

Федеральное государственное бюджетное образовательное учреждение
высшего образования
Российская академия народного хозяйства и государственной службы
при Президенте Российской Федерации
Олимпиада школьников РАНХиГС по английскому языку
10-11 класс
2015-2016 учебный год

Заочный этап

PART I. USE OF ENGLISH

TASK 1 (10 POINTS).

Complete the letter with suitable forms of words from the box below. The first one has been done as an example (0). Write your answers in the numbered spaces below the text:

*ask attend be bring buy cash cook fill in find join know learn live let
make open say see take wonder write*

Dear Mum and Dad,

So my first week at university is over! No lectures this morning so I thought I'd drop you a line (0) *to let* you know how things are going.

I'm glad (1) that everything has worked out fine in the hall of residence. I remembered (2) for a room as far away from the lifts as possible (they really are noisy) and they found me a nice comfortable one on the second floor. The room's not very large and I was a bit shocked (3) that ten people have to share one bathroom! And it's a good thing you recommended (4) my own portable TV set from home as the one in the TV lounge is permanently tuned to the sports channel. There's also a little kitchenette on our corridor, so if I feel like (5) something for myself rather than eating in the canteen then that's no problem. I think (6) in a place like this is going to be a lot of fun. There are two other girls from my course here and I plan (7) friends with them so that we can help each other with the course work. Everyone else seems very nice.

As Monday was the first day it was devoted to administration, which involved (8) lots of forms. I got my student I.D. card and the timetable for this term. I've got a personal tutor and he's arranged (9) me next week, the course coordinator persuaded me (10) some extra courses which should be interesting. On Tuesday I managed (11) a bank account and I deposited my student loan cheque. I tried (12) the cheque but the bank said I will have to wait for it to clear. So I'll have to delay (13) books and things until next week.

My first few lectures proved (14) really fascinating. The lecturers really seem (15) what they are talking about. Still, there's a lot of work to do and I can't help (16) if I'll be able to keep up with it all, especially with all the distractions here. There are so many clubs and societies, it's incredible. I'm hoping (17) the parachuting club, I've always

fancied

(18) how to do that!

Well, I'd better stop now, I'm going (19) my first seminar this afternoon, so I've got some preparation to do.

Anyway, I promise (20) again soon.

Love to everyone,
Charlotte.

TASK 2 (5 POINTS).

A. Match the beginning of the each sentence with the words from the list below as its ending (only ONE option is possible). Write your answers in the numbered spaces in your Answer Form, see the example.

*Peckish, hair, wrinkles, magazines, style, cream, **restaurants**, properties, pounds, living*

(0) *This part of town is famous for its first-class hotels and*

Example: (0) restaurant

1. I don't believe those ads that claim their creams have anti-ageing
2. Why not have a bowl of soup or a banana if you are feeling a bit
3. We are invited to a banquet, where they entertained us in grand
4. Sometimes I wish it were really possible to banish
5. The hotel gives all its guests the chance to experience gracious

B. Rewrite each sentence using the word in brackets (you may need to add more words). Write your answers in the numbered spaces in your Answer Form, see the example.

(0) *After we arrived at our base camp we felt more cheerful. (BOOSTED)*

Example: (0) After we arrived at our base camp *our spirits boosted*.

6. At the beginning the journey was straightforward. (LEG)
7. I couldn't afford to travel first class. (STRETCH)
8. There will be periods of sunshine in most areas today. (SPELLS)
9. Jack has always longed to have adventures. (THIRST)
10. Grandmother is very cheerful today. (SPIRITS)

TASK 3 (5 POINTS).

Replace the word or word combination in *italics* with the correct option (a, b, c or d).

Write your answers in the numbered spaces in your Answer Form, see the example.

(0) I'm *off* on Monday.

- a. having a holiday
- b. having an extra day
- c. having a long day
- d. having a short day

Example: 0. a

1. What are you *up to*?

- a. trying now
- b. doing now
- c. achieving now
- d. starting now

2. What are you *into*?

- a. capable of
- b. proud of
- c. familiar with
- d. interested in

3. *You are on next.*

- a. It's your opportunity
- b. It's your time
- c. It's your moment
- d. It's your turn

4. I'm certainly *up for* it.

- a. willing to try
- b. ready to take
- c. wanting a chance
- d. keen to go

5. I'm *after* a new car.

- a. searching for
- b. looking for
- c. aiming for
- d. trying for

6. Count to ten before you say anything and don't *blow your top*.

- a. eat too quickly
- b. speak too quickly
- c. lose your way
- d. lose your temper

7. We thought it would all go off very well but in the end it turned out to be a *damp squib*.
- wet thing
 - failure
 - lot of rain
 - complaint
8. It's *a far cry from* those days long ago when you could leave your front door unlocked.
- a long shout away
 - a long time since
 - a long way before
 - a long time before
9. It's like *talking to a brick wall* because you never get an answer ...
- there's nobody there
 - there's something there
 - there's a lot there
 - there's anything there
10. I know you are keen but I don't want you to *jump the gun*. Just relax.
- fire the bullet
 - shoot the target
 - start too soon
 - shoot too soon

TASK 4 (9 POINTS).

Read the text below and put in the word which best fits each space (1-18). Use only ONE word in each space. In some cases you do not need to add a word at all (write “-“ in these gaps). There are two examples at the beginning (0) and (00). Write your answers in the numbered spaces in your Answer Form.

Have you ever sent an e-mail to a friend from work? Or have you sent a joke one (0) - to a colleague on the office computer? Well, think again. (00) *This* is exactly what Rupert Beverly and David Pennington (1) ... , and now they wish they hadn't (2) ...! They were sacked from an engineering company in the north of England for doing just (3)

Hang on – you may think – this is one small company in the UK. But (4) ... happens not only in less-regulated small companies but in large multinational (5)... too. Eight sales staff at Cable and Wireless have recently lost (6) ... jobs after a complaint about an e-mail. Management claimed that it could have been construed as offensive, and while the sacked workers agreed that perhaps it could (7) ... , they insist that (8) ... wasn't pornography, as they knew it was a sackable offense to download this.

Regulations governing this area vary from country to country: at present the law in the USA allows companies to monitor staff e-mails and while (9) ... in the UK is currently not so strict, it looks as though it will follow the US model. In Germany, however, the law does not allow 'spying' on employees' personal e-mail, but at least

one multinational (10) ... based there is taking advantage of the UK regulations by sending all e-mails to the UK to be monitored.

Civil rights organisations are concerned that monitoring e-mails infringes personal liberty and that it also undermines trust in the working environment. (11) ... want management to intercept and monitor e-mails only when (12) ... necessary, and to be able to prove that (13) ... was indeed necessary to do (14)

And what of Rupert and David? Well, (15) ... claim for unfair dismissal was rejected: the tribunal found that the company was within (16) ... rights to sack employees for sending joke e-mails, and also, more worryingly, (17) ... for the time wasted in (18) ... it. Watch out, Big Brother really is watching you now!

TASK 5 (15 POINTS).

Read the letter and fill in the gaps with the verbs in brackets in the appropriate form (you may need to make some changes). There is one example at the beginning (0). Write your answers in the numbered spaces in your Answer Form:

Dear Emily,

I (0) *have* some news to share with you!

By the time you ... (1-receive) this letter I ... (2-arrive) in New York. I ... (3-dream) about this for all my life. And finally, the dream ... (4-come) true.

Last time we ... (5-meet) we ... (6-talk) a lot about my plans, but I ... (7-remember), I ... (8-not say) a word of moving to NY, as I ... (9-not be/prepare) to discuss it. You ... (10-ask) me if I ... ever (11-think) about going abroad. I ... (12-not know) then what to answer you and ... (13-keep) silent.

What ... (14-be) my impressions now? I ... (15-think) it ... (16-be) much fussier. Though it ... (17-seem) busy, and I ... (18-like) it.

I ... (19-go) to stay at my friend's first, then I ... (20-hope) I ... (21-rent) a flat, as I ... (22-plan) to find a job as soon as possible.

I ... (23-phone) you as usual, on Fridays, at 7 pm. I ... (24-hope) you ... (25-wait) for my calls and you ... (26-stay) at home that time.

I ... (27-feel) I still ... (28-need) to learn a lot about NY and it ... (29-open) its secrets to me.

I ... (30-look) forward to hearing from you soon,

Best wishes,
Janice.

PART II. CULTURAL AND LINGUISTIC ISSUES.

TASK 6 (6 POINTS).

You will hear six native speakers of English (recording 1) from different countries describing their capital city. Complete the table in your Answer Form by putting the number of the speaker and the name of the city described next to their nationalities.

	Number	Capital
American		
Australian		
Scottish		
Welsh		
Irish		
English		

TASK 7 (6 POINTS).

Here is a list of 25 words. Put them into the correct group (1-6) according to their vowel sound. Add ONE more word to each group. Pay attention to the sound in the key word. There are two extra words that do not fit in any group. Write your answers in the spaces in your Answer Form.

Weight, course, pause, fur, bury, caught, sauce, bruise, peal, key, heard, bread, isle, sight, sword, crews, waste, rain, floor, raise, seas, praise, suite, paste, hall

- Group 1 – **date**:
- Group 2 – **ball**:
- Group 3 – **turn**:
- Group 4 – **foot**:
- Group 5 – **red**:
- Group 6 – **tree**:

TASK 8 (6 POINTS).

Fill in the gaps in these two short passages with the correct word-combination from the list and provide each text with the name of the festival described. Write your answers in the numbered spaces in your Answer Form.

Event marks, festival falls, festive mood, perform dances, uphold the annual tradition, wearing traditional dress, festive season, age-old tradition, festival

Example: (0) *festival falls*

A. This fun ... (0) on the third Saturday of July and the village becomes the centre of wild music for the whole day. The ... (1) celebrates the birthday of Pat Davey, a famous local musician. This year's special guests include Anne O'Keeffe (fiddle) and Ger Downes (guitar) who will ... (2) playing at the house where Davey was born.

B. It may be winter, dark and cold, but the village Taft will be in ... (3) on December 18th. ... (4), the women of the village ... (5) around a huge fire in the main square, while the men keep up the ... (6) of wearing large brightly-coloured hats and carrying lanterns. The ... (7) the beginning of the ... (8).

PART III. READING AND WRITING.

TASK 9 (15 POINTS).

A. Read the text “What is Friendship?” and complete the skeleton outline in your Answer Form according to the given patterns.

WHAT IS FRIENDSHIP?

1. Friendship has engaged the attention and imagination of poets, novelists, and artists of all kinds. On television, friendships have become almost as important as romantic pairings. And friendship also interests a range of interpersonal-communication researchers. Throughout your life you’ll meet many people, but out of this wide array you’ll develop few relationships you would call friendships. Yet, despite the low number of friendships you may form, their importance is great.

2. Definition and characteristics

Friendship is an *interpersonal relationship* between two interdependent persons that is *mutually productive* and characterized by *mutual positive regard*. First, friendship is an interpersonal relationship; communication interactions must have taken place between the people. Further, the relationship involves a “personalistic focus”; friends react to each other as unique, genuine, and irreplaceable individuals. Second, friendships must be mutually productive. They must not be destructive to either person. Third, friendships are characterized by mutual positive regard. Liking people is essential if we are to call them friends.

In North America, friendships clearly are a matter of choice; you choose - within limits - whom your friends will be. And most researchers define friendship as a voluntary relationship, a relationship of choice. The density of U.S. cities and the ease of communication and relocation make many friendships voluntary. But throughout human history, in many parts of the world - for example, in small villages - relationships traditionally have not been voluntary. In these settings, you simply form relationships with those in your village. You don’t have the luxury of selecting certain people to interact with and others to ignore. You must interact with and form friendships and romantic relationships with members of the community simply because these are the only people you come into contact with on a regular basis. This situation is changing rapidly however, as Internet use becomes nearly universal. With access to people from all over the world via the Internet, more and more relationships will become voluntary.

3. Friendship needs

For still another answer to the question of what a real friendship is, consider the needs that friends serve. For example, if you need to be the center of attention or to be popular, you might select friends who allow you or encourage you to be the center of

attention, or who tell you that you're popular. One way to analyze the needs that friendships serve is to consider the values or rewards that you seek to gain through your friendships.

Utility: Someone who may have special talents, skills, or resources that will prove useful to you in achieving your specific goals and needs. For example, you might become friends with someone who is particularly bright, because such a person might assist you in getting better grades, in solving problems, or in getting a better job.

Affirmation: Someone who will affirm your personal value and help you to recognize your attributes. For example, you might develop a friendship with someone because of that person's appreciation of your leadership abilities, your athletic prowess, or your sense of humor.

Ego Support: Someone who behaves in a supportive, encouraging, and helpful manner. For example, you might seek friendships that would help you view yourself as worthy and competent.

Stimulation: Someone who introduces you to new ideas and new ways of seeing the world and helps you to expand your worldview. For example, you might form friendships with those who bring you into contact with previously unfamiliar people, issues, religions, cultures, and experiences.

Security: Someone who does nothing to hurt you or to emphasize or call attention to your inadequacies or weaknesses. For example, you might select friends because you wouldn't have to worry about them betraying you or making negative comments about you.

As your needs change, the qualities you look for in friendships also change. In many instances, old friends are dropped from your close circle to be replaced by new friends who better serve these new needs.

4. Friendship stages

Friendships develop over time in stages. At one end of the friendship are strangers, or two persons who have just met, and at the other end are intimate friends. Of course, over time, many relationships also come to an end, or dissolve.

Contact: The first stage of friendship is initial contact of some kind. At the contact stage, the interaction often is characterized by awkwardness. Because the other person is not well known to you, you're more guarded rather than open and expressive, and supportiveness, positiveness, and equality are all difficult to manifest in any meaningful sense.

Involvement: In the involvement period, the other person becomes a casual friend - someone we would go to the movies with, sit with in the cafeteria or in class, or ride home from school with. You begin to communicate with confidence, express yourself openly, and develop a genuinely positive attitude toward the other person. A clear sense of "we-ness," or togetherness, emerges.

Close and Intimate Friendship: At this stage, you and your friend see yourselves more as an exclusive unit. Your uncertainty about each other has been significantly reduced, you are able to predict each other's behavior with considerable accuracy, and there is greater positivity, supportiveness, and openness. You become more other-oriented and more willing to make significant sacrifices for this friend and the friend does the same. Each person in an intimate friendship is truly equal.

Dissolution: Let's begin by dispelling one great myth and that is that relationship dissolution is always bad. It isn't necessarily. Often, relationships deserve to be dissolved. For example, friendships may become destructive or overly competitive - as can occur in a variety of work situations - and may be better put aside. If a "friend" makes your self-disclosures public or otherwise betrays your confidence, and if this becomes a pattern that is repeated over and over again, it may be time to move from the level of friendship to that of seldom-seen acquaintanceship.

Ten Things We Do with Friends

A number of online surveys ask people what they do with their friends. Here are ten of the most frequent answers.

1. Go shopping at the mall
2. Eat out at a nice restaurant
3. Go to the movies
4. Stay home and watch a show on TV
5. Play a game (video game, board game, cards)
6. Take a trip
7. Train for a race
8. Go to a dance club or comedy club
9. Just hang out together
10. Go out to a special event together: concert, sports event, etc.

B. Look at Section 3 "Friendship needs" and fill the spaces in your Answer Form with the appropriate sentences to cover the paragraph structure and content. Follow the given pattern.

..... (Sentence 1) . First, (Sentence 2) Second, (Sentence 3)
Further, (Sentence 4) (Sentence 5) Third, (Sentence 6)
.....
..... (Sentence 7)

PART IV. READING, LISTENING AND WRITING.

TASK 10 (23 POINTS).

Read a short passage.

Myths and Legends

Myths are stories that explain the origin of events from the distant past, as, for example, how the universe was created, how human beings and animals populated the Earth, the reason that death exists, and the nature of the afterlife. Myths are usually tied to religious beliefs and involve beings with supernatural powers. In contrast, legends usually refer to stories about a more recent period of time, and the characters are often real people with heroic qualities that reflect the values of their society and culture. Because the heroes in legends often become larger than life as the legend is retold and embellished, they may actually be attributed with supernatural powers like their mythological counterparts. This blurs the distinction between mythology and legends.

Now listen to part of a lecture (recording 2) in an anthropology class. The professor is talking about the legend of Paul Bunyan.

Using the main points and examples from the reading, write the explanation of the differences between myths and legends. Then refer to the lecture to explain why Paul Bunyan would be considered a legend. Write a short text in your Answer Form (130-150 words).

**Федеральное государственное бюджетное образовательное учреждение
высшего образования
Российская академия народного хозяйства и государственной службы
при Президенте Российской Федерации
Олимпиада школьников РАНХиГС по английскому языку
10-11 класс
2015-2016 учебный год**

Заочный этап

ANSWER FORM

PART I. USE OF ENGLISH

TASK 1.

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

TASK 2.

- A. 1.
2.
3.
4.
5.
- B. 6.
7.
8.
9.
10.

TASK 3.

1., 2., 3., 4., 5., 6., 7., 8., 9., 10.

TASK 4.

1.....	10.....
2.....	11.....
3.....	12.....
4.....	13.....
5.....	14.....
6.....	15.....
7.....	16.....
8.....	17.....
9.....	18.....

TASK 5.

1.....	16.....
2.....	17.....
3.....	18.....
4.....	19.....
5.....	20.....
6.....	21.....
7.....	22.....
8.....	23.....
9.....	24.....
10.....	25.....
11.....	26.....
12.....	27.....
13.....	28.....
14.....	29.....
15.....	30.....

PART II. CULTURAL AND LINGUISTIC ISSUES.

TASK 6.

	Number	Capital
American		
Australian		
Scottish		
Welsh		
Irish		
English		

TASK 7.

Group 1 – **date**:

.....

Group 2 – **ball**:

.....

Group 3 – **turn**:

.....

Group 4 – **foot**:

.....

Group 5 – **red**:

.....

Group 6 – **tree**:

.....

TASK 8.

A.

B.

1.....

5.....

2.....

6.....

3.....

7.....

4.....

8.....
