

ІІ етап Всеукраїнської учнівської олімпіади з англійської мови
Writing Test, Year 11

Choose one of the writing tasks below. Write 200 –250 words. Use your own ideas, knowledge and experience. Support your arguments with relevant examples. Use an appropriate style and structure.

Task 1.

The happiest day of my life

A magazine is running a writing competition.

Write an article in which you:

- describe what happened on the happiest day of your life
- explain why this day was especially important to you
- reflect on how this experience influenced you or your outlook on life

Task 2.

Young people should live with their parents for as long as they want.

Write an opinion essay in which you:

- clearly state your opinion on the statement
- give at least two reasons to support your point of view
- explain why some people may disagree with you
- restate your opinion in the conclusion

Task 3.

Does modern technology make young people more independent?

Write a for-and-against essay in which you:

- discuss arguments in favour of the idea that modern technology helps young people become more independent
- discuss arguments against this idea
- give your own opinion, supported by reasons and examples

Speaking Comprehension Test, Year 11

Directions: Select three task slips from those below. After selecting three, choose one you on which you can expand most and return the other two to the table face down. Then take about a minute to collect your thoughts before you begin to speak on the topic. You may refer to the topic as needed. Take a deep breath and begin.

In this test you will be asked to discuss a topic. Do you agree or disagree with the sentence? Give reasons or details to support your answer. Talk for at least three minutes.

1. Violent computer games should be banned.
2. The sale of cigarettes should be made illegal.
3. Homework should be limited to just two nights a week.
4. Should school students be required to wear school uniform?
5. What is the best way to become the most popular teen in school?
6. Dogs should be banned from cities.
7. The internet is the best way to do the shopping.
8. Young people under 15 shouldn't use mobile phones.
9. All young people should stay at school until they are 18.
10. There shouldn't be any advertising on TV during children's programmes.
11. Famous celebrities shouldn't complain if paparazzi take photos of them every day.
12. It is the children's responsibility to look after their parents when they get old.
13. Tell me about a holiday you've had.
14. Tell me about a difficult journey you've had.
15. Tell me about a perfect day you've had.
16. Tell me about a special event in your life.
17. Tell me about a birthday you remember.
18. Tell me about a time when you lost something important.
19. Tell me about a time when you gave someone a surprise.
20. What are the advantages and disadvantages of shopping for bargains?

ІІ етап Всеукраїнської учнівської олімпіади з англійської мови
Reading Comprehension Test, Year 11

Directions: In this test you will read FOUR texts. You should do the tasks following a text based on what is stated or implied in that text. For each task you will choose the best possible answer from four possible answers (A, B, C, D) or tick one option from three, as specified prior to each task. Mark the letter of your choice on the Answer Sheet.

Text 1

Read the article. For questions 1-5, choose the correct answer (A, B, C, or D).

Beach Heroes

There is no more welcome sight on beaches all over the world than a lifeguard.

You can spot the lifeguards a mile off – which is, of course, half the point. Not only do they wear highly conspicuous red-and-yellow uniforms, but somehow, they manage to look better than the rest of us too.

‘Last year, we only had to make five rescues,’ says head lifeguard Rod Terry, 22. ‘Another year, we helped 29 people in the space of three hours. You never know what you’re going to be called upon to do, which is why you need lifeguards who can cope with any situation.’ You’d think, of course, they’d all be keen to perform some public heroics, but Rod is quick to rebuff any such suggestions.

‘As far as we’re concerned, we’d far rather stop someone getting into trouble than have to get them out of it.’ One of the lifeguards in Rod’s team is 24-year-old Rebecca Surridge. She says, ‘One minute you can find yourself dealing with minor cuts and grazes, and the next with a situation where one group of people on the beach is annoying another group. You have to be ready for anything. You also have to handle things sensitively.’ Even if they do talk tough, the lifeguards have no legal authority with which to back up their words. ‘We can only advise,’ adds Rod. ‘If someone wants to ignore a red flag, they’re free to do so.’ A red flag is what the lifeguards put out when the sea’s too rough for swimming. Exactly when that moment is reached it is something that Rod alone decides. A lifeguard from the age of 14, first as a volunteer, he’s now a paid member of the town council’s leisure services department. ‘You take into account a variety of things: you listen to the weather reports and forecasts, and you assess the strength of the wind.’ Other factors to be considered, depending on location, of course, are the dangers that may be lurking in the water.

The vast majority of swimmers take notice of a red flag, but there are always those who don’t, and long before they start really getting into trouble, lifeguards will be on their way out to them, dragging with them a ‘torpedo’ buoy, which is a long sausage-shaped inflatable on the end of a rope. This can help them bring in swimmers suffering from cramps, brought on by swimming too soon after a meal, or fatigue caused by swimming out too far. ‘Then you get the silly ones who jump off the harbour wall,’ sighs Rod. ‘Mostly, though, swimmers stick within our exclusion zone. This is a 100 m x 100 m patch of sea. The prime rule of the exclusion zone is that boats are forbidden to enter it – and humans are forbidden to leave it. Within the exclusion zone, even a rubber ring found floating out at sea is pursued and retrieved, it could set off a coastal-wide emergency search.

At any one time, there are eight lifeguards on duty, either scanning the waves or patrolling the beach (lifebelts need checking, telephones need to be kept working in case of emergency calls). The team works five days a week and constantly has to rotate tasks as this assures that lifeguards’ will work with premium attentiveness to their responsibilities. The other thing that keeps the lifeguards alert is the fact that they all get on well together. ‘It’s not as if we’re all sitting there in silence,’ says Lisa. ‘We’re always talking to each other, either in person or by two-way radio.’

In fact, each summer season is something of an old friend's reunion; this is the seventh year Pete has worked here, while it's the fifth for Rebecca. Come wintertime, they go off round the world – Pete's been surfing in Mexico and Rebecca's just back from Bali, Hawaii and New Zealand. It's a case of not yet wanting to give up their seasonal, sunlit round of beaches. 'There's plenty of time for a proper job later,' says Rebecca.

1. According to Rod Terry, lifeguards need to be ...
A athletic.
B flexible.
C attentive.
D hardworking.

2. Rebecca Surridge says that lifeguards ...
A operate in limited areas.
B have limited powers over people.
C are trained to deal with limited injuries.
D watch over a limited number of people.

3. According to the text, which factor does NOT affect a lifeguard's decision to put up a red flag?
A the presence of something dangerous in the sea
B the quality of the water in the sea
C the environmental conditions
D the number of swimmers

4. In order to maintain their concentration levels, lifeguards ...
A sometimes ask their colleagues for feedback.
B regularly change the duties they perform.
C usually take several days off each week.
D often take long breaks during the day.

5. It's common for a group of lifeguards ...
A to have another job at the same time.
B to meet up when they're not working.
C to work together in the same location.
D to go travelling together when the summer is over.

Text 2

Read the article. For questions 6-10, choose the correct answer (A, B, C, or D).

A Step in The Right Direction

It was once famously said that some things in life – like paying taxes and death – are inevitable. Trying to find employment after leaving education is another thing that young people everywhere have to face. But despite the large amount of research that has been undertaken on young people in the job market, relatively little is known about what happens once young people start their first job. A team of researchers from Leeds Metropolitan University investigated this question. A survey focused on 39 employers and addressed a range of issues in relation to recruitment, to employment, and particularly to young people's experiences in the workplace.

It is clear from the interviews with young people that, for the vast majority, the idea of a 'job for life' no longer exists. While some had clear career ambitions, the majority appeared to be unclear on

what they wanted to do. One consequence of this is that many young people saw their early work experiences as temporary – a 'stop gap' until their ideas on what they wanted to do had developed, or simply a way of earning money to pursue other ambitions such as travel.

This tendency has also been noted by many employers and is particularly disappointing to smaller businesses looking for long-term loyalty in their staff. However, some employers, for example, in areas such as financial services and call centres – have adjusted to the new situation, and appear to have accepted that they cannot expect young people to see a long-term future with one employer.

Like a number of other studies, the findings confirm that employers tend to focus on 'softer' skills and behavioural qualities in the recruitment process, with a less prominent role played by formal qualifications. The opinions of this sample of young people were remarkably consistent with those of the employers. Most of the young people seemed to have understood the message that formal qualifications are often a necessary but not sufficient condition for obtaining the types of jobs which they hope to do in the future. They recognised that skills like communication, working in a team, organisation, and customer service are all important. There was evidence that many young people had clearly worked on developing such skills.

Where there does appear to be a significant difference of opinion between the views of young people and employers related to the extent to which young people possess the necessary 'employability' skills. By and large, the young people interviewed were confident in their ability to demonstrate these skills and qualities. Employers, on the whole, were much less positive about this, often feeling that educational institutions were focusing too strongly on academic skills and qualifications, at the expense of employability.

Another area where employers' and young peoples' views differed is in relation to Information Technology (IT) skills. When asked about the things they value most about young recruits, many employers mentioned their ability to use computers. On the other hand, few young people mentioned this explicitly. The probable explanation is that young people simply take their IT skills for granted, often not realising how valuable they might be to some employers. Encouraging young people to be more positive about this aspect might help some to improve the way they are viewed by potential employers.

In terms of the induction process provided for their young recruits, the results of this study confirmed both expectations and the findings of earlier research – that employers vary widely in the nature of the training they provide. Differences included the length of time the orientations ran, how formal the training was, what topics were covered, and how often training occurred. The reaction of most young people to the induction they had experienced was positive, or at least neutral. There is clearly a tension between the need for new recruits to become good at their jobs, and their understandable desire to get to work as quickly as possible.

From the point of view of the employer, much depended upon the nature of the job, the type of employer (particularly size and sector), and the frequency with which they recruit young people. In general, the more regularly young people were recruited and the larger the employer, the more formal the induction process.

In uncertain economic times, it seems that young people, now more than ever, are having to do all they can to find employment.

6. The survey revealed that, in general, young people ...
 - A do not value the early work experience they gain in any way.
 - B are unconvinced they will do the same job until they retire.
 - C would prefer to have a gap year before starting higher education.
 - D are unsure about which jobs they want to do when they leave school.

7. What do employers think about formal qualifications?
 - A They are less important than behavioural qualities.

B They are more important than behavioural qualities.
C They are equally as important as behavioural qualities.
D They are more important than behavioural qualities for certain jobs only.

8. What can we learn from the survey about young people and IT skills?

A Employers do not assume that all young employees have good IT skills.
B Young people need to perfect their IT skills before starting work for an employer.
C Young people should promote their IT skills to employers more than they do currently.
D Employers do not enjoy feeling inadequate as young people's IT skills are often superior to theirs.

9. The survey suggests that young people themselves value skills such as being able to...

A get the job done faster than others.
B get new business for the company.
C get better results than colleagues.
D get on with other people in the workplace.

10. Induction processes vary in terms of ...

A where they are carried out.
B who they are reviewed by.
C when they take place.
D what they focus on.

Text 3

Read the text. Match sentences A–F with gaps 11–15. There is one extra sentence.

Identical twins

Identical twins are born when an egg divides into two, resulting in the birth of two children with identical genes. 11__ Some believe, however, that there is also a close connection between twins in the way they think, not just in the way they look. Twins finish each other's sentences and share the same tastes in clothes or music. Some have argued that identical twins have mysterious, even psychic, powers.

Although many identical twins claim to know what the other is thinking, there is no evidence to suggest that this is because of special powers. 12__. Most of us have met up with a brother or sister, or close friend, and immediately asked, 'What's wrong?' because we have unconsciously recognised, in their facial expression, that they are upset in some way. Signs we would miss in a stranger's behaviour are instantly obvious in the way those close to us act. It is hardly surprising that twins notice the way their brother or sister's facial expressions or body language gives away how they feel. Indeed, the closeness of their bond is likely to improve this ability over the years.

The media is full of stories in which a twin senses her brother or sister to be in trouble. 13__ Damien Croft developed a bad headache one evening and, concerned, felt the need to phone his brother to check if everything was OK. When there was no reply, he drove to his brother's home, only to find him unconscious, having had an epileptic fit and fallen from a ladder while decorating. On the face of it, his sixth sense had saved the day. 14__ Damien knew his brother was decorating and knew that he was prone to epileptic fits. Subconsciously concerned, he had just imagined the worst-case scenario. 15__

A In a recent, widely-reported case, for example, a young man survived a horrific fall thanks to a feeling his twin is supposed to have had.

B We all know such twins are often very similar in appearance.

C The fact that something awful had happened was only a coincidence.

D In contrast, there are many other stories which can be more easily explained.

E In truth, of course, the events might also be explained in more ordinary terms.

F A more believable explanation is that, like any pair of people who have grown up together, they are just good at understanding the thought processes behind what their twin does.

Text 4

Use of English

Read the text below. For questions (16-25) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Many people claim to be able to know when someone is lying. According (16)_____ popular belief, all you have to do is look at a person's body language; when a person is lying he becomes nervous and fidgety, touches his nose, and bites his nails. However, a researcher at Portsmouth University, England, has arrived at an entirely (17)_____ conclusion. Dr Samantha Mann carried (18)_____ research on the behaviour of suspects who had given (19)_____ statements in police interviews. Mann discovered that liars actually stay quite (20)_____. This is because they are aware that people are looking for body language that could suggest they are lying. Therefore, liars actually touch their noses 20% less than people who tell the truth. The same (21)_____ for eye contact. While it is generally thought that liars (22)_____ eye contact and blink rapidly, in reality, people who are lying (23)_____ sure to maintain eye contact and control their blinking. With the findings of her research in mind, Mann claims that the best way to (24)_____ a liar is to look for people who are trying too hard to (25)_____ truthful.

16	A from	B by	C to	D with
17	A another	B different	C other	D the other
18	A up	B down	C in	D out
19	A closing	B false	C mistaken	D open
20	A stationary	B at rest	C still	D slow
21	A goes	B comes	C stays	D moves
22	A avoid	B run	C prevent	D escape
23	A keep	B make	C take	D do
24	A exhibit	B develop	C emerge	D spot
25	A view	B display	C show	D appear

GRADE 11 KEYS

LISTENING

1. F
2. T
3. F
4. F
5. F
6. F
7. T
8. B
9. D
10. A
11. B
12. C
13. C
14. D
15. A

READING

1. B
2. B
3. C
4. B
5. C
6. B
7. A
8. C
9. D
10. D
11. B
12. F
13. A
14. E
15. C
16. C
17. B
18. D
19. B
20. C
21. A
22. A
23. B
24. D
25. D