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АНГЛИЙСКИЙ ЯЗЫК

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АНГЛИЙСКИЙ ЯЗЫК

Английский язык

10-11 классы

Отборочный этап

I тур

Разминка

Read the text and look at the given list of stems/roots. Match each of them with the corresponding gap. Use these stems/roots to form new words that fit in the gaps.

AUTHORITY ENERGY FORGET IMAGINE SIGN

This is just one of the most fantastic pictures that was ever painted anywhere, I think – absolutely amazing. This has to be one of the most memorable portraits that anyone ever painted. It stamps itself on your memory and it's amazing because he's not the most beautiful man in the world by any stretch of the **1. ...**, but he's got a kind of presence that makes him **2.**

He's given this kind of authority by being placed behind that parapet and you are being told that Giovanni Bellini painted him by the **3. ...** that goes on the parapet on that little bit of paper. So you are being made aware that this is being painted by somebody and by somebody really great.

He does brilliant things in this picture. Just very subtle, beautiful things like the two laces that dangle from his hat; one of them straight down, giving it a kind of vertical authority, and the other just slightly **4. ...** on the other side to give it a bit of life.

It's an amazing image in the way that it combines something that is absolutely strong, eternal, forever, with these flickers of life that give him his human qualities. He has these slight shifts in the mouth, you're not quite sure where the eyes are looking and it's a face that you could believe – you could see it in a pulpit, on a throne, which makes it a great **5. ...** portrait. I really love it actually and if there was a fire, I would race for this one.

Основное задание

Блок 1

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

age-related
anti-ageing
as
backward

body
disease processes
implicit
retarded

secrets
so

time-dependent
tissues

We live in a rapidly changing world in which new medicines are being discovered every day. New technologies are being developed which are just starting to allow us to unravel the **1. ...** of the human body.

The latest of the projects in this field is the use of gene chips to develop a 'gene expression profile' of the ageing process in order to find out how ageing can be **2. ...**. Scientists are using high-tech gene chips to enable them to investigate and determine the effects on ageing and longevity of thousands of genes at the same time in specific **3.** What they are searching for is authentic **4. ...** therapies. They are beginning to develop a fundamental new **5. ...** of knowledge about the genetic events that underlie degenerative **6.** Scientists are discovering genes **7. ...** in the progressive, **8. ...** loss of strength, vigour, coordination and cognitive ability as well as genes that protect us from diseases.

Naturally, these findings are important for the development of new medical therapies to prevent and treat **9. ...** diseases. But **10. ...** yet we don't know how important.

Блок 2

Read the text and choose a word from the list to complete each gap. Change its form to make a word/a group of words that fits in the gap. Different aspects of form change are possible: active or passive voice; indicative, imperative or subjunctive mood; finite or non-finite forms (infinitive, gerund, participle); tense for finite forms or aspect for non-finite forms; full or bare infinitive, etc.

For example:

(be) He is said *to have been* the greatest surgeon of his time.

assume
attract
bury
do
get

hide
intend
lose
reflect
time

They are about 750 mm long, 150 mm wide and usually made of tough PVC. They are time capsules. Although ancient civilisations often left items in graves that **1. ...** their way of life, they **2. ...** for the afterlife. What seems to be new about the current craze for time capsules is the idea of leaving things for future generations to learn about us (always **3.**, that is, that they will be sufficiently interested **4. ...** so). Apart from individuals, there are also many organisations busy **5. ...** these brightly-coloured canisters.

Often **6. ...** to coincide with a company anniversary, the event may be marked by a ceremony designed **7. ...** useful media coverage. Schools, too, **8. ...** in on the act, with projects based on capsules. There is, though, just one problem with time capsules: in many cases, nobody can remember where they are. Of the 10,000 known **9. ...** in various parts of the world during the last 60 years, over 9,000 **10. ...**.

Блок 3

You are going to read an extract from an encyclopaedia on language. Find ten words in the text which will fit the gaps of the following sentences. The words should fit the new contexts in both meaning and grammar. They have the same graphic form as the one in the original text.

Example:

Original text: <...> He told us not to write more than three sides.<...>

Answer: 0. In every dispute he always sides with my mother.

Many communities make use of a complex system of linguistic levels in order to show respect to each other. The levels will partly reflect a system of social classes or castes, but the choice of forms may be influenced by several other factors, such as age, sex, kinship relationships, occupation, religious affiliation, or number of possessions. In Javanese, for example, choice of level can in addition be affected by the social setting of a conversation, its subject matter, or the history of contact between the participants. Other things being equal, people would use a higher level at a council meeting than in the street; in talking about religious matters than about buying and selling; and when addressing someone with whom they had recently quarrelled. Similar constraints have been noted for several languages, such as Japanese, Korean, Tibetan, Samoan, and Sundanese.

Devices for conveying relative respect and social distance can be found in all languages. What is distinctive about 'respect' languages is the way differences of social level have been so extensively coded in the grammar and vocabulary. In Javanese, the differences between levels are so great that equivalent sentences may seem to have very little in common.

'Status' is the position a person holds in the social structure of a community - such as a priest, an official, a wife, or a husband. 'Roles' are the conventional modes of behaviour that society expects a person to adopt when holding a particular status. Public roles often have formal markers associated with them, such as uniforms; but among the chief markers of social position is undoubtedly language. People exercise several roles: they have a particular status in their family (head of family, first-born, etc.), and another in their place of work (supervisor, apprentice, etc.); they may have a third in their church, a fourth in a local sports centre, and so on. Each position will carry with it certain linguistic conventions, such as a distinctive mode of address, an 'official' manner of speech, or a specialized vocabulary. During the average lifetime, people learn many such linguistic behaviours.

It is only occasionally that the adoption of a social role requires the learning of a completely different language. For instance, a knowledge of Latin is required in traditional Roman Catholic practice; a restricted Latin vocabulary was once prerequisite for doctors in the writing out of prescriptions; students in some schools and colleges still have to speak a Latin grace at mealtimes; and Latin may still be heard in some degree ceremonies. More usually, a person learns a new variety of language when taking up a social role — for example, performing an activity of special significance in a culture (such as at a marriage ceremony or council meeting), or presenting a professional image (as in the case of barristers, the police, and drill sergeants). One of the most distinctive indications of professional role is the intonation, loudness, tempo, rhythm, and tone of voice in which things are said.

In many cases, the linguistic characteristics of social roles are fairly easy to identify; but often they are not, especially when the roles themselves are not clearly identifiable in social terms. With unfamiliar cultures and languages, too, there is a problem in recognizing what is really taking place in social interaction or realizing how one should behave when participating in an event. How to behave linguistically as a guest varies greatly from

culture to culture. In some countries, it is polite to comment on the excellence of a meal, as one eats it; in others, it is impolite to do so. In some countries, a guest is expected to make an impromptu speech of thanks after a formal meal; in others there is no such expectation. Silence, at times, may be as significant as speech.

1. The students were pleased to find out about the ... of their college with a famous red-brick university.
2. To make ... worse, they refused to extend credit to us.
3. If the blast ... the neighbouring buildings, the construction company will have to pay damages.
4. To ... your rights, you must first do your duty for your country.
5. It is recommended to start your computer in safe ..., otherwise you won't fix the problem.
6. His performance in the competition was way below
7. If you enter the ... area and stay there for more than three seconds, it will result in a turnover.
8. Before starting our meal, we usually say
9. I am on first-name ... with the newly elected President of the United States.
10. These are troubled ..., with prospects for the economy looking extremely bleak.

Блок 4

You are going to read a newspaper article on globalization. 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.

In 1843 the press reported on a large free-trade rally in the city. The Royal Amphitheatre was overflowing. John Bright, a newly elected MP, spoke eloquently on the merits of abolishing duties on imported food. Mr Bright told his audience that when canvassing, he had explained "how stonemasons, shoemakers, carpenters and every kind of artisan suffered if the trade of the country was restricted." His speech in Liverpool was roundly cheered.

It is hard to imagine, 173 years later, a leading Western politician being lauded for a defence of free trade. Neither candidate in America's presidential election is a champion. Donald Trump is clear in this area: unfair competition from foreigners has destroyed jobs at home. He threatens to start a trade war with China. To her discredit, Hillary Clinton now denounces the free trade agreement which she helped negotiate in a not very distant past. In Germany, one of the world's biggest exporters, tens of thousands took to the streets earlier this month to march against a proposed trade deal between the European Union and the United States.

The backlash against trade is just one symptom of a pervasive anxiety about the effects of open economies. Britain's Brexit vote reflected concerns about the impact of unfettered migration on public services, jobs and culture. Big businesses are slammed for using foreign boltholes to dodge taxes. Such critiques contain some truth: more must be done to help those who lose out from openness. But there is a world of difference between improving globalisation and reversing it. The idea that globalisation is a scam that benefits only corporations and the rich could scarcely be more wrong.

First of all, there is a vast improvement in global living standards in the decades after the second world war, which was underpinned by an explosion in world trade. Export-led growth and foreign investment have dragged hundreds of millions out of poverty in China, and transformed economies from Ireland to South Korea.

Plainly, Western voters are not much comforted by this extraordinary transformation in the fortunes of emerging markets. But at home, too, the overall benefits of free trade are unarguable. Exporting firms are more productive and pay higher wages than those that serve only the domestic market. Half of America's exports go to countries with which it has a free-trade deal.

Protectionism, by contrast, hurts consumers and does little for workers. The worst-off benefit far more from trade than the rich. A study of 40 countries found that the richest consumers would lose 28% of their purchasing power if cross-border trade ended; but those in the bottom tenth would lose 63%.

Secondly, openness delivers such other benefits as competition, technology, management know-how and jobs. Moreover, migrants improve not just their own lives but the economies of host countries: European immigrants who arrived in Britain since 2000 have been net contributors to the exchequer.

However, none of this is to deny that globalisation has its flaws. Since the 1840s advocates of free trade have known that, though the great majority benefit, some lose out. Too little has been done to help these people. Perhaps a fifth of the 6m or so net job losses in American manufacturing between 1999 and 2011 stemmed from Chinese competition; many of those who lost jobs did not find new ones. With hindsight, politicians in Britain were too blithe about the pressures that migration from new EU member states in eastern Europe brought to bear on public services. And although there are no street protests about the speed and fickleness in the tides of short-term capital, its ebb and flow across borders have often proved damaging, not least in the euro zone's debt-ridden countries.

The worst answer would be for countries to turn their backs on globalisation. The case for openness remains much the same as it did when the repeal of the Corn Laws was widely supported. There are more—and more varied—opportunities in open economies than in closed ones. And, in general, greater opportunity makes people better off. Since the 1840s, free-traders have believed that closed economies favour the powerful and hurt the labouring classes. They were right then. They are right now.

better off	a) a national treasury, the 'purse' of a society
	b) a person who has surpassed all rivals
	c) happy, joyous
blithe	d) in a more prosperous position
	e) lacking in due concern, not anxious about something, careless and heedless
canvass	f) the acknowledged defender of a side, one who stoutly maintains any cause
	g) the government office responsible for collecting revenue and making payments on behalf of the sovereign
case	h) the grounds for something
champion	i) the true situation
	j) to be closed forcefully or loudly
deliver	k) to criticize severely
	l) to discuss an idea thoroughly
drag	m) to evince
	n) to give a speech, talk, etc. or other official statement
exchequer	o) to persuade to come away from something attractive
	p) to pull someone out of something with difficulty
prove	q) to solicit contributions, votes or support before elections
	r) to turn out
slam	s) to yield, produce
	t) used to say that somebody is/would be happier or more satisfied if they were in a particular position or did a particular thing

Блок 5

Writing: Story based on a painting

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



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

Make sure that your story includes information about the following:

1. At least two characters
3. The place where the scene is set
4. What is going on in the picture

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).

Английский язык
10-11 классы
Отборочный этап
II тур

Разминка

Read the text and look at the given list of stems/roots. Match each of them with the corresponding gap. Use these stems/roots to form new words that fit in the gaps.

CONSERVE LIKE MARRY NEGOTIATE PROSPECT

Christina of Denmark, Duchess of Milan. She's 16 years old and she's a widow wearing widow's clothes. You look at her hand and you'll see her wedding ring. She didn't seem to be too upset that she's a widow but the **1. ...** to her husband, the Duke of Milan, was arranged for her and when he died, well, she's on the market again. This picture was made by Hans Holbein, a German artist who was working in London and it was actually made for a **2. ...** husband who sent Holbein to meet Christina and to paint her **3. ...**, to take it back to him to see if he liked her.

And the husband-to-be was called Henry VIII and Henry VIII, as I'm sure you know, got through wives like there was no tomorrow. This particular wife-to-be certainly tickled his fancy because the story goes that when he saw the picture he went straight up to it and planted a big wet kiss on the lips, which **4. ...** now of course try to persuade people not to do to Old Master paintings. But, of course, Henry had paid for the picture; this was going to be his wife. Christina of Denmark was spared the fate of marrying Henry. The marriage **5. ...** fell through and, in fact, Christina later in her life is reported to have said that she was very glad that she didn't marry Henry because she felt she was rather too attached to her head.

Основное задание

Блок 1

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

a soft orange shade
crushed
derelict
either
garlanded
layout

much needed shade
no
sight
tinted
vagrant
view

Rakesh Thakore's farm is not really a farm - the only animal in 1. ... is the pet dog. The house is square with a two-storey round tower built in one corner to break up the angular symmetry of the 2. Two sides of the square have open outer walls, which form long verandahs overlooking the lush gardens filled with cornflowers, poppies, jasmine, and fruit trees. In the middle of the surrounding square of walls is an enclosed grassy garden with a mature tree providing 3. ... during the heat of the summer. And a shrine 4. ... with freshly picked flowers is in a corner behind a low wall, while granite pillars from a 5. ... temple give the garden a uniquely Indian feel. Although the architectural layout of the house, which has two levels and wings on 6. ... side of the tower, is interesting, it is the style of decoration that brings it to life. At first, most of the walls appear white, but they are 7. ... with just the slightest hint of blue. Other walls are painted 8. ... and are so beautiful and delicate that they look as if they could have been coloured with 9. ... marigold petals. The bedrooms are decorated in natural tones, restful creams and cool white, but where the colours are neutral, texture plays an important part. 10. ... two cushions or throws appear to be the same - some are plain and others have beautiful and intricate patterns.

Блок 2

Read the text and choose a word from the list to complete each gap. Change its form to make a word/a group of words that fits in the gap. Different aspects of form change are possible: active or passive voice; indicative, imperative or subjunctive mood; finite or non-finite forms (infinitive, gerund, participle); tense for finite forms or aspect for non-finite forms; full or bare infinitive, etc.

For example:

(be) He is said *to have been* the greatest surgeon of his time.

baffle
do
fail
get
go

go
grant
include
perceive
receive

Taste is the sensation produced when a substance in the mouth reacts chemically with taste receptor cells located on taste buds in the oral cavity, mostly on the tongue. The 1. ... wisdom used to be that there were four tastes, and that each 2. ... at a specific location on the tongue - sweet tastes at the tip, salty and then sour along the sides, and bitter at the back. This so-called 'Tongue Map' was based on some rudimentary research originally 3. ... in 1901, and then later misinterpreted. But these assumptions 4. ... unchallenged for a staggering seventy-three years, until a researcher called Virginia Collings proved that in fact every part of the tongue has receptors for every basic taste - 5. ... 'umami', a fifth taste which most Western scientists ignored until relatively recently. Why textbooks should persist in printing this so-called 'map' is quite beyond me, frankly. It certainly 6. ... me back when I was a kid at school. I could never 7. ... the experiment right in science class, and I 8. ... for insisting that I could taste sugar at the back of my mouth. It 9. ... to show you shouldn't always take for 10. ... what your textbook or your teachers tell you! In fact, the remarkable thing about our sense of taste is just how little is known about it.

Блок 3

You are going to read an extract from a book on literature. Find ten words in the text which will fit the gaps of the following sentences. The words should fit the new contexts in both meaning and grammar. They have the same graphic form as the one in the original text.

Example:

Original text: <...> He told us not to write more than three sides.<...>

Answer: 0. In every dispute he always sides with my mother.

The Reformation created an urgent need for a religious prose. Luther wanted to put the word of God into the ploughboy's

hand; his German Bible (finished in 1545) helped to form not only German Protestants but also the German language. The English Bible, in the Authorized Version (AV) of 1611, although less decisive in the evolution of the language, played a similar role in the culture of English-speaking countries; it was adopted in Presbyterian Scotland and later in the Empire. More generally, the Reformation gave the book and the word a privileged place in Protestant lands, and the non-verbal arts a lower place. The spreading of the Word was the task of the apostles, given the gift of tongues. The Bible, put into Greek before the time of Christ, has overwhelmingly been read ever since in translation. The aim of its translators has been fidelity. Fidelity was the rule of Jerome (c.342-420) when he translated the Bible from Greek and Hebrew into Latin, the language of the people of the West. Jerome's Vulgate was in the vulgar tongue, and, like the 16th-century translators, he wrote to be read aloud.

St Augustine (358-430) says in his *Confessions* that he was astonished to see Ambrose of Milan read without moving his lips. Though a practised orator, Augustine had not seen this before. The Protestants who practised the private unguided reading of which the Church disapproved also moved their lips or heard the words in their heads.

By 1539 Miles Coverdale (1488-1568), producer of the first complete printed English Bible, knew that his words formed part of the services of the Church of England. Translators producing texts for such a use did not neglect rhythm and rhetorical spoken quality: they wrote for the tongue to perform and for the ear to hear. Very different is the situation of modern Bible translators, translating for speedy silent readers in a world where there is too much to read. Their gift of tongues is an expertise in ancient languages.

The psalms, gospel, epistles and Old Testament lessons were part of church services, as before, but were now in English. Under Elizabeth, church attendance on Sundays was required by law. As important to Anglicans as the Bible was the Book of Common Prayer (BCP, 1549) with its still largely Catholic liturgy, translated under Cranmer from the Church's Latin. For centuries the words and cadences of the AV and the BCP conducted English people from the cradle to the altar to the grave, and through the Christian year, as Latin had done for a millennium. In the 1920s, T. S. Eliot's titles 'The Burial of the Dead' and 'Ash-Wednesday' needed no footnotes; they had been in the BCP since the 16th century.

Such words were for many the words of life; for all, an example of public English. There are biblical allusions in the early English poems *The Dream of the Rood* and *Beowulf*, but the Bible-version which has contributed most to the language is the AV.

The first English translation of the Bible we know of is by Bede, who finished his version of the gospels in 735. Aelfric (d.c.1020) translated Genesis and other parts of the Old Testament. Parts of several Old English

translations survive; there were also Middle English versions, notably those produced by disciples of Wyclif (d.1384).

The first English Bible translated from Greek and Hebrew rather than Latin was by the gifted William Tyndale, who in 1523, in exile, began a New Testament. He was martyred in 1536. The first complete printed English Bible was published in 1535 by Miles Coverdale in Zurich. In 1540 the Great Bible, adding Coverdale to Tyndale, was placed in churches.

In 1560 came the Geneva Bible, by Protestant refugees with a Calvinist commentary. In 1568 the less Protestant Bishops' Bible was issued in England. Catholic refugees produced a New Testament in Rheims (1582) and an Old Testament at Douai (1610); the Douai-Rheims Bible is translated from the Vulgate.

In 1604, King James authorized 'a more exact Translation into the English Tongue', avoiding the errors of Papists and also of 'self-conceited Brethren'. Under the chairmanship of Lancelot Andrewes, teams of scholars produced in 1611 the Authorized Version (AV) or King James Version. It was based on the original tongues and drew on earlier English versions, especially Tyndale's. It was not revised until 1881-5.

1. All his students ... an air of confidence on completing the course.
2. Give me a ...-up if your change your mind about the trip.
3. He was arrested and sentenced to five years in prison for child ..., which, as his was his children's sole caregiver, forced the social services to put them up for adoption.
4. He's definitely got a silver ...: he can talk you into buying most anything.
5. Keep your passports to ..., please, as we may still need some information to fill in the forms.
6. Kurt Vonnegut was awarded his Master's degree for his world-famous novel *Cat's*
7. Mr. White's latest discovery is a ... to his hard work and devotion to his vocation.
8. The Queen thought she punished her minister when she decided to ... him to the middle of nowhere, but he eventually found the love of his life there and died a happy man.
9. The woman ... a bead on the attacker and shot him in the arm.
10. This country doesn't grant political asylum to the ... fleeing from the Middle East.

Блок 4

You are going to read a newspaper article on international relations. 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.

This is the age of the disgruntled – in domestic politics and foreign affairs alike. Anti-establishment sentiment within countries is somehow echoed by the way the rule book of international relations is being torn up. These dynamics feed on each other. They are at play in America (the rise of Donald Trump), Europe (growing populism) and Asia (nationalism and an arms race). Finding a way to address them will be crucial if democracies are to have any hope of resisting instability.

At the Lennart Meri conference in Estonia much of the talk focused on how the “dream of a Europe whole and free” might be fading, and how that is affecting security and stability. And this week in London, at a meeting on global governance, and what needs to be done to improve it, a key focus of British and other European participants was: how do we restore the legitimacy of international institutions?

In democracies it is only natural that public opinion influences actions taken by governments on the international stage. But the way that pressure is exerted has changed. The Dutch government would never have

sought a review of an association agreement between the EU and Ukraine if a referendum in the Netherlands – with a turnout of only 32%, triggered by a petition that had just over 300,000 signatures – hadn't signalled a rejection of that treaty.

Angela Merkel would never have pushed for a relaunching of EU membership talks with Turkey (something she had been blocking for almost 10 years) if the German far right hadn't started doing better in opinion polls. In Austria pressures have already led to borders being shut to refugees. And in the US Donald Trump's success is already beginning to frame the foreign policy debate.

Just as the traditional domestic politics of many nations is being upended by groups who claim that elites have lost all legitimacy, global politics is being shaken up by the way institutions created after 1945 have lost much of their credibility. The UN has failed dismally to put an end to the war in Syria; and the EU is widely criticised for its inability to address a variety of crises – its very functioning as an institution is questioned as never before.

Both in Europe and Asia alliances are being put to the test, with many asking if they will hold. The result of much of this is that global governance appears weakened, if not powerless. Passions and frustrations, often with strong nationalistic undertones, have become a major driving force of events, both domestically and internationally. Increasingly we see the rule of force – even rule of the mob – prevailing over the rule of law and over diplomatic mechanisms designed to defuse tensions.

To a large extent that's because the very legitimacy of institutions, and the way we have known them, has eroded. Many citizens feel their voices are not being heard. The influence of the internet means representative democracy is losing ground to grassroots mobilisation – spontaneous or orchestrated – that often exists outside a recognised framework. And on a global stage tensions between powers fester because the forums meant to settle them aren't working. Accepted rules and limits are increasingly set aside. Broadly speaking, what we are seeing is a growing cacophony in which it is unclear who, or what, will ultimately act as an arbiter.

The parallel between disgruntlement on the inside and disruptive behaviour on the outside may well define our era. It's as if a race is under way between the growing aspirations of citizens (not least driven by a massive, instant spread of information and disinformation) and the struggling capacity of governments and international institutions to address them.

So what can be done? Reforming the UN system entirely is much talked about, though all but impossible right now. Reinventing the way democracies function is just as difficult. So perhaps small steps might be taken. At the Tallinn conference some speakers suggested EU officials could embark on "town hall meetings" across the continent, to reach out to citizens who resent what they see as a dehumanised Brussels bureaucracy.

And in the London discussion, several participants spoke of the need to create a "multi stakeholder" model for international institutions in which not just states but NGOs and citizens would have a say in open and transparent deliberations. Depending on the issue at hand, ad hoc groups of stakeholders could be convened. One idea was dubbed "the skateboard model" after the sport's eschewing of judging panels in favour of competitors marking each other's performances in open discussions – apparently everyone comes out more satisfied.

It's easy to see the flaws (for example, how do you make sure the results aren't manipulated?). But the key point is that if passions are to be managed in an orderly way, both within societies and globally, new mechanisms are needed to restore the legitimacy of decision-making. That this issue is increasingly being discussed is a good thing – because the risk of sticking to the status quo is that populists, everywhere, will continue to thrive.

address	a) a general subject or area of knowledge
arbiter	b) a person who judges an article or research idea before it is published or money is provided for it

fester	c) a personal judgement, opinion or belief that is held not founded on proof d) a successful position to be won and maintained
frame	e) an authority whose views and actions have great influence over trends in society f) feelings of pity, love, sadness etc that are often considered to be too strong or not suitable for a particular situation
ground	g) perfect, united h) to adapt something to something, to develop, make up something
hold	i) to begin to think about an issue and deal with it j) to deliberately make someone seem guilty of a crime when they are not guilty, by lying to the police or in a court of law
reach out	k) to deteriorate, become more intense
sentiment	l) to remain in a certain state, condition m) to ripen and generate pus
stick to	n) to say or write remarks and complaints directly to someone o) to take and maintain control over, often by violent means
10. whole	p) unmixed, pure

Блок 5

Writing: Story based on a still frame

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



Avoid using the plot of the original film.

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

Your story must 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

Make sure that your story includes information about the following:

1. The characters involved in the scene
2. The place where the scene is set
3. The events captured in the scene

Обратите внимание:

- история не должна повторять сюжет оригинального фильма (в случае совпадения с оригинальным сюжетом работа снимается с конкурса)
- история не должна содержать заимствования из опубликованных и размещенных в сети Интернет источников (в случае обнаружения заимствований работа снимается с конкурса)

Необходимо помнить о(б)

- соответствии описания изображенному на кадре сюжету
- соответствии достаточному для полного раскрытия темы уровню лексики
- соответствии нормам грамматики английского языка
- соответствии нормам сочетаемости английского языка
- соответствии указанному количеству слов
- соблюдении одного стиля на протяжении всего ответа
- отсутствии повторов и тавтологии
- присутствии структурных элементов связного текста

Английский язык
Отборочный этап
5-9 классы

Разминка

Read the sentences. Decide which answer best fits the gap.

1. Your support made me ... (believing, to believe, believe) in myself.
2. He is yet ... (found, to find, finding) the right solution.
3. We're using my boss's office while ours is ... (been renovated, being renovated, renovated)
4. If I were you, I ... (wouldn't have invited, wouldn't invite, won't invite) him: look, what he's done to your room.
5. We meet every morning in all ... (weather, the weather, weathers).

Основное задание

Блок 1

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

appeal
descriptive
figure
infer
literary

matter
mysterious
perspective
produce
unlike

Writers don't always tell you everything directly. Sometimes they give you clues, and you have to **1. ...** what those clues mean.

Personification is a **2. ...** of speech that gives human characteristics to nonhuman things.

A *metaphor* compares **3. ...** objects without using the words *like* or *as*.

As you read, notice words and phrases that **4. ...** to the sense of sight hearing, taste, smell, or touch. Such **5. ...** language is called *imagery*.

When you feel *suspense*, you can't wait to find out what happens – even though you're scared that it might not be something good. Writers **6. ...** suspense by creating a threat to the main character and including **7. ...** events.

Point of view is the **8. ...** from which the narrator tells the story, in third-person limited point of view, the narrator is outside the story and tells only what one character could know.

The *setting* of a **9. ...** work is the time and place in which the events occur. Setting also includes the ideas, customs, values, and beliefs of the people who live in that time and place.

Tone reflects an author's attitude towards his or her subject **10. ...**. The tone of a short story might be humorous, bitter, sad, or sympathetic.

Блок 2

Read the text and choose a word from the list to complete each gap. Change its form to make a word/a group of words that fits in the gap. Different aspects of form change are possible: active or passive voice; indicative, imperative or subjunctive mood; finite or non-finite forms (infinitive, gerund, participle); tense for finite forms or aspect for non-finite forms; full or bare infinitive, etc. Among the words there is one that doesn't fit any gap.

For example:

(be) He is said to *have been* the greatest surgeon of his time.

come
engulf
go

look
splash
work

We are here in this picture in Claude Monet's garden at Giverny, to the west of Paris. We're looking at the water-lily pond at the centre of that garden, and the Japanese bridge that **1. ...** across that water pond. In fact, he painted it over and over and over again, for many, many years, **2. ...** at the different play of light, the different flowers, the way in which sunlight changed the aspects of the garden. And indeed, that was the great theme of the Impressionists: capturing sunlight as it **3. ...** its magic on nature.

In a picture like this, we have very much the sense of **4. ...** in nature: it's all around us. We are in a very beautiful atmosphere that smells sweet with the flowers, where there are noises of insects in the air, where we hear the frogs **5. ...** in the water. It is an immersion in landscape of a very special kind, of which Monet was the master.

Read the text and look at the given list of stems/roots. Match each of them with the corresponding gap. Use these stems/roots to form new words that fit in the gaps.

EVOKE
INVIGORATE
MOIST

OPEN
WONDER

I think this is a **1. ...** image to place in an urban context because it gives you a sense of expansiveness, of fresh air, just being able to take a deep breath and sense the **2. ...** of the landscape. It was a very new type of landscape painting in the 17th century and I think part of that is because the Netherlands lends itself to this sort of expansive view because the land itself is so flat.

This painting is so **3. ...**; I think it has a really visceral impact. You smell the landscape, the earth, the greens; the fresh air might have a hint of rain or **4. ...** in it. It's really just so fresh and **5.**

Блок 3

Read the text. Fill in the gaps with ONE word.

1. ... of the mental skills you use to learn, make decisions, analyze, and solve problems **2. ...** commonly referred to **3. ...** a thinking skill. Workers need to **4. ...** able to think creatively and make the best decisions possible based **5. ...** sound reasoning and facts. Using thinking skills to suggest a solution **6. ...** a problem is called problem solving. Employers **7. ...** not have time to make every little decision it takes to run a company. They want employees that can think **8. ...** their feet and resolve small problems before they become big issues. **9. ...** everyday and long-term decisions call **10. ...** thinking skills.

Блок 4

Read an excerpt from the short story 'Something Childish but Very Natural' by K. Mansfield. 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.

Whether he had forgotten what it felt like, or his head had really grown bigger since the summer before, Henry could not decide. But his straw hat hurt him: it pinched his forehead and started a dull ache in the

two bones just over the temples. So he chose a corner seat in a third-class “smoker,” took off his hat and put it in the rack with his large black cardboard portfolio and his Aunt B's Christmas-present gloves. <...> Henry was a great fellow for books. He did not read many nor did he possess above half-a-dozen. He looked at all in the Charing Cross Road during lunch-time and at any odd time in London; the quantity with which he was on nodding terms was amazing. By his clean neat handling of them and by his nice choice of phrase when discussing them with one or another bookseller you would have thought that he had taken his pap with a tome propped before his nurse's bosom. But you would have been quite wrong. That was only Henry's way with everything he touched or said. That afternoon it was an anthology of English poetry, and he turned over the pages until a title struck his eye—*Something Childish but very Natural!*

Had I but two little wings,
And were a little feathery bird,
To you I'd fly, my dear,
But thoughts like these are idle things,
And I stay here.

But in my sleep to you I fly,
I'm always with you in my sleep,
The world is all one's own,
But then one wakes and where am I?
All, all alone.

Sleep stays not though a monarch bids,
So I love to wake at break of day,
For though my sleep be gone,
Yet while 'tis dark one shuts one's lids,
And so, dreams on.

He could not have done with the little poem. It was not the words so much as the whole air of it that charmed him! He might have written it lying in bed, very early in the morning, and watching the sun dance on the ceiling. “It is stilly like that,” thought Henry. “I am sure he wrote it when he was half-awake some time, for it's got a smile of a dream on it.” He stared at the poem and then looked away and repeated it by heart, missed a word in the third verse and looked again, and again until he became conscious of shouting and shuffling, and he looked up to see the train moving slowly.

air	a) a line of metrical text
break	b) a short period of time when you stop what you are doing and rest, eat, etc.
dull	c) a simple tune, often used in the title of a piece of classical music
odd	d) an impression of a quality or manner given by something
pap	e) assist someone or something that would otherwise fail or decline
prop	f) bland soft or semi-liquid food such as that suitable for babies
shuffle	g) different from what is normal or expected, especially in a way that you disapprove of or cannot understand; strange
strike	h) films, programmes, books etc that are badly made or badly written, are intended for entertainment only, and have no serious value
terms	i) footing
	j) happening or appearing occasionally; not very regular or frequent
	k) not interesting or exciting
	l) not very severe but continuous
	m) poetry
	n) the conditions that are set for an agreement, contract, arrangement etc
	o) the moment of the sun rising in the morning

verse	p) to attract by being noticeable and interesting q) to hit or fall against the surface of something r) to mix playing cards into a different order before playing a game with them s) to move around so as to occupy different positions t) to support something physically, often by leaning it against something else or putting something under it
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Блок 5

Writing

Describe the photo below.



Answer the following questions:

- Where might the picture have been taken?
- Who are the participants of the event/situation? Describe them.
- What are they doing?
- What are they feeling towards each/one another?
- What emotions does the photo evoke in you?

Write your answer in **100-120 words**

Опишите фотографию, отвечая на вопросы: где могла быть сделана фотография; кто изображён на фотографии – опишите их; что они делают; как они в данный момент относятся друг к другу; какие чувства в Вас вызывает данная фотография?

Необходимые аспекты:

- соответствие описания изображённому 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 связок и структурных элементов связного текста
- отсутствие заимствований из опубликованных и размещенных в сети Интернет источников (в случае обнаружения заимствований работа снимается с конкурса).

Олимпиада для школьников
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Иностранный язык
г. Москва
Заключительный этап
10-11 классы

Вариант 1

Блок 1. ПОНИМАНИЕ УСТНОГО ТЕКСТА (АУДИРОВАНИЕ)

A You are going to listen to a news report. Fill the gaps with **three words** – exactly the ones used in the report – in the following statements. Do not use contracted forms. One number/figure counts as one word.

Write your answers on YOUR ANSWER SHEET.

Example: 6. an interesting species

1. A ... population are unable to speak Mandarin.
2. According to officials, many of those who speak Mandarin
3. China is home to thousands of dialects and
4. The ruling party has promoted Mandarin in an attempt to unite the ... on earth.
5. Government efforts have been prevented by a lack of investment in education, particularly

B You are going to listen to an extract from a short story by O. Wilde narrated by Stephen Fry. Read the following statements and decide whether they are true or false and explain your answer (**in 30-35 words**).

Write your answers on YOUR ANSWER SHEET. Underline true or false.

Example: 6. It is true that the sacrifice the bird made was not appreciated by the student because he forgot about the object of his love in an instant, showing that love meant little to him.

1. The Miller didn't go to the doctor himself because he was very ill.
2. Hans's trip to and from the Doctor's was full of hardships.

Think of YOUR OWN last sentence of the story that, in your opinion, would be a perfect ending. It should make sense and be written in the same style as the original story.

Блок 2. ЛЕКСИКО-ГРАММАТИЧЕСКИЙ ТЕСТ

A *You are going to read an article on an invention. Five verbs have been removed from the text. Fill the gaps with the words from the list. Change the form of the verbs according to the context. There is one extra verb you do not need to use.*

Write your answers on YOUR ANSWER SHEET.

Examples: 0. *not to be disturbed*
 00. *would do*

appoint	patent
go	prove
market	set

When Pryce Pryce-Jones 1. ... up his drapery shop in Newtown in 1856, few could have known that he 2. ... on to change retail forever.

Initially 3. ... his wares by posting leaflets and catalogues to the local gentry, Pryce-Jones built his business into a global phenomenon, exporting goods around the world. By 1890 he had in excess of 200,000 customers, including Florence Nightingale and Queen Victoria. Among the exports was the Euklisia rug, thought to be the world's first sleeping bag. 4. ... by Pryce-Jones in 1876, the rug had a built-in, inflatable pillow and 5. ... popular with the Russian Army, who bought 60,000.

B *You are going to read an extract from a short story by A.Daudet. Five words (pronouns, conjunctions, adverbs, articles, auxiliary and modal verbs) have been removed from the text. Insert one word in each gap.*

Write your answers on YOUR ANSWER SHEET.

Example: 6. *but*

I jumped over the bench and sat down at my desk. Not till 1. ... , when I had got a little over my fright, 2. ... I see that our teacher had 3. ... his beautiful green coat, his frilled shirt, and the little black silk cap, all embroidered, that he never wore 4. ... on inspection and prize days. Besides, the whole school seemed so strange and solemn. But the thing that surprised me most 5. ... to see, on the back benches that were always empty, the village people sitting quietly like ourselves.

Блок 3. ЛЕКСИКО-ГРАММАТИЧЕСКИЙ ТЕСТ

A You are going to read an extract from a book on linguistics. Five phrases have been removed from the text. Fill the gaps with the phrases from the list. There is one extra phrase you do not need to use.

Write your answers on YOUR ANSWER SHEET.

Example: 6. *vast array of tools*

given what	the mists of
is bound	the remnants of
is subject	this is what

Some languages seem to be orphans — with no family members at all! Linguists call these orphan languages language isolates. 1. ... linguists have discovered about how languages are related to each other, the best guess is that language isolates are 2. ... a previous historical period. The speech communities using related sister languages are now lost in 3. ... time, leaving behind these language orphans.

If linguists class a language as an isolate, it means the evidence for historical connections is weak or tenuous at best. Every language classification 4. ... to debate and change when new evidence is found. Remember that the three most reliable indicators of a historical connection are confirmed relations between words, between morphemes, and between sounds.

It's possible for groups of people (and their languages) to split apart and wander off in different directions. 5. ... happened to Yurok and Wiyok, two languages spoken on the northern coast of California — in the 1920s, linguists discovered that they're related to languages of the Algonquian language family, most of which are spoken east of the Rocky Mountains!

B You are going to read an extract from a book on history. Find five words in the text which will fit the gaps of the following sentences. Pay attention to the usage of the words: both meaning and grammar.

Write your answers in full sentences on YOUR ANSWER SHEET. Underline the word you have chosen.

Example: 6. *There is a vast array of literature on the topic.*

In the first years of William's reign, leading Englishmen who were loyal were permitted to keep their lands and titles. After 1070 however, William pursued an active policy of Normanization. Disaffected Saxon lords were stripped of their land, while estates without heir were granted to Normans. A similar process transformed the Church hierarchy. In 1070 Lanfranc, a noted scholar and Abbot of Caen, was appointed to Canterbury, replacing Stigand who had been deposed. Lanfranc proceeded to promote

clerics who shared his continental origins. Native ecclesiastical foundations withered, while new monastic houses with links to Normandy and France were given support.

1. The president had been completely ... of power.
2. He planned to marry and produce an ... for his estate.
3. He is not ... for his sense of humour.
4. The left-wing government was threatened and eventually ... by a right-wing junta.
5. The businesses ... and eventually died.

Блок 4. СОЦИОКУЛЬТУРНЫЙ КОМПОНЕНТ

A Read the following statements. Fill in the blanks with one word. Pay attention to the spelling of words.

Write your answers on YOUR ANSWER SHEET.

Example: 6. Winston

1. In 1620 the ... Fathers pointed the Mayflower into the breeze and set sail for America.
2. Held in west London over a bank holiday weekend, ... Hill Carnival is Europe's biggest street festival.
3. Black ... is a traditional British black sausage containing pork, dried pig's blood, and suet.
4. George Bernard ... was a Nobel Prize and Oscar-winning Irish playwright, and critic.

B Answer the following questions in full sentences. Pay attention to the spelling of words.

Write your answers on YOUR ANSWER SHEET.

Example: 6. To beat about the bush means to discuss a matter without coming to the point.

1. What does AWOL stand for?
2. What might one mean when calling a person a *rascal*? Does it show a positive or a negative attitude?
3. When do you say the phrase *By all means*?

Блок 5. ПОНИМАНИЕ ПИСЬМЕННОГО ТЕКСТА (ЧТЕНИЕ)

A You are going to read a book review written by a British teenager. Complete the tasks following the text.

Attachments by Rainbow Rowell is a novel I highly anticipated, having read three of Rowell's other books. The book is marketed as being for adults, but I think it is still suitable for people who enjoyed the author's YA books.

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This novel is about Lincoln, a young man whose job is to read flagged emails at a newspaper company. He begins to read exchanges between two women, Beth and Jennifer, and falls in love with one of them. This raises the book's key question: is it possible to fall in love with someone before first sight?

In my opinion, one of the things that makes *Attachments* so interesting is the structure and writing style. The book is a combination of third-person writing about Lincoln, and direct transcriptions of Beth and Jennifer's email exchanges. This gives equal insight into all three of the novel's main characters.

Attachments is a very character-driven novel. What makes it such a page-turner is that we, the readers, are desperate to find out what happens next in the characters' lives. Rowell effectively plays on human curiosity. Not only this, but she teases her audience with an inevitable conclusion. We know what is going to happen, we just want to hear how.

Another thing that makes this novel so appealing is how relatable the characters are. None of them have gone through anything particularly astounding or unique, but this normality is what makes the book so satisfying to read. Beth, Jennifer and Lincoln feel more like good friends than characters. The novel also deals superbly with secondary characters. We get to know Beth's boyfriend, Jennifer's husband. Lincoln's high school sweetheart and Doris the cleaning lady excellently, as well as a host of other characters.

This book was particularly interesting for me as it is mostly set in 1999, three years before I was born. Although this meant I missed some of the cultural references, it was interesting to observe the change and continuity to the present day.

All this being said, the book does deal with relationship issues and miscarriages. This, I suppose, could be upsetting for some younger readers, although Rowell deals with the topics expertly.

If I had to criticise *Attachments*, I would say that it can drag in places. This, I have found, is quite common among contemporary/realistic books because there are no major plot twists, action sequences or mutant villains to hurry the plot along. The point in the novel, towards the end, when things seem to start really happen, seems slightly staged; like the author realised it was beginning to drag and so just kicked in her ending without it quite fitting yet. But I think that criticism is frivolous enough to overlook. The ending, however, was superb, if slightly rushed. It's wonderfully adorable. *Attachments* is a superb novel, with deep and interesting characters and a lovely plot. I would recommend it to anyone over 13, particularly fans of Rainbow Rowell's other novels.

Find the words in the text which match the following definitions/explanations.

Write your answers on YOUR ANSWER SHEET.

Example: 6. review

1. an exciting, suspenseful book
2. possible to understand because of being like something you have known, experienced, etc.
3. the connected series of events which make up the story

Read the following statements and decide whether they are true or false and explain your answer (in 30-35 words).

Write your answers on YOUR ANSWER SHEET. Underline true or false.

Example: 6. It is true that the sacrifice the bird made was not appreciated by the student because he forgot about the object of his love in an instant, showing that love meant little to him.

1. The author of the review finds the book flawless.
2. The book is not appropriate for younger readers.

B Read the following texts. Summarise in **YOUR OWN** words how different these two people's attitudes to the issue of protest are. Do not quote the text: a copied sequence of 4 words and more is considered a quotation. Your answer must amount to **55-60 words in total**.

Write your answer on YOUR ANSWER SHEET.

It might seem selfish, but if the airport does expand, it'll have a really negative effect on people who live nearby, like me. I mean, just think of the noise! Still, I wouldn't have felt strongly enough to actually go on the march myself - it was just that one of my friends talked me into keeping her company. Personally, I didn't believe anything we did would make a lot of difference, and I still don't - the government has already made up its mind. Anyway, I went. The actual arrangements left a bit to be desired, I have to say and some of the speeches went on a bit, but actually it was a good opportunity to make contacts with other people who are interested in protecting the environment.

Well, sometimes you just have to stand up for your principles, don't you? That's why I'm doing it. I mean, I wouldn't normally go on strike, because people depend on us - they expect us to respond promptly to every emergency call-out - and it's not fair if we let them down. But if that's the only way the government is going to sit up and take notice, so be it. The fact is that we just can't do our job properly unless there are adequate levels of investment - to pay for better vehicles and equipment and to attract more people to join the service. Without them, we just can't provide effective round-the-clock cover, not in this region anyway.

Блок 6. ПРОДУЦИРОВАНИЕ ПИСЬМЕННОЙ РЕЧИ

Read the following task and write **an essay**.

Provide the comparison and contrast of how two writers/poets view an important theme/issue.

Which two writers/poets represent opposing views on nature?

Paragraph 1, the introduction, must contain brief information on the chosen writers/poets, the literary movement and the epoch they belong to as well as the scope of aspects to be analyzed.

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Paragraphs 2 and 3 must contain the analysis of the chosen writers'/poets' views on the theme/issue under consideration. Each paragraph must start with the topic sentence (the main idea of the paragraph). Each paragraph must contain at least 2 examples/arguments supporting your analysis. Paragraph 4, the conclusion, must contain your own perspective on the theme/issue.

Write **at least 300 words**.

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10-11 классы

Вариант 2

Блок 1. ПОНИМАНИЕ УСТНОГО ТЕКСТА (АУДИРОВАНИЕ)

A You are going to listen to a news report. Fill the gaps with **three words** – exactly the ones used in the report – in the following statements. Do not use contracted forms. One number/figure counts as one word.

Write your answers on YOUR ANSWER SHEET.

Example: 6. an interesting species

1. Mandarin is one of the most ... in the world.
2. The government efforts to unite the nation have been hampered by ... of the country.
3. There are a number of benefits of having ... people speaking the same tongue.
4. The government's policies have ..., especially among the country's ethnic minorities.
5. In 2010 there were ... over the use of Mandarin in schools.

B You are going to listen to an extract from a short story by O. Wilde narrated by Stephen Fry. Read the following statements and decide whether they are true or false and explain your answer (**in 30-35 words**).

Write your answers on YOUR ANSWER SHEET. Underline true or false.

Example: 6. It is true that the sacrifice the bird made was not appreciated by the student because he forgot about the object of his love in an instant, showing that love meant little to him.

1. Hans was happy to have a break from his work in the garden.
2. The Miller believed that he had good reasons to send Hans to the Doctor.

Think of YOUR OWN last sentence of the story that, in your opinion, would be a perfect ending. It should make sense and be written in the same style as the original story.

Блок 2. Вариант 3

ЛЕКСИКО-ГРАММАТИЧЕСКИЙ ТЕСТ

A You are going to read an article on an invention. Five verbs have been removed from the text. Fill the gaps with the words from the list. Change the form of the verbs according to the context. There is one extra verb you do not need to use.

Write your answers on YOUR ANSWER SHEET.

Examples: 0. not to be disturbed
00. would do

allow
improve
lead

overlay
overlie
speed

Just as Watt 1. ... up the industrial revolution, so John McAdam's road improvements allowed the fruits of industry to be more smoothly transported.

McAdam was an engineer from Ayr, but his interest in road improvement 2. ... him to Bristol. It was there that McAdam proposed that road quality could 3. ... by building in layers. Macadamised roads had a solid base of large stones, 4. ... with crushed stone and gravel. They also had a camber 5. ... rainwater to drain off. It was the biggest improvement to roads since Roman times. And by the beginning of the 20th Century, most American and European roads had been macadamised.

B You are going to read an extract from a short story by E.A.Poe. Five words (pronouns, conjunctions, adverbs, articles, auxiliary and modal verbs) have been removed from the text. Insert one word in each gap.

Write your answers on YOUR ANSWER SHEET.

Example: 6. but

There was nothing more for Dr Audlin to say, and he began to treat Lord Mountdrago in the manner that he thought best. He tried to 1. ... him forget his dreams when he awoke; he tried to make him sleep 2. ... deeply that he would not dream. But it was impossible. At the end of an hour he dismissed Lord Mountdrago. Since 3. ... he had seen him five or six times. He had done him 4. ... good. The terrible dreams continued every night. It was clear that his general condition was growing rapidly worse. He was very tired. He was very bad-tempered. He was angry because the treatment had not helped, but he continued it, because it seemed his only hope, and because he found 5. ... a help to talk openly.

Блок 3. ЛЕКСИКО-ГРАММАТИЧЕСКИЙ ТЕСТ

A You are going to read an extract from a book on linguistics. Five phrases have been removed from the text. Fill the gaps with the phrases from the list. There is one extra phrase you do not need to use.

Write your answers on YOUR ANSWER SHEET.

Example: 6. vast array of tools

anything directly to do	by storm
being two notable	steps, live
boomers, grew	to do anything

Television took post-World War II America 1. The full effect of TV, namely sound and picture, rooted viewers to one location and left little option 2. ... else at the same time, exercising and ironing 3. ... exceptions. Approximately two generations of North Americans, beginning with the post-war baby 4. ... up watching increasing amounts of TV every day. TV time was time not spent reading, writing, playing games, or running around outside. As a result, TV got the rap for reduced literacy and poorer mental and physical health. The situation improved somewhat for the third post-war generation. Home video game systems improved rapidly and provided an interactive skilled activity that honed eye-hand coordination and manual dexterity. While playing video games may not have 5. ... with writing, the manual dexterity required to play video games and the social context of their use prepared kids for the full-scale onslaught of electronic writing.

B You are going to read an extract from a book on history. Find five words in the text which will fit the gaps of the following sentences. Pay attention to the usage of the words: both meaning and grammar.

Write your answers in full sentences on YOUR ANSWER SHEET. Underline the word you have chosen.

Example: 6. There is a vast array of literature on the topic.

The first millennium BC was a period of marked change. In southern and eastern Britain the population rose sharply and the landscape filled with new settlements. Trade and the production of goods increased but so did competition for resources. However, despite the greater effort that went into food production and industry, the Iron Age in Britain was a time of increasing political and military tension. Tribal rivalry intensified, prompting the building of hill forts and other fortifications in all parts of Britain.

1. She said the school has shown a ... improvement this year in their efforts to retain the green flag.
2. Attempts by Spanish and French colonists to establish ... were unsuccessful.

3. Mental ... and physical stress are not needed when you are vulnerable and sensitive to pressures of any kind.
4. Did the normal business competition and healthy professional ... they cultivated really amount to a war?
5. The violence in the country ... a wave of refugees to flee the country.

Блок 4. СОЦИОКУЛЬТУРНЫЙ КОМПОНЕНТ

A Read the following statements. Fill in the blanks with one word. Pay attention to the spelling of words.

Write your answers on YOUR ANSWER SHEET.

Example: 6. Winston

1. In 1459-7 the Yorks and ... squabbled for the throne in the Wars of the Roses.
2. An essential component of afternoon tea, the ... is believed back to date as far back centuries. There's no real certainty on how the word should be pronounced, and as to whether it's best eaten with a layer of clotted cream, then jam or vice versa.
3. Walter "Walt" Whitman is a prominent ... poet, essayist and journalist. (nationality)
4. There are two Mondays in ... when people have the day off work or school and (if we're lucky!) spend some time outdoors enjoying the spring sunshine. The British call them the Bank holidays. (month)

B Answer the following questions in full sentences. Pay attention to the spelling of words.

Write your answers on YOUR ANSWER SHEET.

Example: 6. To beat about the bush means to discuss a matter without coming to the point.

1. What does *DIY* stand for?
2. What might one mean when calling a person a *back-stabber*? Does it show a positive or a negative attitude?
3. Explain what a *letter of reference* is.

Блок 5. ПОНИМАНИЕ ПИСЬМЕННОГО ТЕКСТА (ЧТЕНИЕ)

A You are going to read a book review written by a British teenager. Complete the tasks following the text.

Beautiful Broken Things is a book that surprised me. I was expecting the all-too-common Jacqueline Wilson-style sob story, and instead I got relatable characters and depth.

The story follows sixteen-year-old Caddy, and her best friend Rosie. The pair are inseparable despite going to different schools. Things start to change when a new girl, Suzanne, befriends Rosie. At first, Caddy hates her, terrified that she will take away her best friend. But as more and more about Suzanne's unfortunate past is revealed, Caddy and Suzanne develop a dangerous friendship of their own. The characters in this novel are deliriously 3D.

Caddy has the same worries as a lot of teenage girls, but somehow doesn't feel like the usual cliché. In my opinion, what sets her apart is her thoughts. We are told about Caddy and how she sees Suzanne, and it is very honest. Rosie too feels like someone we all know.

It's Suzanne, however, who's the real point of the story. What makes her character so interesting is that she is constantly evolving in the readers' heads as we find out more and more about her. She is able to acknowledge the cliché of her situation, to the point where she tries to avoid it.

This book deals with the very serious issue of domestic physical abuse. As far as I can remember, it's the first book I've read on the subject. Thankfully, I have no experience with the topic, but the depiction of its effects feels very authentic.

The book also deals with suicide and self-harm, and the consequences they can have on friends. This element of the book was very accurate. The writing style of the book flowed very nicely, to the point where I found myself unaware of the writing but simply following the plot.

My only criticism would be the confusion as to what the message of the novel was. I feel that it offers conflicting ideas: it could be using your freedom and spontaneity, or doing what is right for others even when it feels wrong. It could be listening to other people or ignoring them and doing what you feel is right.

I would recommend this book to mature readers aged thirteen and over due to some of the issues it discusses. I expect the audience is mainly female, but I feel like anyone could enjoy it. The book is advertised as appealing to fans of *All the Bright Places*, and I think that is an accurate recommendation.

Find the words in the text which match the following definitions/explanations.

Write your answers on YOUR ANSWER SHEET.

Example: 6. review

1. possible to understand because of being like something you have known, experienced, etc.
2. a very predictable, unoriginal idea/thing/situation, etc.
3. the connected series of events which make up the story

Read the following statements and decide whether they are true or false and explain your answer (in 30-35 words).

Write your answers on YOUR ANSWER SHEET. Underline true or false.

Example: 6. It is true that the sacrifice the bird made was not appreciated by the student because he forgot about the object of his love in an instant, showing that love meant little to him.

1. According to the reviewer, the characters depicted in the book are realistic, convincing and far from dull.

2. The reviewer finds the implicit meaning and moral conveyed in the book clear and unambiguous.

B Read the following texts. Summarise in *YOUR OWN* words how different these two people's attitudes to the issue of wildlife conservation are. Do not quote the text: a copied sequence of 4 words and more is considered a quotation. Your answer must amount to **55-60 words in total**.

Write your answer on YOUR ANSWER SHEET.

So, I may get caught. It wouldn't be the first time. I got a small fine last time and that was it. No big deal. I feel so strongly about this cause that I will never give up. I have a full time job but I'm prepared to give up all my free time to protect these unfortunate creatures. I'm sick of people justifying such atrocities. And, if it means that I have to be in violent situations, so be it. As long as it wakes people up to what is really going on in these places. Someone has to take a stand.	Yes, it's true that I make a living out of wild animals in a way and I'd like to think that I'm quite knowledgeable about the animals in Africa. People come all year round to take hundreds of photographs. They all want an elephant and a big cat. I don't think the tourists I escort harm the environment though and if every now and then we have to shoot a threatening animal to protect our clients - well, that's the law of the jungle as they say - I'm not going to lose any sleep over it.
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Блок 6. ПРОДУЦИРОВАНИЕ ПИСЬМЕННОЙ РЕЧИ

Read the following task and write **an essay**.

Provide the comparison and contrast of how two writers/poets view an important theme/issue.

Which two writers/poets represent opposing views on the Russian/British national character?

Paragraph 1, the introduction, must contain brief information on the chosen writers/poets, the literary movement and the epoch they belong to as well as the scope of aspects to be analyzed.

Paragraphs 2 and 3 must contain the analysis of the chosen writers'/poets' views on the theme/issue under consideration. Each paragraph must start with the topic sentence (the main idea of the paragraph).

Each paragraph must contain at least 2 examples/arguments supporting your analysis.

Paragraph 4, the conclusion, must contain your own perspective on the theme/issue.

Write at least 300 words.

Блок 1. ЛЕКСИКО-ГРАММАТИЧЕСКИЙ ТЕСТ**1. Выберите правильный ответ.**

1. He devoted a ... deal of attention to the problem.
a) well b) good c) some
2. I'm not ... she was responsible for the accident.
a) offering b) proposing c) suggesting
3. ... of her family have been to college.
a) No b) None c) Nobody
4. The condition ... one in five women.
a) affects b) effects c) defects
5. This is what you call an experiment that ... wrong.
a) was b) came c) went
6. He gave ... most of his money to charity.
a) up b) in c) away
7. Her job has something to do ... computers.
a) to b) with c) about
8. The book ... open on his desk.
a) lay b) lied c) laid
9. It's an unattractive building, ugly
a) still b) even c) though
10. His style is a ... imitation of Hitchcock's films.
a) slavery b) slavish c) enslaved

Выпишите выбранные варианты в лист ответов

Пример: 0. b) was

2. Закончите предложения, используя слова из списка. Используйте каждое слово один раз.

be	latitudes
better	respects
crown	shortly
epoch-making	sure
first-hand	temporarily

1. In the South Margaret Mitchell heard ... accounts of the struggle many of which she incorporated into her book.
2. New Zealand, which is situated between ... 34° and 47° S, consists principally of two islands, of which the southern is the larger but the northern (is) the more highly populated.
3. In 1853 Commander Perry of the United States re-established communication with Japan, as a result of which Japan has not only caught up industrially with the West but has overtaken it in some
4. In France Bleriot made his ... cross-Channel flight in 1909 after which governments of developed countries were forced to take the flying machine seriously.
5. Trade between the two countries has decreased drastically, and several of our firms have had to dismiss workers
6. Far ... it from me to interfere in your affairs but I would like to give you just one piece of advice.
7. It was cold and raining, and, to ... it all, we had to walk home.
8. Marilyn's leaving ... for the United States on a business trip.
9. Hadn't you ... cut a hole in the front door in case it wants to get in and out that way as well?
10. He made ... all the current was switched off and then carefully checked the wiring.

Выпишите выбранные варианты в лист ответов

Пример: 0. speak

3. Составьте предложения.

1. from / going / harder / I'm / much / now / on/ to / study .
2. a / before / day / meals/ of / one / pills/ Take / these / three / times .
3. a / been / ever / has / he / in / interested / John / sailing / since / was / youngster .
4. first/ head / her / into / marriage / rushed / second / She .
5. a / and / as / for / his / Jim / job / late / lost / often / result / was / work .

Выпишите предложения в лист ответов

Пример: 0. He was thrilled to see us.

4. Выберите правильный ответ.

It might seem selfish, but if the airport (1) ..., it (2) ... a really negative effect on people who live nearby, like me. I mean, just think of the noise! Still, I (3) ... strongly enough to actually go on the march myself — it was just that one of my friends talked me into (4) ... her company. Personally, I didn't believe anything we (5) ... (6) ... a lot of difference, and I still (7) ... — the government (8) ... already ... its mind. Anyway, I went. The actual arrangements left a bit (9) ..., I have to say, and some of the speeches

went on a bit, but actually it was a good opportunity to make contacts with other people who (10) ... in protecting the environment.

1 A expand	B does expand	C will expand
2 A will have	B would have	C would have had
3 A won't feel	B won't have felt	C wouldn't have felt
4 A to keep	B keeping	C having kept
5 A do	B did	C have done
6 A will make	B would make	C would have made
7 A do not	B am not	C was not
8 A made up	B has made up	C had made up
9 A desire	B desiring	C to be desired
10 A are interested	B interested	C interest themselves

Выпишите выбранные варианты в лист ответов

Пример: 0. A to be

Блок 2. ПОНИМАНИЕ ПИСЬМЕННОГО ТЕКСТА (ЧТЕНИЕ)

1. Прочитайте текст по истории и ответьте на вопросы. Не цитируйте текст, отвечайте своими словами. Отрезки предложений от 3 слов, заимствованных из текста без изменений, считаются цитатой.

BRITISH POWER IN INDIA

The presence of Britain in India transformed with time: started up as a trade company, the East India Company had stopped to trade and was wholly occupied in administering its territories by 1823. India was open to all British manufacturers and its economic importance encouraged British administrators to take a more forceful attitude towards local difficulties.

In May 1857, a number of Indian troops refused to use gun cartridges (which they were supposed to open by putting them in their mouths) because they had been greased with 'unclean' pig and cow fat. Anger at the cruel treatment of the men who disobeyed was worsened by rumours that Hindu and Muslim troops were to be forcibly converted to Christianity. A group of rebels released the imprisoned men, marched on Delhi and proclaimed an elderly Mogul prince as Emperor. The disobedience and uprising spread out along the Ganges valley, gathering support from those in Indian society who felt threatened by the policies of westernization.

The British contingent at Cawnpore – including over two hundred women and children – surrendered, and was killed. Once loyal troops had been sent from the unaffected regions of central and southern

India, the fate of the mutineers was never in doubt. The mutiny was avenged mercilessly – innocent Indian civilians were slaughtered wholesale when Delhi was retaken before wiser counsels prevailed. In 1858, the East India Company was abolished and the Crown took full control of the sub-continent. British troops from that moment on would make up one third of regimental strength and artillery was carefully held in British hands. A more permanent legacy of the mutiny was mutual distrust between the native and British populations. After 1858, the British kept at a greater distance from their subjects and the position of Indians and Anglo-Indians in society was carefully prescribed. However, the British had learned one important lesson. The policy of annexation stopped and the many existing native principalities were left with a degree of independence.

1. How did the British policy in India change over time? (Дайте краткий ответ в 25-30 словах)
2. What were the reasons for the uprising in India against the British? (Дайте краткий ответ в 25-30 словах)
3. How did the British respond to the unrest movement in the local troops? (Дайте краткий ответ в 25-30 словах)
4. Are harsh measures the best solution to political problems? Why/ why not? (Дайте развернутый ответ в 65-70 словах)

2. Прочитайте тексты по искусству и проанализируйте сходства и различия описываемых произведений в 65-70 словах. Не цитируйте текст, отвечайте своими словами. Отрезки предложений от 3 слов, заимствованных из текста без изменений, считаются цитатой.

A

This supremely graceful painting is full of gentle movement and harmony. It depicts the arrival of Venus, Roman goddess of love, beauty, and fertility, on the island of Cyprus. All around her are signs of spring, which is a time of new beginnings and renewal. The extraordinarily beautiful, iconic figure of Venus is positioned right at the center of the perfectly balanced composition.

Botticelli's Venus represents the Renaissance ideal of beauty. Her pale limbs are long and elegant, her shoulders slope, and her stomach is sensuously rounded, yet there is something otherworldly about her, especially the expression on her exquisite face.

The painting was probably commissioned by a member of the wealthy Medici family, Lorenzo di Pierfrancesco de' Medici, for his villa at Castello near Florence. A cultured individual, he would have been familiar with the stories of classical Greek and Roman mythology as well as the philosophy of Plato, so Botticelli's Venus can be seen as the physical representation of a divine and perfect beauty.

In Renaissance Italy, mythological scenes were usually commissioned to decorate wooden furniture such as *cassone* (wedding chests). In creating the *The Birth of Venus*, Botticelli broke with tradition, producing the first work on canvas to feature a mythological image that was comparable in size to a large-scale religious painting.

В

Serious in mood yet beautiful in coloring, impressive in attitude yet full of earthly details, this altarpiece *The Baptism of Christ* is an example of the perfect balance between science and poetry that makes Piero's art so memorable.

Nothing is recorded about the commissioning of this picture, but some evidence indicates that it was painted as an altarpiece for a chapel dedicated to St. John the Baptist (one of the two principal figures in the painting) in an abbey in Sansepolcro in Tuscany. When the abbey closed in 1808, the painting was transferred to Sansepolcro's cathedral, which sold it in 1859, an indication that Piero was regarded as a minor figure at that time, rather than far and away the town's greatest son, as he is now. Two years later, it was bought by the National Gallery, London, whose director at the time, Sir Charles Lock Eastlake, played a leading role in Piero's rediscovery. There is no external evidence to help with dating the painting, but because it has such a feeling of springlike freshness, it is generally considered to come from fairly early in Piero's career. It is perhaps the first work in which he revealed his full powers.

The Baptism of Christ has been a popular subject from the earliest days of Christian art, and many aspects of Piero's painting can be paralleled in works by other Italian artists of the time. None of them, however, rivaled Piero in creating a scene of such monumental dignity and authority. Nor did any of them give the event such a lovely setting. In the biblical accounts, Jesus is baptized by his cousin John in the River Jordan. Piero, however, places the scene in the kind of hilly countryside that he saw around his own hometown. Indeed, the town (with its fortified towers) that can be glimpsed between Jesus and the tree bears a strong resemblance to Sansepolcro, which has changed comparatively little since Piero's day.

Блок 3. ПРОДУЦИРОВАНИЕ ПИСЬМЕННОЙ РЕЧИ

Write a short **review** of a painting that you have seen depicting a famous person or a literary/religious/mythological character.

- What is depicted in the painting?
- What idea is conveyed in the painting?
- What impression does the painting make on you?

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

Напишите отзыв на картину, изображающую знаменитого человека или литературного/религиозного/мифологического персонажа.

- Что изображено на картине?
- Какую идею художник передал в своей картине?
- Какое впечатление картина производит на Вас?

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

Английский язык
Заключительный этап
5-8 классы

Блок 1. ЛЕКСИКО-ГРАММАТИЧЕСКИЙ ТЕСТ

1. Выберите правильный ответ.

Grizzly bears in Yellowstone National Park, in Wyoming, were put on the endangered animals list in 1975. This was **1. ...** there were only about 300 bears in the park. Now there are more **2. ...** 500 grizzly bears in Yellowstone. The bears are not endangered animals anymore. People worked **3. ...** to make this **4. ...** . Grizzly bears are also called brown bears. They stand about 7 feet tall and weigh **5. ...** to 600 pounds. These meateaters are at the top of the food chain.

6. ..., humans hunt grizzlies. Humans also build homes and businesses near where grizzlies live. This is difficult for the bears. The bears need a lot of space.

Chris Servheen works for the U.S. Fish and Wildlife Service. He thinks it is important to prevent bears from **7. ...** . “Because **8. ...** bears die, more bears live to have cubs,” Servheen said. Officials closed roads to protect places where the bears live. They worked to help bears and visitors live together in the park.

9. ... all grizzly bears are safe. Four groups of grizzly bears in the United States are still on the endangered animals list. 250 scientists and researchers sent a letter to the government. They want the Yellowstone grizzlies **10. ...** back on the endangered animals list. However, Servheen says his organization has systems to help with the problems.

- | | | |
|----------------|--------------|--------------|
| 1. a) although | b) because | c) why |
| 2. a) then | b) that | c) than |
| 3. a) lot | b) hard | c) hardly |
| 4. a) happen | b) to happen | c) happening |
| 5. a) – | b) till | c) up |
| 6. a) Why | b) But | c) However |
| 7. a) die | b) dying | c) dead |
| 8. a) fewer | b) lesser | c) less |
| 9. a) No | b) None | c) Not |
| 10. a) putting | b) to put | c) to be put |

Выпишите выбранные варианты в лист ответов

Пример: 0. b) was

2. Закончите предложения, используя слова из списка. Используйте каждое слово один раз.

Americans	Europeans	measles
attack	fire	Plymouth
chief	governor	stole
declined	Hampshire	tribes
defeat	kidnapped	Virginia

Native **1.** ... lived in lands that became English colonies. They did not want settlers on their land, so conflicts occurred.

When settlers arrived in Jamestown, **2.** ..., the Powhatan helped them. They were guests in Powhatan villages.

New **3.** ... Lord de la Warr arrived in 1610. He did not see any colonists. He thought the Powhatan had **4.** ... them. He ordered the Powhatan to release them. The **5.** ... refused.

The two sides fought. This was the start of the Powhatan Wars. Fighting continued for forty years.

The colonists destroyed Powhatan crops and **6.** ... their food. Even worse, when the Powhatan met the **7.** ..., they were exposed to diseases they never had before, such as **8.** As many as 90 percent of the Powhatan may have died from diseases that came from Europe.

As the Powhatan population **9.** ... , settlers kept coming from England. The Powhatan could no longer keep the settlers off their land. There were 18,000 English settlers in Virginia by 1650.

To the north, aborigines also feared losing their land to colonists. Conflict between the Pequot and colonists in **10.** ... led to the Pequot War. The war started in 1636.

The English planned a brutal, surprise **11.** They surrounded a wooden Pequot fort and set **12.** ... to it. The Pequot were killed or captured as they tried to escape.

Few Pequot survived. Those who escaped the attack were captured and sold into slavery. By 1638 only a few dozen Pequot were still alive. Their lands went to the English. The Pequot went to live with other nearby **13.**

After the **14.** ... of the Pequot, English settlers soon lived in areas which are now part of New **15.** ... , Vermont, and Maine.

Выпишите выбранные варианты в лист ответов

Пример: 0. speak

4. Одно слово подходит ко всем трем пропускам в каждом блоке. Выберите правильный ответ.

1. He has written a fully comprehensive ... to Rome. We hired a ... to take us up into the mountains. Trust your own judgment and don't let anyone ... you by what they think.	a) tour b) lead c) guide
2. For a nominal fee, they will ... orders to customers' homes. He rose to his feet to ... his speech. The government has failed to ... what it promised.	a) post b) deliver c) forward
3. The kitten gave a piteous I remember him ... for joy when he heard that his son had been found alive. "It's all right, have a good ...," he said, stroking her hair.	a) mew b) yell c) cry
4. As she walked up to the podium to speak, she reminded herself to stand The house was surrounded by a ... , wooden fence. Building the bridge in time for the Olympics will be a ... order.	a) tall b) long c) high
5. I think it's true, ... then, I'm no expert. If we try hard, we cannot ... succeed. This is the last episode ... one of the series.	a) and b) but c) or
6. She cited three reasons ... people get into debt. ..., if it isn't old Georgie Frazer! ... on earth didn't you tell me before?	a) because b) how c) why
7. I've ... much finished here. Our hotel room overlooked a ... little fishing harbour. That coat must have cost you a ... penny!	a) pretty b) petty c) plenty
8. We gave them a dish made of solid ... as a wedding present. My grandmother has ... hair. Every cloud has a ... lining.	a) gold b) bronze c) silver
9. Higher mortgage rates are beginning to I like mustard with I really wanted to laugh - I had to ... my lip.	a) beg b) bite c) bend
10. She had another ... job. She took out her handkerchief and blew her ... loudly. Don't let him in – he'll ... into your drawers and look through your papers.	a) nose b) head c) mouth

Выпишите выбранные варианты в лист ответов

Пример: 0. a) be

Блок 2. ПОНИМАНИЕ ПИСЬМЕННОГО ТЕКСТА (ЧТЕНИЕ)

1. Прочитайте текст по истории/культуре и ответьте на вопросы. Не цитируйте текст, отвечайте своими словами. Отрезки предложений от 3 слов, заимствованных из текста без изменений, считаются цитатой.

The university of today, with faculty, students, and degrees, was a product of the High Middle Ages. The word *university* comes from the Latin word *universitas*, meaning “corporation” or “guild.”

The first European university appeared in Bologna, Italy. Students, men only, came from all over Europe to learn law from the great teacher Irnerius. The University of Paris was the first university in northern Europe. In the late 1300s, many students and masters (teachers) left Paris and started their own university at Oxford, England. Kings, popes, and princes thought it honorable to found universities. By 1500, Europe had 80 universities.

Students began by studying the liberal arts—grammar, rhetoric, logic, arithmetic, geometry, music, and astronomy. Teachers lectured by reading from a basic text and then adding their explanations. To get a degree, students took oral examinations after studying four to six years. A student could earn a bachelor of arts and later a master of arts.

A student could earn a doctor’s degree in law, medicine, or theology in about ten more years. The most highly regarded subject was theology—the study of religion and God. Those with doctor’s degrees were officially able to teach but could choose other careers.

1. Who established the first universities in the Middle Ages and why? (Дайте краткий ответ в 10-15 словах)
2. How similar are modern universities to the first universities of the Middle Ages? (Дайте краткий ответ в 17-20 словах)
3. How different are modern universities from the first universities of the Middle Ages? (Дайте краткий ответ в 17-20 словах)
4. Is university education important and necessary in the modern world? (Дайте развернутый ответ в 40-50 словах)

2. Прочитайте отрывок из рассказа. 10 предложений были удалены из текста. Восстановите текст, используя предложения из списка. Используйте каждое предложение один раз.

- All right, listen and watch carefully!
- But nobody knew who was running the place.
- He had secretly wrapped a Golden Ticket under ordinary wrapping paper in five ordinary candy bars.
- Mr. Wonka didn’t know what to do.
- Now that, my friends, is where our story begins.
- So he did the only thing he could; he sent all the workers home and closed the factory.

- So I'll let you do just that.
- Why . . . Wonka Chocolate . . . of course!
- Why, Willy Wonka himself is the most amazing, the most fantastic, the most extraordinary chocolate maker the world has ever seen.
- You can tell it will be delicious—can't you smell it already?

Welcome to the tale of a delicious adventure in a wonderful land. **1.** ... Oh, how I love that gorgeous smell!

You've all heard of Kraft, Neilson, Hershey, Nestlé's, Wonka— what's that? You say, what's Wonka? You mean you don't know what Wonka is? **2.** ... I admit that Willy Wonka's Chocolate is fairly new but it's also the greatest chocolate ever invented. **3.** ...

He's invented things like . . . say . . . why . . . I'm not going to tell you what he's invented. You came to see for yourself! **4.** ... But before I do, I should perhaps fill you in on what's been happening around here lately. Because Mr. Willy Wonka makes the best chocolate in the whole wide world, three other great chocolate makers known as Mr. Fickelgruber, Mr. Prodnose, and Mr. Slugworth sent spies to work for Mr. Wonka in order to discover his secrets.

Well, they must have been good spies because soon afterward, these three chocolate makers began making such delicious Wonka favorites as ice cream that never melts, chewing gum that never loses its flavor, and candy balloons that you could blow up to huge sizes before you popped them with a pin and gobbled them up. **5.** ...

He didn't know who the spies were, and if he continued to operate his factory all his secrets might be stolen. **6.** ... You might think that that would be the end of Mr. Willy Wonka but no sireeee—not him. After months and months went by, the factory suddenly began operating again. **7.** ... Nobody ever went in and nobody ever came out. The only thing anyone could see were shadows dancing around in front of the lighted windows . . . mighty strange. . . .

Well anyway, to get back to the story, soon there was a big article in the town paper saying that Mr. Willy Wonka, in order to sell a lot of candy once again, was running a contest. Yes sir, that's right . . . a contest! **8.** ... The candy bars were said to be found anywhere . . . in any shop . . . in any street . . . in any town . . . in any country in the world, upon any counter where Wonka's candies are sold. The five winners will tour Mr. Wonka's new factory and take home enough chocolate for the rest of their lives.

9. ... Four of the tickets have already been found. Oh, by the way, would you like to meet the four lucky people? **10.** ... I think they're here somewhere.

Выпишите выбранные варианты в лист ответов (по крайней мере первые 5 слов предложения)

Пример: 0. He said he was happy to meet all ...

Блок 3. ПРОДУЦИРОВАНИЕ ПИСЬМЕННОЙ РЕЧИ

Write a short **review** of a book that you have recently read.

- What is the plot of the book?
- What idea or message is conveyed in the book?
- What impression does the book make on you?

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

Напишите краткий **отзыв** на книгу, которую Вы недавно прочитали.

- Каков сюжет книги?
- Какова главная мысль книги?
- Какое впечатление книга производит на Вас?

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

Отборочный этап по английскому языку

I тур

10-11 классы

КЛЮЧИ

Разминка

1. imagination
2. unforgettable
3. signature
4. energised/ energized
5. authoritative

Основное задание

Блок 1

1. secrets
2. retarded
3. tissues
4. anti-ageing
5. body
6. disease processes
7. implicit
8. time-dependent
9. age-related
10. as

Блок 2

1. reflected
2. were intended
3. assuming
4. to do
5. burying / hiding
6. timed
7. to attract
8. are getting (*the best answer*) / have got (*a much less suitable answer*)
9. to have been hidden/ to have been buried
10. have been lost

Блок 3

1. affiliation
2. matters/ things
3. levels/ affected
4. exercise
5. mode
6. average / expected
7. restricted
8. grace
9. terms

10. times

Original source:

<...> The levels will partly reflect a system of social classes or castes, but the choice of forms may be influenced by several other factors, such as age, sex, kinship relationships, occupation, religious **1. affiliation**, or number of possessions.

<...> Other **2. things** being equal, people would use a higher level at a council meeting than in the street; in talking about religious **2. matters** than about buying and selling; and when addressing someone with whom they had recently quarrelled.

<...> In Javanese, for example, choice of level can in addition be **3. affected** by the social setting of a conversation, its subject matter, or the history of contact between the participants.

<...> In Javanese, the differences between **3. levels** are so great that equivalent sentences may seem to have very little in common.

<...> People **4. exercise** several roles: they have a particular status in their family (head of family, first-born, etc.), and another in their place of work (supervisor, apprentice, etc.); they may have a third in their church, a fourth in a local sports centre, and so on.

<...> Each position will carry with it certain linguistic conventions, such as a distinctive **5. mode** of address, an 'official' manner of speech, or a specialized vocabulary.

<...> During the **6. average** lifetime, people learn many such linguistic behaviours.

<...> For instance, a knowledge of Latin is required in traditional Roman Catholic practice; a **7. restricted** Latin vocabulary was once prerequisite for doctors in the writing out of prescriptions; students in some schools and colleges still have to speak a Latin **8. grace** at mealtimes; and Latin may still be heard in some degree ceremonies.

<...> In many cases, the linguistic characteristics of social roles are fairly easy to identify; but often they are not, especially when the roles themselves are not clearly identifiable in social **9. terms**.

<...> Silence, at **10. times**, may be as significant as speech.

Блок 4

1. better off = in a more prosperous position

2. blithe = lacking in due concern, not anxious about something, careless and heedless

3. canvass = to solicit contributions, votes or support before elections

4. case = the grounds for something

5. champion = the acknowledged defender of a side, one who stoutly maintains any cause

6. deliver = to yield, produce

7. drag = to pull someone out of something with difficulty

8. exchequer = a national treasury, the 'purse' of a society

9. prove = to turn out

10. slam = to criticize severely

Original source:

<...> And, in general, greater opportunity makes people **better off**.

<...> With hindsight, politicians in Britain were too **blithe** about the pressures that migration from new EU member states in eastern Europe brought to bear on public services.

<...> Mr Bright told his audience that when **canvassing**, he had explained "how stonemasons, shoemakers, carpenters and every kind of artisan suffered if the trade of the country was restricted."

<...> The **case** for openness remains much the same as it did when the repeal of the Corn Laws was widely supported.

<...> It is hard to imagine, 173 years later, a leading Western politician being lauded for a defence of free trade. Neither candidate in America's presidential election is a **champion**.

<...> Secondly, openness **delivers** such other benefits as competition, technology, management know-how and jobs.

<...> Export-led growth and foreign investment have **dragged** hundreds of millions out of poverty in China, and transformed economies from Ireland to South Korea.

<...> Moreover, migrants improve not just their own lives but the economies of host countries: European immigrants who arrived in Britain since 2000 have been net contributors to the **exchequer**.

<...> And although there are no street protests about the speed and fickleness in the tides of short-term capital, its ebb and flow across borders have often **proved** damaging, not least in the euro zone's debt-ridden countries.

<...> Big businesses are **slammed** for using foreign boltholes to dodge taxes.

Блок 5 Критерии оценки задания по письменной речи

Содержание: 24 балла

- соответствие картинке/кадру
- количество слов
- описание персонажа 1
- описание персонажа 2
- описание места действия
- описание действий, события
- прямая речь
- структура рассказа (завязка, развитие, кульминация, развязка)
- сюжет/содержание рассказа
- стиль
- разнообразие выбора глаголов
- разнообразие выбора прилагательных

Язык: 31 балл

- грамматика
- лексика

Отборочный этап по английскому языку

II тур

10-11 классы

КЛЮЧИ

Разминка

1. marriage
2. prospective
3. likeness / alikeness
4. conservationists / conservators
5. negotiations

Основное задание

Блок 1

1. sight
2. layout / view
3. much needed shade
4. garlanded
5. derelict
6. either
7. tinted
8. a soft orange shade
9. crushed
10. no

Блок 2

1. received
2. was perceived
3. done
4. went / had gone
5. including
6. baffled
7. get
8. failed
9. goes
10. granted

Блок 3

1. adopted / had
2. heads
3. neglect
4. tongue
5. hand
6. cradle / Cradle
7. testament
8. exile
9. drew
10. refugees

Original source:

<...> it was **1. adopted** in Presbyterian Scotland and later in the Empire.
<...> Though a practised orator, Augustine **1. had** not seen this before.
<...> The Protestants who practised the private unguided reading of which the Church disapproved also moved their lips or heard the words in their **2. heads**.
<...> Translators producing texts for such a use did not **3. neglect** rhythm and rhetorical spoken quality
<...>
<...> Jerome's Vulgate was in the vulgar **4. tongue**, and, like the 16th-century translators, he wrote to be read aloud.
<...> The Reformation created an urgent need for a religious prose. Luther wanted to put the word of God into the ploughboy's **5. hand** <...>
<...> For centuries the words and cadences of the AV and the BCP conducted English people from the **6. cradle** to the altar to the grave <...>
<...> Aelfric (d.c.1020) translated Genesis and other parts of the Old **7. Testament**.
<...> The first English Bible translated from Greek and Hebrew rather than Latin was by the gifted William Tyndale, who in 1523, in **8. exile**, began a New Testament.
<...> In 1560 came the Geneva Bible, by Protestant **9. refugees** with a Calvinist commentary.
<...> It was based on the original tongues and **10. drew** on earlier English versions, especially Tyndale's.

Блок 4

1. address = to begin to think about an issue and deal with it
2. arbiter = an authority whose views and actions have great influence over trends in society
3. fester = to deteriorate, become more intense
4. frame = to adapt something to something, to develop, make up something
5. ground = a successful position to be won and maintained
6. hold = to remain in a certain state, condition
7. reach out = to attempt to communicate, show one's readiness to listen or help
8. sentiment = a personal judgement, opinion or belief that is held not founded on proof
9. stick to = to adhere to something
10. whole = perfect, united

Original source:

<...> Finding a way to **1. address** them will be crucial if democracies are to have any hope of resisting instability.
<...> Broadly speaking, what we are seeing is a growing cacophony in which it is unclear who, or what, will ultimately act as an **2. arbiter**.
<...> And on a global stage tensions between powers **3. fester** because the forums meant to settle them aren't working. Accepted rules and limits are increasingly set aside.
<...> And in the US Donald Trump's success is already beginning to **4. frame** the foreign policy debate.
<...> The influence of the internet means representative democracy is losing **5. ground** to grassroots mobilisation – spontaneous or orchestrated – that often exists outside a recognised framework.
<...> Both in Europe and Asia alliances are being put to the test, with many asking if they will **6. hold**.
<...> At the Tallinn conference some speakers suggested EU officials could embark on "town hall meetings" across the continent, to **7. reach out** to citizens who resent what they see as a dehumanised Brussels bureaucracy.
<...> Anti-establishment **8. sentiment** within countries is somehow echoed by the way the rule book of international relations is being torn up. These dynamics feed on each other.
<...> That this issue is increasingly being discussed is a good thing – because the risk of **9. sticking to** the status quo is that populists, everywhere, will continue to thrive.

<...> At the Lennart Meri conference in Estonia much of the talk focused on how the “dream of a Europe 10. whole and free” might be fading, and how that is affecting security and stability.

Блок 5 Критерии оценки задания по письменной речи

Содержание: 24 балла

- соответствие картинке/кадру
- количество слов
- описание персонажа 1
- описание персонажа 2
- описание места действия
- описание действий, события
- прямая речь
- структура рассказа (завязка, развитие, кульминация, развязка)
- сюжет/содержание рассказа
- стиль
- разнообразие выбора глаголов
- разнообразие выбора прилагательных

Язык: 31 балл

- грамматика
- лексика

Отборочный этап по английскому языку
5-9 классы
КЛЮЧИ

Разминка

1. believe
2. to find
3. being renovated
4. wouldn't have invited
5. weathers

Основное задание

Блок 1

1. infer
2. figure
3. unlike
4. appeal
5. descriptive
6. produce
7. mysterious
8. perspective
9. literary
10. matter

Блок 2

1. goes
2. looking
3. worked
4. being engulfed
5. splashing

1. wonderful
2. openness
3. evocative
4. moisture
5. invigorating

Блок 3

1. each
2. is
3. as
4. be
5. on
6. to
7. do / may
8. on
9. both
10. for

Блок 4

1. air = an impression of a quality or manner given by something
2. break = the moment of the sun rising in the morning
3. dull = not very severe but continuous
4. odd = happening or appearing occasionally; not very regular or frequent
5. pap = bland soft or semi-liquid food such as that suitable for babies
6. prop = to support something physically, often by leaning it against something else or putting something under it
7. shuffle = to move around so as to occupy different positions
8. strike = to attract by being noticeable and interesting
9. terms = footing
10. verse = a line of metrical text

Блок 5 Критерии оценки задания по письменной речи

Содержание: 18 баллов

- соответствие фото
- количество слов
- описание места действия
- описание персонажей
- описание действий, события
- описание чувств персонажей
- описание отношения к изображаемому
- связность
- стиль

Язык: 37 баллов

- грамматика
- лексика

Заключительный этап по английскому языку

10-11 классы

КЛЮЧИ

Вариант 1

Блок 1 – ВСЕГО 15 баллов

А – 5 баллов

1. third of China's
2. do so badly
3. several minority languages
4. most populous nation
5. in rural areas

В – 10 баллов

1.

It is false that the Miller didn't go to the doctor himself because he was very ill.

He didn't want to go, because

- *the Doctor lived far away*
- *it was a bad night*
- *he thought that Hans still owed him a favour*

2.

It is true that Hans's trip to and from the Doctor's was full of hardships because

- *it was dark and Hans didn't have a lantern (which the Miller had but didn't want to give it to Hans)*
- *the wind was too strong*
- *the rain poured in torrents*
- *he didn't have a horse and had to go on foot to the Doctor's and back.*

3.

Ответ абитуриента

Script

A

It's one of the most widely spoken languages in the world. But a third of China's population are unable to speak Mandarin. And according to officials, many of those who speak the language do so badly.

China is home to thousands of dialects and several minority languages. In the southern province of Guangdong, Cantonese is widely spoken. For decades, the ruling Communist party has promoted Mandarin in an attempt to unite the most populous nation on earth.

But government efforts have been hampered by the sheer size of the country and a lack of investment in education, particularly in rural areas. And despite the benefits of having a billion plus people speaking the same tongue the government's policies have long been contentious - particularly among the country's ethnic minorities.

In 2010 there were protests in Tibet over the use of Mandarin in schools.

B

“‘What a delightful time I shall have in my garden,’ he said, and he went to work at once.

“But somehow he was never able to look after his flowers at all, for his friend the Miller was always coming round and sending him off on long errands, or getting him to help at the mill. Little Hans was very much distressed at times, as he was afraid his flowers would think he had forgotten them, but he consoled himself by the reflection

that the Miller was his best friend. 'Besides,' he used to say, 'he is going to give me his wheelbarrow, and that is an act of pure generosity.'

"So little Hans worked away for the Miller, and the Miller said all kinds of beautiful things about friendship, which Hans took down in a note-book, and used to read over at night, for he was a very good scholar.

"Now it happened that one evening little Hans was sitting by his fireside when a loud rap came at the door. It was a very wild night, and the wind was blowing and roaring round the house so terribly that at first he thought it was merely the storm. But a second rap came, and then a third, louder than any of the others.

"It is some poor traveller,' said little Hans to himself, and he ran to the door.

"There stood the Miller with a lantern in one hand and a big stick in the other.

"Dear little Hans,' cried the Miller, 'I am in great trouble. My little boy has fallen off a ladder and hurt himself, and I am going for the Doctor. But he lives so far away, and it is such a bad night, that it has just occurred to me that it would be much better if you went instead of me. You know I am going to give you my wheelbarrow, and so, it is only fair that you should do something for me in return.'

"Certainly,' cried little Hans, 'I take it quite as a compliment your coming to me, and I will start off at once. But you must lend me your lantern, as the night is so dark that I am afraid I might fall into the ditch.'

"I am very sorry,' answered the Miller, 'but it is my new lantern, and it would be a great loss to me if anything happened to it.'

"Well, never mind, I will do without it,' cried little Hans, and he took down his great fur coat, and his warm scarlet cap, and tied a muffler round his throat, and started off.

"What a dreadful storm it was! The night was so black that little Hans could hardly see, and the wind was so strong that he could scarcely stand. However, he was very courageous, and after he had been walking about three hours, he arrived at the Doctor's house, and knocked at the door.

"Who is there?' cried the Doctor, putting his head out of his bedroom window.

"Little Hans, Doctor.'

"What do you want, little Hans?"

"The Miller's son has fallen from a ladder, and has hurt himself, and the Miller wants you to come at once.'

"All right!' said the Doctor; and he ordered his horse, and his big boots, and his lantern, and came downstairs, and rode off in the direction of the Miller's house, little Hans trudging behind him.

"But the storm grew worse and worse, and the rain fell in torrents, and little Hans could not see where he was going, or keep up with the horse.

Блок 2 - ВСЕГО 10 БАЛЛОВ

A

1. set
2. would go
3. marketing
4. patented
5. proved

B

- 1 then
2. did
3. on
4. except
5. was

Блок 3 - ВСЕГО 10 БАЛЛОВ

A

1. given what
2. the remnants of
3. the mists of
4. is subject
5. this is what

В

1. stripped
2. heir
3. noted
4. deposed
5. withered

Блок 4 - ВСЕГО 10 БАЛЛОВ

А – 4 балла

1. Pilgrim
2. Notting
3. pudding
4. Shaw

В – 6 баллов

1. absent without leave
 2. a person, especially a child or man, who shows a lack of respect for other people and enjoys playing tricks on them – humorous that's why not negative
- OR:
- a dishonest man - negative
3. used to say that you are very willing for somebody to have something or do something

Блок 5 - ВСЕГО 15 БАЛЛОВ

А - 3 балла + 6 баллов

1. page-turner
2. relatable
3. plot

1. False

"...it can drag in places..."

"... the end ... seems slightly staged; like the author realised it was beginning to drag and so just kicked in her ending without it quite fitting yet."

2. True

"The book is marketed as being for adults, but I think it is still suitable for people who enjoyed the author's YA books."

"I would recommend it to anyone over 13..."

В – 6 БАЛЛОВ

Отличия:

- *doesn't usually join protests because doesn't believe in ordinary people changing things – doesn't usually go on strike because people depend on him*
- *went on the march to keep his/her friend's company – went on strike to stand up for his/her principles*
- *protests against an environmental issue – protests for investing in the service*
- *shares his/her impressions of the march – doesn't share his/her impressions of the strike*
- *admits to being selfish – seems to be a selfless person*

Блок 6 – ВСЕГО 40 баллов

Критерии оценки эссе:

Содержание, впечатление на читателя – **5 баллов**

Структура, связность, стиль, коммуникативная цель (проанализировать проблему с двух сторон, объяснить, аргументировать), формальные требования – **5 баллов**

Грамматика – **20 баллов**

Лексика – **10 баллов**

Вариант 2

Блок 1 – ВСЕГО 15 баллов

A – 5 баллов

1. widely spoken languages
2. the sheer size
3. a billion plus
4. long been contentious
5. protests in Tibet

B – ВСЕГО 10 баллов

1.

It is false that Hans was happy to have a break from his work in the garden because

- *he looked forward to working in his garden*
- *favours to the Miller kept him from tending to his flowers*
- *Hans was depressed about the state of his flowers*

2.

It is true that the Miller believed that he had good reasons to send Hans to the Doctor because

- *he thought it only fair for Hans to keep doing errands for him in return for the wheelbarrow which he intended to give him.*

3.

Ответ абитуриента

Script

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But government efforts have been hampered by the sheer size of the country and a lack of investment in education, particularly in rural areas. And despite the benefits of having a billion plus people speaking the same tongue the government's policies have long been contentious - particularly among the country's ethnic minorities.

In 2010 there were protests in Tibet over the use of Mandarin in schools.

B

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that the Miller was his best friend. ‘Besides,’ he used to say, ‘he is going to give me his wheelbarrow, and that is an act of pure generosity.’

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“‘Who is there?’ cried the Doctor, putting his head out of his bedroom window.

“‘Little Hans, Doctor.’

“‘What do you want, little Hans?’

“‘The Miller’s son has fallen from a ladder, and has hurt himself, and the Miller wants you to come at once.’

“‘All right!’ said the Doctor; and he ordered his horse, and his big boots, and his lantern, and came downstairs, and rode off in the direction of the Miller’s house, little Hans trudging behind him.

“But the storm grew worse and worse, and the rain fell in torrents, and little Hans could not see where he was going, or keep up with the horse.

Блок 2 - ВСЕГО 10 БАЛЛОВ

A

1. sped
2. led
3. be improved
4. overlaid
5. to allow

B

1. make
2. so
3. then
4. no
5. it

Блок 3 - ВСЕГО 10 БАЛЛОВ

A

1. by storm
2. to do anything
3. being two notable
4. boomers, grew
5. anything directly to do

В

1. marked
2. settlements
3. tension
4. rivalry
5. prompting

Блок 4 - ВСЕГО 10 БАЛЛОВ

А – 4 балла

1. Lancasters
2. scone
3. American
4. May

В – 6 баллов

1. do-it-yourself
2. a person who criticizes somebody when they are not there, while pretending to be their friend at other times – negative
3. a letter written by somebody who knows you, giving information about your character and abilities, especially to a new employer

Блок 5 - ВСЕГО 15 БАЛЛОВ

А – 3 балла + 6 баллов

1. relatable
2. cliché
3. plot

1. True

“relatable characters”

“The characters in this novel are deliriously 3D.”

“Caddy ... doesn’t feel like the usual cliché.”

“What makes her character so interesting is that she is constantly evolving in the readers’ heads as we find out more and more about her.”

2. False

“My only criticism would be the confusion as to what the message of the novel was. I feel that it offers conflicting ideas”

В – 6 БАЛЛОВ

Отличия:

- *the former is an environmental activist – the latter is a guide/hunter in Africa*
- *feels strongly about the atrocities happening in the wildlife – doesn’t feel pangs of conscience*
- *ready to be violent with the alleged hunters – ready to kill animals to protect his clients*
- *violates the law sometimes – observes the law*

Блок 6 – ВСЕГО 40 баллов

Критерии оценки эссе:

Содержание, впечатление на читателя – **5 баллов**

Структура, связность, стиль, коммуникативная цель (проанализировать проблему с двух сторон, объяснить, аргументировать), формальные требования – **5 баллов**

Грамматика – **20 баллов**

Лексика – **10 баллов**

Заключительный этап по английскому языку
9 класс
КЛЮЧИ

Блок 1. ВСЕГО 35 баллов

1.

1. good
2. suggesting
3. none
4. affects
5. went
6. away
7. with
8. lay
9. even
10. slavish

2.

1. first-hand
2. latitudes
3. respects
4. epoch-making
5. temporarily
6. be
7. crown
8. shortly
9. better
10. sure

3.

1. I'm going to study much harder from now on.
2. Take one of these pills three times a day before meals.
3. John has been interested in sailing ever since he was a youngster.
4. She rushed into her second marriage head first.
5. Jim was often late for work, and lost his job as a result.

4.

- | | | |
|----|---|--------------------|
| 1. | B | does expand |
| 2. | A | will have |
| 3. | C | wouldn't have felt |
| 4. | B | keeping |
| 5. | B | did |
| 6. | B | would make |
| 7. | A | do not |

- | | | |
|-----|---|----------------|
| 8. | B | has made up |
| 9. | C | to be desired |
| 10. | A | are interested |

Блок 2.

1. ВСЕГО 10 баллов

1. – 2 балла

How did the British policy in India change over time?

- switched from trade to administration
- harsher attitude with time
- the absolute power assumed by the Crown
- fewer locals in the army
- distancing from the locals
- annexations ceased
- local principalities were granted some degree of independence

2. – 2 балла

What were the reasons for the uprising in India against the British?

- aggressive westernization of India
- lack of respect for local traditions (the ultimate manifestation being making the Muslim and Hindu soldiers use rifle cartridges greased with pig fat)
- rumours of forceful conversions to Christianity

3. – 2 балла

How did the British respond to the unrest movement in the local troops?

- cruelly suppressing the uprising to the point of massacring civilians
- regrouping and relocating the troops
- total control of heavy weapons
- changing the policy (*see notes to question 1*)

4. – 4 балла

Ответ абитуриента

2. ВСЕГО 15 баллов

Сходства:

обе картины посвящены иконам западной культуры

обе картины гармоничны и сбалансированы

обе картины исполнены весенней свежести

обе картины изображают популярные сюжеты

оба автора пошли против традиций (первая – на холсте, а не на предмете интерьера; вторая – с нетрадиционным фоном)

Различия:

мифология – религия

элегантность, грациозность – серьезность, внушительность, достоинство

Венера неземная – Христос приближен к реальности

известно, кто заказчик – нет информации

художник на пике популярности – художник в период своего становления

Критерии оценки:

Содержание – ВСЕГО 5 баллов

- проведён анализ (сходства и различия) – 1 балл
- соответствие содержанию описанных в текстах картин – 1 балл
- найдено несколько сходств и различий – 1 балл
- связность, логика – 1 балл
- в одном стиле – 1 балл

Грамматика – 6 баллов

Лексика – 4 балла

Блок 3. Письмо – ВСЕГО 40 баллов

Критерии оценки:

Содержание, впечатление на читателя – 5 баллов

Структура, связность, стиль, коммуникативная цель (описать, объяснить), формальные требования – **5 баллов**

Грамматика – 20 баллов

Лексика – 10 баллов

Заключительный этап по английскому языку
5-8 классы
КЛЮЧИ

Блок 1. ВСЕГО 35 баллов

1.

1. B because
2. C than
3. B hard
4. A happen
5. C up
6. C However
7. B dying
8. A fewer
9. C Not
10. C to be put

2.

1. Americans
2. Virginia
3. governor
4. kidnapped
5. chief
6. stole
7. Europeans
8. measles
9. declined
10. Plymouth
11. attack
12. fire
13. tribes
14. defeat
15. Hampshire

3.

1. c) guide
2. b) deliver
3. c) cry
4. a) tall
5. b) but
6. c) why
7. a) pretty
8. c) silver
9. b) bite
10. a) nose

Блок 2.

1. ВСЕГО 15 баллов

1. – 3 балла

Who established the first universities in the Middle Ages and why?

- kings, popes, and princes
- it was honourable

2. – 3 балла

How similar are modern universities to the first universities of the Middle Ages?

- students coming from different countries
- lectures + seminars
- degrees
- liberal arts

3. – 3 балла

How different are modern universities from the first universities of the Middle Ages?

- more universities now
- founded not only by political and religious leaders or by teachers and students
- no longer centred around one great teacher
- a different range of subjects
- theology no longer the most popular subject
- not all degrees grant the right to teach

4. – 6 баллов

Ответ абитуриента

2. ВСЕГО 10 баллов

1. You can tell it will be delicious—can't you smell it already?
2. Why . . . Wonka Chocolate . . . of course!
3. Why, Willy Wonka himself is the most amazing, the most fantastic, the most extraordinary . . .
4. So I'll let you do just that.
5. Mr. Wonka didn't know what to do.
6. So he did the only thing he could; he sent all the workers home and closed the factory.
7. But nobody knew who was running the place.
8. He had secretly wrapped a Golden Ticket under ordinary wrapping paper in five ordinary candy bars.
9. Now that, my friends, is where our story begins.
10. All right, listen and watch carefully!

Блок 3. Письмо – ВСЕГО 40 баллов

Критерии оценки:

Содержание, впечатление на читателя – **5 баллов**

Структура, связность, стиль, коммуникативная цель (описать, объяснить), формальные требования – **5 баллов**

Грамматика – **20 баллов**

Лексика – **10 баллов**