

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  
Очный этап  
10-11 классы

Вариант 2

Часть № 1

**PART I. THE LANGUAGE AND THE PERSON**

**Task 1.** Listen to the speech of a famous public person and answer these questions in full sentences. Put your answers in the appropriate spaces in the Answer Form.

1. Who is speaking?
2. When and where did the event happen?
3. What do you know about the person (speaker) and the event?



**Task 2.** Write down **FIVE** key words revealing the message of the speech. Put your answers in the appropriate spaces in the Answer Form.

**Task 3.** Sum up the speech in **TWO-THREE** full sentences. Put your answer in the appropriate space in the Answer Form.

## PART II. THE LANGUAGE AND THE SOUND

**Task 4.** Listen to the lecture about British and American English. Fill in the gaps with the basic relevant information from the lecture, providing one pair of examples (British+American English). Put your answers in a note form in the appropriate spaces in the Answer Form.

### Differences Between American and British English

I. \_\_\_\_\_

Examples:

	Sound	Am.E.	B.E.
1.	'a' e.g. can't	/æ/	/ɑ/
2.	_____	'liddle'	_____

II. \_\_\_\_\_

A. Eng. has over \_\_\_\_\_ words

B. # of vocab diffr between Am.E. and B.E.: \_\_\_\_\_

Examples:

Am.E.	B.E.
_____	_____
_____	_____

III. \_\_\_\_\_

A. Am.E. almost = B.E.

B. few diffs.:

Grammar	Am.E.	B.E.
Verbs _____	_____	_____
_____	_____	_____

IV. Conclusion: \_\_\_\_\_

\_\_\_\_\_

**Task 5.** Listen to the following coverlines and write them, then decide which pronunciation features – rhyming or alliteration – are used in each coverline. See the example. Put your answers in the appropriate spaces in the Answer Form.

**Example 1.** *Make your house clean and green!*      rhyming

**Example 2.** *What to wear from 19 to 91.*      alliteration

**Task 6.** Read the sentences below and write suitable coverlines for the following magazine articles, using **ALL** the words in brackets in your coverlines. Put your answers in the appropriate spaces in the Answer Form.

**Example.** *A famous actress, Julia Roberts, is photographed on a beach looking incredible (wow! / body secrets).* **Wow! Julia's beach body secrets**

1. How to easily transform your garden. (stunning / makeover / easier)
2. How doing exercise can help you give up smoking. (fit / quit / give up nicotine)
3. The best guitar songs of all time. (greatest / tracks)

### **PART III. THE LANGUAGE AND THE COUNTRY**

**Task 7.** These are two holidays, popular in English-speaking countries. Think and write in what English-speaking countries they are held, when and how they are celebrated and what the origin of each holiday is. Put your answers in the appropriate spaces in the Answer Form in **THREE-FIVE** full sentences.

1. St. Patrick's Day
2. Independence Day

**Task 8.** Look at the pictures with these famous buildings and answer the following questions about each one:

- What is it?
- Where is it situated? (city/country)

Then, compare them in **FOUR-FIVE** sentences, focusing on their similarities and differences. Put your answers in the appropriate spaces in the Answer Form.

Building 1



Building 2



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**PART IV. THE LANGUAGE AND THE TEXT**

Read the text '*The loudest sound you've never heard*' and do the tasks that follow.

**The Loudest Sound You've Never Heard**

**1** What do elephants, whales, alligators, hurricanes, and manmade explosions all have in common? They all can create infrasound, a mysterious sound that humans cannot hear. Humans can only hear sounds within a certain range of frequency. The frequency (the number of cycles of vibration per second) of sound is measured in a unit called a hertz. Humans can hear sounds from 20 Hz (hertz) to 20kHz (20,000 hertz), but scientists are able to measure sounds at much lower hertz. Infrasound is less than 20 hertz, which is a frequency too low for humans to hear.

**2** Scientists first became aware of the existence of infrasound in 1883, when the gigantic explosion of the Krakatoa volcano in Indonesia resulted in windows breaking hundreds of miles away and barometric pressure readings going haywire around the world. Scientists realized that the volcano created a massive yet inaudible infrasound, sweeping through the air around the world.

**3** Modern scientists are now collecting large amounts of infrasound data from measuring stations around the world. They have discovered that infrasound can be created by explosions, ocean storms, hurricanes, auroras (northern lights), and air turbulence. As they learn more about the infrasound patterns associated with certain situations, scientists can use the information to predict storms, volcanoes, and other disturbances. For example, airplanes are often tossed up and down by clear air turbulence, invisible air pockets that are not associated with bad weather. If meteorologists can distinguish the infrasound of air turbulence, they can warn pilots to avoid the dangerous areas.

**4** Infrasound can also be measured as it travels through the earth and ocean. Scientists are now measuring the rumblings of earthquakes and the powerful roars of volcanoes before they can be heard by humans. For example, researchers placed special microphones near the opening of Antarctica's Erebus volcano. Even though they could hear practically nothing on the earth's surface, the underground devices measured a great deal of infrasound. Before the 1998 eruption of the Sakurajima volcano in Japan, infrasound instruments recorded a sharp increase in the frequency and power of the infrasound. Geologists have learned that infrasound is better for predicting a volcano than seismographic activity.

**5** To some creatures in the animal world, infrasound is loud and clear. Elephants make infrasounds that can be heard by other elephants up to 10 kilometers away, and can be heard through the ground up to 32 kilometers away. Infrasound travels much further in water, allowing some types of whales to communicate with each other across thousands of miles. Some birds use infrasound to navigate, and rock doves have heard infrasound measured at 0.5 Hz, an extremely low frequency. Understanding infrasound and how animals use it can increase our knowledge about animal behaviour, but it can also show how our actions can disrupt these important sounds. For example, infrasound from supersonic jets, ships, and wind turbines has been shown to disrupt other natural infrasounds, leading animals to become confused and disoriented.

**6** Even though we humans can't hear infrasound, there is some evidence that we are affected by it. In a 2003 experiment in the United Kingdom, 750 concertgoers listened to four separate musical pieces. Unknown to the attendees, some of the music pieces were accompanied by infrasound. After the concert, 22% of the concertgoers reported feeling troubled by uneasiness, chills, and nervousness during the infrasound sections of the concert. There are many stories of people being affected by infrasound, but most of these lack true scientific evidence. More research need to be done to support claims that people are affected in predictable ways by infrasound.

**Task 9.** Read the main idea statements below (a-f) and match them with the relevant paragraphs (1-5). There is one extra statement, mark it with an X. See the example. Put your answers in the appropriate spaces in the Answer Form.

**Example.**

- a. *Infrasound – heard by animals.*     5
- b. Can be created by many natural events
- c. How infrasound affects humans
- d. Can create health problems in humans
- e. Discovery of infrasound
- f. Travels through earth and ocean; can be measured
- g. Infrasound – less than 20 hertz, very low

**Task 10.** Read the sentences about “*The loudest sound you’ve never heard*”. Write T (True) or F (False).

- 1. Scientists cannot measure sounds that are less than 20 hertz. \_\_\_\_\_
- 2. Meteorologists can use data about infrasound to predict air turbulence. \_\_\_\_\_
- 3. Before a volcano erupts, there is a great decrease in infrasound. \_\_\_\_\_
- 4. Some birds use infrasound to navigate. \_\_\_\_\_

## **PART V. THE LANGUAGE AND THE USAGE**

**Task 11.** Read the text ‘Redundancy and the law’; use the words in the boxes below to form words that fit in the numbered spaces in the text. There is an example (0). Put your answers in the appropriate spaces in the Answer Form.

### **Customer Complaints**

Complaining about shoddy goods, high prices and poor services can be a daunting prospect, especially if you have little 0) knowledge of the law. With standard customer complaints, like being 1) \_\_\_\_\_ for goods, contact the customer services department of the organisation, where there may be a set complaints 2) \_\_\_\_\_ in place. If you have a complaint linked to a local retailer and you think

their products are 3) \_\_\_\_\_ or their selling methods dubious, contact your local trading standards office. Before phoning or writing, it is 4) \_\_\_\_\_ to get the facts totally clear in your own mind as to why you are 5) \_\_\_\_\_ and what you want to happen to put matters right. Will you accept 6) \_\_\_\_\_ goods or do you only want a full cash 7) \_\_\_\_\_? It's often better to go for money first.

0 KNOW	3 FAULT	6 REPLACE
1 CHARGE	4 ADVICE	7 FUND
2 PROCEED	5 SATISFACTION	

**Task 12.** Write sentences that show the difference in meaning between the words in each line. See the example. Put your answers in the appropriate spaces in the Answer Form.

**Example:** *sensible / sensitive*

It was very **sensible** of you to lock the door.

Young people are very **sensitive** about/of their appearance.

1. wonder / wander
2. economic / economical

**Task 13.** Rewrite the following conversations in reported speech. Do **NOT** use 'tell', 'say' or 'ask' as reporting verbs. Put your answers in the appropriate spaces in the Answer Form.

**Example.**

Ben: Look, it wasn't me that took your wallet, OK?

Tommy: OK! OK! I believe you.

Ben **denied** having taking Tommy's wallet and Tommy **agreed**.

1. Fred: Don't forget to put the money in Ben's account.  
Ted: I won't.
2. Alicia: I'm sorry, but I've broken your laptop.  
Harry: Not to worry. I can fix it myself.
3. Joey: If I were you, I'd take the blue one. It suits you.  
Chandler: Yes. I think you're right.



**Task 14.** Based on the information in the informal sentences labelled 'A', fill the gaps in the more formal sentences labelled 'B' with a maximum of **TWO** words. Do **NOT** use words that occur in the sentences labelled 'A'. See the example. Put your answers in the appropriate spaces in the Answer Form.

**Example.**

A We'll get together again on the 16<sup>th</sup>.

B You are reminded that the next meeting is scheduled for May 16.

1. A We need some people to come forward and give us a hand with the food and drinks.

B \_\_\_\_\_ are required to \_\_\_\_\_ with the refreshments.

2. A If it doesn't rain, we'll have the party outside.

B Weather \_\_\_\_\_, the party will take place outdoors.

**Task 15.** Match the items from the two columns to form three idioms to use them in the sentences below. You might need to change the form of some words. Suggest their relevant equivalents in the Russian language. There are two extra collocations. See the example. Put your answers in the appropriate spaces in the Answer Form.

A	B
<i>foot the</i>	generation gap
on the fringes	begins at home
take the law into	<i>bill for sth</i>
bridge the	of society
rob Peter	one's own hands
charity	to pay Paul

**Example.** As usual, we the taxpayers will end up footing the bill for the new animal shelter that the government is so busy boasting about.

- Vagrants, being both homeless and jobless, live \_\_\_\_\_.
- My grandad never contributed to international aid groups. He always said that \_\_\_\_\_ and that England had enough poor people of its own to help.
- Many Third World countries are borrowing from the World Bank to pay off their national debts; to my mind simply a case of \_\_\_\_\_.

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## PART II. THE LANGUAGE AND THE SOUND

**Task 4.** Listen to the lecture about British and American English. Fill in the gaps with the basic relevant information from the lecture, providing one pair of examples (British+American English). Put your answers in a note form in the appropriate spaces in the Answer Form.

### Differences Between American and British English

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Am.E.	B.E.
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A. Am.E. almost = B.E.

B. few diff.: \_\_\_\_\_

Grammar	Am.E.	B.E.
Verbs _____	_____	_____
_____	_____	_____

IV. Conclusion: \_\_\_\_\_

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**Task 5.** Listen to the following coverlines and write them, then decide which pronunciation features – rhyming or alliteration – are used in each coverline. See the example. Put your answers in the appropriate spaces in the Answer Form.

**Example 1.** *Make your house clean and green!*      rhyming

**Example 2.** *What to wear from 19 to 91.*      alliteration

**Task 6.** Read the sentences below and write suitable coverlines for the following magazine articles, using **ALL** the words in brackets in your coverlines. Put your answers in the appropriate spaces in the Answer Form.

***Example.** A famous actress, Julia Roberts, is photographed on a beach looking incredible (wow! / body secrets). **Wow! Julia's beach body secrets***

1. A top Hollywood couple's romance is becoming more serious. (Jen and Paul / 'She's fantastic!')
2. A new diet to help you lose weight very quickly. (hottest / lose ten kilos / two months)
3. A review of the best new cars of the year. (coolest)

### **PART III. THE LANGUAGE AND THE COUNTRY**

**Task 7.** These are two holidays, popular in English-speaking countries. Think and write in what English-speaking countries they are held, when and how they are celebrated and what the origin of each holiday is. Put your answers in the appropriate spaces in the Answer Form in **THREE-FIVE** full sentences.

1. Thanksgiving
2. Guy Fawkes' Night (Bonfire Night)

**Task 8.** Look at the pictures with these famous buildings and answer the following questions about each one:

- What is it?
- Where is it situated? (city/country)

Then, compare them in **FOUR-FIVE** sentences, focusing on their similarities and differences. Put your answers in the appropriate spaces in the Answer Form.

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**PART IV. THE LANGUAGE AND THE TEXT**

Read the text '*Sport fans and identity*' and do the tasks that follow.

**Sports Fans and Identity**

**1** Each of us knows someone who is crazy about a particular sports team. Perhaps we are sports fans, too. Sports attract fans from all walks of life: students, senior citizens, truck drivers, and bankers. Being a sports fan instantly connects you to a very large community of people who have a common passion. Some fans say that when you walk into a sports stadium, you instantly feel that you have thousands of friends. You belong to a very special group of people, and when your team wins, you feel great. Sports fans seem to connect their own identity to their chosen team and feel connected with the team and players.

**2** Our individual identity consists of many things, including our gender, personality, abilities, and social groups. The groups we choose to belong to, from community groups to groups of sports fans, shape our identity. Related to this is the social identity theory, developed in 1979 by Henri Tajfel and John Turner. They suggested that we naturally categorize people into groups. For example, we categorize people by gender (male, female), by profession (dentist, lawyer), or by nationality (British, Japanese). In defining who we are, we may more closely identify with our professional group (I am a software engineer) than with our gender group (I am a man or woman). We also decide which groups we belong to, based on different aspects of our identity. According to the social identity theory, our self-esteem – how we feel about ourselves – is reflected in the groups we choose to belong to.

**3** This theory says that since our self-esteem is related to belonging to certain groups, we want our group to be seen more positively than other groups. For instance, if you identify strongly with your favourite sports team, you want to

believe that your team is better than other teams. According to the social identity theory, we naturally protect the groups that we identify with and belong to, while devaluing other groups. We speak well and think highly of the team we support, while we may make negative comments about an opposing team.

**4** Two interesting studies point out the unique connection between sports and identity. First, researchers have studied language used by sports fans to talk about their teams. Dr. Robert Cialdini, a professor and well-known expert on the psychology of influence, showed that when teams did well, fans would closely identify themselves with the team. For example, by using pronouns like 'we', fans show that they feel closely connected with the team when it is winning. 'We really killed that team. They couldn't get the ball past us. Did you see our last play?' However, when teams didn't do well, fans would distance themselves from the losing team, using different pronouns. 'They didn't know what they were doing. They had no strategy.'

**5** Social scientists have also studied the effect of winning a national football championship in the U.S. on the fans of the winning team. They have found that fans have more self-confidence and feel more competent, probably because team victories reflect well on their personal sense of identity. When people feel more competent, they perform better at work and are likely to earn and spend more money (Coats and Humphreys, 2002, *The economic impact of postseason play in professional sports*). Experts say that for these reasons, it is likely that a winning team may have a positive influence on the economy of a city.

**Task 9.** Read the main idea statements below (a-f) and match them with the relevant paragraphs (1-5). There is one extra statement, mark it with an X. See the example. Put your answers in the appropriate spaces in the Answer Form.

**Example.**

a. People want others to think highly of the group they belong to. **3**

b. Fans of a winning team feel more self-confident and are more likely to spend money.

c. Sports fans often feel like they have thousands of friends.

d. By studying language, we can see that fans feel closer to the team when it is winning.

e. Sports fans include many different types of people, but they are all part of a special group.

f. Social identity theory is about how we categorize people in groups, and how we identify with certain groups more than others.

**Task 10.** Read the sentences about ‘*Sports fans and identity*’. Write **T** (True) or **F** (False).

1. Most sports fans feel connected with other fans of the same team. \_\_\_\_\_
2. The groups we belong to do not influence our self-esteem. \_\_\_\_\_
3. Henri Tajfel and John Turner wrote about core identity in sports. \_\_\_\_\_
4. Researchers found that fans use different nouns to talk about their team, depending on if the team won or lost. \_\_\_\_\_
5. Winning a championship can have an effect on the self-confidence of fans. \_\_\_\_\_

### **PART V. THE LANGUAGE AND THE USAGE**

**Task 11.** Read the text ‘Redundancy and the law’; use the words in the boxes below to form words that fit in the numbered spaces in the text. There is an example (0). Put your answers in the appropriate spaces in the Answer Form.

#### **Redundancy and the Law**

Contrary to popular belief, redundancy is just one form of (0) dismissal – not a catch-all phrase to describe any 1) \_\_\_\_\_ of employment. An employee is, 2) \_\_\_\_\_ speaking, made redundant when the employer requires fewer people to do the type of work the employee was employed to do. However, redundancy is considered by the law to be 3) \_\_\_\_\_ if you are made redundant for maternity-related reasons, reasons connected with race, sex, 4) \_\_\_\_\_, or trade union-related activities, 5) \_\_\_\_\_ to work on Sundays or assertion of a statutory right.

Your employer must operate any redundancy programme fairly. For example, an 6) \_\_\_\_\_ tribunal has concluded that selecting employees for redundancy on the basis of their age is not justifiable.

Employers are also supposed to consult with employees on an individual basis before making them redundant to consider whether there are any other options available such as redeploying them elsewhere in the 7) \_\_\_\_\_.

0 DISMISS	3 FAIR	6 INDUSTRY
1 TERMINATE	4 ABILITY	7 ORGANISE
2 BROAD	5 REFUSE	



**Task 12.** Write sentences that show the difference in meaning between the words in each line. See the example. Put your answers in the appropriate spaces in the Answer Form.

**Example:** *sensible / sensitive*

*It was very **sensible** of you to lock the door.*

*Young people are very **sensitive** about/of their appearance.*

1. shadow / shade
2. historic / historical

**Task 13.** Rewrite the following conversations in reported speech. Do **NOT** use 'tell', 'say' or 'ask' as reporting verbs. Put your answers in the appropriate spaces in the Answer Form.

**Example.**

*Ben: Look, it wasn't me that took your wallet, OK?*

*Tommy: OK! OK! I believe you.*

*Ben **denied** having taking Tommy's wallet and Tommy **agreed**.*

1. Mary: Do you think there's life in outer space?  
Paul: I very much doubt it.
2. Doctor: I can't stress enough how important it is for you to go on a diet.  
Pat: OK. I'll try.
3. Liz: Mum, I will go to the concert with Harry tonight. OK?  
Mother: No, you will not!

**Task 14.** Based on the information in the informal sentences labelled 'A', fill the gaps in the more formal sentences labelled 'B' with a maximum of **TWO** words. Do **NOT** use words that occur in the sentences labelled 'A'. See the example. Put your answers in the appropriate spaces in the Answer Form.

**Example.**

A *We'll get together again on the 16<sup>th</sup>.*

B *You are reminded that the next meeting is scheduled for May 16.*

1. A The bottom line is, we want our money back.

B In conclusion, I think we are justified in \_\_\_\_\_ a full \_\_\_\_\_.

2. A Something has come up, so we've put the meeting off till the 10<sup>th</sup>.

B Due to unforeseen circumstances, the staff meeting has been \_\_\_\_\_ until January 10<sup>th</sup>.

**Task 15.** Match the items from the two columns to form three idioms to use them in the sentences below. You might need to change the form of some words. Suggest their relevant equivalents in the Russian language. There are two extra collocations. See the example. Put your answers in the appropriate spaces in the Answer Form.

A	B
<i>foot the</i>	with one stone
take the law into	killing on sth
kill two birds	<i>bill for sth</i>
bridge the	the jungle
the law of	generation gap
make a	one's own hands

**Example.** *As usual, we the taxpayers will end up footing the bill for the new animal shelter that the government is so busy boasting about.*

1. Soon after the thief \_\_\_\_\_ selling his stolen goods, he was arrested for robbing the computer shop.
2. Why not \_\_\_\_\_ and have unemployed people plant trees in areas that have been devastated by fire?
3. In many inner-city areas, \_\_\_\_\_ prevails. The police have little or no control.