

Олимпиада для школьников
«ЛОМОНОСОВ»
2022-2023

Отборочный этап

8-9 классы

Блок 1. Прочитайте текст об идеальном месте для сёрфинга. Все предложения текста разделены на две части, первые части предложений даны в порядке оригинального текста, вторые части даны в неправильном порядке. Соедините две части предложений так, чтобы получился связный текст. Каждая часть используется только один раз.

10 БАЛЛОВ

1. As Mike drives along the coast, 20 kilometres south of San Francisco, he begins **holding his breath.**
2. If he can hold it for two-and-a-half minutes or **more he'll be happy.**
3. That's the amount of time he thinks he may need if he gets into trouble while **surfing one of the most dangerous waves in the world.**
4. He's heading for a secret patch of sea known as 'Tempest' to no **more than a small group of world-class surfers.**
5. There are no signs; you simply drive **to the nearest place marked on the map – Sun Bay – and ask the locals for directions.**
6. What makes Maverick's so scary is not just the size of the waves, which can easily exceed the height of a four-storey building from trough to crest, **but the terrifying combination of wave conditions that is found only there.**
7. Waves break almost half a kilometre from shore and are therefore bigger and far **more powerful than those at most other big-wave spots.**
8. Westerly currents pull surfers **towards house-sized rocks.**
9. Underwater there is a reef that is deep in some places **but just below the surface in others, and dotted with arches, caves and crevasses.**
10. Then there's the water itself – an uninviting greenish-grey, and cold – so don't bother **trying to surf it without a full-length wetsuit, an insulating hood and thick rubber gloves.**

Блок 2. Составьте предложения из предложенных слов и знаков препинания. Все слова должны быть использованы. Первое слово предложения дано с заглавной буквы. В предложении должны быть соблюдены нормы синтаксических, лексических и логических связей между словами.

10 БАЛЛОВ

What are new trends in recipes?

1. Recipes tell you how much of each ingredient to use and give instructions for cooking.
2. Today's fast-paced world has led to a trend for 30-minute meals.
3. These are recipes that take just thirty minutes or less to prepare.
4. Another recipe trend is one-dish meals.
5. Meals such as casseroles that combine an assortment of ingredients in one container.

6. Other trends have centered around low-fat recipes.
7. Sometimes trends can introduce consumers to styles of cooking, such as ethnic recipes, that they would not have otherwise tried.
8. Trends in cooking, like in fashion, tend to come and go.
9. However, certain qualities are always valued.
10. Good nutrition, flavor, and ease of preparation are among them.

Блок 3. Заполните пропуски глаголами, предложенными в списке. Преобразуйте грамматическую форму глаголов, согласуя их с контекстом. Используйте каждый глагол только один раз.

Помните, глагол изменяется по категориям *грамматического аспекта и времени, лица, числа, залога, наклонения*; у глагола есть *неличные формы глагола* (инфинитив -- полный и неполный, герундий и причастие -- действительного или страдательного залога).

10 БАЛЛОВ

When looking at the history of lasers, two pioneering lasers are particularly worth **1. mentioning** because they were the forerunners of large classes of lasers. One of them was Maiman's, which used a rod of pink ruby for the active medium. The ends of the rod were, as **2. had been proposed/had been described/proposed/described** by Schawlow and Townes previously, polished flat and parallel and coated **3. to reflect** light. **4. To energize/To energise** the chromium ions in the rod, Maiman used a bright flash of light from a xenon flash lamp. The excited atoms then were stimulated to produce a burst of red light **5. lasting** about 0.0005 second, or half a millisecond. This **6. was described** as an optically pumped solid laser.

The first lasers of this kind **7. produced** several thousand watts of light and a power density of about 10,000 watts per square centimeter. This was greater than the light intensity at the surface of the Sun, **8. including** all wavelengths and directions. Moreover, the light from the laser was in a narrow wavelength band in the deep red. The beam could **9. be focused** by a lens onto a rather small spot. Thus, even a simple lens could be used **10. to attain** a power density of millions of watts per square centimeter at the focal point.

Блок 4. Прочитайте текст о губках. Установите истинность утверждений – TRUE, FALSE или NOT STATED.

8 БАЛЛОВ

Если утверждения истинные или ложные, найдите в тексте доказательство и приведите его в объяснении ответа.

7 БАЛЛОВ

Например:

1. It is true because, according to the text, theatre involves both dance and singing.
2. It is false because, according to the text, cinema was created much later than theatre.
3. It is not stated in the text.

Далее так же с вопросами 4-8.

Most of the 5,000 species of sponges live in warm, shallow salt water near coastlines, although some are found at ocean depths of 8,500 m or more. A few species live in freshwater rivers, lakes, and streams. The colors, shapes, and sizes of sponges vary. Saltwater sponges are brilliant red, orange, yellow, or blue, while freshwater sponges are usually a dull brown or green. Some sponges have radial symmetry, but most are asymmetrical. Sponges can be smaller than a marble

or larger than a compact car. Adult sponges live attached to one place unless they are washed away by strong waves or currents. Organisms that remain in one place during their lifetimes are called sessile. They often cohabit with other sponges in permanent groups called colonies. Early scientists classified sponges as plants because they didn't move. As microscopes were improved, scientists observed that sponges couldn't make their own food, so sponges were reclassified as animals.

Fossil evidence shows that sponges appeared on Earth about 600 million years ago. Because sponges have little in common with other animals, many scientists have concluded that sponges probably evolved separately from all other animals. Sponges living today have many of the same characteristics as their fossilized ancestors.

In their watery environments, sponges play many roles. They interact with many other animals such as worms, shrimp, snails, and sea stars. These animals live on, in, and under sponges. Sponges also are important as a food source for some snails, sea stars, and fish. Certain sponges contain photosynthetic bacteria and protists that provide oxygen and remove wastes for the sponge.

Only about 17 species of sponges are commercially important. Humans have long used the dried and cleaned bodies of some sponges for bathing and cleaning. Most sponges you see today are synthetic sponges or vegetable loofah sponges, but natural sea sponges still are available. Today scientists are finding other uses for sponges. Chemicals made by sponges are being tested and used to make drugs that fight disease-causing bacteria, fungi, and viruses. These chemicals also might be used to treat certain forms of arthritis.

1. Sponges inhabit only one type of water body. False
2. Sponges living in oceans are brighter in colour. True
3. Sponges are avoided contact with by other marine creatures. False
4. Scientists still do not know what kingdom sponges belong to. False
5. Sponges haven't changed much for a very long time. True
6. Sponges are gradually going extinct because of climate change. Not Stated
7. The predominant number of sponge species yield economic profit. False
8. Sponges are used in medicine. True

Блок 5. Письменная речь.

55 БАЛЛОВ (СОДЕРЖАНИЕ 15 БАЛЛОВ, ЯЗЫКОВАЯ СОСТАВЛЯЮЩАЯ 40 БАЛЛОВ)

You are going to read a conversation between two people.

– Annoying, distinctly annoying, – he said, tapping the table undecidedly.

– If it's anything important, sir, perhaps I might go round there now in a taxi. She's sure to be in at this time in the morning, – he said, waiting expectantly, poised for instant flight, should the reply be favourable.

– Perhaps that would be the best plan, – he hesitated, pondering the matter. Very well, then, take a taxi there, and ask Mrs. R if she will be at home this afternoon at four o'clock as I am very anxious to see her about an important matter.

– Right, sir.

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 **one reason**.
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 **110-130 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