

ЛОМОНОСОВ 2015
Английский язык

Отборочный этап
10-11 классы

1 тур

Разминка

Decide which answer best fits each gap.

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

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

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

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

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

Основное задание

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

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

Dear Sir/Madam,

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

Yours faithfully,
Anna Popova

2. Vocabulary: Cloze

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

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

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

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

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

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

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

3. Reading: Gapped Text

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

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

Good riddance!

I know, but what should I do?

It really is.

Just between you and me.

Just tell me, for goodness' sake.

Of course not.

Oh, dear.

Rumour has it.

Well, don't be.

Well, it's sort of difficult really.

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

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

Marie: Of course you can.

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

Marie: **3.** ...

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

Marie: **5.** ...

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

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

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

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

Marie: Oh, Emma! That's terrible!

Emma: **8.** ...

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

Emma: But I'm really worried.

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

4. Reading: Matching

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

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

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

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

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

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

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

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

Your story should consist of:

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

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

Необходимые аспекты:

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

Пример картинки



Make sure that your story includes information about the following:

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

2 тур

Разминка

Decide which answer best fits each gap.

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

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

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

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

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

Основные задания

1. Grammar: Matching

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

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

Dear Sir or Madam,

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

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

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

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

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

Yours faithfully,
Maria Wierzbicka

2. Vocabulary: Cloze

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

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

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

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

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

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

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

3. Reading: Gapped Text

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

Happy for you!

I bet it wasn't that bad.

I might just as well go home.

I'd hang on if I were you.

I'm sure they'll take that into account.

Just my luck to get him.

Not necessarily.

Now there's a thought...

Trust me to make a mess of it.

Trust you to go and open your big mouth!

Well, don't give up then.

Well, it's not the end of the world if you don't get the job.

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

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

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

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

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

Elisa: **4.** ...

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

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

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

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

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

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

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

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

Peter: **10.** ...

4. Reading: Matching

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

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

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

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

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

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

"Sweet dreams, Tally," said the room.

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

Then she crawled out the window.

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

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

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

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

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

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

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

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

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

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

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

<ol style="list-style-type: none"> 1. adjust 2. duck 3. frame 4. loose 5. peer 6. skip 7. snake 8. steal 9. taut 10. wake 	<ul style="list-style-type: none"> • anything long, thin and winding • free to move around without control; not tied up • not tightly packed together; not solid or hard • showing nervous strain; stressed • the state of being awake • the structure of the human body • the underlying constructional system or structure that gives shape or strength • the waves or track left by a vessel or other object moving through water • tightly stretched • to adapt, as to a new environment • to alter slightly, esp to achieve accuracy; regulate • to appear partially or dimly • to avoid a difficult or unpleasant duty or responsibility • to bounce or skim over a surface or to move in this way • to look intently with or as if with difficulty • to move furtively • to move somewhere quickly, especially in order to avoid being seen • to obtain surreptitiously • to omit, as in passing from one part or subject to another • treacherous or deceitful person
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5. Writing: Story based on a picture

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

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- 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

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Пример картинки



Make sure that your story includes information about the following:

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