

МГУ имени М.В. Ломоносова  
Олимпиада для школьников «Ломоносов»  
Заключительный этап  
Английский язык  
**8-10 классы**  
2024 год  
КЛЮЧИ

**Блок 1**

10 баллов

*Вставить слово, 1 балл за каждый ответ*

1. blood
2. Norway
3. Conqueror
4. Scotland
5. Cross

*Дать развернутый ответ на вопрос 5 баллов  
1 балл за каждый аспект*

**Какое влияние оказала Римская Империя на развитие Британских островов?  
Перечислите 5 аспектов влияния. Напишите развернутый ответ (60-70 слов).**

It was 1066, and Edward, King of England, was dead. He had no children. The most important people in the country met to choose a new king. They chose Harold. Harold wasn't a blood relative of King Edward, but he was the Queen's brother. He was a popular man for the job.

But other powerful men wanted to be king too. One of them was the King of Norway, Harold Hardrada, and a few months after King Edward's death his army invaded the north of England. King Harold of England went north, defeated the invaders and killed King Harold of Norway. But three days later, there was more bad news.

William of Normandy (in the north of France) was on the south coast of England with an army. 'Before King Edward died, he chose me as the next king,' he said. Perhaps this was true.

Edward's mother was a Norman, and Edward lived in Normandy as a child. He preferred Normans to the people of England. So Harold raced south with his army. William was waiting for him at Hastings. At the end of the battle, Harold was dead and William of Normandy was William the Conqueror, King of England.

Roman Britain

The Normans weren't the first people who invaded Britain. In 55 BC\* the great Roman Julius Caesar brought an army across the sea from France. For four hundred years, England was part of the Roman Empire. When the Romans first arrived, there were many different groups of people. Each group had its own king.

They didn't think of themselves as 'British', but the Romans called the people from all these groups 'Britons'.

Boudica

The Romans tried many times to conquer the areas of Britain that we now call Wales and Scotland. But they never kept control there. In the rest of Britain, the local people were much easier to control. But Boudica was different.

Her husband was a local king in the east of England.

When he died in 60AD, the Romans tried to take all his money. Roman soldiers attacked Boudica and her daughters. Boudica was angry.

Soon she had an army of Britons behind her. They attacked Colchester, London and St Albans - the three most important cities in Britain at that time - and destroyed them completely. But in the end, the Romans defeated her.

There is a story that her body lies under London's most famous railway station. King's Cross.

In many places around the country you can still see the **straight roads**, **strong walls** and **fine houses** that the Romans built. In the new Roman towns, Britons started to live like Romans. They wore **Roman clothes** and went to **the theatre** and **the baths**. Most townspeople could speak **Latin**. Many could read and write it too. In the later years of Roman rule they became **Christian**.

**Блок 2**

10 баллов

*Вставить слова и предложения. 1 балл за каждый ответ.*

- |   |   |            |
|---|---|------------|
| A | K | wreck      |
| B | H | disobey    |
| C | I | fold       |
| D | G | chattering |

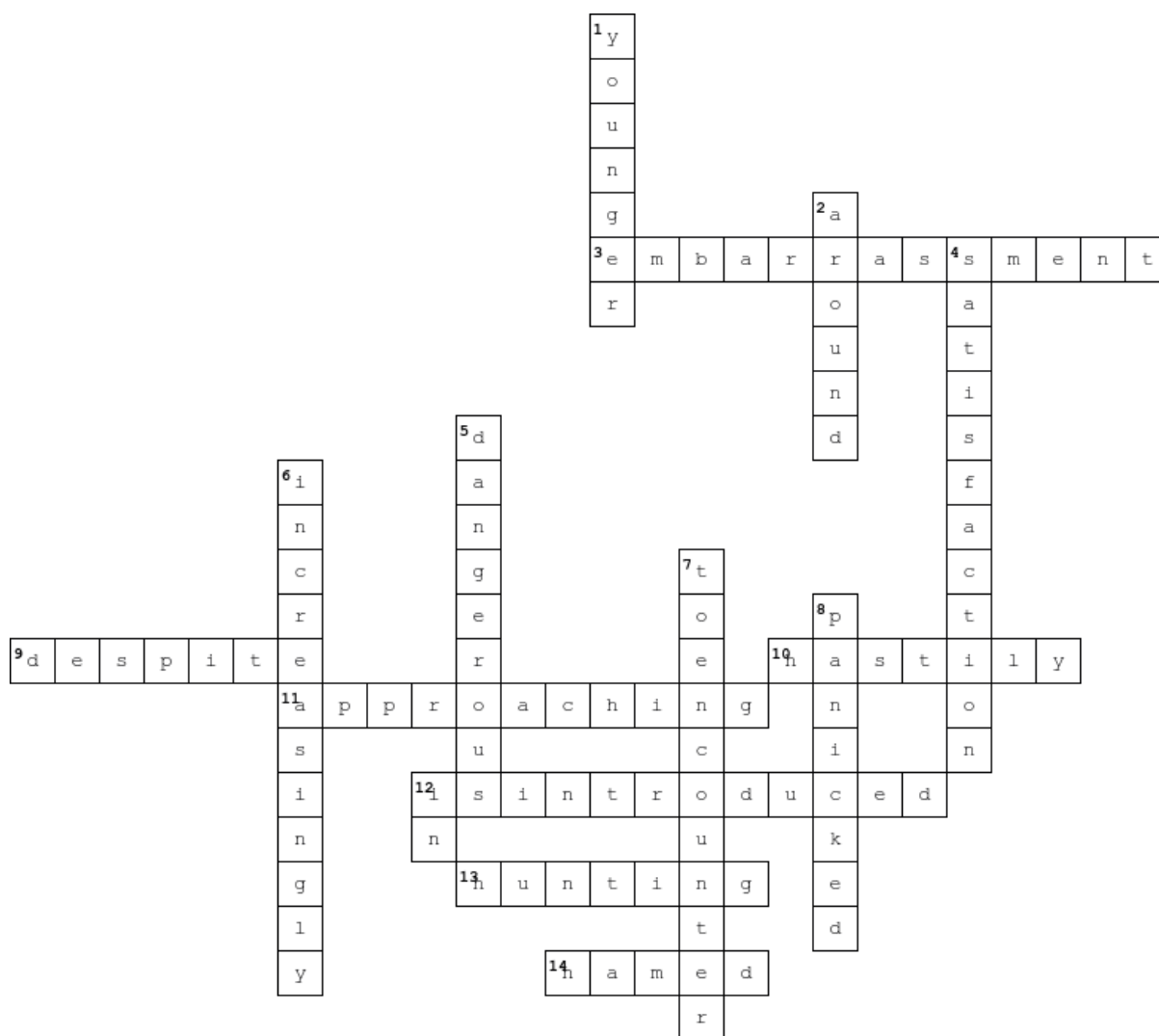
E J hissing

- 1 7 Edmund felt sure that she was going to do something dreadful
- 2 11 Then, holding out her arm, she let one drop fall from it on the snow
- 3 10 The dwarf immediately took this and handed it to Edmund with a bow
- 4 9 It was something he had never tasted before, very sweet and foamy
- 5 6 Each piece was sweet and light to the very centre and Edmund

### Блок 3

15 баллов

1 балл за каждый ответ



ИЛИ

Across	Down
3. embarrassment	1. younger
9. despite	2. around
10. hastily	4. satisfaction
11. approaching	5. dangerous
12. is introduced	6. increasingly
13. hunting	7. to encounter
14. named	8. panicked
	12. in

## ИЛИ

1. younger
2. around
3. embarrassment
4. satisfaction
5. dangerous
6. increasingly
7. to encounter
8. panicked
9. despite
10. hastily
11. approaching
12. is introduced
12. in
13. hunting
14. named

## Блок 3

10 баллов

Соотнести объект с описанием. 1 балл за каждый ответ.

В любом порядке

**1. Great Barrier Reef** – It is a site of remarkable variety and beauty on the north-east coast of the country.

**2. Historic District of Old Québec** – This place was founded by the French explorer Champlain in the early 17th century.

**3. Palace of Westminster and Westminster Abbey** – The structure, rebuilt from the year 1840 on the site of important medieval remains, is a fine example of neo-Gothic architecture.

**4. Sydney Opera House** – Inaugurated in 1973, the site is a great architectural work of the 20th century that brings together multiple strands of creativity and innovation in both architectural form and structural design.

**5. Yellowstone National Park** – The vast natural site covers nearly 9,000 km<sup>2</sup> ; 96% of it lies in Wyoming, 3% in Montana and 1% in Idaho.

Дать развернутый ответ на вопрос 5 баллов

1 балл за каждый объект

Объясните, почему подобные объекты всемирного наследия, на Ваш взгляд, стоит охранять от обветшания и исчезновения. Напишите развернутое предложение (20-30 слов) по каждому объекту.

## Блок 5

55 баллов

### Критерии оценивания письменной речи

Содержание		25 макс			
Вступление	Место музеев в современной мировой культуре логично обосновано	2	Присутствует, обоснование нелогичное/недостаточно развито	1	
	Выбор в пользу локального/глобального	2	Присутствует, обоснование нелогичное/недостаточно	1	

	знакомства с музеями логично обоснован		развито		
Анализ	Соответствие мероприятия интересам возрастной группы логично обосновано	2	Присутствует, обоснование нелогичное/недостаточно развито	1	
	Организация мероприятия получила обоснованную оценку	2	Присутствует, обоснование нелогичное/недостаточно развито	1	
Проект	Тема мероприятия определена, не отличается стереотипностью	2	Присутствует, стереотипно или не соответствует проекту	1	
	Название мероприятия дано, не отличается стереотипностью	2	Присутствует, стереотипно или не соответствует проекту	1	
	Выбор музея соответствует тематике	2	Присутствует, не соответствует	1	
	Выбор активностей соответствует тематике	2	Присутствует, не соответствует	1	
	Целевая аудитория подходит выбранной тематике	2	Обозначена, не подходит	1	
	Организационные детали логично отражают музейные реалии и выбранную тематику	2	Присутствуют, не отражают	1	
<i>Если компонент структуры отсутствует</i>				0	
Стиль	Формальный/полужурналистский	1	Не соблюдается	0	
Связующая лексика	Присутствует, соответствует логике повествования	1	Отсутствует или не соответствует логике повествования	0	
Деление на абзацы	Присутствует, соответствует логике повествования	1	Отсутствует или не соответствует логике повествования	0	
Количество слов	Объем соблюдается (от 150 слов)	1	Объем менее 140 слов	0	
	Объем внушительный (от 250 слов)	2			
<b>Языковая составляющая</b>		<b>30 макс</b>			
Лексика		2 балла за каждую ошибку			
Грамматика		2 балла за каждую ошибку			
артикли, пунктуация, орфография		1 балл за каждую ошибку			

<i>рекуррентные ошибки учитываются 1 раз</i>		
тавтология, лексическая избыточность	вычет 2 балла за каждый повтор	

*в случае несоответствия содержанию задания работа получит 0 баллов*

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**5-7 классы**  
2024 год  
КЛЮЧИ

**Блок 1**

10 баллов

1 балл за каждый пункт

1. E
2. C
3. B
4. F
5. J
6. I
7. D/G
8. D/G
9. H
10. A

**Блок 2**

10 баллов

1 балл за каждый пункт

1. Monkeys
2. Horses and Zebras
3. Tigers
4. Bears
5. Horses and Zebras
6. Eagles/ Monkeys
7. Monkeys
8. Owls
9. Lions
10. Bears

**Блок 3**

15 баллов

1 балл за каждый пункт

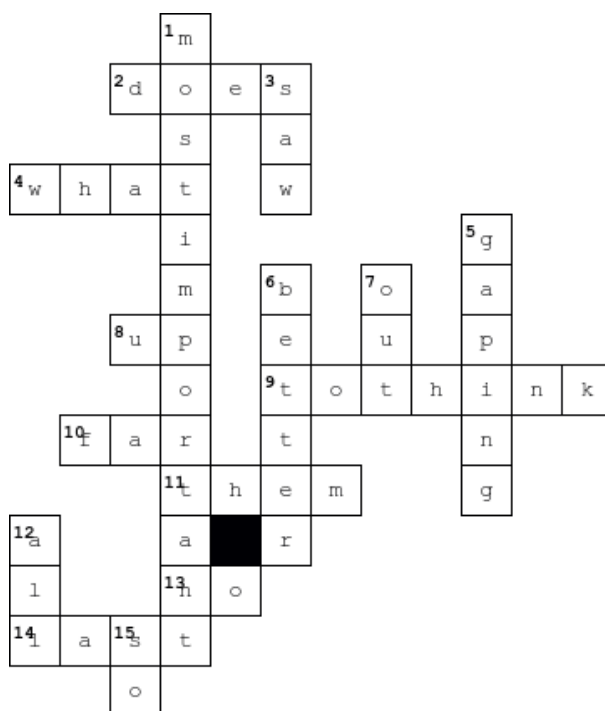
<b>Across</b>	<b>Down</b>
2. does	1. most important
4. what	3. saw
8. up	5. gaping
9. to think	6. better
10. far	7. out
11. them	12. all
13. no	15. so
14. last	

**ИЛИ**

1. most important

2. does
3. saw
4. what
5. gaping
6. better
7. out
8. up
9. to think
10. far
11. them
12. all
13. no
14. last
15. so

**ИЛИ**



#### **Блок 4**

10 баллов

*Соотнести описание с объектом.*

*1 балл за каждый ответ*

*В любом порядке.*

- 1. Grand Canyon National Park** – Cut out by the Colorado River, this site (nearly 1,500 m deep) is the most beautiful gorge in the world.
- 2. City of Bath** – Founded by the Romans as a thermal spa, the site became an important centre of the wool industry in the Middle Ages.
- 3. Statue of Liberty** – Made in Paris by two famous Frenchmen, Bartholdi and Gustave Eiffel (who was responsible for the steel framework) ...
- 4. Stonehenge** – These sites in Wiltshire, are among the most famous groups of megaliths in the world.

**5. Tower of London** – This massive structure is a typical example of Norman military construction tradition, whose influence was felt throughout the kingdom.

*Дать развернутый ответ на вопрос 5 баллов  
1 балл за каждый объект*

**Объясните, почему подобные объекты всемирного наследия, на Ваш взгляд, стоит охранять от обветшания и исчезновения. Напишите развернутое предложение (10-20 слов) по каждому объекту.**

**Блок 5**  
55 баллов

**Критерии оценивания письменной речи**

Содержание		25 макс			
Вступление	Место музеев в современной мировой культуре логично обосновано	2	Присутствует, обоснование нелогичное/недостаточно развито	1	
	Выбор в пользу локального/глобального знакомства с музеями логично обоснован	2	Присутствует, обоснование нелогичное/недостаточно развито	1	
Анализ	Оценка увлекательности темы дана развернуто, обоснование дано	2	Присутствует, обоснование нелогичное/недостаточно развито	1	
	Оценка соответствия названия теме и понятности названия даны развернуто, обоснование дано	2	Присутствует, обоснование нелогичное/недостаточно развито	1	
	Соответствие мероприятия интересам возрастной группы логично обосновано	2	Присутствует, обоснование нелогичное/недостаточно развито	1	
	Организация мероприятия получила обоснованную оценку	2	Присутствует, обоснование нелогичное/недостаточно развито	1	
Заключение	Обучающая ценность мероприятий такого рода определена, обоснование дано	2	Присутствует, обоснование нелогичное/недостаточно развито	1	
	Рекомендация дана, развернуто с обоснованием	2	Присутствует, обоснование нелогичное/недостаточно развито	1	
	Привлекательный аспект указан, развернуто с обоснованием	2	Присутствует, не соответствует	1	



Эрудиция	Демонстрирует знания о мировом музейном наследии, о British Museum, об отечественном наследии	2	Демонстрирует знания о мировом музейном наследии ИЛИ о British Museum ИЛИ об отечественном наследии	1	
<i>Если компонент структуры отсутствует</i>					0
Стиль	Формальный/полужурналистский	1	Не соблюдается	0	
Связующая лексика	Присутствует, соответствует логике повествования	1	Отсутствует или не соответствует логике повествования	0	
Деление на абзацы	Присутствует, соответствует логике повествования	1	Отсутствует или не соответствует логике повествования	0	
Количество слов	Объем соблюдается (от 80 слов)	1	Объем менее 70 слов	0	
	Объем внушительный (от 150 слов)	2			
<b>Языковая составляющая</b>		<b>30 макс</b>			
Лексика		2 балла за каждую ошибку			
Грамматика		2 балла за каждую ошибку			
артикли, пунктуация, орфография		1 балл за каждую ошибку			
<i>рекуррентные ошибки учитываются 1 раз</i>					
тавтология, лексическая избыточность		вычет 2 балла за каждый повтор			

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**11 класс**  
**Вариант 1**  
2024 год  
КЛЮЧИ

**Блок 1**

10 баллов

1. 4 балла

Compare the events in the extract you are going to listen to with the plot of another story by the same author.

- What is similar and different about the adults in both stories? Provide examples from the extract you are going to listen to. *Make notes in your draft as you listen.*

- What is similar and different about the children in both stories? Provide examples from the extract you are going to listen to. *Make notes in your draft as you listen.*

Write **30-40 words**.

"The Lumber Room" is a humorous short story by the British author Hector Hugh Munro who wrote under the pseudonym of Saki. In the story, the protagonist is punished by his strict aunt for not sitting still and misbehaving at breakfast. He is grounded while his brother and their cousins are praised for their obedience and offered to go out on an afternoon excursion which they did not ask for. As further punishment, the boy is told to stay out of the gooseberry garden. Convinced that the boy will disobey her, the aunt decides to keep a watchful eye on him. The boy, however, has a better plan for the afternoon. He intends to sneak into the mysterious lumber room which is always kept locked, for it is full of hidden and forbidden treasures he would like to examine.

After some time, the aunt becomes suspicious of the boy's long absence and starts searching for him. The boy hears her calling for him in the gooseberry garden pretending to see him hiding there. He then hears her shriek and cry out for help. He goes out of the lumber room, locks the door, and returns the key. He then strolls over to the front garden to answer the call. From the other side of the wall, the aunt tells him that she has fallen into the empty rain-water tank and cannot get out. She then tells him to bring a ladder to her. The boy reminds her that he is not allowed to enter the gooseberry garden. The aunt countermands the order, but the boy pretends he does not believe it is his aunt speaking to him. He says he thinks the Evil One is trying to tempt him to disobey his aunt. When she agrees to give him strawberry jam for tea if he brings the ladder, the boy declares it cannot be his aunt speaking because she told him previously that there was no jam left. Having sufficiently enjoyed himself, the boy walks away. The aunt is later found and rescued by the kitchen maid.

In the evening, the tea is taken in silence. The other children are unhappy after a miserable outing. The tide was high so there was no sand to play on, and one of the cousins was in a terrible temper because of his tight boots. The aunt maintains silence. The boy is also silent, absorbed in his thoughts about the beautiful treasures he saw in the lumber room.

**Script**

"Everybody talked about her goodness, and the Prince of the country got to hear about it, and he said that as she was so very good she might be allowed once a week to walk in his park, which was just outside the town. It was a beautiful park, and no children were ever allowed in it, so it was a great honour for Bertha to be allowed to go there."

"Were there any sheep in the park?" demanded Cyril.

"No," said the bachelor, "there were no sheep."

"Why weren't there any sheep?" came the inevitable question arising out of that answer.

The aunt permitted herself a smile, which might almost have been described as a grin.

"There were no sheep in the park," said the bachelor, "because the Prince's mother had once had a dream that her son would either be killed by a sheep or else by a clock falling on him. For that reason the Prince never kept a sheep in his park or a clock in his palace."

The aunt suppressed a gasp of admiration.

"Was the Prince killed by a sheep or by a clock?" asked Cyril.

"He is still alive, so we can't tell whether the dream will come true," said the bachelor unconcernedly; "anyway, there were no sheep in the park, but there were lots of little pigs running all over the place."

"What colour were they?"

"Black with white faces, white with black spots, black all over, grey with white patches, and some were white all over."

The storyteller paused to let a full idea of the park's treasures sink into the children's imaginations; then he resumed:

"Bertha was rather sorry to find that there were no flowers in the park. She had promised her aunts, with tears in her eyes, that she would not pick any of the kind Prince's flowers, and she had meant to keep her promise, so of course it made her feel silly to find that there were no flowers to pick."

"Why weren't there any flowers?"

"Because the pigs had eaten them all," said the bachelor promptly. "The gardeners had told the Prince that you couldn't have pigs and flowers, so he decided to have pigs and no flowers."

There was a murmur of approval at the excellence of the Prince's decision; so many people would have decided the other way.

"There were lots of other delightful things in the park. There were ponds with gold and blue and green fish in them, and trees with beautiful parrots that said clever things at a moment's notice, and humming birds that hummed all the popular tunes of the day. Bertha walked up and down and enjoyed herself immensely, and thought to herself: 'If I were not so extraordinarily good I should not have been allowed to come into this beautiful park and enjoy all that there is to be seen in it,' and her three medals clinked against one another as she walked and helped to remind her how very good she really was."

*Далее 1 балл за каждый ответ*

2.

**C The stranger mentioned pigs.**

3.

**A was improvising a story as they were going.**

4.

**B they liked diversity and imperfection.**

5.

**A irony**

6. *Языковая составляющая не оценивается, только понимание интертекстуальности*

7.

**B All the next day he sat on the Prince's shoulder, and told him stories of what he had seen in strange lands.**

**Блок 2**

*10 баллов*

*1 балл за верное соответствие*

*1 балл за синонимы, ассоциации и детали, которые подтверждают соответствие*

1. When Leif, Viking wolf cub, finds himself on a quest to retrieve a magical star-shard in company with a tedious duck, a smelly musk ox and a not-very-clever puffin, things are bound to go his way – aren't they? **B** *Highly illustrated, slyly clever hilarity for Norse lovers of 8+.*

2. Emma wishes birds would visit the concrete garden she decorates with chalk flowers – but they aren't tempted until she begins to tend a little patch of earth. **C** *A lush, joyful picture book, full of growth, colour and creativity.*

3. *лишние описание и предложение.*

Everyone stares at Joe and tells him he's amazing. Even when he's scratching his bottom, he feels like an unwilling celebrity. Only his friends can let him just be Joe. **F** *This warm, funny, uncompromising picture book challenges the idea of disability as automatically "inspirational".*

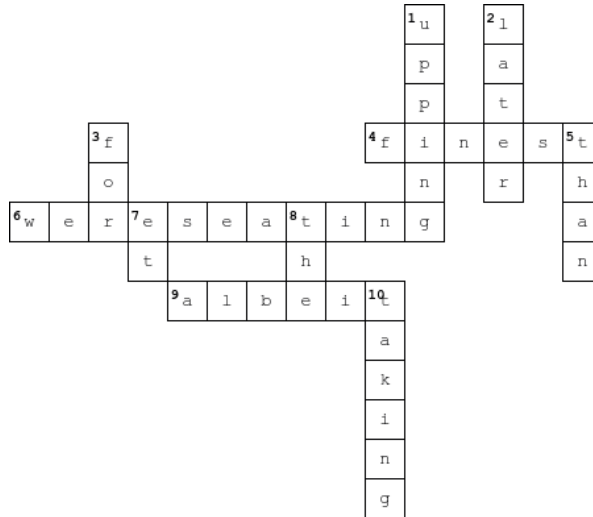
4. Expensive but entirely worth it, this spectacular retelling of the Persian invasion of Greece from the perspective of Golgo, a Spartan queen, marries a numinous sense of classical legend with satisfyingly grim accounts of Spartan training, warfare and sacrifice. Cockroft's stark, bold, white-eyed illustrations amplify the sense of wonder rooted in strange reality as Golgo grows up to lead her people in the impossible task of resisting the Persian force. **E** *A tour de force for 9+ mythology and military history fans.*

5. Kicking off a new comic series for readers of 5+, this candy-coloured interactive romp features a problem-solving girl and a cute, lost little creature called a Chaffy. Can you help Max find a whole heap of lost property – and figure out where Chaffy really belongs? **A** *Adorably addictive.*

6. Ning hears fearsome tales of the night spirits – but what Ning fears most is talking to other people. When he meets a small, blue spirit who needs his help, however, he finds the courage to make human friends for the first time. **D** *A sweet, glowing picture-book story of loneliness and bravery.*

**Блок 3**

*15 баллов*



ИЛИ

Across	Down
4. finest	1. upping
6. were seating	2. later
9. albeit	3. For
	5. than
	7. et
	8. the
	10. taking

ИЛИ

1. upping
2. later
3. For
4. finest
5. than
6. were seating
7. et
8. the
9. albeit
10. taking

5 баллов за соответствия

- |   |   |   |
|---|---|---|
| 1 | E | on a combination of toleration, interdependence, and separatism.              |
| 2 | C | in separate cantons, or districts, each enjoying a large measure of local ... |
| 3 | A | at a working arrangement, so strife and separatism are common.                |
| 4 | F | to existing ethnic boundaries, for example, many ethnic groups were ...       |
| 5 | D | into several different countries.   |

#### Блок 4

10 баллов

You are going to read an extract from **a speech** of historic importance. **Analyse** the language and facts presented in it.

**Prove** that the person this text is hypothetically attributed to was NOT the speaker delivering this speech in reality.

**Guess and write** who WAS the person delivering this speech. Make sure you spell the name correctly. Write **70-80 words** using **3-4 facts or language peculiarities** from the text showing that it is not possible that this speech was delivered by the said person.

**Was this speech made by Martin Luther King, Jr. (1929–68, US Baptist minister and civil-rights leader)?**

Equality, in society, alike beats inequality, whether the latter be of the **British aristocratic sort**, or of the domestic slavery sort.

We know, **Southern men declare that their slaves** are better off than hired laborers amongst us. How little they know, **whereof** they speak! There is no permanent class of hired laborers amongst us. Twenty-five years ago, **I was a hired laborer**. The hired laborer of yesterday, labors on his own account to-day; and will hire others to labor for him to-morrow. Advancement – improvement in condition – is the order of things in a society of equals. As Labor is the common **burthen** of our race, so the effort of some to shift their share of the burthen on to the shoulders of others, is the great, durable, curse of the race. Originally a curse for transgression upon the whole race, when, as by slavery, it is concentrated on a part only, it becomes the double-refined curse of God upon his creatures.

Free labor has the inspiration of hope; pure slavery has no hope. The power of hope upon human exertion, and happiness, is wonderful. The slave-master himself has a **conception** of it; and hence the system of tasks among slaves. The slave whom you can not drive with the lash to break **seventy-five pounds of hemp** in a day, if you will task him to break a hundred, and promise him pay for all he does over, he will break you a hundred and fifty.

Нет, автор **Abraham Lincoln**

## Блок 5

55 баллов

### Критерии оценивания письменной речи

Содержание		25 макс			
Вступление	Место музеев в современной мировой культуре логично обосновано, обучающий потенциал логично описан	2	Присутствует, обоснование нелогичное/недостаточно развито	1	
	Выбор в пользу локального/глобального знакомства с музеями логично обоснован	2	Присутствует, обоснование нелогичное/недостаточно развито	1	
Анализ	Сравнение с отечественной музейной культурой проведено, логично обосновано	2	Присутствует, обоснование нелогичное/недостаточно развито	1	
	Соответствие мероприятия интересам возрастной группы и оценка деталей мероприятия логично обоснованы	2	Присутствуют, обоснование нелогичное/недостаточно развито	1	
Проект-рекомендация	Тема мероприятия определена, не отличается стереотипностью	2	Присутствует, стереотипно или не соответствует проекту	1	
	Название мероприятия дано, не отличается стереотипностью	2	Присутствует, стереотипно или не соответствует проекту	1	
	Выбор музея соответствует тематике	2	Присутствует, не соответствует	1	
	Выбор активностей соответствует тематике	2	Присутствует, не соответствует	1	
	Целевая аудитория подходит выбранной тематике	2	Обозначена, не подходит	1	

	Организационные детали логично отражают музейные реалии и выбранную тематику	2	Присутствуют, не отражают	1	
<i>Если компонент структуры отсутствует</i>				0	
Стиль	Формальный/полужурналистский	1	Не соблюдается	0	
Связующая лексика	Присутствует, соответствует логике повествования	1	Отсутствует или не соответствует логике повествования	0	
Деление на абзацы, подзаголовки	Присутствуют, соответствуют логике повествования	1	Отсутствуют или не соответствуют логике повествования	0	
Количество слов	Объем соблюдается (от 250 слов)	1	Объем менее 230 слов	0	
	Объем внушительный (от 300 слов)	2			
<b>Языковая составляющая</b>		<b>30 макс</b>			
5 слов/фраз, выделенных в материале использованы верно И с грамматической И с лексической точки зрения		<b>5</b>			
		<b>25</b>			
Лексика		2 балла за каждую ошибку			
Грамматика		2 балла за каждую ошибку			
артикли, пунктуация, орфография		1 балл за каждую ошибку			
<i>рекуррентные ошибки учитываются 1 раз</i>					
тавтология, лексическая избыточность		вычит 2 балла за каждый повтор			

*в случае несоответствия содержанию содержанию задания работа получают 0 балла*

МГУ имени М.В. Ломоносова  
Олимпиада для школьников «Ломоносов»  
Заключительный этап  
Английский язык  
**11 класс**  
**Вариант 2**  
2024 год  
КЛЮЧИ

**Блок 1**

10 баллов

1. 4 балла

Compare the events in the extract you are going to listen to with the plot of another story by the same author.

- What is similar and different about the adults in both stories? Provide examples from the extract you are going to listen to. *Make notes in your draft as you listen.*

- What is similar and different about the children in both stories? Provide examples from the extract you are going to listen to. *Make notes in your draft as you listen.*

Write **30-40 words**.

"The Lumber Room" is a humorous short story by the British author Hector Hugh Munro who wrote under the pseudonym of Saki. In the story, the protagonist is punished by his strict aunt for not sitting still and misbehaving at breakfast. He is grounded while his brother and their cousins are praised for their obedience and offered to go out on an afternoon excursion which they did not ask for. As further punishment, the boy is told to stay out of the gooseberry garden. Convinced that the boy will disobey her, the aunt decides to keep a watchful eye on him. The boy, however, has a better plan for the afternoon. He intends to sneak into the mysterious lumber room which is always kept locked, for it is full of hidden and forbidden treasures he would like to examine.

After some time, the aunt becomes suspicious of the boy's long absence and starts searching for him. The boy hears her calling for him in the gooseberry garden pretending to see him hiding there. He then hears her shriek and cry out for help. He goes out of the lumber room, locks the door, and returns the key. He then strolls over to the front garden to answer the call. From the other side of the wall, the aunt tells him that she has fallen into the empty rain-water tank and cannot get out. She then tells him to bring a ladder to her. The boy reminds her that he is not allowed to enter the gooseberry garden. The aunt countermands the order, but the boy pretends he does not believe it is his aunt speaking to him. He says he thinks the Evil One is trying to tempt him to disobey his aunt. When she agrees to give him strawberry jam for tea if he brings the ladder, the boy declares it cannot be his aunt speaking because she told him previously that there was no jam left. Having sufficiently enjoyed himself, the boy walks away. The aunt is later found and rescued by the kitchen maid.

In the evening, the tea is taken in silence. The other children are unhappy after a miserable outing. The tide was high so there was no sand to play on, and one of the cousins was in a terrible temper because of his tight boots. The aunt maintains silence. The boy is also silent, absorbed in his thoughts about the beautiful treasures he saw in the lumber room.

**Script**

"Everybody talked about her goodness, and the Prince of the country got to hear about it, and he said that as she was so very good she might be allowed once a week to walk in his park, which was just outside the town. It was a beautiful park, and no children were ever allowed in it, so it was a great honour for Bertha to be allowed to go there."

"Were there any sheep in the park?" demanded Cyril.

"No," said the bachelor, "there were no sheep."

"Why weren't there any sheep?" came the inevitable question arising out of that answer.

The aunt permitted herself a smile, which might almost have been described as a grin.

"There were no sheep in the park," said the bachelor, "because the Prince's mother had once had a dream that her son would either be killed by a sheep or else by a clock falling on him. For that reason the Prince never kept a sheep in his park or a clock in his palace."

The aunt suppressed a gasp of admiration.

"Was the Prince killed by a sheep or by a clock?" asked Cyril.

"He is still alive, so we can't tell whether the dream will come true," said the bachelor unconcernedly; "anyway, there were no sheep in the park, but there were lots of little pigs running all over the place."

"What colour were they?"

"Black with white faces, white with black spots, black all over, grey with white patches, and some were white all over."

The storyteller paused to let a full idea of the park's treasures sink into the children's imaginations; then he resumed:

"Bertha was rather sorry to find that there were no flowers in the park. She had promised her aunts, with tears in her eyes, that she would not pick any of the kind Prince's flowers, and she had meant to keep her promise, so of course it made her feel silly to find that there were no flowers to pick."

"Why weren't there any flowers?"

"Because the pigs had eaten them all," said the bachelor promptly. "The gardeners had told the Prince that you couldn't have pigs and flowers, so he decided to have pigs and no flowers."

There was a murmur of approval at the excellence of the Prince's decision; so many people would have decided the other way.

"There were lots of other delightful things in the park. There were ponds with gold and blue and green fish in them, and trees with beautiful parrots that said clever things at a moment's notice, and humming birds that hummed all the popular tunes of the day. Bertha walked up and down and enjoyed herself immensely, and thought to herself: 'If I were not so extraordinarily good I should not have been allowed to come into this beautiful park and enjoy all that there is to be seen in it,' and her three medals clinked against one another as she walked and helped to remind her how very good she really was."

*Далее 1 балл за каждый ответ*

2.

**C Cyril enquired about the death of the Prince.**

3.

**A was in competition with the aunt in the art of storytelling.**

4.

**C the children often asked questions that baffled adults.**

5.

**B There was a murmur of approval.**

6.

*Языковая составляющая не оценивается, только понимание интертекстуальности*

7.

**B “My own garden is my own garden,” said the Giant; “any one can understand that, and I will allow nobody to play in it but myself.”**

## **Блок 2**

*10 баллов*

1. Billy Shaman is glum when his parents abandon him for the summer in the Charles Darwin museum. But when he finds an impossibly aged tortoise, and decides to restore an ancient necklace to its rightful owner, things become a great deal more exciting. **B** *A humorous, evocative journey through some fascinating discoveries of the past, ideal for readers of 7 or 8+.*

2. Emma wishes birds would visit the concrete garden she decorates with chalk flowers – but they aren't tempted until she begins to tend a little patch of earth. **C** *A lush, joyful picture book, full of growth, colour and creativity.*

3. *лишние описание и предложение.*

Everyone stares at Joe and tells him he's amazing. Even when he's scratching his bottom, he feels like an unwilling celebrity. Only his friends can let him just be Joe. **F** *This warm, funny, uncompromising picture book challenges the idea of disability as automatically “inspirational”.*

4. Expensive but entirely worth it, this spectacular retelling of the Persian invasion of Greece from the perspective of Golgo, a Spartan queen, marries a numinous sense of classical legend with satisfyingly grim accounts of Spartan training, warfare and sacrifice. Cockroft's stark, bold, white-eyed illustrations amplify the sense of wonder rooted in strange reality as Golgo grows up to lead her people in the impossible task of resisting the Persian force. **E** *A tour de force for 9+ mythology and military history fans.*

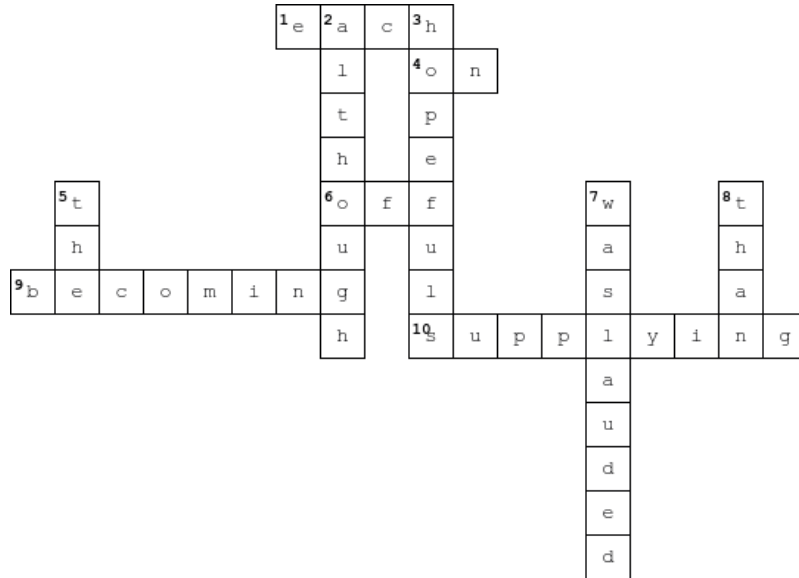
5. Kicking off a new comic series for readers of 5+, this candy-coloured interactive romp features a problem-solving girl and a cute, lost little creature called a Chaffy. Can you help Max find a whole heap of lost property – and figure out where Chaffy really belongs? **A** *Adorably addictive.*

6. Ning hears fearsome tales of the night spirits – but what Ning fears most is talking to other people. When he meets a small, blue spirit who needs his help, however, he finds the courage to make human friends for the first time. **D** *A sweet, glowing picture-book story of loneliness and bravery.*

## **Блок 3**

*15 баллов*





ИЛИ

Across	Down
1. Each	2. although
4. on	3. hopefuls
6. off	5. the
9. becoming	7. was lauded
10. supplying	8. than

ИЛИ

1. Each
2. although
3. hopefuls
4. on
5. the
6. off
7. was lauded
8. than
9. becoming
10. supplying

5 баллов за соответствия

- |   |   |   |
|---|---|---|
| 1 | F | to be more than one type of minority.   |
| 2 | A | emigrated to such places as Africa, the Caribbean islands, and Great Britain. |
| 3 | B | established themselves successfully in their new surroundings.                |
| 4 | D | to be economic minorities.  |
| 5 | E | to be ethnic minorities.  |

#### Блок 4

10 баллов

You are going to read an extract from a **speech** of historic importance. **Analyse** the language and facts presented in it.

**Prove** that the person this text is hypothetically attributed to was NOT the speaker delivering this speech in reality.

**Guess** and **write** who WAS the person delivering this speech. Make sure you spell the name correctly. Write **70-80 words** using **3-4 facts or language peculiarities** from the text showing that it is not possible that this speech was delivered by the said person.

**Was this speech made by Barack Obama (born 1961, 44th president of the US)?**

**Now it is not an accident that one of the great marches of American history should terminate in Montgomery, Alabama.** Just **ten years ago, in this very city, a new philosophy was born of the Negro struggle.** Montgomery was the first city in the South in which the entire Negro community united and squarely faced its age-old oppressors. Out of this struggle, more than bus [de]segregation was won; a new idea, more powerful than guns or clubs was born. Negroes took it and carried it across the South in epic battles that electrified the nation and the world.

Yet, strangely, the climactic conflicts always were fought and won on Alabama soil. After Montgomery's, heroic confrontations loomed up in Mississippi, Arkansas, Georgia, and elsewhere. But not until the colossus of segregation was challenged in Birmingham did the conscience of America begin to bleed. White America was profoundly aroused by Birmingham because it witnessed the whole community of Negroes facing terror and brutality with majestic scorn and heroic courage.

[...]

Once more the method of **nonviolent resistance** was **unsheathed from its scabbard**, and once again an entire community was mobilized to confront the adversary. And again the **brutality** of a dying order **shrieks** across the land. Yet, Selma, Alabama, became a shining moment in the conscience of man. If the worst in American life lurked in its dark streets, the best of American instincts arose passionately from across the nation to overcome it. There never was a moment in American history more honorable and more inspiring than the pilgrimage of clergymen and laymen of every race and faith pouring into Selma to face danger at the side of its embattled **Negroes**.

Нет, автор **Martin Luther King, Jr.**

**Блок 5**  
55 баллов

**Критерии оценивания письменной речи**

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Вступление	Место музеев в современной мировой культуре логично обосновано, обучающий потенциал логично описан	2	Присутствует, обоснование нелогичное/недостаточно развито	1	
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	Выбор активностей соответствует тематике	2	Присутствует, не соответствует	1	

	Целевая аудитория подходит выбранной тематике	2	Обозначена, не подходит	1	
	Организационные детали логично отражают музейные реалии и выбранную тематику	2	Присутствуют, не отражают	1	
<i>Если компонент структуры отсутствует</i>					0
Стиль	Формальный/полужурналистский	1	Не соблюдается	0	
Связующая лексика	Присутствует, соответствует логике повествования	1	Отсутствует или не соответствует логике повествования	0	
Деление на абзацы, подзаголовки	Присутствуют, соответствуют логике повествования	1	Отсутствуют или не соответствуют логике повествования	0	
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<b>Языковая составляющая</b>		<b>30 макс</b>			
5 слов/фраз, выделенных в материале использованы верно И с грамматической И с лексической точки зрения		<b>5</b>			
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Лексика		2 балла за каждую ошибку			
Грамматика		2 балла за каждую ошибку			
артикли, пунктуация, орфография		1 балл за каждую ошибку			
<i>рекуррентные ошибки учитываются 1 раз</i>					
тавтология, лексическая избыточность		вычит 2 балла за каждый повтор			

*в случае несоответствия содержанию содержанию задания работа получает 0 балла*