

Олимпиада «Покори Воробьевы Горы 2016/17»
10-11 классы
Очный тур
Вариант 1

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.

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

Transfer your answers into the answer sheet

Each correct answer gives you 2 points

Past views of intelligence

- Thought to be only one type
- Could be assessed through an IQ test

Current views

- More than one type of intelligence – these can be seen in our 1
- Howard Gardner – *Frames of Mind* (1983) identified seven types of intelligence:
 - i) linguistic (i.e. words and language)
 - ii) 2 (science and maths)
 - iii) musical
 - iv) kinaesthetic (i.e. the body and 3)
 - v) visual (relating to images)
 - vi) interpersonal (conscious of the 4 of other people)
 - vii) intrapersonal (relating to self-awareness)
- Other intelligences have been suggested but are not generally included because they are too 5

Uses in education

- Adapt activities to suit the type of student you are, e.g.
 - > a kinaesthetic type learner will not learn well from a 6 – they would learn better from taking part in a 7
 - > visual learners could create their own 8
- Find out the type of learner you are by thinking about the way you prefer to do things, e.g. when teaching someone how to use a new piece of equipment
 - > a visual learner would prefer to use a 9
 - > a kinaesthetic learner would prefer to do a 10

TASK 2. READING (10 points: 1 answer = 1 point)

Put the following paragraphs in the correct order to recreate the text. Transfer your answers into the answer sheet (11-20).

I Wish I Had a Pair of Scissors, So I Could Cut Out Your Tongue

By ALINA SIMONE

DEC. 17, 2016 The New YorkTimes

- A.** The mom was dumbfounded. Her son nodded; it was true.
- B.** In March, she gave up and pulled her son off the bus. Parents go to great lengths to get their children into the best schools. For many — myself included — a longer commute seems a fair trade for a better education. But we should spare some thought for making sure that journey is safe.
- C.** And if a fight breaks out? Drivers should pull over and call 911.
- D.** ONE evening after school, about three weeks ago, my husband and daughter were on the curb in the too-early dark with the usual group of kids and parents, when my 5-year-old informed another mom that an older boy had come up to her son on the bus and said, “I wish I had a pair of scissors, so I could cut out your tongue.” To underscore his intention, the boy asked around to see if anyone had any scissors.
- E.** At a time of intense parenting and wearable GPS trackers for kids, the school bus remains one of the black boxes of childhood. In what other situation would parents allow dozens of kids, ranging from 4 to 13, to look after themselves, with the only adult in earshot focused on navigating a six-wheeler through rush hour traffic?
- F.** I think of myself as about average on the parental neurosis scale but I was worried about the bus before my daughter even started elementary school. We managed to get a spot at our first choice school; then the problem was getting there.
- G.** She alerted the school, and was told that the bully’s parents had been contacted. Still, the bullying continued. She then asked if she could ride on the bus with her son. There were dozens of volunteer roles for parents at our school but the district forbids parents to actually set foot on it. She then offered to hire a bus monitor *with her own money*, only to be told: “That’s not how it usually works.”
- H.** When I mentioned this to an acquaintance whose children attend my daughter’s school, she turned pale. Last year, she said, her 5-year-old son started getting hassled on the bus. The bullying escalated from name-calling to hitting.
- I.** Most parents assume that bus drivers are responsible for maintaining discipline and preventing abuse. But in places like New York City, that’s just not true. Drivers aren’t school employees; they work for private companies. Drivers are supposed to “caution” children only if a problem arises, and then report any incidents of bullying.

J. The commute required two subway trains and a mile-long walk: a round trip that would take us, her parental escorts, about two and a half hours a day. Luckily, we qualified for the school bus.

TASK 3. 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 (lexically and/or grammatically) in order for it to fit the context. There are 2 extra words in the box. Transfer your answers into the answer sheet (21-30).

Why Do We Get Tip-of-the-Tongue Syndrome?

Jessica Hullinger July 5, 2015 - 11:00am

FRUSTRATE	CORRESPOND	WALK	MEET	DESPERATE	EFFORT
SCIENCE	LUCK	STICK	GIVE	MISS	CALL

It's happened to all of us. In the middle of a conversation, you suddenly hit a vocabulary wall. "What's that word?" you think. You know the word. But you can't say it. It **1.** _____ there on the tip of your tongue.

There's a **2.** _____ term for this phenomenon, which is—you guessed it—tip-of-the-tongue syndrome. It's so common that most languages have given it a term. Koreans say a word is "sparkling at the end of my tongue," while Estonians describe it as being "at the head of the tongue."

For Karin Humphreys, tip-of-the-tongue syndrome is very real. "I'd find I would get it on the same name or same word over and over again," she says. Out of **3.** _____, she'd look up the word online, or a friend would come to her rescue. "You feel you're never going to forget it again, because the relief is just so palpable. And then I'd find myself a week later in a tip-of-the-tongue state on the same word again, which is even more **4.** _____! It got me thinking, 'Why the heck is this happening?'"

5. _____, Humphreys is in a unique position to answer that question. She's an associate professor at McMaster University in Ontario, Canada, who studies the psycholinguistics of language production.

Why do tip-of-the-tongue states occur?

Translating thoughts into words is a complex process—one that we take for granted because it usually happens 6. _____. The brain translates thoughts from abstract concepts into words and then attaches them to the appropriate sounds. Voilà: we speak. In TOT states, this process gets interrupted. "Word recalling normally goes smoothly and easily, but in this case the system breaks down and you get stuck partway through," Humphreys says.

Unfortunately, the more we think about the 7. _____ word, as we are inclined to do, the more it escapes us. But struggling with it only to be given the answer by the Internet actually doesn't do us much good in helping us recall the word later. In fact, Humphreys's research suggests it basically guarantees you'll forget it again.

Working with undergraduate volunteers, she triggered TOT states by providing a series of definitions and asked participants to produce the 8. _____ words.

A sample definition: "What do you call the sport of exploring caves?"

If the definition sent the participants into a TOT state, they 9. _____ a bit of time to think on it. If they still couldn't remember the word, researchers would give them the answer. (The sport is "spelunking.") The experiment was repeated with the same participants, definitions, and words in various intervals to see if the time between tests would change whether or not participants could 10. _____ the words next time. But it didn't matter if the test happened a week later or five minutes later. Many people repeatedly experienced TOT states on the same words.

So, every time you forget Liam Neeson's name and google it, you're only reinforcing your mistake.

TASK 4. WRITING (60 points)

(40 minutes, 250-300 words)

Imagine that your school magazine has a weekly column called "Don't worry, Be Healthy!". As part of their investigation into healthy lifestyle of young people, they have asked you to write a report based on the results of your own survey demonstrated in the graph below.

In your report say:

1. who participated in the survey;
2. what changes and trends can be seen comparing the data of 2010 and 2017;
3. what are the reasons of such changes;
4. how the situation might develop in the future.

Do not forget to follow the rules of report writing and to use an appropriate style.

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10-11 классы

Очный тур

Вариант 2

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

For questions 1-10 complete the notes below filling in the gaps with ONE/TWO WORDS.

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

Transfer your answers into the answer sheet

Each correct answer gives you 2 points

Previous beliefs

- need to be a graduate to get a job with good career prospects
- not attending university will limit you to work in the ¹_____ sector

Current work situation

- can earn a good living by taking a ²_____ course
- traditional jobs not requiring university study can pay reasonably well, e.g. ³_____
- new jobs also pay reasonably well, e.g. ⁴_____ of solar panels
- new categories of work now, e.g. 'chrome-collar' (⁵_____) or 'green-collar' (linked to the environment) – this is where many ⁶_____ exist

Study options

- no longer necessary to study for a ⁷_____
- many courses lead to an ⁸_____ where you can learn as you work
- more graduates are attending community college to learn a ⁹_____
- young people no longer see their work life as one ¹⁰_____ in the way their grandparents did

TASK 2. READING (10 points: 1 answer = 1 point)

Put the following paragraphs in the correct order to recreate the text. Transfer your answers into the answer sheet (11-20).

‘Hello Mother, Hello Daughter’: Texts of Misery from Camp

Jennifer Weiner JULY 23, 2015

The New York Times

- A.** In June, I drove her to a college campus for a week of sports camp. I made her bed, unpacked her clothes, met her counselors and told her I loved her, and then I drove away. It barely occurred to me that she still had her phone and that she’d be allowed to use it.
- B.** If my girls become mothers themselves, I’ll tell them the same thing, with an important addition. “You’re only ever as happy as your unhappiest child,” I will say. “So do not send your unhappiest child to sleep-away camp with an unlimited texting plan.”

- C. Like a lot of kids who initially write home in anger, my daughter ultimately had a ball, coming home tanned and freckled and with a new nickname. Next summer, I think she'll leave without a backward glance.
- D. My older daughter, who is 12, did not want to go to camp this summer. Her father and I hung tough through months of complaints, of pleading and threats and I-don't-want-to's.
- E. WHEN my first daughter was born, my mother told me that my life was going to change; that my emotional weather would no longer be dictated by my own moods, but by hers. "You're only ever as happy as your unhappiest child," she said.
- F. But will I be able to let her?
- G. She survived her week — just barely, she insisted. Then, we sent her for two weeks at Camp Number Two. After a week of silence, the letters showed up, three at a time. Even though the camp had warned that the early missives might not be cheery ones, I died inside with every THIS PLACE IS TERRIBLE and GET ME OUT OF HERE and VERY ANGRY card that came signed with a frownie-face beneath the words YOUR DISGRUNTLED DAUGHTER.
- H. Six hours after we'd hugged our goodbyes, the texts began ("I hate it here". "The kids are mean". "I have no friends"). I tried encouragement ("Hang in there! You'll be fine!"). I used tough love ("No, I am not coming to get you. It's important for you to stick this out").
- I. I promised my daughter that she would be fine, even while recalling my own misery. I told her that she would make friends, even though I spent months, seasons, entire school years friendless. I told her that this would be good for her; that, even if she didn't come home with a new B.F.F., she'd at least know that she could depend on herself and survive a tough time.
- J. So which was worse? At the first camp, I'd had a continuing log of her unhappiness. At Camp Two, I knew she was miserable — I had proof! — but could only guess at the specifics.

TASK 3. 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 (lexically and/or grammatically) in order for it to fit the context. There are 2 extra words in the box. Transfer your answers into the answer sheet (21-30).

When It Comes to Success, Age Really Is Just a Number

By **BENEDICT CAREY** NOV. 3, 2016

The New York Times

SCIENCE	YOUTH	COMBINE	VARY	NOTICE	BRAIN
READ	ASK	FOCUS	CREATE	NATURE	FREE

THE question hangs over the career of every ambitious man: Is there still time to make a mark?

Charles Darwin was 29 when he came up with his theory of 1. _____ selection. Einstein had his annus mirabilis at age 26; Marie Curie made big discoveries about radiation in her late 20s. Mozart's Symphony No. 1 in E flat: 8 years old.

For years, scientists who study achievement 2. _____ that in many fields the most electrifying work comes earlier in life rather than later. After all, younger people can devote their life to a project in a way that more senior people cannot, and young stars attract support and mentors.

Now, a big-data analysis of 3. _____ careers appearing in the journal Science finds a mix of factors that have nothing to do with age or early stardom. It is, they suggest, a 4. _____ of personality, persistence and pure luck, as well as intelligence, that leads to success — at any age.

“The bottom line is: Brother, never give up. When you give up, that's when your 5. _____ ends,” said Albert-Laszlo Barabasi, who with Roberta Sinatra led a team of researchers who conducted the analysis. Both were physicists at Northeastern University in Boston.

The research team began by 6. _____ on career physicists. Sure enough, the physicists were more likely to produce hits earlier rather than later. But this had nothing to do with their age, the analysis found.

It was entirely because of productivity: **7.** _____ scientists tried more experiments, increasing the likelihood they would find something good. “It’s not the age that matters,” said Dr. Barabasi, who wrote the study with Dashun Wang, Pierre Deville and Chaoming Song, as well as Dr. Sinatra.

Yet there is another important element - Q.

Q could be translated as “skill,” and most likely includes a broad **8.** _____ of factors, such as I.Q., drive, motivation, openness to new ideas and an ability to work well with others.

“This Q factor is so interesting because it potentially includes abilities people have but may not recognize as central,” said Zach Hambrick, a professor of psychology at Michigan State University. “Clear writing, for instance. Take the field of mathematical psychology. You may publish an interesting finding, but if the published article is **9.** _____, as so many are, you can’t have wide response because no one understands what you’re writing about.”

One important factor often does increase with age, in many endeavors: status, and with it the **10.** _____ to take risks, said Frank Sulloway, a psychologist at the University of California, Berkeley.

“Jean-Baptiste Lamarck was 57 when he first published on the subject of evolution in 1801, and he was 66 when he finally published his great book ‘Philosophie Zoologique’ in support of the theory of evolution,” Dr. Sulloway said in an email.

TASK 4. WRITING (60 points)

(40 minutes, 250-300 words)

Imagine that your school magazine has a weekly column called “Don’t worry, Be Healthy!”. As part of their investigation into healthy lifestyle of young people, they have asked you to write a report based on the results of your own survey demonstrated in the graph below.

In your report say:

5. who participated in the survey;

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Вариант 3

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

For questions 1-10 complete the notes below filling in the gaps with ONE/TWO WORDS.

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

Transfer your answers into the answer sheet

Each correct answer gives you 2 points

Ancient cultures made medicines from plants and animals. Modern scientists are studying the ¹_____ found in the ²_____ of crocodiles. They believe it may help to fight ³_____. The field of medical science is taking an interest in phytochemicals (i.e. chemical ⁴_____ found naturally in plants). Scientists have already been able to show the health benefits of drinking green tea. Those who provide funding for medical research are now more supportive of ⁵_____ therapies. As a result, scientists are studying how antioxidants may help with Alzheimer's disease. They are attempting to find the exact ⁶_____ (i.e. without any harmful ⁷_____).

Researchers have discovered that when phytochemicals are in a ⁸_____ state, the body cannot ⁹_____ them easily. They are using nanotechnology to make a ¹⁰_____ that will slowly release the medicine.

TASK 2. READING (10 points: 1 answer = 1 point)

Put the following paragraphs in the correct order to recreate the text. Transfer your answers into the answer sheet (11-20).

High School Pushover No More: The Power of the Polo Shirt

By ALEXANDRA OLIVA OCT. 22, 2016

The New York Times

- A.** In a sweet, dumb voice, I asked, “Can I see your ID?”
- B.** THE smirk flashed across my former classmate’s face as she walked in and saw me behind the cash register wearing my maroon cap and name tag. She whispered something to her equally tall and slender friend, then greeted me in a way she hadn’t since we were little: as if we were friends. Then she asked for a pack of cigarettes.
- C.** She didn’t need to work a summer job; her father owned a business. The nights I spent working, she was probably off partying at some fabulous place, the kind of house that I had helped my dad paint during other summers.
- D.** It was the summer before my senior year of high school. This was my first job: sweeping floors and scooping ice cream at the convenience store that was also my hometown’s gas station. A. and I had gone to kindergarten together. So I knew she was underage, and she knew I knew. Standing there in her skimpy tank top, she was betting I wouldn’t cause a scene.
- E.** Uncertainty flashed across A.’s face. She mumbled something about leaving her license in the car, then turned and ran with her friend out of the store. As I stood there watching A. leave, I felt the triumph of a pushover finally refusing to fall.
- F.** It was a pretty safe bet. I’d always been a quiet kid, consistently described by both peers and teachers as “good” and “nice.” But all this really meant was that I followed directions well, rarely spoke my mind and almost never stood up for myself. Not that I was bullied, but my memories are full of my being too shy to raise my hand, too scared to take a chance.
- G.** Now, as an adult, I recognize that it’s unlikely that A. was as comfortable in the world as I thought she was. She must have been going through her own hard times and troubles. But all I cared about then was that she was thin, gorgeous and rich.
- H.** It never occurred to me that maybe she smoked because it provided her with the same comfort I tried to find in food. No, I felt no empathy for this stunning girl standing across the counter. Instead I felt the weight of my unflattering uniform. I felt their shared aura of superiority.

- I.** I'd also ballooned from a normal-size child to borderline obese. So at 17, I was both painfully shy and insecure. It was impossible for me to look at someone like A. without hating the ease with which she moved through the world.
- J.** In the end, it came down to this: I did not care if A. smoked, but I didn't want to be used. Fortunately, I had the backing of my hat and name tag and matching polo shirt. Sure, this was a just a summer job, but even so, I was in my workplace. I had power here. This context allowed me to find the courage that so often failed me in social settings.

TASK 3. 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 (lexically and/or grammatically) in order for it to fit the context. There are 2 extra words in the box. Transfer your answers into the answer sheet (21-30).

I Wish I Had a Pair of Scissors, So I Could Cut Out Your Tongue

By ALINA SIMONE

DEC. 17, 2016 The New York Times

BRING	CONTACT	FOCUS	ACQUAINT	ROUND	COME
RISE	FLY	LUCK	CHILD	BREAK	EMPLOY

One evening after school, about three weeks ago, my husband and daughter were on the curb in the too-early dark with the usual group of kids and parents, when my 5-year-old informed another mom that an older boy **1.** _____ up to her son on the bus and said, "I wish I had a pair of scissors, so I could cut out your tongue."

To underscore his intention, the boy asked **2.** _____ to see if anyone had any scissors.

The mom was dumbfounded. Her son nodded; it was true.

At a time of intense parenting and wearable GPS trackers for kids, the school bus remains one of the black boxes of **3.** _____. In what other situation would parents allow dozens of kids, ranging from 4 to 13, to look after themselves, with the only adult in earshot **4.** _____ on navigating a six-wheeler through rush hour traffic?

Most parents assume that bus drivers are responsible for maintaining discipline and preventing abuse. But in places like New York City, that's just not true. Drivers aren't school **5.** _____; they work for private companies. According to New York City's Office of Pupil Transportation, "the management of discipline on the bus is the school's responsibility." Drivers are supposed to "caution" children only if a problem **6.** _____, and then report any incidents of bullying. Can they say, "Stop hitting him," for instance, I asked an official? No, I was told: The driver is supposed to write up a report.

And if a fight **7.** _____ out? Drivers should pull over and call 911.

I was worried about the bus before my daughter even started elementary school. Ours is a "choice" district (the only one in Manhattan), which means that, rather than send her to a local school, we were able to rank schools in order of preference. We managed to get a spot at our first choice; then the problem was getting there.

The commute required two subway trains and a mile-long walk: a round trip that would take us, her parental escorts, about two and a half hours a day. **8.** _____, we qualified for the school bus.

When I mentioned this to an **9.** _____ whose children attend my daughter's school, she blanched. Last year, she said, her 5-year-old son started getting bullied on the bus.

She alerted the school, and was told that the bully's parents already **10.** _____. Still, the bullying continued. She then asked if she could ride on the bus with her son. She then offered to hire a bus monitor *with her own money*, only to be told: "That's not how it usually works."

In March, she gave up and pulled her son off the bus.

TASK 4. WRITING (60 points)

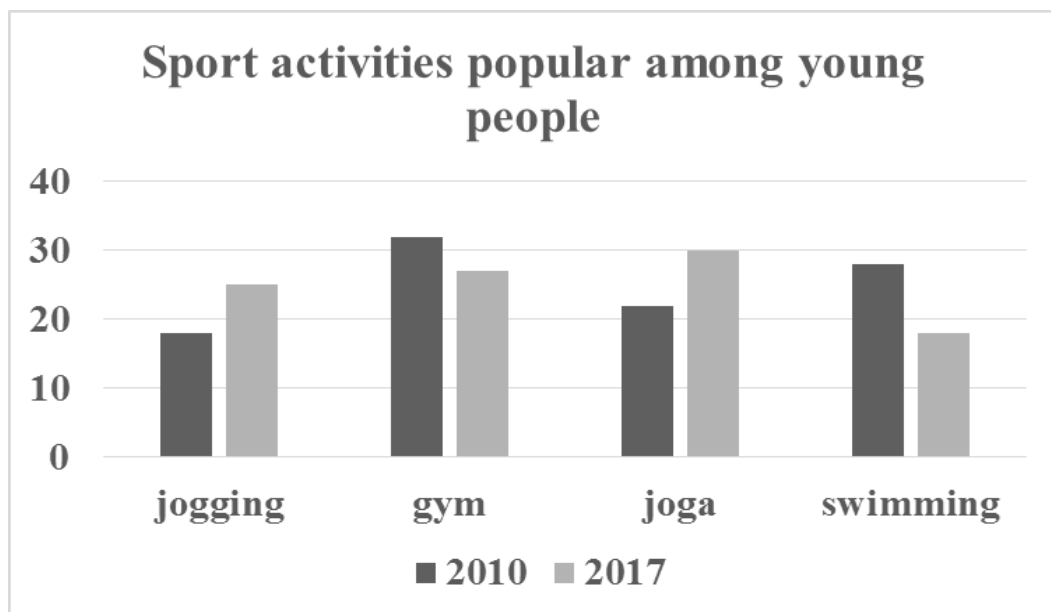
(40 minutes, 250-300 words)

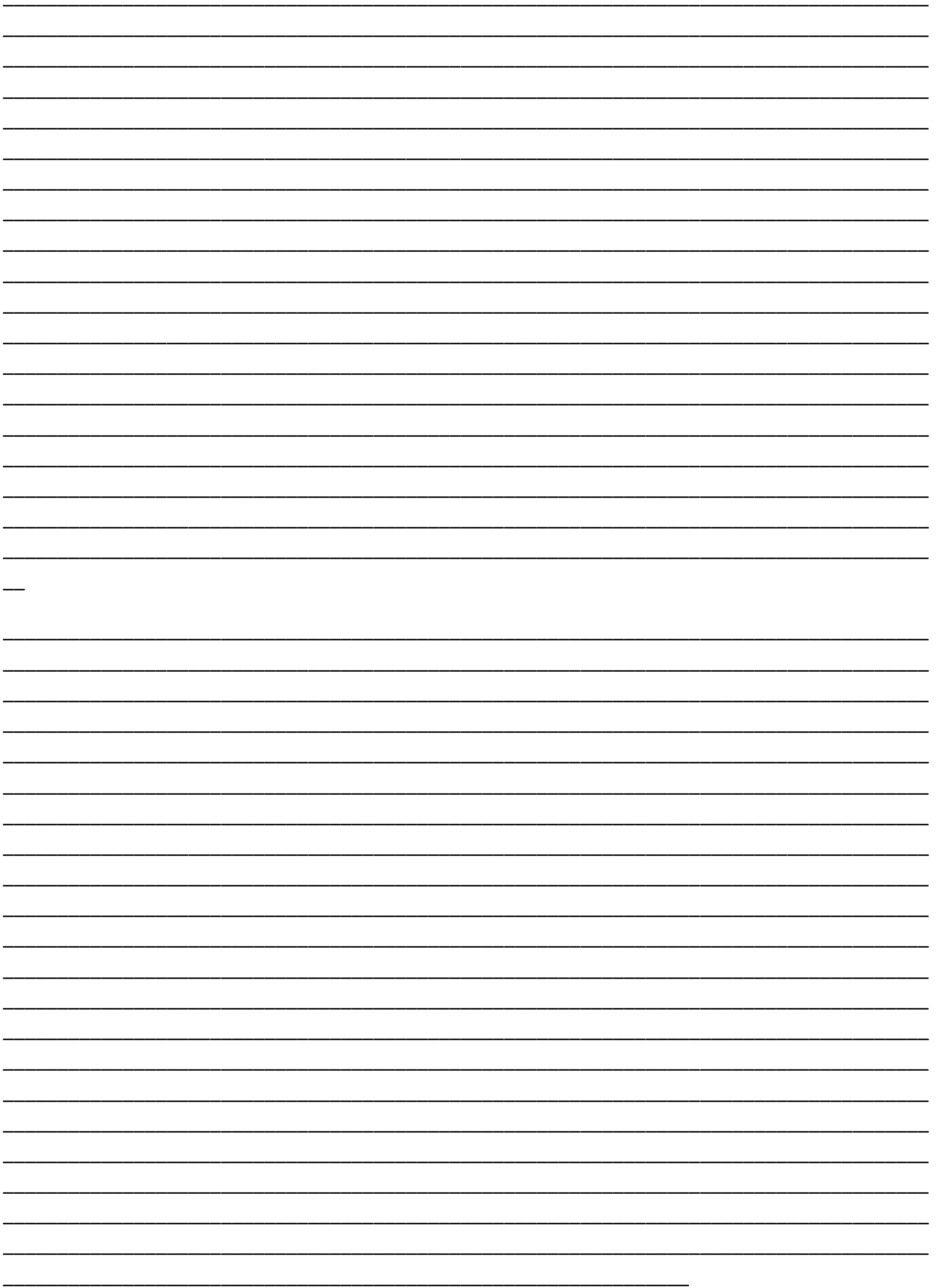
Imagine that your school magazine has a weekly column called "Don't worry, Be Healthy!". As part of their investigation into healthy lifestyle of young people, they have asked you to write a report based on the results of your own survey demonstrated in the graph below.

In your report say:

9. who participated in the survey;
10. what changes and trends can be seen comparing the data of 2010 and 2017;
11. what are the reasons of such changes;
12. how the situation might develop in the future.

Do not forget to follow the rules of report writing and to use an appropriate style.





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10-11 классы

Очный тур

Вариант 4

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.

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

Transfer your answers into the answer sheet

Each correct answer gives you 2 points

Past views of intelligence

- Thought to be only one type
- Could be assessed through an IQ test

Current views

- More than one type of intelligence – these can be seen in our 1
- Howard Gardner – *Frames of Mind* (1983) identified seven types of intelligence:
 - i) linguistic (i.e. words and language)
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 - iii) musical
 - iv) kinaesthetic (i.e. the body and 3)
 - v) visual (relating to images)
 - vi) interpersonal (conscious of the 4 of other people)
 - vii) intrapersonal (relating to self-awareness)
- Other intelligences have been suggested but are not generally included because they are too 5

Uses in education

- Adapt activities to suit the type of student you are, e.g.
 - > a kinaesthetic type learner will not learn well from a 6 – they would learn better from taking part in a 7
 - > visual learners could create their own 8
- Find out the type of learner you are by thinking about the way you prefer to do things, e.g. when teaching someone how to use a new piece of equipment
 - > a visual learner would prefer to use a 9
 - > a kinaesthetic learner would prefer to do a 10

TASK 2. READING (10 points: 1 answer = 1 point)

Put the following paragraphs in the correct order to recreate the text. Transfer your answers into the answer sheet (11-20).

Try a New Year's Revolution

- A. But we know him.
- B. Diets can monopolize your energy, take up your time and do a number on your self-esteem. They turn your attention inward, on changing your body, not the world. And they have a well-documented tendency to fail, no matter the level of dedication or resolve of the dieter.
- C. No matter what bit of 2016 has left you feeling battered and blue, the siren song of self-improvement has never sounded louder. We can't heal the divides in the country, can't stop violence, can't keep death from taking the artists and actors who defined our youth.
- D. By now, we're all familiar with Mr. Trump's standards of female beauty. Thanks to tapes leaked and public, thanks to well-publicized remarks about the women he suggested weren't attractive enough for him to have paid attention to, a decade of chats with Howard Stern, the models he has married, the beauty pageants he owned and the compliments he's lavished on his daughter Ivanka, we know that beauty, in the eye of the president-elect, is tall and slim and young.
- E. Plus, the chorus of body shamers has never been louder, or more empowered. Mr. Trump once called Miss Universe Alicia Machado "Miss Piggy". Ann Coulter's new hobby is posting shots of larger women at rallies with captions like "Without fat girls, there would be no protests" prompting Jennifer Wright, the author of this article, to tweet: "As long as we're body shaming, congrats on losing that last half a pound where a heart would be". Bottom line.
- F. But here we are, once again, in the month of New Year's resolutions; the month where even the firmest believer in self-acceptance can find herself considering the diets despite all their drawbacks.
- G. If you fit those standards, you're fine. If you don't? January's when you'll feel the most pressure to squeeze yourself inside. Before you do, consider the stakes of dieting. "A cultural fixation on female thinness is not an obsession about female beauty, but an obsession about female obedience," Naomi Wolf wrote in "The Beauty Myth."

- H.** This year, however, the notion of self-improvement feels especially tempting. Diets, and resolutions in general, are all about hope — hope that things can get better, hope that you are going to actually learn that new language, declutter that junk drawer, lose those 20 pounds for good.
- I.** We can't magically extend the term of a president who did not tweet as if he was a furious, academically challenged 12-year-old, but maybe we can at least squeeze into our jeans from the era before it all went wrong.
- J.** DONALD J. Trump wants you on a diet. I hear what you're saying. "Donald Trump doesn't even know me!"

TASK 3. 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 (lexically and/or grammatically) in order for it to fit the context. There are 2 extra words in the box. Transfer your answers into the answer sheet (21-30).

‘Hello Mother, Hello Daughter’: Texts of Misery from Camp

PACK	COMPLAIN	BAD	FRIEND	GO	ALLOW
COURAGE	SIGN	EMOTION	SLEEP	ADD	EAT

Jennifer Weiner JULY 23, 2015

The New York Times

WHEN my first daughter was born, my mother told me that my life was going to change; that my **1.** _____ weather would no longer be dictated by my own moods, but by hers. “You’re only ever as happy as your unhappiest child,” she said.

If my girls become mothers themselves, I’ll tell them the same thing, with an important **2.** _____. “You’re only ever as happy as your unhappiest child,” I will say. “So do not send your unhappiest child to sleep-away camp with an unlimited texting plan.”

My older daughter, who is 12, did not want to go to camp this summer. Her father and I hung tough through months of **3.** _____, of pleading and threats and I-don’t-want-to’s.

I promised my daughter that she would be fine, even while recalling my own misery. I told her that she would make friends, even though I spent months, seasons, entire school years **4.** _____. I told her that this would be good for her; that, even if she didn’t come home with a new B.F.F., she’d at least know that she could depend on herself and survive a tough time.

In June, I drove her to a college campus for a week of sports camp. I made her bed, 5. _____ her clothes, met her counselors and told her I loved her, and then I drove away. It barely occurred to me that she still had her phone and that she 6. _____ to use it.

Six hours after we'd hugged our goodbyes, the texts began ("I hate it here". "The kids are mean". "I have no friends"). I tried 7. _____ ("Hang in there! You'll be fine!"). I used tough love ("No, I am not coming to get you. It's important for you to stick this out").

She survived her week — just barely, she insisted. Then, we sent her for two weeks at Camp Number Two. After a week of silence, the letters showed up, three at a time. Even though the camp had warned that the early missives might not be cheery ones, I died inside with every THIS PLACE IS TERRIBLE and GET ME OUT OF HERE and VERY ANGRY card that came 8. _____ with a frownie-face beneath the words YOUR DISGRUNTLED DAUGHTER.

So which was 9. _____? At the first camp, I'd had a continuing log of her unhappiness. At Camp Two, I knew she was miserable — I had proof! — but could only guess at the specifics.

Like a lot of kids who initially write home in anger, my daughter ultimately had a ball, coming home tanned and freckled and with a new nickname. Next summer, I think she'll leave without a backward glance.

When I became a mother, my own mom told me so much about patience and compassion and how to forgive myself when, for example, things 10. _____ according to my plan. I wish that I'd known how this part would feel — the watching and the waiting, letting your kid fall out of the nest, knowing that she might crash.

TASK 4. WRITING (60 points)

(40 minutes, 250-300 words)

Imagine that your school magazine has a weekly column called "Don't worry, Be Healthy!". As part of their investigation into healthy lifestyle of young people, they have asked you to write a report based on the results of your own survey demonstrated in the graph below.

Олимпиада «Покори Воробьевы Горы 2016/17»

10-11 классы

Очный тур

Вариант 5

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

For questions 1-10 complete the notes below filling in the gaps with ONE/TWO WORDS.

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

Transfer your answers into the answer sheet

Each correct answer gives you 2 points

Previous beliefs

- need to be a graduate to get a job with good career prospects
- not attending university will limit you to work in the ¹_____ sector

Current work situation

- can earn a good living by taking a ²_____ course
- traditional jobs not requiring university study can pay reasonably well, e.g. ³_____
- new jobs also pay reasonably well, e.g. ⁴_____ of solar panels
- new categories of work now, e.g. 'chrome-collar' (⁵_____) or 'green-collar' (linked to the environment) – this is where many ⁶_____ exist

Study options

- no longer necessary to study for a ⁷_____
- many courses lead to an ⁸_____ where you can learn as you work
- more graduates are attending community college to learn a ⁹_____
- young people no longer see their work life as one ¹⁰_____ in the way their grandparents did

TASK 2. READING (10 points: 1 answer = 1 point)

Put the following paragraphs in the correct order to recreate the text. Transfer your answers into the answer sheet (11-20).

Quit Social Media. Your Career May Depend on It.

By CAL NEWPORT NOV. 19, 2016

The New York Times

- A. This idea, of course, runs against our current understanding of social media's role in the professional sphere. We've been told that it's important to develop your so-called social media brand, as this provides you access to opportunities you might otherwise miss and supports the contact network you need to get ahead. Many people in my generation fear that without a social media presence, they would be invisible to the job market. In a recent New York magazine essay, Andrew Sullivan recalled when he started to feel obligated to update his blog every half-hour or so.

- B.** My second objection concerns the idea that social media is harmless. Consider that the ability to concentrate without distraction on hard tasks is becoming increasingly valuable in an increasingly complicated economy.
- C.** At the moment, this makes me an outsider, but I think many more people should follow my example and quit these services. There are many issues with social media but the argument I want to make here is more pragmatic: You should quit social media because it can hurt your career.
- D.** Professional success is hard, but it's not complicated. It requires that you master a useful craft and then apply it to things that people care about. This is a philosophy perhaps best summarized by the advice Steve Martin used to give entertainers: "Be so good they can't ignore you." If you do that, the rest will work itself out, regardless of the size of your Instagram following.
- E.** I think this behavior is misguided. In a capitalist economy, the market rewards things that are rare and valuable. Social media use is decidedly not rare or valuable. Any 16-year-old with a smartphone can invent a hashtag or repost an article.
- F.** So, if you're serious about making an impact in the world, power down your smartphone, close your browser tabs, roll up your sleeves and get to work.
- G.** A common response to my social media skepticism is the idea that using these services "can't hurt." However, my critics note, why not also expose yourself to the opportunities and connections that social media can offer? I have two objections to this line of thinking.
- H.** I'M a computer scientist who also writes books and runs a blog. I should be a heavy social media user, but that is not the case. I've never had a social media account.
- I.** Social media weakens this skill because it's engineered to be addictive. The more you use social media in the way it's designed to be used the more your brain learns to crave a quick hit of stimulus at the slightest hint of boredom.
- J.** First, interesting opportunities and useful connections are not as rare as social media proponents claim. My research on successful professionals underscores that this experience is common: As you become more valuable to the marketplace, good things will find you. To be clear, I'm not saying that new opportunities and connections are unimportant. I'm instead saying that you don't need social media's help to attract them.

TASK 3. 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 (lexically and/or grammatically) in order for it to fit the context. There are 2 extra words in the box. Transfer your answers into the answer sheet (21-30).

High School Pushover No More: The Power of the Polo Shirt

By ALEXANDRA OLIVA OCT. 22, 2016

The New York Times

LIKE	FRIEND	PARTY	GROW	HAVE	FORTUNE
MIND	WEIGH	EQUAL	FAIL	AGE	REFUSE

THE smirk flashed across my former classmate’s face as she walked in and saw me behind the cash register wearing my maroon cap and name tag. She whispered something to her **1.** _____ tall and slender friend, then greeted me in a way she hadn’t since we were little: as if we were friends. Then she asked for a pack of cigarettes.

It was the summer before my senior year of high school. This was my first job: sweeping floors and scooping ice cream at the convenience store that was also my hometown’s gas station. A. and I had gone to kindergarten together. So I knew she was **2.** _____, and she knew I knew we were peers. Standing there in her skimpy tank top, she was betting I wouldn’t cause a scene.

It was a pretty safe bet. I’d always been a quiet kid, consistently described by both peers and teachers as “good” and “nice.” But all this really meant was that I followed directions well, rarely spoke my mind and almost never stood up for myself. Not that I was bullied or **3.** _____, but my memories are full of my being too shy to raise my hand, too scared to take a chance.

Also, by that summer I **4.** _____ from a normal-size child to borderline obese. So at 17, I was both painfully shy and insecure. It was impossible for me to look at someone like A. without hating the ease with which she moved through the world.

Now, as an adult, I realize that it’s highly **5.** _____ that A. was as comfortable in the world as I thought she was. She must have been going through her own hard times and troubles. But all I cared about then was that she was thin, gorgeous and rich.

She didn't need to work a summer job; her father owned a business. The nights I spent working, she was probably off **6.** _____ at some fabulous place, the kind of house that I had helped my dad paint during other summers.

It never occurred to me that maybe she smoked because it provided her with the same comfort I tried to find in food. No, I felt no empathy for this stunning girl standing across the counter. Instead I felt the **7.** _____ of my unflattering uniform. I felt their shared aura of superiority.

In the end, it came down to this: I did not care if A. smoked, but I didn't want to be used. **8.** _____, I had the backing of my hat and name tag and matching polo shirt. Sure, this was a just a summer job, but even so, I was in my workplace. I had power here. This context allowed me to find the courage that so often **9.** _____ me in social settings. In a sweet, dumb voice, I asked, "Can I see your ID?"

Uncertainty flashed across A.'s face. She mumbled something about leaving her license in the car, then turned and ran with her friend out of the store. Looking back, it all seems a little petty — perhaps I had been needlessly righteous. As I stood there watching A. leave, I felt the triumph of a pushover finally **10.** _____ to fall.

TASK 4. WRITING (60 points)

(40 minutes, 250-300 words)

Imagine that your school magazine has a weekly column called "Don't worry, Be Healthy!". As part of their investigation into healthy lifestyle of young people, they have asked you to write a report based on the results of your own survey demonstrated in the graph below.

In your report say:

- 17.who participated in the survey;
- 18.what changes and trends can be seen comparing the data of 2010 and 2017;
- 19.what are the reasons of such changes;
- 20.how the situation might develop in the future.

Олимпиада «Покори Воробьевы Горы 2016/17»

10-11 классы

Очный тур

Вариант 6

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

For questions 1-10 complete the notes below filling in the gaps with ONE/TWO WORDS.

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

Transfer your answers into the answer sheet

Each correct answer gives you 2 points

Ancient cultures made medicines from plants and animals. Modern scientists are studying the ¹_____ found in the ²_____ of crocodiles. They believe it may help to fight ³_____. The field of medical science is taking an interest in phytochemicals (i.e. chemical ⁴_____ found naturally in plants). Scientists have already been able to show the health benefits of drinking green tea. Those who provide funding for medical research are now more supportive of ⁵_____ therapies. As a result, scientists are studying how antioxidants may help with Alzheimer's disease. They are attempting to find the exact ⁶_____ (i.e. without any harmful ⁷_____).

Researchers have discovered that when phytochemicals are in a ⁸_____ state, the body cannot ⁹_____ them easily. They are using nanotechnology to make a ¹⁰_____ that will slowly release the medicine.

TASK 2. READING (10 points: 1 answer = 1 point)

Put the following paragraphs in the correct order to recreate the text. Transfer your answers into the answer sheet (11-20).

Teaching Teenagers to Cope With Social Stress

By JAN HOFFMAN SEPT. 29, 2016

The New York Times

- A.** Finally, the students themselves were asked to write positive advice to younger students. Dr. Yeager believes it helps that the teenagers learned coping skills in a lecture-free zone. “The more adults tell kids how to deal with their social life, the less kids want to do it that way,” he said ²New research suggests they can. Though academic and social pressures continue to pile on in high school, teenagers can be taught effective coping skills to deal with stress and depression.
- B.** New research suggests they can. Though academic and social pressures continue to pile on in high school, teenagers can be taught effective coping skills to deal with stress and depression.
- C.** These results were measured through the students’ self-reporting in online diaries and through hormone measurements. The studies are small. Some 60 students from the Rochester, N.Y. area participated in the first trial; the second involved 205 ninth graders from a high school in suburban Austin, Tex.
- D.** David S. Yeager, an assistant professor of psychology at the University of Texas at Austin and a leading voice in the growing effort to help college students stay in school, has been turning his attention to younger teenagers to help improve their ability to cope with stress at an earlier age. His latest study, published in the journal Psychological Science, found a surprisingly effective technique.
- E.** In 2017, researchers will try to reproduce these results on a larger scale, in some 25 high schools across the country. Adults played no significant part in the exercise, researchers said. Students essentially taught themselves this mental trick, and when they were experiencing a lot of social stress, they had a reassuring interpretation ready to frame it. The exercise consisted of three steps.
- F.** At the beginning of the school year 2016, students participated in a reading and writing exercise that makes students understand a basic, almost banal message which helps in coping with tension: People can change. The results were positive: the students who completed the exercise had lower levels of

stress, reported more confidence in coping and achieved slightly higher grades at year's end, compared to a control group.

- G. First, students read a short, engaging article about brain science, describing how personality can change. Then they read anecdotes written by seniors about high school conflicts, reflecting how they were eventually able to shrug things off and move on.
- H. Laurence Steinberg, a professor of adolescent psychology at Temple University, also agrees that all schools should practice this exercise in order to teach teenagers how to cope with stress. To sum up, the research has shown, he said, that “if kids believed intelligence was fixed, they would believe nothing could be done. But if you change this belief, their academic performance does dramatically improve” which is a success in itself.
- I. ALMOST four million American teenagers have just started their freshman year of high school. Can they learn better ways to deal with all that stress and insecurity?
- J. “We’re asking kids to persuade other kids,” he added. “That feels respectful to them, and motivating. It’s a chance to matter. As these freshmen reflect on how they coped in middle school, the exercise forces them to put things in perspective.

TASK 3. 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 (lexically and/or grammatically) in order for it to fit the context. There are 2 extra words in the box. Transfer your answers into the answer sheet (21-30).

Quit Social Media. Your Career May Depend on It.

By CAL NEWPORT NOV. 19, 2016

The New York Times

DIFFER	HAVE	OBJECT	HARM	SUCCESS	BUY
CAPITAL	LEAVE	USE	UNDERSTAND	DESIGN	TELL

I'M a computer scientist who also writes books and runs a blog. I should be a heavy social media user, but that is not the case. I **1.** _____ never a social media account.

At the moment, this makes me an outsider, but I think many more people should follow my example and quit these services. There are many issues with social media but the argument I want to make here is more pragmatic: You should quit social media because it can hurt your career.

This idea, of course, runs against our current **2.** _____ of social media's role in the professional sphere. We **3.** _____ a number of times that it's important to develop your so-called social media brand, as this provides you access to opportunities you might otherwise miss and supports the contact network you need to get ahead. Many people in my generation fear that without a social media presence, they would be invisible to the job market. In a recent New York magazine essay, Andrew Sullivan recalled when he started to feel obligated to update his blog every half-hour or so.

I think this behavior is misguided. In a **4.** _____ economy, the market rewards things that are rare and valuable. Social media use is decidedly not rare or valuable. Any 16-year-old with a smartphone can invent a hashtag or repost an article.

Professional success is hard, but it's not complicated. It requires that you master a **5.** _____ craft and then apply it to things that people care about. This is a philosophy perhaps best summarized by the advice Steve Martin used to give entertainers: "Be so good they can't ignore you." If you do that, the rest will work itself out, regardless of the size of your Instagram following.

A common response to my social media skepticism is the idea that using these services "can't hurt." However, my critics note, why not also expose yourself to the opportunities and connections that social media can offer? I have two **6.** _____ to this line of thinking.

First, interesting opportunities and useful connections are not as rare as social media proponents claim. My research on **7.** _____ professionals underscores that this experience is common: As you become more valuable to the marketplace, good things will find you. To be clear, I'm not saying that new opportunities and connections are unimportant. I'm instead saying that you don't need social media's help to attract them.

My second counter-argument concerns the idea that social media is **8.** _____. Consider that the ability to concentrate without distraction on hard tasks is becoming increasingly valuable in an increasingly complicated economy.

Social media weakens this skill because it's engineered to be addictive. The more you use social media in the way it **9.** _____ to be used the more your brain learns to crave and enjoy a quick hit of stimulus at the slightest hint of boredom.

So, if you're serious about making a **10.** _____ in the world, power down your smartphone, close your browser tabs, roll up your sleeves and get to work.

TASK 4. WRITING (60 points)

(40 minutes, 250-300 words)

Imagine that your school magazine has a weekly column called "Don't worry, Be Healthy!". As part of their investigation into healthy lifestyle of young people, they have asked you to write a report based on the results of your own survey demonstrated in the graph below.

In your report say:

21. who participated in the survey;
22. what changes and trends can be seen comparing the data of 2010 and 2017;
23. what are the reasons of such changes;
24. how the situation might develop in the future.

Do not forget to follow the rules of report writing and to use an appropriate style.

