

MINISTRY OF EDUCATION AND SCIENCE

REGIONAL OLYMPIAD IN ENGLISH

7th March 2009

Group one

Part one

Dictation

Garnett took off his coat / and his glasses. // I had never seen him / without his glasses before, / except that time / when we were playing in the woods. // He had a white mark over his nose / where he had taken them off / and it gave me the feeling / that I could bash him easily. //

We both stepped forward / to meet each other / and put our fists up. // We stood staring at each other / and dancing round / a bit like they do on the pictures, / then I shot out my right hand / to Garnett's chin / but it missed / and caught his shoulder. // The next thing I knew was / that his fist had caught me. // I was surprised and worried / at the size of the blow / and I began to notice, / in a far-off sort of way, / that he was a lot bigger than me / and that his arms / were thicker and longer. //

I don't know how I got time / to look at the people / in the ring around us, / but I did, / and I noticed that / I didn't even know most of them. // I started trying to remember / what people had told me / about fighting. // I knew / you had to hit a man / on his shoulders / so as to weaken his arms, / and another trick was / to pretend to hit him in the belly / and then / when his arms went down, / well you get him in the face instead. // They didn't work. // I hit Garnett twice / on his right shoulder / and he didn't feel anything, / and when I tried / to go for his belly / my own arms were down / and he hit me on the lip. // I could feel it swelling already / and I heard the crowd shouting. // I suddenly realized / that I had made a mistake / and that Garnett was tougher than I was / and he was going / to wipe the floor with me / and there was nothing / I could do about it. //

*Преди първия прочит на диктовката на дъската в съответната зала се изписва собственото име от текста: **Garnett**.*

При думата, която се изписва с тире, тирето се диктува.

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Part two

Reading comprehension

Directions: *Read the text below and mark the statements that follow it as **True (T)** or **False (F)** on you answer sheet.*

One of the most famous women in Britain is Florence Nightingale (she was called Florence because she was born in Florence, Italy, in 1820). She was one of the first women in Western Europe to organize a women's medical service at the front.

The story goes back to the middle of the nineteenth century. England was at war. The *Times* newspaper published a series of articles about the terrible conditions in the hospitals where the wounded men were treated. Even the best hospitals were nothing but old barracks where the air was very bad. The floors were broken and the buildings were full of rats and mice. There were hardly any beds and men were lying on the floor. They were dying in thousands, not so much of their wounds as of illnesses. The only nurses were old soldiers who knew nothing of nursing and were quite unable to do the work.

In England at that time nursing was done by dirty, drunken women. In fact, when women were taken to court, they were often given the choice of going to prison or doing hospital service.

That was the situation when Florence Nightingale wrote a letter to the Minister of War offering her services.

Within a week she was ready, and with thirty eight women nurses went to the front.

Florence was well educated in music, art, literature, Latin and Greek. She spoke Italian very well, as well as French and German. Since childhood, Florence had nursed poor people and sick dogs, cats and horses, and she wanted very much to become a nurse. Her parents tried to make her change her mind but could not. She visited hospitals; she read books on nursing, histories of hospitals. She spent some weeks as a sister in a hospital in Paris and three months in a nursing school in Germany.

When Florence Nightingale came to the front, she found the conditions there even worse than she had expected. The War Office had told her "nothing was lacking at the front". She found that everything was lacking: beds, clothes, soap, knives, and plates. There were no bandages and almost no medicines, and the food was bad. It was good she had brought with her food and medicines. She had to buy everything with her own money. She bought shoes, socks, blankets, shirts by the thousands. Hers was a will of iron. "It can't be done," said a doctor against an order that she gave. "It must be done," she said quietly. And it was done.

She often worked twenty four-hours a day, dressing wounds, helping doctors, comforting the dying. Every night, carrying a little lamp to light her way, she walked by their beds. To the soldiers she was the 'Lady with the Lamp', and they all loved her. But the 'Lady with the Lamp' was also a practical woman. She and her nurses got down on their knees and washed floors and walls. She organized the cooking of food and the washing of clothes. She

wrote angry letters to the Government of England making it do something for the wounded soldiers. As a result the number of deaths fell from sixty per thousand to three per thousand.

In 1855 she was made Inspector of all hospitals at the front. It meant travelling in snow and rain and cold. She fell ill but continued her work from her bed. She did not go home until the last soldier was sent to England when the war was over. When she finally came back to England, she was an invalid for life. But she lived fifty-four years longer. Though she could not leave her house, often not even her bed, she worked hard. Now it was not only one hospital that needed her, it was the whole world that was sick and needed help. She changed the whole system of hospital organization of the army. She began the reform of the health service in India. She wrote books on nursing. In 1860 she organized the Nightingale Training School for Nurses at St. Thomas's Hospital. She changed the whole idea of hospital planning in England. In 1907 she was given the Order of Merit, the highest civil order the British Government can give and the first one ever given to a woman.

STATEMENTS	T	F
1. Women used to be taken to court if they refused to do hospital service.		
2. Most soldiers died, because they were seriously wounded.		
3. Florence had some experience in nursing when she applied to go to the front.		
4. The War Office had provided good nursing conditions at the front when Florence arrived.		
5. Florence didn't give up the hope of changing the situation at the front.		
6. Florence and her nurses were respected by the soldiers.		
7. Florence tried to provide her soldiers not only with medicines but also with all the necessities of life to speed their recovery.		
8. Florence had to be sent home before the end of the war because she got sick.		
9. Florence is the only woman to be awarded the Order of Merit.		
10. Florence died at the age of 54.		

Part Three

Use of English

Section One: Close Test

Directions: Read the sentences below and for each gap circle the letter (A, B or C) of the word or phrase that best suits each space. Mark your answers on the **answer sheet**.

- He seemed to have something on his
 A. head B. mind C. brain
- I am sure you will grow of him when you have spent more time with him.
 A. fond B. interested C. excited

3. After a month's stay in hospital he lost 10 kilos and we hardly
A. got to know him B. found him out C. recognized him
4. "Don't anything in the hall," the guide said to the tourists.
A. remain B. stay C. leave
5. You can this hat with any coat.
A. put on B. have on C. wear
6. This question has been many times and it is still under consideration.
A. lifted B. raised C. picked up
7. Nobody Peter to get a poor mark at the examination.
A. expected B. waited for C. looked forward to
8. Why didn't you me the news the moment you learned it yourself.
A. tell B. announce C. say
9. I wouldn't like to hurt your maternal , but the boy seems to be going the wrong way.
A. senses B. feelings C. emotions
10. You can an appointment with them for twelve tomorrow. I don't object.
A. make B. do C. prepare
11. The woman at the boy for some time and I guessed she had recognized him.
A. spotted B. glimpsed C. stared
12. It was raining very so the professor returned to get his umbrella.
A. dogs and cats B. heavily C. hardly
13. I walked into the lift and the button.
A. pulled B. pushed C. pressed
14. These shoes are exactly my size and they feel quite
A. convenient B. comfortable C. suitable
15. He has all my suggestions to help without giving any explanations.
A. put off B. turned down C. given up
16. The next morning I found a package at the foot of the stairs.
A. similar B. same C. identical
17. Her children are away at a camp and she feels
A. alone B. lonely C. by herself
18. Don't be discouraged. If you place a/an in the school newspaper, you'll surely find a good secondhand laptop.
A. announcement B. notice C. advertisement

- ## Section two: Error identification

1. They have given their son such much freedom that he has become a thief.
A **B** **C**
2. Although his behaviour had improved, his teacher is still concerned.
A **B** **C**
3. The problem with my flat is that it's above a disco club and that could be a bit noisier.
A **B** **C**
4. Shortly after the film came out he sold it for two millions of dollars and moved away.
A **B** **C**
5. I feel I have the necessarily energy to make a positive contribution to your campaign,
A **B**
and I hope you will consider my application favourably.
C

Section Three: Sentence Completion

Directions: For each of the sentences below, choose the word or phrase (**A**, **B** or **C**) that best completes its meaning. Mark your answers on the **answer sheet**.

1. Life in the North is not now as it used to be.
A) very difficult B) so difficult C) more difficult
2. Take my and if you love somebody don't think twice.
A) Advise B) advice C) advices
3. I am looking forward to to London on business.
A) be sent B) have been sent C) being sent
4. If I you, I would try to persuade her not to do so.
A) Were B) would be C) had been
5. The doctor told me for a week.
A) didn't go out B) not to go out C) to not go out
6. of the boys receives free tickets for the school championship.
A) All B) Each C) Every
7. After the students the translation, they were allowed to leave the room.
A) finish B) had been finished C) had finished
8. being a hard-working student, she failed the exam.
A) Despite B) In spite C) Although
9. I an excellent description of the man, so I recognized him immediately.
A) was giving B) was being given C) had been given
10. You haven't washed and you shouldn't dress before washing.
A) Still B) yet C) already

Section Four: Sentence Transformation

Directions: Complete the second sentence so that it is as close as possible in meaning to the first one. Write your answers on the **answer sheet**.

1. My sister thinks it's better to buy books than borrow them.
My sister prefers

2. He doesn't find it difficult to make new friends.
He has no
3. I can't remember the name of the man who sold me this computer.
I wish
4. I didn't go into the bar, because it was too crowded.
I didn't go into the bar, because people.
5. Why can't we go to the party?
Why aren't
6. I have never had such a boring time on holiday.
This is the
7. 'How did he become a DJ?', I asked.
I was interested to know
8. Despite being short of money, she decided to buy the shoes.
She decided to buy the shoes even
9. They delivered her new furniture yesterday.
Her new furniture
10. I really appreciate all your help.
I am really

Part Four

Writing

Directions: Write a composition of about 100-120 words on ONE of the following topics.
Write your composition on the **answer sheet**.

1. Give some advice to a friend who is planning a picnic, recommending him/her where to go and how to prepare for it.
2. Write a story beginning with the following sentence: *One day I was lying in my bed feeling bored, when*

МИНИСТЕРСТВО НА ОБРАЗОВАНИЕТО И НАУКАТА
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Part Two
Reading Comprehension

- | | |
|----------|-----------|
| 1. T / F | 6. T / F |
| 2. T / F | 7. T / F |
| 3. T / F | 8. T / F |
| 4. T / F | 9. T / F |
| 5. T / F | 10. T / F |

Part Three
Use of English

Section One: Cloze Test

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

Section Two: Error Identification

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

Section Three: Sentence Completion

- | | |
|----------|-----------|
| 1. A B C | 6. A B C |
| 2. A B C | 7. A B C |
| 3. A B C | 8. A B C |
| 4. A B C | 9. A B C |
| 5. A B C | 10. A B C |

Section Four: *Sentence Transformation*

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.