

Всероссийская олимпиада школьников
«Миссия выполнима. Твоё призвание – финансист!»
Предмет: «Английский язык»

ИНСТРУКЦИЯ ПО ОФОРМЛЕНИЮ ОТВЕТОВ К ЗАДАНИЯМ

Просим строго соблюдать следующие рекомендации при внесении ответов к заданиям.

ВНИМАНИЕ! Ответы вписываются в бланк ответов ANSWER SHEET.

В том случае, если ответ на какое-либо задание не будет перенесен в бланк ответов, ответ не будет засчитан.

Общее количество заданий – 41

Время выполнения – 120 минут

Максимальный балл – 100 баллов, количество баллов за каждый вид задания указаны в бланке с заданиями.

Участник самостоятельно определяет в каком порядке от выполняет задания.

READING Task 1. (1 — 5)

В бланк ответов вписывается соответствующая правильному ответу БУКВА

READING Task 2. (6 — 10)

В бланк ответов вписывается соответствующее правильному ответу СЛОВО

VOCABULARY Task 1. (1 — 5)

В бланк ответов вписывается соответствующее правильному ответу СЛОВО

VOCABULARY Task 2. (6 — 10)

В бланк ответов вписывается соответствующая правильному ответу БУКВА

GRAMMAR Task 1. (1 — 5)

В бланк ответов вписывается соответствующая правильному ответу ЧАСТЬ ПРЕДЛОЖЕНИЯ

GRAMMAR Task 2. (6 — 10)

В бланк ответов вписывается соответствующая правильному ответу БУКВА

CULTURE STUDY Tasks (1-5)

В бланк ответов вписывается соответствующая правильному ответу ПОСЛЕДОВАТЕЛЬНОСТЬ ЦИФР (для удобства Вы можете самостоятельно пронумеровать левый столбец в бланке заданий)

CULTURE STUDY Tasks (6-10)

В бланк ответов вписывается соответствующая правильному ответу БУКВА

CREATIVE WRITING

Сочинение вписывается в бланк ответов, с соблюдением красной строки и абзацев.

В бланке ответов обязательно указывается номер темы. Например: **Topic № 1** _____

Допустимое отклонение от указанного объема 10%.

READING (15 points)

Task 1. (1-5) Read the text and choose the correct option.

Transfer your answers onto the answer sheet.

The Columbian Exchange was the “exchange of plants, animals, foods, human populations (including slaves) communicable diseases, and ideas between the Eastern and Western hemispheres that occurred after 1492,” according to Wikipedia. The term “Columbian Exchange,” coined in 1972 by historian Alfred Crosby, took hold and became not only standard shorthand for the phenomenon which it exemplified, but also a perspective for witnessing societal and ecological events.

When Christopher Columbus made landfall with his crew in the Bahamas in October 1492, two worlds with separate evolutionary histories met. When Europeans began to settle America’s east coast, they brought with them and cultivated familiar crops – wheat and apples – as well as familiar weeds, such as dandelion and chickweed. In the 1600s, they introduced cattle and horses, which flourished in the New World climate.

Devastating diseases were introduced to the American population which had no resistance to them. John R. McNeill, professor of history at Georgetown University, points out that “when the first inhabitants of the Americas arrived across the Bering land bridge between 20,000 and 12,000 years ago, they brought few diseases with them ... they had no domesticated animals, the original source of human diseases such as smallpox and measles. In addition, as they passed from Siberia to North America, the first Americans had spent many years in extreme cold, which eliminated many of the disease-causing agents that might have traveled with them.”

Consequently, between 1492 and 1650, over 90% of the Native American population died in epidemic after epidemic of smallpox, measles, mumps, whooping cough, influenza, chicken pox, and typhus. The loss of labor caused by pathogens indirectly led to the establishment of African slavery among European immigrants in the Americas, resulting in the importation of malaria and yellow fever from Africa, causing even more destruction of the Native American population.

The export of American flora and fauna did not revolutionize the Old World as the influx of European agriculture altered the New World ecosystem. According to Crosby, “the New World’s great contribution to the Old is in crop plants. Maize, white potatoes, sweet potatoes, various squashes, chiles, and manioc” augmented and invigorated the European cuisine. Very few New World creatures traversed the ocean — the muskrat, the gray squirrel, and a few others, but they did not precipitate large scale changes in Old World ecosystems.

Although some diseases made the ocean voyage from New World to Old, they did not have appreciable effects on the European population. Crosby stated that, although some deaths were attributed to ailments from America, “the total is insignificant compared to Native American losses to smallpox alone.”

In Crosby’s original work, he eschewed ideological statements. He reminded his readers that neither the Old nor New World was inferior or superior to the other; the encounter between two worlds was fundamentally an exchange. By 1988, he summarized his long view of the encounter in this way: “My point is ... that the impact of the Encounter is so massive that we should consider it with the same sense of scale as we do events connected with the endings and beginnings of the geological periods and eras and their influence on the direction of evolution on the planet.”

- 1) Which of the following does not coincide with the author’s point of view?
 - a. Neither the Old World nor the New World was superior to the other.
 - b. The encounter between the Old and New Worlds was fundamentally an even exchange.
 - c. Two worlds collided in 1492 and started to influence each other.
 - d. The New World experienced the brunt of the encounter between the Old and New Worlds.

- 2) Crosby stated that ...
 - a. The New World animals destroyed the fauna and flora of the Old.
 - b. The Old World crop plants altered the European cuisine.
 - c. The Old world was not ready to share its knowledge on flora and fauna.
 - d. There was no influence on flora and fauna after the two worlds colliding.

- 3) In the last paragraph, ‘*eschewed*’ most closely means ...
 - a. stayed away from.
 - b. created.
 - c. employed.
 - d. espoused.

- 4) One of the ideas touched upon in the text is that
 - a. Europeans had more resistance to European diseases than Africans did.
 - b. New World creatures were unable to thrive in the climate of the Old World.
 - c. New World pathogens had no effect on the people of the Old World.
 - d. Slaves brought to American from Africa had more resistance to European diseases than Native Americans did.

- 5) The lack of labour caused by multiple epidemics in a way led to ...
- a. Africans establishing a colony in the Americas.
 - b. Europeans bringing in African slaves.
 - c. Europeans moving back to the continent.
 - d. Native Americans gaining control over the territory.

Task 2. (6-10) Find in the text words that correspond the following definitions.

Transfer your answers onto the answer sheet.

Salt's historical distinction lies not so much in its taste or any of its aforementioned amazing talents, however, as in its suitability as a preservative. Salt has been used as a food preservative for centuries. One of the oldest documented saltworks is the Xiechi Lake near Yuncheng in Shanxi, China. Salt was harvested from its surface as early as 6000 B.C. Salt, along with salted birds and salt fish, was unearthed with funereal offerings in ancient Egyptian tombs from the third millennium B.C. Less than half a century later, Egypt instituted exportation of salt fish to the Phoenicians, who in turn traded Egyptian salt fish with their commercial partners throughout North Africa, engendering the establishment of wide-ranging trade associations throughout the Mediterranean region. Similarly, in the first millennium B.C., Celtic people exchanged salted meat for wine and other luxury goods from ancient Greece and Rome. The wide expanse of the Celtic salt trade is exemplified by the shared Celtic, Greek, and Egyptian root word for salt, hal, which is iterated in the names of saltworks throughout the region: Halle and Schwäbisch Hall in Germany, Halych in Ukraine, and Galicia in Spain.

Throughout history, salt has been deemed a precious commodity. In fact, the word "salary" is derived from the Middle English salaire, from the Latin salarium, which means a payment made in salt (sal) or for salt, from salarius which means "pertaining to salt." Many historians agree that the Latin word salarium is related to salt and soldiers, but stress that the original association is unclear. Some surmise that soldiers were remunerated in salt. Some postulate that the word soldier itself is derived from the word for salt. Even today, a hardworking employee might be said to be "worth his salt" or might be commended for "soldiering on."

- 6) a substance that helps something to stay fresh longer
- 7) a very long period of time that is equal to 1000 years
- 8) used again, repeated

- 9) something that can be purchased and traded
10) have an opinion based on the information one has but not to be certain

VOCABULARY (20 points)

**Task 1. For items 1 — 5, choose one word that fits all three sentences.
Transfer your answers onto the answer sheet.**

1. At Worcester college most of the students were serious and _____ young people.

Chile with its enormous natural resources has a (an) _____ labour force.

Little Tom was so afraid of bees - these very _____ little insects.

2. The wind, blowing up the _____, traced the direction the trees would fall.

The Inca trail that Morton found at last passed along the bank of the river through a remote mountain _____.

The Browns family decided to buy the cottage house in a wooded _____ and to move to the country.

3. The house was situated in the seaside _____ of Tenerife and was only a short walk from the beach.

As they were only a fifteen-minute stroll away from the main _____ centre of Tossa de Mar with all its bars, restaurants and nightlife, Morton decided to have a snack.

People today become so desperate to get acquainted with celebrities that they _____ to going on popular clubs.

4. Having understood that the child had eaten a poisonous _____, Becky started crying for help.

The new owner of the company decided to invest in a new _____ and modern equipment.

These bees feed on the flowers of this rare garden _____ spread in some regions.

5. Many curricula today _____ a lot of time for each lesson to interactive exercises.

After wedding Melany decided to _____ herself to supporting her husband as he had a lot of problems in business and with his relatives.

The lecturer was explaining the plot of the novel in some detail and was eager to _____ much attention to chapters 2 and 5.

Task 2. For items 6 — 10, read the idioms below and decide which idiom fits each gap best. You can use each idiom only once. There are extra idioms. Transfer your answers onto the answer sheet.

(A) to get wind of	(F) pitch black
(B) to hear through the grapevine	(G) to make hay while the sun shines
(C) to hit the books	(H) as hungry as a wolf
(D) top dog	(I) on the nose
(E) Achilles' heel	(J) to save for a rainy day

6. When Rose found out that she was the only one student from Dakota she decided _____ and applied for the scholarship.

7. The snow in the garden looked light against the _____ trees, surrounded with big shades of the old shed.

8. The last thing she wanted was for her CEO _____ real affairs of the last business deal.

9. Melany liked the idea _____ and she collected the rumours that could spoil the career of her cousin.

10. John has never refused his ambition to be the _____ of his father's company.

GRAMMAR (15 points)

Task 1. For items 1 — 5, write the missing part of the second sentence using a given word, so that it has a similar meaning to the first sentence. Do not change the given word. You must use between three and six words, including the given word. Transfer your answers onto the answer sheet.

1. He wants to see what is going on with his squadron's aircraft and this tremendous fire.

INTENT

He _____ what is going on with his squadron's aircraft and this tremendous fire.

2. I would prefer you not to come here again.

RATHER

I _____ here again.

3. A few days later he was a little unsure and was attempting to dissociate himself from the venture.

SECOND

A few days later he was _____ and attempting to dissociate himself from the venture.

4. He told me it had nothing to do with me and to stay out of it.

BUSINESS

He told me _____ and to stay out of it.

5. Pritchett was clever enough to keep control of the situation.

HAND

Pritchett was clever enough not to let the situation _____ .

Task 2. (6-10) Choose the word or phrase a, b, c or d, which best completes each sentence. Transfer your answers onto the answer sheet.

6. On July 11, Roosevelt finally ... known that he would accept nomination for a fourth term.

- a. let it be
- b. lets it be
- c. let it
- d. let it to be

7. Then he insisted that we ... a few days until the manager returned.

- a. are waiting
- b. wait
- c. would wait
- d. were waiting

8. Even though less than one percent of all college athletes who play football go on ... professional football, that was my goal.

- a. to playing
- b. playing
- c. play
- d. to play

9. In vain did I maintain that I had never seen ... dreadful weather repeated day after day, that sometimes it was warm in France.

- a. so
- b. such

- c. such a
- d. so a

10. If she just confined herself ... what he told her, and not argue, she would be an exemplary wife.

- a. in doing
- b. to doing
- c. to do
- d. doing

CULTURE STUDY (30 points)

Tasks (1-5)

Task 1: Arrange these holidays in the chronological order beginning with January 2022. Put the appropriate number (1 - 7) in the right column. Transfer your answers onto the answer sheet.

Christmas	
Thanksgiving Day	
New Year's Day	
Independence Day	
Veterans Day	
Columbus Day	
Saint Valentine's Day	

Task 2: Arrange these historical events in the chronological order beginning with the earliest event. Put the appropriate number (1 - 7) in the right column. Transfer your answers onto the answer sheet.

The End of the 2 nd World War	
The UK joins the European Economic Community	
The Battle of Waterloo	
The UK leaves the European Union	

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Coronation of Elizabeth II	
The beginning of the Wars of Roses	
The Battle of Hastings	

Task 3: Arrange these books chronologically according to the year of their release. Put the appropriate number (1 - 7) in the right column. Transfer your answers onto the answer sheet.

Twenty Thousand Leagues Under the Sea	
Alice's Adventures in Wonderland	
Percy Jackson and the Lightning Thief	
Charlie and the Chocolate Factory	
Rikki-Tikki-Tavi	
Harry Potter and the Order of the Phoenix	
Harry Potter and the Deathly Hallows	

Task 4: Arrange these stages of getting education in the chronological order beginning with the earliest stage. Put the appropriate number (1 - 7) in the right column. Transfer your answers onto the answer sheet.

Associate Degree	
Research Doctorate	
Advanced Certificate	
High school	
Master Degree	
Bachelor Degree	
Middle school	

Task 5: Arrange the names of American presidents in the chronological order beginning with the earliest ruler. Put the appropriate number (1 - 8) in the right column. Transfer your answers onto the answer sheet.

B. Clinton	
J. Biden	

D. Trump	
K.F. Kennedy	
G. Washington	
B. Obama	
F. D. Roosevelt	
Ab. Lincoln	

Tasks (6-10)

Task 6: Choose the correct option. Transfer your answer onto the answer sheet.

Which of the sights and places below is not in London?

- a) The Mildenhall Treasure
- b) Threadneedle Street
- c) Charing Cross
- d) Great Glen

Task 7: Choose the correct option. Transfer your answer onto the answer sheet.

Which statement is not true?

- a) The shamrock symbolizes Ireland.
- b) The Tudor Rose is the emblem of Wales.
- c) The Thistle is an important symbol of Scottish heraldry.
- d) The unicorn is Scotland's national animal.

Task 8: Choose the correct option. Transfer your answer onto the answer sheet.

Which university has this motto "These days of peace foster learning"?

- a) Cambridge University
- b) Harvard University
- c) The University of East Anglia

d) The University of Liverpool

Task 9: Choose the correct option. Transfer your answer onto the answer sheet.

Which tradition is not British?

- a) Going for Tapas
- b) Cheese Rolling
- c) Bog Snorkelling
- d) Morris Dancing

Task 10: Choose the correct option. Transfer your answer onto the answer sheet.

Which statement is true?

- a) Agriculture and manufacturing are the largest sectors of the UK's economy.
- b) Northern Ireland is often referred to as "Celtic Tiger".
- c) The UK car industry is a major exporter.
- d) The UK's highest rate of inflation on record was in 1942 (during WWII).

CREATIVE WRITING (20 points)

Choose one topic:

1. Governments should offer a free university education to any student who has been admitted to a university but who cannot afford the tuition.

Write a response in which you discuss your views on the policy and explain your reasoning for the position you take. In developing and supporting your position, be sure to address the most compelling reasons and/or examples that could be used to challenge your position. You should write at least 250 words.

2. Knowing about the past cannot help people to make important decisions today.

Write a response in which you discuss the extent to which you agree or disagree with the claim. In developing and supporting your position, be sure to address the most compelling reasons and/or examples that could be used to challenge your position. You should write at least 250 words.