

Межрегиональная предметная олимпиада КФУ
профиль «Иностранный язык (английский язык)»
заключительный этап
2020-2021 учебный год
11 класс

PART 1. READING COMPREHENSION. Maximum: 26 points. 1 point for each correct answer.

Task 1. Complete the text related to education using the definitions of the required words in the brackets. Write a word in your answer sheet, for example, (0) public

Punishments have always been used in schooling as one of the most important tools to control students' behavior and to enforce discipline. (1) C..... punishment (*punishment which includes any physical punishment like caning or beating*) was outlawed in 1986. Nowadays sanctions might involve a (2) t.....-o...(the act of speaking angrily to someone because they have done something wrong) or (3) c..... (taking a possession away from someone).

Punishments may vary from school to school. Freya McDonald, a 15-year-old pupil from Scotland, made the news in the UK when she refused to accept her school's punishment. After her (4) s..... school (*a school for children between the ages of 11 and 18 approximately*) gave her (5) d..... (*a form of punishment in which children are made to stay at school for a short time after classess have ended*) for the eleventh time, she went to a lawyer and took legal action against the school. Hundreds of schools were told not to use this kind of punishment because of Freya's legal action.

There's also lots of proof that some methods of punishment have severe negative impacts on students. A study of schools across Australia and America found that (6) s.....(*a punishment in which a person is temporarily not allowed to go to school*) predict a range of student outcomes, including crime, delinquency, and drug use. Research from the University of Exeter concluded that young people with mental health need support to avoid (7) e..... (*the act of not allowing a pupil to come back to school and the pupil has to find a new school or a different method of education*).

(8) I..... (*when students are being kept alone*) are particularly brutal punishments and according to a 2018 BBC investigation, more than 200 pupils were given this kind of punishment. In some schools (9) writing l..... (*a pupil has to write a sentence many times*) is a common punishment.

Many schools in the UK now give parents a home-school (10) c..... (*agreement explaining school's responsibilities towards its pupils, the responsibilities of the pupil's parents and what is expected of pupils*). Parents must sign this document. They are responsible for their child's behavior and must respect the discipline methods used in the school.

Task 2. Read the text and decide whether the statements are TRUE or FALSE. Write T or F in your answer sheet, for example, (0) T

Everyone knows that the giant squid is, well, giant. It's extremely large, up to fourteen meters long. If it were swimming next to your boat, you'd definitely notice it. If it were swimming next to you in the ocean, you'd probably want to get out of the water as soon as possible. In any case, if there's a giant squid nearby, someone is going to see it, and obviously, people have reported first-hand accounts of giant squid sightings. The squid appears in all sorts of drawings and stories, dating back hundreds of

years. It even appears in Herman Melville's classic, *Moby Dick*, published in 1851. However, even though it's easy to see when it shows up, it just doesn't seem to show up that often. This species has never been scientifically observed alive in nature. It has never been filmed, and there are no pictures of a full-grown specimen. Around fifteen dead ones are found every year, but there is not much we can learn from dead specimens. Several juveniles were caught near New Zealand in 2003, but very little was learned from them, since they all died soon after capture.

So, where are all the squid you may ask? They must be somewhere. After all, other animals eat them. They are common prey for sperm whales. Scientists have often found squid parts in the stomachs of sperm whales. Also, whales have been caught with scars on their bodies, which look like they were made by the suckers of squid tentacles. These suckers have rows of teeth, like oversized needles. If sperm whales often eat giant squid, then the squid must be fairly plentiful. In addition, the whales must know where the squid are. In fact, a recent attempt to find giant squid actually used sperm whales themselves. Scientists placed special video cameras on the whales. The scientists hoped that the whales would go looking for squid to eat, and in the process, would collect some useful video footage of the squid. This may have been a good idea. The whales did dive down to several hundred feet, so maybe this is where the squid live. Unfortunately, they found no squid, and the cameras only recorded black water.

What makes the giant squid so elusive? The most widely accepted theory is that the giant squid simply move around a lot. According to this hypothesis, the squid normally live about two thousand feet below the ocean's surface. This is where they do much of their feeding. We assume that these squid eat mostly fish. Fishparts, particularly lantern fish, have been found in the bellies of dissected giant squid corpses. Because they are so big, the giant squid must eat a lot of fish. This means they're going to have to spend much of their time looking for sufficient food supplies. They wouldn't stay in any one place for long. The animals are also going to be looking for food at different depths. This explains why squid have been seen on the surface of the ocean at certain times. It may even be that giant squid mate at higher depths. All of this makes finding giant squid very difficult. There are some problems with this theory that the squid are always moving around, though. The most important one is that the squid, as I stated before, are frequently eaten by sperm whales. There are clearly enough giant squid to provide the whales with a lot of food, and the whales know where to find these squid in large numbers. If the squid really moved around so much that even one is difficult to find, how can sperm whales find and eat them so easily? It may be that the squid move to certain places at regular times. Sperm whales may know where these places are, and when the giant squid will be easy to find there. For the time being, there is no clear answer.

- 11) It is impossible to detect giant squids.
- 12) Mature specimen have been recorded, captured on films and pictured countless times.
- 13) The experiment with sperm whales led to the discovery of squid accumulation.
- 14) There is the theory that the reason for squids' being evasive is their mobility.
- 15) Scientists are still to prove that squid motion systematically.

Task 3. Read the text below and think of the word which best fits each space. Use only one word in each space. Write a word in your answer sheet, for example, (0) can

Hot Science

The Benefits

Experts (16) found that there are clear health benefits (17) drinking tea. Research has (18) to the discovery that antioxidants found in tea can help prevent cell damage. And there is clear evidence that drinking three to four cups of tea a day will reduce the chances of (19) a

heart attack. Other health benefits included bone strengthening and protection (20) tooth plaque. A further study even suggested that tea consumption protected against cancer. “Drinking tea is actually better for you than drinking water,” said one doctor.

Re-hydration

There was also (21)..... interesting information on the properties of tea. The research dispels the myth that tea is dehydrating. “Everyone assumes that caffeine-containing beverages (such as tea) dehydrate,” a leading expert explained. “But even if you had a really, really strong cup of tea, you (22) still have a net gain of fluid. In (23) of fluid intake, we recommend 1.5 to 2 litres (24) day, and that can include tea. Tea is not dehydrating. It’s a healthy drink.”

The Negative Side

There was only one bit of bad news about tea. Research suggests that tea (25) affect the body’s ability to absorb iron from food. This means that people (26) risk of anemia should avoid drinking tea around mealtimes.

So, will you be having a cuppa?

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

Task 1. Read the clues and complete the LANGUAGE CROSSWORD. Write a word in your answer sheet, for example, (0) preposition

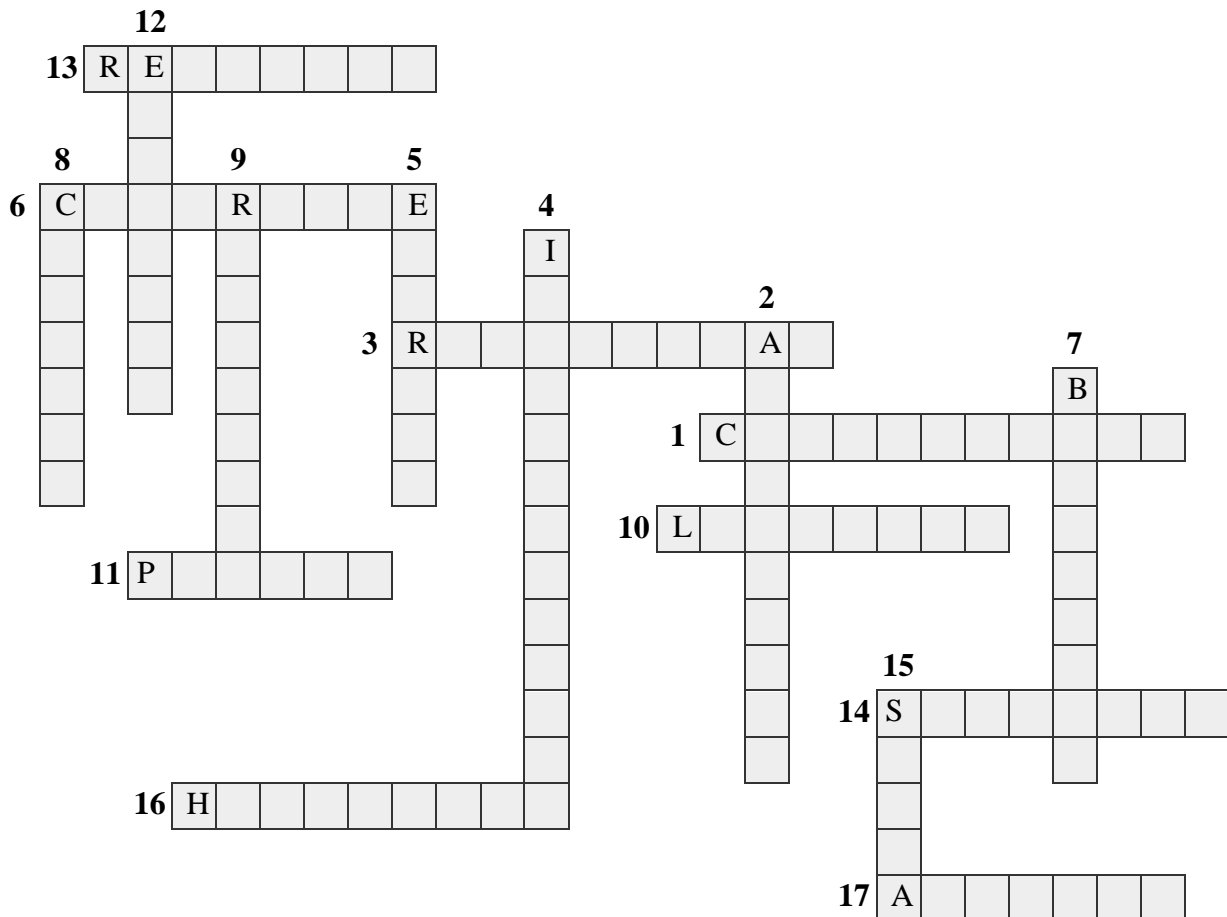
ACROSS

- 1) A word that is used to connect words, phrases, clauses or sentences, e.g. but, and, while, although
- 3) A question that does not expect or require an answer, and often used to create interest.
- 6) When ideas in a spoken or written text fit together clearly and smoothly, and so are logical and make sense to the listener or reader.
- 10) The ability to read and write.
- 11) It is a letter or group of letters added to the beginning of a word to make a new word, e.g. obey – disobey.
- 13) The formality or informality of the language used in a particular situation. Formal one is used in serious or important situations, e.g. in a job application. Informal one is used in relaxed or friendly situations, e.g. with family or friends. It may also refer to language which is specific to a particular group, e.g. technical r....., scientific r..... .
- 14) A part of a word that usually contains a single vowel sound.
- 16) A word which sounds the same as another word, but has a different meaning or spelling, e.g. air – heir, rain – reign.
- 17) A set of letters representing the first letters of two or more words, usually of a name or title. The letters are pronounced as a word e.g. NATO. They are different from initialisms such as BBC, CD where the letters are pronounced as letters.

DOWN

- 2) A punctuation mark which is added to a singular noun before an ‘s’ to show that something belongs to someone. It is also common in contractions, e.g. He’s.
- 4) The form of a sentence that is used for asking questions.

- 5) A particular part of a book, poem which is removed from an original, longer text.
 7) Using or able to speak two languages.
 8) A letter of the form and size used at the beginning of a sentence or a name.
 9) The action of mentioning or alluding to something.
 12) When special force or attention is given to a word or information because it is important, e.g. I want to finish our work at SIX o'clock not eight o'clock.
 15) The /ə / sound is called the s..... . It is a feature of many weak forms, e.g. /'relɪvənt/ in relevant.



Task 2. Write the full names of the organizations. Write the full name in your answer sheet, for example, (0) United Nations Organization

- 18) IMF was established in 1944 and promotes world trade. It has 184 member countries. Headquartered in Washington D.C., it works to improve the financial condition of its member countries.
 19) The WHO is a part of the United Nations. It promotes health matters worldwide and aims to raise medical standards and monitor diseases.
 20) UNESCO was set up in 1946. It encourages countries to get together on matters such as education, culture, and science.
 21) The NATO was founded in 1949 in Washington. The foreign ministers of 10 countries signed a defense treaty that committed to helping each other in the event of an attack. There are now 26 country members with headquarters in Belgium.
 22) The ICRC is an independent, neutral organization ensuring humanitarian protection and assistance for victims of armed conflict and other situations of violence. It takes action in response to emergencies and at the same time promotes respect for international humanitarian law and its implementation in national law.

Task 3.

A) Take away two letters from each of the following words to make a new word. Write a word in your answer sheet, for example, (0) sad

| | | |
|--------------|--------|------------------------------|
| 23) feeling |: | to throw roughly |
| 24) release |: | to rent or hire |
| 25) surgeon |: | to push forward all together |
| 26) triangle |: | to get all mixed up |
| 27) switch |: | skin irritation |

B) Add two letters to each of the following words to make a new word.

| | | |
|----------|--------|--------------------------|
| 28) come |: | what you earn |
| 29) tray |: | what traitors do |
| 30) dear |: | dull, boring, colourless |
| 31) sign |: | to give up the job |
| 32) gap |: | understand |

Task 4. Read the sentences and fill in the right idioms from the box. Make necessary changes, for example, change the form of the verbs. Write the necessary idiom in your answer sheet, for example, (0) cost an arm and a leg.

| | | | |
|-----------------------------|-----------------------------------|-----------------------|------------------------------------|
| to hit a homerun | to say boo to a goose | parrot fashion | to carry the ball |
| back of the envelope | to give it one's best shot | donkey's years | another string to one's bow |

- 33) My grandma has known her friend for They went to the secondary school together.
- 34) His company when they signed a big contract and launched a new product.
- 35) I don't know whether I passed the exam with flying colours, but at least I
- 36) Based on the manager's quick calculation, it was clear that the company wasn't worth investing in.
- 37) If you complete these courses, it'll be, and something you can use in the future if you lose the job.
- 38) When I was at school, we were made to repeat the verbs without understanding them. So, we had to learn French grammar in
- 39) I can't imagine him being a teacher – he wouldn't
- 40) After he successfully completed the project, his boss asked him on the next one to.

Task 5. Read the phrases and give the right translation of the following expressions into Russian. Write the translation in Russian in your answer sheet, for example, (0) wild flowers – полевые цветы.

- 41) Caucasian race
- 42) natural disaster
- 43) North Star
- 44) time zone

- 45) Roman script
- 46) Occidental civilization
- 47) family occasion
- 48) silent movie
- 49) interest rate

PART 3. WRITING. Maximum: 25 points.

Write a life story of the tree (you may choose any tree that grows in your or any other country). Describe the tree in two different seasons. Describe its life when it was a young sapling. Describe two events that the tree witnessed. Describe the tree when it was about to meet its end. Give a title to your story.

Write 180-300 words.

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PART 1. READING COMPREHENSION

| | |
|--|-----------------------------------|
| 1 Corporal | 14 True |
| 2 telling-off | 15 True |
| 3 confiscation/confiscating | 16 have |
| 4 secondary | 17 to/of |
| 5 detention | 18 led |
| 6 suspension/suspensions | 19 having/getting |
| 7 exclusion/expulsion/expelling | 20 against |
| 8 Isolation/Isolations | 21 some |
| 9 lines | 22 would |
| 10 contract/consent | 23 terms/case |
| 11 False | 24 per/a |
| 12 False | 25 can/may/might/will/does |
| 13 False | 26 at |

PART 2. USE OF ENGLISH

| | |
|------------------------|--------------------------|
| 1 conjunction | 26 tangle |
| 2 apostrophe | 27 itch |
| 3 rhetorical | 28 income |
| 4 interrogative | 29 betray |
| 5 extract | 30 dreary |
| 6 coherence | 31 resign |
| 7 bilingual | 32 grasp |
| 8 capital | 33 donkey's years |

| | |
|--|---|
| 9 reference | 34 hit a homerun |
| 10 literacy | 35 gave it my best shot |
| 11 prefix | 36 back of the envelope |
| 12 emphasis | 37 another string to your bow |
| 13 register | 38 parrot fashion |
| 14 syllable | 39 say boo to a goose |
| 15 schwa | 40 to carry the ball |
| 16 homophone | 41 Европеоидная раса/белая раса |
| 17 acronym | 42 стихийное бедствие/природное бедствие/природная катаклизма/природная катастрофа |
| 18 International Monetary Fund | 43 Полярная звезда |
| 19 World Health Organisation/Organization | 44 часовой пояс/временной пояс /часовая зона |
| 20 United Nations Educational Scientific (and) Cultural Organisation/Organization | 45 латинский шрифт/латинская письменность/римская письменность/римский шрифт/римский алфавит |
| 21 North Atlantic Treaty Organisation/Organization | 46 Западная цивилизация/культура |
| 22 International Committee of the Red Cross | 47 семейное торжество/семейный праздник/семейное мероприятие |
| 23 fling | 48 немой фильм/немое кино |
| 24 lease | 49 процентная ставка |
| 25 surge | |

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КРИТЕРИИ ОЦЕНИВАНИЯ ПИСЬМЕННОГО ТУРА

Максимальное количество баллов: 25

Внимание! При оценке 0 по критерию «Содержание» выставляется общая оценка 0.

Минимальное количество слов 162. Максимальное количество слов 330.

| Содержание 15 баллов | Организация текста (максимум 2 балла) | Лексика (максимум 3 балла) | Грамматика (максимум 3 балла) | Орфография и пунктуация (максимум 2 балла) |
|---|--|--|---|---|
| <p>Коммуникативная задача полностью выполнена – содержание раскрыто полно и точно, написана история/сказка/легенда</p> <ol style="list-style-type: none"> 1) Есть заголовок (1 балл) 2) Есть интересное введение (2 балла). 3) Автор описал каким бывает дерево в разные времена года(осень/зима/лето/весна). Автор описал дерево в одно из времен года (2 балла) Автор описал дерево в другое время года (2 балла) Описание должно быть полное, 3 и более распространенных предложений. 4) Автор описал жизнь дерева, когда оно было маленьким росточком (деревцем) Объяснение должно быть 3 и более распространенных предложений. (2 балла) 5) Автор описал одно событие (1 балл) 6) Автор описал второе событие (1 балл) 7) Автор описал последний день из жизни дерева. Описание должно быть полное, 3 и более распространенных предложений. (2 балла) 8) Оригинальность (1 балл) 9) Есть заключение (1 балл). <p>Объем работы либо соответствует заданному, либо отклоняется от заданного не более чем на 10% в</p> | | <p>История/сказка/легенда участника написана в соответствующем заданию стиле (нейтральный) Используемый словарный запас соответствует высокому уровню сложности задания; участник демонстрирует богатый лексический запас, необходимый для раскрытия темы, точный выбор слов и адекватное владение лексической сочетаемостью. Практически нет нарушений в использовании лексики (допускается 1-2 лексические ошибки)</p> | <p>Участник демонстрирует грамотное и уместное употребление разнообразных грамматических структур (Passive, Complex Object, Conditionals, Gerund, Comparatives и других) в соответствии с коммуникативной задачей. Используемые грамматические средства соответствуют высокому уровню сложности задания; практически нет нарушений в использовании грамматики (допускаются 1-2 неповторяющиеся грамматические ошибки)</p> | |

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| <p>сторону увеличения или на 10 % в сторону уменьшения.</p> | | | | |
| <p>9-1 балл Коммуникативная задача выполнена. Тема раскрыта, однако в работе не выполнен или частично выполнен один или более пунктов задания, (см.выше). Объем рецензии соответствует требованиям.</p> | <p>2 балла Высказывание логично; средства логической связи использованы правильно; структура текста соответствует предложенному плану; текст правильно разделен на абзацы.</p> | <p>2 балла История/сказка/легенда участника написана в соответствующем заданию стиле (нейтральный) Используемый словарный запас соответствует высокому уровню сложности задания, участник демонстрирует богатый лексический запас, необходимый для раскрытия темы, однако имеются неточности в выборе слов и лексической сочетаемости, которые не затрудняют понимание текста. Встречаются 3-4 лексические ошибки. ИЛИ словарный запас ограничен, но лексика использована правильно</p> | <p>2 балла Используемые грамматические средства соответствуют высокому уровню сложности задания, участник в целом демонстрирует корректное употребление грамматических структур однако встречаются 3-4 грамматические ошибки</p> | <p>2 балла Орфографические ошибки практически отсутствуют. Текст разделен на предложения с правильным пунктуационным оформлением (допускается 1 орфографическая И/ИЛИ 1 пунктуационная ошибка)</p> |
| | <p>1 балл высказывание в основном логично (имеются 1-3 логические ошибки), И/ИЛИ имеются 1-3 недостатка при использовании средств логической связи, И/ИЛИ имеются 1-3 отклонения от плана в структуре</p> | <p>1 балл Используемый словарный запас не соответствует высокому уровню сложности задания, словарный запас ограничен, используется стандартная, однообразная</p> | <p>1 балл Используемые грамматические средства не вполне соответствуют высокому уровню сложности задания, участник не демонстрирует корректное употребление</p> | <p>1 балл В тексте имеются 2-4 орфографические И/ИЛИ пунктуационные ошибки</p> |

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| | высказывания, И/ИЛИ имеются 1-3 недостатка при делении текста на абзацы | лексика. Имеются 5-6 лексических ошибок. | грамматических структур. В тексте имеются 5-7 грамматических ошибок, затрудняющих понимание. | |
| 0 баллов Коммуникативная задача не выполнена: в содержании не раскрыты все аспекты, ИЛИ они раскрыты неполно или неточно, ИЛИ объем работы не соответствует требованиям. | 0 баллов В высказывании имеются 4 и более логические ошибки, И/ИЛИ имеются 4 и более ошибки в использовании средств логической связи, И/ИЛИ имеются 4 и более отклонения от плана в структуре высказывания, И/ИЛИ имеются 4 и более недостатка при делении текста на абзацы | 0 баллов Используемый словарный запас не соответствует высокому уровню сложности задания, словарный запас ограничен, в тексте имеются 7 и более лексических ошибок. | 0 баллов Используемые грамматические средства не соответствуют высокому уровню сложности задания, в тексте имеются 8 и более грамматических ошибок | 0 баллов В тексте имеются 5 и более орфографических И/ИЛИ пунктуационных ошибок |