

**Федеральное государственное бюджетное образовательное учреждение
высшего образования
Российская академия народного хозяйства и государственной службы
при Президенте Российской Федерации
Олимпиада школьников РАНХиГС по английскому языку
2016-2017 учебный год
10-11 класс
Очный этап**

Вариант № 1

Уважаемый участник олимпиады!

Вам предстоит выполнить 15 заданий в течение 3-х часов 55 минут.

Перед вами листы с тестовыми заданиями и бланк ответа. **Внимательно ознакомьтесь со всеми имеющимися материалами. Для этого у вас есть 5 минут.**

В **первой** части вам надо прослушать короткие отрывки передач различных радиоканалов BBC, а затем выполнить **2** задания. Обратите внимание, что Задание 2 включает в себя несколько инструкций, которые следует выполнять одновременно. До прослушивания вам предоставляется 30 секунд на ознакомление с заданием. После прослушивания у вас будет **не более 3-х минут**, чтобы записать свои ответы в бланке ответа в соответствующий раздел. Пишите четко, желательно печатными буквами, любая описка или неясное написание будет рассматриваться как орфографическая ошибка, и ответ не будет засчитан.

Во **второй** части вам предстоит прослушать **3** коротких интервью и выполнить **3** задания. При этом в Задании 5 вам предстоит написать короткий комментарий в связи с прослушанным, СОГЛАСИВШИСЬ или НЕ СОГЛАСИВШИСЬ с одним из представленных в аудиозаписи утверждений. Общее время на выполнение Заданий 3-5 не превышает 20 минут.

В **третьей** части вы должны будете прочитать текст и заполнить пропуски в кратком изложении содержания. Суть задания заключается в том, чтобы вы использовали СИНОНИМИЧНЫЕ фразы. Не пугайтесь, если вы не поймёте все слова в тексте: важно, как вы воспринимаете информацию в целом, а также некоторые конкретные слова в общем контексте. Постарайтесь понять смысл, основную идею всего текста, тогда вам легче будет справиться с данным заданием. Впишите свои ответы в определённое для этого задания место в бланке ответа.

Четвёртая часть включает в себя **2** задания, связанные с культурой и историей английского языка. В Задании 7 вам надо подобрать РУССКИЕ соответствия английским пословицам (поговоркам), а затем раскрыть смысл и значение одной из них в коротком объяснении (конечно, на английском языке!). В Задании 7 вам предстоит написать краткий текст о каждом из двух представленных на изображении лиц. Для этого вам предлагается примерный план, которого вы можете придерживаться. Внимательно прочитайте задание и запишите свои варианты ответов в специально отведённые для каждого упражнения графы в бланке ответа!

В **пятой** части вам надо выполнить 7 коротких упражнений на различные грамматические и лексические явления (разговорные слова и словосочетания; словообразование; составление предложений; фразовые глаголы; вопросительные предложения; различные грамматические и стилистические конструкции). Внимательно прочитайте задание и запишите свои варианты ответов в специально отведённые для каждого упражнения графы в бланке ответа.

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Желаем удачи!

Part I. LISTENING and READING

Task 1. (6 points)

Listen to the following seven excerpts from different RADIO STATIONS (1-6). Decide which genre of radio station each belongs to (a-f). Put them in the order you hear them. Put the answers in the appropriate space in the Answer Form. Some can be used more than once. The first is done for you. See the example (*BBC Radio 1*).

Example: 1. *BBC Radio 1 - c: popular music; youth-oriented*

1. *BBC Radio 1*



the best new music and entertainment

2. *BBC Radio 2*



the most listened-to station in the UK

3. *BBC Radio 3*



classical, jazz and world music, drama and the arts

4. *BBC Radio 4*



the home of intelligent speech radio

5. *BBC Radio 5*



the home of live news and live sport

6. *BBC Radio 6*



impartial news and reports from around the world

- Classical, jazz and world music*
- Global news and documentary*
- Popular music; youth-oriented*
- News and sport*
- Easy-listening music; adult oriented*
- News, current affairs and arts*

Keys:

2 BBC Radio 5 – d – news & sport

3 BBC Radio 4 – f – news, current affairs & arts

4 BBC Radio 3 – a – classical, jazz & world music

- 6 BBC Radio 3 – a - classical, jazz & world music
- 7 BBC Radio 6 – b – global news & documentary
- 8 BBC Radio 2 – e – easy-listening music; adult-oriented

Task 2. (12 points)

Listen to the recordings again, correct the mistakes in the phrases from the excerpts and match them with the functions they have (a, b, c) and with the relevant radio station from Task 1. Put your answers in the appropriate space in the Answer Form. See the example.

*Example: We've still got Madonna's **Ray** of Light to play for you, and a track from the Beatles, but first, The Foo Fighters' Learn To Fly. - c/BBC Radio 1.*

1. I'm Mo Ace and this is a fried podcast.
2. Let's talk to Jonathan White, our baseball correspondent.
3. ... but now over the newsroom.
4. It's 8 o'clock, and you're having lunch with me, Amanda Green.

- Functions:
- a. introducing the show/presenter/DJ
 - b. introducing guests/features/news
 - c. introducing music

Keys:

1. I'm Mo Ace and this is a **free** podcast. (**a/Radio 2; easy-listening**)
2. Let's talk to Jonathan White, our **football** correspondent. (**b/Radio 5: news and sport**)
3. ... but now over **to** the newsroom. (**b/Radio 3: classical, jazz...**)
4. It's 8 o'clock, and you're having **breakfast** with me, Amanda Green. (**a/Radio 3: classical, jazz...**)

PART II. LISTENING, READING and WRITING

Task 3. (3 points)

Listen to THREE short talks on climate change, business and social responsibility. Match EACH talk (Speakers 1, 2, 3) to its main idea (a, b, c).

Put your answers in the appropriate space in the Answer Form.

- a. Business can profit in a socially responsible way from climate change.
- b. Climate change will affect business negatively.
- c. Climate change presents companies with opportunities to show social responsibility.

Keys:

- Speaker 1 – b;
- Speaker 2 – a;
- Speaker 3 – c.

Task 4. (7 points)

Listen to these THREE short talks again. Put the number of the Speaker who talks about each point (sometimes more than one speaker is possible) and the key details (in note form) to support the statement in the appropriate space in the Answer Form. See the example.

Example:

| Statement | Speaker | Notes |
|---|------------------|--|
| <i>Problem caused by climate change</i> | <i>Speaker 1</i> | <i>Collapse of ecosystems and agriculture, destruction of infrastructure</i> |

- a. An invention that can help slow down climate change
- b. Different effects of climate change
- c. How companies can help communities deal with climate change.

Keys:

- a – Speaker 2: cars that run on water or air;
b – Speaker 1: droughts, floods, storms;
c – Speakers 2, 3: disaster/emergency relief; seeds for different climates

Task 5. (9 points)

Choose ONE of the statements from Task 3 and AGREE or DISAGREE with it. Write your opinion in up to THREE sentences in the appropriate space in the Answer Form.

Key:

Open answer

PART III. READING and WRITING

Task 6. (12 points)

Read the article *Making a difference* and complete the statements summarizing the text using your own words as far as possible. Put your answers in the appropriate space in the Answer Form.

Making a Difference

Growing up in rural Malawi, Africa, William Kamkwamba learned to accept that life was hard. He lived with his parents and seven sisters in a small clay house without electricity or running water. Like most boys in his village, William was expected to assist his parents on the family farm, as well as keep up with his school work. Each night, like most Malawians, his family went to bed early because the kerosene oil they needed to light the lamps was costly.

A terrible drought in 2000 left many Malawians hungry, and William's family was no exception. In 2003, at the age of 13, William and many other children were forced to drop out of school when their parents could no longer afford the tuition. William had to work even harder to help his family, but he wasn't ready to give up his education. He went to the local library and took out some books to study. One book, called *Using Energy*, sparked William's interest in science and gave him an idea that significantly changed his future.

In the book, William found a picture of a windmill, and a brief description of how it could be used to generate electricity from wind. He knew that there was plenty of wind in his village, and realized that if he could build a windmill like that, he could give his family and the people in his village a much better life.' There was just one problem. The book didn't explain how to build a windmill, and neither did any of the other books in the library.

What happened over the next year demonstrated William's incredible ambition and determination. He began to collect any kinds of materials he thought could be useful – scraps of wood, broken bicycles, old shoes- and started to build a windmill next to his family's house. He endured many challenges and

failures. Other people in his village called him crazy and said his idea would never work. Finally, at the age of 14 William completed his first windmill. When they saw electric lights and heard the sound of music on the radio coming from William's house, the village people came running. He had done it. William Kamkwamba had found a way to capture the wind.

Kamkwamba's autobiography, *The Boy Who Harnessed the Wind*, tells the story of how the rest of the world came to know about his achievements. With the help of international supporters, his village now has clean running water, solar powered lighting, and electric power. As a result of his actions, Kamkwamba was invited to study engineering at Dartmouth College, one of the top-ranking universities in the U.S. He also travels the world and gives talks about how he made his dream a reality.

Keys:

1. ... assist his parents on the family farm and keep up with his school work.
2. ... the kerosene oil they needed to light the lamps was costly.
3. ... suffered a terrible drought and famine/ suffered a terrible drought that left many Malawians hungry.
4. ... a book called *Using Energy* that he borrowed from the local library with a picture and a description of a windmill.
5. ... completed/built his first windmill.
6. ... has clean running water, solar powered lighting and electric power.

Part IV. LANGUAGE and CULTURE

Task 7. (4 points)

Read the proverbs (sayings), give a relevant Russian equivalent to each, then choose ONE of them and write a short (up to 30 words) explanation or situation to illustrate its usage. Put the answer in the appropriate space in the Answer Form. See the example.

Example: "Diamond cut diamond" – «Нашла коса на камень»: when two or more strong-willed or stubborn people argue and neither wants to step back or concede.

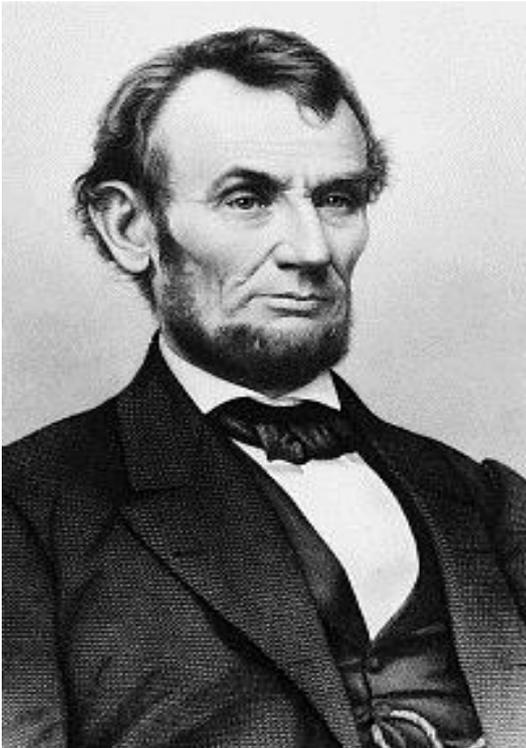
1. "When in Rome do as the Romans do".
2. "Like father, like son".
3. "No gain without pain"

Keys:

1. «В чужой монастырь со своим уставом не ходят» - When one is far away from his/her home one should adapt to local rules and convention, and conform to the laws of the place he/she is at.
2. «Яблоко от яблони недалеко падает» - Many children inherit their parents' traits of character either positive or negative even if they do not realize this fact or disapprove of it.
3. «Без труда не вынешь рубку из пруда»/ «Нужно наклониться, чтобы из ручья напиться» - One will not be able to achieve anything if he/she doesn't face any trouble or hardship on the way to success.

Task 8. (16 points)

Look at these two persons in the pictures; write a short story about EACH following the suggested plan. Use up to 50 words for each story. Put the answers in the appropriate space in the Answer Form.



Name ...
Where and when he/she lives/lived ...
What he/she does/did ...
What he/she is famous for ...

Keys:

Person 1 – **Abraham Lincoln**, an American republican politician and lawyer. He was elected the 16th President of the USA in 1861. He lived in Washington, DC until his assassination in 1865. He led the US through the Civil War. He is famous for preserving the Union and abolishing slavery. He is one of the three greatest American presidents.

Person 2 – **Joanne Rowling**, a British novelist/writer, was born in England in 1965 and has been living in London since graduating from the University of Exeter (in 1986). She is famous for the **Harry Potter** series (1997-2007). She is heavily involved in anti-poverty and children's welfare activities. She is also known as one of the most influential women in England.

Part V. LANGUAGE ISSUES

Task 9. (5 points)

Read the sentences 1-5; choose ONE word from the list a-g (there is ONE extra option) to replace the underlined word or phrase. You are expected to write a full sentence. Put the answer in the appropriate space in the Answer Form. See the example.

*Example: She looks as if she needs a good meal; her body is so thin and bony. – She is too **scrawny**.*

- a. corpulent
- b. haggard
- c. unkempt

- d. scrawny
- e. swarthy
- f. gangling/gangly
- g. stout

1. A very tall, thin, bony, awkward-looking boy carried our bags for us.
2. A rather overweight gentleman ascended the stairs, red-faced and breathless.
3. He works incredibly hard; he often looks older and exhausted.
4. Patrick's hair is always so untidy and scruffy.
5. Carol's become so fat these days, ever since she's stopped doing sport.

Keys:

1. A **gangling/gangly** boy carried our bags for us.
2. A rather **corpulent/stout** gentleman ascended the stairs, red-faced and breathless.
3. He works incredibly hard; he often looks **haggard**.
4. Patrick's hair is always so **unkempt**.
5. Carol's become so **stout/corpulent** these days, ever since she's stopped doing sport.

Task 10. (3 points)

Put the words in the right order to make sentences. The first and the last word are already in their correct position. You are not expected to add any words. Put the answer in the appropriate space in the Answer Form. See the example.

Example: As/away/on/out/was/Bill/missed/the/he/fireworks – As Bill was away he missed out on the fireworks.

1. It/time/really/is/painting/got/to/round/the/we/house.
2. I/going/fall/to/with/over/other/each/we're/hope/not/who/is/to/out/going/pay.
3. One/other/in/for/had/since/me/ever/in/has/work/of/it/I/waiters/started/the/that/restaurant.

Keys:

1. It really is time we got round to painting the house.
2. I hope we're not going to fall out with each other over who is going to pay.
3. One of the other waiters has had it in for me ever since I started work in that restaurant.

Task 11. (3 points)

Define the meaning of EACH phrasal verb (1-3) by giving its synonym or short explanation. Put the answer in the appropriate space in the Answer Form. See the example.

Example: bottle up – You'd better bottle up your feelings in his presence. = keep your feelings hidden.

1. Pelt down
2. Step on it
3. Stow away

Keys:

- 1 = heavy rainfall or pour with rain: It's **pelted down**, you'll get soaked without an umbrella.
- 2 = hurry or speed up: Waiter! I need my roast beef, I'm in a hurry! Please, **step on it!**
- 3 = hide on some means of transport: The robber tried to escape from the country by **stowing away** on a plane.

Task 12. (5 points)

Read the statements in both columns. Combine them to write sentences, using either an infinitive, or an -ing form, or past participle. Some sentences can be written in more than one way. Put your answers in the appropriate space in the Answer Form. See the example.

Example:

| | |
|--|---|
| <i>Hanna got a job in a café.</i> | <i>She was able to make a lot of new friends.</i> |
| <i>Getting a job in a café, Hanna was able to make a lot of new friends.</i> | |

| | Statement 1 | Statement 2 |
|----|---|---|
| 1. | The ancient fortress was restored by experts. | It regained its former glory. |
| 2. | He wasn't very fit. | He wasn't able to complete the task. |
| 3. | Our children had left home. | We thought we should move to a smaller house. |
| 4. | The value of the currency fell. | It made foreign holidays more expensive. |
| 5. | Only one person stayed behind. | It was the caretaker. |

Keys:

- Having been restored by experts, the ancient fortress regained its former glory/ The ancient fortress had been restored by experts, regaining its former glory.
- Not being very fit, he wasn't able to complete the task.
- Our children having left home, we felt we should move to a smaller house.
- The value of the currency fell, making foreign holidays more expensive.
- The only person to stay behind was the caretaker.

Task 13. (5 points)

Use the word that follows each sentence to form a new one that will fit the space in the sentence. Put your answers in the appropriate space in the Answer Form. See the example.

*Example: They gave an **explanation** that confused the jury. – EXPLAIN*

- | | |
|---|-----------|
| 1. The soil in this valley is particularly ____ . | FERTILITY |
| 2. Most public car park lots have special parking bays for the ____ . | ABLE |
| 3. There are few things more ____ than people who shout at waiters. | DISAGREE |
| 4. John F Kennedy enjoyed a ____ rise to fame in the 1960s. | METEOR |
| 5. It was more than funny, it was absolutely ____ ! | HYSTERIA |

Keys:

- fertile
- disabled
- disagreeable
- meteoric
- hysterical

Task 14. (5 points)

Make five types of questions to the following sentence. Put your answers in the appropriate space in the Answer Form.

She sells seashells on the seashore of the Seychelles.

Keys:

1. General Q: Does she sell seashells on the seashore of the Seychelles?
2. Disjunctive Q: She sells seashells on the seashore of the Seychelles, doesn't she?
3. Alternative Q: Does she sell seashells or does she buy seashells ...? (optional: Does she sell or buy seashells?)
4. Special Q: What does she sell on the seashore of the Seychelles? (Other options are possible)
5. Q to the Subject: Who sells seashells on the seashore of the Seychelles?

Task 15. (5 points)

The following statements are mixed – formal and informal. Define their types, write **F** for formal and **I** for informal. Put your answers in the appropriate space in the Answer Form. See the example.

Example: I thought the lecture was terribly hard to follow. – I

1. It has been proven that the arguments so far are without foundation.
2. He'll have to do another five tests before he can stop the experiment.
3. It isn't clear why such terrible conditions were tolerated for so long.
4. There are a number of reasons why the questionnaire should be revised.
5. We'll finish the job next year.

Keys:

1. F
2. I
3. I
4. F
5. I

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7. *BBC Radio 1*



the best new music and entertainment

8. *BBC Radio 2*



the most listened-to station in the UK

9. *BBC Radio 3*



classical, jazz and world music, drama and the arts

10. *BBC Radio 4*



the home of intelligent speech radio

11. *BBC Radio 5*



the home of live news and live sport

12. *BBC Radio 6*



impartial news and reports from around the world

- Classical music
- Global news and documentary
- Popular music; youth-oriented*
- News and sport
- Easy-listening music; adult oriented
- News, current affairs and arts

Keys:

2 BBC Radio 5 – d – news & sport

3 BBC Radio 4 – f – news, current affairs & arts

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- 7 BBC Radio 6 – b – global news & documentary
- 8 BBC Radio 2 – e – easy-listening music; adult-oriented

Task 2. (12 points)

Listen to the recordings again, correct the mistakes in the phrases from the excerpts and match them with the functions they have (a, b, c) and with the relevant radio station from Task 1. Put your answers in the appropriate space in the Answer Form. See the example.

Example: We've still got Madonna's ~~Play~~^{Ray} of Light to play for you, and a track from the Beatles, but first, The Foo Fighters' Learn To Fly. - c/BBC Radio 1.

1. I'm Gemma Wilson and welcome to *On Focus*.
2. We'll be speaking to the Prime Minister at ten to eight.
3. Here's the second movement of Beethoven's *Emperor Concerto*, performed by the Berlin Philharmonic Orchestra and provided by Heinrich Erhard.
4. It's 6 o'clock on Monday 24th September. This is *The Monday Show* with John Gray in London.

- Functions:
- a. introducing the show/presenter/DJ
 - b. introducing guests/features/news
 - c. introducing music

Keys:

1. I'm Jemma Wilson and welcome to *In Focus*. (a/Radio 6; global news and documentary)
2. We'll be speaking to the Prime Minister at ten past eight. (b/Radio 4: news, current affairs and arts)
3. Here's the second movement of Beethoven's *Emperor Concerto*, performed by the Berlin Philharmonic Orchestra and conducted by Heinrich Erhard. (c/Radio 3: classical, jazz...)
4. It's 6 o'clock on Monday 24th September. This is *The Morning Show* with John Gray in London. (a/Radio 4: news, current affairs and arts)

Part II. LISTENING, READING and WRITING

Task 3. (3 points)

Listen to THREE short talks on climate change, business and social responsibility. Match EACH talk (Speakers 1, 2, 3) to its main idea (a, b, c). Put your answers in the appropriate space in the Answer Form.

- a. Business can profit in a socially responsible way from climate change.
- b. Climate change will affect business negatively.
- c. Climate change presents companies with opportunities to show social responsibility.

Keys:

- Speaker 1 – b
- Speaker 2 – a
- Speaker 3 – c.

Task 4. (7 points)

Listen to these THREE short talks again. Put the number of the Speaker who talks about each point (sometimes more than one speaker is possible) and the key details (in note form) to support the statement in the appropriate space in your Answer Form. See the example.

Example:

| Statement | Speaker | Notes |
|---|------------------|---|
| <i>Problem caused by climate change</i> | <i>Speaker 1</i> | <i>Collapse of ecosystems and agriculture, destruction of infrastructure.</i> |

- How companies can benefit from socially responsible responses to climate change.
- How companies can demonstrate social responsibility.
- An invention that could help communities to cope with climate change.

Keys:

- a – Speaker 2: invention/profit; goodwill/customers;
b – Speakers 2, 3: inventions that slow down climate change, help communities to prepare and adapt, provide disaster relief, voluntarily act to reduce impact on climate, only do business with socially responsible businesses;
c – Speaker 3: seeds adapted to wetter or drier climates

Task 5. (9 points)

Choose ONE of the statements from Task 3 and AGREE or DISAGREE with it. Write your opinion in up to THREE sentences in the appropriate space in the Answer Form.

Key:

Open answer

PART III. READING and WRITING

Task 6. (12 points)

Read the article *Long-distance care* and complete the statements summarizing the text using your own words as far as possible. Put your answers in the appropriate space in the Answer Form.

Long-Distance Care

What Is Telesurgery?

Imagine a hospital operating room. A patient lies on an operating table under bright, white lights. High-tech monitors around the room beep and buzz, measuring oxygen intake, heart rate, and blood pressure. Doctors and nurses in white coats stand, masked and gloved, ready for instructions. There's only one person missing, the surgeon, who is, in this case, performing the operation from a different hospital thousands of kilometers away.

This is telesurgery, also called remote surgery, a practice that someday might be used more often than traditional surgery for some types of operations. From the Greek word *tele*, meaning 'far off' and *cheirurgia*, meaning 'working by hand', telesurgery is an operation that can be performed by a surgeon at a site far removed from the patient's location. The surgeon's precise instructions can be delivered to a set of robotic arms through a complex system of high speed Internet connections and fiber-optic cables. The robotic arms perform the surgery from beginning to end, and the patient may never even be touched by a doctor's hands.

Current Applications

Many people may feel that a robot cannot be trusted to do the job of a highly-trained surgeon. However, while the advantages of remote surgery may not be immediately clear, the amazing possibilities should be noted. Consider the lives that can be saved when doctors can operate in areas where access to expert or specialized medical care may be limited, or where travel to a larger hospital is difficult. Another surprising advantage of robot-performed surgery is accuracy. A study conducted at Guy's Hospital in London, England found that, in 304 cases of kidney surgeries on dummy patients, those conducted using robots more accurately targeted kidney stones.

History and Research

One of the first telesurgeries was performed in 2001. From a hospital in New York City, Dr. Jacques Marescaux conducted a gall bladder removal operation on a 68-year-old female patient 6,230 kilometers away in Strasbourg, France. Since then, continual advances in technology have allowed for the practice to become more widespread.

Toward the Future

Research is being conducted to learn the potential range of applications for telesurgery for the future, including training surgeons in developing countries, treating injured soldiers on the battlefield, and even conducting surgical procedures in space. Of course, like so many things, the fine points of telesurgery could be improved. Depending on the distance the information has to travel, the reaction time of the robotic arms can be delayed slightly, and computer compatibility can be an issue as well. However, as technology continues to advance, these issues can certainly be resolved, allowing doctors to provide expert medical care to patients around the globe, hands-free.

Keys:

1. ... from a different hospital thousands of kilometers away/ by a surgeon at a site far removed from the patient's location.
2. ... a complex system of high speed Internet connections and fiber-optic cables.
3. ... touched by a doctor's hands.
4. ... where access to expert or specialized medical care may be limited, or where travel to a larger hospital is difficult.
5. ... more accurate/more accurately targeted.
6. ... training surgeons in developing countries, treating injured soldiers on the battlefield, and even conducting surgical procedures in space.

Part IV. LANGUAGE and CULTURE

Task 7. (4 points)

Read the proverbs (sayings), give a relevant Russian equivalent to each, then choose ONE of them and write a short (up to 30 words) explanation or situation to illustrate its usage. Put the answer in the appropriate space in the Answer Form. See the example.

Example: "Diamond cut diamond" – «Нашла коса на камень»: when two or more strong-willed or stubborn people argue and neither wants to step back or concede.

1. "God helps those who help themselves".
2. "Necessity is the mother of invention".
3. "Practice makes perfect".

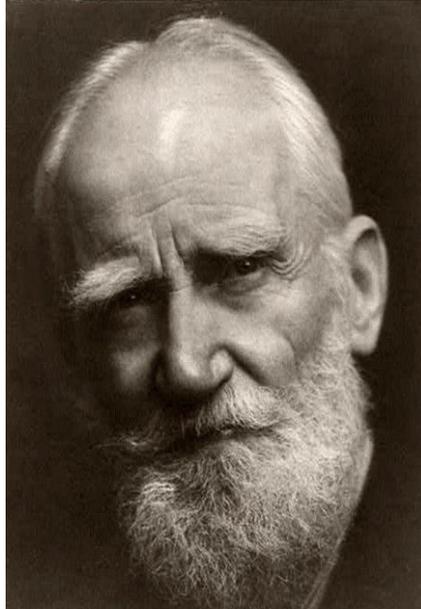
Keys:

1. «На бога надейся, а сам не плошай» – If one wants to succeed, he/she needs to try hard and put much effort, and not only depend upon God's help.

2. «Голь на выдумки хитра»/«Нужда научит горшки обжигать» – If there is a true need, or want of something there is always a way to get it.
3. «Повторенье – мать ученья» – One has to try many times until he/she gets it right, any skill should be practiced a lot to achieve excellence.

Task 8. (16 points)

Look at these two persons in the pictures; write a short story about EACH following the suggested plan. Use up to 50 words for each story. Put the answers in the appropriate space in the Answer Form.



Name ...

Where and when he/she lives/lived ...

What he/she does/did ...

What he/she is famous for ...

Keys:

There can be different options but the basic information is the following:

Person 1 – **William Jefferson “Bill” Clinton**, an American politician who served the 42nd President of the United States. He was elected a democratic president twice, in 1992 and 1996. He is famous for his high end-of-office approval rating, active involvement in various philanthropic foundations and humanitarian work. He gives public speeches all around the world and is good at playing the sax.

Person 2 – **George Bernard Shaw**, a well-known Anglo-Irish playwright, critic and polemicist of the 19th and the 20th centuries. Though he was born in Dublin (Ireland) in 1856 he lived in England. He wrote a lot of plays, and his most famous is **Pigmalion**. He exercised great influence on Western theater, culture, politics. He is a Nobel Prize winner for literature.

PART V. LANGUAGE ISSUES

Task 9. (5 points)

Read the sentences 1-5; choose ONE word or word-combination from the list a-g (there is ONE extra option) to replace the underlined word or phrase. You are expected to write a full sentence. Put the answer in the appropriate space in the Answer Form. See the example.

Example: We must invite Helen, she loves going to parties! – She is a real party animal.

- a. outstay his welcome
- b. chummy/pally
- c. rub shoulders with
- d. bash
- e. are now an item
- f. is a real party animal
- g. a party poorer

1. I'm going to a birthday party this weekend. Should be fun.
2. It's always good to see Hugh but somehow he always manages to stay too long.
3. You won't believe that but Jane and Sam have a romantic relationship again!
4. I hear you love to mix with famous people!
5. Tom's is pretty friendly with his boss's wife.

Keys:

1. I'm going to a birthday **bash** this weekend. Should be fun.
2. It's always good to see Hugh but somehow he always manages to **outstay his welcome**.
3. You won't believe that but Jane and Sam **are now an item** again!
4. I hear you love to **rub shoulders with** famous people!
5. Tom's is **chummy/pally** with his boss's wife.

Task 10. (3 points)

Put the words in the right order to make sentences. The first and the last words are already in their correct position. You are not expected to add any word. Put the answer in the appropriate space in the Answer Form. See the example.

Example: As/away/on/out/was/Bill/missed/the/he/fireworks – As Bill was away he missed out on the fireworks.

1. I've/temperature/and/with/got/think/I/a/be/down/going/may/something.
2. I/on/day/but/need/take/out/know/had/no/to/you've/bad/there's/it/a/me.
3. Most/wish/schools/away/end-of-term/students/that/with/would/do/exams.

Keys:

1. I've got a temperature and think I may be going down with something.
2. I know you've had a bad day but there's no need to take it out on me.
3. Most students wish that schools would do away with end-of-term exams.

Task 11. (3 points)

Define the meaning of EACH phrasal verb (1-3) by giving its synonym or short explanation. Put the answer in the appropriate space in the Answer Form. See the example.

Example: bottle up – You'd better bottle up your feelings in his presence. = keep your feelings hidden.

1. Crop up
2. Sort out
3. Stick it out

Keys:

- 1 =appear suddenly or occur: I was about to leave work when a problem **cropped up**.
- 2 =organize or classify: He always relies on his friend to **sort out** all the arrangements.

3 = remain or bear/stand smth: I find my present job rather boring but I'm going to try to **stick it out** at least until the end of this month.

Task 12. (5 points)

Read the statements in both columns. Combine them to write sentences, using either an infinitive, or an -ing form, or past participle. Some sentences can be written in more than one way. Put your answers in the appropriate space in the Answer Form. See the example.

Example:

| | |
|--|---|
| <i>Hanna got a job in a café.</i> | <i>She was able to make a lot of new friends.</i> |
| <i>Getting a job in a café, Hanna was able to make a lot of new friends.</i> | |

| | Statement 1 | Statement 2 |
|----|---------------------------------------|---|
| 1. | Frank joined a dating agency. | He wanted to find a girlfriend. |
| 2. | She left her keys at the office. | She couldn't get into her flat yesterday. |
| 3. | Stefano hasn't got a visa. | He couldn't travel to the UK. |
| 4. | My friend emigrated to the USA. | He wanted to start a new life. |
| 5. | A new dam was built across the river. | It flooded a vast area of farmland. |

Keys:

1. Frank joined a dating agency to find a girlfriend.
2. Having left her keys in the office, she couldn't get into her flat yesterday.
3. Not having (got) a visa, Stefano couldn't travel to the UK.
4. My friend emigrated to the USA to start a new life.
5. A new dam was built across the river, flooding a vast area of farmland/ A new dam having been built across the river, a vast area of farmland was flooded.

Task 13. (5 points)

Use the word that follows each sentence to form a new one that will fit the space in the sentence. Put your answers in the appropriate space in the Answer Form. See the example.

*Example: They gave an **explanation** that confused the jury. – EXPLAIN*

- | | |
|---|----------|
| 1. Orange and lemon trees are ___ in this part of Italy. | PLENTY |
| 2. I have absolutely no interest in ___ debates. | POLITICS |
| 3. They say the ___ love their pets more than their children. | BRITAIN |
| 4. Two weeks in the Seychelles for a hundred dollars?! That's ___ | BELIEVE |
| 5. As a teenager, he went through a very ___ age. | ARGUE |

Keys:

1. plentiful
2. political
3. british
4. unbelievable
5. argumentative

Task 14. (5 points)

Make five types of questions to the following sentence. Put your answers in the appropriate space in the Answer Form.

Peter Piper picks a pack of pickled pepper.

Keys:

1. General Q: Does Peter Piper pick a pack of pickled pepper?
2. Disjunctive Q: Peter piper picks a pack of pickled pepper, doesn't he?
3. Alternative Q: Does Peter Piper pick a pack or does Peter Piper drop a pack of pickled pepper?
(optional: Does he pick or drop a pack of pickle pickles?)
4. Special Q: What does Peter Piper pick? (Other options are possible here)
5. Q to the Subject: Who picks a pack of pickled pepper?

Task 15. (5 points)

The following statements are mixed – formal and informal. Define their types, write *F* for formal and *I* for informal. Put your answers in the appropriate space in the Answer Form. See the example.

Example: I thought the lecture was terribly hard to follow. – I

1. The project will be completed next year.
2. I showed that his arguments did not hold water.
3. I wonder why he put up with those terrible conditions for so long.
4. Five more tests will be necessary before the experiment can be concluded.
5. It is possible to consider the result from a different viewpoint.

Keys:

1. F
2. I
3. I
4. F
5. F