2014.
2. Explain the changes in rates.
3. Name the possible future changes in the education of the UK.

GCSE rates in Biology, Computer Studies and Foreign Languages in 2000-2014 (England)

The chart displays the percentage of students achieving GCSE grades A* to C in three subjects: Foreign languages, Computer studies, and Biology. For each subject, two bars are shown: an orange bar for 2014 and a blue bar for 2000. The x-axis represents the percentage, ranging from 0 to 45,000 in increments of 5,000. The y-axis lists the subjects. The data shows that in 2014, the rates were higher than in 2000 for all three subjects. Foreign languages saw the largest absolute increase, while Biology saw the largest relative increase.

Subject	2014 (%)	2000 (%)
Foreign languages	39,000	31,000
Computer studies	37,000	28,000
Biology	24,000	41,000

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 6

TASK 1

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

TASK 2

1	warm
2	rolled out
3	glimpse
4	have spent
5	taking
6	immersion
7	has
8	has
9	such a
10	sustainable
11	To me
12	helped
13	opener
14	was taken
15	get over
16	Despite
17	incoming
18	we'll be staying
19	an
20	out of

TASK 3

1.	E
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2.	B
3.	C
4.	H
5.	A
6.	F
7.	J
8.	I
9.	D
10.	G

TASK 4

1	many	A
2	successfully	E
3	about	C
4	ruin	E
5	in	C
6	his	D
7	a	F
8	in	C
9	His	G
10	and	B