



International English Olympiad
“Formula of Unity” / “The Third Millennium”
Year 2022/2023. Final round



Tasks for grades R5 –R6

1. Fill in the gaps with one of the given words.

- | | |
|--|-----------|
| 1) Don't buy this useless thing. It's a _____ of money. | A) effort |
| 2) You should never give _____ trainings to have good results. | B) record |
| 3) Are you nervous because of your exam? Just keep _____. | C) calm |
| 4) Today we have a game and I'm going to break a _____. | D) pay |
| 5) I was doing this test the _____ evening. | E) whole |
| 6) Even if you are tired you should make an _____ and finish the task. | F) caught |
| 7) Do you see this castle? _____ attention to it. It's ancient. | G) waste |
| 8) Lilly _____ a cold. She's not going to come. | H) on |
| 9) Write me letters, please, and keep in _____. | I) touch |
| 10) Remember to come _____ time. It's important! | J) up |

2. Answer the questions about an extract from “The Wizard of Oz” by L. Frank Baum.

The Witch and the monkeys

The next morning they left the Emerald City. The green man took away their glasses and told them the way to the Witch's house. “Everybody is afraid of the Witch of the West,” he said. “So be careful!”

The friends walked for a long time. The road was bad, and there were no houses, no fields, no trees.

Now the Witch of the West had a magic eye, and it could see everything. She saw the friends on the road, and she was angry. She put on her tall black hat and shouted, “Magic Monkeys — come!”

In a second forty monkeys arrived at her tall house. “What do you want?” they asked.

“There are three people, a dog, and a lion on my road,” she said. “Kill the people and the dog. But bring the lion here to my house. He can work for me.”

“At once!” said the Monkeys. And away they went. They broke the Tin Man's arms and legs. They took all the straw out of the Scarecrow and threw his clothes up into a tall tree. Then they took the Lion and carried him to a dark cellar under the Witch's house.

But they could not hurt Dorothy and Toto, because of the good Witch's kiss. So the Monkeys picked them up very carefully and carried them to the Witch's house. The Witch saw the kiss on Dorothy's face, and was afraid. But she did not tell Dorothy that.

“You must work for me in my house now,” she said to the child. “All day, and every day. And remember — I am watching you all the time.”

Now Dorothy did not know this, but the red shoes were magic. The Witch wanted those shoes very much, but Dorothy never took them off. She took them off when she washed, of course, but the Witch never went near water. She was very, very afraid of water.

Then, one morning, Dorothy's left shoe fell off.

The Witch picked up the shoe at once. “This is my shoe now!” she shouted.

“No, it isn't!” shouted Dorothy angrily. “Give it back to me at once!”

“No!” said the Witch. And then she tried to take Dorothy's right shoe too.

Dorothy loved her red shoes, and she was very angry. There was a bucket of water near the door. Dorothy picked up the bucket and threw the water at the Witch. The water hit her in the face, and she cried out, “Help! Help! The water is killing me! The — water — is ...”

And then she disappeared! There was only her tall black hat and a long black dress.

Dorothy looked and looked, but the Witch was not there. Dorothy picked up her red shoe and put it on.

“Now, how can I help my friends?” she said. “Can I call the Magic Monkeys?” She picked up the Witch's black hat and looked at it. “Perhaps I must wear this magic hat when I speak.” So she put the hat on and called, “Magic Monkeys — come!”

The Monkeys arrived in a second.

“Please can you help my friends?” asked Dorothy.

“Of course,” said the Monkeys. “We must always help the wearer of the magic black hat.”

They broke open the dark cellar, and the Cowardly Lion came out. “Free at last!” he said.

“Thank you!” and jumped. “Thank you!” he said. Then the Monkeys found the Scarecrow's clothes and put some new straw in them. The Scarecrow laughed.

- 1) All the citizens had a fear of the Witch.
A) True B) False C) Not stated
- 2) There were more than fourty monkeys.
A) True B) False C) Not stated
- 3) Some kind of magic helped Dorothy not to be hurt.
A) True B) False C) Not stated
- 4) Dorothy’s shoes were too big for her.
A) True B) False C) Not stated
- 5) The Monkeyes helped Dorothy because they really wanted to do it.
A) True B) False C) Not stated

3. There are 10 beginnings of small dialogues. Choose the best answer for each situation from the list.

- 1) — I didn’t do my homework yesterday! I am going to do it today.
— Yes, _____
 - 2) — My mother and I will go to the coffee shop tomorrow. We have some coupons for coffee.
— Don’t go there! It’s a bad place. _____
 - 3) — I’m in Turkey now, but I’m tired of lying on the beach. I want to return to Moscow.
— You are right. _____
 - 4) — Who ate all the pancakes?
— You came too late. _____
 - 5) — I decided to change my point of view, but I’m not sure about Mike’s reaction.
— It’s normal. _____
 - 6) — I found a wallet yesterday and I don’t know if I should spend the money.
— Let’s go to the shop! _____
 - 7) — Can I buy this pink dress, dad? I’d like to spend my birthday present.
— Don’t hurry. _____
 - 8) — Look at him! His appearance is disgusting!
— _____
 - 9) — You always do your best. Why are your essays better than my works?
— _____. Your works are good, too.
 - 10) — I told lies. And now I want to apologize.
— Thank you. Don’t do it again. _____
- A) “Easy come, easy go.”
 - B) “Honesty is the best policy.”
 - C) “The early bird catches the worm.”
 - D) “Better late than never.”
 - E) “A penny saved is a penny earned.”
 - F) “There’s no such thing as a free lunch.”
 - G) “The grass is always greener on the other side of the hill.”
 - H) “There’s no place like home.”
 - I) “You can’t judge a book by its cover.”
 - J) “You can’t make an omelet without breaking a few eggs.”

4. Complete the sentences with ONE missing word.

- 1) _____ be so rude with him. He is really good.
- 2) You _____ cross the road here. It’s dangerous!
- 3) Peter lives _____ from me than Betty. It takes him 3 hours to go to my house. But Betty walks only 1 hour.
- 4) Granny, may I go _____? My friends are waiting for me.
- 5) _____ UK is a country of my dream!

5. Imagine that you are a journalist and you want to write an article about travelling in one country (100–250 words, articles and contractions are counted as ONE word each). Tell people about it. Don’t forget to write:

- the name of the country,
- places to visit,
- things to do.



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Tasks for grades R7–R8

1. Fill in the gaps with one of the given words.

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|--|-------------|
| 1) I want to go somewhere very unpopular. Let's choose a place in the middle of _____. | A) anywhere |
| 2) I haven't come _____ with a solution yet. | B) out |
| 3) We _____ acquainted last summer. | C) got |
| 4) We've already _____ by to his cousin's house. | D) to |
| 5) You'd better hurry up. Otherwise, we will run _____ of time. | E) come |
| 6) If you could drive we _____ not be here now. | F) would |
| 7) I couldn't find my wallet _____. | G) rather |
| 8) _____ put it mildly, you are not right. | H) if |
| 9) You look at me as _____ I were insane. | I) nowhere |
| 10) I'd _____ you explained your point of view. | J) up |

2. Answer the questions about an article (author: Nick Chater, Professor of Behavioural Science, Warwick Business School, University of Warwick; published: November 1, 2019).

Curious Kids: how did humans think about things, before they had language to think with?

How did humans think about things, before they had language to think with? — Katie, aged 11, Sydney, Australia.

When we think, most of us have the feeling that words flow through our minds. If you stop to “listen” to your own thoughts, though, you will be amazed by how jumbled and chaotic they are. Our inner voice is something of an inner mumblor, creating a stream of disconnected words and phrases, rather than crystal-clear speech.

It is easy to imagine that we think in whatever language we speak — whether English, Spanish or Mandarin. But this is entirely wrong: language can express some of the results of our thinking, but it's not the thinking itself.

Get it?

For example, think about what happens when you “get” a joke — like this award-winning joke by comedian Tim Vine:

I've decided to sell my Hoover ... well, it was just collecting dust.

Whether you laugh or groan (I rather like it), you need to do a lot of thinking to figure out what the joke even is.

You'll need to remember that “collecting dust” is usually a snide remark about something that just sits in a cupboard, unused, so that dust settles on top of it. And you'll realise that hoovers are made especially to suck up or collect dust, so it's silly to criticise them for doing that. And that's why the joke is funny.

You must have reasoned along these lines, or you wouldn't have “got” the joke. But I bet you reacted to the joke long before you had thought about what it meant using words.

And that is always true: the thoughts come first, and the expression of our thoughts in words, whether out loud, or in our heads, comes later and much more slowly — if at all.

Another example is the complex thinking you need to do when playing a fast-moving video game. You might sometimes say “oh no!” or “got you!” as you play, but if I were to try and make you say all your plans out loud in words, you would slow to a snail's pace.

Smart species.

So we can, and do, think about things without language, all the time. I don't think in English, but I can report some of my thoughts in English, when I have the time to do so.

And it turns out that people who have aphasia — which means they sometimes can't use or understand language, perhaps because they had a stroke — can do difficult maths, problem solving and reasoning tasks, so long, of course, as these don't involve language.

You can test this yourself, by shutting down your inner voice. Simply repeat a single word quickly, either out loud or in your head — a trick psychologists call “articulatory suppression”.

You'll find that while you're repeating the word, you can no longer think using words, but you can still plan, reason and imagine, pretty much as normal.

But even though we don't think in language, it does help us make our thoughts clear. In fact, the real magic of language is that it helps us share our thoughts with other people.

This means we don't have to face the world all by ourselves — we can learn from the cleverness of the generations who have gone before us. This lets humans develop the really complicated scientific theories, laws, financial systems, histories and stories that make our lives so incredibly rich.

So we can, and do, think without language. But the invention of language is the special trick that makes us so amazingly smart as a species.

- 1) Our inner voice is aimed to arrange our thoughts in the correct order.
A) True B) False C) Not stated
- 2) Our reaction to jokes happens automatically without our control.
A) True B) False C) Not stated
- 3) Aphasia has some psychological roots.
A) True B) False C) Not stated
- 4) You can sometimes shut your inner voice down.
A) True B) False C) Not stated
- 5) Memory of generations helps us to develop many spheres of our life.
A) True B) False C) Not stated

3. There are 10 beginnings of small dialogues. Choose the best answer for each situation from the list.

- 1) — I don't understand these Italians, they eat pasta every day!
— Don't judge them. _____
 - 2) — I hope we'll find a solutions to this problem.
— Absolutely! _____
 - 3) — Ahhh... When will they come?
— Stop waiting! _____
 - 4) — I don't want to take this garbage out!
— You'd better do it. _____
 - 5) — I'm afraid of being in need.
— It's normal. _____
 - 6) — Can you imagine? Billy ignored my advice.
— It's not your fault. _____
 - 7) — We could invest our money in this field. It looks like a long-range business plan.
— You'd better analyze all the risks. _____
 - 8) — Have you heard? He's cheated on her! She spent all her time on him.
— I hope he will never do it again, because the outcome was bad for him. Anyway, it's a good lesson for all of us: _____
 - 9) — Betty, you can not quit our team right now.
— I know that _____ But I don't have another choice.
 - 10) — I don't feel like risking.
— Don't you? _____
- A) "A chain is only as strong as its weakest link."
B) "You can lead a horse to water, but you can't make him drink."
C) "A watched pot never boils."
D) "No man is an island."
E) "Don't bite the hand that feeds you."
F) "When in Rome, do as the Romans."
G) "Don't put all your eggs in one basket."
H) "Fortune favors the bold."
I) "Necessity is the mother of invention."
J) "Cleanliness is next to godliness."

4. Complete the sentences with ONE missing word.

- 1) You should _____ called him earlier. It's too late now.
- 2) To cut a long story _____, we aren't involved in decision-making.
- 3) Try to avoid silly mistakes. You _____ them in every sentence.
- 4) The prisoner got _____ with punishment after his escape.
- 5) If I _____ been there I would have saved everybody.

5. Imagine that you are a journalist and you want to write an article about any device that doesn't exist in real life (100–250 words, articles and contractions are counted as ONE word each). Tell people about it. Don't forget to write:

- the name of the device,
- its functions,
- why people should buy and use it.



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Tasks for grades R9–R11

1. Fill in the gaps with one of the given words.

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|---|--------------|
| 1) Look at his outfit. It's rather weird. He's such a _____ to fashion. | A) enhance |
| 2) Ahhh... His behavior always drives me _____. | B) essential |
| 3) His salary is so tiny. He can't even earn a _____. | C) extended |
| 4) Add some volunteer experience into your your resume to _____ it. | D) far-off |
| 5) I'm just a victim! I was _____ in this conversation. | E) slave |
| 6) The previous government didn't provide any _____ services such as medical care or education. | F) living |
| 7) Scientists express _____ about expediency of the project. | G) single |
| 8) I have an _____ family: grandparents, parents, siblings, aunts, uncles. | H) crazy |
| 9) Every _____ knows him. He's a celebrity. | I) engaged |
| 10) I'm not going there with you. This restaurant is a _____ destination. | J) concern |

2. Answer the questions about an abstract from the article written by Stuart Webb and Elke Peters (published: June 28, 2020).

Watching foreign-language TV during the coronavirus pandemic can help you learn a new language

With university classrooms and language schools closed because of the pandemic, language students must find new ways to practise and improve. In recent years, an increasing number of applied linguists have been advocating regular TV viewing to learn English.

Research shows that students are motivated to learn language through watching foreign language television programs. In the world of professional sports, baseball players, ice-hockey players and football managers have also claimed that television was a key resource for their language development.

Surprisingly, television has played a relatively small role in the language learning classroom. Our research has shown that students learn new words and phrases through watching television, and the amount of learning may be similar to what is learned through reading.

Subbed vs. dubbed

There is now increasing evidence that language learners can improve their comprehension skills, pronunciation and grammar through watching TV.

Research reveals that language learners who frequently watch foreign-language TV programs outside of school tend to be better at reading, listening and vocabulary. This holds for language learners in primary schools, secondary schools, at university and even for young kids who have not had any English lessons yet. TV has also proven beneficial for children with more than one language to improve their English-language skills.

A survey by the European Commission on the use of subtitles to encourage language learning and improve the mastery of foreign languages showed that regions that use subtitles to make foreign-language TV shows and movies accessible — like Sweden, Denmark or Flanders — have substantial benefits in terms of language learning compared to dubbing countries, like France or Germany, because subtitles are more widely available, and in more languages, than dubbing.

Although research indicates that simply watching television programs may contribute to second language learning, initially television may be challenging for people to understand and enjoy. This is perhaps the reason why books and articles, which can be easily written or simplified according to the level of students, are recommended and used much more often for learning.

TV watching for language learning

The following principles were designed to optimize the potential of television for learning and encourage students to continue learning with television.

First, the aim of television viewing in a second language should be the same as in the first language: to inform and enjoy. It is not necessary that every word, sentence or phrase is understood. The goal should be to have an understanding sufficient to motivate further viewing. Comprehension should improve over time with greater exposure to spoken input.

Second, regular TV viewing is central to learning. We tend to make very small gains through encountering input, but these gains can become meaningful as they accumulate through encountering more and more input. This means that we learn very little through watching TV for an hour but can make great gains through viewing a large amount of television. For second language learning, binge watching programs is a good thing!

Third, because understanding television will be difficult initially, it is important to use strategies to support learning. For example, students might try to progress from viewing episodes initially with first-language subtitles, then with second-language subtitles, and finally without subtitles to support their comprehension. Another way to boost comprehension is to watch the same episode multiple times, because research shows that comprehension and language learning increase through repeated viewing of the same content.

Many parents might recognize that their children have learned new words and phrases through viewing the same movies again and again.

A final strategy is watching one program in sequence from the first episode. Sequential or “narrow viewing” will improve our understanding of subsequent episodes, because we quickly gain knowledge of the characters, their relationships and story arcs as they develop. By following these principles, students may achieve greater success in language learning with television.

- 1) All the linguists support the idea of studying foreign languages using TV.
A) True B) False C) Not stated
- 2) People in non-English-speaking countries study English more effectively via TV.
A) True B) False C) Not stated
- 3) These 3 given principles are proved to be effective.
A) True B) False C) Not stated
- 4) A big amount of time spent on watching TV increases the chance of having good results in comprehension.
A) True B) False C) Not stated
- 5) It doesn't matter if you watch programs and series in chronological order or not.
A) True B) False C) Not stated

3. There are 10 beginnings of small dialogues. Choose the best answer for each situation from the list.

- 1) — Why does the waiter not hurry to take my order?
— Ask for some manager's help. _____
 - 2) — I don't understand why we have failed our campaign.
— Because there were too many of us! _____
 - 3) — I'm exhausted but I must do this task today...
— You'd better stop and go to bed! _____
 - 4) — Have you heard about Mary's results of the test? They are awful! It's hilarious.
— Don't forget that you got a low score, too. _____
 - 5) — This man donated us only 1 dollar...
— Be grateful. _____
 - 6) — Jane is totally ignored by Michael.
— Of course, she's cheated on him. She doesn't remember a good rule: _____
 - 7) — I've already come up with an idea how I want to spend our salary.
— Don't hurry. We haven't got it yet. _____
 - 8) — I think Pete and John are both a little bit strange.
— Yep, that's why they are friends. _____
 - 9) — I can't stand his behavior. I feel like hitting him!
— Please, calm down. Just talk with him. _____
 - 10) — I don't see any sense in this picture. It's unpleasant.
— I don't agree with you. I find it rather beautiful. _____
- A) "The pen is mightier than the sword."
 - B) "People who live in glass houses should not throw stones."
 - C) "The squeaky wheel gets the grease."
 - D) "Birds of a feather flock together."
 - E) "Discretion is the greater part of valor."
 - F) "Beggars can't be choosers."
 - G) "Too many cooks spoil the broth."
 - H) "Do unto others as you would have them do unto you."
 - I) "Don't count your chickens before they hatch."
 - J) "Beauty is in the eye of the beholder."

4. Complete the sentences with ONE missing word.

- 1) But _____ him, I wouldn't be here now.
- 2) _____ though we don't agree, I think she's a brilliant speaker.
- 3) You look at me _____ if I were insane.
- 4) _____ until I see it with my own eyes will I believe her.
- 5) By the beginning of the last year he had _____ bankrupt.

5. Imagine that you are a journalist and you received a letter with someone's problem to your publishing house. You want to write an article about some tips to solve the following problem among all teenagers (100–250 words, articles and contractions are counted as ONE word each). Don't forget to write:

- description of the problem itself,
- why it is actual for everybody,
- tips to solve it (2–3).

The letter: "... I don't understand why I cannot concentrate on my life. I always feel exhausted and emotionally tired after school, but I want to have some private life and hobbies, too. How to find a balance and to be multitasking?"

