**Межрегиональная олимпиада по английскому языку для учащихся общеобразовательных организаций УР и других субъектов РФ, изучающих удмуртский язык**

**PART 1. LISTENING**

*Task 1.* You will hear about some important ‘firsts’ in history. Match the events below to the correct years.

Example: *The first man to go into space: 1961*

a) The first marathon: \_\_\_\_\_\_\_\_\_\_

b) A man made paper for the first time: \_\_\_\_\_\_\_\_\_\_\_\_

c) A tyre with air in it was used for the first time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

d) The first flight of a plane with an engine: \_\_\_\_\_\_\_\_\_\_\_\_

e) The first woman to fly alone across the Atlantic: \_\_\_\_\_\_\_\_\_\_\_\_\_

f) The first man on the moon:\_\_\_\_\_\_\_\_\_\_\_\_

 *105 AD, 1887, 1903, 1932, 1969, 490 BC*

*Task 2.* Listen to an interview with Simon and Helen Pattinson, founders of the chocolate company Montezuma’s, and put **T** (True) or **F** (False) next to each statement.

Example:  *Montezuma’s is a chain of boutique chocolate shops - False*

a) Simon and Helen Pattinson were city lawyers before they started their chocolate business. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b) They decided to go into the chocolate business when they were in Peru. \_\_\_\_\_\_

c) When they returned to the UK, they spent one year eating a lot of chocolate. \_\_\_

d) Simon Pattinson is an experimental cook. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

e) Montezuma’s started in 2000. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

f) Montezuma’s has a workforce of 100 people. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

g) The business expects to achieve a turnover of 2 million pounds.\_\_\_\_\_\_\_\_\_\_\_\_\_

**PART 2. READING**

*Task 1.* Read the text and choose one correct answer for each question.

*Example:* Where is Cherokee spoken? \_\_\_\_\_\_\_3\_\_\_\_\_\_\_

1. In Siberia
2. In China
3. In the USA
4. In the UK

*a) When did Belt begin learning English?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1) Before he went to kindergarten.

2) After he went to kindergarten.

3) When he went to North Carolina.

4) When he went to college.

b*) Which of the following attracted the woman he met at school?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1) His ability to speak English.

2) His ability to ride horses.

3) His ability to speak Cherokee.

4) His ability to do the rodeo circuit.

*c) What does the phrase "the urgency of the situation" mean?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1) People of the tribe left their native land.

2) People of the tribe did not speak their language.

3) People of the tribe had arguments.

4) People of the tribe did not have teachers for their children.

d) *What do linguists estimate?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1) 3000 languages will disappear by the end of this century.

2) 2400 languages will disappear by the end of this century.

3) 3400 languages will disappear by the end of this century.

4) 2800 languages will disappear by the end of this century.

e) *What problem does David Harrison mention?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1) It is hard to find places where the rarest languages are spoken.

2) It is hard to count the exact number of people who speak disappearing languages.

3) The accurate number of rare languages is difficult to count.

4) The number of people who speak the most endangered languages is reducing.

*f) The phrase "heritage language" in "Sometimes, especially in immigrant communities, parents will decide not to teach their children..." (paragraph 7) is closest to meaning*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1) the native language.

2) the foreign language.

3) the original language.

4) the unique language.

*g) What idea is NOT expressed in the last paragraph?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1) It is possible to revive endangered languages.

2) It is impossible to revive endangered languages.

3) It is necessary to create special apps to revive endangered languages.

4) It is important to support minority languages.

**The Future of the Cherokee Language**

Tom Belt, a native of Oklahoma, didn't encounter the English language until he began kindergarten. In his home, conversations took place in Cherokee. Belt grew up riding horses, and after college bounced around the country doing the rodeo circuit.

Eventually, he wound up in North Carolina in pursuit of a woman he met at school 20 years earlier. "All those years ago, she said the thing that attracted her to me was that I was the youngest Cherokee she'd ever met who could speak Cherokee," he says. "I bought a roundtrip ticket to visit her, but I never used the other end of the ticket."

The couple married. Yet his wife — also Cherokee — did not speak the language. He soon realized that he was a minority among his own people. At that time, just 400 or so Cherokee speakers were left in the Eastern Band, the tribe located in the Cherokee's historic homeland and the one that his wife belongs to. Children were no longer learning the language either. "I began to realize the urgency of the situation," Belt says. So he decided to do something about it.

Cherokee is far from the only minority language threatened with demise. Over the past century alone, around 400 languages — about one every three months — have gone extinct, and most linguists estimate that 50% of the world's remaining 6,800 languages will be gone by the end of this century. Today, the top ten languages in the world claim around half of the world's population. Can language diversity be preserved, or are we on a path to becoming a monolingual species?

Since there are so many imperilled languages, it's impossible to label just one as the rarest or most endangered, but at least 100 around the world have only a handful of speakers — from Ainu in Japan to Yagan in Chile. It can be difficult to find these people too. There are some famous cases — Marie Smith Jones passed away in Alaska in 2008, taking the Eyak language with her — but usually they are older individuals (often in failing health) who don't advertise their language skills. "The smaller the number of speakers, the harder it is to get an accurate headcount," says David Harrison, chair of the linguistics department at Swarthmore College, and co-founder of the non-profit Living Tongues Institute for Endangered Languages.

Languages usually reach the point of crisis after being displaced by a socially, politically and economically dominant one, as linguists put it. Sometimes, especially in immigrant communities, parents do not decide to teach their children their heritage language, perceiving it as a potential hindrance to their success in life.

There are also a few examples of languages being revived even after actually going extinct. By the 1960s, the last fluent Miami language speakers living in the American Midwest passed away. Thanks largely to the efforts of one interested member of the Miami Nation tribe, however, the language is now taught at Miami University in Ohio. To an extent, technology can help these efforts. Many speakers are using technology to do really interesting things that were not imaginable a generation back. For example, a version of Windows 8 is available in Cherokee, and a Cherokee app allows speakers to text in the language's 85 letters. A multitude of sites devoted to single languages or languages of a specific region unite speakers and provide multimedia teaching tools, too.

**PART 3. LANGAUGE IN USE**

*Task 1.* Open the brackets and use the words in the correct form.

*Example:* If you've been watching the Eurovision Song Contest in the last few years, you might remember these (0) *SINGERS* (SING)

Buranovskiye Babushki

If you've been watching the Eurovision Song Contest in the last few years, you might remember these (example) \_\_\_\_\_\_\_\_\_\_\_\_ *(*SING). They stood out from the rest because they were not the \_\_\_\_\_\_\_\_\_\_\_\_\_\_(TYPE) entrant in the contest.

Most entrants are usually quite young and very trendy. They're dressed in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(FASHION) clothing – or at least they try to be, and they perform wild dance routines on occasion.

Buranovskiye Babushki break from that mould. They're a group of eight elderly Russian women, or 'grannies', which is 'babushki' in Russian. Most of them are in their sixties and seventies, and their \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (PERFORM) at the 2012 Eurovision Song Contest got the second highest number of votes.

Their music is sung in the Udmurt language, an official language in the region of Udmurtia, where the grannies are from. The Udmurt alphabet is\_\_\_\_\_\_\_\_\_\_\_\_\_ (LARGE) the same as the Russian alphabet.

Buranovskiye Babushki's song entry was called 'Party for Everybody' and most of the song was in Udmurt, with a few English lyrics. The group wrote the Udmurtian lyrics themselves, and the English parts were written by an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (AMERICA) songwriter.

The grannies have hopes of rebuilding a church in their native Udmurtia. They have pledged to put all of their ­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (EARN) from their singing into a fund for the church.

*Task 2.* Open the brackets and use the words in the correct form.

*Example:* I (see) *saw* a very good film last year.

1. What film (be)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on now?
2. What is she doing? – She (make)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a cake.
3. I (phone)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ you as soon as I get home after work.
4. I didn’t know that you (to like)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Steve Fry. I would present you a disk with his recordings.
5. I (prefer)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ food which is not hot.
6. I'm very tired. I (not to sleep)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for 2 days.
7. She said that she (meet)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Tom long before.
8. The book (to publish) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ last year.
9. On (enter)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_I noticed that something strange was happening their.
10. I broke the cup when I (wash up) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

*Task 3.* Translate the underlined parts of the sentences from Udmurt into English. Pay attention to grammar forms.

*Example:* Ваньмон дыръям мон эшъёсыным шудüсько. – *In my spare time* I play with my friends.

1. *Милям школамы выль. –* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is new*.*
2. *Нылашъёслэн анайзы – дышетüсь. –* \_\_\_\_\_\_\_\_\_\_\_\_\_\_mother is a teacher.
3. *Пиналъёс тупен шудыны ярато. –* Children like to play\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
4. *Азбарын ожо будэ. –* There is grass \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
5. *Быдэс нунал зоре ини. –* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the whole day.
6. *Та шудонэз Машалы сет. – Give this toy\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*
7. *Ойдо мед лымыялоз! Куасэн нискылалом! - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.* Then we’ll go skiing.
8. *Лена эшъёсыныз вераське. –* Lena is talking \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
9. *Кинъёс лыктüллям?-* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_came?
10. *Милям кык пунымы вань. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

*Task 4.* Choose the most appropriate variant of translation for the sentences with idiomatic expressions and phrasal verbs.

*Example:* *Time flies\_\_\_\_2*

1. *Дыр номырлы но уг тырмы.*
2. *Дыр шӧдонтэм чаляк ортче.*
3. *Дыр туж каллен ортче.*
4. Don’t waste the time!

1) Дырдэ юнме эн быдты!

2) Уксёдэ эн быдты!

3) Дыртыны кулэ!

b) It’s pouring!

1) Пелляське!

2) Шундыед пыже!

3) Кисьтэ ке кисьтэ!

c) Take off your coats and come in.

 1) Пальтодэс кыле но ортче.

 2) Пальтодэс дüсяны эн вунэтэ.

 3) Пальтодэс дüсялэ но ураме потэ.

d) I got lost because of the darkness.

1) Пеймытын номыр но уг адскы.

2) Пеймытлы луыса йыроми.

3) Сюрэстэ пеймытын эн ышты.

e) It was an “aha” moment.

1)Номырзэ но уг валаськы.

2) Со вал туж тунсыко дыр.

3) Соку мон ваньзэ валай.