

**Олимпиада для школьников  
«ЛОМОНОСОВ»  
2020**

**Дистанционный тур**

**8-9 классы**

**Блок 1. You are going to read a text on astronomy. 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. 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.**

allow	bring	come	emit	go
observe	orbit	produce	provide	understand

Early people believed all objects **1. observed** in the skies **2. orbited** the Earth. Progressively, scientific observations proved that Earth and other planets **3. went** around the Sun. The invention of the telescope around 1609 enabled scientists **4. to provide** evidence of this hypothesis and **5. allowed** the discovery of many more space objects. From the 1930s, astronomers **6. understood** that some space objects **7. produced** invisible radio waves, as well as or instead of light rays. Radio telescopes **8. brought** about discovery of yet more objects in space, many invisible to ordinary optical telescopes, because they **9. emit** no light. More kinds of rays were discovered **10. coming** from space objects.

**Блок 2. You are going to read a text on history. For questions 1-15, read the text below and decide which answer best fits each gap.**

Ireland is an island off the west coast of Great Britain. It is divided into **1. four**/three provinces and has two official languages, **2. Celtic/Gaelic** and English. **3. Irish/English** is the everyday language used by the vast majority of the population. The population is around **4. 5/7** million. Ireland has a **5. temperate**/tropic climate; its winters are not very cold and summers not very warm. **6. Guinness/McEwan's**, the national drink, is a type of beer (stout) with a black 'body' and white 'head'. Politically, Ireland is divided into the **7. Republic/Kingdom** of Ireland and **8. Southern/Northern** Ireland (part of the United Kingdom).

The **9. Moor/Celtic** religion had a crucial influence on Ireland long before the adoption of Christianity in the **10. 9th/5th** century. For early events before that time, historians rely on literary sources such as the **11. sagas**/chronicles, many of whose characters may represent only poetic imagination and in which the social or political circumstances portrayed reflect the fantasies of their authors rather than historical reality. Nevertheless, the traditions seem to indicate, during the early centuries AD, a process of political cohesion in Ireland through which the initial *tuatha* (a

number of petty kingdoms, or clans) eventually became grouped into the **12. Four/Five** Fifths (larger kingdoms).

Since the conversion to Roman Catholicism, with its ecclesiastical seat at **13. Armagh/Dublin**, it has been the island's major religion. After the Reformation, Catholicism became closely associated with Irish resistance to British rule. But church support for nationalism has been ambivalent. After the Irish **14. Potato/Wheat** Famine in the 1840s, there was a remarkable surge in devotional support of the Catholic church.

The **15. IRA** ( **Irish Republican Army**/Irish Rebel Army ), known for its armed campaigns, fought for many years to keep the British out of the island, but eventually was constrained to pursue only peaceful means to achieve its objectives.

**Блок 3. You are going to read a text on politics. Choose a word from the list to complete each gap (1-20). Use each word only once.**

By its nature, the presidency is dual in character. The president serves as the nation's chief administrator and the symbolic **1. epitome** of the nation. Over the centuries of constitutional struggle, England had separated the Crown and the Parliament, vesting the prime minister with the **2. function** of running the government and leaving the ceremonial responsibilities to the sovereign.

It is generally accepted that the **3. office** of the President of the United States might never have been created, had Washington not been available.

No sooner had Washington been inaugurated than an extraconstitutional **4. quality** of the presidency became apparent.

The American people admired Washington, and he managed to strike a **5. balance** between “too free an intercourse and too much familiarity,” which would downplay the **6. dignity** of the office, and “an ostentatious show” of **7. indifference**, which would be improper in a republic.

George Washington's government was crucial for the **8. precedents** it set. For instance, he stepped down after two terms, starting a **9. tradition** maintained until 1940. During his first term he made the presidency a full-fledged branch of government instead of a mere office. As commander in chief during the American Revolutionary War, he had been accustomed to surrounding himself with loyal aides and soliciting their **10. opinions**. For some time, the Constitution granted him the **11. right** only to require the opinion of the department heads in writing without resorting to assembling them. However, when the Supreme Court failed to provide an advisory opinion on the **12. matter** of a neutrality proclamation in response to the French revolutionary and Napoleonic wars—on the **13. ground** that the court could decide only cases and not controversies—he turned to establishing the format of **14. cabinet** meetings, which remained the principal instrument for conducting executive business until the late 20th century.

**15. Perils** arising from the French revolutionary wars called for Washington's attention, as well as that of his three successors. Americans were divided over the wars, some supporting Britain and its allies and others France. Political factions had already arisen over the financial policies of Alexander Hamilton, and from 1793 onward **16. animosities** stemming from the French Revolution hardened these factions into a system of political parties, which the **17. framers** of the Constitution had not contemplated.

The **18. advent** of the party system also created unforeseen problems with the method for electing the president. In 1796 John Adams, the candidate of the Federalist Party, won the presidency and Thomas Jefferson, the candidate of the Democratic-Republican Party, won the vice presidency; however, Jefferson was set to undermine the administration, rather than collaborating with Adams. Four years later, to forestall the **19. possibility** of yet another divided executive, the two leading parties of the early republic, each nominated presidential and vice presidential candidates. Because of the fact that electors could not indicate a presidential or vice presidential preference between the two candidates for whom they voted, the Democratic-Republican candidates, Jefferson and Aaron Burr, received an equal number of votes. The election was passed on to the House of Representatives, and a constitutional **20. crisis** nearly ensued as the House became deadlocked. On February 17, 1801, Jefferson was finally chosen president by the House, and with the ratification of the Twelfth Amendment, beginning in 1804, electors were required to cast separate ballots for president and vice president.

## Блок 4.

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

**K:** Thank heaven! I was getting desperate.

**T:** Hello there. Where are Jeff and the rest of the men?

**K:** They left me in the tent with some eggs and some bread, and off they went.

**T:** Where were they heading?

**R:** How did *he* manage to hear it if we didn't?

**E:** Because he was listening. You were talking too much to hear.

**R:** What do you mean, I was talking too much?

**E:** Oh dear. Never mind.

**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