

**ENGLISH LANGUAGE CONTEST for 9<sup>th</sup> – 11<sup>th</sup> form pupils**

День первый: письменный тур

Уровень B2-B2+; **максимальное количество баллов –100;**

общее время выполнения – 2 часа (120 минут).

**LISTENING**

**Time: 30 minutes**

**Task 1. You will hear a receptionist at college talking to a man who is interested in taking evening classes. For questions 1-7, choose the best answer (A, B, C).**

**Now you have 1 minute to look through the questions in exercise 1.**

**YOU WILL HEAR THE RECORDING TWICE.**

1. Some of the course tutors want

A to limit the number of students in their classes.

B to keep the usual number of registrations.

C students to register at least a month in advance.

2. The botany tutor

A will not accept more than 17 students.

B wants at least 15 students in her class.

C may agree to let the man join her class.

3. How many students have registered for the design class?

A 12

B 15

C 18

4. What does the tutor of the design class organize for the students?

A TV appearances

B various activities

C weekly visits to famous gardens

5. What does the cost of the botany class include?

A only the lessons

B drawing materials and trips

C lessons and books

6. How much does the “Designing the small garden” class cost?

A £70

B £75

C £80

7. What time does the design class start?

A 6 o'clock

B 7 o'clock

C 8 o'clock

**Task 2. You will hear a schoolgirl interviewing another student as part of a survey for the school newspaper. For questions 8-17, complete the sentences. You'll have 45 seconds to look through exercise 2. YOU WILL HEAR THE RECORDING TWICE.**

### **STUDENT OPINION SURVEY**

The girl is doing a survey to find out how students think the **8**\_\_\_\_\_ may be made better.

The boy is almost **9**\_\_\_\_\_ years old.

He started at his school **10**\_\_\_\_\_ ago.

He says that he has no **11**\_\_\_\_\_ about his new school.

He would prefer more **12**\_\_\_\_\_ related to computing.

The boy isn't tall enough to play **13**\_\_\_\_\_.

He thinks that the weather in England is unsuitable for **14**\_\_\_\_\_ tennis courts.

According to the boy, younger children who misbehave in the library need more **15**\_\_\_\_\_.

The school's computer center has **16**\_\_\_\_\_ computers.

The boy thinks the **17**\_\_\_\_\_ are better at this school than at his previous school.

**Transfer your answers to the answer sheet!**

### **READING**

**Time: 30 minutes**

**Saving Language**

*For the first time, linguists have put a price on language. To save a language from extinction isn't cheap – but more and more people are arguing that the alternative is the death of communities.*

There is nothing unusual about a single language dying. Communities have come and gone throughout history, and with them their language. But what is happening today is extraordinary, judged by the standards of the past. It is language extinction on a massive scale. According to the best estimates, there are some 6000 languages in the world. Of these, about half are going to die out in the course of the next century: that's 3000 languages in 1200 months. On average, there is a language dying out somewhere in the world every two weeks or so.

How do we know? In the course of the past two or three decades, linguists all over the world have been gathering comparative data. If they find a language with just a few speakers left, and nobody is bothering to pass the language on to the children, they conclude that language is bound to die out soon. And we have to draw the same conclusion if a language has less than 100 speakers. It is not likely to last very long. A 1999 survey shows that 97 per cent of the world's languages are spoken by just four per cent of the people.

It is too late to do anything to help many languages, where the speakers are too few or too old, and where the community is too busy just trying to survive to care about their language. But many languages are not in such a serious position. Often, where languages are seriously endangered, there are things that can be done to give new life to them. It is called revitalization.

Once a community realizes that its language is in danger, it can start to introduce measures which can genuinely revitalize. The community itself must want to save its language. The culture of which it is a part must need to have a respect for minority languages. There needs to extra funding, to support courses, materials, and teachers. And there need to be linguists, to get on with the basic task of putting the language down on paper. That's the bottom line: getting the language documented – recorded, analyzed, written down. People must be able to read and write if they and their language are to have a future in an increasingly computer-literate civilization.

But can we save a few thousand languages, just like that? Yes, if the will and funding were available. It is not cheap, getting linguists into the field, training local analysts, supporting the community with language resources and teachers, compiling grammars and dictionaries, writing materials for use in schools. It takes time, lots of it, to revitalize an endangered language. Conditions vary so much that it is difficult to generalize, but a figure of \$100000 a year per language cannot be far from the truth. If we devoted that amount of effort over three years for each of 3000 languages, we would be talking about some \$900 million.

There are some famous cases which illustrates what can be done. Welsh, alone among the Celtic languages, is not only shopping its steady decline towards extinction but showing signs of real growth. Two Languages Acts protect the status of Welsh now, and its presence is increasingly in evidence wherever you travel in Wales.

On the other side of the world, Maori in New Zealand has been maintained by a system of so-called “language nests”, first introduced in 1982. These are organizations which provide children under five with domestic setting in which they are intensively exposed to the language. The staff are all Maori speakers from the local community. The hope is that the children will keep their Maori skills alive after leaving the nests, and that as they grow older they will in turn become role models to a new generation of young children. There are cases like this all over the world. And when the reviving language is associated with a degree of political autonomy, the growth can be especially striking, as shown by Faroese, spoken in the Faroe Islands, after the islanders received a measure of autonomy from Denmark.

In Switzerland, Romansch was facing a difficult situation, spoken in five very different dialects, with small and diminishing numbers, as young people left their community for work in the German-speaking cities. The solution here was the creation in the 1980s of a unified written language for all these dialects. Romansch Grischun, as it is now called, has official status in parts of Switzerland, and is being increasingly used in spoken form on radio and television.

A language can be brought back from the very brink of extinction. The Ainu language of Japan, after many years of neglect and repression, had reached a stage where there were only eight fluent speakers left, all elderly. However, new government policies brought fresh attitudes and a positive interest in survival. Several “semi-speakers” – people who had become unwilling to speak Ainu because of the negative attitudes by Japanese speakers – were prompted to become active speakers again. There is fresh interest now and the language is more publicly available than it has been for years.

If good descriptions and materials are available, even extinct languages can be resurrected. Kaurana, from South Australia, is an example. This language had been extinct for about a century, but had been quite well documented. So, when a strong

movement grew for its revival, it was possible to reconstruct it. The revised language is not the same as the original, of course. It lacks the range that the original had, and much of the old vocabulary. But it can nonetheless act as a badge of present-day identity for its people. And as long as people continue to value it as a true marker of their identity, and are prepared to keep using it, it will develop new functions and new vocabulary, as any other living language would do.

It is too soon to predict the future of these revived languages, but in some parts of the world they are attracting precisely the range of positive attitudes and grass roots support which are the preconditions for language survival. In such unexpected but heart-warming ways might we see the grand total of languages in the world minimally increased.

### Questions 1-5

*Do the following statements agree with the views of the writer in the Reading Passage above?*

*In boxes 1-5 on your answer sheet write*

*YES – if the statement agrees with the writer's views*

*NO - if the statement contradicts the writer's views*

*NOT GIVEN - if it is impossible to say what the writer thinks about this*

- 1 - The rate at which languages are becoming extinct has increased.
- 2 - Research on the subject of language extinction began in the 1990s.
- 3 - In order to survive, a language needs to be spoken by more than 100 people.
- 4 - Certain parts of the world are more vulnerable than others to language extinction.
- 5 - Saving language should be the major concern of any small community whose language is under threat.

### Questions 6-8

*The list below gives some of the factors that are necessary to assist the revitalization of a language within a community.*

*Which **THREE** of the factors are mentioned by the writer of the text?*

*Write the appropriate letters A-G in boxes 6-8 on your answer sheet.*

- A the existence of related languages
- B support from the indigenous population
- C books tracing the historical development of the language
- D on-the-spot help from languages experts
- E a range of speakers of different ages
- F formal education procedures
- G a common purpose for which the language is required

**Transfer your answers to the answer sheet!**

## USE OF ENGLISH

Time: 30 minutes

**Task 1. For items 1-12, read the text below and think of the word which best fits each gap. Use only one word in each gap. The first example (0) is done for you.**

**Example:**

0

A	M	O	N	G					
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### Dictionaries

Dictionaries are (0) **among** the most important tools of self-education. (1)\_\_\_\_ Samuel Johnson wrote his influential English dictionary in the eighteenth century, the work kept him busy for seven years. At the end of that period he (2)\_\_\_\_ written the meanings of over fort thousand words. Most modern dictionaries require a (3)\_\_\_\_ deal less time and effort to write because writers often use earlier dictionaries (4 )\_\_\_\_ a source of reference.

Nowadays, most dictionaries are put together by teams of writers, or lexicographers. Sometimes they need to work together in meetings; at other times they work independently of (5)\_\_\_\_ other. On different parts of the dictionary.

(6)\_\_\_\_ one time, starting point for deciding on which words to include used to be the lexicographer`s own knowledge. These days, teams (7)\_\_\_\_ use of a large collection of exmples of (8)\_\_\_\_ only writing but also everyday speech, which is known as a corpus. Teams also refer (9)\_\_\_\_ books and articles about language as (10)\_\_\_\_ as asking experts in particular subjects about the more specialised words. Finally, ordinary people are asked to say what they think about the (11)\_\_\_\_ the words are defined and (12)\_\_\_\_ they find the examples provided helpful or not.

**Task 2. Fill in the blanks with the proper words given before the text.**

Assistance, attended, boarding, fees, kindergartens, preparatory, prestigious, referred, scholarships
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The most famous schools in Britain are private (13)\_\_\_\_ schools, such as Eton College, Harrow Schols, founded during the Middle Ages, are theoretically open to the public, but in reality are (14)\_\_\_\_ by those who can afford the (15)\_\_\_\_. Only seven per cent of British students go to private schools.

Many of Britain`s leaders have attended these private schools, which cater to the wealthy and influential but also offer some (16)\_\_\_\_ to gifted poorer children. Local authorities and the central authority also provide (17)\_\_\_\_ to some families who are unable to pay for the education. Only a small per centage of the population can attend these ancient and highly (18)\_\_\_\_ schools. A variety of other schools are also private, including (19)\_\_\_\_, day schools, and newer boarding schools. Private schools that take pupils from the age of 17 to the age of 11, 12, or 13 are called (20)\_\_\_\_ schools. Private schools that take older pupils from the age of 11, 12, or 13 or 19 are often (21)\_\_\_\_ to as public schools.

**Task 3. Replace the words in brackets using a suitable phrasal verb from the box. Put the verb into the correct form.**

Come up with, drop in, get down, go off, go out, go back, pass away
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22. Some idiot turned off the fridge, and the milk has \_\_\_\_\_. (become sour)  
23. The game of chess originates from India \_\_\_\_\_ about two thousand years. (is two thousand years old)  
24. I need a break. All this non-stop work is \_\_\_\_\_ me \_\_\_\_\_. (depressed)  
25. No, darling, it looks terrible. I think you'll find that purple spiky hair \_\_\_\_\_ decades ago. (became unfashionable)  
26. I know you're busy, but can't you just \_\_\_\_\_ for a minute and say hello to the guys? (visit briefly)  
27. She's brilliant. We spent weeks on this software problem, getting nowhere. Then she arrived and \_\_\_\_\_ a solution straightway. (thought of)  
28. After my husband \_\_\_\_\_ I was grief stricken for years – well, weeks anyway. (died).

**Task 4. For questions 29-33, complete the second sentence so that it has a similar meaning to the first sentence. Use the word given and other words to complete each sentence. You must use between two and five words. Do not change the word given.**

29. He proposed some interesting ideas at the meeting.

put

He \_\_\_\_\_ at the meeting.

30. He made us wait two hours before he called us in.

were

We \_\_\_\_\_ two hours before he called us in.

31. Kevin doesn't work as hard as he did in the past.

used

Kevin \_\_\_\_\_ he does now.

32. I like studying arts more than sciences.

to

I prefer \_\_\_\_\_ sciences.

33. Sophie hasn't been to a party for a month.

Last

It's a month \_\_\_\_\_ a party.

**Transfer your answers to the answer sheet!**

**WRITING**  
**Time: 30 minutes**

**The council of your town or city** is concerned that some young people are getting into trouble because they are bored. For this reason, they plan to distribute an information sheet which will give young people who live in the area details of activities which they can do cheaply or for free. The council has asked local people for their ideas.

Write your report for the council in **200-250** words telling them what activities young people could do.

**Remember to:**

- include a title and subtitles;
- use an appropriate style;
- organise the information logically and clearly;
- make a critical analysis of the situation;
- recommend what should be done (3-4 ideas)

**Transfer your review to the answer sheet!**