



**Краевая многопредметная дистанционная  
олимпиада школьников «Интеллект-2006»  
Английский язык  
11 класс**

**two point questions**

*Read the following text and then answer the questions.*

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1. You will find this text
  - A. in a dictionary;
  - B. at the back of a grammar book;
  - C. at the front of a grammar book;
  - D. in a public transport instruction.
2. Which entry would follow on from 'articles' in the list?
  - A. apostrophe;
  - B. auxiliary verbs;
  - C. ago;
  - D. automobile.
3. Which page gives information about the use of articles with street names?
  - A. 73;
  - B. 106;
  - C. 70;
  - D. 102.
4. Which two entries are on the same page?
  - A. order of adjectives, *the* + adjective;
  - B. *the* + adjective, *the* + nationality;
  - C. comparatives, superlatives;
  - D. comparatives, position of adverbs.

*Look at the following three texts and then answer the questions.*

**Text one**

Do you receive:				
1) Income Support	Yes <input type="checkbox"/>	No <input type="checkbox"/>		Please provide a recent letter of entitlement/payment book issued by Benefits Agency.
2) Income Based Jobseekers' Allowance	Yes <input type="checkbox"/>	No <input type="checkbox"/>		Please provide a recent letter of entitlement/payment book issued by Benefits Agency.
3) Child Tax Credit* Please read note	Yes <input type="checkbox"/>	No <input type="checkbox"/>		*Please provide a recent Inland Revenue tax credit award notice (TC602) showing you are entitled to Working Tax Credit and your annual income does not exceed £13,230 (as assessed by the Inland Revenue).
4) Are you an Asylum Seeker?	Yes <input type="checkbox"/>	No <input type="checkbox"/>		Please provide Home Office letter confirming your status.

## Text two

Weather for Manchester:					
	Monday	Tuesday	Wednesday	Thursday	Friday
5 Day Forecast.					
Temperature (°C)	max 3 min 0	max 4 min 2	max 5 min 2	max 5 min -2	max 4 min 3

## Text three

### SAFETY FIRST!

- Think carefully about the message you put on your answering machine.
- Do not say that you are out, on holiday or away on business.
- Just say that you cannot answer the phone at the moment.
- Use a male voice to record the message—this can help to stop malicious or nuisance calls.

5. Mr Begum wants to fill in the form in text one. He receives income support. What is the way to complete the first question?

- A. Delete the box marked No;  
B. Underline the word Yes;  
C. Put a tick in the box marked Yes;  
D. Underline the word No.

6. What must Mr Begum send with his form?

- A. A bank statement;  
B. A benefit book;  
C. A passport;  
D. A trolleybus ticket.

7. What is the main purpose of text two?

- A. To persuade;  
B. To give information;  
C. To request action;  
D. To tell an anecdote.

8. Which sentence is true for text three?

- A. It is better to have a male voice on your answering machine;  
B. Most malicious calls are made by men;  
C. If you use a male voice, you will never have a nuisance call;  
D. Male beings are more successful in life.



9. This shop sells ...

- A. alcohol;  
B. illegal alcohol;  
C. driving licenses;  
D. goods arrested by Customs.



10. What does this sign mean?

- A. Show your certificates;  
B. Enter for certified only;  
C. Reliability of the construction is not certified;  
D. Construction Workers' Union on strike!

### three point questions

Read the following book review and then answer the multiple choice questions.

#### US and them

#### KEITH WATERHOUSE thanks America for some fine words MADE IN AMERICA by Bill Bryson, Seeker



It is just not true that Britain and America are two countries separated by a common language — we are separated by two different ones. For, while Americans are mistaken in believing that we pronounce 'potato' differently from them, we do say a good many things they don't say, and vice versa. Every English writer who has ever had a book

published in the US has suffered his *lifts* being altered to *elevators*, his *cars* to *automobiles*.

We have been assimilating American words and expressions into our vocabulary ever since the first settlers arrived in New England in the 17th century - and often without our being conscious of where we picked them up. That is the argument Bill Bryson puts forward in this fascinating ride along the highway of the American language.

For example, did you know that when we *hold our horses*, *face the music* or *bark up the wrong tree* we are talking American? On the other hand, there are a fair number of old English words still much in use across the Atlantic, but now thought of as Americanisms here - *the fall* for *autumn*, *zero* for *nought*, *closet* for *cupboard*.

The fun of this book is that it follows America's social progress alongside the development of the nation's language. For the two are inseparable. Each vigorous leap ahead — air conditioning, central heating, the skyscraper, the telephone, radio, television - brought its own crop of colourful new words.

Thus with the birth of the Model T Ford, terms like *traffic jam*, *rush hour*, and *gridlock* could not be far behind. When the railways pushed out into the suburbs, the suburbs became — new word — *suburbia*, and the business types tiding into town became — new word — *commuters*.

Bryson's book is full of facts that not a lot of people know. The term 'Dixie'(as in Dixieland jazz), for example, comes from the French *dix* on southern \$10 bills. It has to be said that, although the Americans put colour into the language, one of the colours was grey. Following the pioneers - who gave us such words as *department store*, *shopping mall* and *supermarket* - came the men in suits with their vision of *optimal positional isochromes* (good sites). Bryson has little to say on the American business school tendency to talk gobbledygook (an American word) like this or to use the longest form of a word available, such as *transportation* for *transport*.

He touches briefly but amusingly on the question of political correctness. It seems that last year someone noticed that Maryland's motto *Fatti maschii, parole femine* ('manly deeds, womanly words') was blatantly sexist. The problem was that the words were expensively carved into a lot of civic buildings and monuments. The ingenious solution reached by Maryland's legislators was to change not the motto but the translation. *Fatti maschii, parole femine* came to mean 'Strong deeds, gentle words'.

**11. According to the reviewer, Americans**

- A. point don't realise how different British and American English are;
- B. can't understand British English when they hear it spoken;
- C. have some inaccurate ideas about British English accents;
- D. insist on making changes to the grammar in British books.

**12. What does Bill Bryson say about the British?**

- A. They try to avoid using American expressions if possible;
- B. They aren't always aware that they are using American expressions;
- C. They find all kinds of American expressions fascinating;
- D. They tend to use rather old-fashioned American expressions.

**13. One of the book's important features is that it**

- A. describes how many American expressions came from French;
- B. has a large section on the development of road transport;
- C. includes a large number of colour illustrations;
- D. shows the link between language and new technology.

**14. The reviewer seems to dislike the American habit of**

- A. using complicated expressions where simple ones would do;
- B. inventing so many different words to do with shopping;
- C. constantly changing the words and expressions they use;
- D. introducing so many slang expressions into business language.

**15. What was the problem about Maryland's motto?**

- A. It was a difficult idea to translate from the Latin;
- B. The original translation had been incorrect;
- C. The original translation was no longer acceptable;
- D. The new translation had to be carved on so many buildings.

**16. What is the reviewer's general opinion of Bill Bryson's book?**

- A. He disagrees with the book's main argument;
- B. He thinks the book is very readable but not completely accurate;
- C. He doesn't think the book covers the subject in enough detail;
- D. He finds the book enjoyable and informative.

## Text 2

*Read the following extract from an article about incompetent employees, and the questions.*

*For each question 7 - 10 one letter (A, B, C or D)*

Every organisation has its share of employees-from-hell: the lazy, deluded, hypochondriac underperformers. They are difficult to manage and miserable to work with. Their productivity is low and their ability to poison staff morale high. They are, alas, always well-entrenched and management-resistant. Interestingly, their numbers in any organisation have more to do with management's refusal to deal with the situation than with poor selection. That is, their existence in the organisation is nearly always due to a long line of weak managers who have declined to tackle the problem.

Traditionally, there are three classic ineffective ways of dealing with the incompetent. The first is to ignore the problem, hoping that it will go away. Rather than confront laziness or serious absenteeism, the manager gives the employee less work to do. This inevitably leads to frustration on the part of the good hardworking staff who see the problem employee getting away with it.

The second approach, which has traditionally been the most favoured, is to pass them on. There is usually a part of any business where people believe the poor performer can do no damage. Alternatively, poor performers can be moved to another branch in the dreariest part of town, or to another town, or even to another country. A clever variant of this tactic is to herd all the incompetent employees into one part of the company that is then sold off or privatised.

There is a third approach which is to promote the incompetent. This sounds bizarre and exceedingly stupid but is not infrequently adopted. The idea is that, although these posts are quite senior and well-paid, the actual jobs are fairly pointless ones in which incompetent people can hide without doing any serious damage. The employee is thus confirmed in his or her delusions of competence.

All three of these strategies are the result of not dealing with the problem early on. Many managers find dealing with incompetence very difficult. The scenario that all managers hate is as follows: show a subordinate a low mark on their appraisal form. The employee first wants the behaviour defined; then wants an example of when this behaviour occurred; then argues about how this incident occurred and how typical it was. The net result is a row about the past and frustration on the part of both. A different and more successful method is the problem-solving approach. This insists that one still shows the low score but, rather than attempting to explain it, one describes what needs to be done differently to achieve a higher score. The emphasis is on the future not the past; on a clear description of the desirable behaviour, not the incompetent behaviour. The touchy or sensitive employee normally responds to this reasonably well. Nevertheless, there are those who cannot, or will not, respond to good management. They may be unable to do the job due to not having the ability to learn ever-changing tasks fast enough. They may be distracted by problems at home or more likely they have been managed very poorly in the past. There is really only a very limited number of things that can be done with the really incompetent. Buy them out, which may be the best solution for all concerned; raise the game by making sure

they are given ever higher but reachable targets. A final strategy is to insist that they have an annual psychological test where a disinterested outside consultant does a motivation analysis and has the power to recommend that they be let go – not encouraged to go to another part of the organisation, but into the bracing waters of the job market.

**17. What is the effect of the first of the methods suggested for dealing with incompetent staff?**

- A. It has only a short-term effect on the problem;
- B. It means that better workers will not have to work so hard;
- C. It makes good workers aware that problems are being dealt with;
- D. It sends a negative message to those who do their job well.

**18. In both the second and third ineffective methods of dealing with incompetent employees, the managers' aim is to**

- A. have all of the incompetent staff working in the same part of the company;
- B. improve the attitude of the incompetent staff to work by giving them promotion;
- C. put the incompetent staff in a situation where they can do as little harm as possible;
- D. make the work so unattractive that the incompetent staff want to leave.

**19. The writer says in the fifth paragraph that employees who are given a low mark on their appraisal form will**

- A. demand a detailed explanation of what they have done wrong;
- B. claim that special circumstances have had an effect on their work;
- C. deny that their work has been in any way unsatisfactory;
- D. argue that they find the work they have had to do frustrating.

**20. In the sixth paragraph the writer says that when talking to an incompetent employee a manager should**

- A. make no reference to the most recent appraisal mark;
- B. compare the work of the employee with that of more efficient workers;
- C. make clear what will happen if performance does not improve;
- D. explain to the employee how he or she can gain a better appraisal mark.

## five point questions

For questions 21-30, read the three texts below and decide which answer (A, B, C or D) best fits each gap.

### Text 1

#### JEROME FLYNN – ACTOR TURNED SINGER

After a variety of jobs, Jerome Flynn became (21).... successful with fellow actor Robson Green in the TV series *Soldier, Soldier*, and then when they (22).... up as singers in 1995, they had three number one hits. ‘It was a whirlwind, fantasy time,’ says Jerome. ‘We made the records because we quite (23).... The money, and it paid off. It was a lot of fun, but you can become (24).... in the pop world. It’s addictive, and once you’re a pop star, people tend to (25).... you on a pedestal. It was so mad we had to get out while the going was good. Now money doesn’t mean so much, although it enabled me to leave my career behind for a while. But Robson wanted to go back to acting and has made quite a success of it. I’d like to work with him again one day.’

- |                 |               |              |               |
|-----------------|---------------|--------------|---------------|
| 21. A. greatly; | B. largely;   | C. hugely;   | D. grossly.   |
| 22. A. joined;  | B. teamed;    | C. fixed;    | D. grouped.   |
| 23. A. craved;  | B. longed;    | C. yearned;  | D. fancied.   |
| 24. A. laid up; | B. seized up; | C. taken up; | D. caught up. |
| 25. A. lift;    | B. have;      | C. put;      | D. hold.      |

### Text 2

#### THE DRAMA COURSE

Lisa started back at college for the spring term. The full-time Speech and Drama course had moved its focus from Stanislavsky to Brecht, which meant that, whereas last term the students were encouraged to believe absolutely in everything they did and said, now, when acting, they were asked to (26) .... in mind that they were in a play, and that they had a (27) .... to the audience to remind them of this fact. There were techniques that could be used – winking, or talking in asides, or even giving (28) .... information on the plot straight out into the front row, without any (29) .... at mystery or disguise. Lisa felt completely (30) .... For her, the whole point of acting was the licence it gave you to become another person, protected by a stage set and someone else’s words.

- |                  |               |            |             |
|------------------|---------------|------------|-------------|
| 26. A. store;    | B. hold;      | C. retain; | D. bear.    |
| 27. A. function; | B. duty;      | C. role;   | D. task.    |
| 28. A. off;      | B. away;      | C. in;     | D. on.      |
| 29. A. attempt;  | B. try;       | C. effort; | D. go.      |
| 30. A. thrown;   | B. dislodged; | C. mixed;  | D. tumbled. |

