

**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
8-9 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. GRAMMAR

Ex.1

- *Delete the verb forms which are not possible. Sometimes more than one verb form is correct.*
- Mark your answers on the separate answer sheet presenting the correct forms only. You do not need to copy the whole sentence.

As a child, I (1) USED TO LOVE/WOULD LOVE/LOVED fairy tales, and my mother (2) OFTEN TOLD/WOULD OFTEN TELL/USED TO TELL me the story of Jack and the Beanstalk. Jack and his mother (3) WERE/WOULD BE/USED to be very poor.

One day, Jack (4) USED TO EXCHANGE/EXCHANGED/WAS EXCAHNGING the family cow for a magic bean. That night he (5) PLANTED/HAD PLANTED/WAS PLANTING the bean and the next morning he was astonished to see that it (6) GREW/HAD GROWN/USED TO GROW into an enormous beanstalk as high as the sky. Immediately, Jack (7) WAS CLIMBING/CLIMBED/HAD CLIMBED up the beanstalk, and soon he (8) CAME/WAS COMING/HAD COME to a giant's house. While the giant (9) WOULD SLEEP/WAS SLEEPING/HAD SLEPT, Jack (10) STOLE/WAS STEALING/HAD STOLEN the giant's treasure. But suddenly the giant (11) WOKE UP/WAS WAKING UP/HAD WOKEN UP. He (12) USED TO BE/HAD BEEN/WAS furious that his treasure (13) DISAPPEARED/HAD DISAPPEARED/WOULD DISAPPEAR. But while the giant (14) FOLLOWED/WAS FOLLOWING/HAD FOLLOWED Jack down the beanstalk, Jack (15) HAD CUT/CUT/WOULD CUT it down.

The giant (16) DIED/HAD DIED/WAS DYING and jack and his mother (17) LIVED/WERE LIVING/HAD LIVED happily for the rest of their lives.

Ex.2.

- *Complete the sentences with the correct form of the verbs in brackets.*
- Mark your answers on the separate answer sheet presenting the correct forms only. You need to copy the whole sentence.

1. If the weather (BE) cold, I generally (PREFER) to stay indoors.
2. If we (CONTINUE) to use non-renewable energy sources, we (FACE) big problems in the next few years.
3. I (PROBABLY/STOP) using my car if the price of petrol (NOT/GO DOWN) soon.
4. It's raining outside. You (GET WET) if you (NOT/TAKE) an umbrella.
5. Tomorrow I (GO) to the city centre to look for some clothes for my holiday in Alaska. I (BUY) some warm gloves and a wool hat, and I think (GET) a new coat, too.

PART II. VOCABULARY

Ex.3

- Cross out the word in each group that cannot be used with the word in bold.
- Mark your answers on the separate answer sheet.

cold	weather reception shoulder mood
energy	solar environmental nuclear renewable
a problem	face tackle supply solve
toy	plastic rubber icy metal
jacket	wooden leather cotton wool

Ex.4

- Give Russian equivalents to the following proverbs.
- Mark your answers on the separate answer sheet .

1.	The ball comes to the player.
2.	Out of sight, out of mind.
3.	Wishes can never fill the sack.
4.	As meek, as a lamb.
5.	Too many cooks spoil the broth./Everybody's business is nobody's business.

Ex.5

- Before you start doing ex.5, please, read the following comments.
- Mark your answers on the separate answer sheet. You do not need to copy the whole sentence.

Certain combinations of letters have particular sound associations in English. Study the following examples.

Table 1

-gr	At the beginning of a word can suggest something unpleasant or miserable: grumble, groan, grumpy, growl.
- cl	At the beginning of a word can suggest something sharp and/or metallic: click, clang, clash, clink, clip-clop.
- sp	At the beginning of a word can have association with water or other liquids, or powders: splash, spit, splutter, spray, sprinkle, spurt.
- wh	At the beginning of a word often suggests the movement of air: whistle, whirr, whizz, wheeze, whip.
-ash	At the end of a word can suggest something fast: smash, dash, crash, bash, mash, gash.
-ckle, - ggle, -zzle	At the end of a word can suggest something light and repeated: trickle, crackle, tinkle, giggle, wriggle, sizzle, drizzle.

- Which of the words from table 1 fit best in the sentences below?
 1. She heard his key _____ as it turned in the lock.
 2. The blades of the propeller _____ noisily.
 3. I love to hear sausages _____ in the pan!
 4. There was a terrible car _____ on the motorway today.
 5. Everyone _____ with disappointment at the news.
 6. That baby loves _____ in the bath.
 7. It's not raining hard yet. It's just _____ .

PART III. READING

Ex.6

- Read the email from Lola who is Katie's future employer and mark the jobs which Katie has to do.
- Mark your answers on the separate answer sheet. You need to write only figures relating to a job.

Dear Katie

Thank you for your email. I'm very glad you can work with us next month. Here are some instructions to let you know what your work will involve.

You wrote in your email that you are arriving on Sunday. You will start working on Monday and you will finish on Friday. Your work hours will be from 8.45 am to 3.00pm. You mustn't be late because you have to take the children to school and their classes start at 9.00. When you get back, you will clean the house first of all. You will start by tidying the kitchen and loading the dishwasher. You mustn't overload the dishwasher otherwise it won't clean things properly. After that, you will clean the bedrooms, the bathroom and the sitting room. I'll leave the cleaning materials on the kitchen table. When you have finished doing the cleaning, you will begin to get supper ready. I'll write down the menu for the week, and leave instructions on the kitchen notice board.

Finally, you will pick up the children from school at 1.00 and bring them home. You will help them with their homework, and then play with them. You mustn't let them watch too much TV! If there are any problems, just give a ring at work.

I hope this is clear. Do ask if you have any queries, and I look forward to meeting you soon.

Kind regards,
Lola

1. Do the cleaning	1. Load the dishwasher
2. Do the washing up	2. Set the table
3. Load the washing machine	3. Do the shopping
4. Tidy the kitchen	4. Pick up the children from school
5. Take the children to school	5. Do the cooking

Ex.7

- After you have read TOP FIVE INVENTIONS AND DISCOVERIES answer the questions below the text.
- Mark your answers on the separate answer sheet. You need to write only the names of invented or discovered things.

1. Penicillin. The laboratory of Scottish scientist Alexander Fleming was extremely untidy. One day in 1928 he came back from holiday and saw that mould had grown on a dish containing bacteria. However that wouldn't have been significant if Fleming hadn't noticed one important thing: that no bacteria were growing in the areas covered by mould. In later experiments Fleming proved that the mould could kill the bacteria that cause human infections. Using this discovery, Howard Florey and Ernst Boris Chain developed penicillin for use as a medicine, In 1945 the three scientists shared the Nobel Prize for Medicine.

2. Sticky notes. In 1968 Spencer Silver, an American research chemist, wanted to invent a strong glue. Instead he created a weak glue that stuck to objects but could be taken off again. A few years later a colleague of Silver's, Arthur Fry, was singing in church. His bookmarks kept falling out of his song book and suddenly he remembered Silver's glue. He successfully tried the glue on his bookmarks and later developed his idea into sticky notes.

3. The microwave oven. While Percy Spencer was working on radar research in 1946, he made an interesting discovery. He was testing a magnetron (a tube which produces microwaves) when he noticed a chocolate in his pocket had melted. Spencer did some experiments and found out that microwaves can cook food much more quickly than conventional ovens, because the food is cooked from inside, not by warming air around it. If Spencer hadn't invented the microwave, modern eating habits might have been very different.

4. Safety glass. In 1903 the French scientist Eduard Benedictus broke a glass flask by accident. To his surprise he saw the glass had broken into many small pieces – but the pieces had stayed together. He found out that liquid plastic in the flask had evaporated and left a thin film of plastic inside. By chance, in the same week Benedictus read a newspaper article about how many drivers get cut by broken glass in car accidents. He realized that he had made a useful discovery.

5. Cellophane. Swiss chemist Jacques E. Brandenburger worked for a textile company. When he saw wine spilt on a restaurant tablecloth, he was inspired to make a tablecloth that wouldn't stain. He used a waterproof spray, but the experiment didn't work: the tablecloth became too stiff. Brandenburger noticed, however, that the thin plastic film came off the cloth easily. Today his discovery, cellophane, is used for wrapping up food.

WHICH DISCOVERY OR DISCOVERIES...

1. was/were made outside a laboratory?
2. was/were a result of not cleaning up?
3. can save lives?
4. developed out of a failed idea?
5. was/were a result of different experiment?
6. was/were a result of two lucky events?

4 – sticky notes, cellophane

3 – microwave oven

safety glass

PART IV. USE OF ENGLISH

Ex.8

- *Solve this riddle.*
- Mark your answer on the separate answer sheet.

Susan has invited her family to Thanksgiving Dinner, As her plates are not the best, Susan wants to buy new plates – one for each person at her Thanksgiving Dinner. There'll be a grandfather, a grandmother, two fathers, two mothers, four children, three grandchildren, one brother, two sisters, two sons, one father-in-law, one mother-in-law and a daughter-in-law.

Note: Some members of her family are listed more than once (after all a father is also a son etc.)

At least how many plates does Susan need to buy?

Ex.9

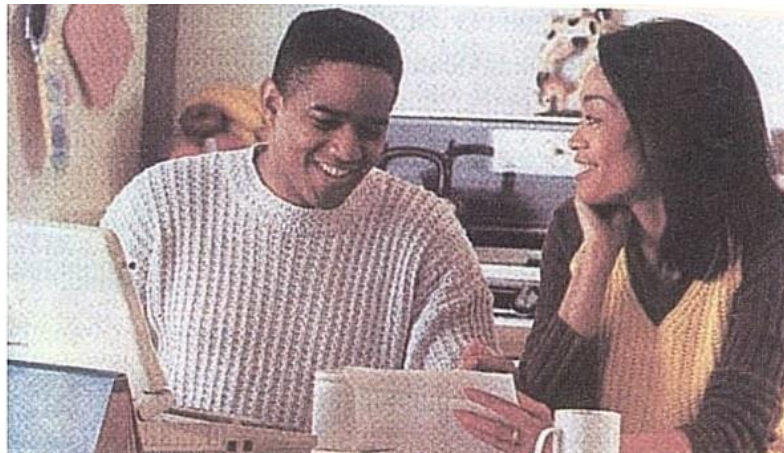
- *Fill in the gaps with a suitable word or phrase from the box.*
- Mark your answers on the separate answer sheet presenting the correct forms only. You do not need to copy the whole sentence.

it is vital to consider bring about equality basic personality differences misused
person's attitude to the world 'road rage' incidents stereotype caused great
harm critical judgement become completely involved

1. There is a _____ that women are worse drivers than men. In fact, it's not so.
2. One of the most _____ is between the extroverts and introverts.
3. Extroversion and introversion are ways of describing a _____ .
4. Methods actors 'live' in a character, they _____ in the character.
5. In the business world, many top business executives _____ their charisma.
6. We can all think of famous military and political leaders who have destroyed their countries and _____ to their people.
7. When we choose our leaders _____ whether they have the knowledge, wisdom and experience to do the job.
8. In stressful situations women are less likely to be involved in _____ .
9. When we look at leaders and analyze their behavior we shouldn't lose our _____ .
10. Martin Luther King worked hard to _____ between people of different races.

V. CREATIVE ACTIVITIES

Look at the photos and complete the following tasks. Read the instructions for each task



Ex.10. Answer the questions:

- What is happening in each situation?
- What is the relationship between the people?

For task 1 use 10-15 words. Articles, auxiliary verbs and a particle 'to' with an infinitive form of the verbs are not counted.

Ex.11. Choose ONE of the photos and make up the biography for each person.

For task 2 use 60-70 words. Articles, auxiliary verbs and a particle 'to' with an infinitive form of the verbs are not counted.

Ex.12. Make up a dialogue between the people in the photo you have chosen.

For task 3 use 20-25 words. Articles, auxiliary verbs and a particle 'to' with an infinitive form of the verbs are not counted.

REMEMBER: if you use more words than fixed in each task your work will be considered as invalid.