

ЛОМОНОСОВ 2015
Английский язык

Отборочный этап
10-11 классы

1 тур

Разминка

Decide which answer best fits each gap.

Despite his landscapes and city scenes, Renoire was at **1.** ... (soul, heart, mind) a female figure painter, and he never lost the high regard he had for the great classical traditions.

This painting, which was too innovative to be accepted by many contemporaries, broke new stylistic **2.** ... (ground, soil, terrain).

Works painted in a manner that recorded brief impressions were the **3.** ... (spine, backbone, tail bone) of the exhibition.

American artists often tended to have only a passing interest in Impressionist aesthetics, using them as a **4.** ... (trampoline, merry-go-round, springboard) to their own expressive strategies.

Impressionism still had significance in catalyzing the formulation by individual artists' groups of their own visual **5.** ... (phrasal verbs, proverbs, idioms).

Основное задание

1. Read the text below and match the type of mistakes with the sentence containing it.

- missing preposition
- missing particle
- substitution of an intransitive verb with a transitive verb
- substitution of an adverb with an adjective
- wrong non-finite form
- wrong tense
- wrong adverb
- wrong article
- wrong preposition
- wrong pronoun

Dear Sir/Madam,

1. I am writing in response to your advertisement in the English Today magazine, asking for people to contributing to the blog on your website, 'Connections'.
2. I am a student in my final year at school, and have written various articles for our school magazine, on such subjects as child safety on the Internet, exam stress and bullying, samples of which you will find in the attachment I've been including.
3. I feel quite strong that these issues need to be addressed.
4. It should be done not only by teachers and parents, but by the student body as the whole.
5. We need to take more active responsibility for our actions and that of our peers.
6. For this reason, I feel that your blog could offer young people the opportunity to reach out for people in other countries.
7. It would welcome the opportunity contribute to promoting a greater understanding between multi-national groups.
8. One of the issues I would like to address on the blog is the problems which sometimes raise in the multi-cultural classroom, and I would also like to examine the possibility of setting up a regular environmental feature.
9. I would yet be grateful if you could consider my application, and accept me as a contributing writer.
10. I look forward hearing from you.

Yours faithfully,
Anna Popova

2. Vocabulary: Cloze

Read the text. Ten words have been removed from the text. Fill the gaps with the words from the list. Among the words there are two that do not fit any of the gaps.

widely	looked
turn	cut
fell	rose
performed	deeply
response	fulfilled
hold	blissfully

Although they were in theory **1.** ... off from the world, monasteries and convents were **2.** ... affected by issues of money, rank, and power. By the eighth century monasteries and convents dotted the European landscape, and during the ninth and tenth centuries they were often the target of Viking attacks or raids by local looters seeking valuable objects. Some religious communities fled and dispersed, while others **3.** ... under the control and domination of local feudallords. Powerful laymen appointed themselves or their relatives as abbots, took the lands and goods of monasteries, and spent monastic revenues.

Medieval monasteries **4.** ... the needs of the feudal system in other ways as well. They provided noble boys with education and opportunities for ecclesiastical careers. Although a few men who **5.** ... in the ranks of church officials were of humble origins, most were from high-status families. Social class also defined the kinds of religious life open to women. Kings and nobles usually established convents for their female relatives and other elite women, and the position of abbess, or head of a convent, became the most powerful position a woman could **6.** ... in medieval society. People of lower social standing did live and work in monasteries, but as lay brothers and sisters who **7.** ... manual labor, not religious duties.

Routines within individual monasteries varied **8.** ... from house to house and from region to region. In every monastery, however, daily life centered on the liturgy or Divine Office, psalms, and other prayers, which monks and nuns said seven times a day and once during the night. Praying was **9.** ... on as a vital service, as crucial as the labor of

peasants and the military might of nobles. Prayers were said for peace, rain, good harvests, the civil authorities, the monks' and nuns' families, and their benefactors. Monastic patrons in **10.** ... lavished gifts on the monasteries, which often became very wealthy, controlling large tracts of land and the peasants who farmed them.

The combination of lay control and wealth created problems for monasteries as monks and nuns concentrated on worldly issues and levels of spiritual observance and intellectual activity declined.

3. Reading: Gapped Text

Read the dialogue and match the following sentences with the gaps in the text. Among the sentences there are two that do not fit any of the gaps.

But you won't tell anyone else, will you?

Good riddance!

I know, but what should I do?

It really is.

Just between you and me.

Just tell me, for goodness' sake.

Of course not.

Oh, dear.

Rumour has it.

Well, don't be.

Well, it's sort of difficult really.

Well, that's the problem – I can't really.

Emma: Can I tell you something? **1.** ...

Marie: Of course you can.

Emma: **2.** ... I mean, I've found something out sort of by accident and I'm really worried about it. But I'm a bit embarrassed about how I found out about it, so I don't know who to tell. You'll think I'm terrible but you are my best friend and everything.

Marie: **3.** ...

Emma: Well. All right. **4.** ... Not yet anyway.

Marie: **5.** ...

Emma: Well, you know my brother Anthony. Well, I accidentally overheard that he's thinking of packing everything in and bombing off somewhere. It seems he finds everything

here incredibly tedious and he seems to have got it into his head that he wants to go off to America to try to be an actor or something equally stupid. And I don't think he should go. He's only seventeen.

Marie: **6.** ... Have you had a word with him about it?

Emma: **7.** ... You see, when I said I overheard what he said, well, it was more like I had a bit of a skim through his diary while he was away for the weekend.

Marie: Oh, Emma! That's terrible!

Emma: **8.** ...

Marie: Well, the last thing you should do is do anything, especially talk to him about it. More than anything, you should feel terribly ashamed of yourself. Poking your nose into someone else's diary is despicable. **9.** ...

Emma: But I'm really worried.

Marie: **10.** ... People write all sorts of things in their diaries they don't really mean. Just be a bit nice to him for a while. He'll soon decide that home is not so bad after all.

4. Reading: Matching

Read the beginning of the novel by George Orwell 'Animal Farm'. Match the following definitions with the words used in the text. There are ten extra definitions that do not correspond to the meaning of the words in this context.

At one end of the big barn, on a sort of raised platform, Major was already ensconced on his bed of straw, under a lantern which hung from a beam. He was twelve years old and had lately grown rather stout, but he was still a majestic-looking pig, with a wise and benevolent appearance in spite of the fact that his tusches had never been cut. Before long the other animals began to arrive and make themselves comfortable after their different fashions. First came the three dogs, Bluebell, Jessie, and Pincher, and then the pigs, who settled down in the straw immediately in front of the platform. The hens perched themselves on the window-sills, the pigeons fluttered up to the rafters, the sheep and cows lay down behind the pigs and began to chew the cud. The two cart-horses, Boxer and Clover, came in together, walking very slowly and setting down their vast hairy hoofs with great care lest there should be some small animal concealed in the straw. Clover was a stout motherly mare approaching middle life, who had never quite got her figure back after her fourth foal. Boxer was an enormous beast, nearly eighteen hands high, and as strong as any two ordinary horses put together. A white stripe down his nose gave him a somewhat stupid

appearance, and in fact he was not of first-rate intelligence, but he was universally respected for his steadiness of character and tremendous powers of work. After the horses came Muriel, the white goat, and Benjamin, the donkey. Benjamin was the oldest animal on the farm, and the worst tempered. He seldom talked, and when he did, it was usually to make some cynical remark--for instance, he would say that God had given him a tail to keep the flies off, but that he would sooner have had no tail and no flies. Alone among the animals on the farm he never laughed. If asked why, he would say that he saw nothing to laugh at. Nevertheless, without openly admitting it, he was devoted to Boxer; the two of them usually spent their Sundays together in the small paddock beyond the orchard, grazing side by side and never speaking.

The two horses had just lain down when a brood of ducklings, which had lost their mother, filed into the barn, cheeping feebly and wandering from side to side to find some place where they would not be trodden on. Clover made a sort of wall round them with her great foreleg, and the ducklings nestled down inside it and promptly fell asleep. At the last moment Mollie, the foolish, pretty white mare who drew Mr. Jones's trap, came mincing daintily in, chewing at a lump of sugar. She took a place near the front and began flirting her white mane, hoping to draw attention to the red ribbons it was plaited with. Last of all came the cat, who looked round, as usual, for the warmest place, and finally squeezed herself in between Boxer and Clover; there she purred contentedly throughout Major's speech without listening to a word of what he was saying.

All the animals were now present except Moses, the tame raven, who slept on a perch behind the back door. When Major saw that they had all made themselves comfortable and were waiting attentively, he cleared his throat and began...

1. beam	• a light two-wheeled carriage
2. tush	• a long thick straight-sided piece of wood, esp one used as a horizontal structural member
3. fashion	
4. hand	• a mechanical device or enclosed place or pit in which something, esp an animal, is caught or penned
5. power	
6. file	• a round of applause
7. trap	• a small tusk
8. flirt	• a specific ability, capacity, or faculty
9. squeeze	• a unit of length measurement equalling four inches
10. tame	• behave or act amorously without emotional commitment; toy or play with

	<p>another's affections; dally</p> <ul style="list-style-type: none"> • crush or press (something) so as to extract (a liquid) • flat, insipid, or uninspiring • march or walk in an orderly line • move jerkily; flit • not fearful of human contact • push or force in a confined space • put on record • style in clothes, cosmetics, behaviour, esp the latest or most admired style • the buttocks • the main stem of a deer's antler from which the smaller branches grow • the sixth of the nine orders into which the angels are traditionally divided in medieval angelology • way, manner
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5. Writing: Story based on a painting

Write a story of 150-180 words based on the picture given.

Your story should consist of:

- an introduction which sets the scene and/or begins dramatically to capture the reader's attention
- a main body which develops the events clearly, gives vivid descriptions of the events/people involved
- a conclusion which completes the story and may describe people's feelings, reactions or the consequences of what happened

Your story should contain direct speech and should be written in the past.

Необходимые аспекты:

- соответствие описания изображенному на картинке сюжету
- соответствие достаточному для полного раскрытия темы уровню лексики
- соответствие нормам грамматики английского языка
- соответствие нормам сочетаемости английского языка
- соответствие указанному количеству слов
- соблюдение одного стиля на протяжении всего ответа
- отсутствие повторов и тавтологии
- присутствие логических связей и структурных элементов связного текста
- отсутствие заимствований из опубликованных и размещенных в сети Интернет источников (в случае обнаружения заимствований работа снимается с конкурса).

Пример картинки



Make sure that your story includes information about the following:

1. The little girl standing in the corner
2. The dog
3. The place where the scene is set
4. What is going on in the picture

2 тип

Разминка

Decide which answer best fits each gap.

Hitchkok's last film is a nail-**1**....(sucking, biting, chewing) thriller that kept many generations of viewers on the edge of their seats.

In classic suspense style, the viewer remains unsure whether the murder has taken place right up until the **2**. ... (summit, climax, peak).

The viewer watches these stories **3**. ... (unfold, unravelling, to untangle) and questions the moral dilemma arising in the film.

I was frantically racking my **4**. ... (memory, brains, head) trying to recall the title of this film.

In the scene where Carry Grant is chased by a plane, his suit changes colour three times; and the fault for this error definitely lies with **5**. ... (continuum, continuity, continuation).

Основные задания

1. Grammar: Matching

Read the text below and match the type of mistakes with the sentence containing it.

- missing article
- missing comma
- substitution of a conjunction with a preposition
- substitution of a determiner with an adverb
- unnecessary/extra preposition
- wrong case of a pronoun
- wrong preposition
- wrong number of a pronoun
- wrong voice
- wrong word order

Dear Sir or Madam,

I am writing to you on behalf of the Shellharbour local council.

1. As I believe you are aware, we are keen on our region, Shellharbour, to be included in the International Language Learning Database.
2. Despite English is the official language in our country, Shellharbour is a perfect context to study a number of other languages.
3. As a result of immigration from Latin America and China, Shellharbour boasts about large communities of Spanish and Mandarin speakers.
4. As has well known, these languages are of increasing importance internationally and may even come to rival English in the future.
5. To satisfy the growing demand for these languages our educational institutions provide many opportunities for formal study.
6. Universities offer degree courses; and we have private language schools, many of which now teach English plus Spanish or Mandarin.
7. In addition, home stays can be arranged with families or single people who are speakers of this languages.
8. Aside from these more formal ways of studying, there also are many opportunities for informal contact with native speakers.

9. One so is taking one of the walking tours of the area, which are popular with locals and tourists alike.

10. The thriving theatre and music scenes are also excellent vehicles for extending one knowledge of the language and culture and for meeting others.

Shellharbour has a great deal to offer the language student. We very much hope you will consider us for inclusion in the database and look forward to hearing from you.

Yours faithfully,
Maria Wierzbicka

2. Vocabulary: Cloze

Read the text. Ten words have been removed from the text. Fill the gaps with the words from the list. Among the words there are two that do not fit any of the gaps.

changing	grew
constituted	making
doing	rise
drew	supply
demand	set
fed	entering

The new practices of debate and sociability brought by the Enlightenment took place within a rapidly evolving material world. A rising European population in the eighteenth century furnished more skilled hands to produce finished goods as well as more consumers to purchase these products. Scientific instruments for 1. ... discoveries, and books and newspapers for publicizing them; coffee and tea for stimulating thought; hats, ribbons, and stockings for embellishing sociable urbanites — material goods like these 2. ... the stage for the lively exchange of ideas.

Consumerism in the eighteenth century was 3. ... by an increasingly integrated Atlantic economy that circulated finished European products, raw materials from the colonies, and enslaved peoples from Africa. Over time, distinctive Atlantic communities and identities were 4. ... by the peoples, goods, and ideas that crisscrossed the ocean.

In turn, the contents of Enlightenment thought were shaped by the material world in which they emerged. Enlightenment thinkers **5.** ... inspiration from accounts of New World encounters as well as from the economic possibilities of colonial trade.

One of the most important developments of eighteenth century Europe was the emergence of a fledgling consumer culture. Many purchasers of consumer goods were from the upper and upper-middle classes, but a boom in cheap reproductions of luxury items provided affordable goods for people of modest means. From food to ribbons and from coal stoves to umbrellas, the material worlds of city dwellers **6.** ... richer and more diverse. This “consumer revolution,” as it has been called, created new expectations for comfort and self-expression, dramatically **7.** ... European daily life in the eighteenth century.

Greater **8.** ... for manufactured clothing was a major factor behind the growth of consumption. Shrewd entrepreneurs made fashionable clothing seem more desirable, while legions of women **9.** ... the textile and needle trades made it ever cheaper. As a result, eighteenth-century western Europe witnessed a dramatic **10.** ... in the consumption of clothing, particularly in large cities.

3. Reading: Gapped Text

Read the dialogue and match the following sentences with the gaps in the text. Among the sentences there are two that do not fit any of the gaps.

- Happy for you!
- I bet it wasn't that bad.
- I might just as well go home.
- I'd hang on if I were you.
- I'm sure they'll take that into account.
- Just my luck to get him.
- Not necessarily.
- Now there's a thought...
- Trust me to make a mess of it.
- Trust you to go and open your big mouth!
- Well, don't give up then.
- Well, it's not the end of the world if you don't get the job.

Peter: I've thrown away my chances of getting that job.

Elisa: **1.** ... You were in there for a long time.

Peter: Only because I wasn't thinking straight. I waffled all the time.

Elisa: Come on, cheer up. **2.** ...

Peter: It was, you know. One of the interviewers was Professor Franks. **3.** ...

Elisa: **4.** ...

Peter: I know, but it's not every day you get the opportunity to work with people you like and respect.

Elisa: You're still in with a chance. You've got a really impressive C.V. and references.

Peter: Mmmrn. I could kick myself for having been so nervous. **5.** ...

Elisa: Everyone's nervous at interviews. **6.** ...

Peter: I doubt it. **7.** ... No-one in their right mind would want to employ me on that performance.

Elisa: You never know. **8.** ...

Peter: The awful thing is, I know I would be brilliant at the job.

Elisa: **9.** ... If the worst comes to the worst, you could always plead illness and ask for another interview.

Peter: **10.** ...

4. Reading: Matching

Read an extract from Scott Westerfeld's novel 'Uglies'. Match the following definitions with the words used in the text. There are ten extra definitions that do not correspond to the meaning of the words in this context.

As the light faded, deep blue gaps of night peered through like an upside-down ocean, bottomless and cold.

Any other summer, a sunset like this would have been beautiful. But nothing had been beautiful since Peris turned pretty. Losing your best friend sucks, even if it's only for three months and two days.

Tally Youngblood was waiting for darkness. She could see New Pretty Town through her open window. The party towers were already lit up, and snakes of burning torches marked flickering pathways through the pleasure gardens. A few hot-air balloons pulled at their tethers against the darkening pink sky, their passengers shooting safety fireworks at other balloons and passing parasailers. Laughter and music skipped across the water like rocks thrown with just the right spin, their edges just as sharp against Tally's nerves.

Around the outskirts of the city, cut off from town by the black oval of the river, everything was in darkness. Everyone ugly was in bed by now.

Tally took off her interface ring and said, "Good night."

"Sweet dreams, Tally," said the room.

She chewed up a toothbrush pill, punched her pillows, and shoved an old portable heater—one that produced about as much warmth as a sleeping, Tally-size human being—under the covers.

Then she crawled out the window.

Outside, with the night finally turning coal black above her head, Tally instantly felt better. Maybe this was a stupid plan, but anything was better than another night awake in bed feeling sorry for herself. On the familiar leafy path down to the water's edge, it was easy to imagine Peris stealing silently behind her, stifling laughter, ready for a night of spying on the new pretties. Together. She and Peris had figured out how to trick the house minder back when they were twelve, when the three-month difference in their ages seemed like it would never matter.

"Best friends for life," Tally muttered, fingering the tiny scar on her right palm.

The water glistened through the trees, and she could hear the wavelets of a passing river skimmer's wake slapping at the shore. She ducked, hiding in the reeds. Summer was always the best time for spying expeditions. The grass was high, it was never cold, and you didn't have to stay awake through school the next day.

Of course, Peris could sleep as late as he wanted now. Just one of the advantages of being pretty.

The old bridge stretched massively across the water, its huge iron frame as black as the sky. It had been built so long ago that it held up its own weight, without any support from hoverstruts. A million years from now, when the rest of the city had crumbled, the bridge would probably remain like a fossilized bone.

Unlike the other bridges into New Pretty Town, the old bridge couldn't talk—or report trespassers, more importantly. But even silent, the bridge had always seemed very wise to Tally, as quietly knowing as some ancient tree.

Her eyes were fully adjusted to the darkness now, and it took only seconds to find the fishing line tied to its usual rock. She yanked it, and heard the splash of the rope tumbling from where it had been hidden among the bridge supports. She kept pulling until the invisible fishing line turned into wet, knotted cord.

The other end was still tied to the iron framework of the bridge. Tally pulled the rope taut and lashed it to the usual tree.

She had to duck into the grass once more as another river skimmer passed. The people dancing on its deck didn't spot the rope stretched from bridge to shore. They never did. New pretties were always having too much fun to notice little things out of place.

When the skimmer's lights had faded, Tally tested the rope with her whole weight. One time it had pulled loose from the tree, and both she and Peris had swung downward, then up and out over the middle of the river before falling off, tumbling into the cold water. She smiled at the memory, realizing she would rather be on that expedition—soaking wet in the cold with Peris—than dry and warm tonight, but alone.

Hanging upside down, hands and knees clutching the knots along the rope, Tally pulled herself up into the dark framework of the bridge, then stole through its iron skeleton and across to New Pretty Town.

1. adjust	• anything long, thin and winding
2. duck	• free to move around without control; not tied up
3. frame	• not tightly packed together; not solid or hard
4. loose	• showing nervous strain; stressed
5. peer	• the state of being awake
6. skip	• the structure of the human body
7. snake	• the underlying constructional system or structure that gives shape or strength
8. steal	• the waves or track left by a vessel or other object moving through water
9. taut	• tightly stretched
10. wake	• to adapt, as to a new environment
	• to alter slightly, esp to achieve accuracy; regulate
	• to appear partially or dimly
	• to avoid a difficult or unpleasant duty or responsibility
	• to bounce or skim over a surface or to move in this way
	• to look intently with or as if with difficulty
	• to move furtively
	• to move somewhere quickly, especially in order to avoid being seen
	• to obtain surreptitiously
	• to omit, as in passing from one part or subject to another
	• treacherous or deceitful person

5. Writing: Story based on a picture

Write a story of 150-180 words based on the picture given.

Your story should consist of:

- an introduction which sets the scene and/or begins dramatically to capture the reader's attention
- a main body which develops the events clearly, gives vivid descriptions of the events/people involved
- a conclusion which completes the story and may describe people's feelings, reactions or the consequences of what happened

Your story should contain direct speech and should be written in the past.

Необходимые аспекты:

- соответствие описания изображенному на картинке сюжету
- соответствие достаточному для полного раскрытия темы уровню лексики
- соответствие нормам грамматики английского языка
- соответствие нормам сочетаемости английского языка
- соответствие указанному количеству слов
- соблюдение одного стиля на протяжении всего ответа
- отсутствие повторов и тавтологии
- присутствие логических связей и структурных элементов связного текста
- отсутствие заимствований из опубликованных и размещенных в сети Интернет источников (в случае обнаружения заимствований работа снимается с конкурса).

Пример картинки



Make sure that your story includes information about the following:

1. The girl in the centre
2. At least one of the other people
3. The place where the scene is set
4. What is going on in the picture

5-9 классы

Разминка

Заполните пропуски, выбрав наиболее подходящее слово из списка.

To live a happy life, we should **1.** ... (seize, cease, catch) the moment.

If she really wanted to support me, she had to put herself in my **2.** ... (pants, shoes, coat).

Failing my exam was bad enough, but losing my purse was the last **3.** ... (drop, stick, straw).

Since he won the competition, his name has been on everyone's **4.** ... (lips, mouth, teeth).

He rushed into his new project head **5.** ... (forward, straight, first).

Основные задания

1. Grammar: Cloze

Read the text. Fill in each gap with the most suitable word or phrase.

Прочитайте текст с пропусками. Заполните пропуски подходящим словом/словосочетанием из предложенного списка вариантов.

Dear Ms Jones,

I **1.** ... (have given, having been given, have been given) your name by my college tutor, Dr Peter O'Toole, who said you **2.** ... (may be able, can be able, must be able) to help me with a research paper I am writing on Thomas Hardy.

I understand that you were a close friend of **3.** ... (his', himself, his), and I have some letters he wrote during his final years.

I wonder if it would be at **4.** ... (everything, all, each) possible for me to pay you a brief visit, and whether you might consider **5.** ... (to allow, allowing, letting) me have a look at some of the letters? I **6.** ... (will be visiting, will have visited, will have been visiting) Cardiff in the first week of June, and would be able to call in at any time during that week that is **7.** ... (conveniently, convenient, convenience) for you. If you could write or e-mail to let me **8.** ... (knowing, know, to know) when I could call **9.** ... (on, in, for) you, I would be most grateful. I **10.** ... (don't, do, am) hope it will be possible to meet you.

Yours sincerely,

Ellen Degeneres

2. Vocabulary: Cloze

Read the text. Ten words have been removed from the text. Fill the gaps with the words from the list.

Прочитайте текст с пропусками. Заполните пропуски словами из списка.

discourage

embarrass

fade

lifetime

make

move

opposite

take

unhealthy

watch

Strong, healthy friendships can enrich and improve your life, but **1.** ... friendships can have the **2.** ... effect. To **3.** ... sure someone is your true friend, **4.** ... out for these signs:

- A friend should not try to control or manipulate you.
- He or she should not **5.** ... you from starting new friendships.
- He or she should not try to **6.** ... you in front of others.

If a friendship or relationship ends against your wishes, understand that these are not **7.** ... commitments and this simply happens sometimes. Everyone experiences rejection at some point. You may feel sad or angry for a while, and you may even blame yourself. In time, these negative feelings will **8.** As you **9.** ... on to other friendships, you can **10.** ... what that relationship taught you about friendship and yourself with you.

3. Reading: Gapped text

Put the following sentences in the right order to make a coherent text. All the sentences are part of the text.

Восстановите последовательность предложений в связном тексте. Все предложения входят в текст.

And if you ask me about people's attitude, I guess they might think I'm a sewing nerd but I don't feel embarrassed about it.

By my 14th birthday last month, I was finally able to pick out my own machine.

Because I had to wait so long and work so hard for it, I take really good care of my sewing machine.

I began saving my allowance, birthday checks and babysitting money.

I got better and better at it, and by the time I was 12, all I could think of was having my own sewing machine for big projects.

I have a special table for it and I always keep it covered when I'm not using it.

It all started when I was seven years old.

My grandmother used to sew and would give me her remnants of material so I could make outfits for my dolls.

On the contrary, I get a lot of compliments on my original creations.

Plus, just about everyone has something they are nerdy about.

4. Reading: Matching

Read an excerpt from the novel by Harper Lee 'To Kill A Mockingbird'. Match the following definitions with the words used in the text. There are ten extra definitions that do not correspond to the meaning of the words in this context.

Прочитайте текст. Соотнесите реализуемые в контексте значения со словами из текста. 10 толкований не подходят к значениям слов в данном контексте.

Miss Caroline stood stock still, then grabbed me by the collar and hauled me back to her desk. "Jean Louise, I've had about enough of you this morning," she said.

"You're starting off on the wrong foot in every way, my dear. Hold out your hand."

I thought she was going to spit in it, which was the only reason anybody in Maycomb held out his hand: it was a time-honored method of sealing oral contracts. Wondering what bargain we had made, I turned to the class for an answer, but the class looked back at me in puzzlement. Miss Caroline picked up her ruler, gave me half a dozen quick little pats, then told me to stand in the corner. A storm of laughter broke loose when it finally occurred to the class that Miss Caroline had whipped me.

When Miss Caroline threatened it with a similar fate the first grade exploded again, becoming cold sober only when the shadow of Miss Blount fell over them.

Miss Blount, a native Maycombian as yet uninitiated in the mysteries of the Decimal System, appeared at the door hands on hips and announced: "If I hear another sound from this room I'll burn up everybody in it. Miss Caroline, the sixth grade cannot concentrate on the pyramids for all this racket!"

1. stock	• a flat, straight stick that is used to measure things
2. seal	• a loud noise, din, clamour

3. bargain	• a number or letter that shows how good your work is
4. ruler	• a piece of equipment that you use to hit a ball in sports such as tennis
5. storm	
6. loose	• a school class for students of the same age or ability
7. fate	• a sudden loud noise that is caused by emotion or excitement
8. grade	• absolutely
9. cold	• an agreement between two or more people or groups, to do something for each other
10. racket	• chance or luck, especially in the way it affects people's lives
	• free, without control
	• having a low temperature
	• not fitting closely
	• something that happens to someone, especially something bad
	• something that is sold for less than its usual price
	• suddenly and completely
	• the leader of a country
	• to be available or not available in a shop
	• to close an entrance or container so that air or liquid cannot enter or leave it
	• to make something definite, so that it cannot be changed or argued about
	• very bad weather with a lot of rain or snow and strong wind

5. Writing

Describe the photo below. Answer the following questions:

- What can you see in the photo?
- Where might the picture have been taken?
- What emotions does it evoke in you?
- What is your attitude to this kind of events?
- Would you like to perform/participate in such an event or attend it? Why?/Why not?

Write your answer in 100-120 words.

Опишите фотографию, отвечая на вопросы: что изображено на фотографии, где она могла быть сделана, какие эмоции она у Вас вызывает, каково Ваше отношение к подобным мероприятиям, хотелось бы Вам поучаствовать в подобном мероприятии.

Необходимые аспекты:

- соответствие описания изображенному на картинке сюжету
- соответствие достаточно для полного раскрытия темы уровню лексики
- соответствие нормам грамматики английского языка
- соответствие нормам сочетаемости английского языка
- соответствие указанному количеству слов
- соблюдение одного стиля на протяжении всего ответа
- отсутствие повторов и тавтологии
- присутствие логических связей и структурных элементов связного текста
- отсутствие заимствований из опубликованных и размещенных в сети Интернет источников (в случае обнаружения заимствований работа снимается с конкурса).

Пример фотографии



Заключительный этап

10-11 классы

Вариант 1

Блок 1.

Ten words have been removed from the text. Fill the gaps with the words from the list.

aspired

corrupted

draw

emulating

encountering

flawed

impacts

presented

provided

pursue

Celebrities appear to play an increasingly prominent role in popular culture today. It is difficult to open a newspaper or switch on the television without **1.** ... an item of celebrity gossip. Not surprisingly, there are concerns about how this trend **2.** ... on children, with some people claiming that children are being **3.** This essay will argue that these fears are unnecessarily alarmist.

Firstly, some people maintain that children cannot distinguish between notoriety and genuine fame. However, in my experience, children usually admire footballers, singers and actors for their skill and achievements and express disappointment when they misbehave. Moreover, historically famous figures have also been **4.** In the past, many prominent political and business leaders had links with the slave trade, for example. Yet they are still **5.** ... to children as noteworthy individuals.

Another common fear is that children are being encouraged to **6.** ... the unrealistic goal of achieving celebrity status themselves instead of working towards more socially useful occupations such as engineering, teaching or nursing. In fact, children have always had unrealistic fantasies about what they might do as adults and these commonly reflect the preoccupations of their society. In the 19th century, for example, British children often **7.** ... to being famous explorers. As children grow up, they learn to **8.** ... inspiration from their heroes and heroines without **9.** ... them literally.

In short, there is little about today's celebrity culture that is fundamentally more harmful than the types of celebrity children have seen in the past. **10.** ... children are given appropriate guidance, they are unlikely to be adversely affected.

Блок 2.

Match two halves of the sentences below. There is one extra letter you do not need to use.

1. More than half of children in the UK (57%) have done something "risky" or anti-social online,
 2. Almost two-thirds (62%) told the BBC Learning poll they felt under
 3. Some 20% said they had put
 4. The research was commissioned as part of a new online safety campaign - Be Smart - timed
 5. Nearly half, some 47%, said they had looked at something online that they
 6. While 14% admitted
 7. And nearly one in 10 had signed up
 8. Among 14- to 16-year-olds, almost three-quarters (72%) said they had experienced or
 9. Meanwhile, a mobile app is to be launched later this year in the UK which will give parents remote access
 10. It will allow parents
-
- A. a book written by a famous sociologist.
 - B. a poll of 2,000 11- to 16-year-olds suggests.
 - C. pressure from others to act in this way.
 - D. pressure on someone else to act negatively online.
 - E. thought their parents would not like them to see.
 - F. to coincide with Internet Safety Day on 10 February.
 - G. to everything their children get up to on their phones.
 - H. to sending pictures of themselves, or others, that their parents would not like them to share.
 - I. to track their child's movements, monitor text messages and vet the websites visited.
 - J. to websites or services not meant for their age group.
 - K. witnessed online bullying.

Блок 3.

Answer the following questions.

1. Perk is short for

- a. perquisite
- b. prerequisite

2. The first president of the United States is

- a. George Washington
- b. Abraham Lincoln

3. Picture-perfect means

- a. an ideal film
- b. exactly right in appearance or in the way things are done

4. i.e. means

- a. that is to say
- b. interesting example

5. Mark Twain's real name is

- a. Samuel Langhorne Clemens
- b. William Sydney Porter

6. Guy Fawkes was

- a. a real famous plotter
- b. a fictional book character

7. The coat of arms of Canada contains

- a. a fig leaf
- b. a maple leaf

8. To be bitten by the fishing bug means

- a. to suffer from a sea insect bite
- b. to demonstrate an enthusiastic interest in fishing

9. The colonization of Australia by Great Britain began in

- a. the 16th century
- b. the 18th century

10. Father figure means

- a. an older man that somebody respects because he will advise and help them like a father
- b. the stature and shape of one's father

Блок 4.

Read the text and answer the questions.

In today's competitive student world, the ability to work harmoniously with other people is a good way of marking yourself out from everybody else. While teamwork may offer the chance to blame others for your mistakes, you can never blame them for your failings as a teammate. Instead, get to know one another, so you can build up a shared identity and combine your strengths. Find out each other's priorities, values, weaknesses, past achievements, names.

Don't shy away from conflicts but work out how to deal with them, preferably without resorting to anything physical. Humour can be a good glue, so have a laugh together - but not at a team member's sticking-out ears.

Before setting down to business, it's important to establish ground rules. First, make sure you all share the same concept of time. Then, work out how you are going to make and communicate decisions. These are probably best made at a formal meeting and communicated by email. You must also agree on who will be responsible for making decisions. Will they need to be made unanimously or by the vocal young man who has already mentioned the project on his CV under "leadership skills"?

Even if you have decided that decisions don't have to be unanimous, it is important that every team member is kept involved, including those who always disagree with the majority view, rarely say a word, or have a weird haircut.

Once you've got your rules of engagement, define what you want to achieve, and the deadline. Work out what you have to do before the time is up to do it.

Now comes brainstorming. The important thing here is a fully open mind. Write everyone's ideas down without sniggering. If you tell someone their idea is stupid, you may stop them coming up with something fantastic later. Once the brainstorming is over, you can strike out the suggestions that won't work. Remember that ideas can sometimes be good even if they're not yours. And don't take it personally if yours are ditched - you will still have lots to contribute.

The team must assign roles according to everyone's individual skills. Whatever your role, it is important to keep a record of what has been decided at each stage and what each member of the team has contributed. Then, when the task is over, you can review how well it went. It is popularly known as covering your back.

1. Effective teamwork skills enable one

- a. to get excellent marks.
- b. to stand out from other fellow students.
- c. to accuse others of mistakes.

2. As to conflicts, the author recommends students

- a. not to be shy and fight away.
- b. to avoid them when they are on vacation.
- c. to develop their conflict-resolving skills.

3. To take decisions effectively, it is recommended

- a. to lay down basic rules.
- b. to vote as long as it takes till the last team member accepts the decision.
- c. to listen to the team member who possesses the strongest voice.

4. Coming up with ideas effectively is impossible if

- a. teammates are not humorous.
- b. teammates have a prejudiced mind.
- c. teammates' imagination plays tricks on them.

5. To avoid blaming and criticism, it is essential that

- a. at least one person not perform any role in the project but observe their teammates.
- b. that everyone protect and support their teammates.
- c. everyone know their function and the progress of the project be tracked.

Блок 5.

Listen to an interview with a student and fill in the blanks with three words – exactly the ones used in the interview – in the following statements. Do not use contracted forms.

1. Teacher: You will have to jot down much your final learner contract.
2. Teacher: Then we should check the document to see if the set for achieving your goals are realistic.
3. Teacher: It feels like a lot of work now because you probably aren't used to for your own learning.
4. Teacher: You will be more interested if you understand why you are doing something and how it's you want to learn.
5. Student: I've got only an hour because I must complete a home assignment for

Блок 6.

Discuss the following question.

Should all kinds of arms and weapons be destroyed?

Provide an **equal number of arguments** for and against. Give **reasons** for your answer and include any **relevant examples** from your knowledge or experience.

Write your **essay** in **230-250 words**.

Вариант 2

Блок 1.

Ten words have been removed from the text. Fill the gaps with the words from the list.

acquire	keep
challenged	let
cite	lie
contented	look
included	shared

What's the happiest time in people's lives: youth or old age; school, career or retirement? All of these have been suggested, but teenage years and adulthood both have many supporters.

Those who believe teenagers are the happiest people **1.** ... their lack of responsibilities as a significant factor. They are supported financially and emotionally by their parents, and although they may be **2.** ... in family decisions, they're not ultimately responsible. However, adolescents are on the threshold of adult life: they're old enough to get a part-time job, so they can enjoy their first taste of financial independence, and their future study and career **3.** ... ahead.

Away from these serious concerns, young people have an active social life with their friends, often simply by hanging out with them. And of course, there's the excitement of first love and first heartbreak. With all this to experience, teenagers see their parents' lives as boring and stressful.

However, the reverse is also true. Adults see anxious, self-dramatising adolescents, and appreciate the joys of maturity. These may include a **4.** ... family life, long-lasting friendships and a career. Long-term relationships may not have the fireworks of adolescence, but are stronger for it, because of the wealth of **5.** ... experience. At work, many of us are **6.** ... and stimulated by the increasing professional skills we **7.** ..., which ensures that our jobs remain interesting.

The greatest benefit, though, is that maturity gives you greater confidence in your own judgement, in all areas of life. You're not afraid to express your opinion when others disagree and, unlike a teenager, you know when to **8.** ... things go.

Both these periods can be happy times, but I **9.** ... back at my own teenage years with no desire to go back. Adult life may be less dramatic, but fireworks don't **10.** ... you warm.

Блок 2.

Match two halves of the sentences below. There is one extra letter you do not need to use.

- 1.** The World Health Organisation (WHO) says more and more people around the world are suffering
- 2.** More fat, more sugar, more salt, less exercise – an increasing number of people around the world are suffering
- 3.** Half a billion people, or 12 per cent of the global population,
- 4.** One in three
- 5.** And blood sugar levels are
- 6.** The WHO's report is not all
- 7.** The statistics
- 8.** And vaccination campaigns
- 9.** But the global rise
- 10.** The WHO wants all its member states to tackle risk factors such as poor diet, and smoking, and set targets for

A are now considered obese.

B bad news though.

C from health conditions which increase their risk of stroke, heart disease and cancer.

D have significantly reduced deaths from childhood diseases such as measles.

E in deaths from heart disease, cancer and diabetes, and the rise in the conditions which lead to those deaths, is causing alarm.

F reducing deaths.

G rising too – 10 per cent of the world's population is diabetic.

H show that maternal mortality rates have fallen dramatically in the last 20 years, from over half a million in 1990 to less than 300,000 in 2010.

I shows no sign of improving.

J adults suffer from high blood pressure – a condition that causes half of all deaths from stroke and heart disease.

K the consequences.

Блок 3.

Answer the following questions.

1. A *sitcom* stands for

- a. an informal term for situation comedy
- b. a formal term for staying in touch communications

2. The national motto of Canada is

- a. Be prepared
- b. From sea to sea

3. *To keep a stiff upper lip* means

- a. to keep calm and hide your feelings when you are in pain or in a difficult situation
- b. to pretend you are a very important person

4. *Alice in Wonderland* is used

- a. to describe a situation that is very strange, in which things happen that do not make any sense and are the opposite of what you would expect
- b. to describe an imaginary place or state in which everything is extremely bad or unpleasant

5. *Greenwash* means

- a. environmentally friendly detergents
- b. activities by a company or an organization that are intended to make people think that it is concerned about the environment, even if its real business actually harms the environment

6. The national anthem of the USA is called

- a. The Star-Spangled Banner
- b. The Star-Shimmered Banner

7. A *grammar school* in Britain means

- a. a secondary school based on special teaching, teaching methods, or material for backward and slow learners
- b. a state-maintained secondary school providing an education with an academic bias for children who are selected by the eleven-plus examination, teachers' reports, or other means

8. The Government of Australia besides the monarch includes

- a. the President and the Governor-General
- b. the Prime Minister and the Governor General

9. The *Iceni* is

- a. any of several Native peoples of North America or Greenland
- b. an ancient British tribe that rebelled against the Romans in 61 AD under Queen Boudicca

10. *UNESCO* stands for

- a. United Economic and Social Commission Organization
- b. United Nations Educational, Scientific and Cultural Organization

Блок 4.

Read the text and answer the questions.

So competitive is student sport these days that it's no good turning up to training whenever you happen to find yourself without assignment deadline. If you're really serious, your entire life will revolve around a disciplined programme of study, sport and high-protein meals, in a quest to shave seconds off your personal best.

Pursuing sport at university needs to start before you even pick an institution. Find out which universities have the best reputation in your field, the best coaches, and - even more important, because coaches can move elsewhere - the best facilities. Don't necessarily stick to the usual suspects because other places may be just as good in particular areas.

You also need to be realistic about your sporting talents. You may get more chance to participate by going to an institution where the standard is pitched slightly lower. Collegiate universities usually offer lots of opportunities for a more sociable type of competitive sport.

Then, identify an academic course that leaves you plenty of time for kicking a ball into a net, hitting it with a stick or whatever else you want to do with it. Arts and humanities programmes tend to give you more freedom to choose your study hours and locations. Sports science and sports psychology are always good bets because at least your tutors will appreciate your encyclopaedic knowledge of the 1994 World Cup. Don't forget, academics were usually the geeky ones at school, chosen last for the rounders team, so

don't expect them to be too sympathetic to your need for time to hone your perfect physique.

You also need to think about money. Being a sporty student can be expensive, thanks to the cost of kit, gym membership, travel to away fixtures, and the fact that training is unlikely to leave you time for a part-time job. Investigate what scholarships are available from your institution, sporting bodies, charities or the government. You may also be able to find work as a coach or referee.

If you decide your devotion to sport doesn't stretch to the above, consider ultimate frisbee or ballroom dancing.

1. The writer advises students not to do sports when in college

- a. because if they do, they won't even have time to shave.
- b. because it requires their single-minded devotion.
- c. because the competition and discipline in sport are so strong that students may contemplate suicide.

2. The best university for doing sports should

- a. provide excellent sports equipment.
- b. never allow their coaches to relocate.
- c. never fall under suspicion of any illegal activity.

3. A student has a stronger chance to succeed in sport

- a. if they have a gregarious disposition.
- b. if they have a deep low voice.
- c. if they choose a university with less demanding requirements in this area.

4. To effectively combine their sporting pursuit and education,

- a. students could deserve the sympathy of their lecturers by inviting them to play baseball.
- b. students could choose sport as their area of study.
- c. students could opt for a flexible mode of attending lectures in humanities.

5. Students shouldn't take up sports when in college

- a. if their muscles are not stretched and toned enough.
- b. if they can't afford to buy sporting equipment or gear and to participate in sports events arranged elsewhere.
- c. if they would rather play a game of throwing a light plastic plate.

Блок 5.

Listen to an interview with a student and fill in the blanks with three words – exactly the ones used in the interview – in the following statements. Do not use contracted forms.

1. **Teacher:** We should check if the deadlines you've set for are realistic.
2. **Student:** What exactly do I write on?
3. **Student:** My is with a Spanish-French company.
4. **Teacher:** Are these goals what *you* really want and need?
5. **Teacher:** about how long you can study each week first.

Блок 6.

Discuss the following question.

Should parents decide for their children what university to go to?

Provide an **equal number of arguments** for and against. Give **reasons** for your answer and include any **relevant examples** from your knowledge or experience.

Write your **essay** in **230-250 words**.

5-9 классы

Блок 1. Лексика, грамматика, фразовая связность

Часть 1

Read the text below and decide which answer best fits each gap.

Прочитайте текст и выберите правильный вариант ответа.

Hello, I'm Sarah Brown, and I'm here to tell you about my job **1.** ... a weather forecaster.

I **2.** ... a weather forecaster for a television company for seven years, and two years ago I became the head of the weather department. Now, I divide my time equally **3.** ... presenting weather forecasting on television and managing a staff of eleven. **4.** ... thirty years old I'm the **5.** ... ever head of weather and the first woman to do **6.** ... job.

7. ... our news and weather service goes out all round the world, we all take turns to work at night. I prefer that to **8.** ... the show when I have to get up at four in the morning. I normally work an **9.** ... day and in that time I do ten or twelve forecasts.

Before **10.** ... a weather forecast, I study data on the computer. This is the information I use in my forecasts. There isn't **11.** ... time to learn what I **12.** ... to say, but fortunately I've never forgotten my words so I don't get nervous.

My husband and I try to have the same free days, but **13.** ... of us has a regular pattern of work. He's a pilot on long-distance flights, so **14.** ... he works **15.** ... he has a lot more time at home **16.** ... I do. We moved to our present house about a year ago, and he's enjoying painting it.

I **17.** ... up flying as a hobby five years ago. I hope to get my pilot's licence this year, but **18.** ... the job, I haven't been to the flying school for ages. For exercise I swim and ski and I like running. I'm really proud of myself for running in the London Marathon – it's a long race and I never thought I could manage it! My husband plays tennis, and we sometimes play together, but he's better than me so I never win.

Because I'm on world news, people sometimes recognise me in really distant places. Once, in an Indian village, an old man took me to have my photo **19.** ... with all his family. I get some lovely letters – one person wrote to say that my smile made her **20.** ... happy all day. People occasionally even write and ask me to marry them!

1.	as if	like	as
2.	was	have been	had been
3.	between	among	for
4.	in	at	with
5.	young	younger	youngest
6.	-	a	the
7.	Since	Once	While
8.	do	have done	doing
9.	eight-hour	eight-hours	eight hours
10.	do	to do	doing
11.	little	few	much
12.	have	must	ought
13.	both	nobody	neither
14.	although	despite	because
15.	hard	hardly	lot
16.	-	than	then
17.	take	took	have taken
18.	because	due	because of
19.	to take	taking	taken
20.	feel	to feel	feeling

Часть 2

Read the text below and fill in the blanks with the corresponding parts of sentences.

Прочитайте текст и заполните пропуски соответствующими частями предложений.

These days the environment is a very serious issue. It seems to be in **1.** All the politicians are arguing about what to do **2.** But governments do not seem able to agree **3.** It may seem quite hopeless, but there are a lot of ways each of us can make **4.**

Our personal choices can help to protect **5.** Recycling household rubbish saves space in landfills, and also helps to keep resources from **6.**

Also, how we get **7.** ... ; by choosing to walk or cycle when we can, or by using public transport, we can cut back **8.** Finally, the simple act of switching off lights and the television when we are not using them, also helps to save electricity and reduce **9.**

As you can see, there are many things we can all do to help the environment. It is the responsibility of each **10.**

- A** a difference
- B** about it
- C** and every one of us
- D** around makes an impact
- E** being used up
- F** on air pollution
- G** on any measures
- H** the environment
- I** the news every day
- J** waste

Блок 2. Чтение

Часть 1

Read the text below and fill in the blanks with the corresponding sentences.

Прочитайте текст и заполните пропуски соответствующими предложениями.

Literature is writing that is good enough or important enough to last for tens, hundreds, or even thousands of years. It's valuable work that people make sure is heard, read, and passed down from generation to generation.

People usually think of literature as novels such as Tom Sawyer, the poetry of Emily Dickinson, or the plays of William Shakespeare. **1.** ... Literature also includes philosophy and history, letters and essays, even journals like The Diary of Anne Frank.

Some literature tells a story; some literature makes a point; and some literature just uses words and language in an exciting or memorable way. **2.** ...

3. ... Ancient stories of heroes like Beowulf and Odysseus were spoken first and written down later. Speeches like Martin Luther King, Jr.'s I Have a Dream can also be literature.

But just writing something down doesn't make it literature. We don't usually think of useful but such disposable things as phone books, menus, or game instructions as literature. **4.** ...

As for newspapers, most of them are read once and tossed aside. But if their topic is important or their writing is very good, those articles might be collected into a book to be preserved and reread. **5.** ...

- A** But even books for young readers, such as *The Cat in the Hat* or *Alice's Adventures in Wonderland*, can be literature.
- B** Even books come and go—many that you see in stores today won't be around decades from now.
- C** Not all literature started on a page.
- D** She is famous for her poems devoted to immortality.
- E** Some literature does all these things at once.
- F** They're on their way to becoming literature!

Часть 2

Read the text and write TRUE, FALSE, NOT GIVEN about the following statements.

Прочитайте текст и определите, какие высказывания соответствуют тексту (TRUE), какие не соответствуют тексту (FALSE) и о чём в тексте не сказано (NOT GIVEN).

Long ago most people had to walk wherever they wanted to go on land. Later, when large animals began to be domesticated, some people rode camels, horses, donkeys, oxen, and even elephants.

Then came the discovery of wheels. The people of Mesopotamia (now in Iraq) built wheeled carts nearly 5,000 years ago. But so far the earliest cart that has actually been found is one made later than those in Mesopotamia, by people in ancient Rome. It was simply a flat board. At first, people themselves pulled carts. Later, they trained animals to do this.

As people used more and more carts, they had to make roads on which the carts could travel easily. In Europe and North America carts developed into great covered wagons and then into stagecoaches. Pulled by four or six fast horses, stagecoaches first bounced and rolled along the roads in the mid-1600s. They became important public transportation during the 19th century.

It wasn't until the steam engine was invented that a better means of transportation developed—and that was the train. Steam locomotives used steam pressure from boiling water to turn their wheels. The first passenger train service began in England in 1825.

Soon trains were rushing hundreds of thousands people wherever iron tracks had been laid.

The first automobiles were not built until the late 1890s. Some of the earliest were made in the United States and England, though they were slow and broke down a lot. They looked much like carts with fancy wheels. What most of us recognize as a car wouldn't come along for several more years.

1. Wheels came into use after humans made wild animals used to living with them and working for them.
2. Ancient Romans were the first to invent a cart as a means of transport.
3. Early domesticated animals refused to draw carts with loads, that is why people had to pull them themselves.
4. It wasn't until 1800s that stagecoaches started running on fixed routes carrying paying passengers.
5. The only early cars that worked perfectly were produced in the USA.

Блок 3. Культурологический компонент

Make up the timeline of the following famous people of Great Britain and the USA, with 1 corresponding to the earliest life date and 10 – to the latest.

Расположите знаменитые личности Великобритании и США в восходящем хронологическом порядке (1 – самая ранняя дата жизни, 10 – самая поздняя дата жизни).

Alfred the Great

Boudicca, the Queen of the British Celtic tribe

Charles Dickens, an English writer

Francis Drake, an English admiral

George Washington, the President of the United States

John Milton, an English poet

Martin Luther King, Jr., an American activist

Richard I the Lionheart

William Caxton, an English book printer

William I the Conqueror

Блок 4. Письмо

Write a short review of the most interesting film on school life that you have ever seen.

- What is the plot of the film?*
- Who is your favourite character in the film? Why?*

*Write your answer in **150-170** words.*

Напишите отзыв на самый интересный фильм о школьной жизни, который вам довелось посмотреть. Опишите сюжетную линию фильма и наиболее понравившегося вам персонажа и объясните, почему он вам понравился.

*Ответьте на вопросы в пределах **150-170** слов.*

Ключи

Отборочный этап

10-11 классы

Тур 1

Разминка

1. heart
2. ground
3. backbone
4. springboard
5. idioms

Основные задания

1.

1. wrong non-finite form
2. wrong tense
3. substitution of an adverb with an adjective
4. wrong article
5. wrong pronoun
6. wrong preposition
7. missing particle
8. substitution of an intransitive verb with a transitive verb
9. wrong adverb
10. missing preposition

2.

1. cut
2. deeply
3. fell
4. fulfilled
5. rose
6. hold
7. performed
8. widely
9. looked
10. turn

3.

1. Just between you and me.
2. Well, it's sort of difficult really.
3. Just tell me, for goodness' sake.
4. But you won't tell anyone else, will you?
5. Of course not.
6. Oh, dear.
7. Well, that's the problem – I can't really.
8. I know, but what should I do?
9. It really is.
10. Well, don't be.

4.

1. beam – a long thick straight-sided piece of wood, esp one used as a horizontal structural member
2. tush – a small tusk
3. fashion – way, manner

4. hand – a unit of length measurement equalling four inches
5. power – a specific ability, capacity, or faculty
6. file – march or walk in an orderly line
7. trap – a light two-wheeled carriage
8. flirt – move jerkily; flit
9. squeeze – push or force in a confined space
10. tame – not fearful of human contact

Тип 2

Разминка

1. biting
2. climax
3. unfold
4. brains
5. continuity

Основные задания

1.
 1. wrong preposition
 2. substitution of a conjunction with a preposition
 3. unnecessary preposition
 4. wrong voice
 5. missing comma
 6. missing article
 7. wrong number of a pronoun
 8. wrong word order
 9. substitution of a determiner with an adverb
 10. wrong case of a pronoun

2.
 1. making
 2. set
 3. fed
 4. constituted
 5. drew
 6. grew
 7. changing
 8. demand
 9. entering
 10. rise

3.
 1. Not necessarily.
 2. I bet it wasn't that bad.
 3. Just my luck to get him.
 4. Well, it's not the end of the world if you don't get the job.
 5. Trust me to make a mess of it.
 6. I'm sure they'll take that into account.
 7. I might just as well go home.
 8. I'd hang on if I were you.
 9. Well, don't give up then.
 10. Now there's a thought...

4.
 1. adjust - to adapt, as to a new environment
 2. duck - to move somewhere quickly, especially in order to avoid being seen
 3. frame - the underlying constructional system or structure that gives shape or strength

4. loose - free to move around without control; not tied up
5. peer - to appear partially or dimly
6. skip - to bounce or skim over a surface or to move in this way
7. snake - anything long, thin and winding
8. steal - to move furtively
9. taut - tightly stretched
10. wake - the waves or track left by a vessel or other object moving through water

5-9 классы

Разминка

1. seize
2. shoes
3. straw
4. lips
5. first

Основные задания

1.

1. have been given
2. may be able
3. his
4. all
5. letting
6. will be visiting
7. convenient
8. know
9. on
10. do

2.

1. unhealthy
2. opposite
3. make
4. watch
5. discourage
6. embarrass
7. lifetime
8. fade
9. move
10. take

3.

1. It all started when I was seven years old.
2. My grandmother used to sew and would give me her remnants of material so I could make outfits for my dolls.
3. I got better and better at it, and by the time I was 12, all I could think of was having my own sewing machine for big projects.
4. I began saving my allowance, birthday checks and babysitting money.
5. By my 14th birthday last month, I was finally able to pick out my own machine.
6. Because I had to wait so long and work so hard for it, I take really good care of my sewing machine.
7. I have a special table for it and I always keep it covered when I'm not using it.
8. And if you ask me about people's attitude, I guess they might think I'm a sewing nerd but I don't feel embarrassed about it.
9. On the contrary, I get a lot of compliments on my original creations.
10. Plus, just about everyone has something they are nerdy about.

4.

1. stock – absolutely
2. seal – to make something definite, so that it cannot be changed or argued about
3. bargain – an agreement between two or more people or groups, to do something for each other
4. ruler – a flat, straight stick that is used to measure things
5. storm – a sudden loud noise that is caused by emotion or excitement
6. loose – free, without control
7. fate – something that happens to someone, especially something bad
8. grade – a school class for students of the same age or ability
9. cold – suddenly and completely
10. racket – a loud noise, din, clamour

Заключительный этап

10-11 классы

Вариант 1

Блок 1

1. encountering
2. impacts
3. corrupted
4. flawed
5. presented
6. pursue
7. aspired
8. draw
9. emulating
10. Provided

Блок 2

1. B
2. C
3. D
4. F
5. E
6. H
7. J
8. K
9. G
10. I

Блок 3

1. a
2. a
3. b
4. a
5. a
6. a
7. b
8. b
9. b
10. a

Блок 4

1. b
2. c
3. a
4. b
5. c

Блок 5

1. before typing up
2. deadlines you have
3. being so responsible
4. relevant to what
5. my management class

Вариант 2

Блок 1

1. cite
2. included
3. lie
4. contented
5. shared
6. challenged
7. acquire
8. let
9. look
10. keep

Блок 2

1. C
2. K
3. A
4. J
5. G
6. B
7. H
8. D
9. E
10. F

Блок 3

1. a
2. b
3. a
4. a
5. b
6. a
7. b
8. b
9. b
10. b

Блок 4

1. b
2. a
3. c
4. b
5. b

Блок 5

1. achieving your objectives
2. my learner contract
3. internship next semester
4. to work on
5. Have a think

5-9 классы

Блок 1.

Часть 1

1. as
2. have been
3. between
4. At
5. youngest
6. the
7. Since
8. doing
9. eight-hour
10. doing
11. much
12. have
13. neither
14. although
15. hard
16. than
17. took
18. because of
19. taken
20. feel

Часть 2

1. I the news every day
2. B about it
3. G on any measures
4. A a difference
5. H the environment
6. E being used up
7. D around makes an impact
8. F on air pollution
9. J waste
10. C and every one of us

Блок 2.

Часть 1

1. A But even books for young readers ...
2. E Some literature does all these things at once.
3. C Not all literature started on a page.
4. B Even books come and go—many ...
5. F They're on their way to becoming literature!

Часть 2

1. True
2. False
3. Not given
4. True
5. False

Блок 3.

1. Boudicca
2. Alfred the Great
3. William I the Conqueror
4. Richard I the Lionheart
5. William Caxton
6. Francis Drake
7. John Milton
8. George Washington
9. Charles Dickens
10. Martin Luther King