

Предмет: Английский язык

Задания 2020-2021 уч. года

Этап: I (заочный, отборочный)

Выполните предложенные задания и внесите Ваши варианты ответов в бланк ответов (Answer Sheet).

Typ 1 (Phonetics, Spelling and Country Studies)

9-11 классы

Задание 1. Phonetics and Spelling (Part 1)

The following passage is written in phonemic symbols. Write it in normal letters. Use punctuation marks.

ɪn ðeəri kru:tməntənd sɪlektʃən prəʊsi:dʒəz ɪmpleɪz pleɪs
emfəsi sɒn ðə skɪlz əkwaiəd θru:wɜ:kəz ðeɪ rekəɡnaɪz ðə tri:pl
hu:həv geɪndreləvənt skɪlz ɪn ðə wɜ:kpleɪs əbetəpri peəd tə mi:t
tʃeɪndʒ ɪndɪmə:ndz spəsɪfɪk skɪlz kən bɪlɜ:nt bət lðə pɜ:snls skɪlz
ə rætrɪbjutss ʌtʃəz selfkɒnfɪdəns ə rɔ:ls əv ɪm pɔ:tənt

Mark your answers on the separate answer sheet.

Задание 2. Phonetics and Country Studies (Part 2)

Questions 1-12 are based on the following task.

Below are some names of British places given in transcription. For questions 1-12, write down the names of these places in spelling.

1.	['ɡrenɪdʒ]	
2.	['sɔːlzbəri]	
3.	['pʌnəl]	
4.	['redɪŋ]	
5.	[eə]	
6.	['reksəm]	
7.	[kɜː'kɔːdɪ]	
8.	[bruːm]	
9.	['baːklɪ]	
10.	['wɪkəm]	
11.	[baːf]	
12.	['mæsəm]	

Mark your answers on the separate answer sheet.

Typ 2 (Reading and English Literature)

9-11 классы

Задание 1. Reading Comprehension and English Literature (Part 1)

The following tasks are based on William Shakespeare's Sonnet 18.

Sonnet 18

Shall I compare thee to a summer's day?

Thou art more lovely and more temperate:

Rough winds do shake the darling buds of May,

Line 4 And summer's lease hath all too short a date:

Line 5 Sometime too hot the eye of heaven shines,

And often is his gold complexion dimm'd;

And every fair from fair sometime declines,

By chance or nature's changing course untrimm'd;

But thy eternal summer shall not fade

Nor lose possession of that fair thou ow'st;

Nor shall Death brag thou wander'st in his shade,

When in eternal lines to time thou grow'st:

So long as men can breathe or eyes can see,

Line 14 So long lives this and this gives life to thee.

For Questions 1-3, read the sonnet and answer the questions choosing the answer from the list A to E.

1. The phrase “summer's lease hath all too short a date” (line 4) means that summer

- (A) has time for dating
- (B) cannot be dated because it lasts forever
- (C) rents time in our memories

(D) is eternal

(E) lasts for only a brief time

2. What does the poet mean by “*eye of heaven*” in line 5?

(A) the moon

(B) the stars

(C) the rain

(D) the sun

(E) lightning

3. In the final line (line 14), what does Shakespeare mean by “*this*”?

(A) his sonnet

(B) his beloved

(C) time

(D) eternal summer

(E) Death

For Questions 4-5, do the following tasks.

4. In the text of the sonnet, find at least six archaic words or forms and give their modern equivalents.

<i>Archaic word/form</i>	<i>Modern equivalent</i>

5. Name the stylistic devices used by William Shakespeare:

<i>Phrase</i>	<i>Name of the stylistic device</i>
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<i>the darling buds of May</i>	
<i>But thy eternal summer shall not fade</i>	
<i>And often is his gold complexion dimm'd</i>	
<i>So long as men can breathe or eyes can see, So long lives this and this gives life to thee</i>	

Mark your answers on the separate answer sheet.

Задание 2. Reading Comprehension (Part 2)

Questions 6-15 are based on the following task.

For questions 6-15, read the following passage adapted from Lucy Maud Montgomery's novel *Anne of Green Gables*. This excerpt details a conversation between Anne, the young protagonist, and Marilla, Anne's guardian.

"And what are your eyes popping out of your head about now?" asked Marilla, when Anne had just come in from a run to the post office.

Line 3 "Have you discovered **another kindred spirit**?"

Excitement hung around Anne like a garment, shone in her eyes, kindled in every
Line 5 feature. She had come **dancing** up the lane, like a **windblown** sprite, through the mellow sunshine and lazy shadows of the August evening.

"No, Marilla, but oh, what do you think? I am invited to tea at the manse tomorrow afternoon! Mrs. Allan left the letter for me at the post office. Just look at it, Marilla. 'Miss Anne Shirley, Green Gables.' That is the first time I was ever called 'Miss.' Such a thrill as it gave me! I shall cherish it forever among my choicest treasures."

"Mrs. Allan told me she meant to have all the members of her Sunday-school class to tea in turn," said Marilla, regarding the wonderful event very coolly. "You needn't get in such a fever over it. Do learn to take things calmly,
Line 15 child."

For Anne to take things calmly would have been to change her nature. All “spirit and fire and dew,” as she was, the pleasures and pains of life came to her
Line 18 with trebled intensity. Marilla felt this and was vaguely troubled over it, realizing that the ups and downs of existence would probably bear hardly on this impulsive soul and not sufficiently understanding that the equally great capacity for delight might more than compensate. Therefore Marilla conceived it to be her duty to drill Anne into a tranquil uniformity of disposition as impossible and alien to her as to a dancing sunbeam in one of the brook shallows. She did not make much headway, as she sorrowfully admitted to herself. The downfall of some dear hope or plan plunged Anne into “deeps of affliction.”

The fulfillment thereof exalted her to dizzy realms of delight. Marilla had
Line 27 almost begun to despair of ever **fashioning** this waif of the world into her
Line 28 model little girl of demure manners and prim deportment. Neither would she have believed that she really liked Anne much better as she was.

Anne went to bed that night speechless with misery because Matthew had said the wind was round northeast and he feared it would be a rainy day tomorrow. The rustle of the poplar leaves about the house worried her, it sounded so like pattering raindrops, and the full, faraway roar of the gulf, to which she listened delightedly at other times, loving its strange, sonorous, haunting rhythm, now seemed like a prophecy of storm and disaster to a small maiden who particularly wanted a fine day. Anne thought that the morning would never come.

But all things have an end, even nights before the day on which you are invited to take tea at the manse. The morning, in spite of Matthew’s predictions, was fine and Anne’s spirits soared to their highest.

“Oh, Marilla, there is something in me today that makes me just love everybody I see,” she exclaimed as she washed the breakfast dishes. “You don’t know how good I feel! Wouldn’t it be nice if it could last? I believe I could be a model child if I were just invited out to tea every day. But oh, Marilla, it’s a solemn occasion too. I feel so anxious. What if I shouldn’t behave properly? You know I never had tea at a manse before, and I’m not sure that I know all the

rules of etiquette, although I've been studying the rules given in the Etiquette Department of the Family Herald ever since I came here. I'm so afraid I'll do something silly or forget to do something I should do. Would it be good manners to take a second helping of anything if you wanted to VERY much?"

"The trouble with you, Anne, is that you're thinking too much about yourself. You should just think of Mrs. Allan and what would be nicest and most agreeable to her," said Marilla, hitting for once in her life on a very **sound** and pithy piece of advice. Anne instantly realized this.

"You are right, Marilla. I'll try not to think about myself at all."

6. In line 3, what is implied by Marilla's question, "Have you discovered another kindred spirit?"

- (A) Anne is deeply spiritual.
- (B) Anne seeks out adventures.
- (C) Anne is a sociable person.
- (D) Anne has a fear of strangers.

7. The author's use of words such as "dancing" and "windblown" in line 5 implies that Anne is ...

- (A) graceful and rhythmic
- (B) messy and disorganized
- (C) scatterbrained and confused
- (D) energetic and active.

8. As used in line 27, "fashioning" most nearly means ...

- (A) preparing
- (B) constructing
- (C) styling
- (D) devising.

9. Which choice best describes the relationship between Anne and Matthew?

- (A) Anne takes Matthew's statements seriously.
- (B) Anne is worried about Matthew's safety.

(C) Anne does not trust Matthew's predictions.

(D) Anne is uncertain about Matthew's intentions.

10. According to the passage, what does Marilla think is Anne's greatest challenge in life?

(A) Anne thinks about herself too much.

(B) Anne worries too much about things she cannot control.

(C) Anne needs to master the rules of etiquette.

(D) Anne must learn to take things calmly.

11. The fourth paragraph is important to the passage's progression of ideas because it ...

(A) explains the antagonistic relationship between Anne and Marilla

(B) offers background information about Marilla's concerns about Anne

(C) explains how Marilla has systematically changed Anne into a model child

(D) provides a transition from Anne reading the letter to the following morning.

12. As used in line 52, "sound" most nearly means ...

(A) secure

(B) clamor

(C) ethical

(D) practical.

13. It can be understood that the author ...

(A) is an omniscient third-person observer

(B) offers an objective perspective from within the story

(C) allows the reader to know only Anne's inner thoughts

(D) is unaware of actions that take place elsewhere in the story.

14. The passage most strongly suggests that which of the following is true of Marilla?

(A) She has come to dislike Anne's overly excitable nature.

(B) She values calm and even-keeled responses to all situations.

(C) She believes Anne’s “deeps of affliction” are dangerous.

(D) She hopes Anne will soon learn to admire Mrs. Allen.

15. Which choice provides the best evidence for the answer to the previous question?

(A) Lines 14–15 (“You needn’t . . . child”)

(B) Lines 18–20 (“Marilla felt . . . compensate”)

(C) Lines 28–29 (“Neither would . . . as she was”)

(D) Lines 50–53 (“The trouble . . . advice”).

Mark your answers on the separate answer sheet.

Typ 3 (Use of English)

9-11 классы

Задание 1. Language and Writing (Part 1)

Questions 1–15 are based on the following passage, *Breeding Rumors*. For Questions 1-15, read the passage and decide how it might be edited to correct errors in sentence structure, usage, or punctuation. Choose the answer to each question that makes the passage conform to the conventions of standard written English. If you think the best choice is to leave the relevant portion of the passage as it is, choose the “NO CHANGE” option.

Breeding Rumors

Repeating rumors is the (1) most crudest way of spreading stories – by passing them on from mouth to mouth. (2) But in civilized countries in normal times have better sources of news than rumor. (3) It has radio, television, and newspapers. In times of stress and (4) confusion; however, rumor emerges and becomes rife. At such times (5) these different kind of news media are in (6) competition; the press, television, and radio versus the grapevine.

Rumors are especially likely to spread when war requires censorship on many important matters. The customary news sources no longer give out enough

information. (7) Although the people, cannot learn (8) all that they are anxious to know through legitimate channels, they pick up “news” wherever they (9) can, and rumor thrives.

Rumors are often repeated even (10) by people which do not (11) believe the stories. There is a fascination (12) about them. (13) The reason is that the cleverly designed rumor gives expression to something deep in the hearts of the tellers – the fears, suspicions, forbidden hopes, or daydreams that they hesitate to have voiced directly. (14) Pessimistic rumors about defeat and disasters show that the people who repeat these rumors are worried and anxious. Optimistic rumors about record production or peace to come soon point to complacency or confidence – (15) and often to overconfidence.

1. (A) NO CHANGE

(B) crudest way

(C) more crude way

(D) way most crude

2. (A) NO CHANGE

(B) But countries, that are civilized,

(C) But countries with civilization

(D) But civilized countries

3. (A) NO CHANGE

(B) Countries have

(C) They have

(D) Such as

4. (A) NO CHANGE

(B) confusion however,

(C) confusion, however,

(D) confusion, however

5. (A) NO CHANGE

(B) this different kinds

(C) these different kinds

(D) all these different kind

6. (A) NO CHANGE

(B) competition: the

(C) competition. The

(D) competition, the

7. (A) NO CHANGE

(B) Since the people

(C) Consequently, the people who

(D) The people, if they

8. (A) NO CHANGE

(B) through legitimate channels in all that they are anxious to know,

(C) what they are anxious to know through legitimate channels,

(D) through legitimate channels all that they are anxious to know,

9. (A) NO CHANGE

(B) can, and rumor has thrived.

(C) can, rumor thrives.

(D) can, rumor thriving.

10. (A) NO CHANGE

(B) by them as

(C) by they who

(D) by people who

11. (A) NO CHANGE

(B) have belief of

(C) dig

(D) give credibility to

12. (A) NO CHANGE

(B) with

(C) over

(D) because of

13. Upon reviewing the paragraph, the writer considers deleting this sentence. If the writer were to delete the sentence, the paragraph would lose primarily

- (A) an argument that spreading rumors is dangerous to national security
- (B) a defense of rumors as an inevitable part of human nature
- (C) an example of mass media's justification for repeating rumors
- (D) a generalization introducing examples of the root cause of people's participation in rumors

14. Which choice would best fit the paragraph's key point about why rumors spread?

- (A) NO CHANGE
- (B) Pessimistic rumors about defeat and disasters never fail to illustrate the gullibility of the public.
- (C) Pessimistic rumors about defeat and disasters are evidence that mass media can play a major role in manipulating human behavior.
- (D) Pessimistic rumors about defeat and disasters have often shaped the outcome of war and other crisis situations.

15. If the writer were to delete the underlined phrase, the sentence would lose primarily

- (A) a sarcastic edge
- (B) a tone of disdain for people who spread rumors
- (C) the implication that people who spread false information are themselves misled
- (D) a concrete example of a rumor that was eventually proved false.

Mark your answers on the separate answer sheet.

Задание 2. Vocabulary (Part 2)

Questions 16-30 are based on the following texts. For Questions 16-30, read the following emails and replace the highlighted phrases with one of the idioms from the box below. Change the form of the idioms according to the text. There are some extra idioms that you are not supposed to use.

A

Dear Jane,

Finally, I got down to writing this letter to you. You were wondering how things were at work. Well, to cut a long story short, it was **(16) really terrible**. I **(17) lost concentration** when I was trying to negotiate an important deal and lost quite a bit of money. I was so desperate that I started even to think about **(18) hiding what had happened** but then I decided I should be brave enough and own up to **(19) doing it very badly**. My boss really blew his top. He said I was **(20) losing my previous skill** and it was **(21) very upsetting** because as you know I've brought in lots of good business until now. Now I will have to try to make up for it. I'd hate to feel I'd really **(22) gone crazy**.

Sorry if I've upset you but I really needed to pour my heart out to someone.

Stay in touch,

Lizzie

B

Dear Emma,

I work in the same office as my sister. We get on well, but she is very jealous of me. I have now been offered a promotion, which would mean earning a much higher salary than her. If I accept it, it will really **(23) upset her as I will then get what she wants**. However, **(24) I'm in a difficult situation that I can't deal with because** of my debt just now, and if I don't accept the job I will be **(25) in a difficult position**

financially. I (26) **am unable to understand the situation because I am too involved in it** at the moment, so please help me.

What do you think I should do?

Anna

C

Dear Bella,

I've just started working in a clothes shop, but it's proving much (27) **more difficult than I expected**. I've realised that I'm no good at (28) **trying very hard to persuade people to buy something**, and there don't seem to be (29) **any clear rules** for what I should be doing. I thought I would love it, but I'm finding it (30) **difficult and tiring**. Will it get better or is this it?

Samantha

lose my touch	in over my head with	fall into the wrong hands	take my eye off the ball	make a pig's ear of it
harder than I had bargained for	drive a hard bargain	a slap in the face	a hard nut to crack	can't see the wood for the trees
lose the plot	hard-and-fast rules	give people the hard sell	nearly fall off my chair	in a tight corner
sweep it under the carpet	take matters into our own hands	really hard going	put her nose out of joint	a nightmare

Mark your answers on the separate answer sheet.

Критерии оценки заданий
заочного (отборочного) этапа

2020-2021 уч. год

Typ 1 (Phonetics, Spelling and Country Studies)

Задание 1. Phonetics and Spelling (Part 1)

Объем текста **52 слова**. В данном задании оцениваются **орфография и пунктуация**.

Орфография оценивается согласно критериям. Максимальное количество баллов – 10.

За пунктуацию выставляется **2 балла**, если участник олимпиады правильно разделил текст на предложения, использовал заглавные буквы в начале предложений. Если в данном аспекте есть ошибки, пунктуация оценивается в 0 баллов. Максимальное количество баллов – 2.

Критерии оценивания орфографии

Количество правильно написанных слов в тексте	Баллы
52 - 50	10 баллов
49 - 47	9 баллов
46 - 42	8 баллов
41 - 37	7 баллов
36 - 29	6 баллов
28 - 24	5 баллов
23 - 19	4 балла
18 - 13	3 балла
12 - 8	2 балла
7 - 3	1 балл
2 - 0	0 баллов

Максимальное количество баллов – 12.

Задание 2. Phonetics and Country Studies (Part 2)

Каждый правильный ответ (вопросы 1-12) оценивается в 2 балла, из которых 1 балл выставляется за правильно подобранный топоним, еще 1 балл ставится за безошибочное правописание топонима. Если ответ неверный, то участник олимпиады получает 0 баллов.

Максимальное количество баллов – 24.

Суммарное максимальное количество баллов за тур – 36.

Typ 2 (Reading and English Literature)

Задание 1. Reading Comprehension and English Literature (Part 1)

В вопросах 1-3 каждый правильный ответ оценивается в 2 балла. Если ответ неверный, то участник олимпиады получает 0 баллов. Максимальное количество баллов – 6.

В вопросе 4 каждый правильный ответ оценивается в 1 балл. Если ответ неверный, то участник олимпиады получает 0 баллов. Максимальное количество баллов – 6.

В вопросе 5 каждый правильный ответ оценивается в 1 балл. Если ответ неверный, то участник олимпиады получает 0 баллов. Максимальное количество баллов – 4

Максимальное количество баллов за тур – 14.

Задание 2. Reading Comprehension (Part 2)

Каждый правильный ответ оценивается в 2 балла. Если ответ неверный, то участник олимпиады получает 0 баллов.

Максимальное количество баллов – 20.

Суммарное максимальное количество баллов за тур – 34.

Typ 3 (Use of English)

Задание 1. Language and Writing (Part 1)

В вопросах 1-15 каждый правильный ответ оценивается в 1 балл. Если ответ неверный, то участник олимпиады получает 0 баллов. Максимальное количество баллов – 15.

Задание 2. Vocabulary (Part 2)

В вопросах 16-30 каждый правильный ответ оценивается в 1 балл. Если ответ неверный, то участник олимпиады получает 0 баллов. Максимальное количество баллов – 15.

Суммарное максимальное количество баллов за выполнение заданий заочного этапа многопрофильной олимпиады – 100.

Typ 1 Phonetics, Spelling and Country Studies

[illegible]

1.	['ɡrenɪdʒ]	
2.	['sɔːlzbəri]	

3.	['pʌnəl]	
4.	['redɪŋ]	
5.	[eə]	
6.	['reksəm]	
7.	[kɜː'kɔːdɪ]	
8.	[bruːm]	
9.	['baːklɪ]	
10.	['wɪkəm]	
11.	[baːf]	
12.	['mæsəm]	

Typ 2 Reading and English Literature

Part 1

1.		4.	<i>Archaic word/form</i>	<i>Modern equivalent</i>
2.				
3.				

5.

<i>Phrase</i>	<i>Name of the stylistic device</i>
<i>the darling buds of May</i>	
<i>But thy eternal summer shall not fade</i>	
<i>And often is his gold complexion dimm'd</i>	

<i>So long as men can breathe or eyes can see, So long lives this and this gives life to thee</i>	
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Part 2

6.	7.	8.	9.	10.	11.	12.	13.	14.	15.

Typ 3 (Use of English)

Задание 1. Language and Writing (Part 1)

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.

Задание 2. Vocabulary (Part 2)

16.	
17.	
18.	
19.	
20.	
21.	
22.	
23.	
24.	
25.	
26.	
27.	
28.	
29.	
30.	