

Олимпиада для школьников
«ЛОМОНОСОВ»
2019-2020
8-9 классы

Очный тур

Блок 1.

Think of one word only which can be used appropriately in all three sentences. Its graphic form must be the same in all three sentences.

Подберите одно слово, подходящее для всех трех предложений в группе. Форма написания слова во всех предложениях должна совпадать.

Example:

The committee decided to ... the money equally between the two charities.

I can't believe that John and Maggie have decided to ... up after 20 years of marriage.

To serve a watermelon you need to ... it down the centre with a sharp knife.

Answer: *split*

1.	Prices vary from salon to salon, starting at £17 for a ... and blow-dry.
	She tried to join the soccer team, but she couldn't ... the mustard.
	If we don't sell more we'll have to ... back production.
2.	She gives generously to charity without making a song and ... about it.
	They will ... two performances of Ashton's 'Romeo and Juliet'.
	Sometimes the people doing this ... hold brightly colored scarves.
3.	Australia's summer season has led to hot and ... conditions that are causing the fires.
	Schools with better reputations will be flooded with applications while poorer schools will be left high and
	We went swimming and then lay in the sun to ... off.
4.	It was a vast unfrequented pool, traversed by whales and creatures of the
	The affair had exposed ... divisions within the party.
	They sat and talked ... into the night.
5.	We will not be ... until you repay my visit.
	House prices keep rising and falling but they should eventually ... out.
	It was on television that he made an ... stronger impact as an interviewer.
	Me and my friends are ... ten thousand dollars, with nothing to show for it!

6.	She was desperately looking for an
	They were about to ... the man who claimed to have found the diaries as a fraud.
7.	The prince refused to ... the queue for treatment at the local hospital.
	The negotiations took a ... forward yesterday.
	Most TV series take three seasons to ... the shark, but in the theater it can happen in 20 minutes.
8.	She blew out the candles at one
	As President, he affirmed that tyranny will not ... unnoticed
	Silvered glass used to ... for mirrors.
9.	'The only ... in the ointment is Bella's chronic lack of concentration,' she added bitterly.
	He used to ... at me without warning.
	But what if you could ... back in time to do it all over again?
10.	She went ... as a sheet when she heard the news.
	He told a little ... lie as his excuse for missing the party.
	He admitted to giving his parents premature ... hair.

TRANSFER YOUR ANSWERS TO THE ANSWER SHEET

Перенесите ответы в лист ответов

Блок 2.

You are going to read an extract from a book about language. Ten words have been removed from the text. Choose from the list of the words the one which fits each gap. Each word must be used only once.

Соотнесите 10 слов с пропусками, учитывая грамматическую форму, сочетаемость и смысл предложений. Каждое слово используется только один раз.

applies
associated
attributed
connects

draw
forms
plays
points

produce
referring

The ability of the ordinary use of language to be innovative and free from stimulus control. As **1.** ... most recently with Noam Chomsky, it is claimed that this creativity **2.** ... to the central place of language in the study of human nature.

In one sense, linguistic creativity has a narrow meaning, **3.** ... to the ability of human beings to innovate within the lexico-semantic domain. Speakers, writers and poets can use the elements of their language to **4.** ... attention

to surprising and interesting aspects of the world through metaphor, jokes and the like. However, there is another, broader sense of linguistic creativity, most commonly **5.** ... in the modern era to Chomsky, which **6.** ... not to the activities of gifted individuals, but rather to the ordinary use of language by everyday speakers.

This creativity underlines the fundamental role that language **7.** ... in understanding the essential nature of human beings and is often referred to by Chomsky as 'the creative aspect of language use'.

The most general aspect of creativity in this broad sense, and one which **8.** ... Chomsky's work to the earlier rationalist traditions of Wilhelm von Humboldt and René Descartes is the observation that human beings can **9.** ... (and understand with no sense of novelty) an infinite number of sentences which may be new in their experience or even new in the history of the language. This creativity is thus intimately connected with the 'generative' nature of generative grammar, and **10.** ... part of the key motivation for universal grammar.

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Блок 3

You are going to read a text on monarchy. For each gap, use only one word.

Вставьте одно слово в каждый пропуск.

Crown Jewels are royal ornaments used in the actual ceremony of consecration, and the formal ensigns of monarchy worn or carried on occasions of state, as **1.** ... as the collections of rich personal jewelry brought together by various European sovereigns as valuable assets not of their individual estates but of the offices they filled and the royal houses to which they belonged. The practice is not yet obsolete, notably in England with the personal possessions of **2.** ... late queen Mary and of Queen Victoria. The term is **3.** ... that can lead to confusion, as with the crown jewels of Ireland, which were not connected with any coronation ceremony and included **4.** ... crown. Rather, they comprised a jewelled star of the Order of St. Patrick and a diamond brooch and five gold collars of that order, all of which were crown property and were stolen from Dublin Castle in 1907.

Many such collections of hereditary royal jewelry have been assembled, confiscated, and dispersed in the **5.** ... few centuries, but certain items of particular splendour have been recorded and some even illustrated, e.g., watercolour drawings on vellum of four magnificent jewelled ornaments given by Edward IV of England in 1475 to Charles the Bold, duke of Burgundy, on the occasion of the Duke's marriage to Edward's sister Margaret. Further, a 17th-century inventory of the abbey treasures of Saint-Denis in France **6.** ... engraved illustrations of many valuable objects that were dispersed through sale or theft during the French Revolutionary period. Napoleon I traced and recovered only some of the missing objects, but in 1887 most of the collection **7.** ... sold by public auction. Similarly, the magnificent collection of crown jewels, mostly diamonds, owned by the tsars of Russia was cataloged and illustrated in 1926, when the Soviet government proposed to sell it in

8. ... entirety; some of the stones found their way to a London sales room, but the scheme 9. ... a whole was abandoned, and the crown jewels are displayed in the Kremlin in Moscow. Diamond brooches, badges, necklaces, orders, tiaras, sword-hilts, and coronets also were acquired by the royal houses of Saxony, Bavaria, and Portugal, in particular, and are still 10. ... be seen in Dresden, Munich, and Lisbon, respectively.

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Блок 4

Distribute the following culturally important concepts and phenomena among four countries: the United Kingdom, Australia, Canada, and the United States of America. Which word/phrase is related to which country?

Соотнесите культурные реалии, персоналии и понятия с соответствующей страной.

Parliament Hill	Ben Nevis	Canberra	Boris Johnson	bald eagle
Statue of Liberty	the Great Barrier Reef	Chicago	Donald Trump	John Bull
Stonehenge	The Horseshoe Falls	Manchester	Justin Trudeau	maple leaf
Sydney Opera House	Yellowstone National Park	Ottawa	Scott Morrison	wombat

the UK	Australia	Canada	the USA

TRANSFER YOUR ANSWERS TO THE ANSWER SHEET

Перенесите ответы в лист ответов

Блок 5

You are going to read an extract from a book. Ten sentences have been removed from the text. Choose from the list of the sentences the one which fits each gap. Each sentence must be used only once.

Соотнесите 10 предложений с пропусками в тексте, учитывая развитие сюжета и структурные особенности художественного произведения.

A And here I am, looking for the North Pole.

- B** But I think it will also be very interesting.
C He wants to come to the North Pole with us.
D I am writing to you from my ship.
E I have something interesting to tell you.
F I told him about our journey to the North Pole.
G Then he ate some soup and slept.
H Then he was silent and went to bed.
I Then, when he was not so hungry and cold, we had some interesting conversations.
J When I have done that, I will send it to you.

My dear sister Margaret

1. ... We have travelled a long way, and we are now in the far north. It has been a difficult and dangerous journey, but we are safe. There is ice all around the ship and it is very cold. We are waiting for an improvement in the weather before we continue.

2. ... A few days ago, we found a man in the sea. He was travelling across the ice, but his dogs died. He was alone. We were hundreds of miles from land, so we were very surprised.

'Where are you going?' he asked. He was from a foreign country, but he spoke in English. **3.** ...

The man climbed onto the ship. He was half-dead with cold and tiredness. He was thin and ill and could not say very much. We took him to the kitchen so he could warm himself. The poor man was completely frozen. We gave him dry, warm clothes. **4.** ...

Now our strange visitor feels better. He is a very interesting man, but he is very unhappy. **5.** ... He often looks out into the water. He is looking for something - or somebody. I do not know who he is. But I can see that he has suffered terribly. His eyes are sad and sometimes he seems quite crazy. At first, I did not want to ask him too many questions. He seemed very nervous. **6.** ... I started to like the man and I wanted to be his friend. He has a quick and intelligent mind. I told him a little about myself. He knows now that I left England on my travels six years ago. **7.** ... I will not return home until I succeed.

'You have hope,' he said to me. 'You have no reason to be unhappy. But I have lost everything and I cannot start life again.' He looked extremely sad as he said this. **8.** ...

Yesterday, the man promised to tell me about his life.

'My story is very strange, sad and frightening. But perhaps people will learn something from it,' he said.

I have decided to write it all down, in his own words. **9.** ... I know it will be very strange, Margaret.

10. ...

I will write to you again soon,

Your loving brother Robert Walton

TRANSFER YOUR ANSWERS TO THE ANSWER SHEET

Перенесите ответы в лист ответов

Блок 6

Read the following encyclopedic articles on two very important British statesmen.

Write your essay on their impact on the history of Great Britain.

- 1) Introduction: write in general about the importance of an outstanding politician's influence on their country. Can one person change their country significantly?
- 2) Paragraph one: find similarities between the life and influence of the given statesmen.
- 3) Paragraph two: find differences in the life and influence of the given statesmen.
- 4) Conclusion: state whose impact is more significant providing arguments for your point of view.

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

Напишите **эссе** о влиянии двух политических деятелей на историю Великобритании.

Структура эссе:

- 1) Вступление: общие замечания о влиянии личности на развитие страны.
- 2) Абзац 1: сходства в жизни и оказанном влиянии описываемых личностей.
- 3) Абзац 2: различия в жизни и оказанном влиянии описываемых личностей.
- 4) Заключение: кто оказал наиболее существенное влияние? Выскажите собственное мнение, представив аргументы.

Количество слов эссе – **150-170**.

Alfred the Great	Winston Churchill
<p>The course of English history would have been very different had it not been for King Alfred. He won renown both as a statesman and as a warrior and is justly called "the Great."</p> <p>The England of Alfred's time was a country of four small Saxon kingdoms. The strongest was Wessex, in the south. Born in about 848, Alfred was the youngest son of Ethelwulf, king of Wessex. Each of Alfred's three older brothers, in turn, ruled the kingdom. Alfred was by temperament a scholar, and his health was never robust.</p>	<p>Many call Winston Churchill one of the greatest statesmen in the history of the United Kingdom. He was a gifted journalist and a courageous soldier. As a writer, he earned the Nobel Prize for Literature.</p> <p>In 1895, Churchill entered the Fourth Hussars, a famous regiment of the British Army. He spent his first leave as a reporter in Cuba for a London newspaper.</p> <p>Next Churchill went to India, where he served as a soldier and journalist. In 1898, he joined the British Army in The Sudan and participated in the battle of Khartoum. His early books The Story of the Malakand Field Force (1898) and River War (1899) were based on his dispatches, or official messages, from these two countries.</p>

Nevertheless in his early youth he fought with his brother Ethelred against Danish invaders. Alfred was 23 when Ethelred died, but he had already won the confidence of the army and was at once acclaimed king in 871. By this time the Danes, or Vikings, had penetrated to all parts of the island. Three of the Saxon kingdoms—Northumbria, Mercia, and East Anglia—had one after another fallen to the Danish invaders.

Under Alfred's leadership, the Saxons again found courage. The worst crisis came in the winter of 877, when the Danish king, Guthrum, invaded Wessex with his army. In 878 Alfred was defeated at Chippenham, where he was celebrating Christmas, and was forced to go into hiding.

A few months later he forced Guthrum to surrender at Chippenham. The Danes agreed to make the Thames River and the old Roman road called Watling Street the boundary between Alfred's kingdom and the Danish lands to the north. The treaty, however, did not assure permanent peace. The Danes assaulted London and the coast towns repeatedly. In about 896 they finally admitted defeat and ceased their struggle for a foothold in southern England.

Alfred was much more than the defender of his country. He took a keen interest in law and order and was concerned with the improvement of the cultural standards of his people. He encouraged industries of all kinds and rebuilt London, which had been partly destroyed by the Danes. He collected and revised the old laws of the kingdom. He invited learned men from other countries to instruct the people because even the clergy of Wessex no longer knew Latin, the international language of the church. He established a school similar to the Palace School of Charlemagne.

The "books most necessary for all men to know" were translated from Latin into English so that the people might read them. Alfred himself took a part in preparing the translations. The *Anglo-Saxon Chronicle* was probably begun under his direction.

Alfred died at the age of about 51 in 899. He was in no sense a true king of England, for he ruled less than half of the island. After his death, however, his capable son, Edward the Elder, and his grandsons extended their rule over all of England.

In 1899, Churchill resigned from the military to enter politics and make a living as a writer. He ran as a candidate for the Conservative Party but lost by a narrow margin.

At the start of the Boer War in South Africa in 1899, Churchill received an assignment as a reporter. Soon after he arrived in South Africa, he was taken prisoner. He escaped from the military prison less than a month later, however. This made him a hero in the eyes of the country.

With his new fame, Churchill won a seat in Parliament when he returned to England in 1900. Even Churchill's opponents had to agree that he was a hard worker. He held various offices. He became undersecretary for the colonies in 1906, and two years later he received his first position in the Cabinet, the group of advisers to the prime minister.

In 1911, Churchill was made Lord of the Admiralty, the head of the British Navy. The government was concerned at that time because Germany had been building up its navy. Churchill ordered the British fleet to be ready for war. He also worked hard to reorganise the Navy. He built a fine staff, obtained heavier guns and faster battleships, and developed the Royal Air Force. When World War I broke out in 1914, Churchill's Navy became Britain's first powerful force against Germany.

After the war, Churchill continued to serve as an MP. During that time, he wrote hundreds of newspaper articles and several more books.

Also during the 1930s, Churchill warned his country repeatedly of the growing danger from Germany under Adolf Hitler's rule. Britain was exhausted by war and focused on internal affairs, however. Churchill's warnings were not popular.

After Germany invaded Poland in September 1939, Britain declared war on Germany. Prime Minister Neville Chamberlain appointed Churchill to his old post as head of the Navy. Eight months later, in May 1940, Chamberlain was forced to resign. Churchill succeeded him as prime minister.

When Churchill took office, the German military was sweeping through Europe. Churchill committed himself and the nation to an all-out war until victory was achieved. His courage gave confidence to Britain throughout the war, and he made many inspiring speeches that kept up the country's morale.

When other countries joined the war, Churchill helped plan the overall war strategy of the Allied forces. (The Allies consisted of France, the United Kingdom, the United States, the Soviet Union and China.) Churchill was against the Communist policies of the Soviet Union, but he worked with Soviet leader Joseph Stalin to defeat the common enemy, Germany.

The government led by Churchill broke up soon after World War II ended in Europe. The opposition Labour Party won the general election of 1945, and Churchill was forced to resign. He then entered Parliament as leader of the new opposition. In 1951 he brought the Conservative Party back into power, beginning a new term as prime minister. In 1953, he was knighted by Queen Elizabeth II and received the Nobel Prize for Literature.

	Churchill retired as prime minister in 1955. The next year he completed his last literary work, the four-volume A History of the English-Speaking Peoples (1956–58).
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Очный тур
КЛЮЧИ

Блок 1. 10 БАЛЛОВ

1. cut
2. dance
3. dry
4. deep
5. even
6. out
7. jump
8. go
9. fly
10. white

Блок 2. 10 БАЛЛОВ

1. associated
2. points
3. referring
4. draw
5. attributed
6. applies
7. plays
8. connects
9. produce
10. forms

Блок 3. 10 БАЛЛОВ

1. well
2. the
3. one
4. no
5. last
6. has
7. was
8. its
9. as
10. to

Блок 4. 20 БАЛЛОВ

the UK	Australia	Canada	the USA
Stonehenge	Sydney Opera House	Parliament Hill	Statue of Liberty
Ben Nevis	the Great Barrier Reef	The Horseshoe Falls	Yellowstone National Park
Manchester	Canberra	Ottawa	Chicago
Boris Johnson	Scott Morrison	Justin Trudeau	Donald Trump
John Bull	wombat	maple leaf	bald eagle

Блок 5. 10 БАЛЛОВ

1. D I am writing to you from my ship.
2. E I have something interesting to tell you.
3. F I told him about our journey to the North Pole.
4. G Then he ate some soup and slept.
5. C He wants to come to the North Pole with us.
6. I Then, when he was not so hungry and cold, we had some interesting conversations.
7. A And here I am, looking for the North Pole.
8. H Then he was silent and went to bed.
9. J When I have done that, I will send it to you.
10. B But I think it will also be very interesting.

Блок 6. 40 БАЛЛОВ

Критерии оценки эссе:

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

Структура, связность, стиль, коммуникативная цель (найти сходства и различия, объяснить, аргументировать), формальные требования – **5 баллов**

Грамматика – **20 баллов** (вычет 2 балла за 1 ошибку; артикли, пунктуация и правописание – 1 балл за 1 ошибку)

Лексика – **10 баллов** (вычет 2 балла за 1 ошибку)

- Рекуррентные ошибки вычитываются один раз
- Эссе не соответствует теме – вычет 40 баллов (ответ далее не проверяется)
- Количество слов менее 150 – вычет 2 балла за каждые 10 слов