

**Межрегиональные предметные олимпиады КФУ
профиль «Иностранный язык (английский язык)»
заключительный этап
2021-2022 учебный год
11 класс**

PART 1. READING COMPREHENSION. Maximum: 25 points. 1 point for each correct answer.

Task 1. Read the passage. Then fill in the gaps with the appropriate part of the sentence. Write A-N on the separate answer sheet.

The story of British schools

- A) For largely historical reasons, the schools system is complicated, inconsistent and highly varied. Most of the oldest schools, of which the most famous are Eton, Harrow, Winchester and Westminster, are today independent, fee-paying, public schools for boys. Most of these were established to create a body of literate men to **1)** From the sixteenth century onwards, many 'grammar' schools were established, often with large grants of money from wealthy men, in order to provide a local educational facility.
- B) From the 1870s local authorities were required to establish elementary schools, paid for by the local community, and **2)** By 1900 almost total attendance had been achieved. Each authority, with its locally elected councillors, was responsible for the curriculum. Although a general consensus developed concerning the major part of the school curriculum, a strong feeling of local control continued and **3)** A number of secondary schools were also established by local authorities, modelled on the public schools.
- C) The 1944 Education Act introduced free compulsory secondary education. Almost all children attended one of two kinds of secondary school. The decision was made on the results obtained in the '11 plus' examination, taken in the last year of primary school. Eighty per cent of pupils went to 'secondary modern' schools where they were expected **4)** , but where academic expectations were modest. The remaining 20 per cent went to grammar schools. Some of these were old foundations which now received a direct grant from central government, but the majority were funded through the local authority. Grammar school pupils were expected to go on to university or some other form of higher education. A large number of the grammar or 'high' schools were single sex. In addition there were, and continue to be, a number of voluntary state-supported primary and secondary schools, most of them under the management of the Church of England or the Roman Catholic Church, **5)**
- D) By the 1960s there was increasing criticism of this streaming of ability, particularly by the political Left. It was recognised that many children performed inconsistently, and that those who failed the 11 plus examination were denied the chance to do better later. Early selection also reinforced the divisions of social class, **6)** A government report in 1968 produced evidence that an expectation of failure became increasingly fulfilled, with secondary modern pupils aged 14 doing significantly worse than they had at the age of eight. Labour's solution was to introduce a new type of school, the comprehensive, a combination of grammar and secondary modern under one roof, **7)** Between 1965 and 1980 almost all the

old grammar and secondary modern schools were replaced, mainly by coeducational comprehensives. The measure caused much argument for two principal reasons. Many local authorities, particularly Conservative-controlled ones, did not wish to lose the excellence of their grammar schools, and many resented Labour's interference in education, **8)**..... . However, despite the pressure to change school structures, each school, in consultation with the local authority, remained in control of its curriculum. In practice the result of the reform was very mixed: the best comprehensives aimed at grammar school academic standards, while the worst sank to secondary modern ones.

- E) One unforeseen but damaging result was the refusal of many grammar schools to join the comprehensive experiment. Of the 174 direct-grant grammar schools, 119 decided to leave the state system rather than become comprehensive, **9)** This had two effects. Grammar schools had provided an opportunity for children from all social backgrounds to excel academically at the same level as those attending fee-paying independent public schools. The loss of these schools had a demoralising effect on the comprehensive experiment and damaged its chances of success, **10)** The introduction of comprehensive schools thus unintentionally reinforced an educational élite which only the children of wealthier parents could hope to join. Comprehensive schools became the standard form of secondary education (other than in one or two isolated areas, where grammar schools and secondary moderns survived). However, except among the best comprehensives they lost for awhile the excellence of the old grammar schools.
- F) Alongside the introduction of comprehensives there was a move away from traditional teaching and discipline towards what was called 'progressive' education. This entailed a change from more formal teaching and factual learning to greater pupil participation and discussion, **11)** Not everyone approved, particularly on the political Right. There was increasing criticism of the lack of discipline and of formal learning, and a demand to return to old-fashioned methods.
- G) From the 1960s there was also greater emphasis on education and training than ever before, with many colleges of further education established to provide technical or vocational training. However, British education remained too academic for the less able, and technical studies stayed weak, **12)**
- H) The expansion of education led to increased expenditure. The proportion of the gross national product devoted to education doubled, from 3.2per cent in 1954, to 6.5 per cent by 1970, but fell back to about 5 per cent in the 1980s. These higher levels of spending did not fulfil expectations, **13)** Perhaps the most serious failures were the continued high drop-out rate at the age of 16and the low level of achievement in mathematics and science among school-leavers. By the mid-1980s, while over 80 per cent of pupils in the United States and over 90 per cent in Japan stayed on till the age of 18, **14)**

(from 'Britain in Close-Up' D.McDowall)

- A) interference by central government was resented
 B) mainly because spending remained substantially lower than that in other industrialized countries
 C) but led to a revival of independent schools at a time when they seemed to be slowly shrinking

- D) fulfil the administrative, political, legal and religious requirements of the late Middle Ages
- E) so that all the children could be continually assessed and given appropriate teaching
- F) with greater emphasis on comprehension and less on the acquisition of knowledge
- G) to compel attendance by all boys and girls up to the age of 13
- H) to obtain sufficient education for manual, skilled and clerical employment
- I) which was still considered a local responsibility
- J) barely one-third of British pupils did so
- K) which usually own the school buildings
- L) and duly became independent free-paying establishments
- M) with the result that a large number of less academically able pupils left school without any skills or qualifications at all
- N) and was wasteful of human potential

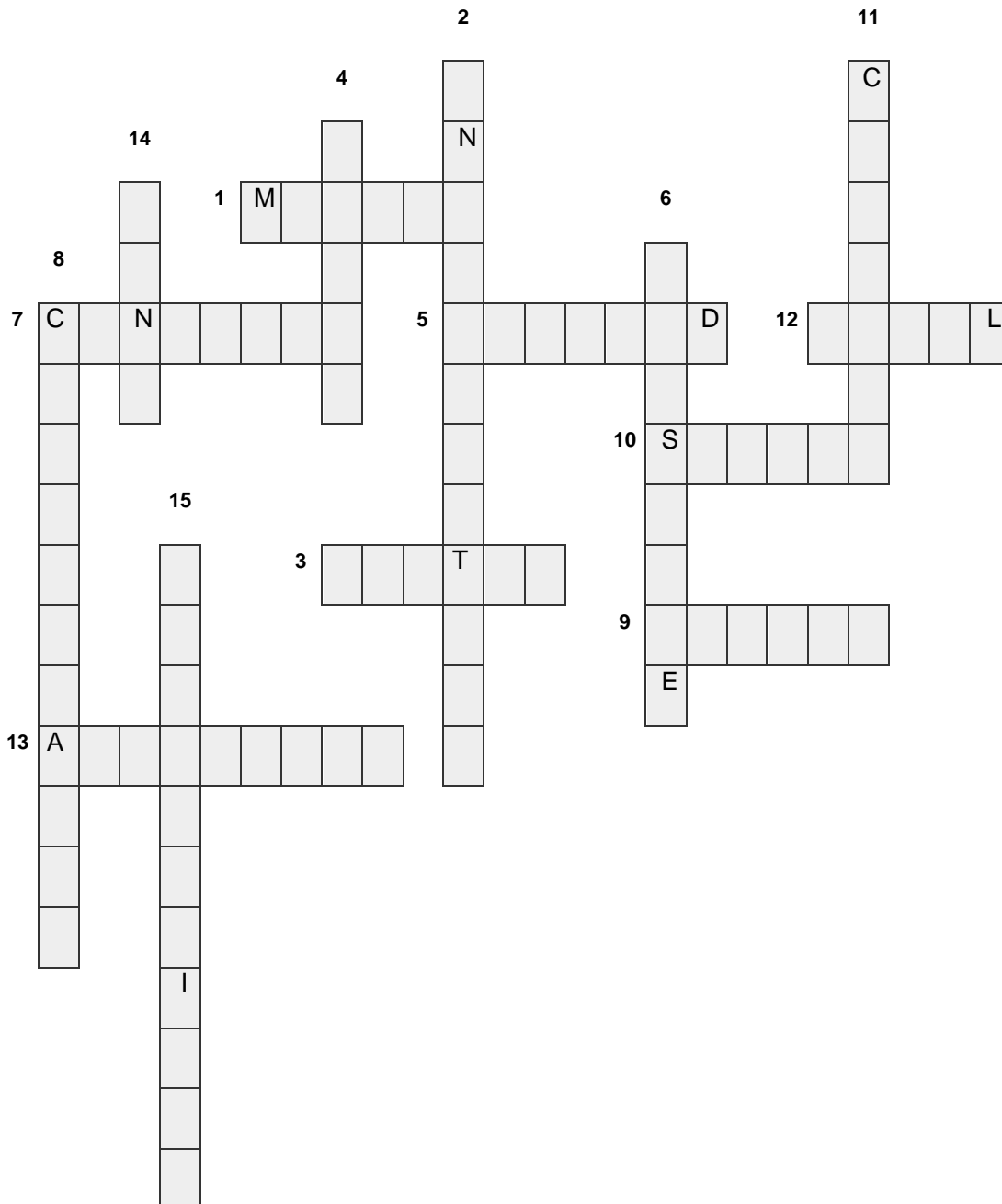
Task 2. Complete the text related to travelling using the definitions of the required words in the brackets. Write your answers IN CAPITAL LETTERS on the separate answer sheet.

Humans have always traveled across the earth. Early hunting-gathering **15) n.....** (*a member of a group of people who move from one place to another rather than living in one place all of the time*) migrated in search of resources to sustain themselves. Later, after the spread of **16) c.....** (*the condition that exist when people have developed effective ways of organizing a society and care about art, science, etc.*) people of various religions made **17) p.....** (*journeys, especially long ones, made to some sacred place as acts of religious devotion*) on foot or horseback, which led to the growth of wayside **18) i.....** (*a house providing accommodation, food, and drink, especially for travelers*). Traders journeyed throughout Europe, North Africa, and the Middle East in search of perfumes, spices and other goods. Vikings traveled across **19) v.....** (*extremely big, immense*) seas in search of fish, **20) t.....** (*wood prepared for use in building and carpentry*), and other natural resources. Europeans explored Africa and the Americas, conquering other civilizations and establishing colonies. These activities - religious pilgrimages, the growth of **21) t.....** (*the action of buying and selling goods and services*), conquest and **22) c.....** (*the action or process of settling among and establishing control over the indigenous people of an area*) - all stimulated the growth of tourism.

While the earliest "tourists" traveled in search of resources, later tourists took trips for cultural, educational, and scientific purposes. During the seventeenth century, the young members of Europe's wealthy classes took "grand tours" through Europe to expand their cultural horizons, and to learn about languages, theater, music, and art. In the nineteenth century, naturalists like Charles Darwin studied animal and plant species in exotic places and contributed greatly to an interest in traveling for scientific **23) a.....** (*a development or improvement*). In the early twentieth century, naturalist John Muir began to write about his **24) w.....** (*aimless, pointless, slow moving from place to place; roaming; rambling*) through the southern United States, Alaska, and India, and his writings continue to inspire people to observe and preserve the natural world. Other travel heroes, such as Ernest Hemingway, wrote of their African **25) e.....** (*an organized journey undertaken by a group of people with a particular purpose, especially that of exploration or research*) to hunt big game, exposing people to the possibilities of journeying to faraway lands for adventure.

PART 2. USE OF ENGLISH. Maximum: 49 points. 1 point for each correct answer.

Task 1. Read the clues and complete the ART CROSSWORD. Write your answers IN CAPITAL LETTERS on the separate answer sheet, for example, ABSTRACT.



ACROSS

- 1) Translate the word *фрески*.
- 3) A quick drawing that captures the appearance or action of a place or situation. Preparation drawings for a potentially larger scale work.
- 5) There are some of the types of the arts which are as follows: furniture, carpets, tapestry, embroidery, batik, jewellery, precious metalwork, pottery, basketry, mosaic art, and glassware, illuminated manuscripts book illustration.
- 7) Complete the art idiom with the appropriate word. Children are blank It's easy to make them believe whatever you want.
- 9) A person who makes pots, bowls, plates, etc., out of clay.
- 10) Someone who is having their portrait painted.
- 12) A life is a painting or drawing of an arrangement of objects such as flowers or fruit. It also refers to this type of painting or drawing.
- 13) Relating to the enjoyment or study of beauty, or showing great beauty: Ex: Those buildings have little appeal.

DOWN

- 2) The artist puts objects into an existing space, e.g. the room of a gallery.
- 4) Complete the art idiom with the appropriate word. We shouldn't tar all the athletes with the same because not all of them resort to doping.
- 6) An example of marine art.
- 8) A visual art related to writing. It is the design and execution of lettering with a pen, ink brush, or other writing instrument.
- 11) A person in charge of a project where a collection of art pieces come at play, or a person who organizes and arranges a presentation of art pieces.
- 14) The term "..... art" refers to an art form practised mainly for its aesthetic value and its beauty rather than its functional value. Historically, the five main arts were painting, sculpture, architecture, music, and poetry, with performing arts including theatre and dance.
- 15) An outstanding work of art or craft.

Task 2. Give the correct translations of famous books and films from Russian into English. Write your answers IN CAPITAL LETTERS on the separate answer sheet.

- 16) «Большие надежды» (Charles Dickens)
- 17) «Зов предков» (Jack London)
- 18) «Над пропастью во ржи» (J.D.Salinger)
- 19) «Замок на песке» (Iris Murdoch)
- 20) «Трудности перевода» (the film directed by Sofia Coppola)

Task 3. Use the main verb from the first box and a preposition from the second box to create the phrasal verbs. Fill in the gaps in the sentences using the appropriate phrasal verb. Write your answers IN CAPITAL LETTERS on the separate answer sheet. Do not change the form of the verb. Each preposition can be used once only.

CUT	RUN	GIVE	FIGHT
CHECK	BREAK	CRACK	LOOK

ON	OUT	UP	DOWN
IN	THROUGH	TO	OFF

- 21) Can we _____ the bureaucracy and make a decision on the spot?
- 22) The measles caused me to _____ in a rash.
- 23) I'm trying to _____ a cold.
- 24) How did you manage to _____ so many debts?
- 25) If you are upset, why don't you _____ your Granny to cheer you up?
- 26) The roof might _____ under the weight of snow.
- 27) I sent Elza to _____ the kids.
- 28) The authorities are trying to _____ on drunk driving during the holidays.

Task 4. Translate the following geographical names from English into Russian. Write your answers IN CAPITAL LETTERS on the separate answer sheet.

- 29) Chuckchee Sea
- 30) Iberian Peninsula
- 31) the Hague
- 32) Easter Island
- 33) Rocky Mountains
- 34) Newfoundland
- 35) Lithuania

Task 5. Match to make right statements about museums in London.

36) British Museum	A) It was originally established in 1852 and was first called the South Kensington Museum. It was set up following the resounding success of the Great Exhibition in the previous year. It is the world's largest museum of applied, decorative art and design. The museum houses a collection of ceramics, glass, textiles, dress, silver, ironwork, jewellery, furniture, sculpture, paintings, prints and photographs from around the world. Henry Cole, the museum's first director, called the museum a 'schoolroom for everyone'.
37) Science Museum	B) It was originally set up to record the events of the Great War in 1917 after Sir Alfred Mond proposed the creation of a museum to remember all aspects of war. The first museum opened in London in 1920 and in 1976 this one was opened as a historic tribute to the aviation efforts throughout the First and Second World Wars. The airbase at this place was built during the First World War and was used as one of the earliest Royal Air Force stations. It has played a significant role in Britain's aviation history: in 1940 the Luftwaffe attacks – aimed for London – were disabled from this village. The museum is now bursting with history, which makes it an immersive experience for visitors. It is widely known as the European centre of aviation history.
38) Victoria and Albert Museum	C) This iconic London museum has drawn huge crowds for more than 130 years. Inside the famous red-brick building, you'll discover hundreds of fascinating exhibits, including dinosaur skeletons and fossils, a mind-blowing blue whale skeleton, and the Darwin Centre, where you can see hundreds of specimens and hear talks from scientists—and it's free to get in.
39) Pitt Rivers Museum	D) It is an archaeological and ethnographic treasure trove in the heart of Oxford. It was founded in 1884, the museum was started with a founding collection from the General, who after his stint in the army, focused on research and collecting items of interest from around the world – he was known as an influential figure in the development of archaeology and anthropology. The founding collection comprised of 18,000 objects but the museum now has over half a million in its hands. The collections are arranged according to geographical and cultural areas making a tour of the museum a real journey of discovery. The museum features a cast iron frame, which was popular at the time of construction – in the style of designs used in the Crystal Palace and the great railway stations.
40) National Gallery	E) Located in the heart of Bloomsbury, it was the first national public museum in the world. The museum was originally established after the death of Sir Hans Sloane in 1753. He bequeathed his collection to King George II who, with a subsequent Act of Parliament, established this museum. The museum is now home to over eight million different objects from different cultures throughout the

	<p>world. Two of our highlights include the world-renowned Rosetta Stone, which was acquired in 1802, and the Elgin Marbles, which became part of the collection in 1816. Breath-taking treasures from around the world that span more than two million years of human history are on show here, including priceless pieces like the Parthenon sculptures and Egyptian mummies. Prepare to walk around with your mouth wide open as you try and take it all in.</p>
41) Imperial War Museum Duxford	<p>F) It was originally created as part of the South Kensington Museum. It became independent of the group in 1909. The founder and editor of the journal Nature, Norman Lockyer, is to be thanked for the modern nomenclature. The building was designed by architect, Sir Richard Allison. is perfect for getting the kids interested in all things science and technology. Fun interactive galleries give you the chance to really get to grips with science and help bring scientific principles to life. The museum has some amazing objects on display, including the Apollo 10 command capsule and Stephenson's Rocket, plus you can experience what it's like to fly with the Red Arrows, or blast off into space in the fantastic 3D and 4D simulators.</p>
42) Natural History Museum	<p>G) It is an art museum in London that houses Great Britain's national collection of European paintings. It is located on the north side of Trafalgar Square, Westminster. It was founded in 1824 when the British government bought a collection of 38 paintings from the estate of the merchant John Julius Angerstein (1735–1823). The collection was first exhibited on May 10 of that year in Angerstein's house at 100 Pall Mall, but in 1838 it was reopened to the public in its current premises. The collection now comprises only some 2,000 works, but it is regarded by many as the most representative sampling of European painting in the world. It has the most comprehensive collection of Italian Renaissance paintings outside Italy, with works by most of the great Florentine and Venetian masters of that period. There are also impressive holdings of works by various British, Dutch, French, Spanish, and Flemish painters from the 15th to the 19th century.</p>

Task 6. Combine words in the box to form idioms and complete the sentences with the appropriate idioms. Write your answers IN CAPITAL LETTERS on the separate answer sheet.

KEEP	BEST OF	THE	BOTH	BLOW	THE
THUMB	CRUNCH	DRAW	UP	OFF	TIME
MUSIC	BOOKS	RULE	CHIN	OF	YOUR
LINE	STEAM	THE	WORLDS	FACE	HIT

43) It's time to _____ . I have a History test tomorrow.

44) _____ and think positively. Everything will work out for the best.

- 45) This dessert is the _____ . It's actually really healthy, and tastes great too.
- 46) Instead of complaining about you test score, _____ and study harder next time.
- 47) If you are angry, go for a run to _____ .
- 48) My project is due tomorrow and it is _____ . I still have to write three more pages.
- 49) Now I _____ at speaking in front of 34,000 people.
- 50) There was a backlog of dirt in the pipe, a good _____ is to clean the pipe monthly.

PART 3.WRITING.Maximum: 25 points.

You have seen the following competition entry in a magazine:

WHAT BOOK WOULD MAKE A GREAT MOVIE?

A local film studio is going to make a new film and we decided to ask the citizens to tell us which books they think should be made into a movie or TV series. All you have to do to enter our fabulous competition is to write what book you are dying to see adapted. The best suggestion will be considered by the film crew!

Write your entry for the competition in 250-300 words. You have to persuade the readers why your entry deserves considering. Remember to write the introduction and conclusion.

Provide 2 reasons why you think this book must be made into a movie (you need to provide well-developed and well-structured arguments). Outline the plot of the novel and the memorable character of the novel. Write 2 things the screenwriter or director may change, from your point of view, in the screen adaptation.

Use the following words in your entry: FAST-PACED, ENCHANTING, MISSION and TWISTS. Do not change the words.