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(202.1)



Олимпиада ПБГ  
2016

МОСКОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ  
имени М.В.ЛОМОНОСОВА

Вариант 7

ПИСЬМЕННАЯ РАБОТА

Олимпиада школьников „Токерн Воробьевог Торог“

по иностранным языкам (английский язык)

Смирновой Ульяной Александровны

фамилия, имя, отчество (в родительном падеже)

Дата

«27» марта 2016 года

Подпись участника

У. Смирнова

## Answer sheet

LISTENING		
1	ascendful	-
2	control	+
3	procedures	+
4	conversations	+
5	e-mails	-
6	threat	+
7	effectively	+
8	decisions	+
9	risks	+
10	securities	-
USE OF ENGLISH		
11	especially	+
12	are tutored	-
13	unlimited	-
14	quickly	+
15	wandering	+
16	are raised	+
17	worst	+
18	march	+
19	is led	-
20	mighty	-
READING		
21	H	+
22	E	+
23	C	-
24	F	-
25	A	-
26	J	+
27	G	+
28	B	+
29	D	-
30	I	-

14

6

5

25

## WRITING

The aim of this report is to summarize the information collected during a survey on preferences of the students in the main source of information.

More than 100 students participated in the questionnaire. Teachers, who were also interested in the results of the investigation, made a significant input into it: they supported the idea of holding the survey during the lessons and agreed to help with providing students with question pa-

9/10

pers and answer sheets.

It is illustrated on the graph that most of the students (65%) nowadays prefer Internet to other sources of information, while in 2010 only TV news programmes were widely trusted: by 65% of the students. The diagram also shows, that in 2016 29% prefer smartphones, whereas in 2010 only 2% of the students used them as the source of information. In sharp contrast to 2016, in 2010 newspapers were preferred by 10% of the students, while now - only by 1%. That is a drop of 9%.

Since the 2010, the preference of Internet has been raised almost three times and the preference of the TV news programmes has been decreased approximately 13-14 times.

New inventions and development of the modern technologies could have been the reasons of such significant changes. What is more, the lifestyle of the teenagers has been altered, thus Internet, which nowadays can be accessed almost from any part of the world, is in the greatest demand.

As the world is rapidly developing, it is hard to predict, what changes in preferences in sources of information will be there in several years. However, there is almost no doubt that the role of newspapers and TV news programmes will significantly decrease, until it finally reaches 0, while Internet and smartphones will definitely invade into most parts of our lives.

$$37 + 19 =$$

56

$$\text{Умножить на } 25 + 56 = 81$$

Копировать в файл



The aim of this report is to summarize the information collected during a survey on preferences <sup>of the students</sup> in the main source of information. More than 100 students participated in the ~~to~~ <sup>questionnaire</sup> questionnaire. Teachers, who were <sup>also</sup> interested in the results of the survey, made a significant <sup>input</sup> [input] <sup>holding the survey</sup> into it: they supported the idea of ~~questioning~~ <sup>holding the survey</sup> ~~students~~ during the lessons and agreed to help with providing students with <sup>question papers</sup> ~~questions~~ and answer sheets.

~~As it is clearly <sup>illustrated</sup> seen on the graph, most of the students nowadays prefer Internet as the main source of ~~get~~ information, while in 2010 ~~the~~ TV news programmes were in favour. In contrast to 2010, the diagram also shows, that smartphones in 2016 are in great demand, whereas~~

As it is ~~the~~ <sup>illustrated</sup> illustrated on the graph, most of the students nowadays (65%) prefer Internet as the main source of information, while in 2010 TV news programmes were ~~the~~ <sup>most</sup> ~~trusted~~ <sup>popular</sup> trusted: by 68% of the students. The diagram also shows, that in 2016 29% prefer smartphones, whereas in 2010 only 2% of the students used ~~them~~ <sup>them</sup> as the source of information. In sharp contrast to 2010, ~~ten times~~ <sup>in 2010</sup> newspapers ~~were~~ <sup>were</sup> preferred ~~ten times~~ <sup>ten times</sup> as much (10% ~~in contrast~~ <sup>in 2010</sup> and <sup>new</sup> 10%). Since the 2010, the preference of Internet has

been raised ~~to~~ almost three times and <sup>the preference</sup> of the TV news programmes has been decreased ~~almost~~ about 13-14 times.

New inventions and development of the [computerized] modern technologies could have been the reason of such (enormous) significant changes. What is more, the lifestyle of ~~the~~ teenagers have been altered, thus Internet, which <sup>nowadays</sup> can be accessed from any part of the world, is in the greatest demand.

As the world is rapidly changing, it is hard ~~to~~ to predict what changes in preferences in ~~the~~ sources of information will be there in several years. However, there is almost no doubt that the role of newspapers and TV news programmes will significantly decrease and maybe will reach 0, while the ~~preference~~ of Internet and smartphones will definitely ~~become~~ the most important ~~one of~~ ~~the~~ ~~irreplaceable~~ parts of our lives.

made into most

~~irreplaceable~~  
~~irreplaceable~~

in the picture  
on the graph?



The aim of this report is to summarize the information collected during a survey on preferences of the students in the main source of information.

More than 100 students participated in the questionnaire. Teachers, who were also interested in the results of the <sup>investigation</sup> survey, made a significant input into it: they supported the idea of holding the <sup>investigation</sup> survey during the lessons and agreed to help with providing students with questionnaires and answer sheets. 73 7

As it is illustrated on the graph, that most of the students ~~now~~ (65%) nowadays prefer Internet to other sources of information, while in 2010 <sup>only</sup> TV news programmes were widely trusted: by 68% of the students. The diagram also shows, that in 2016 29% prefer smartphones, whereas in 2010 only 2% of the students used them as the source of information, ~~that is an increase that is a leap~~ (increase / ) of 27%. In sharp contrast to 2016, <sup>in 2010</sup> newspapers ~~in 2010~~ were preferred ~~for~~ by 10% of the students, while now - only by 1%. That is a drop of 9%. 156

Since the 2010, the preference of Internet has been raised almost three times and the preference of the TV news programmes has been decreased approximately 13-14 times. 182

New inventions and development of the modern technologies could have been the reasons of such significant changes. What is more, the lifestyle of the teenagers has been altered, thus Internet, which nowadays can be accessed almost from any part of the world, is in the greatest demand. 229

As the world is rapidly <sup>developing</sup> changing, it is hard to predict what changes in preferences in sources of information will be there in several years.

However, there is almost no doubt that the role of newspapers and TV news programmes will significantly decrease, until it finally reaches 0, while Internet and smartphones will definitely become ~~replace~~ <sup>replace</sup> ~~into~~ <sup>replace</sup> most parts of our lives. 299

**TASK 1. LISTENING COMPREHENSION (20 points: 1 answer = 2 points)**

For questions 1-10 complete the notes below filling in the gaps with ONE WORD AND/OR A NUMBER.

You will listen to the text ONCE. You have 1 minute to look through the task.

<b>Business Culture</b>	
Power Culture	<i>ascend - descend</i>
Characteristics of organization	
- small <i>essential</i>	
! - (1) <i>ascended</i> <i>descended?</i> power source	<i>ascend / descend</i>
- as (2) <i>control</i> is in the hands of one or two people there aren't many rules or (3) <i>procedures</i>	<i>ascend / descend?</i>
- communication by (4) <i>conversations</i> rather than written (5) <i>documents</i> <i>e-mails?</i>	
Advantage	
- can act quickly, so responds well to (6) <i>threat</i> , danger or opportunity	
Disadvantage	
- might not act (7) <i>effectively</i> as there are too few people who make (8) <i>decisions</i>	
Suitable employee	
- not afraid of (9) <i>risks</i>	
- doesn't need job (10) <i>specialties</i>	

Transfer your answers to the answer sheet



Олимпиада «Покори Воробьевы Горы 2015/16»  
10-11 классы  
Очный тур  
Вариант 7

**TASK 2. USE OF ENGLISH (10 points: 1 answer = 1 point)**

Fill in the gaps with the words from the box. Each word is used only once. You may need to change the word in order for it to fit the context. There are 2 extra words in the box.

**It's Not About You**

~~BAD - LEAD - LIMIT - MARCH - MAY - MEAN - QUICK~~  
~~RAISE - SPECIAL - STRUCTURE - TUTOR - WANDER~~

Over the past few weeks, America's colleges have sent another class of graduates off into the world.

But, 11. especially this year, one is conscious of the many ways in which this year's graduating class has been ill served by their elders. They enter a bad job market.

More important, this year's graduates are members of the most supervised generation in American history. Through their whole life, they 12. are raised tutored and coached to an unprecedented degree.

Yet upon graduation they will enter a world that is unprecedentedly wide open and 13. unlimited. Most of them will not 14. quickly get married, buy a home and have kids, as previous generations did. Instead, they will confront amazingly diverse job markets and social landscapes. Most will spend a decade 15. wandering from job to job and clique to clique, searching for a role.

College students 16. are raised in an environment that demands one set of navigational skills, and they are then cast out into a different environment requiring a different set of skills, which they have to figure out on their own.

17. Worst of all, they are sent off into this world with the whole baby-boomer theology ringing in their ears. Many graduates are told to: Follow your passion, 18. march to the beat of your own drummer, follow your dreams and find yourself. This is the litany of expressive individualism, which is still the dominant note in American culture.

But, of course, all this 19. is structured on nearly every front.

is led



College grads are often sent out into the world amid rapturous talk of 20. mighty possibilities. But this talk is of no help to the central business of adulthood, finding serious things to tie yourself down to.

**TASK 3. READING (10 points: 1 answer = 1 point)**

Put the following paragraphs in the correct order to recreate the text. Answer sheet 21-31

А В С Д Е Ж Г В Д И

**What Makes an Effective Teacher? Ask the Students**

В А

By ALAN SMITH

- A. Teachers whose students described them as skillful at maintaining classroom order, at focusing their instruction and at helping their charges learn from their mistakes are often the same teachers whose students learn the most in the course of a year, as measured by gains on standardized test scores, according to a progress report on the research.
- B. The same was true for teachers whose students agreed with the statements, "In this class, we learn to correct our mistakes," and, "My teacher has several good ways to explain each topic that we cover in this class." The questionnaires were developed by Ronald Ferguson, a Harvard researcher who has been refining student surveys for more than a decade.
- C. Financed by the Bill and Melinda Gates Foundation, the two-year project involves scores of social scientists and some 3,000 teachers and their students in Charlotte, N.C.; Dallas; Denver; Hillsborough County, Fla., which includes Tampa; Memphis; New York; and Pittsburgh. The research is part of the \$335 million Gates Foundation effort to overhaul the personnel systems in those districts.
- D. "As a nation, we've wasted what students know about their own classroom experiences instead of using that knowledge to inform school reform efforts," he said. "Kids know effective teaching when they experience it."
- E. Quite useful, according to preliminary results released on Friday from a \$45 million research project that is intended to find new ways of distinguishing good teachers from bad.
- F. Statisticians began the effort last year by ranking all the teachers using a statistical method known as value-added modeling, which calculates how much each teacher has helped students learn based on changes in test scores