

**RUSSIAN PRESIDENTIAL
ACADEMY OF NATIONAL ECONOMY
AND PUBLIC ADMINISTRATION**

**ENGLISH LANGUAGE ACADEMIC CONTEST
ROUND II
VARIANT I**

MOSCOW 2016

ПАМЯТКА ДЛЯ УЧАСТНИКА ОЧНОГО ТУРА ОЛИМПИАДЫ ШКОЛЬНИКОВ РАНХиГС
ПО АНГЛИЙСКОМУ ЯЗЫКУ (10 - 11 КЛАСС) 2015-2016 гг.

ДОРОГИЕ ДРУЗЬЯ!

Сегодня вы участвуете в очном этапе Олимпиады школьников по английскому языку. Вам предстоит выполнить 11 тестовых заданий в течение 4-х часов. Общее максимальное количество баллов, которое вы можете получить – 100.

Перед вами листы с тестовыми заданиями и бланк ответа. Внимательно ознакомьтесь со всеми имеющимися материалами.

Обратите особое внимание на формулировки заданий и объяснение преподавателя, проводящего Олимпиаду.

Обращаем Ваше внимание на Задания 1 и 2, в которые включено аудирование и письмо. Время выполнения этих заданий **ОГРАНИЧЕНО**, прослушивание в Задании 1 – однократное, в Задании 2 – двукратное. По окончании времени, отведённого на выполнение этих заданий, Вы, по условиям Олимпиады, **НЕ** имеете права к ним возвращаться.

Первая часть будет собрана по истечении отведенного времени. Ваш незавершённый ответ будет оценён в 0 баллов.

Задания 3 – 11 Вы можете выполнять в произвольном порядке, однако важно правильно распределить своё время.

Помните: писать на Бланке ответов следует чётко, желательно печатными буквами, иначе любая описка или неясное написание будет трактоваться как ошибка, и Ваш ответ засчитан **НЕ** будет!

Не стесняйтесь задать вопрос преподавателю или ассистентам, если Вам что-либо не понятно.

В аудитории **НЕЛЬЗЯ** пользоваться словарями (бумажными или электронными), мобильными телефонами или любыми другими электронными устройствами. При их обнаружении участник будет выведен из аудитории и потеряет право участия в Олимпиаде.

Желаем Вам успехов!

PART I.

TASK 1.

Listen to a short conversation between a student and her university advisor (Recording 1). Write in your Answer Form what the woman's PROBLEM is and the TWO SUGGESTIONS that her advisor makes about how to handle it.

PART II.

TASK 2.

Listen to five people speaking about where they come from in Britain (Recording 2). They do not say exactly where it is. Guess from the clues they give which part of Britain they come from. As you listen to each person take notes on what they say about the PLACE, PEOPLE and WEATHER. Write the information (a word or word-combination) in the spaces given in the Answer Form. If there is no information on any of the points write "no information".

Besides, there are **5 dots** on the map in the Answer Form. Match them with one of the following places:

- Liverpool (West Midland)
- Newcastle (North England)
- Glasgow (Highlands)
- Cornwall (West Country)
- Huddersfield (East Midland)

Put the numbers **1, 2, 3, 4** and **5** in the correct place on the map next to one of the dots according to the order of the speakers.

PART III.

TASK 3.

In the following sentences, put the verb in brackets in the most appropriate tense or verb form. Only ONE option is possible. Write your answer in the Answer Form. See the example.

Ex. 0 - arrived

a. I ... (0-arrive) home last night to find that my house was flooded. Someone ... (1-forget) ... (2-turn) off the bathroom tap, and the water ... (3-pour) out the whole day. Before ... (4-phone) the plumber, I checked ... (5-see) that the electricity supply was turned off, because I didn't want there ... (6-be) a fire as well as a flood.

b. I loathed the school I went to. I might ... (7-like) it more if the teachers ... (8-be) kind, but they were cruel. When my children ... (9-be) old enough ... (10-go) to school, which is in a few years' time, they ... (11-go) to a very nice school just down the road.

c. I wish you ... (12-tell) me that you ... (13- not like) fruit cake, and I would ... (14-make) something else. What ... I (15- do) with it? I cannot eat it myself!

d. A week ago the Tonai Trading Company ... (16-take) over by an American firm. Tonai ... (17- lose) nearly \$70 million over the past 3 years. A spokesman for the American firm said he ... (18- hope) that Tonai ... soon (19-be) back in business.

e. Hello, Paul! How are you? I ... not (20-see) you for ages! What ... you (21-do) since I last ... (22-see) you?

PART IV.

TASK 4.

Match a verb in column A with an adverb, or group of adverbs, in column B. Make up a SHORT sentence with the word-combination. Write your sentences in the Answer Form. See the example.

A *O shine*

B *OO brightly*

Ex. *O-OO: The sun is shining brightly.*

- | | |
|------------|-----------------------------|
| a. Rain | 1. Peacefully |
| b. Breathe | 2. Violently, impetuously |
| c. Fight | 3. Forcefully, convincingly |
| d. Explain | 4. Heavily |
| e. Die | 5. Longingly, enviously |
| f. Look | 6. Clearly, concisely |
| g. Argue | 7. Courageously |
| h. React | 8. Deeply |

TASK 5.

In the following sentences, choose the correct word for each gap. Write the CHOSEN WORD ONLY in your Answer Form. See the example.

Ex. *Late/lately*

O. I arrived at the station too ... to catch the train.

OO. Have you seen any good films ... ?

O – late; OO – lately

Clean/cleanly

1. The thief got ... away and was never seen again.
2. He pulled the cork out of the bottle

Clear/clearly

3. Steer ... of the man. He'll do you no good.
4. If you look at the situation ... , you'll see that I'm right.

Easy/easily

5. He beat me He was much too good.
6. Take it ... ! You push yourself too much.

Free/freely

7. He ... admits that he has never done a day's work in his life.
8. A lot of teenagers spend their time trying to break ... from their parents.

High/highly

9. I can throw a ball ... into the sky.
10. I've heard a lot about you from Paul. He speaks very ... of you.

TASK 6.

Match a slang word in column A with its appropriate neutral equivalent in column B. Only ONE variant is possible. There extra options. Write your answer in the appropriate space in the Answer Form.

See the example.

A 0. Mates

B 00. Friends

Ex. 0 – 00

- | | |
|-----------------------|-------------------------------|
| 1. Quid | a. informed the police |
| 2. Money for old rope | b. dishonest, corrupt |
| 3. Blew the money | c. the courage |
| 4. Hit the jackpot | d. with no money |
| 5. Stashed | e. pound |
| 6. A grand | f. a thousand pounds |
| | g. money easily obtained |
| | h. spent the money recklessly |
| | i. have great success |
| | j. lots of money |
| | k. hidden |
| | l. the police |

PART V.

TASK 7.

Use the following notes to prepare a short article for a reference book about the samurai. Write one sentence only for each numbered set of notes. You may add words and change the form of the words given in the notes but DO NOT ADD any extra information. The first point has been expanded for you as an example (0).

The samurai – Warrior of Japan

Ex. 0 s. = warrior class – founded by first 'shogun' (Military ruler) Yoritomo– 1180

0 The samurai were a warrior class founded by the first 'shogun' or military ruler, Yoritomo, in 1180.

- 1 worked for shogun (wartime); employed by large landowners, ('daimyo') in peace
- 2 many rights it privileges: right to carry swords/ride horses etc.
- 3 exchange for rights: owed absolute loyalty > their daimyo (even extent expected – commit suicide when d. died)
- 4 this tradition – part of 'bushido' (= 'The way of the warrior'): strict code of honour– stressed importance: self-discipline & bravery
- 5 bushido based on peaceful beliefs of Zen Buddhism; despite this – helped s. become most ruthless, feared & brutal warriors in Asia
- 6 s. reached peak importance & influence – civil wars (16th century) – fought for rival warlords

7 peaceful years (after 1603) s. gradually lost military importance & many became administrators (not soldiers)

8 1867 last shogun (Tokugawa Keiki) resigned; Japan began modernise military forces; conscription & western army structure (introduced 1872)

9 s. no longer needed/wanted = result; remaining s. in Satsuma decide mount rebellion against government

10 Satsuma rebellion = disaster for s. – finally defeated by Imperial Army 1877

PART VI.

TASK 8.

Think WHAT or WHO can produce this sound. Write at least one word next to the verb in the Answer Form. See the example.

Ex. *Squelch – shoes squelch in the mud*

Bang

Blare

Click

Crackle

Creak

CrunchGasp

PART VII.

TASK 9.

Read the text “Education: A Reflection of Society”. Then read the following sentences and figure out the meanings of the underlined words from the context and write their synonyms (at least ONE), or a short explanation, in the spaces given in the Answer Form. See the example.

Education: A Reflection of Society

A Visit schools anywhere in the world, and you will probably notice a number of similarities. There are students, teachers, books, blackboards, and exams everywhere. However, a school system in one country is not identical to the system in any other country. It cannot be exactly the same because each culture is different. The educational system is a mirror that reflects the culture. Look at the school system, and you will see the social structure and the values of its culture.

Mexico

B In Mexico, the educational system reflects some of the country’s many contrasts. **On the one hand**, it is believed that the nation can achieve equality of rights for everyone *through education*. The basis of the Mexican educational system is the country’s constitution, which was written in 1917. It requires education to be free, compulsory, and universal. It also states that education should support national unity and lead to social, economic, and cultural improvement of the people. At lower levels, this means that there is emphasis

on the country’s rich cultural history. Children write historical essays, participate in activities for national holidays, and read about national heroes—especially native people (Indians). However, it is often difficult to provide education in **rural** areas, where many of the indigenous people live. People in these areas are poor and isolated geographically. There aren’t enough schools, and rural teachers must be able to teach all six grades of primary school. Also, traditions among some indigenous people do not typically include school attendance.

Japan

C The Japanese value education highly. One statistic reflects this: the Japanese place such importance on education that 88 percent of all students complete not only **primary** school but also high school. Public schools are all both free and egalitarian; all students are considered equal and learn the same material. For social reasons, it's important for a student to receive a university degree – and a degree from “the right university.” To reach **this**, students have to go through “examination hell.” There are difficult exams for entrance to all universities, to many of the better primary and secondary schools, and even to some *kindergartens!* Japanese students need great **discipline**; in order to make time for their studies, they need the self-control to give up hobbies, sports, and social life. Results of these exams affect the **entire** family because there is high status, or social position, for the whole family when the children have high test scores.

Britain

D In the United Kingdom (Britain), the educational system reflects the class system. All state schools—primary, secondary, and university – are free, and the first nine years are **egalitarian**; all students learn the same material. At age eleven, students take an important national exam. After this, they attend one of three possible secondary schools: college preparatory, vocational (for job training), or comprehensive (with both groups of students). However, 6 percent of British students attend expensive private schools. These are students from upper-class families. Half of the students at Oxford and Cambridge universities come from such expensive secondary schools. It might seem that anyone can afford to go to a university because all universities are free, but only 1 percent of the lower class goes to university. Because graduates from good universities get the best jobs, it is clear that success is largely a result of one's social class.

The United States

E Education in the United States is available to everyone, but not all schools are equal. Public primary and secondary schools are free for everyone; there is no tuition. Almost 80 percent of all Americans are high school graduates. Students themselves decide if they want college-preparatory or vocational classes in high school; no national exam **determines** this. Higher education is not free, but it is available to almost anyone, and about 60 percent of all high school graduates attend college or university. Older people have the opportunity to attend college, too, because Americans believe that “you're never too old to learn.” On the other hand, there are also problems in U.S. schools. In many secondary schools, there

are problems with lack of discipline and with drugs and crime. In addition, public schools receive their money from local taxes, so schools in poor areas receive less money. As a result, they don't have enough good teachers or laboratory equipment, and the buildings are often not in good condition. Clearly, U.S. education reflects both the best and the worst of the society.

Conclusion

F It is clear that each educational system is a reflection of the larger culture – both positive and negative aspects of its economy, values, and social structure. Look at a country's schools, and you will learn about the society in which they exist.

Ex. 0...the Japanese place such importance on education that 88 percent of all students complete not only primary school but also high school.

Primary (school) = elementary (school)

1. There are many more schools in cities than in rural areas.
2. Public schools are all both free and egalitarian

3. Results on these exams affect the entire family
4. On the one hand, there are many advantages to the system.
5. College students need great discipline... .

TASK 10.

Read Paragraph A of the text “Education: A Reflection of Society”. Find the sentence expressing the main idea in Paragraph A. Then find another sentence in Paragraph F that seems to mean about the same. Write the main ideas from A and F in your own words as far as possible in the Answer Form.

TASK 11.

Look again at the text “Education: A Reflection of Society”. Answer the following questions choosing ONE of the options (a, b, c or d). Write your answer in the Answer Form.

1. According to paragraph B, what happened in 1917?
 - a. Mexico’s constitution was written.
 - b. Mexico achieved equality of rights for everyone.
 - c. Mexico made education free.
 - d. Education in Mexico supported national unity.
2. Which of the following is closest in meaning to *determines*, as it is used in Paragraph E?
 - a. limits
 - b. finishes
 - c. enables
 - d. provides
3. What can be inferred (guessed) about Japanese universities from paragraph C?
 - a. They are free and egalitarian.
 - b. They offer degrees in many disciplines.
 - c. Students there take too many examinations.
 - d. Some universities have better reputations than others do.
4. What does *this* mean in the sentence “*To reach this, students have to go through “examination hell”*” from paragraph C?
 - a. university
 - b. exam
 - c. reason
 - d. degree

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TASK 1.

Listen to a short conversation between a student and her university advisor (Recording 1). Write in your Answer Form what the woman's PROBLEM is and the TWO SUGGESTIONS that her advisor makes about how to handle it.

PART II.

TASK 2.

Listen to five people speaking about where they come from in Britain (Recording 2). They do not say exactly where it is. Guess from the clues they give which part of Britain they come from. As you listen to each person take notes on what they say about the PLACE, PEOPLE and WEATHER. Write the information (a word or word-combination) in the spaces given in the Answer Form. If there is no information on any of the points write "no information".

Besides, there are **5 dots** on the map in the Answer Form. Match them with one of the following places:

- Liverpool (West Midland)
- Newcastle (North England)
- Glasgow (Highlands)
- Cornwall (West Country)
- Huddersfield (East Midland)

Put the numbers **1, 2, 3, 4** and **5** in the correct place on the map next to one of the dots according to the order of the speakers.

PART III.

TASK 3.

In the following sentences, put the verb in brackets in the most appropriate tense or verb form. Only ONE option is possible. Write your answer in the Answer Form. See the example.

Ex. 0 – am

a. I ... (0-be) really tired of winter. I ... (1-look) forward to spring ... (2-arrive). Winter seems ... (3-be) with us for months, and I can't stand ... (4-get) up when it is still dark outside. Soon some flowers should ... (5-come) out. That'll be nice!

b. Take your umbrella with you in case it ... (6-rain). The weather forecast ... (7-say) it ... (8-get) colder today as well, so I ... (9-wrap) up well, dear. You don't want to catch another cold.

c. I'm sorry I ... not (10-be) in touch for so long. Since we ... (11-move) to our new house, we ... (12-be) busy ... (13-decorate). I ... (14-want) to phone you, but I'm afraid ... (15-lose) your number.

d. I intended ... (16-finish) ... (17-write) the report last night, but then I realized that I ...not (18-have) all the information I needed.

e. I ... (19-go) out of the theatre tonight, but I ... just (20-hear) that the production ... (21-cancel), so I suppose I ... just (22-stay) at home.

PART IV.

TASK 4.

Match a verb in column A with an adverb, or group of adverbs, in column B. Make up a SHORT sentence with the word-combination. Write your sentences in the Answer Form. See the example.

A *0 shine*

B *0 brightly*

Ex. *0 – 0: The sun is shining brightly.*

- | | |
|----------------|----------------------------------|
| a. Behave | 1. Thoroughly |
| b. Sleep | 2. Gently |
| c. Whisper | 3. Deeply, soundly, fitfully |
| d. Stroke | 4. Badly, correctly, erratically |
| e. Investigate | 5. Softly |
| f. Listen | 6. Steadily |
| g. Consider | 7. Carefully |
| h. Progress | 8. Attentively |

TASK 5.

In the following sentences, choose the correct word for each gap. Write the CHOSEN WORD ONLY in your Answer Form. See the example.

Ex. *Late/lately*

0. I arrived at the station too ... to catch the train.

00. Have you seen any good films ... ?

0 – late; 00 – lately

Most/mostly

- 0. I've spent a lot of time abroad, ... in the States.*
- 1. Which part of the States do you like ... ?*

Right/rightly

- 2. Don't move. Stay ... here.*
- 3. He was sacked for incompetence, and ... so.*

Tight/tightly

- 4. The houses were ... packed together, with hardly a space between them.*
- 5. Hold ... ! We're going to move soon.*

Wide/widely

- 6. She left the door ... open.*
- 7. My views on this subject are already ... known.*

Wrong/wrongly

- 8. He was ... accused of treason. He was in fact a most loyal citizen.*
- 9. Oh dear! Did I do something ... ?*

TASK 6.

Match a slang word in column A with its appropriate neutral equivalent in column B. Only ONE variant is possible. There extra options. Write your answer in the appropriate space in the Answer form. See the example.

A *O.Mates*

B *OO. Friends*

Ex. 0 – 00

- | | |
|--------------------|-------------------------------|
| 1. Grassed on me | a. informed the police |
| 2. The coppers | b. dishonest, corrupt |
| 3. The bottle | c. the courage |
| 4. Bent | d. with no money |
| 5. Stacks of dough | e. pound |
| 6. Broke | f. a thousand pounds |
| | g. money easily obtained |
| | h. spent the money recklessly |
| | i. have great success |
| | j. lots of money |
| | k. hidden |
| | l. the police |

PART V.

TASK 7.

Use the following notes to prepare a short article for a reference book about the wind farms. Write one sentence only for each numbered set of notes. You may add words and change the form of the words given in the notes but DO NOT ADD any extra information. The first point has been expanded for you as an example (0).

The Pros and Cons of Wind Farms

Ex. 0 *conventional/ nuclear plants: outages (sudden/unpredictable)*

0 *Conventional & nuclear plants have sudden, unpredictable outages.*

- 1 land-based wind energy; potential 6 times – total electricity consumption
- 2 energy consumption – production/installation/operation/decommission of wind turbine; 3 months operation: earned back
- 3 modern turbine; predecessors; improvements: blade design, quieter
- 4 study: number of birds & bats killed – much lower compared: human activities (traffic/hunting/power lines/high-rise buildings)
- 5 common perception: wind farms – noisy/eyesores
- 6 large number of wind farms = ambitious goals (government & energy industry): more people affected (to ensure)
- 7 wind farms construction – ecology of undeveloped locations
- 8 requires: wide/straight/ flat roads/ large holes filled (steel & concrete) – secure each giant assembly/cleaning of trees/transformers/power lines
- 9 navigation: dangers; possible adverse: low-frequency vibration on aquatic life
- 10 complaints: wind turbines – birds/bats (killed); bird migration paths (affect: esp. by night); eg: survey (California Energy Commission, 2004): 4,700 birds killed (during study)

PART VI.

TASK 8.

Think WHAT or WHO can produce this sound. Write at least one word next to the verb in the Answer Form. See the example.

Ex. *Squelch* – *shoessquelch in the mud*

Groan Howl Plop Roar Shriek Chime Tap

PART VII.

TASK 9.

Read the text “A City That’s Doing Something Right”. Then read the following sentences and figure out the meanings of the underlined words from the context and write their synonyms (at least ONE), or a short explanation, in the spaces given in the Answer Form. See the example.

A City That’s Doing Something Right

A There’s good news and bad news about life in modern cities – first, the bad. People who study population growth **predict** a nightmare by the year 2025: the global population will be more than eight billion, and almost four billion of these people will be living in cities in developing countries such as India and Nigeria. Population growth is already causing unbelievable overcrowding. Due to this overcrowding, many cities have problems with air pollution, disease, and crime. People spend hours in gridlock – that is, traffic is so horrible that it simply doesn’t move – when they **commute** daily from their homes to their work and back. There isn’t enough water, transportation, or housing. Many people don’t have access to health services or jobs. Now the good news: in *some* cities, instead of worsening, urban life is actually getting much better.

A City and Its Mayor

B It might not be a surprise to find that life in **affluent** cities is improving. But what about cities that *aren’t* rich? The city of Curitiba, Brazil, proves that it’s possible for even a city in a developing country to offer a good life to its residents. The former mayor of Curitiba for 25 years, Jaime Lerner is an architect and a very practical person. Under his leadership, the city planners established a list of **priorities** – in other words, a list of what was most important to work on. They decided to focus on the environment and on the quality of life. With an average income of only about \$2,000 per person per year, Curitiba has the same problems as many cities. However, it also has some creative solutions.

Garbage Collection

C One creative solution is the method of garbage collection – *CambioVerde*, or Green Exchange. **This** does far more than clean the streets of trash. In neighborhoods that garbage trucks can’t reach, poor people bring bags of trash to special centers. At these centers, they exchange the trash for fresh **produce** such as potatoes and oranges. They receive one kilo of produce for every four kilos of trash that they bring in. At a **recycling plant**, workers separate glass bottles, plastic, and cans from other trash. *Two-thirds* of Curitiba’s garbage is recycled, which is good for the environment. And the plant gives jobs to the poorest people, which improves their lives.

Transportation

D Due to careful planning, Curitiba does not have the same traffic problems that most cities have. The statistics are surprising. The population has grown fast, to over two million people, but traffic has actually *decreased* 30 percent. Curitiba needed a mass-transit system but couldn't afford an expensive subway. City planners began, instead, with an unusual system of buses in the center lanes of five wide major streets. At each bus stop, there is a forty-foot-long glass tube. Passengers pay *before* they enter the tube. Then they get on the bus "subwaystyle" – through wide doors. This allows people to get on and off the bus quickly and efficiently. People don't crowd onto the bus; loading and unloading takes only 30 seconds. This makes so commuting more pleasant and also helps to solve the problem of air pollution.

A Creative Social Program

E There is an agricultural operation just outside Curitiba that looks like other farms but actually helps to solve a social problem, in addition to growing crops. At *Fazenda, da Solidandade* (Solidarity Farm), the workers are not experienced farmers. Instead, they are drug addicts and alcoholics who volunteer to spend up to nine months in a program called *Verde Saude* (Green Health). The program helps them in two ways. First, it gives them jobs. They **cultivate** medicinal plants and then process them into herbal teas, syrups, and other products that are sold in health food stores. Second, it helps them to get off drugs and alcohol and to turn their lives around. In exchange for their labor, they receive counseling, medical care, and job training.

The Environment

F To make the environment both cleaner and more beautiful, Curitiba encourages **green space**. It has low taxes for companies that have green areas, so several hundred major industries such as Pepsi and Volvo have offices in the city – being willing to incorporate green space in their plants in order to take advantage of the city's low tax rate. Bringing natural beauty into the city is a priority. For this reason, Curitiba gave 1.5 million young trees to neighborhoods to plant and take care of. And the downtown shopping area is now a pedestrian zone – in other words, for walkers only, no cars – and is lined with gardens. Curitiba provides the city people with 22 million square meters of parks and green areas – more than three times the amount that the World Health Organization recommends for urban dwellers.

A Symbol of the Possible

G Clearly, overcrowding in big cities worldwide is the cause of serious problems. However, the example of Curitiba provides hope that careful planning and creative thinking can lead to solutions to many of them. Curitiba is truly, as Lewis Mumford once said of cities in general, a "symbol of the possible."

Ex. 0. People who study population growth predict a nightmare by the year 2025...

Predict = say in advance that something will happen

1. They exchange the trash for fresh produce – such as potatoes or oranges – or for bus tickets.
2. At a recycling plant, workers separate glass bottles, plastic, and cans from other trash.
3. It might not be a surprise to find that life in affluent cities is improving....
4. Under his leadership, city planners established priorities
5. People spend hours in gridlocks ... when they commute daily from their homes to their work and back.

TASK 10.

Read Paragraph B of the text “A City That’s Doing Something Right”. Find the sentence expressing the main idea in Paragraph B. Then find another sentence in Paragraph G that seems to mean about the same. Write the main ideas from B and G in your own words as far as possible in the Answer Form.

TASK 11.

Look again at the text “A City That’s Doing Something Right”. Answer the following questions choosing ONE of the options (a, b, c or d). Write your answer in the Answer Form.

1. According to paragraph A, what will happen in 2025?
 - a. There might be overpopulation in the world.
 - b. India and Nigeria will be overpopulated.
 - c. People will only live in big cities.
 - d. People will see nightmares.
2. Which of the following is closest in meaning to *cultivate*, as it is used in Paragraph E?
 - a. educate
 - b. grow
 - c. bring up
 - d. develop
3. What can be inferred (guessed) about *green space* from Paragraph F?
 - a. It is located outside the city.
 - b. It provides natural beauty and greenery into the city.
 - c. It establishes new laws.
 - d. It is recommended by the World Health Organization.
4. What does *this* mean in the sentence “*This does far more than clean the streets of trash*” from paragraph C?
 - a. exchange
 - b. collection
 - c. method
 - d. garbage



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**Российская академия народного хозяйства и государственной службы
при Президенте Российской Федерации**

Очный этап Олимпиады школьников РАНХиГС

Бланк заполняется печатными буквами

Олимпиада по _____ класс _____

Фамилия _____

Имя _____

Отчество _____

Дата рождения _____

Страна _____

Регион _____

Заполняется организатором

ANSWER FORM

VARIANT 1

PART I

TASK 1

Problem:

Suggestion 1:

Suggestion 2:

PART II

TASK 2

Speaker 1: _____

Place: _____

People: _____

Weather: _____

Speaker 2: _____

Place: _____

People: _____

Weather: _____

Speaker 3: _____

Place: _____

People: _____

Weather: _____

Speaker 4: _____

Place: _____

People: _____

Weather: _____

Speaker 5: _____

Place: _____

People: _____

Weather: _____



VARIANT 1

PART III

TASK 3

- | | |
|---------|---------|
| 1..... | 12..... |
| 2..... | 13..... |
| 3..... | 14..... |
| 4..... | 15..... |
| 5..... | 16..... |
| 6..... | 17..... |
| 7..... | 18..... |
| 8..... | 19..... |
| 9..... | 20..... |
| 10..... | 21..... |
| 11..... | 22..... |

PART IV

TASK 4

- a.....

- b.....

- c.....

- d.....

- e.....

- f.....

- g.....

- h.....

TASK 5

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____

TASK 6

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

PART V

TASK 7

- 1. _____

- 2. _____

- 3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

PART VI

TASK 8

Bang _____

Blare _____

Click _____

Crackle _____

Creak _____

Crunch _____

Gasp _____

PART VII

TASK 9

1. Rural _____

2. Egalitarian _____

3. Entire _____

4. On the one hand _____

5. Discipline _____

TASK 10

Paragraph A

Paragraph F

TASK 11

1 _____

2 _____

3 _____

4 _____



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Очный этап Олимпиады школьников РАНХиГС

Бланк заполняется печатными буквами

Олимпиада по _____ класс _____

Фамилия _____

Имя _____

Отчество _____

Дата рождения _____

Страна _____

Регион _____

Заполняется организатором

ANSWER FORM

VARIANT 2

PART I

TASK 1

Problem:

Suggestion 1:

Suggestion 2:

PART II

TASK 2

Speaker 1: _____

Place: _____

People: _____

Weather: _____

Speaker 2: _____

Place: _____

People: _____

Weather: _____

Speaker 3: _____

Place: _____

People: _____

Weather: _____

Speaker 4: _____

Place: _____

People: _____

Weather: _____

Speaker 5: _____

Place: _____

People: _____

Weather: _____



VARIANT 2

PART III

TASK 3

- | | |
|---------|---------|
| 1..... | 12..... |
| 2..... | 13..... |
| 3..... | 14..... |
| 4..... | 15..... |
| 5..... | 16..... |
| 6..... | 17..... |
| 7..... | 18..... |
| 8..... | 19..... |
| 9..... | 20..... |
| 10..... | 21..... |
| 11..... | 22..... |

PART IV

TASK 4

- a _____
- b _____
- c _____
- d _____
- e _____
- f _____
- g _____
- h _____

TASK 5

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____

TASK 6

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

PART V

TASK 7

- 1. _____

- 2. _____

- 3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

PART VI

TASK 8

Groan _____
Howl _____
Plop _____
Roar _____
Shriek _____
Chime _____
Tap _____

PART VII

TASK 9

1. Produce _____
2. Recycling plant _____
3. Affluent _____
4. Priorities _____
5. Commute _____

TASK 10

Paragraph B

Paragraph G

TASK 11

- 1 _____
- 2 _____
- 3 _____
- 4 _____