

**Федеральное государственное бюджетное образовательное учреждение
высшего образования
Российская академия народного хозяйства и государственной службы
при Президенте Российской Федерации**
**Олимпиада школьников РАНХиГС по Иностранному (английскому) языку
2017-2018 учебный год
Заочный этап
10-11 классы**







Уважаемый участник!

Вы приступаете к выполнению заданий Олимпиады школьников РАНХиГС. Прежде, чем Вы начнете, оргкомитет просит учесть несколько правил, выполнение которых необходимо:

1. Вы можете выполнять задания и загружать работу до окончания приема работ в 23:59 часов по московскому времени 26 ноября 2017 года. Иного таймера нет.
2. Просим не задерживать выполнение: при опоздании даже на 5 секунд система закроет прием работ, и Ваша работа не будет принята к рассмотрению.
3. Работа выполняется ТОЛЬКО самостоятельно. Коллективное выполнение работ запрещено: все одинаковые работы будут аннулированы.
4. Все решения необходимо печатать, а не писать от руки, затем сохранять файл как PDF и после этого загружать в Личный кабинет. Пример для MS WORD: Файл→Сохранить как...→Тип файла PDF (*.pdf).
5. Прием работы через электронную почту не производится. Только через Личный кабинет.
6. Запрещено «переконвертировать» файл, просто переименовав у него расширение на PDF: в таком виде он не читается и не будет проверен. За него будет выставлена оценка 0 баллов.
7. После загрузки работы Вам будет направлено письмо. У Вас есть 24 часа (или менее, если до конца приема работ осталось меньше времени) на проверку загруженного файла и его замену. Просим не пренебрегать этой возможностью и проверять загруженный файл, в том числе на отсутствие технических сбоев при загрузке, препятствующих открытию и чтению файла.
8. Необходимо загружать работу только в специально отведенное поле, не путая профили.
9. Запрещено производить заимствования без указания ссылки на первоисточник. Первоисточником являются труды известных ученых, философов, научные работы, опубликованные в рецензируемых ВАК научных изданиях либо индексируемых в Scopus или Web of Science, нормативные правовые акты и др. Ссылки на статьи без указания автора не являются корректными. Работы с некорректными заимствованиями будут аннулированы.
10. Запрещено подписывать работы или иным способом указывать на автора. Работа с указанными персональными данными участника будет аннулирована.
11. Необходимо четко выполнять требования к объему работы, если он указан в задании.

PART I. THE LANGUAGE AND THE USAGE

TASK 1. Match EACH extract (1-5) to a logo (a, b, c, d and f), then fill in the gaps (1-10) with the words given. See the example (0). Put your answers in the Answer Form.

<p>a</p> 	<p>d</p> 
<p>b</p> 	<p>e</p> 
<p>c</p> 	<p>f</p> 

*represented pressure committed potential leading vision ~~charities~~
authorities aim suffered species*

Example:

0. – e: one of the UK's biggest and most diverse 0) charities . We provide over 60 different services for over 2 million people with serious sight problems throughout the...

1. is the largest international network of environmental groups in the world, 1) _____ in 68 countries, and one of the leading environmental 2) _____ groups in the UK.
2. believe wildlife belongs in the wild and we are 3) _____ to the conservation of rare 4) _____ in the natural habitat, and the phasing out of traditional zoos.
3. the 5) _____ authority on ageing-related issues. We are a federation of over 400 independent charities with a shared name and a shared 6) _____ to making later life fulfilling, enjoyable and productive.
4. the world's largest independent humanitarian organisation. We work with local communities overseas to help them prepare for 7) _____ disasters and emergencies, while assisting local 8) _____ in dealing with the aftermath
5. We 9) _____ to improve the lives and prospects of young people who have 10) _____ hardships, difficulties or disadvantages of some kind.

TASK 2. Match the three columns to make full sentences. You can use EACH part of the sentence only ONCE. See the example (0). Write the sentences in the Answer Form.

Example:

0. Orders have fallen dramatically, to the extent that / with the result that we may be forced to close down.

0. Orders have fallen dramatically	due to / because of / as a result of	improve the situation.
1. Problems have arisen	to the extent that / with the result that	the new measures.
2. The agreement was lost	even though / despite the fact that	much better working conditions.
3. These proposed changes will	so as to / in order to	the personnel had worked overtime.
4. The results are excellent	result in / lead to	we may be forced to close down.
5. Measures have been taken	in view of / considering	the disappointing start of the year.

TASK 3. Rewrite the following sentences (1-5) beginning with the words given. Do not change the meaning. See the example (0). Put your answers in the Answer Form.

Example

0. They waited for the captain's signal and then they jumped into the water.
Not until the captain had given the signal did they jump into the water.

1. The supermarket was so busy that we postponed doing the shopping.
So _____.
2. I had no idea that she was planning a surprise party for me.
Little _____
3. It was such a beautiful day that I decided to go sunbathing on the beach.
Such _____
4. Once Jason had agreed, they went ahead with the plan.
Only _____
5. As soon as his mother left, he started playing computer games.
No sooner _____.

TASK 4. Read the notice. Rewrite it to explain the regulations (1-5) INFORMALLY. Several verbs can be used more than once. See the example (0). Put your answers in the Answer Form.

can must have to mustn't don't have to had to didn't have to

Beasdale College Swimming Pool

Notice

New Regulations

Example:

0. Swimming caps (previously optional) now compulsory in the interests of hygiene – limited supply on sale at reception.
You **didn't have to** have a swimming cap before, but you **have to** have one now. You **can** buy one at reception.

1. Previous requirements of annual membership have now been waived – as of 12/03 full membership is no longer required for use of the pool.
2. Special discount monthly membership package for weekday morning swimming. Student ID card not required.
3. Weekend swimming: pool open to the public 9 am to 6 pm Sat and Sun.
4. Always shower before entering the pool.
5. No sun tan lotion / oil to be worn in the pool.

PART II. THE LANGUAGE AND THE BEAST

Listen to the extract 'The World We Lost' from the book by Farley Mowat and do the tasks that follow (<https://yadi.sk/d/eSTjUFeY3PPMrw>).



TASK 5. The extract contains a few words and phrases that relate to feelings of FEAR and ANGER with different shades of meaning. Complete the phrases (1-5) below with ONE word from the listening (there are prompts / synonyms in brackets). There are EXTRA words.

Mark each phrase M (man) or W (wolf) according to who is experiencing the exact feeling.

See the example (0). Write your answer in the Answer Form.

<i>appalled</i>	<i>fury</i>	<i>self-preservation</i>
<i>black</i>	<i>paralysis</i>	<i>shock</i>
<i>bravado</i>	<i>rage</i>	<i>terror</i>
<i>scrunched</i>	<i>resentment</i>	<i>frightened</i>

Example: 0. an irrational (violent anger) rage possessed me M

1. thinking (negative) _____ thoughts
2. they were (huddled, squeezed) _____ hard against the back wall
3. I might have reacted in brute (intense anger) _____

4. beasts who have engendered naked (intense fear) _____ in me
5. I was (horrified, outraged) _____ at the realization

TASK 6. Complete the chart with the SITUATION or ACTION the narrator occurs in (on the left) and EMOTIONS or FEELINGS he experiences (on the right).

Situations	Emotions/feelings
Problem	
<i>Example: The narrator does not have much time left and needs to find out more about the den.</i>	<i>in a hurry, stress</i>
↓	
Complication	
.....	<i>claustrophobia</i>
↓	
Climax	
.....
↓	
Resolution	
.....
↓	

TASK 7. The author called this chapter ‘**The World We Lost**’. What might he mean by this title in your opinion? Write your answer in 3-4 sentences (30-40 words) in the Answer Form.

PART III. THE LANGUAGE AND THE FOOD

Read the following text and do the tasks that follow.

Eat Like a Peasant, Feel Like a King

Research around the globe points to a recipe for well-being: Eat simple foods, not elite treats.

Start with miso soup, a classically simple Japanese recipe. For an appetizer, try a small plate of pasta al pesto. On to the main course: grilled chinook salmon, with steamed Chinese cabbage on the side. End with a Greek salad, sprinkled with olive oil, and a New Zealand kiwi fruit for dessert.

An eclectic menu, to be sure. But it could contain some of the world's healthiest dishes. Miso soup, according to recent Japanese research, may help prevent cancer, as may cabbage. Salmon, olive oil, and the garlic in pesto can all help fight heart disease. Even kiwi is rich in fiber, potassium, and vitamin C. In the last few years, nutritionists have been studying such international superfoods – dishes from around the globe that may hold the key to healthy eating. They're building on research that began in the '40s and '50s, when researchers first realized that a country's **diet** is intimately connected to the **health** of its people.

Since then, an explosion of medical studies has produced a flood of information on diverse human diets – from the Inuit of the Arctic to the Bushmen of Africa's Kalahari Desert. But the **globe-trotting researchers** have done more than discover the best features of each country's cuisine. They've also demonstrated broad nutritional principles that apply to people all over the world. And their clearest finding is a sobering one.

In many countries, they've found, the healthiest diet is simple, inexpensive, traditional fare – precisely the diet that people abandon as they move into **affluence**. Japanese immigrating from the high-carbohydrate Pacific to high-fat America have a greater risk of heart disease the more westernized their diet becomes. The same pattern holds for developing nations that emerge from poverty into prosperity. Poor people who can't get enough to eat are at risk, of course, whatever their diet. But as a country's food becomes richer, the scourges of poverty (infectious disease and malnutrition) are replaced by the 'diseases of civilization' (arteriosclerosis, certain cancers, obesity).

The simple, ideal diet – often called the 'peasant diet' – is the traditional cuisine of the relatively poor, agrarian countries. It's usually based on a grain (rice, wheat, corn), fruits and vegetables, small amounts of meat, fish, eggs or dairy products, and a legume.

The advantages are obvious: low fat and high fiber, with most calories coming in the grains and legumes. 'A low-fat, high-fiber diet is a preventive diet for heart disease, certain cancers, hypertension, adult-onset diabetes, obesity,' says Dr. Wayne Peters, director of the Lipid Consultation Service of Massachusetts General Hospital.

Early Diets: Nuts and Plants

According to Peters, 'We evolved eating a low-fat diet, and that's what our genetic composition is really designed to handle.' Studies of one of the world's most primitive diets – and one of the healthiest ones – back him up. In southern Africa's Kalahari Desert, some tribes still eat as early humans did, hunting and gathering. 'Hunting and gathering may not have been such a bad way of life,' says Richard Lee, an anthropologist at the University of Toronto who has studied the !Kung tribe since the 1960s. 'The main

element of the !Kung diet is the mongongo, an abundant nut eaten in large quantities. They routinely collect and eat more than 105 edible plant species. Meat is secondary.'

Another student of the !Kung, Steward Truswell, a professor of human nutrition at Australia's University of Sydney, says their eating schedule is really continual 'snacking' (the gathering) punctuated by occasional feasts after a successful hunt. They are nutritionally healthy, the only **shortfall** being fairly low caloric **intake**.

Few people, though, would choose a !Kung diet – or even a simple peasant diet from western Europe (which is now much less common there). In an affluent society, it takes willpower to keep fat **intake** down to the recommended maximum: 30% of total calories. (The average American gets more than 40% of his or her calories from fat.) When a country reaches a certain level of affluence, as the U.S. and Japan, grain and beans give way to beef and butter.

In India, for example, many **middle-income** people are now gaining weight on a rich diet – even though the poor half of the population still can't afford enough to eat. As the middle class has become more affluent, they've been able to indulge, and Indian doctors are reportedly seeing more obesity, hypertension, and heart disease. Very recently, though, Indians have gone for the diets and aerobics classes that are popular among the rest of the world's elite.

If it's just too difficult to stay with a really low-fat 'peasant' diet, the alternative is to rehabilitate high-calorie dishes. Cut down on overall fat **intake** and substitute, in the words of one researcher, 'nice fats for nasty fats.' Americans have already been following this advice. In the past 20 years, the consumption of 'nasty' saturated fats has declined, while we've taken in more of the polyunsaturated fats, such as corn and safflower oil, that can help lower blood cholesterol. This change may help explain the simultaneous 20% to 30% drop in heart disease in the U.S.

Why Socrates Loved Olive Oil

An even better strategy for changing our fat **intake** may come from studying diets in the Mediterranean – Spain, Greece, and southern Italy. With some regional variation, people in these cultures eat small amounts of meat and dairy products and get almost all of their fat in the form of olive oil, says physiologist Ancel Keys, professor emeritus at the University of Minnesota School of Public Health and leader in international dietary studies.

Keys has noted that farmers sometimes quaff a wineglass of oil before leaving for the fields in the morning. Elsewhere in the Mediterranean, bread is dipped in olive oil. Salads are tossed with it. Everything's cooked in it.

Though people in some of these countries eat nearly as much total fat as Americans, they are singularly healthy, with very little heart disease. Now laboratory studies of olive oil help explain why. Unlike most other vegetable oil common in the West, olive oil

consists mainly of ‘monounsaturated’ fats. Recent research indicated that monounsaturates do a better job of preventing heart disease than the more widely touted polyunsaturates.

As Americans become ever more concerned with healthy eating, we’re likely to pay more and more attention to world cuisines. The polyglot among nations, we’ve started to seek out ethnic flavors from everywhere. ‘Foreign’ ingredients, from **seaweed** and bean curd to tortillas and salsa, are now readily available in large supermarkets. And Mexican and Asian restaurants have become more **widespread** than any other eateries except ice cream parlors, hamburger stands, and pizzerias, according to the National Restaurant Association.

But the trick to finding healthy food, wherever it comes from, is to look carefully at each dish. No single cuisine is all good or all bad. Each has something to teach us.

TASK 8. Based on what you have read, match the food on the left to its description on the right. See the example (0). Write your answer in the Answer Form.

Example:

0. c

0. miso soup and cabbage	a. a monounsaturate that seems to prevent heart disease
1. a grain, a legume, fruits, vegetables and a bit of meat, eggs or fish	b. rich in fiber, potassium, and vitamin C
2. garlic and salmon	c. may help prevent cancer
3. olive oil	d. the simple ‘peasant diet’ that is good for you
4. kiwi fruit	e. can help fight heart disease

TASK 9. Think of a SYNONYM or BRIEF EXPLANATION to EACH of the following words (1-5) in reference to the context it is used in the text. Write them next to the word given in your Answer Form. See the example (0).

Example:

0. seaweed – plants in the ocean

1. shortfall
2. intake
3. middle-income
4. globe-trotting researchers
5. widespread

TASK 10. One of the key ideas of the text is the relationship of **affluence**, **diet** and **health**. The article illustrates this by referring to several different societies. Explain how **affluence** changes **diet** and **health**. Write your answer in 2-3 sentences (up to 20-30 words) in your Answer Form.

TASK 11. Write a SHORT EXPLANATION of how you understand the proverb in the title of the text in 2-3 sentences (up to 20-30 words). Write your answer in the Answer Form.

PART IV. THE LANGUAGE AND THE HUMAN

Watch the video '**Our Diet Evolution and What Humans Should Be Eating Today**' and do the following tasks (<https://yadi.sk/d/IHkPMYi-3PPNA6>).

TASK 12. Write FIVE QUESTIONS of DIFFERENT TYPES (General, Alternative, Disjunctive, Special and Question to the Subject) so that they can COVER the content of the whole video lecture. Put your questions in the Answer Form.

TASK 13. Write the KEY IDEAS both from the TEXT '**Eat Like a Peasant, Feel Like a King**' and from the VIDEO '**Our Diet Evolution and What Humans Should Be Eating Today**' that express similar ideas on healthy eating habits. Write your answer in 4-5 sentences (up to 50 words) in the Answer Form.

Part V. THE LANGUAGE AND THE COUNTRY

Watch the THREE SHORT VIDEOS (A, B and C) and do the tasks that follow (<https://yadi.sk/d/oN0JCJtF3PPNG4>).

Task 14. Answer the following questions (1-3). Give your answers in full sentences. Write your answers in the Answer Form.

1. What place do you see in each video (A, B, C)?
2. Where is each place located (country)?
3. What is each place famous for?

Task 15. Write a short paragraph up to 50 words to answer the question:

Which of these places (ONE) would you like to visit? Why?

Write your answer in the Answer Form.