

Олимпиада школьников «Покори Воробьевы горы!»
2018-2019
Отборочный этап
Английский язык
Вариант 1
10-11 классы

**Блок 1. Лексико-грамматический тест и понимание письменного
текста (40 баллов)**

Task 1. *For questions 1-15 read the text and fill the gaps with the missing words. Write only ONE word in each gap. Transfer your answers to the answer sheet. Each correct answer earns you 1 point.*

SURVIVING AT WORK

You may work in an office where the only staff member is the person who interviewed you. (1)_____ the other hand, you may be joining several other staff members who have been with the company (2)_____ varying lengths of service. (3)_____ matter how many people work with you, they (4)_____ not all have time to talk to you on Day One, but don't (5)_____ it personally. Remember you have been chosen for the job above others who (6)_____ for the same position. (7)_____ though you may not arrive to a grand reception committee, your presence is (8)_____ welcome and needed. Most offices are very busy, especially on a Monday morning, so don't be put (9)_____ if you are left to your own devices for a (10)_____. It is not unknown for inexperienced office workers to throw in a perfectly good job (11)_____ the first day because they (12)_____ to understand the pressure other people are (13)_____. 'It was so boring, and he didn't give me anything to do all day,' is a complaint (14)_____ is unjustified. Can you imagine why an employer (15)_____ go to the trouble of advertising, interviewing and employing new staff if they weren't needed?

Task 2. *For questions 16-20 fill the gaps with ONE word per each group of sentences. Transfer your answers to the answer sheet. Each correct answer earns you 1 point.*

16. Does anyone think leadership _____ can be quantified?
Jordan's pace and score-taking _____ impressed many in the final games of the season.
All you can do is train and play to the best of your _____ .

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17. Because of the privacy thing, when looking at students' papers, we _____ out all the names that are in the paper.

The ceiling was a soft rosy color and the floor was tiled in sky blue and _____.

The lady wore a newly fashioned cocktail dress of shimmering _____, a delicate purse and a golden necklace.

18. Are the two of you planning to _____ job responsibilities in the future?

The party, which was deeply _____ on the issue, could very well break apart.

To reach a compromise, the leaders will have to _____ the difference.

19. Unlike my aged grandmothers, Monty is a wizard with _____s, which he grows with tender care.

She didn't have a _____, but he married her anyway.

Some of the world's largest industries are built around _____s: coffee and cocoa, for example.

20. Lisa's inclined to change her mind at the _____ of a hat.

If you ever get the chance to visit Indonesia, make sure you _____ by one of the spas.

She was forced to _____ out of the race on the next lap because of a mechanical problem.

READING.

Task 1. *Two dialogues concerning the same complaint have been jumbled into one. Each dialogue is between a restaurant manager and a client. Rearrange the jumbled sentences to make two dialogues: a polite one and an extremely impolite one. Transfer your answers to the answer sheet in the correct order (21-40). Each correct answer earns you one half of a point (0,5).*

- A. Yes, please. Thank you so much. I'm really sorry to cause such inconvenience.
- B. One soup. It'll take as long as it takes. We're busy.
- C. This soup is no good. There's no meat in it.
- D. I am, sir. What can I do for you?
- E. What's wrong with it? Look, I eat here pretty often, and I'm telling you it is rubbish. There's no way I'm paying for that.
- F. I am truly sorry to hear that, sir. May I see it?

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- G.** You see, I do actually eat here regularly, and it definitely doesn't seem to be the same quality as usual. Not quite that meaty.
- H.** Look, just keep your voice down, OK? I'll take it back. What do you want instead?
- I.** Not at all, sir. One moment, sir. I'll bring the menu in a minute.
- J.** You're the manager, I assume.
- K.** I want my soup! And make it snappy. I haven't got all day, you know.
- L.** Well, it's about this soup. There doesn't seem to be very much meat in it, I am afraid.
- M.** Yeah, what do you need?
- N.** Sure. I don't like to complain, but as you can see...
- O.** Well, sir, I'm sorry you feel that way. Naturally, I'll be happy to return it to our kitchen. Can I offer to bring you the menu again?
- P.** Nonsense. Let's have a look at it.
- Q.** Just let me look at your soup, OK? It's you who's making the trouble. Well, it looks all right to me. What's wrong with it?
- R.** Good evening. Sorry to bother you, but are you the manager?
- S.** Hmm. Well, sir, I must say it seems very similar to the soup we normally serve, but....
- T.** Don't tell me I'm talking nonsense. Are you looking for trouble or something?

For questions 41-50 read the text and do the tasks that follow.

THE BENEFITS OF BILINGUAL BRAIN IN THE MODERN WORLD

21 Feb 2018

A multilingual world

It is estimated that much more than half of the world's population - over 3 billion people - can communicate in two (or more) languages. Many countries have more than one official national language – South Africa has 11. People are increasingly expected to speak, read and write at least one of a handful of “super” languages, such as English, Chinese, Hindi, Spanish or Arabic, as well. If we consider that our societies are increasingly mobile, monolingual speakers (as English native speakers often are) will soon be the exception! If you are one of them, you might be missing out!

I believe all of us at a certain point in life, being at school, at work or when travelling for leisure, have come across the need to communicate in another language. We might all have experienced the challenges of learning a new language but also the benefits of being able to understand other cultures, to express and understand feelings in other linguistic forms.

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For children raised in multilingual families, the simultaneous acquisition of multiple languages occurs, apparently, with no real effort. As a parent of bilingual children myself, I found this process incredibly fascinating. How can a young brain deal with such a variety of sounds, words and rules that are specific to each language? I have never doubted that learning multiple languages since the early stages of life could have been positive for my children's development.

Raising children in a multilingual environment

However, the very question "is raising children in a multilingual environment good or bad for cognitive development?" has haunted parents and educators for decades. It all started with early comparisons between monolingual and bilingual children. They were tested with a range of measures of cognitive abilities - what generically is known as Intelligence Quotient, or IQ.

Countering negative misconceptions of multilingualism

Those studies showed that monolingual children outperformed bilinguals on IQ measures. The interpretation of these results was doubtless: acquiring a second language is detrimental for cognition. Bilingual children are "confused" by two languages, have lower intelligence, low self-esteem, behave in deviant ways, develop a split personality and even become schizophrenic.

Fortunately, subsequent more rigorous scientific studies have dissipated this belief and added two-fold compelling evidence:

- 1) There is no scientific indication that multilingualism is "bad" for cognitive development;
- 2) It may provide an advantage in crucial components of our minds, like an enhanced attention system.

One of the possible interpretations for this advantage is intrinsic in how the multilingual mind works: in order to activate one language - for speaking or listening - a bilingual speaker needs to suppress the unwanted one. It is the constant "brain work out" of activation/suppression of languages that in turn enriches attention and cognitive flexibility.

Moreover, a steady stream of studies over the past decade has shown that bilinguals outperform monolinguals in a range of social tasks from verbal and nonverbal tests to how well they can read other people. Greater empathy is thought to be because bilinguals are better at blocking out their own feelings and beliefs in order to concentrate on the other person's.

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Even more studies suggest bilingualism helps keep us mentally fit: it may even be an advantage that evolution has positively selected for in our brains – an idea supported by the ease with which we learn new languages and flip between them, and by the pervasiveness of bilingualism throughout world history. Just as we need to do physical exercise to maintain the health of bodies that evolved for a physically active hunter-gatherer lifestyle, perhaps we ought to start doing more cognitive exercises to maintain our mental health, especially if we only speak one language.

Multilingualism may have positive impact on cognitive ageing, dementia or Alzheimer's

Although research on multilingualism is now systematic and more rigorous, the diversity of linguistic experiences makes it a very complex subject to study. Many questions are still in demand of a scientific answer. For example, can lifelong use of two or more languages protect the brain from the effects of ageing? Some evidence is telling us "yes, it can!".

A growing number of studies targeting the older population have shown that multilingualism may help preserve crucial cognitive components. Other studies advanced the hypothesis that using two or more languages throughout the lifespan may delay the onset of neurodegenerative disorders like dementia or Alzheimer's by at least 4-5 years. If these tantalizing findings are confirmed, they may well have a significant impact on our societies, in particular on health systems and educational programmes.

Understanding the effects of multilingualism on the brain throughout life

Many scientific laboratories around the world are actively studying multilingualism and share their results with health professionals, educators and parents. At MULTAC (Multilanguage & Cognition) research lab, based at University College London, we are conducting large-scale projects funded by the British Academy and the Leverhulme Trust. More than 500 people from different cultural and linguistic backgrounds are being tested with a range of experimental methods, including neuroimaging techniques. Our aim is to build a developmental trajectory of the effects of multilingualism on the brain from early infancy to older age.

Should we raise our children to be multilingual or not?

As we have seen in this short summary, research on multilingualism is very important for advancing our understanding of brain development and functions.

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Despite scientific evidence that learning two or more languages is not "harmful", occasionally concerned parents and teachers are still asking whether they should raise their children multilingual.

My answer is an unconditional yes.

Task 4. *Choose the correct answer per question (A, B, C, D or E). Transfer your answers to the answer sheet. Each correct answer earns you 1 point.*

41. What type of text is it?

- A. Instructive
- B. Narrative
- C. Expository
- D. Technical
- E. Descriptive

42. Who are bilinguals?

- A. People who come from multilingual families and speak two languages
- B. People who are learning a second language
- C. People who use two languages regularly
- D. All of the above
- E. None of the above

43. According to the author, being bilingual means that

- A. your cognitive development can lag behind that of monolingual speakers
- B. you are likely to have an edge over monolingual speakers
- C. you are fascinating
- D. All of the above
- E. None of the above

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44. The tone of the text is

- A. informal
- B. humorous
- C. angry
- D. optimistic
- E. sorrowful

Task 5. *Decide if the following statements are **True (T if the statement agrees with the information given in the text) or False (F if the statement contradicts the information in the text and/or if there is no information on this).** Transfer your answers to the answer sheet. Each correct answer earns you 1 point.*

- 45.** Being monolingual nowadays, as many native English speakers are, means being in the minority.
- 46.** Searching for a word in one language, while suppressing the corresponding word in another, taxes the brain, helping to train concentration.
- 47.** Speaking a second language dramatically improves people's health and fights such conditions as aging, dementia, and Alzheimer's.
- 48.** A plethora of research suggests that the human brain evolved to work in multiple tongues.
- 49.** There is an apparent discrepancy between early and recent studies on cognitive development of a bilingual brain.
- 50.** Multilingualism has been shown to have many social, psychological and lifestyle advantages.

Блок 2. Творческое задание (60 баллов)

Task 4. *Imagine that this is the year of **Ballet and Contemporary Dance** in Russia and all over the world and you, working for **World News**, have to write a news article (300 – 350 words) about some events describing the two pictures below. Your correct answer gives you 60 points.*

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Follow the plan:

- 1. Make up some special events held this year.**
- 2. Name the date/s of the events and the places.**
- 3. Describe the places in the pictures.**
- 4. Say why such events are important.**

Revise the rules of news article writing. Make sure your article has:

- a headline*
- a byline and a placeline*
- a lead paragraph*
- body paragraphs*
- a conclusion*



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