

**Олимпиада для школьников  
«ЛОМОНОСОВ»  
2019-2020  
8-9 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. In late 1924 Armstrong was wooed	A. away by Fletcher Henderson in New York City.								
2. In his year there Armstrong matured	B. else carried the message of jazz to America.								
3. At the same time he developed—indeed, single-handedly invented—a compelling, propulsive, rhythmic inflection in his playing that came	C. into a major soloist.								
4. Early examples of this feeling can be heard in Henderson band	D. large, he introduced jazz to the whole world.								
5. In effect, Armstrong taught the whole Henderson band, including the redoubtable	E. on the development of jazz that continues to be felt and heard.								
6. More than that, Armstrong taught the whole world about swing and had a profound effect	F. prowess, Armstrong should be remembered as the first superstar of jazz.								
7. In that sense alone he can be considered the most influential jazz musician of all	G. recordings and even more clearly on Armstrong's Hot Five and Hot Seven recordings of 1926–27.								
8. And beyond his artistic and technical	H. tenor saxophonist Coleman Hawkins, how to swing.								
9. By the late 1920s, famous on recordings and in theatres, he more than anyone	I. time.								
10. Eventually, as entertainer supreme and jazz ambassador at	J. times								
	K. to be called swing.								
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; finite or non-finite forms (infinitive, gerund, participle).**

adapt

allow

arise

compose

lose

maintain

pick

raise

thrive

verify

write

According to legend, the sport of rugby began one afternoon in 1823 at England's Rugby School, when William Webb Ellis, playing soccer with his fellow students, 1. ... up the ball and ran toward the goal. Though there is little historical fact 2. ... this story, it is true that the first rules of the game 3. ... at the Rugby School in 1843. The sport now 4. ... across the globe and is played by two different sets of rules—Rugby Union and Rugby League. Rugby is particularly popular in the British Isles, Australia, New Zealand, South Africa, and France.

In 1871 the Rugby Football Union (RFU) was organized. As more clubs joined the RFU, 5. ... for matches throughout England, a disagreement 6. ... between southern clubs, whose players were largely from the aristocratic class, and northern clubs that 7 ... mostly of working-class players. The northern clubs wanted to compensate players for time 8. ... from their jobs; the southern clubs wanted 9. ... the competitive purity of the amateur game. The argument became so bitter that the northern clubs split from the RFU in 1895 and formed the Northern Rugby League, which 10. ... a new set of rules.

**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.**

Historically part of the British Empire and now a member of the Commonwealth, Australia is a 1. **(relative, relatively, related)** prosperous independent country. Australians are in many 2. **(respect, respects, respected)** fortunate in 3. **(that, those, it)** they do not share their continent—which is only 4. **(far, a little, by far)** smaller than the United States—with any other country. Extremely remote from their traditional allies and trading partners—it is 5. **(any, no, some)** 12,000 miles (19,000 km) from Australia to Great Britain via the Indian Ocean and the Suez Canal and about 7,000 miles (11,000 km) across the Pacific Ocean to the west coast of the United States—Australians 6. **(have become, had become, have been become)** more interested in the proximity of huge potential markets in Asia and in the highly competitive industrialized economies of Japan, South Korea, and Taiwan. Australia, the continent and the country, may 7. **(be, to be, have been)** quite isolated at the beginning of the 20th century, but it 8. **(entered, entered in, entered towards)** the 21st century a culturally diverse land brimming 9. **(by, with, in)** confidence, an attitude 10. **(to encourage, encouraging, encouraged)** by the worldwide fascination with the land “Down Under” and demonstrated when Sydney hosted the 2000 Summer Olympic Games.

**Блок 4. You are going to read a text on demography in Australia. For questions 1-15, read the text below and answer whether the statements are TRUE, FALSE or NOT STATED in the text.**

Chartism is a British working-class movement for parliamentary reform named after the People's Charter, a bill drafted by the London radical William Lovett in May 1838. It contained six demands: universal manhood suffrage, equal electoral districts, vote by ballot, annually elected Parliaments, payment of members of Parliament, and abolition of the property qualifications for membership. Chartism was the first movement both working class in character and national in scope that grew out of the protest against the injustices of the new industrial and political order in Britain. While composed of working people, Chartism was also mobilized around populism as well as clan identity.

The movement was born amid the economic depression of 1837–38, when high unemployment and the effects of the Poor Law Amendment Act of 1834 were felt in all parts of Britain. Lovett's charter provided a program acceptable to a heterogeneous working-class population. The movement swelled to national importance under the vigorous leadership of the Irishman Feargus Edward O'Connor, who stumped the nation in 1838 in support of the six points. While some of the massive Irish presence in Britain supported Chartism, most were devoted to the Catholic Repeal movement of Daniel O'Connell.

A Chartist convention met in London in February 1839 to prepare a petition to present to Parliament. "Ulterior measures" were threatened should Parliament ignore the demands, but the delegates differed in their degrees of militancy and over what form "ulterior measures" should take. In May the convention moved to Birmingham, where riots led to the arrest of its moderate leaders Lovett and John Collins.

The rump of the convention returned to London and presented its petition in July. Parliament rejected it summarily. There followed in November an armed rising of the "physical force" Chartists at Newport, which was quickly suppressed. Its principal leaders were banished to Australia, and nearly every other Chartist leader was arrested and sentenced to a short prison term. The Chartists then started to emphasize efficient organization and moderate tactics. Three years later a second national petition was presented containing more than three million signatures, but again Parliament refused to consider it. The movement lost some of its mass support later in the 1840s as the economy revived. Also, the movement to repeal the Corn Laws divided radical energies, and several discouraged Chartist leaders turned to other projects.

The last great burst of Chartism occurred in 1848. Another convention was summoned, and another petition was prepared. Again Parliament did nothing. Thereafter, Chartism lingered another decade in the provinces, but its appeal as a national mass movement was ended. With the onset of the relative prosperity of mid-Victorian Britain, popular militancy lost its edge. Many Chartist leaders, however, schooled in the ideological debates of the 1840s, continued to serve popular causes, and the Chartist spirit outlasted the organization. Five of the six points—all except the annual Parliaments—have since been secured.

1. William Lovett was an Irish conservative politician.
2. Chartists fought only for women's rights.
3. Chartists represented the working class of the country.
4. Chartism was a reaction to a severe economic downturn.
5. Irish members of the Chartist movement did not respect William Lovett.
6. The Irish did not present a united front in their political views.
7. All chartists were in favour of violent measures.
8. The imprisonment of Lovett and Collins was short.
9. The uprising after the dismissal of the first petition was peaceful.
10. Chartist leaders had to flee to Australia to avoid incarceration.
11. The economic upturn cost Chartism some of its followers.
12. Parliament decided to give in to the demands of the last petition.
13. Chartists drew up three petitions.
14. Chartism became the ideological basis for contemporary liberalism in the western world.
15. Almost all the chartists' demands have been eventually satisfied by the British Parliament.

## **Блок 5**

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

A: It's answering the phone.

B: Oh, right, fine.

A: And not waiting at table.

B: That'd be good. And how many nights a week would it be?

**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 **120-150 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