

Олимпиада школьников
Покори Воробьевы горы 2014-2015

АНГЛИЙСКИЙ ЯЗЫК

Вариант 2

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. always active, the portable furniture is light and comfortable, great opportunity to meet people, a real change from everyday life

2. well equipped with hot and cold running water, psychologists to blame, marry untidy people, delightful sound of chops sizzling in the pan, some anonymous examiner, yours sincerely

3. moping around, stay as long as you like, cold and unfriendly greetings in the hotel, enjoy absolute freedom, no cold hotel breakfasts

4. as crowded as hotels, when camping you don't pay much and don't get much, rain and cold, to be bitten to death by mosquitos, vast number of things to be carried

5. camping has so much to offer, to be well equipped, the ability to reproduce, the topic presented in the passage, written exercises, modern camping sites

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.

Nº	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.

Diaries and photos provide snapshot of young people's lives in 2014

Observations **1** _____ (**by/of/ with**) children of their own lives and those of their peers form one of the major exhibitions in this **2** _____ (**year/ year`s/ years`**) Brighton Photo Biennial.

Mass Education, a project initiated by the University of Sussex's Mass Observation Archive, involves **3** _____ (**hundred/ hundreds/ a hundreds**) of photographs and diaries by primary and secondary school children, and is **4** _____ (**on/at/in**) display at the University of Brighton café in Grand Parade, Brighton, from Saturday (4 October) until 2 November.

Some of the 1,300 photographs **5** _____ (**taken/took/having taken**) by the young participants – 'selfies' and 'photo-bombing' not allowed – capture everyday activities in the playground, on the sports field and in classrooms.

Suzanne Rose, Mass Observation Education and Outreach Officer, says: "The idea was to get the children **6** _____ (**having been/being/have been being**) observers in the same way as the original Mass-Observation researchers of the 1930s, whose **7** _____ (**objective/task/target**) was to record the everyday lives of **8** _____ (**usual/ordinary/ simple**) people.

"The children were given notebooks and disposable cameras and just had to capture what they **9** _____ (**have seen/saw/had seen**). We **10** _____ (**have worked/have been working/are working**) with more than 250 children and have had a hugely enthusiastic **11** _____ (**respond/reaction/response**)."

Participants at five schools in the south-east, including Brighton's Downs Junior School and Dorothy Stringer High School, took part in creative workshops at The Keep, **12** _____ (**which/what/ who**) now houses the Mass Observation Archive, **13** _____ (**also/ as well as/ by the way**) providing material for the exhibition. The workshops _____ (**were given/were done/were led**) by drama practitioner Rosanna Lowe and artist Rachel Henson. The exhibition also **15** _____ (**includes/involves/comprises**) photographers by a recent graduate of the University of Brighton, Grace Towner.

Suzanne says: "**16** _____ (**An/ /The**) exhibition is just part of the project, which continues until next April. We're continuing to work with community groups in running workshops and sessions **17** _____ (**about/on/**) how to handle archive material.

"And we've created outreach cases and resources for schools as well as guides for teachers and we even have a Mass Observation Bear called MO (named through a Twitter competition), who **18** _____ (**has been involved/has been getting involved/has got involved**)".

The project is funded by the Heritage Lottery Fund. All the **19** _____ (**incomes/outcomes/outcomings**) and resources will eventually be housed on a new Mass Education website, which will be **20** _____ (**reachable/available/ acceptable**) to schools and community groups next year.

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.

Russian With a Bite

- A.** There is even a Russian proverb – brevity is the sister of talent – meaning that it takes skill and talent to be succinct in Russia.
- B.** I’m still unable to predict and prepare adequate responses to phrases Russians throw around relentlessly.
- C.** Now in my American mind, there are two possible answers. Yes and no. But the salesperson came up with a third, unexpected answer. “Who told you that?” I was completely flustered.
- D.** Since brevity is also not a trait found in the Russian language perhaps brief conversations are just as rare. But I want to dig deeper.
- E.** For example, I was in a store that sold sandwiches and baked goods. The woman in front of me asked the salesperson, roughly translating into English, “Your sandwiches with meat...are they gone?”
- F.** THERE'S a part of Russian culture that I haven't yet been able to absorb and mimic. The way in which Russians communicate with each other still surprises me to this day.
- G.** There is a prevalent notion in Russian society that in order for me to prove that I'm better I must make you worse. The proverb “what is bad for my neighbor is good for me” comes to mind. And this is exactly what people do when they create conversations like this. They aren't interested in answering the question or finding a solution. They're one big walking sign screaming “[I think] I'm better than you.”
- H.** Perhaps it's rooted in the language. Russian language is complex and allows for many interpretations that often hide messages. Try reading Bulgakov, Dostoevsky, Tolstoi, and Pushkin, and you'll see what I mean.
- I.** And now I'm back to familiar theme. This is another way how Russians try to show their superiority to prove that they are better than you. After all, if you're better than the rest, it's simply another path to privileges.
- J.** And this got me thinking. Why create such difficult, indirect responses? There has to be a cultural reason behind this.

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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.

Goofy is the anthropomorphic dog and is one of Mickey Mouse's best friends. His original concept name was "Dippy Dawg" in cartoon shorts created during the 1930s. Being predictably clumsy, Goofy often shown as having few to no intelligence. But this interpretation isn't always definitively; occasionally, Goofy is shown as intuitive and clever, albeite in his own unique, eccentric way.

Pluto frequently appeared as Mickey Mouse's pet dog. He also had had an independent starring role in 48 Disney shorts in the 1930s, 1940s but 1950s. Pluto is unusual for a Disney character at that he is not anthropomorphized beyond showing an unusual broad range of facial expressions or use of his front paws at key points.

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A	wrong tense
B	wrong conjunction
C	wrong voice
D	substitution of an adjective with an adverb
E	spelling mistake
F	wrong article
G	substitution of an adverb with an adjective
H	wrong quantifier

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 Chemistry and Foreign Languages in 2005, 2010 and 2014.
2. Explain the changes in rates.
3. Name the possible future changes in the education of the UK.

The bar chart displays the GCSE rate for Chemistry and Foreign Languages across three years: 2005, 2010, and 2014. The Y-axis represents the number of students, ranging from 0 to 80,000 in increments of 10,000. The X-axis shows the years. For each year, there are two bars: a blue bar for Chemistry and an orange bar for Foreign Languages. In 2005, Chemistry had approximately 46,000 students and Foreign Languages had approximately 34,000. In 2010, Chemistry had approximately 43,000 students and Foreign Languages had approximately 48,000. In 2014, Chemistry had approximately 42,000 students and Foreign Languages had approximately 72,000.

Year	Chemistry	Foreign Languages
2005	46000	34000
2010	43000	48000
2014	42000	72000

[illegible]

КЛЮЧИ

ВАРИАНТ 2

TASK 1

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

TASK 2

1	by
2	year`s
3	hundreds
4	on
5	taken
6	being
7	objective
8	ordinary
9	saw
10	have been working
11	response
12	which
13	as well as
14	were led
15	includes
16	The
17	on
18	has been getting involved
19	outcomes
20	available

TASK 3

1.	F
2.	B
3.	E
4.	C
5.	J
6.	H
7.	A

8.	D
9.	G
10.	I

TASK 4

1	a	F
2	original	E
3	is	C
4	little	H
5	definitive	D
6	albeit	E
7	had	A
8	and	B
9	in	C
10	unusually	G