**Материалы для проведения муниципального этапа**

**Всероссийской олимпиады школьников по английскому языку**

**(2013 – 2014 учебный год)**

**Use of English (Time: 30 min.)**

**Task 1:** For Questions **1 – 6**, read the text below and decide which answer **А, В, С** or **D** best fits each space. Mark the answers on the answer sheet.

**Sir John**

Sir John didn’t seek to belittle or undermine for the sake of it. It was easy to mock – **(1)** \_\_\_\_\_\_\_\_\_, it was the instinctive reaction of any thinking being to the modern world – but great harm could be caused by thoughtless mockery. His intention was merely to instill a little humility. He was fighting a **(2)** \_\_\_\_\_\_\_\_ battle, he knew. His colleagues – the psychiatric, the teaching and the social work professions – were all doing their **(3)** \_\_\_\_\_\_\_\_\_ to raise people’s self-esteem. It was their basic credo; everybody was **(4)** \_\_\_\_\_\_\_\_\_ by low self-esteem. For Sir John, on the other hand, the self-esteem of most of the men and women he came across was far too high for their own **(5)** \_\_\_\_\_\_\_\_, or anybody else’s, already. The job of the professors was not so much to promote the uncontrolled expansion of self-esteem **(6)** \_\_\_\_\_\_\_\_\_ to forcibly ram in back into the Pandora’s box from which it should never have been liberated, and then sit upon the lid.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1** | **A** | in that case | **В** | Indeed | **С** | to that end | **D** | still |
| **2** | **A** | Losing | **В** | Failing | **С** | defeating | **D** | wasting |
| **3** | **A** | Bounds | **В** | Excess | **C** | lengths | **D** | utmost |
| **4** | **A** | Afflicted | **В** | Sustained | **C** | undergone | **D** | grieved |
| **5** | **A** | Behalf | **В** | Avail | **C** | good | **D** | interest |
| **6** | **A** | Except | **В** | So | **C** | as | **D** | just |

**Task 5:** For questions **7 –12,**  use the word given in capitals (on the right) to form a word that fits in the space in the same line (on the left). There is an example at the beginning **(0)**.

Example: ***0* – *refusal***

|  |  |
| --- | --- |
| Captain Matthew Webb is fortunate in being remembered as the first man to swim across the English Channel, rather than the one who later tried, and failed, to plunge through the Niagara Falls. If ever a man possessed self-confidence, it was Webb; but it was his stubborn ***(0) refusal*** to give up that eventually proved his **(7)** \_\_\_\_\_\_\_\_\_\_. Unwilling to recognize the Channel crossing as the peak of his career, he went on and on, addicted to glory. Webb astonished the British nation on August 25th, 1875, with a Channel crossing that took a mammoth 21 hours and 45 minutes. He had entered the sea a merchant-ship captain, living in **(8) \_\_\_\_\_\_\_\_\_\_,** but he emerged in France, stung by jellyfish and half-dead with exhaustion, a national hero. He was feted, mobbed and cheered wherever he went; his appearance in the City of London brought business to a **(9)** \_\_\_\_\_\_\_\_\_\_\_\_\_. Alarmed by the sudden attention, the normally **(10)** \_\_\_\_\_\_\_\_\_\_\_ Webb fled to his native Shropshire. But all this **(11)** \_\_\_\_\_\_\_\_\_\_ was too much for him, and he made the fatal error of many a pop star in later years. Craving applause, he sailed for America. and it was America that lured Webb to the final act in his tragedy; his crazed attempt to swim the Niagara River beneath the Falls which he made in June 1883 **(12)** \_\_\_\_\_\_\_\_\_\_\_ of all advice. | REFUSE  UNDO  OBSCURE  STAND  FEAR  STAR  REGARD |

**Task 3:** For questions **13-20,**  make up the second sentence so that it has a similar meaning to the first sentence. Use the word given and other words. Write only the missing words on the answer sheet. Don’t change the given word. Use from **5** to **8** words.

**13.** So that he would be able to leave the room quickly, Matthew stood by the door.

**positioned**

Matthew ……………………………………………….. as to be able to leave the room quickly.

**14.** I haven’t been told clearly what I’ll have to do in my next project at work.

**required**

It hasn’t been made …………………..…………….……….. me in my next project at work.

**15.** In my opinion, it was an absolute miracle that they survived the accident.  
 **short**

The fact that they survived the accident was .……………………………… ……….…, in my opinion.

**16.** If you had not changed our original agreement, everything would have been fine.

**stuck**

Had …………………………………... ............. agreed, everything would have been fine.

**17.** Competitors were amazed by how shrewdly he conducted the business affairs.

**marvelled**

Competitors ……………………………………………………..…which he conducted the business affairs.

**18**. I tried as hard as I could to make sure this problem would not arise.

**power**

I ……………………………………………………………. this problem from arising.

**19.** If Tony hadn’t interfered, there would have been no problems yesterday, I’m sure.

**smoothly**

Without Tony’s…………………………………………………….. yesterday, I’m sure.

**20.** He had no idea what was going to happen to him when he walked into that room.

**store**

Little…………………………….......................................... him when he walked into that room.

|  |
| --- |
| Для участников олимпиады |

**Participant’s ID number**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |

Use of English

Task 1.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **23** | **24** | **25** | **26** | **27** | **28** |
|  |  |  |  |  |  |

Task 2.

|  |  |
| --- | --- |
| **29** |  |
| **30** |  |
| **31** |  |
| **32** |  |
| **33** |  |
| **34** |  |

Task 3.

|  |  |
| --- | --- |
| **42** |  |
| **43** |  |
| **44** |  |
| **45** |  |
| **46** |  |
| **47** |  |
| **48** |  |
| **49** |  |

Для организаторов олимпиады.

Use of English

Task 4.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** | **6** |
| **B** | **A** | **D** | **A** | **C** | **C** |

Task 5.

|  |  |
| --- | --- |
| **7** | undoing |
| **8** | obscurity |
| **9** | standstill |
| **10** | fearless |
| **11** | stardom |
| **12** | regardless |

Task 7.

|  |  |
| --- | --- |
| **13** | positioned himself by the door so |
| **14** | clear (to me) what will be required of |
| **15** | nothing short of miraculous/a miracle |
| **16** | you stuck to/by what we originally |
| **17** | marvelled at the shrewdness with |
| **18** | did everything (with)in my power to stop/prevent |
| **19** | interference everything would have gone smoothly |
| **20** | did he know/realize what lay/was in store for |

Методические рекомендации

***Лексико-грамматический тест*** состоит из трех частей: собственно

лексико-грамматической части и части, проверяющей социокультурную

компетенцию. **Всего в тесте 20 вопросов.**

**Задания соответствуют уровню сложности В2 по шкале Совета Европы.** Учащиеся должны продемонстрировать соответствующий уровень владения лексическим материалом и умение оперировать им в условиях множественного выбора. Проверяется также владение грамматическим материалом в рамках программы средней школы и умение практически использовать его не только на уровне отдельного предложения, но и в более

широком контексте.

**Рекомендуемое время для выполнения всех заданий лексико-грамматического теста – 30 минут.**

Первое задание– задание множественного выбора.

Второе задание представляет собой небольшое по объему повествование с 6 пропусками. Текст снабжен списком слов, напечатанных в скобках, которые являются начальными формами глаголов, прилагательных, существительных. Задачей учащихся является преобразование предложенных лексических единиц таким образом, чтобы они грамматически соответствовали контексту, и заполнение пропусков полученными в результате трансформации словами.

**Целью задания** является определение знания учащимися одного из

самых сложных и необходимых для выявления языковой компетенции разделов английской грамматики - словообразования. Для правильного выполнения этого задания необходимо знать суффиксальный и префиксальный способы образования существительных, наречий, прилагательных.

В **задании 3** проверяется знание социокультурных норм английского

языка. Участники должны перефразировать исходное предложение, использовав предложенное слово.

**Критерии оценивания**

Каждый правильный ответ оценивается в **1 балл. Орфография учитывается.** Если слово написано неправильно, балл не начисляется.

Максимальное количество баллов, которое можно получить за конкурс Use of English - **20 (двадцать).**