

THE XXVI NATIONAL ENGLISH OLYMPIAD – 2024

FINAL ROUND

CODE NUMBER:

GRADE-9 (STANDARD)

TIME: 90 min

GOOD LUCK!

Part I. Listening.

Part I-I. Listen to an interview with a health worker about vaccination programs in less economically developed countries and choose the best option. (10×1=10)

1. The proportion of the world's children receiving vaccinations is ...
 - a. just over two thirds.
 - b. just under three quarters.
 - c. just over four fifths.
2. One achievement mentioned by the expert is that ...
 - a. measles cases have fallen by one quarter.
 - b. polio has almost been eradicated.
 - c. there are 200.000 fewer tetanus cases since the 1980's.
3. The expert warns against ...
 - a. investing too heavily in immunisation and neglecting other health issues.
 - b. assuming that recent achievements are sufficient and withdrawing funding.
 - c. giving children one vaccination and not delivering a full course of injections.
4. According to the expert, many children do not get immunized if they ...
 - a. are already sick.
 - b. live in isolated rural areas.
 - c. do not live within an established system.
5. Leaflets are not effective means of advertising immunisation programmes because ...
 - a. some people cannot read.
 - b. they are expensive.
 - c. they do not reach people in isolated areas.
6. To ensure that vaccinations reach everyone, it is necessary to ...
 - a. have an education programme in place as well.
 - b. pinpoint where the system fails and address these issues.
 - c. only hire health workers who are well trained and trustworthy.
7. To solve the storage problem, the expert's organization is ...
 - a. training health workers how to store vaccines properly.
 - b. building cheap fridges that work reliably without mains electricity.
 - c. creating vaccines that can be stored at any temperature.
8. The expert mentions that computers are necessary to ...
 - a. manage distribution.
 - b. maintain communications.
 - c. keep knowledge up-to-date.
9. The expert advises against using vaccines which are ...
 - a. cheap
 - b. unbranded.
 - c. not pre-qualified.
10. A DALY is ...

- a. the amount of time lost when a person is ill or dies prematurely.
- b. the amount of money a country spends on its health service.
- c. the loss of earnings due to ill-health and caring for relatives.

Part I-II. Listen to five teenagers talking about becoming vegetarian and choose the best answer to complete the sentence. (10×1=10)

- 11. Speaker 1 says she has noticed an improvement in ...
 - a. her energy levels.
 - b. her physical appearance.
 - c. her school marks
- 12. Speaker 1 doesn't cook because ...
 - a. she needs to study instead.
 - b. her family eat a lot of takeaways.
 - c. her mum enjoys doing it.
- 13. Speaker 2 says there are ...
 - a. 5,000 vegans in the UK.
 - b. 500,000 vegans in the UK.
 - c. 1,000,000 vegans in the UK.
- 14. Some of speaker 2's schoolmates ...
 - a. are unsupportive.
 - b. are also vegans.
 - c. have changed their opinion on veganism.
- 15. Speaker 3 ...
 - a. is not strict about eating meat.
 - b. likes fruit but not vegetables.
 - c. doesn't eat enough nutritious food.
- 16. Speaker 3 makes ...
 - a. no effort to eat healthily.
 - b. some effort to eat healthily.
 - c. a lot of effort to eat healthily.
- 17. Speaker 4 found it most difficult to be a young vegetarian ...
 - a. at home.
 - b. at social events.
 - c. when people at school found out.
- 18. Since leaving home, speaker 4 ...
 - a. eats a less varied diet.
 - b. is not so strict about being vegetarian.
 - c. finds it easier to be vegetarian.
- 19. Speaker 5 disagrees with ...
 - a. eating any living thing.
 - b. the treatment of animals by the food industry.
 - c. cruelty to intelligent creatures like cows.
- 20. For speaker 5, the downside of vegan food is ...
 - a. the time spent on preparation.
 - b. the lack of variety.
 - c. the texture.

Part II. Reading.

Part II-I. Read the passage and choose the best option. (10×1=10)

Joy and sadness are experienced by people in all cultures around the world, but how can we tell when other people are happy or despondent? It turns out that the expression of many emotions may be universal. Smiling is apparently a universal sign of friendliness and approval. Baring the teeth in a hostile way, as noted by Charles Darwin in the nineteenth century, may be a universal sign of anger. As the originator of the theory of evolution, Darwin believed that the universal recognition of facial expressions would have survival value. For example, facial expressions could signal the approach of enemies (or friends) in the absence of language.

Most investigators concur that certain facial expressions suggest the same emotions in all people. Moreover, people in diverse cultures recognize the emotions manifested by the facial expressions. In classic research Paul Ekman took photographs of people exhibiting the emotions of anger, disgust, fear, happiness, and sadness. He then asked people around the world to indicate what emotions were being depicted in them. Those queried ranged from European college students to members of the Fore, a tribe that dwells in the New Guinea highlands. All groups, including the Fore, who had almost no contact with Western culture, agreed on the portrayed emotions. The Fore also displayed familiar facial expressions when asked how they would respond if they were the characters in stories that called for basic emotional responses. Ekman and his colleagues more recently obtained similar results in a study of ten cultures in which participants were permitted to report that multiple emotions were shown by facial expressions. The participants generally agreed on which two emotions were being shown and which emotion was more intense.

Psychological researchers generally recognize that facial expressions reflect emotional states. In fact, various emotional states give rise to certain patterns of electrical activity in the facial muscles and in the brain. The facial-feedback hypothesis argues, however, that the causal relationship between emotions and facial expressions can also work in the opposite direction. According to this hypothesis, signals from the facial muscle (“feedback”) are sent back to emotion centers of the brain, and so a person’s facial expression can influence that person’s emotional state. Consider Darwin’s words: “the free expression by outward signs of an emotion intensifies it. On the other hand, the repression, as far as possible, of all outward signs softens our emotions.” Can smiling give rise to feelings of goodwill, for example, and frowning to anger?

Psychological research has given rise to some interesting findings concerning the facial-feedback hypothesis. Causing participants in experiments to smile, for example, leads them to report more positive feelings and to rate cartoons (humorous drawings of people or situations) as being more humorous. When they are caused to frown, they rate cartoons as being more aggressive.

What are the possible links between facial expressions and emotion? One link is arousal, which is the level of activity or preparedness for activity in an organism. Intense contraction of facial muscles, such as those used in signifying fear, heightens arousal. Self-perception of heightened arousal then leads to heightened emotional activity. Other links may involve changes in brain temperature and the release of neurotransmitters (substances that transmit nerve impulses). The contraction of facial muscles both influences internal emotional state and reflects it. Ekman has found that the so-called Duchenne smile, which is characterized by “crow’s-feet”

wrinkles around the eyes and a subtle drop in the eye cover fold so that the skin about the eye moves down slightly toward the eyeball, can lead to pleasant feelings.

Ekman's observation may be relevant to the British expression "keep a stiff upper lip"¹ as a recommendation for handling stress. It might be that a "stiff" lip suppresses emotional response --- as long as the lip is not quivering with fear or tension. But when the emotion that leads to stiffening the lip is more intense, and involves strong muscle tension, facial feedback may heighten emotional response.

1. *"keep a stiff upper lip": Avoid showing emotions in difficult situations*

21. In paragraph **ONE**, the word "despondent" of the passage is closest in meaning to
- curious
 - unhappy
 - thoughtful
 - uncertain
22. The author mentions "baring the teeth in a hostile way" in order to
- differentiate one possible meaning of a particular facial expression from other meanings of it
 - support Darwin's theory of evolution
 - provide an example of a facial expression whose meaning is widely understood
 - contrast a facial expression that is easily understood with other facial expressions
23. In paragraph **TWO**, the word "concur" of the passage is closest in meaning to
- estimate
 - agree
 - expect
 - understand
24. The word "them" in the paragraph **TWO** refers to
- emotions
 - people
 - photographs
 - cultures
25. According to paragraph **TWO**, which of the following was true of the Fore people of New Guinea?
- They did not want to be shown photographs.
 - They were famous for their storytelling skills.
 - They knew very little about western culture.
 - They did not encourage the expression of emotions.
26. Which of the sentences below best expresses the essential information in the highlighted sentence in paragraph **TWO**? Incorrect choices change the meaning in important ways or leave out essential information.
- The Fore's facial expressions indicated their unwillingness to pretend to be story characters.
 - The Fore were asked to display familiar facial expressions when they told their stories.
 - The Fore exhibited the same relationship of facial expressions and basic emotions that is seen in Western culture when they acted out stories.

- d. The Fore were familiar with the facial expressions and basic emotions of characters in stories.
27. According to paragraph **THREE**, what did Darwin believe would happen to human emotions that were not expressed?
- They would become less intense.
 - They would last longer than usual.
 - They would cause problems later.
 - They would become more negative.
28. According to paragraph **FOUR**, research involving which of the following supported the “facial-feedback hypothesis”?
- The reactions of people in experiments to cartoons
 - The tendency of people in experiments to cooperate
 - The release of neurotransmitters by people during experiments
 - The long-term effects of repressing emotions
29. The word “relevant” in the paragraph **SIX** is closest in meaning to
- contradictory
 - confusing
 - dependent
 - applicable
30. According to paragraph **SIX**, stiffening the upper lip may have which of the following effects?
- It first suppresses stress, then intensifies it.
 - It may cause fear and tension in those who see it.
 - It can damage the lip muscles.
 - It may either heighten or reduce emotional response.

Part II-II. Read through the text below and answer the question that follow. (15x1=15)

31) _____ between men and women results in poorer health for children and greater 32) _____ for the family, 33) _____ to a new study. The UN agency Unicef found that in places where women are 34) _____ from family decisions, children are more likely to suffer from 35) _____. There would be 13 million 36) _____ malnourished children in South Asia if women had an equal say in the family, Unicef said. Unicef 37) _____ family decision-making in 30 countries 38) _____ the world. Their chief finding is that equality between men women is vital to 39) _____ poverty and improving health, especially that of children, in developing countries. The conclusions are contained in the agency’s latest report. This report 40) _____ to a greater 41) _____ of opportunities for girls and women in education and work which contributes to disempowerment and poverty. Where men control the household, less money is spent on health care and food for the family, which 42) _____ in poorer health for the children. An increase in 43) _____ and income-earning opportunities for women would increase their 44) _____ power, the report said. For example, the agency found that 45) _____ has the greater share of household income and assets decides whether those resources will be used for family needs.

- | | | | |
|------------------|--------------|---------------|-----------------|
| 31. a. Unequal | b. Inequal | c. Unequality | d. Inequality |
| 32. a. poor | b. poorness | c. poverty | d. impoverished |
| 33. a. resulting | b. according | c. regarding | d. with regard |
| 34. a. excluded | b. exclude | c. exclusion | d. excludes |

35. a. ill-nourished b. malnourish c. malnutrition d. ill-nutrition
36. a. more b. few c. fewer d. least
37. a. survey b. surveying c. surveys d. surveyed
38. a. in b. around c. over d. among
39. a. increase b. reduce c. increasing d. reducing
40. a. points b. indicates c. shows d. suggests
41. a. lack b. lacking c. lacks d. lacky
42. a. leads b. result c. lead d. results
43. a. employ b. employment c. employee d. employed
44. a. house b. householder c. household d. home
45. a. whatever b. whoever c. whichever d. however

Part III. Vocabulary.

Choose the correct item. (10×1=10)

46. The art gallery is running an art competition in with the local council.
a. influence b. association c. direction d. guidance
47. The students their goal of improving their grades by the end of term.
a. handled b. controlled c. accomplished d. succeeded
48. The mayor has made for people with disabilities.
a. provision b. expansion c. adjustment d. arrangement
49. The windows of our house are all with security locks.
a. furnished b. fitted c. attached d. decorated
50. Don't the problem; it's not that serious and it should be easy to solve.
a. extend b. overestimate c. enlarge d. exaggerate
51. The new school rule applies to all students without
a. exception b. alteration c. distinction d. exclusion
52. After being struck by the tornado, farmers have to the government for help.
a. appealed b. addressed c. submitted d. proposed
53. Having access to a clean water supply is important for everyone in the village.
a. considerably b. totally c. vitally d. completely
54. It's cruel to keep animals in
a. slavery b. prison c. captivity d. detention
55. I'm going to a visit to my great-grandmother next week.
a. have b. do c. pay d. give

Part IV. Writing.

Part IV-I. Complete the following paragraphs choosing the best option. (5×1=5)

56. The degree to which children feel more self-confident as they grow older depends mainly on their relation with their mothers and fathers. Children always need to be reassured by their parents. _____. This kind of trust is essential in reducing young children's anxiety.
- They need to believe that their parents will love them no matter what they do.
 - Anxieties are common even in the early years of childhood.
 - They may begin to cry if one of the parents goes away even for a short while.
 - Any suggestion forcing children to overcome a fear will only make it last longer.
57. It's essential for all creatures to keep themselves clean and free from parasites. _____. Some species are able to clean themselves. For those species that are not, it's obviously vital to find some other animal to perform this cleaning function.
- Nevertheless, there is no point in doing this cleaning process.
 - Some fish species are known to change color while being cleaned.
 - Some animals depended on others to do this.
 - If they do not, they will probably fall ill from infected wounds.
58. _____. Within five years, 4,5 million Americans had taken it at least once. This was the fastest acceptance ever for a psychiatric drug. It seemed to go beyond treating illness and actually improve people's lives; a sort of facelift for the character. However, reports emerged that some patients actually felt more suicidal on Prozac.
- There was a very negative reaction towards pharmacy in the U.S.A.
 - Technology and medicine have improved so much in Europe that people don't go to the USA any more.
 - Some psychiatric drugs in the U.S.A were accepted very slowly in the past.
 - Within two years of its introduction, pharmacies in the United States were filling 65.000 Prozac prescriptions per month.
59. A virus can be regarded as a self-replicating program that spreads by inserting copies of itself into other executable code or documents in computer technology. _____. Extending these comparison, the insertion of the virus into a program is termed "infection", and the infected document or code is known as a "host".
- Hackers benefit a lot from entering bank computer systems.
 - Therefore, a computer virus behaves similarly to a biological virus, which spreads by inserting itself into living cells.
 - The first virus was created by an American in the 20th century.
 - Nowadays, viruses are also named as worms and Trojan horses.
60. _____. Some people like to go for long walks in the forest, where they won't see anyone for days. Others prefer to spend their holiday in an exciting city. There they can visit museums, theaters, and good restaurants. Still others enjoy the fresh air at the seashore. They can spend their days at the beach and listen to the ocean waves at night.
- A few people decide to stay at home and do some major household projects during the weekend.
 - People have many different ideas about what makes a great vacation.
 - Life in a small apartment would sound as terrible to many.
 - There are many similarities between a seaside holiday and camping.

Part IV-II. Read the passage and select the answer to each question that is most effective in improving the quality of the writing. (10×1=10)

The first time my parents took me to Paris, I was ten years old. I had never been to a foreign country before, **61)** but my older brother was studying abroad for a semester while in college, and so my parents decided we would visit him. I was an awkward and shy child, and was incredibly nervous about leaving our hometown. **62)** It was my first airplane ride, and that also made me nervous.

61. a. NO CHANGE b. and c. for d. nonetheless
62. **The writer is considering deleting the underlined sentence. Should the sentence be kept or deleted.**
- a. Kept, because it allows greater insight into the character of the narrator.
b. Kept, because it adds additional information about the narrator's trip.
c. Deleted, because it repeats previously stated information.
d. Deleted, because it describes something out of character for the narrator.

After we got off the airplane at Orly airport and gathered our suitcases at baggage claim, my mother **63)** decided we would take public transportation from the terminal to the city center. As I held her hand, I gazed in awe at the terminal's shops and signs. I had never imagined what it would be like to see everything around me written in an unknown language! I was in such a daze, I let go of my mother's hand and wandered over to a perfume and cosmetics shop. **64)** It's sweet-smelling exterior lured me in **65)** like the luring of Odysseus by the Sirens.

63. **Which of the following would be the most logical way to replace the underlined portion?**
- a. NO CHANGE
b. and I rushed through the terminal.
c. was hoping we would have time do some shopping.
d. left me by the shops while she exchanged some money.
64. a. NO CHANGE
b. Its'
c. Its
d. It is
65. a. NO CHANGE
b. just as the Sirens lured Odysseus
c. just as Odysseus was lured by the Sirens
d. like Odysseus was lured by the Sirens

66) Inside, several elegant women wearing furs, scarves, a couple of them clutching poodles, strolled the aisles. They looked nothing like the women I saw in the grocery store back home. All around me were bottles of sweet-smelling colognes with exotic **67)** names such as: "Yves Saint Laurent," "Givenchy," and "Christian Dior." I picked up one in a sleek, pink, square bottle. The label said, "Chanel No.5." I inhaled deeply. A burst of lemons and flowers filled my nostrils. I imagined myself wearing high heels with a big round hat, driving a convertible a long twisting mountain roads in the south of France. The scent reminded of the women in old black-and-white movies my grandmother used to watch on cable. I was completely lost to the olfactory charms of the liquid. Suddenly, I heard a loud crash. Startled, I opened my eyes, and looked down. The beautiful bottle has slipped from my hands **68)** during I was lost in my fantasy and lay on the floor of the store, shattered in pieces. I was horrified.

66. **Which choice most effectively combines the underlined sentences?**

- a. Inside, wearing furs, scarves, and couple of them clutching poodles, several elegant women strolled the aisles, they looked nothing like the women I saw in grocery stores back home.
 - b. Inside, several elegant women strolled the aisles, wearing furs, scarves, and couple of them clutching poodles, which looked nothing like the women I saw in grocery stores back home.
 - c. Inside, strolling the aisles, were several elegant women wearing furs, scarves, and a couple of them clutching poodles, looking nothing like the women I saw in grocery stores back home.
 - d. Inside, wearing furs, scarves, a couple of them clutching poodles, several elegant women strolled the aisles, looking nothing like the women in grocery stores back home.
67. a. NO CHANGE
- b. names, such as Yves Saint Laurent, Givenchy, and Christian Dior
 - c. names, "Yves Saint Laurent," "Givenchy," and "Christian Dior."
 - d. names such as Yves Saint Laurent, Givenchy, and Christian Dior
68. a. NO CHANGE
- b. for
 - c. while
 - d. DELETE the underlined portion.

69) The salesgirl, dressed in a pencil skirt and tight bun, marched over to me, and she was scowling. "Qu'est-ce que vous avez fait?", she hissed, and sharply pulled me by the arm away from the display. My cheeks turned bright red, and I opened my mouth to apologize, but I had no idea what to say. I did not even know the French word for "sorry"! "Eh bien, qu'est-ce que vous avez a dire pour vous-meme?", she exclaimed sharply, obviously annoyed at my silence. I could feel the tears start to form in the corner of my eyes, and my nose began to numb, as it always did when I was embarrassed. "Uh ... uh ...," I stammered.

69. a. NO CHANGE
- b. The salesgirl, dressed in a pencil skirt, and tight bun, marched over to me, and she was scowling.
 - c. Dressed in a pencil skirt and tight bun, the salesgirl marched over to me, scowling.
 - d. The salesgirl, she was scowling, dressed in a pencil skirt and tight bun, marched over to me.

Suddenly, one of the women I **70)** had seen earlier stepped towards me and placed a well-manicured hand on my shoulder. "C'est ma fille. Elle est tellement desole. Ici, ce sera de couvrir le cout?," She purred at the salesgirl, before reaching into her Louis Vuitton handbag and extracting a large bill. She handed the money over to the salesgirl, who nodded and turned back towards the register.

70. a. NO CHANGE
- b. did see
 - c. saw
 - d. have seen

Part. IV-III. Identifying sentence errors. (10x1=10)

Decide which of the four underlined words or phrases --- would not be considered correct.

71. (A) A number of large insurance (B) companies have (C) the headquarters (D) in Hartford, Connecticut.
72. About (A) the third of (B) the earth's (C) land surface is covered by relatively (D) flat plains.
73. Mutualism is a (A) relationship between (B) animal species (C) which in (D) both benefit.
74. Sloths are (A) moving slow, shaggy mammals that are (B) often seen hanging (C) upside down from (D) tree limbs.
75. The (A) minerals grains in basalt are (B) much too small (C) to be seen with the (D) unaided eye.
76. (A) Information in a computer can be lost (B) because it is (C) not longer stored (D) or because it is stored but cannot be retrieved.
77. A work of science fiction (A) generally uses scientific (B) discoveries and advanced technology, either real (C) or imaginary, as part of (D) their plot.
78. (A) When the female oriole is (B) absent from the nest, (C) the male oriole serves (D) like a sentinel.
79. (A) Just like microscopes (B) have provided access to the world of (C) small objects, high-speed cameras have provided access to the world of (D) short-duration events.
80. It is (A) the facets (B) cut into a diamond (C) that make it (D) to sparkle.

THE XXVI NATIONAL ENGLISH OLYMPIAD – 2024

FINAL ROUND

CODE: _____

GRADE-9 (ADVANCED)

TIME:90 min

SECTION I. LISTENING & READING

PART 1. LISTENING

You will hear a historian called Sarah Potts giving a lecture about Easter Island. For questions 1-8, complete the sentences with a word or short phrase. You will hear the text only ONCE. (8*1=8)

Easter Island

Sarah says the stone heads on Easter Island probably show their makers' (1) _____.

She disagrees with researchers who say (2) _____ led to Easter Island's deforestation.

Palm trees on the island provided wood and (3) _____ for transporting the stone heads.

The shells of palm seeds provide evidence that (4) _____ destroyed forests.

Sarah explains that (5) _____ were ruined by strong winds.

Many of Easter Island's (6) _____ became extinct.

Sarah thinks it is particularly sad that European sailors brought (7) _____ to Easter Island.

Sarah sees the decline of Easter Island as a (8) _____ of the environmental situation in the world today.

PART 2. INTEGRATED READING & LISTENING

Read the text about the placebo effect (12*1=12) Then listen to the lecture on a similar topic. You will notice that some ideas coincide, and some differ in the two materials. Answer questions 1-12 by choosing:

- A** – if the idea is expressed in **both materials**
- B** – if it can be found only in **the reading text**,
- C** – if it can be found only in **the listening material**,
- D** – if **neither of the materials** expresses the ide

Now you have 7 minutes to read the text.

Placebo

Even though they don't act on the disease, placebos affect how some people feel. This happens in up to 1 of 3 people. A change in a person's symptoms as a result of getting a placebo is called the placebo effect. Usually the term "placebo effect" speaks to the helpful effects a placebo has in relieving symptoms. This effect usually lasts only a short time. It's thought to have something to do with the body's natural chemical ability to briefly relieve pain and certain other symptoms.

But sometimes the effect goes the other way, and the placebo seems to cause unpleasant symptoms. These may include headaches, nervousness, nausea, or constipation, to name a few of the possible "side effects." The unpleasant effects that happen after getting a placebo are sometimes called the nocebo effect.

Together, these 2 types of outcomes are sometimes called expectation effects. This means that the person taking the placebo may experience something along the lines of what he or she expects to happen. If a person expects to feel better, that may happen. If the person believes that he or she is getting strong medicine, the placebo may be thought to cause the side- effects. The placebo does not cause any of these effects directly. Instead, the person's belief in or experience of the placebo helps change the symptoms or changes the way the person perceives the symptoms.

Some people can have the placebo effect without getting a pill, shot, or procedure. Some may just feel better from visiting the doctor or doing something else they believe will help. This type of placebo effect seems most related to the degree of confidence and faith the patient has in the doctor or activity.

The placebo effect can make some treatments seem like they help certain symptoms, when in fact they do nothing to directly cause a change in the disease. Other factors that are sometimes lumped in with the placebo effect can also make a treatment appear to help even when it does nothing for the illness.

Now listen to a lecture and then do the tasks (questions 1-12), comparing the text above and the lecture. You will hear the lecture TWICE.

1. The word "placebo" comes from Latin.
A. B. C. D.
2. Placebos can take different forms.
A. B. C. D.
3. Placebos are used to measure the effectiveness of real medicine.
A. B. C. D.
4. About a third of people are likely to experience a placebo effect.
A. B. C. D.
5. Placebos are especially effective against migraine attacks.
A. B. C. D.
6. As a rule, positive effects of placebos tend to wear off.
A. B. C. D.
7. Placebo is one of the expectation effects.
A. B. C. D.
8. Using placebos in clinical trials is not as popular nowadays as it used to be.
A. B. C. D.
9. Attention and emotional support can act as a placebo.
A. B. C. D.
10. Placebos' effects are not always positive.
A. B. C. D.
11. Placebos seem to affect the body's reaction to pain.
A. B. C. D.
12. Brain scanning was used to prove that the placebo effect really exists.
A. B. C. D.

PART 3. READING

For items 1–10, read the passage below and choose which of the sentences A–K fit into the numbered gaps in the text. There is one extra sentence which does not fit in any of the gaps. (10*1=10)

On July 22, 2012, the Lena Pillars Nature Park became a UNESCO World Heritage Site. (1) _____. The park occupies more than a million hectares, with taiga, dunes, a full-flowing river, and bizarre rocks resembling an ancient Gothic castle or a sleeping dragon.

(2) _____. They stand intermittently in a 40 kilometer wall along the right bank of the Lena River and the left bank of the Buotama, a nearly parallel tributary.

In fact, the spire-shaped rocks are remnants that survived the weathering of mountain ranges. (3) _____. The mountains that shaped the Lena Pillars began to form on the site of a once shallow sea that was lapping here, at the bottom of which limestone was gradually accumulating. (4) _____. For all these years nature has been taking a creative approach in shaping the Cambrian limestones using erosion and dramatic changes in temperature to form this impregnable wall.

(5) _____. However, locals consider them to be frozen deities that are waiting for their time to come back to people. (6) _____. A young warrior fought the dragon to save a fair lady. The monster was almost defeated, but at the last moment it struck the ground with its tail and turned everything and everybody into stone.

Another interesting fact is that researchers managed to find an early man site in the park that is about 370,000 years old, as well as the remains of a mammoth, an ancient bison, and a woolly rhinoceros. (7) _____. The real paleontological treasure of the park is the fossils found there, with ancient invertebrates preserved in them.

Today the diversity of flora and fauna of the national park cannot but amaze. There are about 500 species of plants, 42 species of mammals, more than a hundred species of nesting birds, a huge number of fish and many reptiles. (8) _____. Unique Ust-Buotama Farm aims to restore the population of these rare animals that are on the IUCN Red List. (9) _____. On the territory of the national park, there are many lakes with a depth of two to three meters, formed both in natural relief depressions and on flat watersheds. They are filled with water due to rainfall. (10) _____. Their shores are usually flat, and in winter both the shores and floors of the lakes are usually frozen.

A. It disappeared after the Siberian platform began to rise, forming rocky formations composed of limestone, faults and river valleys, while the shape of the mountains was influenced by erosion, in particular - weathering.

B. The climate in the area of the pillars is usual for these places; it is sharply continental, and the river makes the air very humid, causing hard frost in winter, and swelteringly hot days in summer.

C. Archeologists discovered many caves with petroglyphs on the slopes of the rocks: ancient people made these paintings with yellow mineral paint and stone tools.

D. The Park is distinguished by a spectacular series of monumental columnar cliffs up to 100 m high of limestone and dolerite karst.

E. Over time, depending on the degree of erosion, the rocks acquired the most bizarre forms that to some people remind of the walls of a huge medieval castle wall or stone giants, forever frozen by some magical or unnatural force.

F. Essentially, about 5,000 years ago, most of the bison living in Siberia died out, while the rest moved to North America, from where 30 animals were brought back to the farm.

G. Therefore, during a drought, large reservoirs become shallow, and small ones dry up altogether.

H. The striking scenery of the park and wild Yakut nature make it the pearl of the region and one of the most beautiful places in the world.

I. What's more, the Lena Pillars Nature Park is home for living peers of mammoths — the wood bison

J. They were formed from the mountains and remains of plants and animals that lived on the territory of Yakutia more than 500 million years ago.

K. Another story runs that these rocks are a monument of love, fidelity and courage, since the Lena Pillars are actually nothing more than a pair of lovers who were enchanted by the dragon.

SECTION II. USE OF ENGLISH

Task 1. (8*1=8) For each set, fill in the gaps with **ONE** word only which can be used appropriately in all three sentences. Example (0):

0.

A. *I'm really worried about our father. He's getting old fast and now he seems to be in _____ health.*

B. _____ *old Mike finds it hard to rub shoulders with his peers. No wonder his parents feel genuinely sorry for him.*

C. *If I were you, I wouldn't buy it. Look at this material. It's obvious it's of _____ quality.*

POOR

1.

- A. Since the introduction of the _____ watch scheme, much fewer burglaries have been reported.
- B. Kids, don't be so noisy! You're bound to disturb the whole _____ .
- C. The President's pen put up for auction was worth something in the _____ of 5,000 dollars.

2.

- A. The house on the outskirts of the town was in a sorry _____ . It desperately needed renovating.
- B. For years the two neighboring countries were in a _____ of war.
- C. Those who came to the airport were able to see a few heads of _____ coming out of the plane to the accompaniment of the orchestra.

3.

- A. At the zenith of his sporting career, he was lean and fit. Now out of _____ and with a spare tyre around his waist he is a shadow of his former self.
- B. Anne never allowed the mass media to _____ her outlook on life. She preferred thinking for herself.
- C. At first the idea was distant and unclear, but it was beginning to take _____ in her mind.

4.

- A. Since the issue was first discussed in 1950, it has become a _____ of contention. It's never failed to generate passionate reactions.
- B. Kate has been burning the midnight oil recently as she has to _____ up on ancient history for a big test next week.

C. The farm looked grim. The land was _____ dry with no vegetation as far as the eye could see.

5.

A. The book was a masterpiece in the art of printing. Richly encrusted in gold and _____ in leather it stood out among other publications.

B. Despite his frantic efforts, he is _____ to lose the game. It's inevitable.

C. A plane _____ for New York has been hijacked by a group of armed men. We'll keep you updated as more news comes in.

6.

A. Because she _____ all her life to a political career, she had no time and willingness to form a stable relationship.

B. Encouraged by the latest invention, the firm _____ another 5 million pounds for medical research.

C. The author has _____ his new book to his wife, who was a constant source of inspiration throughout the creative process.

7.

A. The sect became the _____ of vicious persecution once the new law came into effect.

B. At the end of the fiscal year it was announced that the company met its _____ of selling more than 10,000 cars.

C. Install a good lock in your garden shed as it is usually an easy _____ for thieves.

8.

A. Boss, could you _____ me a few minutes? I need to talk to you about a pay rise.

- B. When trekking, it's advisable to take some _____ clothes in the event of heavy rain.
- C. We can assure you that we will _____ no effort and expense to find those responsible for this barbaric act.

Task 2. Complete the sentences by changing the form of the word in capitals using a negative prefix. (8*1=8)

| | | |
|---|--|-----------|
| 1 | She was rude _____ about her remarks. | APOLOGIZE |
| 2 | The band's popularity is _____. | DENY |
| 3 | There seemed to be an _____ supply of drinks at the party. | EXHAUST |
| 4 | No one's _____ in the workplace. | REPLACE |
| 5 | The medical tests were ---- _____, and will need to be repeated. | CONCLUDE |
| 6 | Her handwriting is virtually _____. | DECIPHER |
| 7 | The hours in this job are very _____ - you sometimes have to work late at very short notice. | PREDICT |
| 8 | They had grown up in the same house since they were babies and were virtually _____. | SEPARATE |

Task 3. Solve anagram puzzles. (10*1=10)

Schools in the United States offer a wide range of programs for students who are gifted in 1 _____ (**CAMIDACE**) areas, the arts, 2 _____ (**HPLIADEERS**), and sports. It is not always easy, however, to 3 _____ (**VINGATAE**) the many programs or to decide among private schools and 4 _____ (**URIVOSA**) public school 5 _____ (**INISOVDSI**). Also, a child may need to go through a lengthy 6 _____ (**IFTOIDINNACTIE**) process to 7 _____ (**ILUYQFA**) for certain gifted services, even if he or she has been identified as gifted elsewhere by a school or by a psychologist in private practice. Other 8 _____ (**GEMTAN**) programs, such as language 9 _____ (**IOIMSMERN**), may have a long waiting list. The waiting list is usually open only to those actually living in the school divisions, so planning ahead is not always possible for those moving back from

10 _____ (VASOERSE). Get in touch with your local school as soon as you know you'll be coming back to the States.

Task 4. Arrange the following phrases to form meaningful sentences and choose the best answer. (4*1=4)

1.

P: the image dies as soon as it is seen
Q: and based on a delicate system of filming and recording;
R: its working does not consist in storing or recording an image;
S: the science of television is highly sophisticated
T: it rather catches and reflects in image like a mirror;

- A. PRTSQ B. SQRTP C.QTRPS D. PQRST E. SQPTR

2.

P: disintegrates some part of the old truths, and
Q: there by upsets the way of men's thinking and
R: science does not merely add new truths to the old ones, but
S: sometimes the new truth it discovers
T: the ways of their lives

- A. RPSQT B.SRQPT C. QTSPR D. RSPQT E. STQRP

3.

P: equality before the law and the right
Q: however money and all that money
R: today political freedom assures people
S: to elect their government
T: can buy is not fairly distributed

- A. RPSQT B. RSPQT C.SRQPT D. QTSPR E. RSQTP

4.

P : he was highly sensitive and resentful
Q : towards the country or to those
R : when there was even implied discourtesy
S : while he was extremely gentle and tolerant
T : he held in honour

- A. PRSQT B. TPSRQ C.SPRQT D. SRQTP E. SQTRP

SECTION III. WRITING

Task 1. PARAPHRASE. (5*1=5) For items 1–4, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. The number of words is specified in the brackets. Do not use short forms. Please mind both grammar and spelling. There is an example at the beginning (0).

Example: 0. The pool isn't deep enough to swim in.

too

The pool _____ swim in. (4 words)

| | |
|---|-------------------|
| 0 | IS TOO SHALLOW TO |
|---|-------------------|

1. Albert's wife says he has to start being interested in his children's lives.

about

Albert's wife says it is _____ an interest in his children's lives. (5 words)

2. I had only just arrived home when the phone rang.

sooner

No _____ home than the phone rang. (4 words)

3. I think a change would do you good.

from

I think _____ a change. (4 words)

4. The decorators didn't leave too much mess when they did the job.

with

The decorators managed to do _____ mess. (4 words)

5. Those eggs will be rotten by now.

off

Those eggs _____ by now. (4 words)

Task 2. Read the following texts about art. Then write a summary according to the instructions: In a paragraph of between 130 and 150 words, SUMMARIZE in your own words as far as possible the reasons given in the texts for why the public appreciate art. (15)

Text 1

A critic may crush an artist by telling him that what he has just done may be quite good in its own way, only it is not 'Art'. And that same critic may confound anyone enjoying a picture by declaring that what he liked in it was not the Art but something different.

Actually, I do not think there are wrong reasons for liking a statue or picture. Someone may like a landscape painting because it reminds him of home, or a portrait because it reminds him of a friend. There is nothing wrong with that. All of us, when we see a painting, are bound to be reminded of a hundred and one things which influence our likes and dislikes. As long as these memories help us to enjoy what we see, we need not worry. It is only when some irrelevant memory makes us prejudiced, when we instinctively turn away from a magnificent picture of an alpine scene because we dislike climbing, that we should search our mind for the reason for the

aversion which spoils a pleasure we might otherwise have had. There are wrong reasons for disliking a work of art.

Most people like to see in pictures what they would also like to see in reality. This is quite a natural preference. We all like beauty in nature, and are grateful to the artists who have preserved it in their works.

Text 2

Art has changed over the last few decades. Although continual change is the very essence of art, the most recent changes run far more deeply, and go beyond external appearances. The very concept of art is in fact being questioned. At first glance it might indeed seem to be mainly a matter of ephemeral and non-essential questions. For instance, contemporary art has never before enjoyed such wide popularity. Prices are soaring, and private collectors are currently placing an unprecedented number of orders. The prices for modern classics at auctions in London and New York have reached unimaginable heights, as art is increasingly regarded as a sound investment for the future.

Contemporary art has in fact become an integral part of today's middle-class society. Even works of art which are fresh from the studio are met with enthusiasm. They receive recognition rather quickly - too quickly for the taste of the surlier culture critics. Of course, not all works of art are bought immediately, but there is undoubtedly an increasing number of people who enjoy buying brand new works of art. Instead of fast and expensive cars, they buy the paintings, sculptures and photographic works of young artists. They know that contemporary art also adds to their social prestige. Furthermore, since art is not exposed to the same wear and tear as automobiles, it is - in principle - a far better investment.

THE XXVI NATIONAL ENGLISH OLYMPIAD – 2024

FINAL ROUND

Task 1. /Listening/ In this part of the test, you have to listen to a conversation and answer ten multiple-choice questions.

You are considering becoming a teacher. You hear a radio interview about a prize-winning teacher. Listen to the interview and answer the questions. Read all the questions before you start listening. You should listen to the audio twice.

1. What do we learn about Robert Haycraft?
 - A. he is a teacher with a very good reputation
 - B. he got an award for a book about teaching

- C. he is a government official responsible for education
 - D. he is a journalist with a special interest in teaching
2. How fierce was the competition for the award this year?
- A. there was surprisingly little competition
 - B. there was more competition than usual
 - C. there were one or two other strong candidates
 - D. there were a lot of strong candidates
3. What is the point of the story about the fish?
- A. to show how important fish is for young brains
 - B. to explain why fishmongers love Liddell too
 - C. to illustrate how original Liddell's style is
 - D. to suggest Liddell's closeness to his own parents
4. What is Liddell's main subject?
- A. maths
 - B. sport
 - C. biology
 - D. chemistry
5. What did Liddell use to teach children about catalysts?
- A. a sweet
 - B. a doll
 - C. a small child
 - D. a firework
6. What was the main reason why Liddell won the award?
- A. his ability to teach a range of different subjects
 - B. his memorable performances in the classroom
 - C. his focus on children as individuals
 - D. his involvement in other schools in his area
7. Why does Liddell require his pupils to learn the numbers in Japanese?
- A. to check pupils' learning ability
 - B. to compare how quickly each pupil can do it
 - C. to find out how pupils prefer to learn
 - D. to make an initial strong impression on the class
8. What influenced Liddell's distinctive approach?
- A. a difficult class he had to teach
 - B. something he read when training

- C. a teacher from his own childhood
- D. other teachers in his first school

9. What aspect of Liddell's style has particularly struck the head teacher?

- A. his popularity with former pupils
- B. his interest in teaching theory
- C. his determination to involve all pupils
- D. his enthusiasm for his subject

10. What does Liddell say about teaching in his own school-days?

- A. it bored him
- B. it was not appropriate for many of the pupils
- C. it was suitable for pupils who would become miners
- D. it was very advanced for its time

Task 2. /Integrated Listening and Reading/

*Read the text below, then listen to a talk on the same topic. You will notice that some ideas coincide, and some differ in them. Answer questions 11-20 by choosing **A** if the idea is expressed in both materials, **B** if it can be found only in the reading text, **C** if it can be found only in the audio-recording, and **D** if neither of the materials expresses the idea*

Now you have 10 minutes to read the text.

These days, the word “forensic” conjures up an image of a technician on a “C.S.I.” episode who delicately retrieves a single hair or a chip of paint from a crime scene, surmises the unlikeliest facts, and presents them to the authorities as incontrovertible evidence. If “forensic linguist” brings to mind a verbal specialist who plucks slivers of meaning from old letters and segments of audiotape before announcing that the perpetrator is, say, a middle-aged insurance salesman from Philadelphia, that’s not far from the truth.

James Fitzgerald, a retired F.B.I. forensic linguist, brought the field to prominence in 1996 with his work in the case of the Unabomber, who had sent a series of letter bombs to professors over several years. Fitzgerald had successfully urged the F.B.I. to publish the Unabomber’s “manifesto”—a rambling thirty-five-thousand-word declaration of the perpetrator’s philosophy. Many people called the Bureau to say they recognized the writing style. By analyzing syntax, word choice, and other linguistic patterns, Fitzgerald narrowed down the range of possible authors and finally linked the manifesto to the writings of Ted Kaczynski, a reclusive former mathematician. For instance, the bomber’s use of the terms “broad” and “negro,” for women and African-Americans, enabled Fitzgerald roughly to calculate his age. Both Kaczynski and the Unabomber also showed a preference for dozens of unusual words and expressions, such as “chimerical,” “anomic,” and “cool-headed logicians,” as well as the less familiar version of the cliché “You can’t have your cake and eat it, too.” A judge ruled that the linguistic evidence was strong enough to prompt him to issue a search warrant for Kaczynski’s cabin in Montana; what was found there put him in prison for life.

The pioneer of forensic linguistics is widely considered to be Roger Shuy, a retired Georgetown University professor and the author of such fundamental textbooks as “Language Crimes: The Use and Abuse of Language Evidence in the Courtroom.” Shuy is now eighty-one years old and lives in Montana. When I asked him to describe the origins of forensic linguistics, he referred me to an Old Testament story. After a confusing battle with the Ephraimites, the Gileadites were able to identify the enemy by asking them each to pronounce the Hebrew word “shibboleth.” If they pronounced the first syllable in the Ephraimic dialect, “sib,” instead of in the Gilead dialect, “shib,” they were killed. According to the Bible, some forty-two thousand Ephraimites failed that first linguistic test.

Today, one can study forensic linguistics at several schools. For those earning a master’s degree, the field offers job prospects also outside the courtroom. Immigration and Customs Enforcement hires language detectives to assist agents in evaluating asylum seekers. In such cases, forensic linguists interview applicants to verify that their accents and their use of idioms and slang match those of the country they claim to have fled.

Now listen to a talk made by a teacher and then do the tasks (questions 11-20), comparing the text above and the talk. You will hear the talk ONCE.

11. The word “forensic” is associated with a TV series.
 - A. expressed in both materials
 - B. only in the reading text
 - C. only in the audio-recording
 - D. neither of the materials expresses the idea
12. Forensic linguists use speech analysis.
 - A. expressed in both materials
 - B. only in the reading text
 - C. only in the audio-recording
 - D. neither of the materials expresses the idea
13. Forensic linguistics may help identify the race of a criminal.
 - A. expressed in both materials
 - B. only in the reading text
 - C. only in the audio-recording
 - D. neither of the materials expresses the idea
14. Forensic linguistics wasn’t a well-known field of study until 1996.
 - A. expressed in both materials
 - B. only in the reading text
 - C. only in the audio-recording
 - D. neither of the materials expresses the idea
15. Ted Kaczynski’s statement contained more than 30, 000 words.
 - A. expressed in both materials
 - B. only in the reading text
 - C. only in the audio-recording
 - D. neither of the materials expresses the idea
16. There was not only the linguistic evidence which helped the FBI to imprison Ted Kaczynski.
 - A. expressed in both materials
 - B. only in the reading text

- C. only in the audio-recording
D. neither of the materials expresses the idea
17. A professor from Georgetown University introduced the new term.
- A. expressed in both materials
B. only in the reading text
C. only in the audio-recording
D. neither of the materials expresses the idea
18. There are few graduate programs in forensic linguistics.
- A. expressed in both materials
B. only in the reading text
C. only in the audio-recording
D. neither of the materials expresses the idea
19. Ted Kaczynski used the words “You can’t have your cake and eat it, too” multiple times in his writings.
- A. expressed in both materials
B. only in the reading text
C. only in the audio-recording
D. neither of the materials expresses the idea
20. Forensic linguists don’t work in a single field.
- A. expressed in both materials
B. only in the reading text
C. only in the audio-recording
D. neither of the materials expresses the idea

Task 3. /Writing & Reading/

The following paragraphs may or may not be in the most logical order. You may be asked questions about the logical order of the paragraphs, as well as where to place sentences logically within any given paragraph.

Spies Online

[1] People who choose to use a personal computer to connect to the Internet should know the risks that these poses. Most computer users have some experience with slow computers, unexplainable program crashes, and indecipherable warnings about missing system files. These same computer users are more likely to wait, until (21) these problems get too bad to manage. They would buy a new system entirely before trying to fix their current one. Online, the biggest threat is spyware, which is crippling (22) unsecured computers and data networks around the world.

21. A. NO CHANGE

B. wait, until,

widely available, many at no cost, that scans the computer for undesirable programs and then removes them. (29) Once this is accomplished, the utilities monitor the system constantly to prevent any new installation of spyware. It is important to understand how your computer protects (30) and to keep your software updated.

28. A. NO CHANGE

B. Detection utilities

C. Spyware can be found by detection utilities that

D. Detection utilities that find spyware

29. A. NO CHANGE

B. that scan the computer for undesirable programs and remove them.

C. that scan the computer for undesirable programs and removes them.

D. that scans the computer for undesirable programs then removing them.

30. A. NO CHANGE

B. has been protected

C. protects them

D. is protected

[5] Good web surfing habits are essential, too. Avoid websites you don't trust. Spyware originates from many kinds of websites. (31) Go online never (32) without a firewall and active virus and spyware protection. Remember that a computer is just a machine. If you turn it on and never touch it, it (33) will likely remain fast and reliable. It is generally what the user does to the computer that affects it.

31. In this paragraph, the writer intends to recommend a number of sound web surfing habits. This is to be the second recommendation. Given that all of the choices are true, which one would best accomplish the writer's intention?

A. NO CHANGE

B. Don't buy anything online from a store with no physical address.

C. Shut down your computer when you aren't using it.

D. Know the various names of spyware programs.

32. The best placement for the underlined portion would be:

A. where it is now.

B. after the word Go.

C. after the word firewall. D. at the beginning of the sentence.

33. A. NO CHANGE B. it C. it, while it D. it, it,

Questions 34 and 35 ask about the preceding passage as a whole.

34. *Upon reviewing this essay and realizing that some information has been left out, the writer composes the following sentence, incorporating that missing information: If you own a computer, it is vital to understand it, for noxious software is becoming increasingly sophisticated and infectious.*

The most logical and effective place to add this sentence would be after the last sentence of the Paragraph:

A. 2. B. 3. C. 4. D. 5.

35. *Suppose the writer had decided to write an essay discussing the moral and ethical consequences of programming spyware to illicitly collect private information. Would this essay successfully fulfill the writer's goal?*

A. Yes, because the essay explains the moral and ethical consequences when spyware is installed on a computer.

B. Yes, because the essay details the process of ridding a computer of spyware, which helps the reader understand the consequences of programming spyware.

C. No, because the essay does not explain how to program spyware, so the reader has no basis for making a moral or ethical judgment.

D. No, because the essay limits itself to a brief description of spyware and the basic precautions to be taken against it.

Task 4

*You are going to read an extract from a newspaper article about coral reefs. Six paragraphs have been removed from the extract. Choose from the paragraphs **A-F** the one which fits each gap (36-41).*

If you're snorkeling around a coral reef, you'll see the local marine life in all its carnival colors. But the show clearly isn't just a tourist attraction. For the fish that live on the reef, it's more

a matter of life and death. As with any other creature, the survival of a fish species depends on two things - food supplies and breeding success.

| | |
|----|---|
| 36 | C |
|----|---|

Seeing a coral reef in all its glory, you can't help feeling that fish have completely failed to solve this dilemma. The picture, however, only comes into focus when you take the fish's-eye view. For fish, according to Justin Marshall from the Vision, Touch and Hearing Research Centre at the University of Queensland in Brisbane, see things differently.

| | |
|----|---|
| 37 | B |
|----|---|

This means that the carnival looks quite different to the marine life itself. To help him discover exactly how different it looks, Marshall has designed a unique underwater 'spectrophotometer', which analyses the colors of things objectively in terms of their physical reflection. He is also measuring the light available in different micro-habitats.

| | |
|----|---|
| 38 | A |
|----|---|

The general shift towards the blue end of the spectrum in underwater light explains why most nocturnal reef fish, such as the soldierfish, squirrelfish and high eyes, are mainly red in color. According to Marshall, some reef fish might see red, in which case they could capitalize on the color blindness of others and use red markings for private communication. But in most cases, red species are surprisingly inconspicuous.

| | |
|----|---|
| 39 | E |
|----|---|

As any snorkeler will know, lots of reef fish display the sort of color combinations that suggest camouflage is the last thing on the fish's mind. The bright blues and yellows that are most common, however, are only conspicuous at a certain range. They fade to grey at a distance, because the colors are so close together that they merge.

| | |
|----|---|
| 40 | D |
|----|---|

Wider color bands will be visible much farther away, of course, but still the fish's-eye view is different from ours. Most recently, Marshall has discovered that fish may see hardly any contrast between the blue of many species, such as tropical angelfish, and the color of the water around a tranquil reef. More surprisingly, says Marshall, a fish with blue and yellow stripes can be just as well camouflaged, as even this distinct pattern will merge into some backgrounds. When the fish arc all together in a shoal, it's hard for a predator to spot where one individual starts and another ends. It's what Marshall calls 'the zebra effect'. If Marshall is correct, then a fish with bold blue and yellow markings can either advertise or hide itself by simply adjusting its behavior.

| |
|---|
| A. Together with information about the visual sensitivity of individual fish species and their behavior, this equipment enables him to begin seeing things as fish do. And it is starting to reveal how the showy and the shy can make use of the same bright colors. |
|---|

| |
|--|
| B. This is because our visual system is a primate one, he says. It's very good at seeing yellows and reds versus greens. However, 30 meters below sea level there is no red light. So, fish tend to see blues and ultraviolet well - and to be less sensitive to reds and yellows. |
| C. The trouble is that eating and not being eaten both need stealth. Therefore, it is helpful for a fish to blend into the background. To attract a mate, on the other hand, requires a certain flamboyance. |
| D. Even in fish which sport fine stripes, such as parrotfish and wrasse, the different shades are distinct for only one meter and certainly no more than five. Beyond this, they too blend into the general sea color around the reef. |
| E. During the day, such fish hide in reef crevices. Once there, they may look obvious to human eyes, but to other fish, they blend into the dark background. |

Task 5

The four sentences labeled (A,B,C and D) given in this question, when properly sequenced, form a coherent paragraph. Each sentence is labeled with a letter. Decide on the proper sequencing of the order of the sentences and choose the correct option.

41. A. While you might think that you see or are aware of all the changes that happen in your immediate environment, there is simply too much information for your brain to fully process everything.
- B. Psychologists use the term 'change blindness' to describe this tendency of people to be blind to changes though they are in the immediate environment.
- C. It cannot be aware of every single thing that happens in the world around you.
- D. Sometimes big shifts happen in front of your eyes, and you are not at all aware of these changes.

(a) DCBA (b) ACDB (c) BDAC (d) BCDA

42. A. But the attention of the layman, not surprisingly, has been captured by the atom bomb, although there is at least a chance that it may never be used again.
- B. Of all the changes introduced by man into the household of nature, [controlled] large-scale nuclear fission is undoubtedly the most dangerous and most profound.
- C. The danger to humanity created by the so-called peaceful uses of atomic energy may, however, be much greater.
- D. The resultant ionizing radiation has become the most serious agent of pollution of the environment and the greatest threat to man's survival on earth.

(a) DCBA (b) DACB (c) BDAC (d) BCDA

43. A. People with dyslexia have difficulty with print-reading, and people with autism spectrum disorder have difficulty with mind-reading.
- B. An example of a lost cognitive instinct is mind-reading: our capacity to think of ourselves and others as having beliefs, desires, thoughts and feelings.
- C. Mind-reading looks increasingly like literacy, a skill we know for sure is not in our genes, since scripts have been around for only 5,000-6,000 years.
- D. Print-reading, like mind-reading, varies across cultures, depends heavily on certain parts of the brain, and is subject to developmental disorders.

(a) DCBA (b) DACB (c) BDAC (d) BCDA

44. A. If you've seen a little line of text on websites that says something like "customers who bought this also enjoyed that" you have experienced this collaborative filtering firsthand.
- B. The problem with these algorithms is that they don't take into account a host of nuances and circumstances that might interfere with their accuracy.
- C. If you just bought a gardening book for your cousin, you might get a flurry of links to books about gardening, recommended just for you! – the algorithm has no way of knowing you hate gardening and only bought the book as a gift.
- D. Collaborative filtering is a mathematical algorithm by which correlations and co-occurrences of behaviors are tracked and then used to make recommendations.

(a) DCBA (b) DABC (c) BDAC (d) BCDA

45. A. Scientists have for the first time managed to edit genes in a human embryo to repair a genetic mutation, fueling hopes that such procedures may one day be available outside laboratory conditions.
- B. The cardiac disease causes sudden death in otherwise healthy young athletes and affects about one in 500 people overall.
- C. Correcting the mutation in the gene would not only ensure that the child is healthy but also prevents transmission of the mutation to future generations.
- D. It is caused by a mutation in a particular gene and a child will suffer from the condition even if it inherits only one copy of the mutated gene.
- E. In results announced in Nature this week, scientists fixed a mutation that thickens the heart muscle, a condition called hypertrophic cardiomyopathy.

(a) EBACD (b) AEBDC (c) CDEAB (d) ABDCE)

46. A. This has huge implications for the health care system as it operates today, where depleted resources and time lead to patients rotating in and out of doctor's offices, oftentimes receiving minimal care or concern (what is commonly referred to as "bed side manner") from doctors.
- B. The placebo effect is when an individual's medical condition or pain shows signs of improvement based on a fake intervention that has been presented to them as a real one and used to be regularly dismissed by researchers as a psychological effect.
- C. The placebo effect is not solely based on believing in treatment, however, as the clinical setting in which treatments are administered is also paramount.
- D. That the mind has the power to trigger biochemical changes because the individual believes that a given drug or intervention will be effective could empower chronic patients through the notion of our bodies' capacity for self-healing.
- E. Placebo effects are now studied not just as foils for "real" interventions but as a potential portal into the self-healing powers of the body.

(a) CEABD

(b) DCEAB

(c) BCDEA

(d) BEDCA

*Four jumbled-up sentences, related to a topic, are given below. Three of them can be put together to form a coherent paragraph. Identify **THE ODD ONE OUT**.*

47. A. However, if we're to be successful and create a world that remedies the situation we're confronted with, everyone needs to step up and demand a better world.
- B. A world free from the inequalities of climate change, a world free from the economic disparities created by the system that is to be held responsible for the climate crisis.
- C. That will help meet our target of 60% of energy to come from low-carbon sources within 12 years.
- D. We're united under the banner of "system change, not climate change"
48. A. The transition from the nationalism of the independence movement, which was a costume ball of ideas, to the uniformity of the nation-state is complete.
- B. This vigilantism of patriotic and chauvinist groups has the seal of official approval.
- C. A good citizen is not only someone who is corseted in dress but one who wears a corseted mind.
- D. Demolishing the creativity of civil society by turning every act of dissent and difference into a canned idea of sedition.

49. A. Where necessary concerning the nature of the work or the working conditions in general working time may amount to an average of 40 hours per week for a period of at most four weeks.
- B. Although there are large regional variations, it is not infrequent to find a large number of people sitting here and there and doing nothing.
- C. Even those who are employed often come late to the office and leave early unless they are forced to be punctual.
- D. Once in the office, they receive friends and relatives who feel free to call any time without a prior appointment.

Task 6:

Every Logical Reasoning question requires you to read and understand a short passage, and then answer a question about it. The questions are structured to test a wide range of critical thinking skills.

50. Traveler: When I flew to Boston on Tuesday, I checked my suitcase but carried my computer on the plane. When I arrived at Logan Airport, none of the checked bags from the flight had arrived. The baggage office clerk was very helpful with my polite questions but punished the other passengers who were so rude by making them wait for her assistance.

Which one of the following principles is best illustrated by the traveler's reasoning?

- A. A stitch in time saves nine.
- B. Do not price an unborn calf.
- C. Do not put all your eggs in one basket.
- D. Neither a borrower nor a lender be.
- E. You catch more flies with honey than you do with vinegar.

51. Economist: On average, the more a person donates to a religious group, the less likely that person is to participate in religious activities, including weekly or daily religious services. Therefore, we can conclude that the wealthiest people attend the fewest services.

Which one of the following statements, if true, most seriously weakens the economist's argument?

- A. People with average incomes tend to donate more to religious groups than wealthier individuals.
- B. Many wealthy people claim that they feel more comfortable skipping services if they give more money to their churches.
- C. Conservative Protestants tend to continue attending services even when they donate large amounts.

D. One of the causes of the Protestant Reformation in the 1500s was the Church's practice of granting indulgences to parishioners who donated money.

E. The bigger a check a parishioner writes, the more likely he is to skip services the following weekend.

52. Geneticist: The odds of having a child born with Down syndrome increase dramatically when a woman reaches the age of 35. By the age of 49, a woman has a one in four chance of conceiving a child with such abnormalities. Yet the vast majority of Down syndrome children are born to mothers under the age of 35.

Which one of the following, if true, most helps to reconcile the geneticist's two claims?

A. The number of women having babies in their forties has increased in the last decade.

B. Down syndrome is one of the most common birth defects.

C. Many mothers decide to abort fetuses that are diagnosed with chromosomal abnormalities in prenatal tests.

D. New tests can now identify fetuses affected with Down syndrome in the first trimester.

E. Most babies are born to mothers under the age of 35.

53. Shoe company: Our shoes are masterpieces of podiatric design. We use wide toe boxes to give toes room to spread naturally. Our footbeds support the entire foot, toe, arch, and heel. Slightly raised heels and a curved sole alleviate fatigue and facilitate walking. The materials we use in soles are excellent shock absorbers. We guarantee that your feet will love our shoes or your money back.

The claim that "we guarantee that your feet will love our shoes or your money back" plays which one of the following roles?

A. It infers from the information preceding it that advanced podiatric design is essential to comfortable shoes.

B. It implies that if a consumer purchases these shoes and they hurt her feet, the company will refund her purchase price.

C. It suggests that all customers who buy these shoes are satisfied with their purchases.

D. It criticizes the design of most mass-produced shoes, which are much more likely to cause foot problems.

E. It argues that only shoes designed by certified podiatrists can guarantee healthy and pain-free feet.

54. The administration has issued new regulations restricting travel to Cuba and limiting the amount of time visitors can spend there. Only Cuban Americans are allowed to visit Cuba. They can visit only once every three years for 14 days, they may bring only \$300 in cash to the country,

and they may not bring back to the United States any merchandise purchased in Cuba. These regulations should hasten the fall of Cuba's repressive dictatorship, which should benefit all Cuban people.

Which one of the following, if true, most weakens the argument?

- A. Many Cubans avoid financial hardship because they rely on cash and goods brought to them by relatives who previously could visit once a year and bring in a maximum of \$3,000.
- B. United States citizens who are not Cuban-American will not be allowed to visit Cuba at all.
- C. Cuba's government is led by a communist dictator, who has been in control of the island nation since the 1950s.
- D. Critics of the law have accused the administration of pandering to the demands of the powerful Cuban American lobby in Florida.
- E. The Treasury Department believes that Cuba's regime receives a great deal of financial support from infusions of cash brought into the country by Cuban Americans.

55. Airline representative: We have reduced the number of award seats available to customers wanting to exchange 25,000 frequent-flier miles. However, we have significantly increased the number of flights on which any seat can be exchanged for 50,000 miles, giving travelers much greater scheduling flexibility. We believe customers will appreciate this change.

The reasoning in the airline representative's argument is most vulnerable to criticism on the grounds that the argument

- A. suggests that customers with more frequent-flier miles deserve more access to seats than those with fewer frequent-flier miles
- B. criticizes customers who use frequent-flier miles to purchase seats for their inflexibility
- C. neglects to mention that airlines dislike awarding frequent-flier seats because they cut into profit margins
- D. assumes without offering evidence that customers value scheduling flexibility enough to pay double the frequent-flier miles for it
- E. disingenuously encourages people to use their frequent-flier miles to upgrade to first-class instead of purchasing coach-class tickets

Task 7:

*For each sentence, use between **three** and **eight** words in the space provided so that the second sentence has the same meaning as the first sentence. You must use the word given in **bold without changing it** in any way. Remember, contractions such as I'm or shouldn't count as two words.*

56. He doesn't mind at all if Kim records his speech.

OBJECTION

He has _____ his speech.

57. Unemployment has risen considerably over the last eighteen months and the government is under _____ pressure _____ to _____ find _____ a _____ solution.

INCREASE

The government is under pressure due to _____ over the last eighteen months.

58. The minister's resignation from the government was caused by the discovery of his role in the financial _____ scandal.

LED

The discovery of the minister's role in the financial scandal _____ the government.

59. Oh, there you are! I didn't even know you had gone out!

UNAWARE

I _____ fact that you had gone out.

60. Don't get involved in this John, it has nothing to do with you.

KEEP

This has nothing to do with you so _____.

61. I really can't understand why he can't finish the project on time.

BAFFLED

I am really _____ to finish the project on time.

62. Mr. Edwards was sacked partly because of his arriving late to work.

CONTRIBUTED

Mr. Edwards' constant lateness _____ from the company.

63. You can't just suddenly decide to go on a safari. You need to plan things very carefully.

SPUR

Going on safari isn't a decision you can make _____ moment. You need to plan things very carefully.

64. The third candidate impressed the panel immediately.

MADE

The third candidate _____ the panelists.

65. This part of the factory can only be entered by authorized staff.

RESTRICTED

Access _____ in this part of the factory.

Task 8. Writing: Essay (15 points)

You must answer this question. Write your answer in 250-300 words in an appropriate style.

Damage to the environment is an inevitable consequence of worldwide improvements in the standard of living. To what extent do you agree or disagree?

**THE XXVI NATIONAL ENGLISH OLYMPIAD – 2024
FINAL ROUND**

CODE NUMBER:
min

GRADE-12 (STANDARD)

TIME: 80

1. Listening : Write down the words you hear in the following sentences.

1. Cardiff has been the official..... of Wales since only 1955.
 - a. tour
 - b. city
 - c. capital
 - d. province
2. This city of 270.000 people is prosperous, with a large university and an..... castle.
 - a. beautiful
 - b. old
 - c. extremely
 - d. extraordinary
3. Wales has some extremely beautiful scenery, but also some of the most depressingtowns.
 - a. mining
 - b. coal-mining

c. industrial

d. coal

4. More than 50% of the pits closed during the....., and the last large coal mine in Wales closed in 1994.
 - a. 1913
 - b. 1900
 - c. 1930
 - d. 1940
5. Nuclear power stations now supply much of thethat was once derived solely from coal.
 - a. water
 - b. energy
 - c. supply
 - d. oil
6. The major industry in Wales these days is....., which accounts for over 10% of jobs in the region.
 - a. trip
 - b. tour
 - c. tourism
 - d. travel
7. Cardiff was once the world's busiest....., producing one third of the world's coal.
 - a. station
 - b. place
 - c. transport road
 - d. coal port
8. The city was heavily bombed during the Second World War, because of itsimportance.
 - a. industrial
 - b. political
 - c. economic
 - d. strategic
9. Fortunately, since the 60s, much of the industrialto the Welsh environment has been reserved.
 - a. merit
 - b. damage
 - c. profit
 - d. advantage
10. The Cardiff Bay Project, a 30-minute walk from the city center, has rejuvenated the old dock area, and nearby mud flats have been turned into a lake.
 - a. deep
 - b. salty
 - c. freshwater
 - d. poisoned

(10 scores)

1.2 Spell correctly the longest named village in Britian. The name is one word of 58 letters long, but will be dictated in 10 parts:

- | | | | |
|-----|--|-----|---|
| 11. | a. LANFAIR b. LLANFAR c. LLANFAIR d. LANFAIRR | 14. | a. GOGERY b. GOGERI c. GOGER d. GGOER |
| 12. | a. PWYLL b. PWYL c. PWUL d. PWUUL | 15. | a. CHWYN b. CHWYR c. CHWYRN d. CHHWYN |
| 13. | a. GWYNGL b. GWYNGLL c. GWYNLGG d. GWYNLIGG | 16. | a. DROBLL b. DROWBL c. DROWL d. DRUWLL |
| | | 17. | a. LLAN |

- b. LIAN
c. LINA
d. LLINA
18. a. TTYSIOL
b. TYSLIO
c. TYSIOL
d. TYSILIO
19. a. GOGO
b. GOGU
c. GUGO
d. GGUGO
20. a. GOSH
b. GOHC
c. GOCH
d. GGOSH

(10 scores)

1.3 Write down the telephone numbers of the following Welsh Youth Hostels:

21. Cardiff
a. 012-46230305
b. 0122-4623035
c. 01222-462303
d. 013-46230307
22. Swansea
a. 01790-390706
b. 01792-390706
c. 01792-390760
d. 01792-390766
23. Brecon
a. 01874-665277
b. 01874-665270
c. 1874-6652707
d. 01870-665217
24. Bala
a. 01687-521109
b. 01678-521190
c. 01678-521109
d. 01687-521190
25. Harlech
a. 01341-241278
b. 01341-241218
c. 01341-241287
d. 01340-241270
26. Pen-y-Pass
a. 01286-870418
b. 01286-870428
c. 01286-870418
d. 01280-870480
27. Saundersfoot
a. 01834-812333
b. 01834-813233
c. 01834-813333
d. 01834-813232
28. St David's
a. 01437-720354
b. 01437-720345
c. 01437-723045
d. 01473-723040
29. Monmouth
a. 01600-721516
b. 01600-715160
c. 01600-715116
d. 0160-7151116
30. Aberystwyth
a. 0197085-690
b. 0197058-690
c. 0197085-693
d. 0190085-690

(10 scores)

2. Read the text once for the gist (overall idea) and then in detail:

1. The need for a satisfactory education is more important than ever before. Nowadays, without a qualification from a reputable school or university, the odds of landing that plum job advertised in the paper are considerably shortened. Moreover, one's present level of education could fall well short of future career requirement.

2. It is no secret that competition is the driving force behind the need to obtain increasingly higher qualifications. In the majority of cases, the urge to upgrade is no longer the result of an insatiable thirst for knowledge. The pressure is coming from within the workplace to compete with ever more qualified job applicants, and in many occupations, one must now battle with colleagues in the reshuffle for the position one already holds.
3. Striving to become better educated is hardly a new concept. Wealthy parents have always been willing to spend the vast amounts of extra money necessary to send their children to schools with a perceived educational edge. Working adults have long attended night schools and refresher courses. Competition for employment has been around since the curse of working for a living began. Is the present situation so very different to that of the past?
4. The difference now is that the push is universal and from without as well as within. A student at a comprehensive school receiving low grades is no longer as easily accepted by his or her peers as was once the case. Similarly, in the workforce unless employees are engaged in part-time study, they may be frowned upon by their employers and peers and have difficulty even standing still. In fact, in these cases, the expectation is for careers to go backwards and earning capacity to take an appreciable nosedive.
5. At first glance, the situation would seem to be laudable; a positive response to the exhortations of politicians for us all to raise our intellectual standards and help improve the level of intelligence within the community. Yet there are serious ramifications according to at least one educational psychologist Dr. Brendan Gatsby has caused some controversy in academic circles by suggesting that a bias towards what he terms 'paper excellence' might cause more problems than it is supposed to solve. Gatsby raises a number of issues that affect the individual as well as society in general.
6. Firstly, he believes the extra workload involved is resulting in abnormally high stress levels in both students at comprehensive schools and adults studying after working hours. Secondly, skills which might be more relevant to the undertaking of a sought-after job are being overlooked by employers not interviewing candidates without qualifications on paper. These two areas of concern for the individuals are causing physical as well as emotional stress.
7. Gatsby also argues that there are attitudinal changes within society to the exalted role education now plays in determining how the spoils of working life are distributed. Individuals of all ages are being driven by social pressures to achieve academic success solely for monetary considerations instead of for the joy of enlightenment. There is the danger that some universities are becoming degree factories with an attendant drop in standards. Furthermore, our education system may be rewarding doggedness above creativity; the very thing tutors ought to be encouraging us to avoid. But the most undesirable effect of this academic paper chase, Gatsby says, is the disadvantages that 'user pays' higher education confers on the poor, who invariably lose out to the more financially favored.
8. Naturally, although there is agreement that learning can cause stress, Gatsby's comments regarding university standards have been roundly criticized as alarmist by most educationists, who point out that, by any standard of measurement, Britain's education system overall, at both secondary and tertiary levels, is equal to that of any in the world.

2.1 Matching headings to the paragraphs in the text.

1. Causes of concern for the individual.
2. The struggle for better education results in parents sending children to costlier schools.
3. Doubts as to whether competition is a modern phenomenon.

4. The value of education in securing employment.
 5. Questions raised concerning the over-emphasis placed on paper qualifications.
 6. Reaction to criticism of perceived bias towards paper qualifications.
 7. Social consequences of the push for further education.
 8. Comprehensive school students no longer receive low grades.
 9. Competition in the workplace increasing the need for higher qualifications.
 10. Pressure to perform well at school and continue study while working.
 11. Positive response to the urging of educationists to increase learning.
 12. Dr. Gatsby proves that learning causes stress.
 13. The disadvantage of 'users pays' education systems.
31. Paragraph I

| | | | |
|------|------|------|------|
| a. 1 | b. 4 | c. 5 | d. 8 |
|------|------|------|------|
 32. Paragraph II

| | | | |
|------|------|------|------|
| a. 3 | b. 6 | c. 8 | d. 9 |
|------|------|------|------|
 33. Paragraph III

| | | | |
|-------|------|------|------|
| a. 10 | b. 5 | c. 3 | d. 7 |
|-------|------|------|------|
 34. Paragraph IV

| | | | |
|------|------|------|-------|
| a. 9 | b. 7 | c. 9 | d. 10 |
|------|------|------|-------|
 35. Paragraph V

| | | | |
|------|------|-------|------|
| a. 8 | b. 5 | c. 11 | d. 7 |
|------|------|-------|------|
 36. Paragraph VI

| | | | |
|------|------|------|------|
| a. 8 | b. 6 | c. 1 | d. 3 |
|------|------|------|------|

37. Paragraph VII
 a. 7 b. 8 c. 9 d. 4
38. Paragraph VII
 a. 7 b. 5 c. 6 d. 4

(8 scores)

2.2 True/false/not given

39. It is impossible these days to get a good job without a qualification from a respected institution.
 a. true b. false c. not given
40. Employees who do not undertake extra study may find their salary decreased by employers.
 a. true b. false c. not given

(2 scores)

2.3 Choose words from the box below and refer to the passage to fill the gaps.

Dr. Gatsby, anpsychologists, has suggested that there are problems affecting theand society when the workplace is biased towards hiring personnel only on the basis of their qualifications on He claims that an over-emphasis placed on academic success is causingin students at school and in working adults studying Also, more practical skills might beby employers hiring applicants for jobs. However, the most consequence of this preference for ever more highly qualified..... apart from a possible drop in universityis that those who are unable to afford alevel of education is disadvantaged. Gatsby's views have not met with universal acceptance.

- | | | |
|--------------------|----------------|----------------|
| 41. a. overlooked | b. educational | c. full time |
| 42. a. individual | b. problem | c. worse |
| 43. a. work | b. paper | c. stress |
| 44. a. paper | b. standards | c. stress |
| 45. a. part-time | b. full time | c. undesirable |
| 46. a. numbers | b. overlooked | c. relevant |
| 47. a. undesirable | b. applicants | c. personal |
| 48. a. higher | b. subjects | c. applicants |
| 49. a. standards | b. numbers | c. work |
| 50. a. overlooked | b. higher | c. problem |

(10 scores)

2.4 Read the text.

1. The advent of the internet has been one of the biggest developments in the history of communications technology. Like the railways and the telephone before it, the internet has helped to make the world a smaller place, making it easier to undertake both business and pleasure with individuals and organizations located far away. At the same time, it has enabled individuals to **(line 5)** acquire from the comfort of their office or front room access to both a hive of information and a wide range of commercial services, activities that previously would have necessitated a trip to the high street. Seemingly the internet has both made it easier to maintain contact with our fellow human beings, especially those who do not live locally, and, at the same time, reduced the need to engage in social contact with others in order to conduct the everyday business of commercial of social life. (10)

2. These apparently divergent features of the internet have resulted in a lively debate about whether its advent has strengthened or weakened the social bonds and ties between individuals. One school of thought argues that it has had a beneficial impact. It points out that the internet makes it much easier to get into contact with individuals who have similar interests to oneself, irrespective of where they live, thereby making it possible to create 'virtual communities. Contact with (**line 15**)

friends and relatives who live some distance away can more easily be maintained too – not just using words but also exploiting the ability to send photos, video clips and scanned images via the internet too. These apparent consequences derive principally from the opportunity afforded by e-mail to communicate asynchronously and to do so at no greater cost with someone halfway round the world than with a neighbor living next door (Hauben and Hauben, 1997; Wellman and (**line 20**)

Gulia, 1999; Wellman et al., 2001; Horrigan, 2002).

3. These arguments, though, do not address the possible impact of the internet on face-to-face communication. It is often argued that face-to-face communication helps develop bonds of trust and reciprocity between individuals in a manner that no other form of communication can achieve (Putnam, 2000; though for a dissenting view see Uslaner, 2002). Such bonds, fostered by and (**line 25**) embedded in social networks, provide a stock of 'social capital' that helps make societies healthier, more caring and more efficient. Thus, whether or not the internet makes it easier for people to organize face-to-face meetings rather than just maintain electronic contact with those living far away is a vital question. Certainly, those who are optimistic about the impact of the internet think it does. After all, it can be used to make an appointment to meet a friend in the local pub or to (**line 30**) advertise and encourage people to attend a communal social activity. Moreover, friends initially made on-line may subsequently be met face to face. In short, the ability to engage in 'on-line' social activity could help to stimulate greater 'off-line' social activity too (Robinson et al., 2000; Shah et al., 2001; Hampton and Wellman, 2002) - with consequential beneficial impacts on the stock of social capital. (35)

4. On the other hand 'on-line activity could serve to displace 'off-line activity. Those engaged in a virtual network may spend less time participating in their local social networks. Even if they are not particularly predisposed to withdraw from face-to-face contact, time spent on the internet is time not spent doing something else, and one of the activities that might be displaced is socializing with friends and family (Nie and Erbring, 2000; Nie, 2001). Similar arguments have been, (**line 40**) indeed, previously made about the growth in the second half of the 20th century of television watching (Steiner, 1963; Putnam, 2000); but whereas watching television can, in fact, be turned into a communal activity, using a computer is usually a solitary activity. Indeed, it has been argued that the solitary nature of internet use may result in people becoming lonely and depressed, thereby undermining their ability to form or sustain friendships (Kraut et al., 1998).

2.5 For each paragraph tick the sentence (a-c) which summarizes the main idea.

51. Paragraph 1

- a. The internet gives us access to enormous amounts of information, and also allows us a buy thing without going into shops.
- b. The internet makes it possible both to keep in touch with people who live far away and also to avoid personal contact.
- c. Railways, the telephone, and the internet are some of the most important developments in how people communicate.

52. Paragraph 2

- a. Through the internet we can keep in contact with people using words, photos, video clips, and other images.

- b. b. Email has had an important effect on social relationships mainly because it is cheap and because we can reply to emails at some time after we have received them.
- c. c. Some argue that the internet has made it easier to make contact with friends and relations, so that relationships between people become closer.

53. Paragraph 3

- a. Face-to-face communication develops trust between people and encourages them to help each other.
- b. Face-to-face communication is more important than electronic communication for a healthy society, but some argue that the internet can encourage face-to-face communication.
- c. We can use the internet to arrange to meet friends, or to encourage people to come to social activities organized for a particular community.

54. Paragraph 4

- a. Some argue that electronic communication replaces face-to-face communication, and this can be a bad thing for people.
- b. The same criticisms of the internet for its negative impact on social relations were previously made about watching television.
- c. Because using a computer is a solitary activity, this can make people lonely and depressed.

(4

scores)

2.6 What words are used in the text opposites of the following words? Look back at the text to check your answers.

55. Far away (line 8)

- a. especially
- b. locally
- c. same time

56. Strengthened (line12)

- a. weakened
- b. advent
- c. social bond

57. Divergent (line14)

- a. similar
- b. electronic contact
- c. face to face meeting

58. Face to face communication (line28)

- a. electronic contact
- b. living
- c. face to face meeting

59. Engaged in (line 38)

- a. network
- b. time participating
- c. withdraw from

60. Solidary (line 43)

- a. Previously
- b. communal
- c. indeed

(6 scores)

3.1 Writing

Almost everyone with or without a computer is aware of the latest technological revolution destined to change forever the way in which humans communicate, namely. the Information Superhighway, best exemplified by the ubiquitous Internet. Already, millions of people around the world are linked by computer simply by having a modem and an address on the 'Net', in much the

same way that owning a telephone links us to almost anyone who pays a phone bill. In fact, since the computer connections are made via the phone line, the Internet can be envisaged as a network of visual telephone links. I remain to be seen in which direction the Information Superhighway is headed, but many believe it is the educational hope of the future.

“The World Wide Web” an enormous collection of Internet addresses or sites, all of which can be accessed for information, has been mainly responsible for the increase in interest in the Internet in the 1990s. Before the World Wide Web, the 'Net' was comparable to an integrated collection of computerized typewriters, but the introduction of the 'Web' in 1990 allowed not only text links to be made but also graphs, images and even video. A Web site consists of a 'home page', the first screen of a particular site on the computer to which you are connected, from where access can be had to other subject related 'pages at the site and to thousands of other computers all over the world. This is achieved by a process called hypertext'. By clicking with a mouse device on various parts of the screen, a person connected to the 'Net' can go travelling, or 'surfing through a web of pages to locate whatever information is required.

Anyone can set up a site; promoting your club, your institution, your company's products or simply yourself, is what the Web and the Internet is all about. And what is more, information on the Internet is not owned or controlled by any one organization. It is, perhaps, true to say that no-one and therefore everyone owns the 'Net'. Because of the relative freedom of access to information, the Internet has often been criticized by the media as a potentially hazardous tool in the hands of young computer users. This perception has proved to be largely false however, and the vast majority of users both young and old get connected with the Internet for the dual purposes for which it was intended - discovery and delight.

3.1 Text analyses

61. Which is the best title for the passage in Exercise 3.1?
 - a. The World Wide Web
 - b. The Educational Hope of the Future
 - c. The Internet Revolution
 - d. How to Use the Internet
 62. What is the main point of the first paragraph?
 - a. Almost everyone has heard of the Information Superhighway
 - b. The Internet will revolutionize the way people communicate
 - c. You need a modem and an address to use the Internet
 - d. No-one knows where the Information Superhighway is headed
 63. Which is the topic sentence of the second paragraph?
 - a. Sentence number one
 - b. The last sentence
 - c. Sentence number two
 - d. none of the above
 64. What would the next paragraph to follow the passage probably be about?
 - a. The future of the Internet
 - b. Abuse of the Internet by youth
 - c. Advertising on the World Wide Web
 - d. The cost of using the Internet
- (4 scores)

3.2 Choose words from the box below and refer to the passage to fill the gaps

The Internet is the best of the technological revolution known as the Information Superhighway. Linked by computer through global lines, users can obtain

information by connecting to the World Wide Web. Before the 'Web', only..... .. information could be flashed upon the computer but thanks to a process called, visual images can easily be by..... through a maze of connected on Web sites all over the world. The Internet is not independently, which ensures freedom of access to information.

- | | | | |
|-----|----------------|-------------------|----------------|
| 65. | a. computer | b. link | c. example |
| 66. | a. screen | b. telephone | c. access |
| 67. | a. visual | b. modem | c. speedily |
| 68. | a. textual | b. exemplified | c. information |
| 69. | a. modem | b. visual | c. screen |
| 70. | a. hypertext | b. speedily | c. advertises |
| 71. | a. textual | b. only | c. accessed |
| 72. | a. criticized | b. travelling | c. visual |
| 73. | a. pages | b. link | c. typewriter |
| 74. | a. information | b. to communicate | c. owned |
- (10 scores)

3.3 Matching sentence halves

75. Having a modem and an Internet address ...
a. 7 b. 8 c. 6 d. 5
76. The introduction of the 'Web' on the Internet allows ...
a. 9 b. 7 c. 10 d. 6
77. By a process called 'hypertext' ...
a. 3 b. 1 c. 4 d. 2
78. The Internet has often been criticized ...
a. 5 b. 8 c. 9 d. 8
79. The vast majority of Internet users....
a. 5 b. 6 c. 4 d. 3
80. It is unclear what the Information Superhighway ...
a. 3 b. 8 c. 7 d. 4

(6 scores)

- 1.... because young computer users have potentially hazardous tools.
- 2....'surfing' through the 'net' is possible.
- 3.... thousands of other computers all over the world with a "home page".
- 4.... will lead to in the future.
- 5.... for allowing access to potentially dangerous information.
- 6....do not abuse the freedom of access to information.

7....as the educational hope of the future

8.... enables millions of people around the world to be linked by computer.

9.... abuse the internet for the purpose of discovery and delight.

10.... a transfer of graphics and images on interconnected computers.

(Total 80)

TIME ALLOWED: 100 MINUTES

TOTAL POINTS TO EARN: 100 POINTS

1. Writing section: 50 minutes

| | | |
|--------------------------|------------|--|
| Lecture and note-taking: | 15 minutes | |
| Summary writing: | 35 minutes | 25 points (Task achievement) 15 points (Language) |

2. Reading and Vocabulary section: 40 minutes

| | | |
|----------------------|------------|-------------------------------------|
| Reading selection 1: | 15 minutes | 10 questions x 2 points = 20 points |
| Reading selection 2: | 10 minutes | 7 questions x 2 points = 14 points |
| Vocabulary: | 15 minutes | 16 questions x 1 point = 16 points |

3. Listening section: 10 minutes

| | | |
|-------------------------|-----------|------------------------------------|
| Listening comprehension | 7 minutes | 5 questions x 2 points = 10 points |
| | | 3 minutes for transfer of answers |

THE XXVI NATIONAL ENGLISH OLYMPIAD – 2024

FINAL ROUND

1. WRITING SECTION

Integrated task: Listening & Summarizing

Read the instructions carefully.

1. You will listen to a lecture on the UN by Dr Nazila Ghanea.
2. Make notes on the paper provided while listening to the lecture. The notes you make here will be needed for the Summary Writing at the end of the listening. Please listen attentively as the recording will be played only once.
3. Write a concise summary of the lecture using your notes. **You should write a summary of 300 words maximum.** Write a coherent text, using full sentences. **You will have 35 minutes for this task.**
 - **25 points (Task achievement)**
 - **15 points (language)**

| |
|--|
| Dr Nazila Ghanea 'The United Nations Human Rights Machinery' |
|--|

Assigned code:

2. READING AND VOCABULARY SECTION

**READING SELECTION 1: Read the following text and decide which answer fits best:
a, b or c.**

Mark your answers for items 1-10 on the answer sheet. 10 questions x 2 points = 20 points

Who Owns Intelligence?

by Howard Gardner

ALMOST a century ago Alfred Binet, a gifted psychologist, was asked by the French Ministry of Education to help determine who would experience difficulty in school. Given the influx of provincials to the capital, along with immigrants of uncertain stock, Parisian officials believed they needed to know who might not advance smoothly through the system. Proceeding in an empirical manner, Binet posed many questions to youngsters of different ages. He ascertained which questions when answered correctly predicted success in school, and which questions when answered incorrectly foretold school difficulties. The items that discriminated most clearly between the two groups became, in effect, the first test of intelligence.

Today thousands of psychometricians – specialists in the measurement of psychological variables – earn their living courtesy of Binet's invention. But although it has prevailed over the long run, the psychologists' version of intelligence is now facing its biggest threat. Many scholars and observers – and even some iconoclastic psychologists – feel that intelligence is too important to be left to the psychometricians. Experts are extending the breadth of the concept – proposing many intelligences, including emotional intelligence and moral intelligence. They are experimenting with new methods of ascertaining intelligence, including some that avoid tests altogether in favor of direct measures of brain activity. They are forcing citizens everywhere to confront a number of questions: What is intelligence? How ought it to be assessed? And how do our notions of intelligence fit with what we value about

human beings? In short, experts are competing for the "ownership" of intelligence in the next century.

Perhaps surprisingly, intelligence tests came to be seen, rightly or wrongly, as primarily a tool for selecting people to fill academic or vocational niches. In one of the most famous – if irritating – remarks about intelligence testing, the influential Harvard psychologist E. G. Boring declared, "Intelligence is what the tests test." So long as these tests did what they were supposed to do (that is, give some indication of school success), it did not seem necessary or prudent to probe too deeply into their meaning or to explore alternative views of the human intellect.

Psychologists who study intelligence have argued chiefly about three questions. The first: Is intelligence singular, or does it consist of various more or less independent intellectual faculties? The purists – ranging from the turn-of-the-century English psychologist Charles Spearman to his latter-day disciples Richard J. Herrnstein and Charles Murray (of *The Bell Curve* fame) – defend the notion of a single overarching "g," or general intelligence. The pluralists – ranging from L. L. Thurstone, of the University of Chicago, who posited seven vectors of the mind, to J. P. Guilford, of the University of Southern California, who discerned 150 factors of the intellect – construe intelligence as composed of some or even many dissociable components. In his much cited *The Mismeasure of Man* (1981) the paleontologist Stephen Jay Gould argued that the conflicting conclusions reached on this issue reflect alternative assumptions about statistical

procedures rather than the way the mind is. Still, psychologists continue the debate, with a majority sympathetic to the general-intelligence perspective.

The public is more interested in the second question: Is intelligence (or are intelligences) largely inherited? This is by and large a Western question. In the Confucian societies of East Asia individual differences in endowment are assumed to be modest, and differences in achievement are thought to be due largely to effort. In the West, however, many students of the subject sympathize with the view that intelligence is inborn and one can do little to alter one's intellectual birthright.

Studies of identical twins reared apart provide surprisingly strong support for the "heritability" of psychometric intelligence. That is, if one wants to predict someone's score on an intelligence test, the scores of the biological parents (even if the child has not had appreciable contact with them) are more likely to prove relevant than the scores of the adoptive parents. By the same token, the IQs of identical twins are more similar than the IQs of fraternal twins. And, contrary to common sense (and political correctness), the IQs of biologically related people grow closer in the later years of life. Still, because of the intricacies of behavioral genetics and the difficulties of conducting valid experiments with human child-rearing, a few defend the proposition that intelligence is largely environmental rather than heritable, and some believe that we cannot answer the question at all.

Most scholars agree that even if psychometric intelligence is largely inherited, it is not possible to pinpoint the sources of differences in average IQ between groups, such as the fifteen-point difference typically observed between African-American and white populations. That is because in our society the contemporary – let alone the historical – experiences of these two groups cannot be equated. One could ferret out

the differences (if any) between black and white populations only in a society that was truly color-blind.

One other question has intrigued laypeople and psychologists: Are intelligence tests biased? Cultural assumptions are evident in early intelligence tests. Some class biases are obvious – who except the wealthy could readily answer a question about polo? Others are more subtle. Suppose the question is what one should do with money found on the street. Although ordinarily one might turn it over to the police, what if one had a hungry child? Or what if the police force were known to be hostile to members of one's ethnic group? Only the canonical response to such a question would be scored as correct.

Psychometricians have striven to remove the obviously biased items from such measures. But biases that are built into the test situation itself are far more difficult to deal with. For example, a person's background affects his or her reaction to being placed in an unfamiliar locale, being instructed by someone dressed in a certain way, and having a printed test booklet thrust into his or her hands. And as the psychologist Claude M. Steele has argued in these pages (see "Race and the Schooling of Black Americans," April, 1992), the biases prove even more acute when people know that their academic potential is being measured and that their racial or ethnic group is widely considered to be less intelligent than the dominant social group.

The idea of bias touches on the common assumption that tests in general, and intelligence tests in particular, are inherently conservative instruments – tools of the establishment. It is therefore worth noting that many testing pioneers thought of themselves as progressives in the social sphere. They were devising instruments that could reveal people of talent even if those people came from "remote and apparently inferior backgrounds," to quote from a college catalogue of the 1950s. And occasionally the

tests did discover intellectual diamonds in the rough. More often, however, they picked out the privileged. The still unresolved question of the causal relationship between IQ and social privilege has stimulated many a dissertation across the social sciences.

The concept of intelligence has in recent years undergone its most robust challenge yet. Some who are informed by psychology but not bound by the assumptions of the psychometricians have invaded this formerly sacrosanct territory. They have put forth their own ideas of what intelligence is, how (and whether) it should be measured, and which values should be invoked in considerations of the human intellect. For the first time in many years the intelligence establishment is clearly on the defensive – and the new century seems likely to usher in quite different ways of thinking about intelligence.

One evident factor in the rethinking of intelligence is the perspective introduced by scholars who are not psychologists. Anthropologists have commented on the parochialism of the Western view of intelligence. Some cultures do not even have a concept called intelligence, and others define intelligence in terms of traits that we in the West might consider odd – obedience, good listening skills, or moral fiber, for example. Neuroscientists are skeptical that the highly differentiated and modular structure of the brain is consistent with a unitary form of intelligence. Computer scientists have devised programs deemed intelligent; these programs often go about problem-solving in ways quite different from those embraced by human beings or other animals.

Even within the field of psychology the natives have been getting restless. Probably the most restless is the Yale psychologist Robert J. Sternberg. A prodigious scholar, Sternberg, who is forty-nine, has written dozens of books and hundreds of articles, the majority of them focusing in one or another way on intelligence.

Sternberg began with the strategic goal of understanding the actual mental processes mobilized by standard test items, such as the solving of analogies. But he soon went beyond standard intelligence testing by insisting on two hitherto neglected forms of intelligence: the “practical” ability to adapt to varying contexts (as we all must in these days of divorcing and downsizing), and the capacity to automate familiar activities so that we can deal effectively with novelty and display “creative” intelligence.

Sternberg has gone to greater pains than many other critics of standard intelligence testing to measure these forms of intelligence with the paper-and-pencil laboratory methods favored by the profession. And he has found that a person’s ability to adapt to diverse contexts or to deal with novel information can be differentiated from success at standard IQ-test problems. His efforts to create a new intelligence test have not been crowned with easy victory. Most psychometricians are conservative – they like the tests that have been in use for decades, and if new ones are to be marketed, these must correlate well with existing instruments. So much for openness to novelty within psychometrics.

Others in the field seem less bound by its strictures. The psychologist and journalist Daniel Goleman has achieved worldwide success with his book *Emotional Intelligence* (1995). Contending that this new concept (sometimes nicknamed EQ) may matter as much as or more than IQ, Goleman draws attention to such pivotal human abilities as controlling one’s emotional reactions and “reading” the signals of others. In the view of the noted psychiatrist Robert Coles, author of *The Moral Intelligence of Children* (1997), among many other books, we should prize character over intellect. He decries the amorality of our families, hence our children; he shows how we might cultivate human beings with a strong sense of right and wrong, who are willing to act on that sense even when it runs counter to self-interest. Other, frankly popular

accounts deal with leadership intelligence (LQ), executive intelligence (EQ or ExQ), and even financial intelligence.

Like Coles's and Goleman's efforts, my work on "multiple intelligences" eschews the psychologists' credo of operationalization and test-making. I began by asking two questions: How did the human mind and brain evolve over millions of years? and How can we account for the diversity of skills and capacities that are or have been valued in different communities around the world?

Armed with these questions and a set of eight criteria, I have concluded that all human beings possess at least eight intelligences: linguistic and logical-mathematical (the two most prized in school and the ones central to success on standard intelligence tests), musical, spatial, bodily-kinesthetic, naturalist, interpersonal, and intrapersonal.

I make two complementary claims about intelligence. The first is universal. We all possess these eight intelligences – and possibly more. Indeed, rather than seeing us as "rational animals," I offer a new definition of what it means to be a human being, cognitively speaking: *Homo sapiens sapiens* is the animal that possesses these eight forms of mental representation.

My second claim concerns individual differences. Owing to the accidents of heredity, environment, and their interactions, no two of us exhibit the same intelligences in precisely the same proportions. Our "profiles of intelligence" differ from one another. This fact poses intriguing challenges and opportunities for our education system. We can ignore these differences and pretend that we are all the same; historically, that is what most education systems have done. Or we can fashion an education system that tries to exploit these differences, individualizing instruction and assessment as much as possible.

(Source: Gardner, Howard. "Who Owns Intelligence?" The Atlantic Monthly, 283 2 Feb. 1999: 67–76.)

Example

- a Binet is described as a brilliant pioneer, whose work remains influential today.
- b Increasing urbanisation prompted the idea to regulate immigration by means of an intelligence test.
- c The first test of intelligence was commissioned in order to restrict access to educational institutions.



1

- a Most psychometricians are partial to means of analysis that refrain from enlisting human participants.
- b There is a widespread belief that the traditional view of intelligence has been too narrow and disregards indispensable components of intelligence.
- c Traditional approaches to assessing intelligence have been supplanted by approaches employing more sophisticated technology.

2

- a Advocates of multiple intelligences represent a minority in the field of psychology.
- b Scholars who defend the view of multiple intelligences argue that there is ample data to corroborate their position.
- c Tests based on the assumption of multiple intelligences have justifiably been used to successfully select academic candidates.

3

- a A multitude of twin studies have provided evidence that IQ scores correlate equally with environmental and hereditary factors.
- b Results of twin studies substantiate the Western world's opinion of heritability.
- c Studies show that correlations of intelligence among siblings stay constant throughout their lives.

4

- a A shortcoming of intelligence tests can be the moral ambiguity of some of the questions.
- b Bias towards certain social strata could easily be remedied because it is not difficult to recognize.
- c Differences in scores between different racial groups are attributed to environmental factors.

5

- a As a means of compensating for the awareness of being tested as an academically inferior group, differentiated testing policies have been introduced.
- b Many scholars have published academic papers denying that certain groups receive preferential treatment.
- c Testing practice did not promote the social equality that early researchers in the field had desired.

6

- a Psychologists have recently found new evidence to defend the concept of general intelligence.
- b Developments in artificial intelligence might give rise to a redefinition of intelligence.
- c Scholars concur that the core characteristics of intelligence are basically the same worldwide.

7

- a Sternberg has found a new method to prove that standard test items neglect to consider certain factors of intelligence.
- b Sternberg holds that there are more suitable methods of intelligence than the old-fashioned use of paper and pencil.
- c Sternberg is known for incorporating adaptability and creativity into intelligence testing.

8

- a Moral intelligence can be described as the determination to benefit the public as much as possible as long as one is not personally being harmed in any way.
- b People with poor social skills might have a lower IQ in the sense of traditional intelligence but on the other hand, they would score higher in terms of emotional intelligence.
- c The concepts of emotional and moral intelligence did not encounter as much resistance as the attempt to popularise practical and creative intelligence.

9

- a According to the author, human beings may vary in their aptitude, but a common ground of certain shared abilities can nevertheless be identified.
- b The author agrees with the psychologists' view of intelligence only insofar as he concedes that scientific statements must be rigorously operationalised.
- c The author maintains that while all human beings share eight types of intelligence, there are certain types that deserve to be valued over others.

10

- a The author believes that a school system that makes allowance for diverging aptitudes is as much desirable as it is unfeasible.
- b The author favours a school system that makes the most of students' varying aptitudes.
- c The author views the concept of customising education to differing needs as a transient trend.

READING SELECTION 2: You are going to read the article "HELP GUIDE US THROUGH THE UNIVERSE". Seven paragraphs have been removed from the article. Choose from the

paragraphs A-H the one which fits each gap (11-17). There is one extra paragraph which you do not need to use.

Mark your answers for items 11-17 on the answer sheet. 7 questions x 2 points = 14 points

HELP GUIDE US THROUGH THE UNIVERSE

Sir Martin Rees, Astronomer Royal, launches this year's Young Science Writer competition

If you ask scientists what they're doing, the answer won't be 'Finding the origin of the universe', 'Seeking the cure for cancer' or suchlike. It will involve something very specialised, a small piece of the jigsaw that builds up the big picture.

11

So, unless they are cranks or geniuses, scientists don't shoot directly for a grand goal – they focus on bite-sized problems that seem timely and tractable. But this strategy (though prudent) carries an occupational risk: they may forget they're wearing blinkers and fail to see their own work in its proper perspective.

12

I would personally derive far less satisfaction from my research if it interested only a few other academics. But presenting one's work to non-specialists isn't easy. We scientists often do it badly, although the experience helps us to see our work in a broader context. Journalists can do it better, and their efforts can put a key discovery in perspective, converting an arcane paper published in an obscure journal into a tale that can inspire others.

13

On such occasions, people often raise general concerns about the way science is going and the impact it may have; they wonder whether taxpayers get value for money from the research they support. More intellectual audiences wonder about the basic nature of science: how objective can we be? And how creative? Is science genuinely a progressive enterprise? What are its limits and are we anywhere near them? It is hard to explain, in simple language,

even a scientific concept that you understand well. My own (not always effective) attempts have deepened my respect for science reporters, who have to assimilate quickly, with a looming deadline, a topic they may be quite unfamiliar with.

14

It's unusual for science to earn newspaper headlines. Coverage that has to be restricted to crisp newsworthy breakthroughs in any case distorts the way science develops. Scientific advances are usually gradual and cumulative, and better suited to feature articles, or documentaries – or even books, for which the latent demand is surprisingly strong. For example, millions bought *A Brief History of Time*, which caught the public imagination.

15

Nevertheless, serious books do find a ready market. That's the good news for anyone who wants to enter this competition. But books on pyramidology, visitations by aliens, and suchlike do even better: a symptom of a fascination with the paranormal and 'New Age' concepts. It is depressing that these are often featured uncritically in the media, distracting attention from more genuine advances.

16

Most scientists are quite ordinary, and their lives unremarkable. But occasionally they exemplify the link between genius and madness; these 'eccentrics' are more enticing biographees.

17

There seems, gratifyingly, to be no single 'formula' for science writing – many themes are still under-exploited. Turning out even 700 words seems a daunting task if you're faced with a clean sheet of paper or a blank screen, but less so if you have done enough reading and interviewing on a subject to become inspired. For research students who enter the competition, science (and how you do it) is probably more interesting than personal autobiography. But if, in later life, you become both brilliant and crazy, you can hope that someone else writes a best-seller about you.

- A** However, over-sensational claims are a hazard for them. Some researchers themselves 'hype up' new discoveries to attract press interest. Maybe it matters little what people believe about Darwinism or cosmology. But we should be more concerned that misleading or over-confident claims on any topic of practical import don't gain wide currency. Hopes of miracle cures can be raised; risks can be either exaggerated, or else glossed over for commercial pressures. Science popularisers – perhaps even those who enter this competition – have to be as sceptical of some scientific claims as journalists routinely are of politicians.
- B** Despite this, there's a tendency in recent science writing to be chatty, laced with gossip and biographical detail. But are scientists as interesting as their science? The lives of Albert Einstein and Richard Feynman are of interest, but is that true of the routine practitioner?
- C** Two mathematicians have been treated as such in recent books: Paul Erdos, the obsessive itinerant Hungarian (who described himself as 'a machine for turning coffee into theorems') and John Nash, a pioneer of game theory, who resurfaced in his sixties, after 30 years of insanity, to receive a Nobel prize.
- D** For example, the American physicist Robert Wilson spent months carrying out meticulous measurements with a microwave antenna which eventually revealed the 'afterglow of creation' – the 'echo' of the Big Bang with which our universe began. Wilson was one of the rare scientists with the luck and talent to make a really great discovery, but afterwards he acknowledged that its importance didn't sink in until he read a 'popular' description of it in the *New York Times*.
- E** More surprising was the commercial success of Sir Roger Penrose's *The Emperor's New Mind*. This is a fascinating romp through Penrose's eclectic enthusiasms – enjoyable and enlightening. But it was a surprising best seller, as much of it is heavy going. The sales pitch 'great scientist says mind is more than a mere machine' was plainly alluring. Many who bought it must have got a nasty surprise when they opened it.
- F** But if they have judged right, it won't be a trivial problem – indeed it will be the most difficult that they are likely to make progress on. The great zoologist Sir Peter Medawar famously described scientific work as 'the art of the soluble'. 'Scientists,' he wrote, 'get no credit for failing to solve a problem beyond their capacities. They earn at best the kindly contempt reserved for utopian politicians.'
- G** This may be because, for non-specialists, it is tricky to demarcate well-based ideas from flaky speculation. But it's crucially important not to blur this distinction when writing articles for a general readership. Otherwise credulous readers may take too much on trust, whereas hard-nosed sceptics may reject all scientific claims, without appreciating that some have firm empirical support.
- H** Such a possibility is one reason why this competition to encourage young people to take up science writing is so important and why I am helping to launch it today. Another is that popular science writing can address wider issues. When I give talks about astronomy and cosmology, the questions that interest people most are the truly 'fundamental' ones that I can't answer: 'Is there life in space?', 'Is the universe infinite?' or 'Why didn't the Big Bang happen sooner?'

VOCABULARY: Mark your answers for items 18-33 on the answer sheet. 16 questions x 1 point = 16 points

I. Choose the correct answer a, b, c or d for sentences 18-23.

18. The investigation confirmed that the boundary changes were tantamount to.....

- a. gerrymandering
- b. bipartisan
- c. whistle-stop
- d. old boys' club

19. There is no doubt that thein this presidential race is James Dott, but Wallis Graham is a potential.....

- a. cabinet reshuffle/catalyst
- b. front runner/dark horse
- c. exit poll/ gambit
- d. landslide victory/booth

20. The room was..... decorated in gold and silver; it was quite simply over the top.

- a. ostentatiously
- b. tantalisingly
- c. tactfully
- d. benevolently

21. They made preparations in anticipation of the arrival of their celebrity guest.

- a. degenerate
- b. decadent
- c. elaborate
- d. strenuous.

22. There is a(n)..... of new homes being built in the region and at the moment demand far outweighs supply. Something must be done to redress the balance.

- a. plethora
- b. miniscule
- c. dearth
- d. vestige

23. He..... had the build of someone half his age involved in professional athletics; it was as though he never aged at all, and yet I seldom saw him do exercise of any kind and he never went to the gym.

- a. doleful
- b. esoteric
- c. lithe
- d. intrepid

II. For each gap 24-33, choose the correct answer from options a, b, c or d.

Environmental issues in the Developing World

The issues for the 24..... economies are a little straightforward. The desire to build on undeveloped land is not 25.....out of desperation or necessity but is a result of the relentless march of progress. Cheap labor and a relatively highly skilled workforce make these countries highly competitive and there is a flood of inward investment, particularly from

26..... looking to take advantage of the low wages before the cost and standard of living begin to rise. It is factors such as these that are making many Asian economies extremely attractive when viewed as investment opportunities at the moment. Similarly, in Africa, the relative 27..... of precious metals and natural resources tends to attract a lot of 28..... companies and a whole sub industry develops around and is completely dependent on this foreign-direct investment. It is understandable that countries that are the focus of this sort of attention can lose sight of the environmental implications of large-scale industrial development, and this can have devastating consequences for the natural world. And it is a 29..... cycle because the more industrially active a nation becomes, the greater the demand for and harvesting of natural resources. For some, the environmental issues, though they can hardly be ignored, are viewed as a 30.....concern. Indeed, having an environmental conscience or taking environmental matters into consideration when it comes to decisions on whether or not to build rubber-tree 31.....or grow biofuel crops would be quite 32..... indeed. For those involved in such schemes it is a pretty black-and-white issue. And, for vast 33..... of land in Latin America, for example, it is clear that the welfare of the rainforests matters little to local government when vast sums of money can be made from cultivating the land.

- | | | | | |
|-----|--|----------------|-----------------|----------------|
| 24. | a. emerging | b. emergent | c. convergent | d. resurgent |
| 25. | a. grown | b. born | c. bred | d. arisen |
| 26. | a. multinationals intercontinentals | b. migrants | c. continentals | d. |
| 27. | a. premonition accumulation | b. abundance | c. amplitude | d. |
| 28. | a. exploitation research | b. exploration | c. surveyance | d. |
| 29. | a. vacuous | b. viscous | c. vexatious | d. vicious |
| 30. | a. parallel | b. extrinsic | c. peripheral | d. exponential |
| 31. | a. plantations holdings | b. homesteads | c. ranches | d. |
| 32. | a. proscriptive | b. prohibitive | c. prospective | d. imperative |
| 33. | a. regions | b. plots | c. tracts | d. sectors |

3. LISTENING SECTION: Listen and answer the questions. Mark your answers for items 34-38 on the answer sheet. 5 questions x 2 point = 10 points

34. According to the professor, what happened after the Italian language replaced Latin in Italian opera?

- A. Operas became much longer.
- B. Operas began to express secular ideas.

- C. Music in opera became more complex.
- D. Opera was used to teach theology to the general public.

35. Why does the professor mention ancient Greek theater?

- A. To give an example of culture that adopted opera from the Italians.
- B. To describe the type of setting in which opera was typically performed.
- C. To point out a precursor of opera.
- D. To explain how opera was introduced into French society.

36. What does professor say about music and French opera?

- A. It resembled sacred church music.
- B. It often inspired French novelists to write great pieces of literature.
- C. It revolved mainly around solo pieces.
- D. It was secondary to the rhythmic flow of language.

37. Listen to track and answer the question.

- A. To show difference between English and Italian opera
- B. To give once instance in evaluation of opera
- C. To discuss the popularity of opera in England at the time
- D. To point out that English and Italian opera companies often worked together.

38. Listen to track and answer the question.

- A. He agrees with Chapman about opera in society.
- B. He thinks Chapman's approach to opera is confusing.
- C. He is concerned that Chapman's ideas are often misunderstood.
- D. He thinks Chapman's questions are difficult to answer.

YOU NOW HAVE 3 MINUTES TO TRANSFER YOUR ANSWERS FOR QUESTIONS 34-38 INTO THE ANSWER SHEET.