

**Олимпиада для школьников  
«ЛОМОНОСОВ»  
2019-2020  
10-11 классы**

**Дистанционный тур**

**Блок 1. You are going to read an excerpt from an encyclopedia entry.**

**Match two halves of the sentences below. There is one extra letter you do not need to use.**

**The beginnings of the sentences follow the same order as the full sentences in the original excerpt.**

1. According to literary sources, Odin was the foremost of	A. blunt a foe's weapons or free a friend from fetters.
2. He appears, however, to have been the god of kings and nobility more than the deity	B. of poetry to the world of the gods.
3. His name defines him as the god of inspired mental activity and strong emotional stress, as it is related	C. of queens
4. This qualifies him as the god of poetic inspiration and the stories about the origin of poetry narrate how Odin brought the sacred mead	D. talk.
5. It later came into the hands of a giant and was stolen by Odin, who flew from the giant's stronghold in the shape of an eagle, carrying the sacred mead in his crop	E. the Aesir, but the limited occurrence of his name in place-names seems to indicate that his worship was not widespread.
6. There is also a darker side to Odin's personality: he incites kinsmen	F. to fight and turns against his own favourites, because he needs heroes in the otherworld to join him in the final battle against the forces of destruction at the time of Ragnarök.
7. Therefore, the fallen warriors on the battlefield are said	G. to go to his castle Valhalla (Valhöll), the "Hall of the Slain," where they live in bliss, training for the ultimate combat.
8. He is also a necromancer and a powerful magician who can make hanged men	H. to Icelandic <i>óðr</i> , which applies to the movements of the mind, and to German <i>Wut</i> , meaning "rage," or "fury."

9. He is the god of the hanged, because he hanged himself on the cosmic tree						I. to regurgitate it in the dwelling of the gods.			
10. As the “Hávamál” tells us, he hung there for nine nights, pierced with a spear, sacrificed to himself, nearly dead, to gain the mastery of the runes and the knowledge of the magic spells that						J. to whom the common man would turn for support.			
						K. Yggdrasill to acquire his occult wisdom.			
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.

**Блок 2. You are going to read a text on the life of a famous person. Choose a word from the list to complete each gap (1-10). Change its form where necessary to make a word/a group of words that fits in the gap. There is one extra word you do not need to use. Use each word only once. Different aspects of form change are possible: active or passive voice; indicative, imperative or subjunctive mood; finite or non-finite forms (infinitive, gerund, participle); tense for finite forms or aspect for non-finite forms; full or bare infinitive, etc.**

achieve	announce	break	deflate	echo	evoke	meld	merge	mould	partake	reduce
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Woolf wished to build on her achievement in her previous work by 1. .... the novelistic and elegiac forms. As an elegy, *To the Lighthouse*—published on May 5, 1927, the 32nd anniversary of her mother’s death—2. .... childhood summers at Talland House. As a novel, it 3. .... narrative continuity into a tripartite structure. The first section, “The Window,” begins as Mrs. Ramsay and James, her youngest son—like her siblings—sit in the French window of the Ramsays’ summer home while a houseguest named Lily Briscoe paints them and James begs to go to a nearby lighthouse. Mr. Ramsay, like her father, sees poetry as didacticism, conversation as winning points, and life as a tally of accomplishments. He uses logic 4. .... hopes for a trip to the lighthouse, but he needs sympathy from his wife. She is attuned to emotions rather than reason. In the climactic dinner-party scene, she inspires such harmony and composure that the moment “5. ...., she felt,...of eternity.” The novel’s middle “Time Passes” section focuses on the empty house during a 10-year hiatus and the last-minute housecleaning for the returning Ramsays. Woolf describes the progress of weeds, mold, dust, and gusts of wind, but she merely 6. .... such major events as the deaths of Mrs. Ramsay and a son and daughter. In the novel’s third section, “The Lighthouse,” Woolf brings Mr. Ramsay, his youngest children (James and Cam), Lily Briscoe, and others from “The Window”

back to the house. As Mr. Ramsay and the now-teenage children reach the lighthouse and 7. .... a moment of reconciliation, Lily completes her painting. *To the Lighthouse* 8. .... into its structure questions about creativity and the nature and function of art. Lily argues effectively for nonrepresentational but emotive art, and her painting (in which mother and child 9. .... to two shapes with a line between them) 10. .... the abstract structure of Woolf's profoundly elegiac novel.

**Блок 3. You are going to read a text on art. For questions 1-10, read the text below and decide which answer best fits each gap.**

It's hard to miss this wonderful, prancing, leaping horse – the famous racehorse Whistlejacket – as you walk through Mercer Street. The question I always have is this wonderful doubt as 1. **(of, to, if)** its leaping: where is it going to land? It seems 2. **(to float, to be floating, to have been floating)** in space and yet pushing off with such energy against the ground, wherever the ground is.

You might wonder whether this picture is actually this size in real life. As we walk around we're so used to 3. **(see, seeing, be seen)** advertisements that take familiar images and blow them up to mammoth size. In this case, however, the painting really is this big, as you'll discover if you go to the National Gallery. It's over 12 feet high and, as it 4. **(were, does, --)**, is threatening to literally jump down on the viewer.

George Stubbs was the foremost horse artist of 18th-century England and painted this for an aristocrat who was himself a great lover of horses. In order to prepare himself for producing such wonderfully detailed works, George Stubbs had gone through a 5. **(decided, decisive, decidedly)** rigorous, if not downright unpleasant, apprenticeship. He had spent 18 months laboriously dissecting a series of horses. Over six to seven weeks was spent on each horse, by which time it must have been obviously 6. **(whiffy, reek, smelled)**. A wonderful, 7. **(though, but, if)** not slightly deranged, thing 8. **(was done, to have done, to be doing)**, but something that really paid rewards.

I think it's a painting that stops traffic, quite literally. When it was acquired it was projected onto the side of the National Gallery, Sainsbury Wing and the police had to intervene because it was causing so 9. **(a lot of, many, few)** accidents. A wonderful 10. **(test, testing, testament)** to its power for us today.

**Блок 4. You are going to read a text on demography in Australia. For questions 1-5, read the text below and answer the questions in full sentences (30-50 words). Do not quote the text: a copied sequence of 4 words and more is considered a quotation, for which the task will earn one 0 points.**

The population debate—which is laden with considerable controversy—is a long-running affair that has drawn contributors from every walk of life since the beginning of the colonial era. After the mid-19th century, population growth was frequently adopted as an index of economic success and environmental adaptation, and the proximity of Asia's crowded millions deepened national insecurities. One of the first objectives of the new federal government, established in 1901, was to design a “White Australia” policy, which aimed to prevent diluting Australia's Anglo-Celtic heritage.

Although the policy was both unproductive and discriminatory, it was made more attractive by blending imperial and nationalistic sentiments that proclaimed “population capacities” of 100 to 500 million in Australia's “vast empty spaces.” In the interwar period the Australian geographer Griffith Taylor argued that there were stringent environmental limits that would restrict Australia's population to approximately 20 million people by the end of the 20th century. Taylor was vilified and finally hounded out of Australia, but his “environmental determinism,” like his remarkable prediction, was well-remembered, particularly since Australia's population only approached that benchmark at the beginning of the 21st century.

The battles in the Pacific theatre during World War II revived the “populate or perish” catchcry, and after the war a vigorous campaign was launched to encourage immigration from all parts of Europe. The government initially continued to emphasize the exclusivist White Australia policy, and the country's ethnic composition was only slightly affected. Over the succeeding decades, however, ethnic diversification gradually intensified, eventually setting off heated debates over the relative merits of publicly funded programs for assimilation and for multiculturalism.

The big cities received the bulk of the postwar immigration. Melbourne's early lead in industrialization was closely associated with the immigration boom, but Sydney eventually proved more attractive. The impact of immigration was not confined to these two centres; whereas the overseas-born population accounted for about one-third of the total for Sydney and Melbourne at the start of the 21st century, the national proportion was more than one-fifth and rising. Each of the other state capitals and the industrializing provincial centres also received their share of the influx. The impact was much smaller in the rural districts, except for the areas under irrigation.

At the outset, the federal government preferred to maintain British and Irish immigration at a high rate, but those sources were soon deemed insufficient to meet rising expectations, and further “assisted migration” and “private sponsorship” agreements were negotiated with other European and Middle Eastern governments. In addition, most major world crises have introduced fresh waves of immigrants: refugees from Hungary and Czechoslovakia after the uprisings in the 1950s and '60s; from Lebanon and from Chile and other Latin American countries in the 1970s; from Southeast Asia (Cambodia, Laos, and Vietnam) and China in the late 1970s and '80s; and from the Balkans in the 1990s. Since the end of World War II, some 600,000 refugees and displaced persons have arrived in Australia—more than one-tenth of the total number of new settlers. Consequently, about half of the population has been born overseas or has at least one overseas-born parent.

The White Australia policy was relaxed in 1966 and officially abandoned in 1973. Thereafter the share of non-European immigrants, particularly from Asia, began to increase. Most of the debates on immigration have focused on cultural and economic issues and only peripherally on ethnicity, and (with the exception of the complex Aboriginal issues) Australians largely have been spared the kinds of interracial conflict that have scarred other immigrant societies. Nevertheless, opposition to immigration and multiculturalism policies sparked the formation of the anti-immigrant One Nation Party in the late 1990s; although the party's success was limited, its position resonated with some Australian voters.

As discussed above, there was a dramatic increase in the indigenous population after World War II. This growth is usually attributed to greater pride in Aboriginality, the evolution of positive discrimination (affirmative action) policies in education, health, and welfare, and the official adoption

of a generous definition of “Aboriginals” and “Torres Strait Islanders.” The relatively youthful age-structures and high fertility rates of those enumerated as indigenous largely account for the continuing upward trend. Nevertheless, infant mortality is unusually high, and average life expectancy at birth is about 30 percent lower than that of the rest of Australia.

Australia's overall rate of natural population increase is less than half the world average, and its death and birth rates are also less than the world average. Life expectancy is high—in excess of 75 years for men and 80 years for women. Australia's population age 65 or over is substantial and growing, and about one-fifth of the population (many from the immigrant and Aboriginal communities) is under 15.

1. What was the main idea behind the demographic policy in Australia at the turn of the 20<sup>th</sup> century?
2. What shift in the policy did Australia see later in the 20<sup>th</sup> century?
3. How did immigrants spread across the continent?
4. What contributed to Australia’s becoming a multiethnic nation?
5. What are the most significant features of the current demographics in Australia?

## Блок 5

You are going to read an extract from a conversation between two people.

**A:** I should like to.

**B:** You don’t mind if I sit down, do you? My talking doesn’t disturb you, does it?

**A:** No, but it seems to disturb the fish.

**B:** Ah, they like a bit of silence, don’t they? Same as me. I like a bit of peace, too, don’t you?

**Comment** on the following aspects of the conversation.

1. What is the subject of the conversation?
2. What was the beginning of the conversation? Think of **one sentence** that started the conversation.
3. Who are the people having the conversation? Explain why you think they are related in this way. Provide at least **two reasons**.
4. Where does the conversation take place? Explain why. Provide at least **one reason**.
5. When does the conversation take place? Explain why. Provide at least **one reason**.
6. How is each interlocutor feeling throughout the conversation? Provide at least **one reason** for each interlocutor.
7. What might be the end of the conversation? Think of **two sentences** that the conversation might end in.

Ваш комментарий **должен**

- продемонстрировать умение проанализировать и понять ситуацию общения, воссоздать контекст общения

- содержать логичные связки и структурные элементы связного текста
- быть оформлен как целостный текст
- быть написан в нейтральном и академическом стиле (кроме воссозданных реплик, которые необходимо оформить в соответствии с ситуацией общения)
- быть написан в пределах **150-180 слов**
- продемонстрировать достаточный для полного раскрытия темы уровень лексики
- соответствовать нормам грамматики английского языка
- соответствовать нормам сочетаемости английского языка

**Ваш комментарий не должен**

- содержать заимствования из ранее опубликованных источников, включая ресурсы, размещенные в сети Интернет (в случае обнаружения заимствований работа снимается с конкурса)
- содержать повторы, тавтологичные фразы