

АНГЛИЙСКИЙ ЯЗЫК. ОТБОРОЧНЫЙ ЭТАП. 10-11 КЛАССЫ. 3 ТУР.

ЛИСТ ЗАДАНИЙ

Вопросы при входе в систему

5 points

For questions 1-5 choose the most suitable answer (a-d).

1. She resents \_\_\_\_\_ report to the police each week.  
a. to have                      c. ought to  
b. having to                      d. should have
2. What does this acronym \_\_\_\_\_ for?  
a. symbolize                      c. get  
b. represent                      d. stand
3. \_\_\_\_\_ this water \_\_\_\_\_?  
a. Is ... feeling warmly                      c. Does ... feel warm  
b. Is ... feeling warm                      d. Does ... feel warmly
4. Have you ever seen a \_\_\_\_\_ of fish?  
a. skulk                      c. shoal  
b. roll                      d. gaggle
5. Last week \_\_\_\_\_ my hair cut.  
a. I've had                      c. I have  
b. I had                      d. had had

Блок 1. ЛЕКСИКО-ГРАММАТИЧЕСКИЙ ТЕСТ

Part 1:

20 points

Read the text below. Fill in each gap (1-20) with the most suitable word (a-d).

A school trip

Hi! My name is Peter, and I want to 1. \_\_\_\_\_ you about a journey to the Weather Forecasting Centre I 2. \_\_\_\_\_ recently. I had wanted to go there for ages as I am extremely interested in 3. \_\_\_\_\_ weather. I 4. \_\_\_\_\_ to organize a trip on my own, but 5. \_\_\_\_\_ not enough people wanted to go. So I suggested it to my after-school club and they agreed to take us.

When we came to the Centre, we 6. \_\_\_\_\_ a brief lecture 7. \_\_\_\_\_ the history of the place. A guide told us it 8. \_\_\_\_\_ up in 1850, but it was not 9. \_\_\_\_\_ 1858 \_\_\_\_\_ they started telling local citizens about really strong winds coming. 10. \_\_\_\_\_, the Centre sent its forecasts to ships and other 11. \_\_\_\_\_ of transport. It was only when communications improved 12. \_\_\_\_\_ the weather forecasts went into newspapers, where everyone 13. \_\_\_\_\_ eventually able to read them. We were told that the information 14. \_\_\_\_\_ from weather stations on the sea 15. \_\_\_\_\_, where forecasters could actually observe bad weather coming. But nowadays they get a lot of information from space, put it into their supercomputers, and then 16. \_\_\_\_\_ produce the forecasts. It is really smart!

Of course, if we 17. \_\_\_\_\_ to the seaside, we all want to know what the weather will be 18. \_\_\_\_\_. But what we really need to know is how much rain 19. \_\_\_\_\_. That 20. \_\_\_\_\_ farmers and sportspeople in particular! And it is especially important for the zookeepers, because of their animals they need to know what the temperature will be.

It was a great day, and I'd like to work at the Centre when I grow up!

1.	say	tell	comment	retell
2.	am done	has done	have done	was doing
3.	a	an	the	-

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4.	had tried	have tried	has tried	was tried
5.	luckily	blissfully	unfortunately	fortunately
6.	gave	were given	had given	had been given
7.	for	at	of	on
8.	has founded	has set	was set	was founded
9.	before.... that	until.....that	before..... than	until..... than
10.	Earlier	Later	At the end	Nowadays
11.	means	ways	vehicles	mean
12.	where	than	that	then
13.	has been	were	will	was
14.	used to coming	used to come	is used to come	was used to coming
15.	bank	swell	coast	crest
16.	it	this	that	these
17.	will go	are going	will be going	were going
18.	such	like	so	being
19.	their will be	will be there	there will be	would be there
20.	effects	effects on	affects on	affects

**Part 2:**

**8 points**

For questions 21-28, match the type of mistakes with the sentence containing it. One type of mistakes is extra.

**Letter or litter?**

21. A foreign student was attended a language school in Oxford.
22. She spoke very few English.
23. Her life was very boring because she didn't have no one to communicate with, so she wrote a lot of letters to her family back home.
24. But the point was that nobody wrote her up.
25. When she finally rang home, her mother told she had not received any letters!
26. A girl could not get what had happened.
27. The next morning, before she was going to the post, she saw the word "litter" on the box.
28. She understood that it has been "litter", not "letter"!

- A wrong quantifier
- B wrong phrasal verb
- C wrong verb form
- D wrong conjunction
- E wrong usage of negation
- F wrong prefix
- G wrong tense
- H wrong verb
- I wrong article

**Part 3**

**12points**

Read the dialogue and match 12 of the phrases/sentences A-M with gaps 29-40. Among the phrases/sentences there is one that does not fit any of the gaps.

Customer: Hello, Elena Roca here.

Supplier: Hi Elena. How's everything going?

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Customer: Not too good, \_\_\_\_\_(29). We've got a problem with those air conditioners. They haven't arrived yet and our customer wants to know what's going on. \_\_\_\_\_ (30), Martin? Why haven't we received them?

Supplier: Sorry, Elena. I meant to call you. There's so much going on at the moment \_\_\_\_\_ (31). We've got a labour problem here. There's a dispute over pay rates. Our people refuse to work overtime and it's affecting their production.

Customer: \_\_\_\_\_(32), but when can you get the goods to me? The customer's really \_\_\_\_\_ (33).

Supplier: Erm, \_\_\_\_\_(34), to be honest. You may get them by the end of the month, but I am sorry, I can't promise anything.

Customer: End of the month? \_\_\_\_\_(35)! We can't wait that long! Surely you can give our order priority.

Supplier: I'm sorry, we've got several urgent orders to fulfil before we deal with yours. I can't let you \_\_\_\_\_ (36), Elena, it wouldn't be fair to the others.

Customer: Well, it just isn't good enough. And you know it. We've been one of your regular customers \_\_\_\_\_ (37). We should get special...

Supplier: \_\_\_\_\_(38), there is a solution. How about this? There's a German firm I know, they sell similar air conditioners to the ones you ordered. You might have to pay a little more for them, but they can deliver within two weeks. They're very efficient.

Customer: Mmm, \_\_\_\_\_ (39). Can you give me a few details?

Supplier: I don't \_\_\_\_\_ (40), but I could easily get them for you. Shall I call back in a few minutes' time?

Customer: Please do. I'll be waiting to hear from you.

- A. that's worth checking out
- B. I don't know
- C. I'm afraid
- D. I don't believe it
- E. have them to hand
- F. I see
- G. jump the queue
- H. Hold on
- I. it slipped my mind
- J. What's happening your end
- K. It's not my cup of tea
- L. for years
- M. breathing down our necks

**Блок 2. ПОНИМАНИЕ ПИСЬМЕННЫХ ТЕКСТОВ**

**Part 1:**

**14 points**

**Read the text. For questions 41-47, complete the sentences with the words from the text. Insert only one word in each gap. Use words in the forms in which they appear in the text.**

Much of the debate regarding the use of computers in language learning has focused on the pros and cons of the use of new technologies as opposed to the benefits of teacher-led classroom learning. I think that this debate is in many ways academic and I would like to look at what to me seems more relevant, how the role of the teacher in the classroom has changed and will change as a result of the inevitable incorporation of technologies, Internet and multimedia into schooling systems.

The increased predominance of multimedia systems in many schools has led to a need to integrate the

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multimedia and the classroom learning: what is practised or explored either structurally or thematically in one medium should be developed in the other. But how valuable is it for students to be filling out photocopied gap-fills in class time?

The curriculum for both parts of such course should be designed to coincide and complement each other. These classes can more easily be based around maximum student-speaking time. Unlike a traditional class, the presentation of structures or vocabulary is performed by the multimedia. The teacher's role is different. While they may have to answer a query or doubt, their role is to act as conversation facilitators, to foment interaction and to promote previously learnt structures and vocabulary.

41. The \_\_\_\_\_ of computer-based learning over teacher-led classroom learning is staggering.

42. Multimedia systems and classroom learning should \_\_\_\_\_ each other.

43. Since the \_\_\_\_\_ of computer aided language learning into school curriculum, the functions of the teacher have become different.

44. There is a growing need to \_\_\_\_\_ theoretical knowledge and practical skills in learning.

45. The use of the multimedia is often \_\_\_\_\_ to the advantages of the conventional teaching with a more personal touch.

46. The role of the teacher in computer aided classroom is to \_\_\_\_\_ communication.

47. Notwithstanding the advent of new technology, teachers have never ceased to act as \_\_\_\_\_ of learning.

**Part 2:**

**6 points**

**Read the recommendations to scholarship applicants below.**

**Where can you find the answers to the following questions? Match the applicants' questions 48-50 with the bullet points A-G in the text.**

A. DO read scholarship descriptions carefully.

B. DO complete the online application form.

C. DO give thoughtful responses to all questions to provide the information about you, your experience and the qualities you possess.

D. DO print your application form directly from the on-line system and deliver it to the Dean's Office either in person or by post.

E. DO submit reference letters from at least one professor or teacher in a sealed envelope directly to the Dean's Office.

F. DO write a Statement of Purpose describing your plan of study and potential benefit you would receive from this assistance (300 words).

G. DO be ready to disclose information in your scholarship application to the donors of the scholarship you are awarded.

H. DON'T miss the deadline.

I. DON'T exceed the word limit.

J. DON'T forget to sign the hard copy of your on-line application.

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**K.** DON'T leave blank spaces in the application form. If any necessary details are missing, the application process may be delayed.

**L.** DON'T give false information about you or exaggerate your achievements

**M.** DON'T plagiarise or copy-paste information from the host university's website.

**48.** Can I send my recommendations by post?

**49.** Will the soft copy of my application be accepted?

**50.** Can I miss out some questions if I don't have the information or I don't know the answer?

**Part 3:**

**10 points**

**Read the text and choose the most suitable answer a-d for questions 51-58.**

The editors of American dictionaries are trying to check the vocabulary power of American teens and their parents. They have compiled a list of words which, they believe, every educated person should know.

Undoubtedly, everyone needs to have at their disposal tens of thousands of words. On average, a two-year-old actively uses about 500 words and a five-year-old up to 3,000. At about the age of 13 there is often a jump to 20,000.

The average educated adult knows and can potentially use at least 50, 000 words and some university graduates possibly know double this number. These do not get used all the time but some specific words such as butterfly, crocodile and igloo, for example, could be easily retrieved if needed, even though they are unlikely to come into conversation every day.

However, words are not like beach shells to be collected, or even flowers to be picked and pressed. They are always learnt in a context. The average Briton picked up and started using the word wimp, for example, long before it appeared in dictionaries. Its use and meaning of "feeble male" was acquired by paying attention to the words that surround it.

All of which brings us back to American word list. Is it a waste of time? Yes, if readers are simply asked to learn the words by rote, without any context. No, if they are presented with these words in a sentence or, better still, asked to look them up: good dictionaries include an example of the words they are listing in sentences.

Even if they are put into sentences, are they the right ones for a British readership? Well, yes and no. Some on the American list are fine – words such as irony, nanotechnology, omnipotent, parameter and respiration. A few such as notarize, have a distinct transatlantic flavour. Others, such as yeomen, seem to be of interest mainly to historians.

However, the American list is low in a number of areas that are of strong interest to many people in Britain. Hardly any words that have come into the English language from our immigrant population have been included.

Medical and scientific terms are also thin on the ground in the American list. Furthermore, the world of computers needs to be represented with words such as byte and cyberspace. Our concern with environment, too, might be mentioned with biodegradable. And how about some of those old spelling bugbears such as miniscule?

Once started, it's hard to stop. The English language now has easily more than a half a million words and that's in Britain alone. If English from around the globe were added in, it might even be double. A character on Moon Tiger, a novel by Penelope Lively, summarized it well: "I can remember the lush spring excitement of language in childhood... There was no end to it, apparently – it was like the grains of sand on the shore, the leaves on the great ash outside my bedroom window, immeasurable and

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unconquerable.”

- 51.** The author believes that
- university graduates do not always know some specific words.
  - adults can recall some specific words from memory when needed.
  - all people know words such as butterfly, crocodile and igloo.
  - words such as butterfly, crocodile and igloo are used every day.
- 52.** What does the author think of the process of learning words?
- You should learn all words by rote.
  - Words are always learnt in a context.
  - All people learn words in a different way.
  - It doesn't matter how you learn words.
- 53.** What is the author's opinion about the vocabulary on the American list of words?
- All words are useful.
  - All words are useless.
  - These words are useful only for historians.
  - Some other words should be included in the American list.
- 54.** What does the author say about the subject fields on the list?
- They are of strong interest to all people.
  - The list has no medical terms.
  - Some areas should be expanded.
  - The area of spelling needs improvement.
- 55.** What does the author say about the borrowings on the list?
- Almost no loanwords have been included in the list.
  - They all have been included in the list.
  - Quite a few of them have been included in the list.
  - Nothing is said about borrowings.

**Блок 3. Письменная речь**

**The International Youth Magazine (IYM) is looking for a new journalist to write news reports. If you would like to apply for this position, you need to write a news story.**

**Look at the photo. The IYM wants you to write a news story that could be illustrated with this picture.**

**News stories are good examples of short narrative writing. The writer should tell the story clearly in as few words as possible. Make sure that your writing is original (does not copy any written source or some other work), relevant, and that it does not exceed the given word limit (150-180 words). Make sure that your text is a news report that is illustrated with the given photo.**

**Read the following advice before you start writing:**

*The headline is very important for a news story. It is usually written in a special style, which is different from ordinary English. Headlines are not always complete sentences, they often contain strings of three, four, or more nouns, they often leave out articles and the verb 'be'.*

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*A news report is a brief piece of writing for publication in a newspaper, giving factual information concerning an important current event. It is formal and impersonal in style, presenting facts objectively and unemotionally. A successful report should consist of:*

*a) a headline which is short and eye-catching, giving the reader an idea of the subject of the report;*

*b) an introductory paragraph which summarises the event, including information about the people involved, the place, the time, etc.;*

*c) a main body in which the relevant information is developed in detail, including an explanation of the cause(s) and/or result(s) of the event; and*

*d) a conclusion which mentions the significance of the event, future action to be taken, reactions/comments of a witness/spokesperson, etc.*

*Comments made by witnesses, victims, the police, etc may be given in direct or reported speech:*

*"We won't give in," commented a workers' spokesman.*

*The two boys later admitted that what they had done was wrong.*

*Passive voice and appropriate reporting verbs (e.g. confessed, protested, etc) are widely used in news reports, together with a range of linking words and time expressions*

**Now write a 150-180-word news story for the photo. Good luck!**