

МИНОБРНАУКИ РОССИИ



Федеральное государственное бюджетное образовательное учреждение  
высшего образования  
«Российский государственный гуманитарный университет»  
(ФГБОУ ВО «РГГУ»)

**ОЛИМПИАДА РГГУ ДЛЯ ШКОЛЬНИКОВ ПО ИНОСТРАННОМУ ЯЗЫКУ**

**АНГЛИЙСКИЙ ЯЗЫК**

**2023/2024 учебный год**

**ОТВЕТЫ  
КРИТЕРИИ ОЦЕНИВАНИЯ ВЫПОЛНЕННЫХ ЗАДАНИЙ**

**Заключительный этап**

**10 класс**

**Вариант № 24-ОШ-2-10 Английский язык-1**

*На выполнение олимпиадных заданий отводится 150 минут. Вам предлагается выполнить четыре категории заданий. При выполнении заданий внимательно читайте инструкцию к каждому заданию.*

*Максимальное количество баллов за ответы:*

- Часть 1. (Reading) - 30 баллов;
- Часть 2. (Writing) - 30 баллов;
- Часть 3. (Use of English) - 20 баллов;
- Часть 4. (Cultural Studies) - 20 баллов.

**Part 1. Reading**

**You are an editor of a magazine. You have come across an interesting article but some parts of the article have been mixed up. Use the headline and the initial paragraph of the article and put the parts to the title and in the right order so that you should receive the original article.**

**Tasks 001-010. (10 баллов, по 1 баллу за каждый правильно расположенный абзац текста)**

**Article 1.**

**THE STORY OF THE JET AIRLINER –  
AN INVENTION THAT CHANGED THE WAY WE LIVE**

Radlett, near London; April 1951; with a **deafening** roar, a great shining silver aeroplane **hurtles** down the runway outside the De Havilland Company's huge hangers on this airfield just north of London; a minute later, the world's first jetliner, the Comet, is **airborne** for

the first time as the property of a commercial airline, B.O.A.C, the precursor of today's British Airways.

**001. C)** At that moment, few of those on the ground watching the historic take-off could have had any idea of the impact that this new invention was going to have on civilization in the second half of the twentieth century. Yet without the jet plane to carry passengers, be they businessmen, holidaymakers, politicians or even whole armies, over vast distances at high speed, the world in which we now live would be a very different place. The Comet that took to the skies that day, after a year of test flights, was of course not the first jet plane.

**002. D)** It was in the year 1930 that an English engineer called Frank Whittle had patented the first jet engine; but in an all-too common British twentieth-century manner, Whittle and others failed to grasp the commercial and military potential of his invention, and it was a German company, Heinkel, who actually produced the first jet aircraft, in 1937.

**003. B)** The first British jet aircraft to fly was an adapted version of the Gloster E-28 in 1941; but in the fever of the war years, priority was given not to developing experimental aircraft, but to mass producing those propellor planes, such as the famous Spitfire, whose performance was guaranteed. Thus, it was not until 1944 that the world's first two real jet aircraft appeared, the Messerschmitt Me 262 in Germany, and the Gloster Meteor in England. In the immediate post-war years, with the German aircraft industry out of action, development of jet aircraft technology progressed rapidly in Britain, as did aircraft design in general; and within three years of the ending of the war, the De Havilland company was working on its great project, the first passenger jetliner. A year after being handed over to BOAC, the Comet entered commercial service, with a flight from London to Johannesburg; but it was a premature beginning. Within two years, two Comets crashed in mysterious circumstances, and all existing planes were grounded. The cause of the problem was soon identified: it was metal fatigue, a problem that had not existed with the smaller lighter aircraft of earlier times.

**004. E)** By 1955, a solution had been found, Comets were able to take to the skies again, and international jet services were reintroduced between London and major destinations; this time, the age of jet air travel had really begun. A pioneering aircraft, the Comet, however, was not a big commercial success. Over in the USA, Boeing had been working on an American jetliner, and within weeks of the reintroduction of Comet services by BOAC, the first Boeing 707's came into service. Stimulated by sales on the vast North American market, the 707 was soon established as the world's leading jetliner, pushing Boeing to the top as undisputed world leader in its field. The Comet, France's Caravelle, and later Britain's Vickers VC 10, products of sophisticated but small national aerospace industries, could not hope to compete in the world markets against the domination of Boeing; and it was their relative failure that eventually forced national governments to support the creation of Europe's first really successful manufacturer of jetliners, the Airbus Consortium.

**005. A)** Today, thanks to a steady increase in the size of aircraft and an improvement in their efficiency, the cost of air travel has fallen by over 80% since the first Comet flights over half a century ago. Once the exclusive reserve of a privileged few, air travel has become a very ordinary event, and in North America at least, something that is considerably more of a part of everyday life than taking the train. Thanks to cheap and rapid air travel, allowing businessmen and politicians to travel vast distances at relative ease, the nature of trade and international relations has changed profoundly. Sixty years ago, international meetings of heads of state were rare events; today they are daily occurrences; sixty years ago, few people from Northern Europe had ever seen the Mediterranean, and today's holiday resorts like Torremolinos or Cap d'Agde were just sleepy fishing ports; in military terms, the idea of a "rapid reaction force" was unheard of. But maybe the Golden Age of the jet plane is already behind us. Concorde, the fabulous supersonic "white bird" has come and gone; and since Covid appeared, most, if not all, of the world's Airbus A380 "super-jumbos" have remained on the ground, too big for the needs of a declining air travel market. So much has changed since 1950, that it leaves one wondering what people will be doing in 2050....

TASK	KEYS
001.	C
002.	D
003.	B
004.	E
005.	A

## Article 2.

### THE ELECTRIC CAR REVOLUTION: IS IT REALISTIC OR OPTIMISTIC?

Electric vehicles have arrived. With technology led by Tesla, and all of the world's major car manufacturers following along behind, electric vehicles are now a common sight on the roads of most developed countries. Yet the situation in less developed countries is rather different; the only African country to have started the change to electric vehicles is South Africa and even there, electric vehicle sales still account for less than 1% of the total. In South America, the situation is better, with all Latin American countries beginning the move towards electric vehicles, particularly Columbia which, in 2020, had a third of the continent's total electric car fleet. In India the government is promoting the purchase of electric vehicles with tax exemptions and other incentives. So electric cars have arrived, and their share of the market is increasing almost worldwide.

**006.** D) Does this mean, therefore, that the world is on track to phase out the use of petrol-driven vehicles in less than thirty years? And does it mean that electric vehicles are the sustainable solution to our transport needs for the second half of the century? Unfortunately, to the disappointment of some people, the answer to both of these questions has to be "no". The massive development of electric vehicles can only be possible if two conditions are met. Firstly, the expansion of electric vehicle manufacturing is dependent on the fragile ability of manufacturers to source vastly increased quantities of vital components and elements without which electric vehicles cannot operate; these include lithium, cobalt and "rare earths" such as neodymium and tantalum, as well as silicon chips which have already been in short supply since 2020. Secondly, few countries currently have electricity grids that are anywhere near being able to cope with the huge increase in demand for electricity that will accompany any rapid growth in electric vehicle ownership. Without adequate supplies of all the vital ingredients of electric motors and batteries, or without power supplies that are able to provide the electricity required to recharge millions of electric batteries every day (as well as supplying the current we need for everything else, such as lighting, heating, trains and electric devices), the electric car revolution will run up against insoluble problems in all but the most developed countries.

**007.** E) Governments and vehicle manufacturers are fully aware of these issues, but the consensus among policy-makers seems to be that somehow technology will come up with the answers, as it often has in the past. Analysts also predict that changing social attitudes and environmental awareness will lead to a reduction in private vehicle use and a fall in the numbers of vehicles on the roads. This prediction is likely to be right, though not necessarily for those reasons alone; any shortage of essential components will force up the cost of electric vehicles, and any shortage of battery recharging facilities or capacity will discourage people from buying electric vehicles, leading to a fall in the number of vehicles on the roads. Ultimately the success of the transition to electric powered vehicles will depend on advances in technology in three fields; the weight of batteries, the amount of power that they can produce, and the speed at which they can be recharged... or exchanged. It may surprise you to learn that electric vehicles are not a new idea; indeed, at the start of the automobile age in the late 19th century, America had as many electric cars as gas-driven cars, and New York's biggest taxi company used electric vehicles. In order to keep their taxis on the road when the batteries ran low, they set up battery points at strategic locations where instead of recharging their batteries, drivers would just

exchange them for fully recharged ones, a process that took no longer than refilling with gasoline.

**008. A)** Thus battery exchange stations, rather than battery recharging points, may perhaps solve the problem of slow recharging times which currently prevents owners taking their electric vehicles on long trips. Yet battery exchange is not an option with today's large heavy batteries. While the latest generation of Lithium-ion batteries are almost twice as efficient as the batteries being used just five years ago, they remain big and heavy. Before batteries can become easy to exchange, a quantum leap in battery technology is needed, one which will allow batteries to store much larger amounts of electricity in much smaller and lighter units. Teams of top electrical engineers in universities and private laboratories worldwide are working on battery technology, and progress has been rapid.... New types of lithium batteries are being developed, but the radical discovery that will revolutionize battery design is still to be made.

**009. C)** As for the availability of clean renewable electricity in sufficient quantities to cope with demand from all the world's electric vehicles, progress in this direction is already underway. Ideally, notably in hot countries and outside cities, recharging points will be autonomous, generating their own electricity from solar panels and wind or water turbines and storing it either mechanically or in high-powered batteries. The technology already exists, and a California company, Beam Global, recently installed 30 solar-powered recharging stations in sunny parts of the state.

**010. B)** So are people who believe in the ability of technology to solve all our problems being realistic, or over-optimistic? And will other problems such as environmental issues and the availability of vital materials throw a **spanner** in the works? Will all the world's countries be able to complete the electric vehicle revolution, or will the world's poorer nations get left behind.... yet again? For the time being, progress is upwards, but can it continue? In terms of volume, the electric vehicle revolution has only just got **underway**.

TASK	KEYS
<b>006.</b>	<b>D</b>
<b>007.</b>	<b>E</b>
<b>008.</b>	<b>A</b>
<b>009.</b>	<b>C</b>
<b>0010.</b>	<b>B</b>

**Tasks 011-020. (10 баллов, по 1 баллу за правильный ответ на каждый вопрос).**

**Reread the two assembled texts. Choose the meaning the words and phrases in bold have in one of the texts.**

**011.** The underlined word "**vehicles**" means the same as:

- A. means of travel
- B. means of expression
- C. means of communication
- D. means of transport**

**012.** The underlined word "**spanner**" means the same as:

- A. wrench**
- B. screwdriver
- C. plier
- D. pipe

013. The underlined word "airborne" means the same as:

- A. in ruins
- B. in reverse
- C. in the air**
- D. in swamps

014. The underlined word "sustainable" means the same as:

- A. maintained oneself against
- B. kept at low level
- C. maintained at a steady level**
- D. kept at a high level

015. The underlined word "insoluble" means the same as:

- A. dissolve
- B. dissoluble
- C. dissolute
- D. impossible to solve**

016. The underlined word "precursor" means the same as:

- A. disciple
- B. predecessor**
- C. heir
- D. student

017. The underlined word "deafening" means the same as:

- A. flashily
- B. soundly
- C. quietly
- D. noisily**

018. The underlined word "fatigue" means the same as:

- A. exhaustion**
- B. ending
- C. failure
- D. laziness

019. The underlined word "hurtles" means the same as:

- A. goes narrow
- B. goes wide
- C. goes very fast**
- D. goes even

020. The underlined word "underway" means the same as:

- A. returned to a former state
- B. started out
- C. started in progress**
- D. started off

**Tasks 021-030. (10 баллов, по 1 баллу за правильный ответ на каждый вопрос)**

Here is a summary of the article “*The story of the jet airliner - an invention that changed the way we live*”. However, it contains some vocabulary, grammar and factual errors. Decide which of the sentences contain an error if any. There can be more than 1 error in a sentence. Some sentences do not have errors at all. If there are no errors in the sentence choose “0”.

**021.** The first British jet aircraft to fly was an adapted version of the Gloster E-28 in 1941.

- A. 0
- B. 1
- C. 2
- D. 3
- E. 4
- F. 5

**022.** In the fever of the war years, priority was given not to mass producing the propellor planes, such as the famous *Spitfire*, but to developing experimental aircraft.

- A. 0
- B. 1**
- C. 2
- D. 3
- E. 4
- F. 5

**023.** So it was not until 1944 that the world's first two real jet aircraft appear, the Messerschmitt *Me262* in Germany, and the Gloster *Meteor* in England.

- A. 0
- B. 1**
- C. 2
- D. 3
- E. 4
- F. 5

**024.** In the immediate post-war years, with the German aircraft industry out of action, development of jet aircraft technology progressed rapid in Britain, as did aircraft design on general.

- A. 0
- B. 1
- C. 2**
- D. 3
- E. 4
- F. 5

**025.** Within five years, two Comets crashing in mysterious circumstances, and all existed planes were ground.

- A. 0
- B. 1
- C. 2
- D. 3
- E. 4**
- F. 5

**026.** The case of the problem soon identified: it was metal fatigue, a problem that had not existed with the smaller lighter aircraft of earlier times.

- A. 0
- B. 1
- C. 2**
- D. 3
- E. 4
- F. 5

**027.** By 1935, a solution had been found, Comets were able to take to the sky again, and international jet services were reintroduced between London and major destiny; this time, the age of jet air travel had really begun.

- A. 0
- B. 1
- C. 2
- D. 3**
- E. 4
- F. 5

**028.** Air travel has become a very ordinary event, and in North America at least, something that is considerably more of a part of everyday life than taking the train.

- A. 0**
- B. 1
- C. 2
- D. 3
- E. 4
- F. 5

**029.** Thanks cheap and rapid air travel, allowing businessmen and politicians to travel vast distances at relatively ease, the nature of trade and international relations have changed profoundly.

- A. 0
- B. 1
- C. 2
- D. 3**
- E. 4
- F. 5

**030.** For millions of people, particularly in the United States of America, boarding a jet plane for a quick journey to a city many hundreds or even thousands of miles away, is very much a routine act... or at least it was until Covid-19 struck.

- A. 0**
- B. 1
- C. 2
- D. 3
- E. 4
- F. 5

## Part 2. Writing

**Tasks 031-035. (10 баллов, по 2 балла за каждое правильно составленное предложение)**

Use the following separate words in the order given to write a coherent sentence, based on information in the article “The electric car revolution: is it realistic or optimistic?” You may change the form of the given words. You may use your sentences as parts of your outline for your commentary on the article “The electric car revolution: is it realistic or optimistic?”

031. vehicles/ sustainable/ transport needs

032. electric car revolution/ run up/ problems/ countries

033. success of transition/ depend/ three fields

034. quantum leap/ technology/ need

035. electric/ vehicle revolution/ underway

**Task 036. (Максимальное количество - 20 баллов)**

Write your commentary on the article “The electric car revolution: is it realistic or optimistic?” Your commentary is to be between 180-200 words. You are not allowed to cite from the original text pieces longer than 4 words running. Your text should contain various points of view, including your own.

To fulfill the task successfully you are:

- to briefly convey the content of the article;
- to mention various/possible views of the issue;
- to divide your text into logically connected paragraphs.

### КРИТЕРИИ ОЦЕНИВАНИЯ ЗАДАНИЯ «ПИСЬМЕННАЯ РЕЧЬ (WRITING)»

#### Задания 031-035

Предложение оценивается в **2 балла**, если предложение не содержит грамматических, лексических, орфографических ошибок. В предложении использованы все заявленные элементы, не нарушен их порядок, данный в задании (для английского языка). Предложение не является цитатой из текста.

Предложение оценивается в **1 балл**, если предложение не содержит грамматических, лексических ошибок, но допущена одна орфографическая ошибка.

В предложении использованы все заявленные элементы, не нарушен их порядок, данный в задании (для английского языка). Предложение не является цитатой из текста.

#### Задание 036

Максимальное количество баллов: 20

**Внимание! При оценке 0 по критерию «Решение коммуникативной задачи» выставляется общая оценка 0.**



**БАЛЛЫ:**

- **РЕШЕНИЕ КОММУНИКАТИВНОЙ ЗАДАЧИ** – максимум 10 баллов;
- **ОФОРМЛЕНИЕ** – максимум 10 баллов.

Общая итоговая оценка выводится на основании критериев, приведённых в таблице: композиция, лексика, грамматика, орфография и пунктуация

Коммуникативная задача	Композиция	Лексика	Грамматика	Орфография	Пунктуация
Решение коммуникативной задачи (максимальная оценка 10 баллов)	Композиция (максимум 2 балла)	Лексика (максимум 3 балла)	Грамматика (максимум 3 балла)	Орфография (максимум 1 балл)	Пунктуация (максимум 1 балл)

**Коммуникативная задача полностью выполнена (10 баллов)** – содержание раскрыто полно, точно и интересно, языковое наполнение соответствует заявленному уровню.

Работа участника содержит:

- есть вступление – 2 балла
- представлены разные точки зрения – 1–2 балла;
- представлена своя точка зрения – 1–2 балла;
- представлены обоснованные аргументы 1–2 балла;
- объём работы либо соответствует заданному, либо отклоняется от заданного не более чем на 10 % – 2 балла.

**Оформление:****Композиция - 2 балла.**

Работа не имеет ошибок с точки зрения композиции: представлены введение, основная часть и заключение. Соблюдена логика высказывания. Средства логической связи присутствуют и используются правильно. Текст правильно разделён на абзацы.

**Лексика - 3 балла.**

Участник демонстрирует богатый лексический запас, необходимый для раскрытия темы, точный выбор слов и адекватное владение лексикой. Работа не имеет ошибок с точки зрения лексического оформления.

**Грамматика - 3 балла.**

Участник демонстрирует грамотное и уместное употребление грамматических структур в соответствии с коммуникативной задачей. Работа имеет 1 негрубую ошибку с точки зрения грамматического оформления.

**Орфография и пунктуация - 2 балла.**

Участник демонстрирует уверенное владение навыками орфографии и пунктуации. Работа не имеет ошибок с точки зрения орфографии. В работе могут быть 1–2 пунктуационные ошибки, не затрудняющие понимание высказывания.

**Коммуникативная задача раскрыта частично** - тема раскрыта, однако в работе отражены не все аспекты. Отсутствие каждого аспекта приводит к потере 2 баллов. Если аспекты присутствуют, но раскрыты не развернуто, то выставляется только 1 балл.

При отсутствии любых 4 аспектов из 1 – 6 выставляется оценка «0» по критерию «Решение коммуникативной задачи».

**Оформление:**

**Композиция - 1 балл.**

В целом текст имеет чёткую композицию. Однако в делении текста на абзацы имеются 1–2 нарушения. Допущены 1–2 ошибки при использовании средств логической связи и/ или 1–2 нарушения логики высказывания.

**Лексика - 2 балла.**

Участник демонстрирует богатый лексический запас, необходимый для раскрытия темы, точный выбор слов и адекватное владение лексикой. В работе имеются 1–2 незначительные (негрубые) лексические ошибки, не затрудняющие понимание текста.

**Грамматика - 2 балла.**

Участник демонстрирует грамотное и уместное употребление грамматических структур. В работе имеются 2 незначительные (негрубые) грамматические ошибки, не затрудняющие понимание высказывания.

**Орфография и пунктуация - 1 балл.**

В тексте присутствуют орфографические (1–3) и/или пунктуационные ошибки (3–4), которые не затрудняют общее понимание текста.

**Коммуникативная задача не выполнена (0 баллов)** – отсутствуют необходимые аспекты

**ИЛИ объём высказывания менее 162 слов.**

**Part 3. Use of English**

**Tasks 037-046. (20 баллов, по 2 балла за правильный ответ)**

**Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. DO NOT CHANGE the word given. DO NOT USE SHORT FORMS. The number of words you should write is specified in the sentence.**

*The example (0) is done for you.*

(0) The pass rate for the exam is 3% lower this year than it was last year.

**fall**

There has ..... in the pass rate for the exam this year. (4 words)

= There has **been a slight fall** in the pass rate for the exam this year.

**037.** Reading a thriller is far more enjoyable if you don't know the ending.

**nowhere**

Reading a thriller is \_\_\_\_\_ fun if you already know the ending. (4 words)

= **nowhere near as much**

**038.** I had only just got home when the phone rang.

**sooner**

No \_\_\_\_\_ the phone rang. (6 words)

= **sooner had I got home than**

**039.** The government has banned all exports to the country except for food and medicine.

**exception**

The government has banned all exports to the country \_\_\_\_\_ food and medicine.  
(4 words)

= **with the exception of**

**040.** They didn't mention the subject of unpaid holidays until the end of the interview.

**bring**

Not until the end of the interview \_\_\_\_\_ the subject of unpaid holidays. (4 words)

= **did they bring up**

**041.** The accident happened because someone was very careless.

**caused**

Sheer \_\_\_\_\_ happen. (5 words)

= **carelessness caused the accident to**

**042.** Someone is making a new pair of dining room curtains for us.

**made**

We \_\_\_\_\_ for the dining room. (8 words)

= **are having a new pair of curtains made**

**043.** Kerry didn't send us any postcards during her travels through Argentina.

**one**

Not \_\_\_\_\_ during her travels through Argentina. (6 words)

= **one postcard did Kerry send us**

**044.** When I tried to make changes to the school timetable, I was faced with a lot of opposition.

**against**

When I tried to make changes to the school timetable, I \_\_\_\_\_ a lot of opposition.  
(3 words)

= **came up against**

**045.** We never agreed on anything to do with the children's education.

**eye**

We never \_\_\_\_\_ came to the children's education. (5 words)

= **saw eye to eye when**

**046.** The children agreed they would each tidy the playroom on alternate days.

**turns**

The children agreed \_\_\_\_\_ to tidy the playroom. (5 words)

= **to take it in turns**

#### **Part 4. Cultural Study**

**Tasks 047-056. (20 баллов, по 2 балла за каждый правильный ответ)**

**Now show how well you know English-speaking countries. Read the article and choose the correct option to complete the text.**

## The Growth of Parliaments

The English parliament grew increasingly complex and differentiated in the time after (047. \_\_\_\_\_). Edward II's ineffectiveness and Edward III's interest in foreign wars rather than administration created (048. \_\_\_\_\_) in the kingdom's government that Parliament partially filled. Increased taxation also led to the (049. \_\_\_\_\_) of Parliament as a tax-approving institution.

In the early 14th century, attendance at Parliament began to be seen not simply as a matter of the king issuing an invitation. Instead, members of certain families, so-called (050. \_\_\_\_\_) of Parliament, asserted that they possessed a hereditary right to be summoned. The difference between peers and ordinary (051. \_\_\_\_\_) led to increased legal and social stratification within the landed class and a growing separation between the different elements of Parliament.

Originally, parliaments had included representatives from the lower (052. \_\_\_\_\_), but they now met at their own convocations, a sort of parliament for the English church. There was also a gradual division between those holding baronies from the king—bishops, abbots, and peers—and others that eventually developed into the division between (053. \_\_\_\_\_).

After (054. \_\_\_\_\_), the representatives of the counties and boroughs, or towns, began to be invited to every parliament, rather than only occasionally. However, the lords continued to dominate politically, while the commons were expected to petition rather than be the actual decision makers. The (055. \_\_\_\_\_) parliament grew in a similar fashion, although its growth is not as well documented or as dramatic as the English.

It began as a council of the king's advisers, supplemented by the leading nobles, bishops, and other leaders of the realm. These full parliaments could advise the king, and on some occasions, magnates could even publicly speak against the king's policies. Like its English contemporary, the Scottish parliament made laws, ratified treaties, and settled legal disputes. Although kings summoned parliaments, they were not dependent on kings to meet: Parliaments met and had an active role in the governance of the realm during royal minorities or when a king was held (056. \_\_\_\_\_).

**047.**

- A. James IV
- B. Edward I**
- C. George III
- D. Edward II

**048.**

- A. a hollow
- B. a gap**
- C. a trap
- D. a pit

**049.**

- A. weakening
- B. depression
- C. strengthening**
- D. reduction

**050.**

- A. owners
- B. peers**
- C. peasants
- D. sirs

**051.**

- A. knights**
- B. merchants
- C. marshals
- D. judges

**052.**

- A. clerks
- B. clergy**
- C. cleaners
- D. clerestory

**053.**

- A. the House of Representatives and the Senate
- B. the House of Lords and Archbishops
- C. the House of Representatives and the House of Commons
- D. the House of Lords and House of Commons**

**054.**

- A. 1427
- B. 1327**
- C. 1527
- D. 1227

**055.**

- A. Irish
- B. Welsh
- C. British
- D. Scottish**

**056.**

- A. captive**
- B. office
- C. the stage
- D. valid

МИНОБРНАУКИ РОССИИ



Федеральное государственное бюджетное образовательное учреждение  
высшего образования  
«Российский государственный гуманитарный университет»  
(ФГБОУ ВО «РГГУ»)

**ОЛИМПИАДА РГГУ ДЛЯ ШКОЛЬНИКОВ ПО ИНОСТРАННОМУ ЯЗЫКУ**

**АНГЛИЙСКИЙ ЯЗЫК**

**2023/2024 учебный год**

**ОТВЕТЫ  
КРИТЕРИИ ОЦЕНИВАНИЯ ВЫПОЛНЕННЫХ ЗАДАНИЙ**

**Заключительный этап**

**10 класс**

**Вариант № 24-ОШ-2-10 Английский язык-2**

*На выполнение олимпиадных заданий отводится 150 минут. Вам предлагается выполнить четыре категории заданий. При выполнении заданий внимательно читайте инструкцию к каждому заданию.*

*Максимальное количество баллов за ответы:*

- Часть 1. (Reading) - 30 баллов;
- Часть 2. (Writing) - 30 баллов;
- Часть 3. (Use of English) - 20 баллов;
- Часть 4. (Cultural Studies) - 20 баллов.

**Part 1. Reading**

**You are an editor of a magazine. You have come across an interesting article but some parts of the article have been mixed up. Use the headline and the initial paragraph of the article and put the parts to the title and in the right order so that you should receive the original article.**

**Tasks 001-010. (10 баллов, по 1 баллу за каждый правильно расположенный абзац текста)**

**Article 1.**

**COLLEGE SPORT**

If American athletes so often take the greatest number of medals, if American scientists and thinkers win so many Nobel prizes and other awards, and American businesses dominate the world, it is largely down to one word: competition.

**001. C)** Since the days of the pioneers, competition has been at the heart of the American way of life; and in today's USA, there are probably few areas where the competitive spirit is stronger than in the world of colleges and universities. Rivalry between institutions is intense, and nowhere is this more true than on the sports field. Successful sports teams can be enormous *assets* to a college's reputation and public image, which explains why many go to incredible lengths to attract and recruit top high-school athletes. There is a growing feeling, however, that in many cases they go too far. Recent media reports have focused on the extremely high drop-out rate among college sports scholars. While some abandon their education to take up **lucrative** professional contracts, most leave college with no degree, and no hope of entering the elite world of professional sport either. Pressured to achieve results in their sport, many have had no option but to put academic study **on the back burner**. Their situation was recently highlighted by Rep. Ron Wilson, a Texas Democrat, who claims that colleges and universities are cheating many student athletes of a proper education. "They **entice** them in with all kinds of promises of fame and fortune, they get them at university, and then only one out of ten of them graduates," he said. "The system doesn't really care about them."

**002. A)** One thing the system does care about, on the other hand, is money. College sport is big money in the USA, and the prestige attached to high performance athletes, and the colleges they represent, is enormous. NCAA (National College Athletic Association) rules state clearly that all college athletes must be amateurs, yet college sport is a multi-billion dollar business. Though it is registered as a tax-exempt charity, the NCAA itself had a budget of 18.9 billion dollars in 2019. One major source of income for the NCAA is a \$6 billion college basketball contract with CBS television, an 11-year deal signed in 1999 and renewed for a further \$8.8 billion in 2014.

**003. D)** This and other expensive contracts have drawn a lot of criticism. Faculty members in many colleges have complained of the enormous sums of money spent on extensive high-quality sports facilities; and many students are increasingly bitter about the favors bestowed upon college sports champions. Though it concerned a high school, not a university, the notorious 1999 massacre at Columbine High School was all about sport. One of the reasons that led Eric Harris and Dylan Klebold to go on their killing **sprees** was their resentment at the privileges and status enjoyed by the "jocks", the heroes of the school's sports teams. Had they waited a year or two, Harris and Klebold might have emptied their guns on a university campus, not in a high school. The argument about the role and status of college athletes is one that preoccupies many students, athletes or not. It only takes a few minutes' searching on the Internet to turn up sites and discussion groups on the subject. The biggest issue right now seems to be the question of whether college athletes should be paid, like professionals. NCAA rules are quite clear on this point.

**004. B)** Apart from their sports scholarships, college athletes are not allowed to "receive any salary, incentive payment, award, gratuity, educational expenses or expense allowances" nor "use athletics skills for pay in any form". In reality, the situation is often very different, with many high-performance college athletes receiving undeclared benefits including free prestige cars (such as a BMW) and free housing. Judging by comments on Internet forums, most college athletes think they deserve to be paid. Robert Krot, a basketball scholar, wrote: "I play college basketball, and I **barely** have time to do anything. There is no way I could hold a job. I don't come from a wealthy background, so I have to make do with what I have. College athletes should be paid."

**005. E)** But another writer, called Joss, disagrees; "The value of money is far greater than you think, it can mess up your mind. I know, because I play basketball; but you know, what I am also trying to become is a microbiologist, because I know I am not guaranteed to be drafted into the NBA." If, in the years to come, college athletes do get the right to benefit from professional sponsorship, few people will be terribly surprised. Corporate sponsorship of university laboratories has helped the USA become world leader in scientific research. Corporate

sponsorship of college sport is just another step in the same direction..... or at least, that is what some people say.

TASK	KEYS
001.	C
002.	A
003.	D
004.	B
005.	E

## Article 2.

### RODEO - THE SPORT OF THE WEST

Rodeo is to America what bull-fighting is to Spain or horse-racing is to Britain: the nation's most popular animal sport, and a very popular sport at that. Paul Denman recently spent a day at the Deschutes County Fair, in Redmond Oregon, and joined hundreds of Oregonians to watch the highlight of the fair, the annual Deschutes Rodeo.

**006. D)** At 1 p.m. the air is still, heavy with a confusion of smells that drifts among the stalls and the barbeques, the animal enclosures and the ice-cream vendors. In the hot midday sun, the fair throngs with visitors, but there's little shade to sit in, just narrow strips of shadow alongside the buildings and the tents. All around, the music is playing while kids **run riot** and stall-holders beckon passing visitors with their colorful displays.

**007. C)** Then, as the time moves towards 2.30, there is a new sense of excitement in the air: people are no longer moving round randomly, but heading in the same direction, towards the dusty arena to the south of the showground. It's almost time for the rodeo! Here at last there is shade for everyone: the grandstand, with its tiered seating, rapidly fills up, as thousands of fair-goers pile in, eager for a good view of the excitement that is soon to begin.

**008. E)** For some people it has already begun. Microlight kids on minuscule ponies are cavorting round the empty arena, while a handful of cowboys, astride impeccably trained horses, walk or trot sedately round the ring. Suddenly a little blonde girl, hardly four feet tall, careers into view, riding bareback at the speed of light on bright white pony. No-one pays much attention. The folk in the stands are too busy talking about horses and rodeo-riders, discussing the last rodeo, predicting the winners of the next. Somehow, as someone who has not been brought up in the company of horses, I feel slightly out of place, as if everyone here except me knows everything about what is going on. I had been to a couple of rodeos before, including the biggest of them all, Canada's Calgary Stampede; but the other rodeos I had been to were put on for the tourists. Not this one; in central Oregon, there are few tourists. Rodeos here are for the locals, people who know them and understand them; most of the folk round me are from Redmond, or Prineville or Madras or Bend, certainly not from Europe! Then action: suddenly the gates at the end of the arena burst open, and a posse of flag-carrying girls erupts into view, circling the arena in formation on shining dark ponies. Dressed in patriotic red white and blue, courtesy of Pepsi-Cola, the girls come to a stop in the middle of the ring, as the crowd rise to their feet, the men take off their **stetson** hats, and everyone joins in the singing of God Bless America. The rodeo has begun!

**009. A)** For the next couple of hours, spectators watch with excitement as local heroes perform feats of dexterity on the backs of **bucking** animals! While some show their skills at calf roping — catching a running calf with a lasso and tying it up in just a few seconds — others demonstrate their **daredevil** skills by riding untamed broncos or bounding round on the backs of enormous raging bulls. As intrepid riders master or fall off their wild mounts, the crowd cheer wildly or aah in apprehension, then burst into laughter as the obligatory clown, the matador of the rodeo, distracts the attention of the raging animals while mounted cowboys round them up, calm them **down**, and coax them away into the pens from which they originally emerged, their



day's work over. Katie Sharpe, 21, the local Rodeo Queen, does a lap of honour, then participates in the ladies' events; but in this macho part of the world, the ladies do not get to **pit themselves** against untamed bulls and broncos! That's men's stuff! Katie and the other young ladies show their skills at "barrel racing", hurling their horses at breakneck speed round a triangular shaped race-course, marked out with barrels, in the middle of the arena. It's not as dramatic as bull-riding, but it's exciting, and the crowd roar their approval.

**010. B)** As the sun falls lower in the sky and the shadows begin to lengthen, the final rounds of calf-roping and saddle-bronco riding bring another half hour of thrills and spills before the commentator finally announces that the Rodeo is drawing to an end. The last prizes are handed out, the last riders leave the arena, and the show is over. As the spectators pick up their belongings and move slowly towards the exits, the kids on their ponies come back again for another few minutes as imaginary champions, tomorrow's local heroes in the arena of the stars. Here, it seems, if rodeo does not flow in the blood, at least it's all in the family.

TASK	KEYS
006.	D
007.	C
008.	E
009.	A
0010.	B

**Tasks 011-020. (10 баллов, по 1 баллу за правильный ответ на каждый вопрос).**

**Reread the two assembled texts. Choose the meaning the words and phrases in bold have in one of the texts.**

**011.** The underlined word "**barely**" means the same as:

- A. **hardly**
- B. freely
- C. very
- D. almost

**012.** The underlined word "**entice**" means the same as:

- A. include
- B. **attract**
- C. estrange
- D. dispose

**013.** The underlined word "**lucrative**" means the same as:

- A. luxurious
- B. **profitable**
- C. expensive
- D. rich

**014.** The underlined word phrase "**on the back burner**" means the same as:

- A. **give low priority to**
- B. give high priority to
- C. set a priority
- D. take priority of smth.

015. The underlined word "spree" means the same as:

- A. achievement
- B. advent
- C. adventure**
- D. venture

016. The underlined word "daredevil" means the same as:

- A. careful
- B. chary
- C. intrepid**
- D. fearful

017. The underlined word "bucking" means the same as:

- A. jumping rope
- B. jumping up and down**
- C. jumping with joy
- D. jumping over a fence

018. The underlined word "pit themselves" means the same as:

- A. struggle**
- B. match
- C. oppose
- D. argue

019. The underlined word "stetson" means the same as:

- A. cocked hat
- B. squash hat
- C. cowboy hat**
- D. red hat

020. The underlined word phrase "run riot" means the same as:

- A. run late
- B. run without control**
- C. run too far
- D. run for luck

**Tasks 21-30. (10 баллов, по 1 баллу за правильный ответ на каждый вопрос)**

**Here is a summary of the article "College Sport". However, it contains some vocabulary, grammar and factual errors. Decide which of the sentences contain an error if any. There can be more than 1 error in a sentence. Some sentences do not have errors at all. If there are no errors in the sentence choose "0".**

021. In today's USA, there are probably few areas where the competitive spirit is weaker than in the world of colleges and universities.

- A. 0
- B. 1**
- C. 2
- D. 3
- E. 4
- F. 5

**022.** Successful sports teams can be enormous assets to a college's reputation and public image, which explain why many go all breadth to attract and recruit top high-school athletes.

- A. 0
- B. 1
- C. 2**
- D. 3
- E. 4
- F. 5

**023.** Recent media reports have focused on the extremely high drops-out rate among college sports scholars.

- A. 0
- B. 1**
- C. 2
- D. 3
- E. 4
- F. 5

**024.** Pressured to achieve results in theirs sport, many have had no option but to put academic study at the back burner.

- A. 0
- B. 1
- C. 2**
- D. 3
- E. 4
- F. 5

**025.** The universities reject them in with all kinds of promises of fame and fortune.

- A. 0
- B. 1**
- C. 2
- D. 3
- E. 4
- F. 5

**026.** College sport is not big money in the USA, and the prestige attached to high performance athletes, and the colleges they represent, is not enormous.

- A. 0
- B. 1
- C. 2**
- D. 3
- E. 4
- F. 5

**027.** NASA rules state clearly that all college athletes must be amateurs.

- A. 0
- B. 1**
- C. 2
- D. 3
- E. 4
- F. 5

**028.** Apart their sports scholarships, college athletes are not allowed "receiving any salary, incentive payment, award, gratuity, educational expenses or expense allowances" nor "use athletics skills for pay in any form".

- A. 0
- B. 1
- C. 2**
- D. 3
- E. 4
- F. 5

**029.** Most college athletes think they deserve to be paid.

- A. 0**
- B. 1
- C. 2
- D. 3
- E. 4
- F. 5

**030.** If, in the years to come, college athletes will do get the right to benefit from professional sponsorship, few people will be terrible surprised

- A. 0
- B. 1
- C. 2**
- D. 3
- E. 4
- F. 5

## Part 2. Writing

**Tasks 031-035.** (10 баллов, по 2 балла за каждое правильно составленное предложение)

Use the following separate words in the order given to write a coherent sentence, based on information in the article "Rodeo - the sport of the west". You may change the form of the given words. You may use your sentences as parts of your outline for your commentary on the article "Rodeo - the sport of the west"

**031.** rodeo / bull-fighting/ horse-racing

**032.** spectators / excitement/ feats of dexterity / bucking animals

**033.** while / skills at calf roping /others / daredevil skills / riding / or / bounding round / bulls.

**034.** final / calf-roping / saddle-bronco riding / thrills and spills / before / commentator / drawing to an end.

**035.** prizes / riders / the show

**Task 036.** (Максимальное количество - 20 баллов)

Write your commentary on the article "Rodeo - the sport of the west" Your commentary is to be between 180-200 words. You are not allowed to cite from the original text pieces longer than 4 words running. Your text should contain various points of view, including your own.

To fulfill the task successfully you are:

- to briefly convey the content of the article;
- to mention various/possible views of the issue;
- to divide your text into logically connected paragraphs.

### КРИТЕРИИ ОЦЕНИВАНИЯ ЗАДАНИЯ «ПИСЬМЕННАЯ РЕЧЬ (WRITING)»

#### Задания 031-035

Предложение оценивается в **2 балла**, если предложение не содержит грамматических, лексических, орфографических ошибок. В предложении использованы все заявленные элементы, не нарушен их порядок, данный в задании (для английского языка). Предложение не является цитатой из текста.

Предложение оценивается в **1 балл**, если предложение не содержит грамматических, лексических ошибок, но допущена одна орфографическая ошибка.

В предложении использованы все заявленные элементы, не нарушен их порядок, данный в задании (для английского языка). Предложение не является цитатой из текста.

#### Задание 036

Максимальное количество баллов: 20

**Внимание! При оценке 0 по критерию «Решение коммуникативной задачи» выставляется общая оценка 0.**

#### БАЛЛЫ:

– **РЕШЕНИЕ КОММУНИКАТИВНОЙ ЗАДАЧИ** – максимум 10 баллов;

– **ОФОРМЛЕНИЕ** – максимум 10 баллов.

Общая итоговая оценка выводится на основании критериев, приведённых в таблице: композиция, лексика, грамматика, орфография и пунктуация

Коммуникативная задача	Композиция	Лексика	Грамматика	Орфография	Пунктуация
Решение коммуникативной задачи (максимальная оценка 10 баллов)	Композиция (максимум 2 балла)	Лексика (максимум 3 балла)	Грамматика (максимум 3 балла)	Орфография (максимум 1 балл)	Пунктуация (максимум 1 балл)

**Коммуникативная задача полностью выполнена (10 баллов)** – содержание раскрыто полно, точно и интересно, языковое наполнение соответствует заявленному уровню.

Работа участника содержит:

- есть вступление – 2 балла
- представлены разные точки зрения – 1–2 балла;
- представлена своя точка зрения – 1–2 балла;
- представлены обоснованные аргументы 1–2 балла;
- объём работы либо соответствует заданному, либо отклоняется от заданного не более чем на 10 % – 2 балла.

**Оформление:****Композиция - 2 балла.**

Работа не имеет ошибок с точки зрения композиции: представлены введение, основная часть и заключение. Соблюдена логика высказывания. Средства логической связи присутствуют и используются правильно. Текст разделён на абзацы правильно.

**Лексика - 3 балла.**

Участник демонстрирует богатый лексический запас, необходимый для раскрытия темы, точный выбор слов и адекватное владение лексикой. Работа не имеет ошибок с точки зрения лексического оформления.

**Грамматика - 3 балла.**

Участник демонстрирует грамотное и уместное употребление грамматических структур в соответствии с коммуникативной задачей. Работа имеет 1 негрубую ошибку с точки зрения грамматического оформления.

**Орфография и пунктуация - 2 балла.**

Участник демонстрирует уверенное владение навыками орфографии и пунктуации. Работа не имеет ошибок с точки зрения орфографии. В работе могут быть 1–2 пунктуационные ошибки, не затрудняющие понимание высказывания.

**Коммуникативная задача раскрыта частично** - тема раскрыта, однако в работе отражены не все аспекты. Отсутствие каждого аспекта приводит к потере 2 баллов. Если аспекты присутствуют, но раскрыты не развернуто, то выставляется только 1 балл.

**При отсутствии любых 4 аспектов из 1 – 6 выставляется оценка «0» по критерию «Решение коммуникативной задачи».**

**Оформление:****Композиция - 1 балл.**

В целом текст имеет чёткую композицию. Однако в делении текста на абзацы имеются 1–2 нарушения. Допущены 1–2 ошибки при использовании средств логической связи и/или 1–2 нарушения логики высказывания.

**Лексика - 2 балла.**

Участник демонстрирует богатый лексический запас, необходимый для раскрытия темы, точный выбор слов и адекватное владение лексикой. В работе имеются 1–2 незначительные (негрубые) лексические ошибки, не затрудняющие понимание текста.

**Грамматика - 2 балла.**

Участник демонстрирует грамотное и уместное употребление грамматических структур. В работе имеются 2 незначительные (негрубые) грамматические ошибки, не затрудняющие понимание высказывания.

**Орфография и пунктуация - 1 балл.**

В тексте присутствуют орфографические (1–3) и/или пунктуационные ошибки (3–4), которые не затрудняют общее понимание текста.

**Коммуникативная задача не выполнена (0 баллов)**– отсутствуют необходимые аспекты **ИЛИ объём высказывания менее 162 слов.**

### Part 3. Use of English

Tasks 037-046. (20 баллов, по 2 балла за правильный ответ)

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. DO NOT CHANGE the word given. DO NOT USE SHORT FORMS. The number of words you should write is specified in the sentence.

*The example (0) is done for you.*

(0) The pass rate for the exam is 3% lower this year than it was last year.

**fall**

There has \_\_\_\_\_ in the pass rate for the exam this year. (4 words)

= There has **been a slight fall** in the pass rate for the exam this year.

037. In the end we had to walk to the railway station.

**up**

We \_\_\_\_\_ to walk to the railway station. (3 words)

= **ended up having**

038. It was a mistake to let a gardener paint the outside of the house.

**have**

We shouldn't \_\_\_\_\_ by a gardener. (8 words)

= **have had the outside of the house painted**

039. If I had known the flight was going to be late leaving, I wouldn't have bothered rushing to the airport.

**delay**

Had I known \_\_\_\_\_ to my flight, I wouldn't have bothered rushing to the airport. (7 words)

= **there was going to be a delay**

040. It's possible that the fire was caused by an electrical fault in the gym.

**likelihood**

In \_\_\_\_\_ of the fire in the gym was an electrical fault. (4 words)

= **all likelihood the cause**

041. I'm afraid the only option open to me is to ask you to leave the restaurant.

**alternative**

I \_\_\_\_\_ you to leave the restaurant. (6 words)

= **have no alternative but to ask**

042. You are not staying out late tonight!

**no**

Under \_\_\_\_\_ stay out late tonight! (5 words)

= **no circumstances are you to**

043. Whale strandings are often caused by illness or injury.

**lead**

Illness ..... whale strandings. (5 words)

= **or injury often lead to**

**044.** I really admire the changes you have made to your diet.

**full**

I \_\_\_\_\_ the changes you have made to your diet. (5 words)

= **am full of admiration for**

**045.** I need a calculator to arrive at the total.

**work**

I can't \_\_\_\_\_ a calculator. (5 words)

= **work out the total without**

**046.** Harry swore he would stand by his promise.

**back**

Harry swore that he would not \_\_\_\_\_ his promise. (3 words)

= **go back on**

#### **Part 4. Cultural Study**

**Tasks 047-056. (20 баллов, по 2 балла за каждый правильный ответ)**

**Now show how well you know English-speaking countries. Read the article and choose the correct option to complete the text.**

#### **The Hundred Years' War**

(047. \_\_\_\_\_) initially devoted his foreign policy to attacks on Scotland, where at first he was much more successful than his father or Mortimer. In the long run, however, Edward aggravated the Scottish problem. Edward's hostility to both Scotland and France helped lead to an (048. \_\_\_\_\_) between the two countries that would become a prominent feature of western European politics for centuries.

There were several other issues contributing to increased hostility between England and France. The French monarchy was aggressively asserting its sovereignty over the English possessions in southwestern France that remained from the wars between the English kings and the French in the (049. \_\_\_\_\_). The requirement that the English king pay (050. \_\_\_\_\_) to the French for Gascony continued to poison relations between the two countries, as the French king had declared land confiscated when there were difficulties with England. The immediate cause of the Hundred Years' War between England and France was the rival French and English claims to the French throne when the direct line of the French ruling family, the Capetians, failed. The last French king of the direct line of the Capetians, (051. \_\_\_\_\_), died in 1328. The (052. \_\_\_\_\_), which declared invalid all claims from the female line, including Edward's, was rediscovered by French jurists with the intention of keeping the English out. Edward had a claim derived from his mother, Isabella, the daughter of the Capetian king Philip IV.

The Hundred Years' War lasted (053. \_\_\_\_\_), although the conflict was not constant and there were long periods of inactivity. It differed from the previous wars between England and France in that the English defined themselves as English. Unlike the previous wars of the English (054. \_\_\_\_\_) and the French Capetians, the Hundred Years' War was not a struggle between two French magnates, one of whom happened to be king of England, but between two nations. In (055. \_\_\_\_\_) the English parliament, which was quite important in Edward's reign due to the necessity for money and organized consent for his wars, (056. \_\_\_\_\_) its official language from French to English.

The devastation wrought by the English in southwestern France remains part of French historical memory to this day.



**047.**

- A. James IV
- B. Edward I
- C. Edward III**
- D. Edward II

**048.**

- A. unite
- B. alliance**
- C. breakup
- D. breakdown

**049.**

- A. 14<sup>th</sup> century
- B. 13<sup>th</sup> century**
- C. 12<sup>th</sup> century
- D. 15<sup>th</sup> century

**050.**

- A. distrust
- B. homage**
- C. suspicion
- D. prayer

**051.**

- A. Charles IV**
- B. Henry II
- C. Charles I
- D. Phillip IV

**052.**

- A. Magna Carta
- B. Salic law**
- C. Bill of Rights
- D. Code of Hammurabi

**053.**

- A. from 1568 to 1648
- B. from 1048 to 1308
- C. from 1536 to 1825
- D. from 1337 to 1453**

**054.**

- A. Tudors
- B. Plantagenets**
- C. Windsors
- D. Stuarts

**055.**

- A. 1328
- B. 1322
- C. 1354
- D. 1362**

056.

A. stroke

**B. switched**

C. trimmed

D. hit