

МИНИСТЕРСТВО НА ОБРАЗОВАНИЕТО И НАУКАТА

REGIONAL OLYMPIAD IN ENGLISH

2009

Group Four

Part One

Dictation

The hottest day of summer so far / was drawing to a close / and a drowsy silence/ lay over the large,/ square houses of Privet Drive. // Cars that were usually gleaming / stood dusty in their drives / and lawns that were once emerald green / lay parched and yellowing – / the use of hosepipes had been banned / due to drought. // Deprived of their usual car-washing / and lawn-mowing pursuits, / the inhabitants of Privet Drive / had retreated / into the shade of their cool houses, / windows thrown wide / in the hope of tempting/ a non-existent breeze. // The only person left outdoors / was a teenage boy / who was lying flat on his back / in a flowerbed outside number four. //

He was a skinny, / black-haired, bespectacled boy / who had the pinched, / slightly unhealthy look of someone / who has grown a lot/ in a short space of time. // His jeans were torn and dirty, / his T-shirt baggy and faded, / and the soles of his trainers / were peeling away from the uppers. // Harry Potter's appearance / did not endear him to the neighbours, / who were the sort of people / who thought scruffiness/ ought to be punishable by law, / but as he had hidden himself / behind a large bush this evening / he was quite invisible / to the passers-by. // In fact, the only way he would be spotted / was if his uncle and aunt / stuck their heads / out of the living-room window / and looked straight down into the flowerbed below.//

On the whole, Harry thought / he was to be congratulated/ on his idea of hiding here. // He was not, perhaps, very comfortable / lying on the hot, hard earth / but, on the other hand, / nobody was glaring at him, / grinding their teeth so loudly / that he could not hear the news, / or shouting nasty questions at him, / as had happened every time / he had tried sitting down / in the living-room / to watch television / with his aunt and uncle.

Преди първия прочит на диктовката на дъската в съответната зала се изписва:

Privet ['privit], Harry Potter

(NB: 'flowerbed' is usually spelled as one word, but the version 'flower bed' is also possible.)

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Part Two

Reading Comprehension

Directions: *Read the text below. Then read the questions that follow it and choose the best answer to each question – A, B, C or D. Use the **ANSWER SHEET**.*

The American university is a direct descendant from the ancient universities in Europe. These are the oldest institutions, aside from the church itself, in Western civilization. They have survived many periods of trouble, of revolution, and of persecution. But the trading of learning and of scholarly inquiry has lived on.

Yet there are short-sighted people today who are saying that the modern university has outlived its usefulness; that it must be overthrown and replaced by something else whose nature is unspecified.

Remember, however, that there have been many occasions during the last seven hundred years when people said that universities were irrelevant or that it was wrong for them to pursue long-term goals in the face of immediate and pressuring problems. Fortunately, there have been stout-hearted souls who insisted that the search for knowledge would never be outdated by current events and we can all be eternally thankful that the forces of ignorance were so often defeated. They must be defeated again.

Knowledge and the search for knowledge have persisted through the centuries to the enormous benefit of human beings. The world may be troubled and distressed today but think how much better off the people in this country are now than they were fifty years ago or a hundred years ago and how much better off they are than the millions of people in countries which have not benefited from the progress of knowledge. We in the Western world have encouraged scientific discovery and its application intensively for two hundred years to our vast material benefit. Today we are at a turning point. We can now use our stores of wealth and of knowledge as tools to solve the new problems which now beset our modern society.

What are those of us who have chosen careers in science and engineering able to do about meeting our current problems?

First, we can help destroy the false impression that science and engineering have caused the current world troubles. Quite the contrary, science and engineering have made vast contributions to better living for more people.

Second, we can identify the many areas in which science and technology, more considerately used, can be of greater service in the future than in the past to improve the quality of life. While we can make many speeches, and pass many laws, the quality of our environment will be improved only through better knowledge and better application of that knowledge.

Third, we can recognize that much of the dissatisfaction which we suffer today results from our very successes of former years. We have been so eminently successful in attaining material goals that we are deeply dissatisfied that we cannot attain other goals more rapidly.

We have achieved a better life for most people but we are unhappy that we have not spread it to all people. We have illuminated many sources of environmental deterioration but we are unhappy that we have not conquered all of them. It is our rising expectations rather than our failures which now cause our distress.

Granted that many of our current problems must be cured more by social, political, and economic instruments than by science and technology, yet science and technology must still be the key tools to make further advances in such things as clean air, clean water, better transportation, better housing, better medical care, more adequate welfare programs, purer foods, conservation of resources, and many other areas.

The discovery and use of knowledge have always been relevant to a humane future. They are equally relevant today.

1. The author of the article is primarily concerned with the ...

- A. problems of the nation's universities.
- B. defense of the search of scientific knowledge.
- C. moral obligations of scientists and engineers.
- D. answers to current problems.

2. In Western civilization universities ...

- A. are an institution as old as the church.
- B. have existed for more than 700 hundred years.
- C. have often been defeated by the forces of ignorance.
- D. are not concerned with current problems.

3. The Western world has lent full support to scientific discovery and use ...

- A. throughout the centuries.
- B. only for the last 50 years.
- C. for more than 200 years.
- D. since the turn of the last century.

4. It is suggested that science has been most successful in ...

- A. developing material benefits.
- B. solving problems of world-wide concern.
- C. preparing America for a humane future.
- D. preventing further revolution and persecution.

5. According to the author, science and technology ...

- A. have outlived their usefulness.
- B. are the source of many of the current world problems.
- C. could help even more in the future than they did in the past.
- D. are not so relevant today as they will be in the future.

6. In paragraph 6, “we” refers to ...

- A. scientists and engineers.
- B. politicians and law-makers.
- C. Americans.
- D. people of today.

7. According to the author, much of the current national dissatisfaction is due to ...

- A. the emphasis of science and engineering on attaining material goals.
- B. the irrelevancy of many of the pursuits of modern universities.
- C. the overemphasis on science to the exclusion of other areas of knowledge.
- D. failure of scientists to solve modern day problems as quickly as they did in the past.

8. It is the feeling of the author that the role of science in pollution problems is that of ...

- A. a contributor to their solution to the same level as social and political influences.
- B. the only thing needed to deal with them successfully.
- C. a front-runner in developing new methods of solving them.
- D. a major cause for most of these problems.

9. It is stated that science contributed to all of the following except ...

- A. a better life.
- B. peace.
- C. health.
- D. a better environment.

10. The quality of our life and environment can improve if ...

- A. science and technology are more thoughtfully used.
- B. we continue to increase our scientific knowledge.
- C. social, political and economic measures are also taken.
- D. all of the above are done.

Part Three

Use of English

Section One: Cloze Test

Directions: Read the text below and for each numbered gap circle the letter (A, B, C or D) of the word or phrase that best suits each space. Use the **ANSWER SHEET**.

FINDING A JOB

Not so long ago almost any student who successfully **1. A finished B. ended C. completed D. accomplished** a university degree or diploma course could find a good career quite easily. Companies toured the academic institutions, **2. A. competing B. fighting C. beating D. racing** with each other to recruit graduates. However, those days are gone and nowadays graduates often face strong competition in their search **3. A. on B. among C. in D. for** jobs.

Most careers organizations highlight three stages for graduates to follow in the process of securing a/an **4. A. eligible B. right C. suitable D. fitting** career: recognizing abilities, matching these to available vacancies and presenting them well to **5. A. perspective B. prospecting C. perceptive D. prospective** employers.

Job **6. A. seekers B. researchers C. investigators D. pursuers** have to make a careful assessment of their own abilities. One area of assessment should be of their academic qualifications, which would **7. A. consist B. include C. contain D. enclose** special skills within their subject area. Graduates should also consider their own personal attitudes and **8. A. worth B. valuables C. values D. merits**, or the relative importance to themselves of such matters as money, security, leadership and caring for others. An honest assessment of personal interests and abilities such as creative or scientific skills, or skills **9. A. achieved B. reached C. received D. acquired** from work experience, should also be given careful thought.

The second stage is to **10. A. learn B. study C. understand D. inquire** the opportunities available for employment and to think about how the general employment situation is likely to develop in the future. To do this, graduates can follow job vacancies and information in newspapers or they can visit a careers office, write to possible employers for information or contact friends or relatives who may already be involved in a **11. A. particular B. peculiar C. specific D. special** profession. After studying all the various options, they should be in a **12. A. place B. spot C. position D. point** to make informed **13. A. decisions B. judgements C. comparisons D. contrasts** between various careers.

Good personal presentation is essential when looking for a good career. Job application forms and letters should, of course, be **14. A. written B. completed C. filled D. composed** in carefully and correctly, without grammar or spelling errors. Where additional information is **15. A. asked B. required C. demanded D. wanted** for, job candidates should describe their abilities and work experience **16. A. more deep B. deeper C. in the deep D. in more depth**, with examples if possible. They should try to balance their own abilities with the **17. A. employment B. employer's C. employee's D. employed** needs, explain why they are interested in a career **18. A. from B. for C. of D. with** the particular company and try to show that they already know something about the company and its **19. A. actions B. activities C. works D. deeds**.

When graduates are asked to **20. A. come B. attend C. be D. present** for an interview, they should prepare **21. A. specifically B. relevantly C. properly D. decently** by finding out all they can about the future employer. Dressing suitably and arriving for the interview **22. A. in time B. on time C. in due time D. at the time** are also obviously important. Interviewees should try to give positive and helpful answers and should not be afraid to ask questions about anything they are unsure about. This is much better than **23. A. appearing B. presuming C. supposing D. pretending** to understand a question and giving an unsuitable answer.

There will always be good career opportunities for people with ability, skills and the **24. A. definiteness B. determination C. imagination D. stubbornness** to succeed; the secret **25. A. in B. with C. for D. to** securing a good job is to be one of them.

Section Two: Error Identification

Directions: Some of the sentences below contain an error in grammar or usage. Others are correct. The error, if any, is contained in one of the underlined parts of the sentence. For each sentence, circle the letter (A, B or C) of the underlined part that contains the mistake. If there is no error in the sentence, mark answer D. Use the **ANSWER SHEET**.

1. The United States has made commitments under the North American Free Trade Agreement and the World Trade Organization to provide trading partners as Canada, Mexico, Japan and the EU with access to its government procurement market and has received similar commitments in exchange. No error
A B C D
2. The English has been penetrating into the Italian language and society for more than three hundred years, but only in the course of this century has its influence reached its present high level. No error
A B C D
3. Researchers found that the discomfort, that was experienced by the residents of the area, was caused by confusing information given by the news media and public officials, as well as by concern and worry about the future. No error
A B C D
4. These tea samples go to the London Tea Centre, where they are tasted by skilled professional tea-tasters before being sold at each weeks' tea sale. No error
A B C D
5. The difficulty is that a little research has been done so far on human reactions to stress and all we have to rely on is experiments with animals. No error
A B C D
6. When birds and boys were assembled in sufficient numbers on either side of the metal barrier, Aunt Trix would turn to tell the human lot what the birds were thinking, as if she were the interpreter between the two portions of the animal kingdom. No error
A B C D

7. A lot of my work is in inner London and I used getting lost quite a bit at first, but it

A

didn't take long to develop my map-reading skills and I also had a GPS installed in

B

C

my car. No error

D

8. Although being critical of many employers, the report does recognize that some are

A

B

changing and recommends that no further support be given unless the process

B

continues. No error

D

9. It is ten years since I have left university but I still remember a lot of what I learnt

A

B

C

while preparing for my final exams. No error

D

10. Vegetarianism is a great weapon for teenagers as it simultaneously gives them a

A

sense of individuality and moral superiority while at the same time making their

B

C

parents feel small and guilty. No error

D

11. Text messaging helps Alice keep in touch with old schoolmates she would

A

otherwise probably lose contact with a long time ago. No error

B

C

D

12. These days she finds it much more easy to send a message saying 'Hi, thinking of

A

you', rather than having to write a long letter or spend hours on the phone and run

B

C

an exorbitant bill. No error

D

13. No matter how long you have studied a language, it is not always possible

A

making yourself understood in a foreign country. No error

B

C

D

14. In my free time I like to go snorkeling in the reef, but as I'm very busy at work

A

what little time I do have off is spent relaxing with friends, eating out and working

B

C

in the garden. No error

D

5. He is always forgetting to take his keys with him.

Transform the sentence, beginning with “I wish ...” and choose among:

- A. he isn't always forgetting his keys.
- B. he wouldn't always forget his keys.
- C. he hadn't always forgotten his keys.

6. You should admit stealing it!

Transform the sentence, choosing among:

- A. If I were you, I'd admitted stealing it.
- B. You'd better to admit stealing it.
- C. I'd rather you admitted stealing it.

7. She bought a lot of food for the party, but not many people turned up.

Transform the sentence, beginning with “Very few people turned up at the party, so she ...” and choose among:

- A. needn't have bought all that food.
- B. didn't need to buy all that food.
- C. needed not to have bought all that food.

8. They moved to the States two years ago.

Transform the sentence, choosing among:

- A. They have gone to the States for two years.
- B. They have lived in the States since two years.
- C. They have been in the States for two years.

9. Generally, Bulgarian wine is much better than any of the imported wines.

Transform the sentence, beginning with “Generally, ...” and choose among:

- A. imported wines are a lot worse than Bulgarian wine.
- B. none of the imported wines are so good as Bulgarian wine.
- C. the quality of Bulgarian wine is higher than the imported wines.

Part Four

Writing

Directions: *Write an essay (200-250 words) on ONE of the following topics. Comment drawing upon your own experience, observations or reading.*

1. Can we preserve our national identity in this age of globalization? Should we try to or it would be better to yield to the melting-pot tendencies of modern times? State your arguments.
2. Why do you think some people are attracted to extreme sports or other dangerous activities? Have you ever attempted anything like that? If not, would you try? Why?

Group 4

ANSWER SHEET

Part Two Reading Comprehension

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

6. A B C D
7. A B C D
8. A B C D
9. A B C D
10. A B C D

Part Three Use of English

Section One: *Cloze Test*

1. A B C D
2. A B C D
3. A B C D
4. A B C D
5. A B C D
6. A B C D
7. A B C D
8. A B C D

9. A B C D
10. A B C D
11. A B C D
12. A B C D
13. A B C D
14. A B C D
15. A B C D
16. A B C D

17. A B C D
18. A B C D
19. A B C D
20. A B C D
21. A B C D
22. A B C D
23. A B C D
24. A B C D
25. A B C D

Section Two: *Error Identification*

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

6. A B C D
7. A B C D
8. A B C D
9. A B C D
10. A B C D

11. A B C D
12. A B C D
13. A B C D
14. A B C D
15. A B C D

Section Three: *Paraphrase*

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

6. **A B C**
7. **A B C**
8. **A B C**
9. **A B C**
10. **A B C**