

МИНОБРНАУКИ РОССИИ



Федеральное государственное автономное образовательное учреждение
высшего образования

«Российский государственный гуманитарный университет»
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ОЛИМПИАДА РГГУ ДЛЯ ШКОЛЬНИКОВ ПО ИНОСТРАННОМУ ЯЗЫКУ

АНГЛИЙСКИЙ ЯЗЫК

2024/2025 учебный год

**ОТВЕТЫ
КРИТЕРИИ ОЦЕНИВАНИЯ ВЫПОЛНЕННЫХ ЗАДАНИЙ**

Заключительный этап

10 класс

Вариант № 25-ОШ-2-10 Английский язык-1

Максимальное количество баллов за ответы:

- *Часть 1. (Reading) - 30 баллов;*
- *Часть 2. (Writing) - 30 баллов;*
- *Часть 3. (Grammar) - 20 баллов;*
- *Часть 4. (Cultural study) - 20 баллов.*

Part 1. Reading

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

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.

Article 1.

MEN AND WOMEN: LONG LIVE THE DIFFERENCE

The relationship between men and women has been the subject of lively discussion and countless jokes for who knows how long. More poems, stories, and songs have been written about the love between a man and woman than about any other theme. Some of literature's most memorable characters are lovers; take, for example, Romeo and Juliet, Antony and Cleopatra, Tristan and Isolde, Lancelot and Guinevere and Scarlett O'Hara and Rhett Butler. It would seem that men and women simply cannot live without each other. Yet, despite their passionate and irresistible attraction to each other, men and women have a hard time ignoring each other out.

001. D) Men and women have been regarded throughout human history as opposites. In Eastern philosophy, this dichotomy is characterized as yin, representing feminine energy, and yang, representing masculine energy. Yin stands for slowness, softness, coldness, wetness, tranquility, and night, while yang symbolizes dryness, heat, aggression, hardness, and daylight. For every typically female characteristic, the opposite is attributed to males. Women are

emotional; men are rational. Women are intuitive; men are logical. Women tend to be passive and submissive; men tend to be aggressive and dominant. Women need to communicate; men clam up and withdraw. Women seek relationships and community; men seek independence and power.

002. A) No one can dispute the universal biological difference between males and females, without which none of us would be around, as well as the distinct anatomical variations in height, weight, build, physical strength, and so on. On a cellular level, all that differentiates one gender from the other is the combination of two single chromosomes. A fertilized egg that contains two X chromosomes will develop into a female; if it has one X and one Y chromosome, it will become a male. Sex hormones - especially estrogen and progesterone produced by a female's ovaries and testosterone secreted by the testes in males - are responsible for girls maturing at puberty into women and boys into men. Oxytocin, another important hormone that is released during stress, induces strong emotional attachments in females, while in males high levels of testosterone minimize the effects of this "relationship drug." Women are designed by nature to become pregnant, to give birth, and to nurture. Men, on the other hand, are built to protect their dependents and to provide for them.

003. E) In addition to playing a role in sexual development, hormones present in the mother's uterus during pregnancy influence the sexual differentiation of the brain. Men's brains are 11 percent larger, because they require more neurons to control their larger bodies and muscles. Men **predominantly** use the logical, rational left side of the brain, which makes them more skilled at mathematics and problem-solving. Their larger inferior parietal lobule accounts for their superior ability to orient and visualize three-dimensional shapes and to perform mechanical tasks. Women's more compact and efficient brains contain 4 percent more cells and cellular connections, a larger corpus callosum, and more developed Broca's and Wernicke's areas, which are related to language. Women use both hemispheres of the brain to process information, and they are more communicative and creative in their thinking. Women are able to multitask, to carry out preplanned tasks, and to tune into specific stimuli, such as a baby crying at night.

004. C) Until recently, boys and girls were usually raised from early childhood to fulfil distinct roles in many cultures. These traditional gender roles of leader/hunter/protector and nurturer/ caretaker/homemaker have their roots in **tribal**, agrarian, or nomadic societies where survival depended on the specific functions that men and women performed. Human society, however, is not static, and as everyday living became less survival-oriented through economic, social, and technological progress, strictly denied gender roles that worked in the past were no longer necessary or appropriate. In the Western world, feminism and the women's liberation movement of the 1960s and 1970s, coupled with universally accessible birth control and legalized abortion, gave women the choice to reproduce or not and freed them from the stereotypes a largely male-dominated society had imposed on them. Social roles can change; biological roles cannot. As a result, men, who were generally comfortable with the status quo, and women, who began demanding more autonomy, equality, and opportunity, were **finding themselves at odds**. In the 1960s, the "battle of the sexes" began, and as divorce rates of around 50 percent in some countries would indicate, it is still **raging**.

005. B) Just as we learn to use revolutionary new technology in our modern lives, we have the opportunity in the twenty-first century to transcend the patterns of the past and to redefine the way we interact. We cannot change our chromosomes, our hormones, or our brain structure, but we can change our habits, our behavior, and our attitudes toward the opposite sex. Instead of competing against each other, we can cooperate. Instead of showing **disdain** or ridicule, we can practice respect. Instead of striving for dominance, we can seek balance. We need not only to value the qualities that distinguish us as men and women, but also to maximize the resources that we share as human beings. Maybe men and women can't always live with each other, but they can't live without each other either.

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

Article 2.

CONFLICTS AT WORK

It would seem that some people are simply incapable of settling scores amicably at work and practising some good old-fashioned forgiveness. A high court judge was recently forced to order two doctors who were unable to settle a personal dispute to divide their surgery in two by building a wall right through their medical practice. You might think that doctors Anne Rodway, 65, and Paul Landy, 49, were old enough to know better but somehow the two could not manage to work alongside each other. The two set up their partnership three years ago in Sevenoaks, Kent, but stopped talking just three months after their business started. Both staff and around 3,500 patients have been asked to decide on which side their loyalties lie as the practice is formally divided – especially difficult for the staff, who have already had to become used to being paid separately by the **warring** doctors. Although an extreme case, it demonstrates just how bad things can get when communication and understanding breaks down between colleagues at work. Office feuds can be experienced in even the friendliest of environments. But what to do when faced with one?

006. B) Whether you are involved directly or an innocent bystander watching others curdle the workplace atmosphere, Jane Clarke, author of “*Office Politics*”, offers some **sound** advice. “On the whole, people do not like dealing with conflict, but it is very important to grab the bull by the horns. If you feel you are able to, you should try and sort it out. If not, the very least you can do is report it to a manager who should make sure that workers know that bad behavior in the workplace will not be tolerated.”

007. D) But what causes **acrimony** in the first place? Reasons can be as diverse as a clash of personalities, jealousy, backstabbing or a simple misunderstanding. Whatever the cause, there has to be a strong desire to solve the problem if things are to get better. If you are personally involved – and almost all of us have been in one way or another – then the best thing to do, says Clarke, is to try to put yourself in the other person’s shoes. Easier said than done, since empathy is not an easy emotion to come by, even to the most virtuous“. Often it is easy to dump on the other person and blame them totally for the situation but remember it is your problem and you have a responsibility to try to resolve it”, says Clarke.

008. A) Listening skills are vital. If the problem is between other colleagues, things can be a bit trickier. You may not be the gallant sort – practising an unhealthy dose of denial is often what most people would prefer to do – but ignoring the situation will not make it go away. So what are your options? “If you feel you are up to it, try talking with the feuding parties individually and try to understand what the issue is”, advises Clarke. “Make it clear that it is not an acceptable state of affairs”.

009. E) Mediation is another option; get the two parties to sit together and act as a buffer zone. You might have the urge to bash their heads together, but it won’t be terribly constructive. As Clarke says, “Sometimes it is a case of translating. People are often so different that it seems that they speak a different language”. Any meetings between disputing colleagues should have some follow-up. All involved should be made aware of the next steps – failing to do this could mean that the situation repeats itself. Negative energy between people need not produce bad karma. Harnessed creatively, it can actually become a positive force. So, if you are having problems with office dullards who insist on putting downers on any bright new ideas you might have, use their criticism and objections as a way of really testing a brainwave. Surely, if it can survive them, it can survive anyone. Try looking at people’s weaknesses as strengths: assign a

pedant to research the finer details of a project; **the loudmouth** of the office can always be pushed forward when it comes to public speaking

010. C) Disputes and ill feelings can arise both among employees or between employee and employer, a fact clearly illustrated by the record numbers of people who contacted the conciliation service ACAS over the past year. **Reassuringly**, however, 76% of cases were settled through mediation - an indication, perhaps, that rather than working on building walls in the workplace, we should be bringing them down.

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

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

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

011. The underlined word “**disdain**” means the same as:

- A. humiliation
- B. contempt**
- C. disgrace
- D. reverence

012. The underlined word “**tribal**” means the same as:

- A. suburban
- B. rural
- C. immature
- D. ancestral**

013. The underlined expression “**finding themselves at odds**” means the same as:

- A. picking a fight**
- B. settling disagreements
- C. soothing things out
- D. bringing into balance

014. The underlined word “**raging**” means the same as:

- A. reaching a standstill
- B. expiring
- C. proceeding**
- D. suspending

015. The underlined word “**predominantly**” means the same as:

- A. intently
- B. mainly**
- C. partly
- D. exclusively

016. The underlined word “**warring**” means the same as:

- A. reconciling
- B. coming together

- C. challenging
- D. fighting**

017. The underlined word “sound” means the same as:

- A. peaceful
- B. reliable**
- C. acoustic
- D. hostile

018. The underlined word “acrimony” means the same as:

- A. animosity**
- B. complacency
- C. scrutiny
- D. adoration

019. The underlined word “loudmouth” means the same as:

- A. coward
- B. cheater
- C. chatterbox**
- D. outcast

020. The underlined word “reassuringly” means the same as:

- A. in exasperation
- B. cheerfully
- C. scornfully
- D. encouragingly**

Tasks 021-030. (10 баллов, по одному баллу за каждый правильный ответ)

Here is a summary of the article “Men and Women: Long live the difference”. 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. Men and women have regarded throughout human history as opposite.

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

022. For every typical female characteristic, the opposite is attributed to males.

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

023. No one can dispute the universal biological difference between males and females, without which none of us would be around, as well as the distinct anatomical variations in height, weight, build, physical strength, and so on.

- A. 0**
- B. 1

- C. 2
- D. 3
- E. 4
- F. 5

024. Men predominantly use the logic, rational left side of the brain, which makes them more skilled at mathematics and problems-solving.

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

025. Women's more compact and efficient brains contain 4 percents more cells and cellular connections, women use both hemispheres of the brain to pass information, and they are more communicative and creative in their thinking.

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

026. Until recently, boys and girls were usually raised from early childhood to fulfil distinct roles in many cultures.

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

027. Human society is static, and as everyday living became less survival-oriented through economic, social, and technological progress, strictly demanded gender roles that worked in the past were no longer necessary or appropriate.

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

028. In the Western world, feminism and the women's liberation movement of the 1960s and 1970s, coupled with universally accessible birth control and legalized abortion, gave women the choice to reproduce or not and freed them from the stereotypes a largely male-dominated society had imposed on them.

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

029. In the twenty-first century people should learn how to change habits, behavior, and attitudes toward the opposite sex and to cooperate instead of competing against each other.

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

030. People need not only to value the quantities that distinguish them as men and women, but to maximize the sources that they share as human beings.

- 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 coherent sentences, based on information in the article “Conflicts at work”. 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 “Conflicts at work”.

- 031.** disputes/ office/ occur/ number of reasons
- 032.** diverse/ clash/ jealousy/ backstabbing/ misunderstanding
- 033.** failure/ relationships/ serious consequences
- 034.** mediation/ constructive/ option/ reconcile/ disputing
- 035.** conflicts/ get resolved/ parties/ a solution

Task 036. (Максимальное количество - 20 баллов)

Write your commentary on the article “Conflicts at work”. Your commentary is to be between 180-200 words. You are not allowed to cite from the original text pieces longer than four 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.

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

В работе участника представлены:

- 1) вступление – 2 балла;*
- 2) разные точки зрения – 2 балла;*
- 3) своя точка зрения – 2 балла;*
- 4) обоснованные аргументы – 2 балла;*
- 5) объём работы либо соответствует заданному, либо отклоняется от заданного не более чем на 10 % – 2 балла.*

Итого: максимум 10 баллов

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 выставляется оценка «0» по критерию «Решение коммуникативной задачи».

Коммуникативная задача не выполнена – отсутствуют необходимые аспекты или объём высказывания менее 162 слов.

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

Баллы за композиционное построение, лексико-грамматическое оформление текста.

Общая оценка за оформление выводится на основании критериев, приведённых в таблице:

Композиция (максимум 2 балла)	Лексика (максимум 3 балла)	Грамматика (максимум 3 балла)	Орфография (максимум 1 балл)	Пунктуация (максимум 1 балл)
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Итого: максимум 10 баллов

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.

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:

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.

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.

Лексика - 1 балл

Участник демонстрирует не достаточный лексический запас, необходимый для раскрытия темы, не точный выбор слов и не адекватное владение лексикой. В работе имеются 3-4 незначительные (негрубые) лексические ошибки, не затрудняющие понимание текста.

Лексика - 0 баллов

Участник не владеет лексическим запасом, необходимым для раскрытия темы, не точный выбор слов и не адекватное владение лексикой. В работе имеются 5-6 незначительных (негрубых) лексических ошибок, не затрудняющих понимание текста и/или 1-2 грубые ошибки, затрудняющие понимание текста.

Грамматика:

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.

Грамматика - 2 балла

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

Грамматика - 1 балл

Участник не демонстрирует грамотное и уместное употребление грамматических структур. В работе имеются 3-4 грамматические ошибки, не затрудняющие понимание высказывания.

Грамматика - 0 баллов

Участник не демонстрирует грамотное и уместное употребление грамматических структур. В работе имеются 5-6 грамматических ошибок, не затрудняющих понимание высказывания и/или 1-2 грубые ошибки, затрудняющие понимание текста.

Орфография:

Орфография – 1 балл

Участник демонстрирует уверенное владение навыками орфографии. Работа не имеет ошибок с точки зрения орфографии.

Орфография – 0 баллов

В тексте присутствуют орфографические ошибки (1–3).

Пунктуация:**Пунктуация - 1 балл**

Участник демонстрирует уверенное владение навыками пунктуации. В работе могут быть 1–2 пунктуационные ошибки, не затрудняющие понимание высказывания.

Пунктуация - 0 баллов

В тексте присутствуют пунктуационные ошибки (3–4).

Part 3. Use of English

Tasks 037-046. (20 баллов, по 2 балла за каждый 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) I consider him my worst enemy.

look

I _____ my worst enemy. (4 words)

I **look upon him as** my worst enemy.

037. I had spent every last penny of my money.

absolutely

I had _____ whatsoever. (4 words)

= **absolutely no money left**

038. Brenda didn't worry at all about her exams.

bit

Brenda wasn't the _____ about her exams. (3 words)

= **least bit worried**

039. The accident happened because someone was very careless.

caused

Sheer _____ happen. (5 words)

= **carelessness caused the accident to**

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

lead

Illness _____ whale strandings. (5 words)

= **or injury often lead to**

041. Harry swore he would stand by his promise.

back

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

= **go back on**

042. You have to pay your son's debts, as he is under age.

liable

You _____ your son's debts, as he is under age. (3 words)

= **are liable for**

043. I think Mark has forgotten about the meeting.

appears

Mark _____ about the meeting. (4 words)

= **appears to have forgotten**

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

turns

The children agreed _____ the playroom. (7 words)

= **to take it in turns to tidy**

045. 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**

046. 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**

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.

Although the island of Britain is sometimes referred to geographically as *Great Britain*, it is mostly a political term. *Great Britain* has been used as an identity that transcends that of English, Welsh, and Scottish, uniting all the peoples of the island in a common loyalty. It was first used as a title by (**047. _____**) of Scotland, who inherited the English throne upon the death of Queen Elizabeth I in 1603. By calling himself "King of Great Britain," James tried, (**048. _____**) much success, to dissolve the centuries-long animosities of his English and Scottish subjects.

In 1707 the Kingdom of England and Wales and the Kingdom of Scotland were joined together in (**049. _____**) to form a new Kingdom of Great Britain. The English and Scottish parliaments each passed an Act of Union. The new kingdom had its capital at the English capital of London, and its institutions, such as (**050. _____**), were basically continuous with those of England, so many Scots viewed it as an English (**051. _____**) rather than a union of equals. So did many English. While any hopes for the cessation of English and Scottish identities and enmities were (**052. _____**) to disappointment, the term *British* did catch on for some things, most important - the British Empire, a common creation of the island's peoples. However, there are some indications that the dissolution of the British Empire has had a corresponding impact on British identity. In the 21st century, British identity seems to be increasingly (**053. _____**) to the older identities of English, Scots, and Welsh.

The *United Kingdom* is a (**054. _____**), not a geographical, term. It was originally the United Kingdom of Great Britain and Ireland, founded by the Act of Union between Great Britain and Ireland in (**055. _____**). The Act of Union (**056. _____**) Ireland's separate parliament, incorporating Irish members in the British parliament as the 1707 act had incorporated the Scots, but with far less success. The term *United Kingdom* was meant to emphasize unity. After most of Ireland became the Irish Free State and eventually the Irish Republic, dissolving its ties with Britain, the remaining realm became known as the United Kingdom of Great Britain and Northern Ireland.

047.

- A. James VI**
- B. Edward VIII
- C. George VI
- D. Charles III

048.

- A. over
- B. with
- C. above
- D. without**

049.

- A. the Act of the Parliament
- B. the Act of Settlement
- C. the Scotland Act
- D. the Act of Union**

050.

- A. the Treasury
- B. Parliament**
- C. community councils
- D. parish councils

051.

- A. takeover**
- B. liberation
- C. release
- D. termination

052.

- A. sent
- B. given
- C. doomed**
- D. made

053.

- A. giving way**
- B. contradicting
- C. objecting
- D. denying

054.

- A. special
- B. local
- C. political**
- D. legitimate

055.

- A. 1810
- B. 1801**
- C. 1800
- D. 1790

056.

- A. abolished**
- B. transformed
- C. included
- D. separated

МИНОБРНАУКИ РОССИИ



Федеральное государственное автономное образовательное учреждение
высшего образования

«Российский государственный гуманитарный университет»
(ФГАОУ ВО «РГГУ»)

ОЛИМПИАДА РГГУ ДЛЯ ШКОЛЬНИКОВ ПО ИНОСТРАННОМУ ЯЗЫКУ

АНГЛИЙСКИЙ ЯЗЫК

2024/2025 учебный год

**ОТВЕТЫ
КРИТЕРИИ ОЦЕНИВАНИЯ ВЫПОЛНЕННЫХ ЗАДАНИЙ**

Заключительный этап

10 класс

Вариант № 25-ОШ-2-10 Английский язык-2

Максимальное количество баллов за ответы:

- *Часть 1. (Reading) - 30 баллов;*
- *Часть 2. (Writing) - 30 баллов;*
- *Часть 3. (Grammar) - 20 баллов;*
- *Часть 4. (Cultural study) - 20 баллов.*

Part 1. Reading

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

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.

Article 1.

OUR MINDS LIE TO US ALL THE TIME

We live in complex world, and our minds take shortcuts to make sense of things more quickly. However, some of these shortcuts lead to errors in our thinking. Some of these biases affect the way we see ourselves and other people, often in a more or less positive light than is accurate, and sometimes in a way that has a negative effect on our well-being.

001. B) One bias that makes us see some people in a more positive light is the halo effect. When people have one good quality, we tend to think that they have other good qualities too. Psychology author Kendra Cherry gives a good real-world example of this: job applicants who are attractive and likeable are more likely to be thought of as intelligent, competent and qualified for the job, whether they really are or not. The opposite of this is a bias known as the horn effect: if a person has one negative quality, we tend to think they will have others too.

002. E) There are also differences between how we understand other people's behavior and how we understand our own behavior. The actor-observer bias means that when we think

about another person's actions, we tend to think their personality had more of an influence on what they did, and the situation was less important than it really was. For example, if a colleague makes a mistake, this bias makes us more likely to think that it's because they aren't competent. In contrast, when considering our own actions, especially negative ones, we tend to think the situation had more of an influence on what we did.

003. A) We also tend to believe that we are more intelligent and skilled than we really are. This is known as the Dunning-Kruger effect, from the work of psychologists David Dunning and Richard Kruger. As Dunning explains, we tend to **overrate** our skills in a variety of areas, such as work skills, leadership skills, maths and emotional intelligence. He adds that the people with the least ability tend to overrate their skills the most, partly because unskilled people don't know what they don't know. However, there are many other thinking errors that are bad for our well-being, and when we get stuck in some of these ways of thinking, it can contribute to depression and **anxiety**, says therapist Emma McAdam. She has a list of ten of these, and common themes in her list are misunderstanding why other people do what they do and believing that our problems are worse than they really are.

004. D) One way we misunderstand others is through a bias called mind reading: believing that you know why another person did what they did or what they think about you, McAdam says. Similarly, personalisation is thinking that other people's actions are connected to you in some way. And when it comes to thinking about our problems, a common bias is catastrophizing: believing that things in the future are going to be terrible when something goes wrong in the present. **Overgeneralising** is another and means thinking everything is bad (or we are bad), when one bad thing happens, she explains.

005. C) Although our biases help us to make sense of our complex world more quickly, they can also leave us with inaccurate ideas about the way things are – as McAdam puts it, our minds lie to us all the time. And it might be worth paying attention to this, especially when it comes to distortions that are bad for our well-being. If you can learn to notice how you think, you can check for thinking errors and **challenge** the thoughts, McAdam says, and perhaps then you can change your thinking and change how you feel.

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

Article 2.

WHERE IDEAS COME FROM

The scientific view of creativity is that it happens in our brains. Although the way ideas appear in our minds can seem mysterious, as neuroscientist Charles Limb puts it, it's magical, but it's not magic – it's a product of the brain. He explains that, while we don't know much about how the process works, brain scans have shown that certain parts of the brain are more active when people are creating.

006. C) In times gone by, however, it was believed that creative ideas came from outside of a person, like from the **muses** in Ancient Greece that visited people and gave them ideas. And perhaps because of how mysterious the process can seem, some creative people still talk about creativity in this way. Wherever creative ideas come from, some people are more creative than others, and there seems to be a connection between our childhood experiences and how creative we are. However, many of us could be more creative, so what can we do to call on the muse or access whatever it is in our brains to increase our creativity?

007. A) One thing we can do is give something a try. According to psychologist Adam Grant, many of us don't bother to try because of fear of failing or looking stupid. He adds that creative people also have fears and doubts, but often they're even more afraid of failing to try. In his TED talk, he gives the example of Elon Musk, who believed that Tesla wouldn't succeed but

felt that it was so important that he had to try. Grant says that the people who succeed the most are often the ones who try the most, as **generating** more ideas increases the chances of creating something original.

008. D) Then, taking a break can also be helpful, especially if you're **stuck**; ideas might come while you're doing something else, like taking a shower or going for a walk. CEO Larry Kim suggests moving around, as physical activity has a positive effect on creativity. If ideas don't come, the old **tip**, 'sleep on it', might be good advice, as it seems that dreams help with the creative process. According to sleep scientist Matthew Walker when we are dreaming our brains are making new connections between things, and this helps us to wake up with solutions to problems.

009. E) Other tips Kim offers for increasing your creativity include **doodling**, sketching, and getting outside your comfort zone by taking a class and learning something new. As a way to test your creative powers or warm up your creativity, he suggests trying the 30 Circles Test: draw 30 circles on a piece of paper, and give yourself one or two minutes to turn as many circles as you can into objects (e.g. a face, a clock). Most adults can't get to 30, Kim says, partly because we tend to **self-edit**. But it might be worth trying – as Adam Grant says, if you can learn to generate more ideas, it will increase the chances of one of them being a good idea.

010. B) Finally, making a start on something (often writing things down) and then doing other things seems to help. Whether from other parts of your brain, dreams or muses, good ideas often come days or weeks after writing something down. However, like what happened with this website, some ideas take even longer to fully form. Steven Johnson, author of *Where Good Ideas Come From*, explains that often people feel like there is an interesting problem in the back of their mind, but they can't quite get what it is, and then it comes into view over time.

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

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

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

011. The underlined word expression "**take shortcuts**" means the same as:

- A. choose a career
- B. choose a quicker way**
- C. choose somebody for the post
- D. choose occasion

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

- A. have an influence on
- B. have a claim to
- C. have a fancy to
- D. have a higher opinion of**

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

- A. indulgence
- B. patience
- C. tolerance
- D. prejudice**

014. The underlined word "**overgeneralising**" means the same as:

A. drawing a conclusion

- B. drawing a line
- C. drawing a bow
- D. drawing bit

015. The underlined word “stuck” means the same as:

- A. bumped
- B. baffled**
- C. beaten
- D. stricken

016. The underlined word “doodling” means the same as:

- A. drawing
- B. writing
- C. scribbling**
- D. signing

017. The underlined word “self-edit” means the same as:

- A. self-education
- B. self-confident
- C. self-satisfaction
- D. self-censor**

018. The underlined word “anxiety” means the same as:

- A. confidence
- B. security
- C. safety
- D. suspense**

019. The underlined word “tip” means the same as:

- A. knowledge
- B. information
- C. advice**
- D. data

020. The underlined word “muses” means the same as:

- A. goddesses**
- B. poets
- C. artists
- D. actors

Tasks 21-30. (10 баллов, по одному баллу за каждый правильный ответ)

Here is a summary of the article “Our minds lie to us all the time”. 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. Some of the shortcuts lead to errors in our thinking, also known as cognitive biases or cognitive disturbance.

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

F. 5

022. The halo affect refers to the tendency to allow one specific trait or the overall impression of a person to positively influence on judgment of the other related traits.

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

023. Edward Thorndike officially introduced the term ‘the halo error’ in 1920 in his article “A Constant Error in Psychological Ratings”.

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

024. The reverse halo effect, also was known as the horn effect, is a cognitive biases where a negative overall impression of a person influence the perception of their specific traits or abilities.

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

025. The actor-observer bias is a type of attributional bias that plays a role in how we perceive and interact with other people. Essentially, we tend to do different attributions depending if we are the actor or the observer in a situation.

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

026. Researchers have founded that people tend to experience this bias less frequent with people they know well, such as close friends and family members.

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

027. Being aware of the actor-observer bias can help you find ways to overcome it.

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

028. The Dunning-Kruger effect, in psychology, a cognitive bias whereby people with limited knowledges greatly overestimate their own competence.

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

029. Mind reading is the egocentric bias that means when we try to imagine how we are seen by others, we can help but be biased by the way in which we see ourselves.

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

030. In personalisation, a person may engage in blaming others of their problems, other than blaming themselves or making some responsibility; people who lack confidence in themselves and their own abilities are most inclined to project their own doubts on other people.

- 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 coherent sentences, based on information in the article “Where ideas come from”. 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 “Where ideas come from”.

- 031.** neuroscience / reveal / brain / lead / creativity
- 032.** creativity/ process/ cognitive mechanisms / tandem
- 033.** sleep/ brains/ information / make room /creative thinking/ walking hours
- 034.** people/ emotions/ ideas/ experiences/ better/ when/ creatively
- 035.** we/ force/ creative insights/ come/ but / conditions/

Task 036. (Максимальное количество - 20 баллов)

Write your commentary on the article “Where ideas come from”. Your commentary is to be between 180-200 words. You are not allowed to cite from the original text pieces longer than four 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.

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

В работе участника представлены:

- 1) вступление – 2 балла;*
- 2) разные точки зрения – 2 балла;*
- 3) своя точка зрения – 2 балла;*
- 4) обоснованные аргументы – 2 балла;*
- 5) объём работы либо соответствует заданному, либо отклоняется от заданного не более чем на 10 % – 2 балла.*

Итого: максимум 10 баллов

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 выставляется оценка «0» по критерию «Решение коммуникативной задачи».

Коммуникативная задача не выполнена – отсутствуют необходимые аспекты или объем высказывания менее 162 слов.

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

Баллы за композиционное построение, лексико-грамматическое оформление текста.

Общая оценка за оформление выводится на основании критериев, приведённых в таблице:

Композиция (максимум 2 балла)	Лексика (максимум 3 балла)	Грамматика (максимум 3 балла)	Орфография (максимум 1 балл)	Пунктуация (максимум 1 балл)
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Итого: максимум 10 баллов

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.

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:**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.

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.

Лексика - 1 балл

Участник демонстрирует не достаточный лексический запас, необходимый для раскрытия темы, не точный выбор слов и не адекватное владение лексикой. В работе имеются 3-4 незначительные (негрубые) лексические ошибки, не затрудняющие понимание текста.

Лексика - 0 баллов

Участник не владеет лексическим запасом, необходимым для раскрытия темы, не точный выбор слов и не адекватное владение лексикой. В работе имеются 5-6 незначительных (негрубых) лексических ошибок, не затрудняющих понимание текста и/или 1-2 грубые ошибки, затрудняющие понимание текста.

Грамматика:**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.

Грамматика - 2 балла

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

Грамматика - 1 балл

Участник не демонстрирует грамотное и уместное употребление грамматических структур. В работе имеются 3-4 грамматические ошибки, не затрудняющие понимание высказывания.

Грамматика - 0 баллов

Участник не демонстрирует грамотное и уместное употребление грамматических структур. В работе имеются 5-6 грамматических ошибок, не затрудняющих понимание высказывания и/или 1-2 грубые ошибки, затрудняющие понимание текста.

Орфография:**Орфография – 1 балл**

Участник демонстрирует уверенное владение навыками орфографии. Работа не имеет ошибок с точки зрения орфографии.

Орфография – 0 баллов

В тексте присутствуют орфографические ошибки (1–3).

Пунктуация:**Пунктуация - 1 балл**

Участник демонстрирует уверенное владение навыками пунктуации. В работе могут быть 1–2 пунктуационные ошибки, не затрудняющие понимание высказывания.

Пунктуация - 0 баллов

В тексте присутствуют пунктуационные ошибки (3–4).

Part 3. Use of English

Tasks 037-046. (20 баллов, по 2 балла за каждый 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) I consider him my worst enemy.

look

I _____ my worst enemy. (4 words)

I **look upon him as** my worst enemy.

037. Your central heating boiler should have an annual service.

get

You _____ annually. (7 words)

= **should get your central heating boiler serviced**

038. You don't often get offered an opportunity like that.

come

Rarely _____ your way. (6 words)

= **does an opportunity like that come**

039. How likely is anyone to find out what we have done?

chances

What _____ we have done? (8 words)

= **are the chances of anyone finding out what**

040. Kelly regrets not sending a birthday card to her boyfriend.

wishes

Kelly _____ boyfriend a birthday card. (5 words)

= **wishes she had sent her**

041. I inherited this old house from my grandfather.

handed

This _____ by my grandfather. (7 words)

= **old house was handed down to me**

042. He hates people interrupting him.

stand

He _____ interrupted. (3 words)

= **cannot stand being**

043. We should report this, shouldn't we?

better

We'd _____, _____ we? (5 words)

= **better report this, had not**

044. These eggs will be rotten by now.

off

These eggs _____ by now. (4 words)

= **will have gone off**

045. The developers were faced with serious problems when they tried to build the supermarket near the park.

came

The developers _____ serious problems when they tried to build the supermarket near the park. (3 words)

= **came up against**

046. The police forced the demonstrators to leave the factory.

made

The police _____ the factory. (4 words)

= **made the demonstrators leave**

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 splendid civic event known as the Lord Mayor's Show is watched by many thousands of people, who **(047._____)** the streets of the City of London on the 2nd Saturday of November to see its interesting procession and admire its glittering **(048._____)**.

Its origin dates back more than 600 years.

The Lord Mayor Elect, having previously made his declaration of office, is driven in state to the Royal Courts of Justice, where he takes the **(049._____)** before the Lord Chief Justice and Judges of the Queen's Bench to perform his duties faithfully.

This final declaration was formerly made before the Barons of the Exchequer and originated in 1230 during the reign of **(050._____)**.

Setting out from the Guildhall at about 11.30 a.m., the newly-elected Lord Mayor travels in a gilded coach which dates from the mid-eighteenth century.

Forming his body-guard is the company of Pikemen and **(051._____)**. The long, colourful procession, made up of liveried footmen and coachmen and decorated floats presenting tableaux linked with the theme chosen for the Show, winds its way by a devious route to the Law Courts, arriving there about noon.

After the oath has been taken, the entire procession returns by way of the **(052._____)** to the original point of departure.

During the evening there takes **(053._____)** at Guildhall the traditional Banquet, according to a **(054._____)** going back 250 years. This is a glittering occasion. The Banquet is attended by many of the most prominent people in the country, and is

usually televised.

The Prime Minister delivers a major political speech, and the toast of the hosts (055._____) the guests is proposed by the (056._____).

047.

- A. fill
- B. throng**
- C. impound
- D. occupy

048.

- A. performance
- B. variety show
- C. ostentation
- D. pageantry**

049.

- A. shower
- B. audience
- C. oath**
- D. air

050.

- A. Henry II
- B. Henry III**
- C. Henry IV
- D. Henry VIII

051.

- A. Musketeers**
- B. Knights Hospitaller
- C. Lords Chief Justice
- D. Barons

052.

- A. City
- B. Guildhall
- C. Mansion House
- D. Embankment**

053.

- A. care
- B. part
- C. place**
- D. effect

054.

- A. custom**
- B. habit
- C. disposition
- D. temperament

055.

- A. at hand
- B. on behalf of**

- C. in duty status
- D. by name

056.

- A. Catholic Bishop
- B. Archbishop of Canterbury**
- C. Archbishop of York
- D. Orthodox Bishop