

Approved by



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THE XXVIII NATIONAL ENGLISH OLYMPIAD – 2024

SECOND ROUND

GRADE – 12 (STANDARD)

STUDENT'S NAME: _____

TIME: 120 min

PART 1. LISTENING

Listen to an interview about the sculptor Jim Haynes who has become a dinner host. For each question choose the correct answer. /1x9=9/

1. Haynes finds personal fulfilment in being
 - A. a founder of magazines.
 - B. a dinner host.
 - C. a founder of theatres.
 - D. active in the world of culture.

2. Around fifty people can come to his house if
 - A. they have contacted him early enough.
 - B. the garden hasn't been flooded.
 - C. the weather is fine.
 - D. they have met him before.

3. The meals are cooked by
 - A. a young philosopher from Lisbon
 - B. a trainee chef from London
 - C. one of the people who called
 - D. one of Haynes's friends

4. Haynes' dinners are good for meeting new people because
 - A. he mixes with his guests.
 - B. he carefully selects his guests.
 - C. his guests sit where they want.
 - D. his guests don't sit down to eat.

5. Haynes memorizes details about his guests in order to
 - A. write a guest list.
 - B. address them personally.
 - C. make them known to each other.
 - D. train his memory skills

6. In his travel books Haynes wrote about
 - A. hospitable local people.
 - B. good shopping facilities.
 - C. spectacular sights.
 - D. the role of friendship.

7. At one of Haynes' dinners not long ago
 - A. two children formed a close bond.
 - B. the parents of two children became close friends.
 - C. one couple had their children with them.
 - D. a Bosnian family brought along their Estonian friends.

8. Haynes is convinced that it is very important to
 - A. speak at least a little English.
 - B. comprehend with other people.
 - C. show regard for other people.
 - D. meet people from other professions.

9. Above all, Haynes believes that
 - A. all lives are interrelated.
 - B. everybody should travel the world.
 - C. life should be enjoyed.
 - D. everybody needs a soul mate.

PART 2. READING COMPREHENSION

The growth of intelligence

No one doubts that intelligence develops as children grow older. Yet the concept of intelligence has proved both quite difficult to define in unambiguous terms and unexpectedly controversial in some respects. Although at one level, there seem to be almost as many definitions of intelligence as people who have tried to define it, there is broad agreement on two key features. That is, intelligence involves the capacity not only to learn from experience but also to adapt to one's environment. However, we cannot leave the concept there. Before turning to what is known about the development of intelligence, it is necessary to consider whether we are considering the growth of one or many skills. That question has been tackled in rather different ways by psychometricians and by developmentalists.

The former group has examined the issue by determining how children's abilities on a wide range of tasks intercorrelate or go together. Statistical techniques have been used to find out whether the patterns are best explained by one broad underlying capacity, general intelligence, or by a set of multiple, relatively separate, special skills in domains such as verbal and visuospatial ability. While it cannot be claimed that everyone agrees on what the results mean, most people now accept that for practical purposes it is reasonable to suppose that both are involved. In brief, the evidence in favour of some kind of general intellectual capacity is that people who are superior (or inferior) on one type of task tend also to be superior (or inferior) on others. Moreover, general measures of intelligence tend to have considerable powers to predict a person's performance on a wide range of tasks requiring special skills. Nevertheless, it is plain that it is not at all uncommon for individuals to be very good at some sorts of task and yet quite poor at some others.

Furthermore, the influences that affect verbal skills are not quite the same as those that affect other skills. This approach to investigating intelligence is based on the nature of the task involved, but studies of age-related changes show that this is not the only, or necessarily the most important, approach. For instance, some decades ago, Horn and Cattell argued for a differentiation between what they termed 'fluid' and 'crystallized' intelligence. Fluid abilities are best assessed by tests that require mental manipulation of abstract symbols. Crystallized abilities, by contrast, reflect knowledge of the environment in which we live and past experience of similar tasks; they may be assessed by tests of comprehension and information.

It seems that fluid abilities peak in early adult life, whereas crystallized abilities increase up to advanced old age. Developmental studies also show that the interconnections between different skills vary with age. Thus, in the first year of life an interest in perceptual patterns is a major contributor to cognitive abilities, whereas verbal abilities are more important later on. These findings seemed to suggest a substantial lack of continuity between infancy and middle childhood. However, it is important to realize that the apparent discontinuity will vary according to which of the cognitive skills were assessed in infancy. It has been found that tests of coping with novelty do predict later intelligence. These findings reinforce the view that young children's intellectual performance needs to be assessed from their interest in and curiosity about the environment, and the extent to which this is applied to new situations, as well as by standardized intelligence testing.

These psychometric approaches have focused on children's increase in cognitive skills as they grow older. Piaget brought about a revolution in the approach to cognitive development through his arguments (backed up by observations) that the focus should be on the thinking processes involved rather than on levels of cognitive achievement. These ideas of Piaget gave rise to an immense body of research, and it would be true to say that subsequent thinking has been heavily dependent on his genius in opening up new ways of thinking about cognitive development. Nevertheless, most of his concepts have had to be so radically revised, or rejected, that his theory no longer provides an appropriate basis for thinking about cognitive development. To appreciate why that is so, we need to focus on some rather different elements of Piaget's theorization.

The first element, which has stood the test of time, is his view that the child is an active agent of learning and of the importance of this activity in cognitive development. Numerous studies have shown how infants actively scan their environment; how they prefer patterned to non-patterned objects, how they choose novel over familiar stimuli, and how they explore their environment as if to see how it works. Children's questions and comments vividly illustrate the ways in which they are constantly constructing schemes of what they know and trying out their ideas of how to fit new knowledge into those schemes or deciding that the schemes need modification. Moreover, a variety of studies have shown that active experiences have a greater effect on learning than comparable passive experiences. However, a second element concerns the notion that development proceeds through a series of separate stages that have to be gone through step-by-step, in a set order, each of which is characterized by a particular cognitive structure. That has turned out to be a rather misleading way of thinking about cognitive development, although it is not wholly wrong.

Questions 10 – 16

Choose the correct letter, A, B, C or D.

/1x7=7/

10. Most researchers accept that one feature of intelligence is the ability to
 - A. change our behaviour according to our situation.
 - B. react to others' behaviour patterns.
 - C. experiment with environmental features.
 - D. cope with unexpected setbacks.
11. What have psychometricians used statistics for?
 - A. to find out if cooperative tasks are a useful tool in measuring certain skills
 - B. to explore whether several abilities are involved in the development of intelligence
 - C. to demonstrate that mathematical models can predict test results for different skills
 - D. to discover whether common sense is fundamental to developing children's abilities
12. Why are Horn and Cattell mentioned?
 - A. They disagreed about the interpretation of different intelligence tests.
 - B. Their research concerned both linguistic and mathematical abilities.
 - C. They were the first to prove that intelligence can be measured by testing a range of special skills.
 - D. Their work was an example of research into how people's cognitive skills vary with age.
13. What was innovative about Piaget's research?
 - A. He refused to accept that children developed according to a set pattern.
 - B. He emphasized the way children thought more than how well they did in tests.
 - C. He used visually appealing materials instead of traditional intelligence tests.
 - D. He studied children of all ages and levels of intelligence.
14. Which of the following strategies would be most helpful for fostering both fluid and crystallized intelligence in young children?
 - A. Focusing only on verbal skills and knowledge recall.
 - B. Limiting activities to those that involve memorization and repetition.
 - C. Focusing only on academic subjects, avoiding hands-on activities.
 - D. Encouraging abstract problem-solving as well as providing opportunities to build knowledge through experience.
15. In the passage, the term "crystallized" refers to intelligence that:
 - A. Reflects knowledge and experience that increases with age.
 - B. Is based on abstract problem-solving and decreases with age.
 - C. Relies on creativity and artistic abilities.
 - D. Is best measured through mental manipulation of abstract symbols.
16. The phrase "active agent" in the passage refers to a child who:
 - A. Passively receives information from their environment.
 - B. Interacts and engages actively with their surroundings to learn.
 - C. Simply observes the world without interaction.
 - D. Avoids trying new things and relies on routine.

Questions 17 – 20

Do the following statements agree with the information given in Reading Passage? Then write T on the blank if the sentence is true, F if the sentence is false and NG if there is no information.

/1x4=4/

17. _____ A surprising number of academics have come to the same conclusion about what the term intelligence means.
18. _____ A general test of intelligence is unlikely to indicate the level of performance in every type of task.
19. _____ We must take into account which skills are tested when comparing intelligence at different ages.
20. _____ Piaget's work influenced theoretical studies more than practical research.

Questions 21 – 24

Complete the summary with the words from the box. There are some extra words you do not need.

/1x4=4/

academic	adult	verbal	spatial	inquisitive	plentiful	unfamiliar
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Researchers investigating the development of intelligence have shown that (21) _____ skills become more significant with age. One good predictor of (22) _____ intelligence is the degree to which small

children are (23) _____ about their surroundings and how much interest they show in finding themselves in a (24) _____ setting.

PART 3. VOCABULARY

1. *Fill in the gaps with an appropriate word from the list below:*

/1x7=7/

aggressive – balance – convict – forested – dedication – determined – existence

- 25. This was a heavily _____ area before people cut the trees down for building and fuel.
- 26. Most animals are not _____ - they are simply trying to defend themselves.
- 27. The _____ of many rare plants is threatened throughout the world.
- 28. Acrobats must have excellent _____ as well as great physical strength.
- 29. Campaigners are _____ to stop the government from building unnecessary roads.
- 30. To be a successful sportsperson you need both _____ and talent.
- 31. The jury are sure to _____ him – there is so much evidence against him.

2. *Choose the correct particle(s).*

/2x5=10/

- 32. She broke **off / up** in the middle of her story to answer the phone.
- 33. Judy grew **up / out** of in the countryside so knows a lot about nature.
- 34. The government announced that taxes are going to be put **up / off** by 10%.
- 35. The drought was so severe that the president turned **up / to** neighboring countries for help.
- 36. Their application to hold a street party was turned **off / down**, because last year so many people complained about the noise.

3. *Replace the words in bold with a synonym. Choose from the words in the box below.*

/1x15=15/

key	a tower of strength	priority	captured	forested
habitats	conservation	characters	feedback	enthusiastic
approaches to	inspired	furious	motivation	build contacts

- 37. Sally is keen on **environmental protection**. She wants to save the earth.
- 38. It's important to **create relationships with local people** before you enter a new country.
- 39. We should pay attention to the **opinions and reactions** our clients post on our website.
- 40. Animals should be allowed to live in their natural **homes**.
- 41. After watching the nature program, I felt **stimulated** to become a zoologist.
- 42. At first, I was **full of positive feelings** about the course, but it's just not very good.
- 43. More and more animals are being **caught** and put in zoos.
- 44. I was **extremely angry** when they refused to give me my money back.
- 45. Ellen failed to lose weight because she didn't have the **will power** to diet.
- 46. Customer care is a **most important issue** for our company.
- 47. My brother is always **enormously supportive** whenever I have a problem.
- 48. **Tree-covered** areas are in danger of disappearing completely.
- 49. Japanese uses several different writing systems, with **hundreds of letters** and symbols.
- 50. The **most important** decision we have to take now is where to locate our business.
- 51. We need to find more effective **methods of** dealing with pollution.

PART 4. GRAMMAR

/1x20=20/

1. *Circle the letter that corresponds to the best answer.*

- 52. The plane _____ at four o'clock. We must be at the airport by two o'clock.
 A. is leaving B. leaves C. will leave D. has left
- 53. The books that are on the table _____ to Edward.
 A. belongs B. is belonging C. belong D. belonged

54. A. Why _____ you _____ the soap?
 B. It _____ lovely. It's like roses!
 A. do/smell smells
 B. are/smelling smells
 C. are/smelling is smelling
 D. did/smell is smelling
55. When telephones _____ first _____, many business owners _____ to have them installed in their offices.
 A. were... invented/refused
 B. did... invent/refused
 C. were... invented/refuse
 D. were... invent/refused
56. Mice are not really more attracted to cheese _____ they are to grains.
 A. as
 B. than
 C. much
 D. a bit
57. The more technical today's world becomes, _____ compatible with both humans and machines language needs to be.
 A. the most
 B. many
 C. more
 D. the more
58. The professor states that the procedure for getting meaningful statistics _____ in the proposal.
 A. will explain
 B. can explain
 C. is explaining
 D. should be explained
59. A vending machine is a kind of robot that automatically _____ out candy or other items when money _____.
 A. give/insert
 B. is giving/is inserting
 C. gives/is inserted
 D. gives/was inserted
60. The English Heritage members attempt _____ castles and other ancient buildings in England.
 A. to maintain
 B. maintaining
 C. maintain
 D. maintained
61. Vendors _____ postcards, artists drawing on the pavement and folk singers strumming guitars can all be seen at the summer festival in the park.
 A. sold
 B. have been selling
 C. are selling
 D. selling
62. Satellites routinely relay pictures of desert areas. From _____ pictures it can be determined where locusts are likely to breed.
 A. them
 B. these
 C. this
 D. that
63. Mike and Tommy are _____ good friends that they have never had an argument.
 A. such a
 B. so
 C. such
 D. much
64. Glass was precious to Egyptians, who used it interchangeably with gemstones, but _____
 A. it is over 4,000 years old.
 B. its novelty as an artist's material prevents its being taken seriously.
 C. today it has come out of factories and into the workshops.
 D. today it is so commonplace that it is seldom given a second thought
65. In the 1940s, when today's astronauts hadn't even been born, comic-strip detective Dick Tracy fought crime in an atomic-powered space vehicle. In addition to that, _____
 A. many of today's astronauts have used a kind of atomic-powered space vehicle.
 B. he used lasers to process gold and a two-way wrist TV for communication.
 C. "Dick Tracy" was a very popular comic strip in the United States.
 D. astronauts used lasers to process gold and communicated on long-distance flights using two-way wrist TVs.
66. Tommy recommended me to watch a(n) _____ film.
 A. exciting new American
 B. new American exciting
 C. American exciting new
 D. exciting American new
67. The Romans built raised sidewalks of stone in Pompeii _____ pedestrians would not get their feet muddy.
 A. because of
 B. therefore
 C. so that
 D. in contrast
68. Walt Disney was a man _____ creations still bring happiness to many children.
 A. who
 B. is
 C. whom
 D. whose
69. How complicated the preparations for a camping trip are depends on the duration of the trip as well as the isolation of the area _____ the camper intends to be.
 A. why
 B. in which
 C. where
 D. from that
70. Environmental groups are _____ the city's plans to build a new shopping center in the middle _____ the park.
 A. reacting about/of
 B. reacting for/at
 C. reacting to/of
 D. reacting on/at
71. My sister will arrange _____ a babysitter to take care _____ her kids.
 A. for/of
 B. for/about
 C. about/on
 D. at/from

2. Word formation: Fill in the gaps with the correct form of the words.

/1x4=4/

72. Social _____ involves both verbal and nonverbal forms of interaction.
A. interacts C. interact
B. interaction D. interactive
73. Meditation has been _____ proven to reduce stress.
A. scientific C. science
B. scientific D. scientifically
74. The pharmaceutical companies _____ have discovered a better way of combining medicines to create a flu remedy.
A. researchers C. research
B. researched D. researching
75. _____ is the spice of life, says the proverb and everyone should try and do new things and meet new people to avoid becoming bored.
A. Variety C. Various
B. Vary D. Varied

PART 5. WRITING

/20 points/

Write an essay about the topic below that is well-organized, gives detailed explanations and examples, and shows your best writing. After you write, check for grammar, punctuation, and spelling mistakes.

/Words 200-230/

Topic: "Life today is easier and more comfortable than it was when your grandparents were children."