

Олимпиада школьников «Покори Воробьевы Горы!»
Очный тур 2019-2020 гг.
11 классы
Вариант 1

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АНГЛИЙСКИЙ ЯЗЫК

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TASK 1. READING (10 points: 1 answer = 1 point)

For questions 1-10 put the following parts of the text in the correct order to recreate the text. Transfer your answers into the answer sheet (1-10).

How do Speaking and Communicating differ?

By Paul Barry | Posted Sept. 5, 2017, 10 a.m.

- A.** I may be much better than I'm letting on or much worse, but the likelihood is that what I'm telling you is only a sliver of what's really going on for me in that moment. When it comes to dramatic writing, there is almost no room for flawless communication, even though it's the thing we are constantly seeking. If our communication were always perfect, then films or TV shows would be incredibly uninteresting.
- B.** When you see animals hunt, play and procreate, it's difficult to believe that underneath their interaction lurks jealousy, resentment, and contempt. Despite the desire of documentarians to personify their subjects in order to make their struggles more relatable to humans, the only real drama between lions, sharks and insects seems to be which one of them will ultimately get the shelter, the food or the mate.
- C.** This is the (much larger) part of the iceberg that is obscured beneath the surface. The original line is what you're speaking out loud, but this new line is what you're really communicating in your body and mind. Say the new line out loud repeatedly until you know how it feels in your body. Say it, mean it, communicate it fully. Now say what's on the page out loud whilst thinking the new line in your head alone. Do you see now that the superficial line is really only a thin veil over what you would say if society wasn't constantly telling you to be polite, wait your turn, and not to make a fuss?
- D.** For most humans though, not so much. When it comes to an actor's dialogue, the words themselves are far less important than the message being communicated by the character. To take most people (or characters) entirely at their word would be a mistake. This is not cynicism, it's pragmatism. When you ask me how I am and I say, "fine, thanks," there is almost no chance at all that this is the whole story, even if my life actually is a generally pleasant one.

- E.** WE speak to communicate but in many cases, all we do is further confuse things. I sometimes wonder if dolphins and parrots hear one another click and squawk and think, “What the heck is his problem?” or if it’s only humans that unconsciously obscure their dialogue with hidden meaning. Drama thrives on miscommunication but in general life it is a major problem for humans. Does the animal kingdom have subtext?
- F.** There may be many multiple icebergs peaks in each scene, and using specific lines prevents you from washing a whole scene with something you’ve invented that has very little relevance to each line.
- G.** And short. That’s why Alfred Hitchcock called drama “life, but with the dull bits cut out.” Look at any single line in a scene you’re currently working on in class or a project. In fact, pick the toughest line in the script, the one that is the most difficult to understand or deliver. Now imagine that this line is the very tip of an iceberg and that what you are actually attempting to communicate is what lies under the surface of the water. The true message is much deeper, broader and more loaded than the line itself. Now write a new line that says exactly what you’re trying to communicate to the other person.
- H.** They both want the same thing—to survive—and they do what they can to get it. The strongest, shrewdest or most cunning wins out in the end and the other falls into line, suffers a crushing defeat leading to exile, or is killed in the process. It’s a pretty simple equation, really.
- I.** So from now on in acting and life, listen to what people are actually communicating and not just their words. When you surrender to the practice you will not only become a more compelling performer, but you may just find the problems and desires of others have been clear all along. It wasn’t as much in their words, as it was underneath them.
- J.** You may be saying, “yes, but you’re just talking about subtext,” and you’re right. The problem with what we’ve been taught about subtext, though, is that it often promotes we create something we either want to say to the person in the scene, or a particular mood or state to feel, and then underscore every single moment with it. This isn’t actually as lifelike as finding the peaks of these icebergs and exploring what may lie beneath each one.

TASK 2. USE OF ENGLISH (10 points: 1 answer = 1 point)

For questions 11-20 read the text below and fill in the gaps with the words derived from the words on the right, change the grammatical form of the words where necessary. Use only one word in each gap. Transfer your answers into the answer sheet (11-20).

<p style="text-align: center;">Who really “discovered” America?</p> <p>“In fourteen hundred and ninety-two, Columbus sailed the ocean blue.” We all know that. But did he really discover America? The best answer is, “Not really. But sort of.” A national holiday and two centuries of schoolbooks have left the _____ of Christopher Columbus as the intrepid sailor and man of God (his given name means “Christ-bearer”) who was the first to reach America, _____ the notion of a flat world while he was at it. Italian Americans who claim the sailor as their own treat Columbus Day as a special holiday, as do Hispanic Americans who celebrate El Día de la Raza as their _____ day.</p> <p>Love him or hate him—as many do in light of recent _____ views of Columbus—it is impossible to downplay the importance of Columbus’s voyage, or the incredible _____ and tenacity of character his quest _____. Even the astronauts who flew to the moon had a pretty good idea of what to expect; Columbus was sailing, as <i>Star Trek</i> puts it, “where no man has gone before.”</p> <p>However, rude facts do suggest a few _____ angles to his story. After trying to sell his plan to the kings of Portugal, England, and France, Columbus doggedly returned to Isabella and Ferdinand of Spain, who had already given Columbus the thumbs-down once. _____ by one of their ministers that the risks were small and the potential return great, and fueled by an appetite for gold and fear of _____ Portugal’s growing lead in exploration, the Spanish monarchs _____ agreed. Contrary to myth, Queen Isabella did not have to pawn any of the crown jewels to finance the trip.</p>	<p>CONVINCE</p> <p>DEMAND</p> <p>REVISE</p> <p>DIFFER</p> <p>IMPRESS</p> <p>PROVE</p> <p>HERO</p> <p>DISCOVER</p> <p>NEIGHBOUR</p> <p>LATE</p>
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TASK 3. SOCIOCULTURAL COMPETENCE: IDIOMS (10 points: 1 answer = 2 points)

For questions 21-25 fill in the gaps with one word from the box. There is only 1 word that be used in each gap. Then match the idioms (21-25) with their explanations (A-F).

There are some odd words and explanations which you do not need to use. Each correct answer earns you 2 points. Transfer your answers into the answer sheet (21-25).

PLACE	TOP	ONE	CAT
NONE	LAMB	MANY	STABLES
FOOT	HORSE	SPOT	HEEL

21.	March comes in like a lion and goes out like a _____.	A	an extremely dirty place that is very hard to clean
22.	Jack of all trades is master of _____.	B	it starts much worse than it finishes
23.	He is Johnny-on-the-_____, many people appreciate his energy!	C	usually keep secret as it makes one vulnerable
24.	It is his Achilles' _____.	D	a person who is always there, always ready to perform a task or to seize an opportunity
25.	To clean his room after summer holidays was as hard as to clean the Augean _____.	E	the more tasks you try to do, the fewer you will succeed in
		F	a person who is not afraid of challenges will find the occupation that best suits him/her

TASK 4. WRITING (60 points)
(40 minutes, 250-300 words)

Imagine that your school magazine has a weekly column called "Education Today". As part of their investigation into modern trends, they have asked you to write a news report based on the results of your own survey demonstrated in the table below.

In your report say:

1. who participated in the survey;
2. what changes and trends can be seen comparing the data in the table below;
3. what are the possible reasons for such changes;
4. how the situation might develop in the future.

Remember the rules of news report writing. Make sure your report has:

- a headline
- a byline and a placeline
- a lead paragraph
- body paragraphs
- a conclusion

TOP 6 reasons motivating online language learning among different segments of population		
	school students	adults
lower prices	14%	33%
variety of language classes	12%	7%
flexible schedule	31%	22%
less time investment	15%	24%
more frequent assessments	8%	4%
multimedia content	20%	10%