

**Задания для проведения олимпиады по английскому языку
для учащихся 11 классов**

Вариант 1

I. Аудирование

Прслушайте текст. Определите, какие утверждения являются верными (a. True), какие – неверными (b. False), а какие не упоминались в прослушанном тексте (c. Not stated). Запишите ответ на листе ответов, например, «1a» (всего 10 баллов; за правильное выполнение каждого пункта начисляется по 1 баллу).

1. A big car crash happened 13 miles south to the Newport Pagnell service area.
2. The accident happened due to the fact that the driver was drunk and didn't follow lane discipline.
3. Many lorry drivers managed to stop in time and avoided getting into a pile – up.
4. A part of the load from the lorry was thrown onto the adjacent carriageway.
5. The Police blocked the road but didn't warn the drivers.
6. Breakdown vehicles reached the place of the accident with little difficulty.
7. There were some flashing light signals turned on for most of the night.
8. Some newspapers reported that all the seriously injured in the accident were rapidly taken to nearby hospitals.
9. Accidents of this kind were rare in the country.
10. Sir John Stone spoke about low motorway driving standards.

II. Задание на определение уровня фонетической компетенции

Выберите из левой и правой колонки слова, в которых подчеркнутые буквы и буквосочетания обозначают один и тот же звук. Запишите ответ на листе ответов, например, «1a» (всего 5 баллов; за правильное выполнение каждого пункта начисляется по 1 баллу).

1	sh <u>aw</u> l	se <u>w</u> ing, <u>a</u> wesome, <u>c</u> ave, br <u>ow</u> se
2	ma <u>r</u> ble	mac <u>a</u> bre, ma <u>ck</u> erel, ju <u>d</u> ge, fra <u>n</u> tic
3	clo <u>o</u> k	bo <u>o</u> ar, gro <u>o</u> wn, go <u>o</u> vern, ro <u>o</u> ar
4	bi <u>r</u> ch	mi <u>r</u> e, pi <u>t</u> ch, whi <u>m</u> sy, he <u>r</u> b
5	bour <u>g</u> eois	poi <u>g</u> nant, <u>g</u> enre, <u>g</u> uardian, <u>g</u> entle

III. Задание на определение уровня грамматической компетенции

Заполните пропуски правильными грамматическими формами (например, видовременными формами глагола, артиклями, степенями сравнения прилагательных и наречий, числительными и т.д.) (всего 40 баллов; за правильное выполнение каждого пункта начисляется по 2 балла).

Pope Francis delivered _____ (1) (damning) message to European leaders on Tuesday when he addressed the European Parliament in Strasbourg. "By this time Europe _____ (2) (to lose) its way and now I watch it steadily _____ (3) (to become) "less and less Eurocentric," he declared.

He denounced what he saw as Europe's 'throwaway culture' where ____ (4) elderly, ____ (5) unborn children and terminally ill people _____ (6) (to ignore).

He said technology and economics were _____ (7) (important) to politicians than those suffering. He told his audience: "Men and women risk _____ (8) (to reduce) to mere cogs in a machine that _____ (9) (to treat) them as items of consumption to be exploited, with the result that if a human life _____ (10) (not to prove) useful for that machine, it will be discarded* (**to discard – избавляться от ч-л.*)". He added: "It is the inevitable consequence of a throwaway culture, and an uncontrolled consumerism".

_____ (11) Pope was very critical of Europe's politicians and systems. He _____ (12) (to warn) that Europe's once dynamic, caring and artistic cultures _____ (13) (to erode) lately by red tape* (**red tape – бюрократия*), adding: "The great ideas which once _____ (14) (to inspire) Europe seem to _____ (15) (to lose) their attraction, only _____ (16) (to be) replaced by the bureaucratic technical formalities of its institutions." He said that if bureaucracy _____ (17) (not to be) so insensitive to individual peoples, it _____ (18) (not to be) so downright harmful. But it's not the way things stand with Europe at the moment. Besides, he said Europe risked _____ (19) (to lose) its sense of community, saying: "One of the most common diseases in Europe today is the loneliness typical of those who have no connection with _____ (20) (other). This is especially true of the elderly, who are often abandoned to their fate".

IV. Задание на определение уровня лексической компетенции

A. Выберите подходящее для данного контекста слово из 3 предложенных вариантов. Запишите ответ на листе ответов, например, «1a» (всего 10 баллов; за правильное выполнение каждого пункта начисляется по 2 балла).

The violence inherited from the apartheid still resonate _____ (**1. a) *profoundly*; b) *boastfully*; c) *obnoxiously***) in today's South African society dominated by deeply entrenched patriarchal attitudes towards the role of women in society which makes violence against women and children an almost accepted social phenomenon. Despite an arsenal of progressive laws and policies to deal with gender-based violence put very ably in place, there has been little _____ (**2. a) *implementation*; b) *augmentation*; c) *sanitation***), hence impact and gender-based violence continue to be pervasive and at the level of systematic women's human rights violation. Different forms of _____ (**3. a) *manufacturing*; b) *manifestation*; c) *manipulation***) of violence against women and girls take place in South Africa, including femicides or gender-related killing of women, domestic violence, rapes, gang-rapes which lead to lethal _____ (**4. a) *concealments*; b) *confections*; c) *consequences***), and other forms of sexual violence. Girls as young as eight can be forced into marriage through their abduction, kidnapping, assault and rape _____ (**5. a) *associated*; b) *animated*; c) *allocated***) with such harmful practice. It needs to be clearly stated that such practice violates the constitutional rights to dignity, freedom and security of the person.

Б. Заполните пропуски в тексте словами, данными после текста. Запишите ответ на листе ответов, например, «1a» (всего 10 баллов; за правильное выполнение каждого пункта начисляется по 1 баллу).

Scholars debate the extent to which Truman's mention of the atomic bomb at Potsdam and his use of the weapon in Japan represent atomic diplomacy. In 1965, historian Gar Alperovitz published a book which argued that the use of nuclear weapons on the Japanese cities of Hiroshima and Nagasaki was (1)...to gain a stronger position for postwar diplomatic (2)...with the Soviet Union, as the weapons themselves were not needed to force the Japanese surrender. Other scholars disagree, and suggest that Truman thought the bomb necessary to achieve the (3)...surrender of recalcitrant Japanese military leaders determined to fight to the death. Even if Truman did not intend to use the (4)...threat of the weapon to gain the upper hand over Stalin, the fact of the U.S. atomic monopoly (5)...the successful atomic test at Alamogordo, New Mexico in July of 1945 seemed to have (6)...his confidence at subsequent meetings, making him more determined to (7)...compromises from the Soviet government. Even so, if U.S. officials hoped that the threat of the bomb would soften Soviet (8)...to American proposals for free elections in Eastern Europe or (9)...Soviet control over the Balkans, they were disappointed, as the security issues raised by the dawn of the atomic age likely made the Soviet Union even more (10)...to protect its borders with a controlled buffer zone. In the years that immediately followed the Second World War, the U.S. confidence in its nuclear monopoly had ramifications for its diplomatic agenda.

a) intended; b) unconditional; c) anxious; d) reduced; e) obtain; f) bolstered; g) following; h) resistance; i) implied; j) bargaining.

В. Подберите к каждому фразеологизму подходящее объяснение. Запишите ответ на листе ответов, например, «1а» (всего 5 баллов; за правильное выполнение каждого пункта начисляется по 1 баллу).

1. draw in your horns –

- a. become fully established;
- b. become violently excited;
- c. become less assertive or ambitious;

2. pull someone's leg –

- a. experience hardship, especially financial;
- b. attempt to attract or attain;
- c. deceive someone playfully.

3. under the weather –

- a. very obvious;
- b. slightly unwell;
- c. looking for trouble.

4. airs and graces –

- a. in an agitated state of suspense;
- b. an affected manner of behaving, designed to attract or impress;
- c. used to indicate that someone should accept what has been said, even if it is unwelcome.

5. a straight arrow –

- a. a person who is ill at ease;
- b. a person who can do many different types of work;
- c. an honest or genuine person.

V. Задание на определение уровня лингвокультурологической компетенции

A. Соотнесите начала пословиц, данные в левой колонке, с окончаниями в правой колонке. Подберите к каждой пословице эквивалент на русском языке из предложенных ниже. Запишите ответ на листе ответов, например, «1а. Не садись не в свои сани» (всего 20 баллов; за каждое правильное соотнесение – 1 балл, за каждый правильный эквивалент – 1 балл).

1. Pot	A) is the mother of success.
2. You can have	B) ka thee.
3. Banquet	C) too much of a good thing.
4. Diligence	D) hunt with the hounds.
5. He did not	E) jump.
6. Run with the hare and	F) the horse starves.
7. Ka me,	G) valour.
8. While the grass grows	H) the kettle black.
9. The pot calls	I) invent gunpowder.
10. Good wits	J) of brine.

Предлагаемые эквиваленты:

Услуга за услугу.
Исходить все улицы в поисках милостыни.
Ждать у моря погоды.
И на солнце бывают пятна.
Насильно мил не будешь.
Беда не приходит одна.
Великие души понимают друг друга.
Гладить против шерсти.
Из спасибо шубы не сошьешь.
Горючие слезы.
Чужое добро в прок не пойдет.
Терпение и труд все перетрут.
И нашим, и вашим – всем спляшем.
Пьяному море по колено.
Дорога ложка к обеду.
Он звезд с неба не хватает.
Умный понимает с полуслова.

Чья бы корова мычала, а твоя молчала.
Маслом кашу не испортишь.
У всех на устах.

Б. Соотнесите имена собственные в левой колонке с соответствующими сведениями в правой колонке. Запишите ответ на листе ответов, например, «1а» (всего 10 баллов, за правильное выполнение каждого пункта начисляется по 1 баллу).

1. Alexander Hamilton	A) an English writer and artist, wrote “The stones of Venice”
2. Andrew Jackson	B) an English chemist who was one of the first scientists to make use of electricity to break chemical compounds into their separate elements
3. Michael Johnson	C) the only woman to be a candidate for US-Vice President for a major political party, lost to Ronald Reagan and George Bush
4. John Ruskin	D) a US singer of rock and roll and country music who plays the piano in a wild way, sometimes using his feet on the keys
5. Catherine of Aragon	E) the first US Secretary of Treasury, one of America’s Founding Fathers
6. Humphrey Davy	F) a US singer, dancer and actor, starred in the film “New York New York”
7. Geraldine Ferraro	G) the first wife of King Henry VIII
8. W S Gilbert	H) a US runner who was a star of the 1996 Olympics in Atlanta
9. Jerry Lee Lewis	I) an English writer of comedy plays and the words for comic operas
10. Liza Minelli	J) the seventh US President

VI. Задание на определение уровня переводческой компетенции

Проанализируйте текст перевода с английского языка на русский. Из 20 подчеркнутых мест 10 содержат ошибки. Найдите и исправьте их. Запишите не более 10 ответов на листе ответов. Например, «1 – ваш вариант перевода» (макс. количество баллов 40: 2 балла – за правильное определение ошибки, 2 балла – за каждый правильный вариант перевода).

<i>Текст оригинала</i>	<i>Текст перевода</i>
One morning Mrs. Strickland sent me round a note to say that she was giving a dinner-party that evening, and one of	Однажды утром мне принесли записку от миссис Стрикленд, в которой говорилось, что сегодня

her guests had failed her. She asked me to stop the gap...

It was only neighbourly to accept.

When Mrs. Strickland introduced me to her husband, he gave me a rather indifferent hand to shake. Turning to him gaily, she attempted a small jest.

"I asked him to show me that I really had a husband. I think he was beginning to doubt it."

Strickland gave the polite little laugh with which people acknowledge a facetiousness in which they see nothing funny, but did not speak. New arrivals claimed my host's attention, and I was left to myself. When at last we were all assembled, waiting for dinner to be announced, I reflected, while I chatted with the woman I had been asked to "take in," that civilised man practises a strange ingenuity in wasting on tedious exercises the brief span of his life. It was the kind of party which makes you wonder why the hostess has troubled to bid her guests, and why the guests have troubled to come. There were ten people. They met with indifference, and would part with relief. It was, of course, a purely social function.

The dining-room was inconveniently crowded. There was a K.C. and his wife, a Government official and his wife, Mrs. Strickland's sister and her husband, Colonel MacAndrew, and the wife of a Member of Parliament. It was because the Member of Parliament found that he could not leave the House that I had been invited. The respectability of the party was portentous.

Everyone talked a little louder than natural in an instinctive desire to make the party go, and there was a great deal of noise in the room. But there was no general conversation. Each one talked to his neighbour; to his neighbour on

вечером она ждет гостей к обеду, и так как один из ранее приглашенных не может прийти, (1) она предлагает мне занять его место...

Я решил, что (2) добрососедские отношения велят мне принять приглашение.

Когда миссис Стрикленд представила меня своему мужу, (3) он нехотя пожал мне руку. Живо обернувшись к нему, она шутливо заметила:

- (4) Я пригласила его и показала, что у меня действительно есть муж. По-моему, он уже начал в этом сомневаться.

Стрикленд учтиво улыбнулся; так улыбаются в ответ на шутку, в которой нет ничего смешного, но ни слова не сказал. (5) Новые гости отвлекли от меня внимание хозяина, и я снова был предоставлен самому себе. Когда все были уже в сборе и я занимал разговором даму, которую мне было назначено вести к столу, мне невольно подумалось, (6) что цивилизованные люди невероятно изобретательны в способах расходовать свою краткую жизнь на докучные церемонии. Это был один из тех обедов, когда невольно дивишься: зачем хозяйка утруждает себя приемом гостей и зачем гости взяли на себя труд прийти к ней. За столом было десять человек. Они встретились равнодушно и (7) расходились со вздохом облегчения. Такой обед был отбыванием светской повинности.

В столовой было довольно-таки тесно. За столом сидели (8) известный доктор с супругой, правительственный чиновник с супругой, (9) сестра миссис Стрикленд с мужем, по имени Колонель Мак-Эндрю, и (10) супруга одного члена парламента.

the right during the soup, fish, and entree; to his neighbour on the left during the roast, sweet, and savoury. They talked of the political situation and of golf, of their children and the latest play, of the pictures at the Royal Academy, of the weather and their plans for the holidays. There was never a pause, and the noise grew louder. Mrs. Strickland might congratulate herself that her party was a success. Her husband played his part with decorum. Perhaps he did not talk very much, and I fancied there was towards the end a look of fatigue in the faces of the women on either side of him. They were finding him heavy. Once or twice Mrs. Strickland's eyes rested on him somewhat anxiously. At last she rose and shepherded the ladies out of one room. ... I examined Strickland at my ease. He was bigger than I expected: I do not know why I had imagined him slender and of insignificant appearance; in point of fact he was broad and heavy, with large hands and feet, and he wore his evening clothes clumsily. He was a man of forty, not good-looking, and yet not ugly, for his features were rather good; but they were all a little larger than life-size, and the effect was ungainly. He was clean shaven, and his large face looked uncomfortably naked. His hair was reddish, cut very short, and his eyes were small, blue or grey. He looked commonplace. I no longer wondered that Mrs. Strickland felt a certain embarrassment about him; he was scarcely a credit to a woman who wanted to make herself a position in the world of art and letters. It was obvious that he had no social gifts, but these a man can do without; he had no eccentricity even, to take him out of the common run; he was just a good, dull, honest, plain man.

Так как сам член парламента решил, что в этот день ему нельзя отлучиться из палаты, то на его место пригласили меня. (11) В респектабельности этой вечеринки было что-то невыносимое.

Все говорили несколько громче обычного, повинуясь инстинктивному желанию оживить общество, и (12) в комнате стоял шум. Но общий разговор не клеился. Каждый обращался только к своему соседу: к соседу справа – (13) во время закуски, супа и рыбы, к соседу слева – (14) во время жаркого, овощей и десерта. Говорили о политике и гольфе, о детях и последней премьере, о картинах, выставленных в Королевской академии, о погоде и планах на лето.

Разговоры не умолкали ни на одно мгновение, и шум усиливался. Миссис Стрикленд имела все основания радоваться - обед удался на славу. (15) Муж ее театрально играл роль хозяина. Пожалуй, он был только слишком молчалив, и под конец мне показалось, что на лицах обеих его соседок появилось выражение усталости. (16) Видимо, он им наскучил. Раз или два тревожный взгляд миссис Стрикленд останавливался на нем.

После десерта она поднялась, и дамы одна за одной последовали за нею в гостиную.

Я стал на досуге разглядывать Стрикленда. Он оказался выше, чем я думал; почему-то я воображал, что Стрикленд - худощавый, невзрачный человек; на деле он был широкоплеч, грузен, руки и ноги у него были большие, и (17) вечерний костюм сидел на нем мешковато. Это был мужчина лет сорока, отнюдь не красавец, но и не урод; черты лица его, довольно

правильные, но слишком крупные, производили невыгодное впечатление. Волосы у него были рыжеватые, коротко остриженные, глаза не то серые, не то голубые. В общем, внешность самая заурядная. Я понял, почему миссис Стрикленд немного стеснялась его: (18) не такой муж нужен женщине, стремящейся добиться положения (19) в обществе литераторов и актеров. Он был явно лишен светского лоска, но это качество не обязательное; он даже не выделялся какими-нибудь чудачествами. Это был просто (20) добродушный, скучный, честный, некрасивый малый.

VII. Творческое задание

Напишите сочинение по картинке объемом не менее 200 слов (всего 60 баллов).



**Задания для проведения олимпиады по английскому языку
для учащихся 11 классов**

Вариант 2

I. Аудирование

Прослушайте текст. Определите, какие утверждения являются верными (a. True), какие – неверными (b. False), а какие не упоминались в прослушанном тексте (c. Not stated). Запишите ответ на листе ответов, например, «1a» (всего 10 баллов, за правильное выполнение каждого пункта начисляется по 1 баллу).

1. A big car crash happened north of the Newport Pagnell service area.
2. The accident occurred due to the fact that the driver of a loaded lorry lost control over the car and it tipped over.
3. All the load of steel bars was flung onto the adjacent carriageway.
4. The process of repairing and resurfacing of the southbound carriageway had been in progress for already a month.
5. The Police didn't let vehicles move along the motorway for a certain period of time.
6. The main problem for ambulances to reach the place of the accident was a big traffic jam formed by oncoming vehicles.
7. The flashing amber light signals were switched on because of dense fog.
8. Sir John Stone praised the motorway services for the speed with which the accident was eliminated.
9. British drivers had to get a more profound knowledge in the basic disciplines of motorway use.
10. Lane discipline in America and Britain were on the same level.

II. Задание на определение уровня фонетической компетенции

Выберите из левой и правой колонки слова, в которых подчеркнутые буквы и буквосочетания обозначают один и тот же звук. Запишите ответ на листе ответов, например, «1a» (всего 5 баллов, за правильное выполнение каждого пункта начисляется по 1 баллу).

1	<u>ou</u> st	<u>co</u> ach, <u>so</u> ught, <u>bo</u> unce, <u>so</u> ur
2	<u>be</u> wildering	<u>be</u> tter, <u>aq</u> uiline, <u>ce</u> ntury, <u>rh</u> ythm
3	<u>em</u> barrass	<u>et</u> hics, <u>cr</u> ane, <u>ha</u> zardous, <u>al</u> ias
4	<u>bo</u> urbon	<u>pe</u> arl, <u>bo</u> unce, <u>fr</u> onton, <u>go</u> ogle
5	<u>bo</u> ar	<u>ch</u> orus, <u>oa</u> k, <u>ch</u> rome, <u>ho</u> rizon

III. Задание на определение уровня грамматической компетенции

Заполните пропуски правильными грамматическими формами (например, видовременными формами глагола, артиклями, степенями сравнения прилагательных и наречий, числительными и т.д.) (всего 40 баллов; за правильное выполнение каждого пункта начисляется по 2 балла).

Jake Chapman, _____ (1) (provoking) artist in today's Britain, made his controversial comments, saying that taking children to art galleries is "a total waste of time". He also made _____ (2) (other) comments that might anger parents, child development experts, and children. He accused parents of _____ (3) (to

be) "arrogant" for thinking children could understand such complex artists as Jackson Pollock and Mark Rothko. He says that standing a child in front of ___ (4) Pollock is an "insult" to _____ (5) American who pioneered the style of art _____ (6) (to know) as abstract expressionism.

"My child may _____ (7) (to paint; *мог бы нарисовать) that" is probably one of the most enraging things that you could say. It's an insult to ___ (8) greats." This is what Jake Chapman explained a week after he _____ (9) (to give) the interview to the Independent.

Chapman's comments _____ (10) (to create) a stir (*a stir – зд. волнение) in the art world. Award-winning artist Anthony Gormley said: "I don't think art should _____ (11) (to understand). Viewing art is not about _____ (12) (to be able) to place the work within an art historical context. One should feel it." BBC Arts Editor Will Gompertz suggested that Chapman _____ (13) (to make) those comments on purpose, saying they _____ (14) (to design) to manipulate the media to get more attention.

When I was in Paris, I watched a mother gently _____ (15) (to explain) a Monet to her three fascinated children in a way that, in the UK, would have been dismissed as pretentious. By contrast, when I _____ (16) (to be) in New York recently, children in the Museum of Modern Art _____ (17) (to encourage) to stand next to Van Gogh's Starry Night and have their photograph _____ (18) (to take), barely even glancing at it. It occurred to me that it _____ (19) (to be) parents and educators who are to blame for our kids' ignorance, and cameras should _____ (20) (to ban) from galleries, not children.

IV. Задание на определение уровня лексической компетенции

A. Выберите подходящее для данного контекста слово из 3 предложенных вариантов. Запишите ответ на листе ответов, например, «1a» (всего 10 баллов, за правильное выполнение каждого пункта начисляется по 2 балла).

As the world struggles to fight terrible forms of violence, national authorities everywhere should avoid the _____ (1. *a)marketing; b)targeting; c)fidgiting*) freedom of expression, especially against those who advocate tolerance, respect and human rights. Several _____ (2. *a)prominent; b)virulent; c)provisional*) writers and artists have been punished severely for expressing their beliefs in Saudi Arabia. Attacks on freedom expression _____ (3. *a)prefer; b)refer; c)deter*) critical thinking, public participation, and civic engagement, the very things that are crucial to human development and democratic culture. They also promote fear and intolerance which can _____ (4. *a)personate; b)resonate; c)resolve*) beyond the Saudi Arabian society. International law protects everyone's right to hold opinions without _____ (5. *a)occurrence; b)obedience; c)interference*) and to seek, receive and impart information and ideas of all kinds, through any media and regardless of frontiers. However, it does not allow governments to restrict expression merely because the person expresses an opinion contrary to popular views or officially-sanctioned beliefs.

Б. Заполните пропуски в тексте словами, данными после текста. Запишите ответ на листе ответов, например, «1a» (всего 10 баллов, за правильное выполнение каждого пункта начисляется по 1 баллу).

Soon after the creation of the North Atlantic Treaty Organization, the (1)... of the Korean War led the members to move quickly to integrate and coordinate their defense forces through a (2)... headquarters. The North Korean attack on South Korea was widely viewed at the time to be an example of communist aggression (3)...by Moscow, so the United States (4)...its troop commitments to Europe to provide (5)...against Soviet aggression on the European continent. In 1952, the members agreed to admit Greece and Turkey to NATO and added the Federal Republic of Germany in 1955. West German entry led the Soviet Union to (6)...with its own regional alliance, which took the form of the Warsaw Treaty Organization and included the Soviet (7)...states of Eastern Europe as members. The collective (8)...arrangements in NATO served to place the whole of Western Europe under the American “nuclear umbrella.” In the 1950s, one of the first military doctrines of NATO (9)...in the form of “massive retaliation,” or the idea that if any member was attacked, the United States would respond with a large-scale nuclear attack. The threat of this form of response was meant to serve as a deterrent against Soviet aggression on the continent. Although formed in response to the (10)...of the developing Cold War, NATO has lasted beyond the end of that conflict, with membership even expanding to include some former Soviet states. It remains the largest peacetime military alliance in the world.

a)exigencies; b)assurances; c)centralized; d)bolstered; e)outbreak; f)satellite; g)retaliate; h)defense; i)emerged; j)directed

В. Подберите к каждому фразеологизму подходящее объяснение. Запишите ответ на листе ответов, например, «1а» (всего 5 баллов; за правильное выполнение каждого пункта начисляется по 1 баллу).

1. the pot calling the kettle black –

- a. a situation in which someone attempts to do or complete something before a particular time or before something else happens;
- b. someone making criticisms about someone else which could equally well apply to themselves;
- c. upset someone by referring to a subject about which they are extremely sensitive.

2. alarms and excursions –

- a. irreconcilably or fundamentally different;
- b. confused activity and uproar;
- c. the essence or most important features;

3. in Abraham’s bosom –

- a. having no relevance to any previous discussion or situation;
- b. in heaven, the place of rest for the souls of the blessed;
- c. too much under the influence and control of someone (especially used to suggest that a man is too much influenced by his mother);

4. pull strings –

- a. make an audience laugh uncontrollably;
- b. ask someone to reconsider, with the suggestion that an earlier opinion or decision represented only a passing mood;
- c. make use of your influence and contacts to gain an advantage unofficially or unfairly;

5. throw the baby out with the bathwater –

- a. used to indicate that an idea or scheme has been unsuccessful and a new one must be devised;
- b. discard something valuable along with other things that are inessential or undesirable;
- c. reprimand people severely, especially in the attempt to make them stop arguing.

V. Задание на определение уровня лингвокультурологической компетенции

A. Соотнесите начала пословиц, данные в левой колонке, с окончаниями в правой колонке. Подберите к каждой пословице эквивалент на русском языке из предложенных ниже. Запишите ответ на листе ответов, например, «1а. Не садись не в свои сани» (всего 20 баллов, за каждое правильное соотнесение – 1 балл, за каждый правильный эквивалент – 1 балл).

1. Every bullet	A) as death.
2. Never cackle	B) will not go out of the flesh.
3. The darkest place is	C) the constable.
4. What is bred in the bone	D) that are sharp are short.
5. The foxes have	E) fast find.
6. All things	F) has its billet.
7. As sure	G) man's true touchstone.
8. Calamity is	H) under the candlestick.
9. Don't outrun	I) holes.
10. Fast bind,	J) till your egg is laid.

Горбатого могила исправит.
Всяк кулик на своем болоте велик.
Как пить дать.
Не влезай в долги.
Подальше положишь – поближе возьмешь.
Не плюй в колодец пригодиться воды напиться.
У всех есть свой угол.
Коней на переправе не меняют.
Только дурак верит на слово.
С огнем шулки плохи.
От судьбы не уйдешь.
Умень-умень, а у себя под носом не видит.
Гора с плеч.
Политика кнута и пряника.
Игра окончена.
Как за каменной стеной.
Много шума из ничего.
Человек познается в беде.
Не говори «гоп», пока не перепрыгнешь.
Яркий огонь быстро горит.

Б. Соотнесите имена собственные в левой колонке с соответствующими сведениями в правой колонке. Запишите ответ на листе ответов, например, «1а» (всего 10 баллов, за правильное выполнение каждого пункта начисляется по 1 баллу).

1. Nicolas Cage	A. an English writer of plays and poems
2. John Ford	B. an English engineer who designed some of the first trains and railways in Britain
3. Captain Scott (Robert Falcon Scott)	C. a US singer and actor, became famous as Dorothy in “The Wizard of Oz”
4. George Stephenson	D. the second US astronaut to walk on the moon in 1966
5. Buzz Aldrin	E. a Scottish philosopher and economist
6. George Balanchine	F. the English woman who became the Duchess of York when she married Prince Andrew in 1986
7. Judy Garland	G. a US film actor who won an Oscar and Golden Global Award for the part in “Leaving Las Vegas”
8. Adam Smith	H. the 25 th US President
9. Sarah Ferguson	I. an English explorer, became widely known and admired in Britain as a result of his two journeys to the Antarctic
10. William McKinley	J. a US choreographer, born in Russia. After working with Diaghilev went to the US and started the New York City Ballet

VI. Задание на определение уровня переводческой компетенции

Проанализируйте текст перевода с английского языка на русский. Из 20 подчеркнутых мест 10 содержат ошибки. Найдите и исправьте их. Запишите не более 10 ответов на листе ответов. Например, «1 – ваш вариант перевода» (макс. количество баллов 40: 2 балла – за правильное определение ошибки, 2 балла – за каждый правильный вариант перевода).

The stranger came early in February, one wintry day, through a biting wind and a driving snow, the last snowfall of the year, over the down, walking from Bramblehurst Railway Station, and carrying a little black portmanteau in his thickly-gloved hand. He was	Незнакомец появился в начале февраля; в тот морозный день бушевали ветер и вьюга - последняя вьюга в этом году; однако он пришел с железнодорожной станции Брэмблхерст пешком; (1) в руке, обтянутой толстой перчаткой,
--	---

wrapped up from head to foot, and the brim of his soft felt hat hid every inch of his face save the shiny tip of his nose; the snow had piled itself against his shoulders and chest, and added a white crest to the burden he carried. He staggered into the "Coach and Horses" more dead than alive, and flung his portmanteau down. "A fire," he cried, "in the name of human charity! A room and a fire!"

He stamped and shook the snow from off himself in the bar, and followed Mrs. Hall into her guest parlour to strike his bargain. And with that much introduction, that and a couple of sovereigns flung upon the table, he took up his quarters in the inn.

Mrs. Hall lit the fire and left him there while she went to prepare him a meal with her own hands. A guest to stop at Iping in the winter time was an unheard-of piece of luck, let alone a guest who was no "haggler", and she was resolved to show herself worthy of her good fortune.

As soon as the bacon was well under way, she carried the cloth, plates, and glasses into the parlour, and began to lay them with the utmost éclat. Although the fire was burning up briskly, she was surprised to see that her visitor still wore his hat and coat.

His gloved hands were clasped behind him, and he seemed to be lost in thought. He was standing like a man of stone, his back hunched, his collar turned up, his dripping hat-brim turned down, hiding his face and ears completely. She noticed that the melted snow that still sprinkled his shoulders dripped upon her carpet.

"Can I take your hat and coat, sir?" she said. "I'll have them nicely dried in the kitchen."

он держал небольшой черный саквояж. Он был (2) закутан с головы до пят, широкие поля фетровой шляпы (3) скрывали все лицо, даже блестящий кончик носа; плечи и грудь были в снегу, так же как и саквояж. Он (4) вошел в трактир "Кучер и кони", еле передвигая ноги от холода и усталости, и (5) поставил саквояж на пол.

- Огня! - крикнул он. - Во имя человеколюбия! Комнату и огня!

Стряхнув с себя снег, он последовал за миссис Холл в приемную, (6) чтобы договориться об условиях. Разговор был короткий. Бросив ей два соверена, (7) незнакомец поселился в трактире.

Миссис Холл затопила камин и покинула гостя, чтобы собственноручно приготовить ему поесть. Заполучить в Айпинге зимой (8) постояльца, да еще торговца, - это была неслыханная удача, и миссис Холл решила показать себя (9) достойной счастливого случая, выпавшего ей на долю.

Когда ветчина поджарилась, миссис Холл отнесла в комнату приезжего скатерть, посуду и стаканы, после чего (10) стала с шумом сервировать стол. Огонь весело трещал в камине, но приезжий, к величайшему ее удивлению, (11) до сих пор не снял шляпы и пальто.

Руки его, все еще в перчатках, были заложены за спину, и (12) он казался потерянным в мыслях. Он стоял у окна, (13) подобно каменному изваянию, сторбленный, с поднятым воротником и низко опущенными полями шляпы, скрывавшими лицо и уши. Хозяйка заметила, что снег у него на плечах растаял и (14) вода капает на ковер.

"No," he said, without turning.

Mrs. Hall, feeling that her conversational advances were ill-timed, laid the rest of the table things in a staccato manner, and whisked out of the room. When she returned the stranger was sitting at the table. She put down the eggs and bacon with considerable emphasis, and called rather than said to him:

"Your lunch is served, sir."

Her visitor moved quickly, so that she got but a glimpse of a white object disappearing behind the table. It would seem he was picking something from the floor. She rapped down the mustard-pot on the table, and turning, she saw he had raised his head and was looking at her.

For a moment she stood gazing at him, too surprised to speak.

He held a white cloth—it was a serviette he had brought with him—over the lower part of his face, so that his mouth and jaws were completely hidden. All the forehead above his blue glasses was covered by a white bandage, and that another covered his ears. This muffled and bandaged head was so unlike what she had anticipated that for a moment she was rigid.

- Позвольте, мистер, ваше пальто и шляпу, - обратилась она к нему, - (15) я отнесу их на кухню и повешу сушить.

- Не надо, - ответил он, не оборачиваясь.

Видя, что ее попытки завязать разговор несвоевременны, миссис Холл (16) неторопливо накрыла на стол и вышла из комнаты. Когда она вернулась, незнакомец сидел за столом. Она поставила на стол яичницу с ветчиной и (17) сказала:

- Завтрак подан, мистер!

Незнакомец сделал быстрое движение, и она увидела что-то белое, мелькнувшее под столом. Он, очевидно, что-то подбирал с полу. Она поставила горчицу на стол и, обернувшись, увидела, что он (18) поднял голову и посмотрел на нее.

(19) С минуту она стояла, удивленная, молча.

Нижнюю часть лица он прикрывал чем-то белым, по-видимому, салфеткой, которую привез с собой, так что ни его рта, ни подбородка не было видно. Лоб незнакомца от самого края синих очков был обмотан белым бинтом, а другой бинт закрывал уши. Его закутанная и забинтованная голова так поразила миссис Холл, что (20) от неожиданности она остолбенела.

VII. Творческое задание

Напишите сочинение по картинке объемом не менее 200 слов (всего 60 баллов).

