

## УТВЕРЖДАЮ

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С. СИДОРЕНКО

"10.02.2015" 2015г.

10<sup>th</sup> form

### TEST 1

#### I. Open the brackets using the correct form of the verb.

Jaipur, India, 10 February

Dear Susan,

Harry and I 1) \_\_\_\_\_ (be) in India since 1 February, but I feel as if we 2) \_\_\_\_\_ (be) here ten weeks. Since we arrived, each day 3) \_\_\_\_\_ (fill) with so many new and interesting things!

We 4) \_\_\_\_\_ (start) our tour in Delhi on the 1st. There are fascinating sights there, as Delhi 5) \_\_\_\_\_ (rule) by so many different cultures before Indian independence in 1947. I especially liked the Red Fort, which 6) \_\_\_\_\_ (built) by the Moghuls in the seventeenth century.

Our next stop was Agra on the 3rd. The train connection between Delhi and Agra is very good. The express train always leaves at 7 a.m. and only 7) \_\_\_\_\_ (take) three hours. Agra was amazing! Harry 8) \_\_\_\_\_ (be) there before in 1976 and 1985, but he said he 9) \_\_\_\_\_ (not see) it like that. When we arrived they were having a festival called Holi, and people 10) \_\_\_\_\_ (throw) coloured water and powder at each other all day long. I 11) \_\_\_\_\_ (hit) twice by purple and turquoise water. I 12) \_\_\_\_\_ (look) like



### III. Write one word in each gap.

#### CRYING

A boyfriend or girlfriend we love dumps us. How do we react? Most of us go through a period of crying our eyes 1) \_\_\_\_\_. But have you ever wondered why humans cry? Most mammals produce tears to clean the eyes but humans are unique – perhaps with the exception of gorillas and elephants – in producing tears in response 2) \_\_\_\_\_ emotional stimuli. We might feel 3) \_\_\_\_\_ crying when we hear sad news, or even cry 4) \_\_\_\_\_ happiness. Scientists are unsure what, if any, benefits there are from crying as it seems to have little or no immediate effect 5) \_\_\_\_\_ the situation that has produced the tears. However, many people do say that they feel the benefits 6) \_\_\_\_\_ a good cry in that after it they are emotionally stronger, so it's possible that crying does in some way help us to get 7) \_\_\_\_\_ difficult emotional situations.

Some societies look down on adults crying. This attitude is sometimes seen in the society's language. Expressions such as 'there's no point crying over 8) \_\_\_\_\_ milk' and 'Grin and bear it' in English reflect a culture that – at least historically – does not value adult crying.

Crying can also be used as a means of deception. If you cry 'crocodile tears', you are 9) \_\_\_\_\_ on an act pretending to be upset when 10) \_\_\_\_\_ fact you are not.

### IV. Use the word given in capitals to form a word that fits in the space.

Students learning English as a second language are sometimes given a word by their teacher and asked to give an 1) \_\_\_\_\_ (EXPLAIN) as to what that word means; in other words, to provide a 2) \_\_\_\_\_ (DEFINE). The 3) \_\_\_\_\_ (ASSUME) is that if you know a word, you can define it. 4) \_\_\_\_\_ (LOGIC), that might make sense, but in reality it is not always 5) \_\_\_\_\_ (REASON) to assume that. There are words and phrases that even native speakers use in conversation without much 6) \_\_\_\_\_ (THINK) which can lead to 7) \_\_\_\_\_ (CONFUSE) when you ask a native speaker to define them. Take the 8) \_\_\_\_\_ (CONCEIVE) of 'Zeitgeist' (the general mood or

quality of a particular period of history, as shown by the ideas, beliefs, etc. common at the time), for example, which has entered English from German.

It's 9) \_\_\_\_\_ (DOUBT) much easier to use than it is to define. With a word like 'Zeitgeist', it may be more 10) \_\_\_\_\_ (SENSE) to test the student's understanding in ways other than asking them to define it.

**V. You are going to read an article about the relationship between money and happiness. For questions 1-10, choose from the sections (A-E).**

### THE PRICE OF HAPPINESS

#### **A When does money buy happiness?**

Can money buy happiness? Yes, out only to a very limited extent unless you learn how to put it to good use. A large body of research shows that if your income meets your basic needs, this will make you relatively happy. Curiously, though, if you have more than you need to make ends meet you won't necessarily be any happier, even if you have a lot more than is necessary.

One of the most intriguing explanations for this paradox is that people often squander their wealth on the very things that are least likely to make them feel good, namely, consumer goods. Furthermore, the more they indulge in consumer goods, the more likely they are to obsess about money and the less inclined they will be to use that money to help others. And it is doing just that – using money to help others – that three Canadian researchers, Elizabeth Dunn, Lara Aknin and Michael Morton set out to prove was the key to happiness.

#### **B Personal versus social spending**

The researchers started out by randomly selecting a group of just over 600 people from the local telephone directory. They asked them four questions: *How much do you earn? How happy are you? How much of year income is devoted to personal spending on bills and expenses or gifts for yourself? And how much goes on 'social spending', that is, gifts for others and donations to charity?* They then looked at the relationship between income, happiness and the two types of spending. Unfortunately, the researchers couldn't claim that it was the type of spending that

made people happy or not, though their study did show that spending seems to have more to do with happiness than income alone.

### **C The effects of bonuses and spending**

But Dunn, Aknin and Norton needed to come up with another kind of test which would show a change in happiness levels over time. To do this, they chose sixteen people and asked them how happy they were before and after receiving a bonus at work. The bonuses varied in amount and, once again, after some time had passed, the researchers asked their informants how they had spent the money. Thanks to the care the researchers took, this time the relationship between social spending and happiness was much more clear-cut, so much so, in fact, that they could state definitively that the way people spent the bonus played more of a role in their happiness than the size of the bonus itself. But there was still work to be done.

### **D A novel experiment that ties it all together**

Once the research group had both the results of a large survey and a study of how levels of happiness changed, they went on to design a novel experiment. This time they chose forty-six people whom they asked to rate their happiness first thing in the morning. Each of them was then given either \$5 or \$20 and told they had to spend it by five in the afternoon of the same day. Half the people were told to spend the money on themselves and the other half were told they should buy a gift for someone else or donate the money to a charity. The participants were called after 5 p.m. that day and asked to rate their happiness again. This time around, the statistics proved Dunn, Aknin and Norton's hypothesis even more clearly. It didn't matter how much the participants had been given; if they had spent it on someone else, they tended to feel happier.

### **E A role for education**

Even though it is so easy to observe the positive effects of social spending, most people just don't know they are there. The researchers asked over 100 university students which of the four conditions from the final experiment would make them happiest. Most were wrong on two counts. They believed they would be happiest with \$20 and happiest spending it on themselves. There is clearly a call for teaching people the facts of money and happiness. Dunn, Aknin and Norton's research would make an excellent starting point.

*In which section of the article does the writer*

describe a study in which subjects were given a strict time limit? \_\_\_\_\_

praise the researchers for something they did? \_\_\_\_\_

describe precisely how the researchers chose the subjects  
of one of their studies? \_\_\_\_\_

give details about the way the subjects were divided into groups? \_\_\_\_\_

regret a missed opportunity in the research? \_\_\_\_\_

state what Dunn, Aknin and Norton originally wanted to establish? \_\_\_\_\_

report results of a study of people from the same social group? \_\_\_\_\_

describe a study where subjects received money from people other than the  
researchers? \_\_\_\_\_

point out the negative consequences of spending patterns for spenders and for  
others? \_\_\_\_\_

state that more should be done to help people learn to use  
their money wisely? \_\_\_\_\_

SUGGESTED KEYS  
TEST 1

I. (1 балл за каждый правильный ответ, 0,5 балла снимается за орфографическую ошибку)

- |                    |                        |                           |
|--------------------|------------------------|---------------------------|
| 1) have been       | 8) had been            | 15) has been photographed |
| 2) were            | 9) hadn't seen         | 16) was                   |
| 3) has been filled | 10) were having        | 17) are being renovated   |
| 4) started         | 11) were throwing      | 18) are visiting          |
| 5) had been ruled  | 12) was hit            | 19) will be taken         |
| 6) was built       | 13) looked             | 20) will have travelled   |
| 7) takes           | 14) has been described | 21) will be sitting       |

II. (1 балл за каждый правильный ответ)

- |        |         |         |
|--------|---------|---------|
| 1) –   | 8) the  | 15) The |
| 2) the | 9) the  | 16) –   |
| 3) the | 10) the | 17) a   |
| 4) –   | 11) the | 18) the |
| 5) –   | 12) the | 19) –   |
| 6) the | 13) –   | 20) the |
| 7) the | 14) –   |         |

III. (1 балл за каждый правильный ответ)

- |         |                  |            |
|---------|------------------|------------|
| 1. out  | 5. on            | 9. putting |
| 2. to   | 6. of            | 10. in     |
| 3. like | 7. over/ through |            |
| 4. with | 8. spilt         |            |

IV. (2 балла за каждый правильный ответ, 1 балл снимается за орфографическую ошибку)

- |                |               |                |
|----------------|---------------|----------------|
| 1. explanation | 5. reasonable | 9. undoubtedly |
| 2. definition  | 6. thought    | 10. sensible   |
| 3. assumption  | 7. confusion  |                |
| 4. logically   | 8. concept    |                |

V. (1 балл за каждый правильный ответ)

1. D (they had to spend it by five in the afternoon of the same day)
2. C (Thanks to the care the researchers took)
3. B (The researchers started out by randomly selecting a group of just over 600 people from the local telephone directory)
4. D (Half the people were told to spend the money on themselves and the other half were told they should buy a gift for someone else or donate the money to a charity)
5. B (Unfortunately, the researchers couldn't claim that it was the type of spending that made people happy or not)
6. A (And it is doing just that-using money to help others - that three Canadian researchers, Elizabeth Dunn, Lara Aknin and Michael Norton set out to prove was the key to happiness)
7. E (The researchers asked over 100 university students)
8. C (after receiving a bonus at work)
9. A (the more they indulge in consumer goods, the more likely they are to obsess about money and the less inclined they will be to use that money to help others)
10. E (There is clearly a call for teaching people the facts of money and happiness)