

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

11 класс

Вариант № 25-ОШ-2-11 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.

THE URBAN WAY OF LIFE

Towns came late in the long span of human history. They were imposed on a landscape of small settlements, from which they drew their earliest inhabitants. The town has been throughout its history a pole of attraction to the rural population.

001. E) It was their “promised land,” tempting the country dweller with its range of employment and experience, far beyond anything that the countryside could offer. But the attraction of the town was deceptive. Beneath its glossy facade lay crowding, disease, high mortality, and a shorter lifespan. All too often the peasant who had migrated to the town came to look back ruefully to the rural bliss which he had left. This was as true of Aristophanes’ Attic peasant as of Wladislaw Reymont’s nineteenth-century Polish peasants in his aptly named The Promised Land.

002. B) In modern demographic terminology, its net reproduction rate—the average number of female children born to each woman—was less than unity. This means that women each had on average less than a single female child. In other words, the population was not fully reproducing itself. The reasons for this—both social and environmental—are complex. Among the former, in all probability, was the greater age at which people married in the town than in the countryside. The nature of urban employment and the restrictive influence of the guilds led to the postponement of marriage—at least for young men. Then, too, it may have been difficult for the journeyman who had just completed his apprenticeship to establish himself in society and to accumulate enough resources to acquire a home. Environmental factors were probably more important than social, but also more difficult to evaluate. The town was densely settled; people lived closely packed in their crowded quarters. In contrast with the rural environment, any infectious disease that might take hold would be likely to spread quickly with disastrous consequences. Of no medical catastrophe was this more true than of the Great Plague, the Black Death of 1348–1350. Once it had taken root in a congested town, it spread rapidly, giving rise to a disastrous mortality.

003. A) The Black Death, otherwise known as the Great or Bubonic Plague, deserves more than a cursory mention. It was spread by the symbiotic relationships between the black rat, the flea, and their human victim. It has been argued—implausibly, it appears—that the great plague of Athens late in the fifth century B.C. was the bubonic plague. It is far more likely that the disease that decimated Byzantium under the Emperor Justinian (527–565) was the bubonic plague. It raged in the city, but seems not to have spread into its Balkan hinterland. There may have been other occurrences before 1348, but they were contained, not by the science of medicine, which was at this time almost nonexistent, but by the vast, unpopulated distances that its vectors, the rat and the flea, were unable to traverse.

004. D) We have fairly reliable statistics relating to mortality in a few cities, especially those in Italy and southern France, and they demonstrate without question how great was the urban death toll. It is sometimes said that a third or half the population perished. This is no exaggeration for the cities, but such figures must not be extrapolated for the countryside. Here the Plague's spread depended on the movement of people from town to village and from village to village, and such movements were severely reduced as the rumor of plague spread. In consequence, some villages and regions were scarcely touched by the disease.

005. C) The Plague was brought to Europe in the trading ships of the Genoese, who did business with the caravan traders from Asia in Caffa and other ports of the Black Sea. They brought their goods to Italy, dropping them off at ports all the way from Sicily to Genoa itself. Infected rats and fleas harbored in the clothing of sailors also went ashore with them, and so the Plague spread up through the Italian peninsula to France and was then borne overland by traders to the Rhineland, central Europe, and the British Isles. At last, this wave of infection died away in Scandinavia and the Baltic region where the population was so sparse that the Plague could spread no more. But the disease was only dormant. It reasserted itself at intervals throughout the late Middle Ages and early modern times in bouts of frenetic activity, mostly in the larger cities. Each recurrence decimated the urban population afresh and offered renewed opportunities in the shape of empty homes and opportunities for employment for more immigrants from the countryside. The last major outbreak in England, in 1665, was largely—though not completely—confined to the city of London, and the last outbreak in France was at Marseilles in 1720. Thereafter, the Plague disappeared from western Europe but remained endemic in the Balkans into the nineteenth century. The urban population recovered after each outbreak—in part through the birth of larger families, in part by increased immigration from the countryside.

TASK	KEYS
001.	E
002.	B
003.	A

004.	D
005.	C

Article 2.

THE CHURCH IN THE CITY

Some towns grew up around a church; others had churches thrust upon them. Whatever the relationship between them, the Church has played a very important role, both physical and cultural, in the development of urban life. In its origin Christianity was an urban faith.

006. B) It was borne by its earliest missionaries from city to city. The epistles of St. Paul were addressed to townsmen, and the first Christian cells were in the greater cities of the Roman Empire. Only slowly did the faith penetrate the countryside, which long remained the sphere of the pagani, countryfolk or “pagans,” and it came even later to mountainous and thinly peopled regions. These remained dark corners of the land until late in the Middle Ages.

007. A) And yet Christianity always had a certain affinity with wastelands and solitary places. The wilderness was where Christians went for contemplation and spiritual refreshment. It was the resort of the “desert fathers” and the first home of certain religious orders. There were thus two strands in the evolution of the Christian Church: that which attracted people to the company of others and carried on its activities in crowded cities and, by contrast, that which sought the solitary life—monastic in the strict meaning of that term. The latter is not important in the present context except insofar as here and there it contributed to the settlement and development of such wasteland areas and thus stimulated urban growth. Places of pilgrimage became the nuclei of some towns, and remote monasteries sometimes became centers of commercial, even of industrial, activity. One thinks of Santiago, the reputed burial place of St. James of Compostela in northwestern Spain; of Bobbio in the Italian Apennines; of Sankt Gallen, which even became the capital of a Swiss canton; of Maria Laach in the German Eifel, and, in Great Britain, of Ely on its island amid the Cambridgeshire Fenland and of Glastonbury similarly placed in the Somerset marshes.

008. C) But such instances were few. Far more important in the development of the Church were the regional capitals, the civitates, of the Roman Empire. These became the administrative centers of the Church, just as they had been of Roman governors. In them bishops established their sees, or seats. Here they built their cathedrals and, at a later date, their palaces. Foremost among such cathedral cities was Rome itself, ruled after the departure of the emperors by the bishop of Rome, the Pope. Few Roman imperial civitates did not become episcopal dioceses, and, during the centuries of invasion and turmoil following the eclipse of the Roman Empire in the West, it was the bishops who provided some kind of institutional continuity and preserved much of what was left of Roman culture.

009. E) The cathedral, as became a great public building, was centrally placed. It was, like the Roman basilicas and temples that preceded it, open to the public and graced with whatever art and decoration were available. In that part of Europe that became subject to the Catholic Church—which eventually was all of Europe with the exception only of Russia and the Balkans—cathedrals were of two kinds: secular and monastic. The former were staffed by secular priests who lived in the world and rubbed shoulders with ordinary people; the latter were houses of monks who led cloistered lives of prayer and study despite their location in the heart of crowded cities. By their very nature monastic cathedrals were in large part cut off from whatever settlements lay around them. The focus of their lives was the cloister. Secular cathedrals, on the other hand, may have had cloisters, but life was focused more on the people outside their walls. In fact, monastic cathedrals became significant only in Sicily (Palermo and Cefalu) and curiously in England, where about half the medieval cathedrals were monastic. It is difficult not to attribute this fact to the influence of the Norman conquerors who in the eleventh century overran both areas.

010. D) A cathedral city was dominated physically by its cathedral, as, indeed, many of them remain today. Its towers and spires dignified its skyline as much as the tall buildings do in any modern city, and the cathedral now attracts tourists as it once drew pilgrims to its shrine and

sacred relics. It is impossible to **exaggerate** the economic importance of the medieval pilgrims. They brought their contributions to the building of the church just as their presence filled the inns and hostelries. Chaucer's jovial band, which gathered at the Sign of the Tabard in London's southbank suburb of Southwark and wound its **loquacious**, story-telling way to Canterbury, brought profit to the city. The distance from Southwark to Canterbury is only some sixty miles; they must have traveled very slowly indeed to have been able to spin so many lengthy tales. Canterbury, like Santiago, Reims, St. Albans, and Rome itself, did very well from this medieval form of the tourist business. Canterbury was the foremost English center of pilgrimage, but there were many others scattered throughout Catholic Europe. They passed in and out of fashion, and their importance tended overall to decline toward the end of the Middle Ages. Nevertheless, their importance in urban development cannot be overestimated.

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

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 "**decimated**" means the same as:

- A. fortified
- B. exhausted**
- C. emboldened
- D. disheartened

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

- A. unclogged
- B. free
- C. saturated
- D. heaped up**

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

- A. partiality**
- B. dissimilarity
- C. aversion
- D. antipathy

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

- A. trustworthy
- B. valid
- C. fraudulent**
- D. frank

015. The underlined word "**loquacious**" means the same as:

- A. taciturn
- B. garrulous**
- C. reticent
- D. subdued

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

- A. angles
- B. disadvantages
- C. bishoprics**
- D. subordination

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

- A. compress
- B. abridge
- C. deprecate
- D. amplify**

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

- A. enhancement
- B. annihilation**
- C. increase
- D. lustre

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

- A. exhaustion
- B. reiteration**
- C. discontinuation
- D. departure

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

- A. tutelage**
- B. tenure
- C. trading
- D. destruction

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

Here is a summary of the article “*The urban way of life*”. 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 population was fully reproducing itself as women each had on average less than a single female child.

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

022. Environmental factors were probably important than social, but also more difficult to evaluate.

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

- 023.** The Black Death spread by the symbiotic relationships between the black rat and the flea is far more likely decimated Byzantium.
- A. 0
 - B. 1**
 - C. 2
 - D. 3
 - E. 4
 - F. 5
- 024.** The plague ran rampant among the lower class who sought shelter and assistance from friaries.
- A. 0**
 - B. 1
 - C. 2
 - D. 3
 - E. 4
 - F. 5
- 025.** Once it took root in a congested town, it spread rapidly, giving rise to a disastrous mortality.
- A. 0
 - B. 1**
 - C. 2
 - D. 3
 - E. 4
 - F. 5
- 026.** People lived closely pack in their crowded quarters. So, the towns were thinly populated.
- A. 0
 - B. 1
 - C. 2**
 - D. 3
 - E. 4
 - F. 5
- 027.** There was a distinct legal status given city dwellers and not to rural masses in the European medieval city.
- A. 0
 - B. 1**
 - C. 2
 - D. 3
 - E. 4
 - F. 5
- 028.** The major outburst of 1669 in England was largely confined to the city of London.
- A. 0
 - B. 1**
 - C. 2
 - D. 3
 - E. 4
 - F. 5
- 029.** They say that a third or half the population vanished.
- A. 0**

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

030. Due to social and environmental reasons people in the town married, in all probability, at much younger age than in the countryside.

- 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 church in the city”. 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 church in the city”.

031. towns grew up / relationship / an urban faith

032. Christianity / the resort of / orders / a certain affinity

033. the Christian Church / thus two strands / solitary life / attracted

034. built their cathedrals / development / the centuries of invasion / institutional continuity

035. dignified / sacred relics / remain / modern city / dominated

Task 036. (Максимальное количество - 20 баллов)

Write your commentary on the article “The church in the city”. 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.

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 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. The weather was perfect. The sun was shining brightly. There was a gentle breeze.

idyllic

The weather was _____ and a gentle breeze (4 words)

= **idyllic with bright sunshine**

038. Bacteria on a wooden cutting board, including salmonella, can be eradicated by pouring hydrogen peroxide on it.

made

Pouring hydrogen peroxide on a cutting board _____ will kill salmonella and other bacteria. (3 words)

= **made of wood**

039. The CEO, who had been with the company for 20 years, announced her retirement yesterday.

declared

Yesterday, after two decades with the company, the CEO _____. (5 words)

= **declared she would step down**

040. Symptoms of the flu include fever and nasal congestion.

signs

Stiffness and elevated temperature _____ the flu. (3 words)

= **are signs of**

041. Your business will highly be exposed to the online world if you post your video on YouTube.

further

Uploading a YouTube video can help your business be exposed _____ the online community. (3 words)

= **even further to**

042. This product can breakdown excess body fat, thus help in shedding some pounds.

getting

This product can help you lose weight _____ unnecessary fat in your body. (4 words)

= **by getting rid of**

043. Food insufficiency is independently associated with all symptoms of poor mental health, but that association is mitigated for those who received free groceries or meals.

struggle

People who do not have enough to eat _____ mental health, but free groceries or meals can help limit this problem. (4 words)

= **may struggle with their**

044. Many people reported symptoms of anxiety after the terrorist attack.

caused

The terrorist attack _____ a number of people. (4 words)

= **caused anxiety symptoms in**

045. This brand has been preferred by most professional plumbers.

choose

The majority of the professional plumbers _____ of the others. (5 words)

= **choose this brand on top**

046. Despite the heavy rain, the team continued to play.

kept

The team _____ it was raining heavily. (4 words)

= **kept playing even though**

Part 4. Cultural Study

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

Now show how well you know world history. Read the article and choose the correct option to complete the text.

WORLD HISTORY

Historians assume that the history of the world began in (**047.** _____). World history comprises the study of archaeological and written records, from ancient times. Prehistory began in the Paleolithic Era, or Early Stone Age, which was followed by the Neolithic Era, or New Stone Age, and the Agricultural Revolution in (**048.** _____). (**049.** _____) changed human history dramatically, as humans began the husbandry of plants and animals. Agriculture advanced, and most humans transitioned from a nomadic to a settled lifestyle as farmers in permanent settlements. However, (**050.** _____), developed in some locations, especially in isolated regions with few domesticable plant species. Nomads hunted, trapped big (**051.** _____) and small animals, caught fish, gathered shellfish, insects, wild plants (fruits, vegetables, tubers, seeds, and nuts). But the relative security and increased productivity provided by farming allowed human communities to expand into increasingly larger units, fostered by advances in (**052.** _____).

As farming developed, grain agriculture became more sophisticated. Farmers grew tall wild grasses, for instance, early types of barley, emmer and einkorn. Historians assert that the seeds were tasty and nourishing for people. (**053.** _____) agriculture advancement

prompted a division of labour to store food between growing seasons. Labor division then led to the rise of a leisured upper class and the development of cities.

The growing complexity of human communities necessitated systems of writing and accounting. Many cities developed on the banks of rivers. The first prominent, well-developed settlements had arisen in (054. _____) on the banks of the Tigris and the Euphrates, on the banks of the River Nile in (055. _____), and in the Indus River valley by 3000 B. C. Similar civilizations probably developed along the major rivers in China — the Yangtze River and (056. _____)— but there is no convincing archaeological evidence for extensive urban construction.

047.

A. the Paleolithic Era

B. the Neolithic Era

C. The Chalcolithic Era

D. the Mesolithic Era

048.

A. the Crescent Darkness

B. the Crescent Bay

C. the Fertile Crescent

D. the Fertile Moon

049.

A. the French Revolution

B. the Agricultural Revolution

C. the Industrial Revolution

D. the American Revolution

050.

A. pastoralism

B. horticulturalism

C. gatherism

D. nomadism

051.

A. game

B. dinosaur

C. wheel

D. crop

052.

A. information technology

B. transportation

C. monitoring

D. research

053.

A. Dairy

B. Livestock

C. Grain

D. Forestry

054.

A. Mesopotamia

B. India

C. China

D. Egypt

055.

A. Libya

B. Palestine

C. Saudi Arabia

D. Egypt

056.

A. the Sinano River

B. the Yellow River

C. the Blue River

D. the Hangang River



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

11 класс

Вариант № 25-ОШ-2-11 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.

**WHY THE CREATOR OF ONE OF THE FIRST ‘LIE DETECTORS’ LIVED TO
REGRET HIS INVENTION**

In order to catch liars, the ancient Chinese would sometimes give the accused a mouthful of uncooked rice during interrogation – and then ask the person to open wide. Dry rice would indicate a dry mouth, considered evidence of nervous guilt – and sometimes grounds for execution. The notion that lying produces observable physical side effects has stuck with us, and one man thought he’d cracked the science of lie detection in the 1920s, amid a truly modern boom in crime. This was the era of Prohibition, dominated by bootlegging gangsters – Chicago alone was said to be home to 1,300 gangs – and some police departments adopted increasingly brutal tactics to wring the truth out of suspects: beating, depriving them of sleep. Unconstitutional but widely applied across the nation, according to a major report commissioned by then-President Herbert Hoover, these techniques did result in confessions – many of them highly dubious.

001. E) One police chief in California thought he could usher in a new era in which science would make the interrogation process more accurate and humane. August Vollmer of the Berkeley Police Department was a committed reformer who began recruiting college graduates to help professionalize the force. His interests dovetailed with those of John A. Larson, who had recently received a PhD in physiology from the University of California, Berkeley, and had a passion for justice. Larson joined the Berkeley force in 1920, becoming the first **rookie** in the country with a doctorate. Vollmer and Larson were particularly intrigued by the possibilities of a simple new deception test pioneered by William Marston, a lawyer and psychologist who would later earn fame as the creator of Wonder Woman, with her famous Lasso of Truth. (Marston unofficially used the test on some criminal defendants during probation proceedings.) Larson spent punishing hours creating a far more sophisticated test, tinkering in his university lab on an odd-looking assemblage of pumps and gauges that he would attach to the human body using an arm cuff and chest strap. His device would measure changes in pulse, respiration and blood pressure all at once, during continuous monitoring of a subject under interrogation. Larson believed the contraption would flag false answers via distinct fluctuations etched by a stylus onto a revolving drum of paper. An operator would then analyze and interpret the results.

002. A) By the spring of 1921, Larson unveiled the machine he called a cardio-pneumopsychogram, and later simply a polygraph, a nod to the multiple physical signals recorded by the stylus. A San Francisco Examiner report later said it looked like some mix of “a radio set, a stethoscope, a dentist’s drill, a gas stove” and more, all arranged on a long wooden table. However ramshackle it appeared, Larson’s innovation, with its continuous battery of measurements, leaped beyond all previous attempts to track the body’s involuntary responses. In a frenzy of sensationalist reporting, the press dubbed Larson’s polygraph a “lie detector,” and the Examiner swooned: “All liars, regardless of cleverness, are doomed.”

003. D) Larson himself didn’t quite buy the hype. As he tested the invention, he found an alarming error rate and grew increasingly concerned about its official use. And while many departments across the country embraced the device, judges proved even more skeptical than Larson. As early as 1923, the U.S. Court of Appeals for the District of Columbia ruled polygraph results inadmissible at trial because the tests were not widely accepted by relevant experts. Still, cops kept using the machine. Larson watched in dismay as a former colleague patented an updated version of the idea in 1931.

004. B) While Larson’s original machine collected dust, imitators with sleeker modern versions proliferated, all hewing roughly to the same parameters as Larson’s – and millions of people were subject to testing. During the Cold War, the State Department used polygraph tests **to oust** alleged Communist sympathizers from the federal government. Many innocent government workers lost their livelihoods, while others who were eventually exposed as treasonous – including the infamous spy Aldrich Ames – managed to dupe the tests. For his part, Larson got a medical degree and spent his remaining career as a psychiatrist. Yet he was forever soured on the polygraph, eventually describing the device as his very own “Frankenstein’s monster,” unable to be controlled or killed.

005. C) In 1988, Congress finally passed a law generally banning private employers from requiring the test, though some government agencies still turn to it for screening, and police may use it on suspects as an investigative tool under certain circumstances. “It’s an instrument of great hope but also great pain,” says Kristen Frederick-Frost, curator of modern science at the National Museum of American History, where Larson’s original polygraph anchors an exhibition, “Forensic Science on Trial,” open through next summer. In the 1930s, the Berkeley Police Department almost tossed the machine in the trash, but Vollmer thought it might one day have historical value and saved it. In 1976, the Berkeley Police Department donated it to the Smithsonian, where it sat in storage for decades. Over the past five years, seven conservators have helped to revive its **motley** parts for display.

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

Article 2.

FORTY YEARS AGO, THE MAC TRIGGERED A REVOLUTION IN USER EXPERIENCE

As the Apple Macintosh turns 40, what began as Apple prioritizing the squishy concept of “user experience” in its 1984 flagship product is, today, clearly vindicated by its blockbuster products since. It turns out that designing for usability, efficiency, accessibility, elegance and delight pays off. Apple’s market capitalization is now over \$2.8 trillion, and its brand is every bit associated with the term “design” as the best New York or Milan fashion houses are. Apple turned technology into fashion, and it did it through user – experience.

006. B) When Apple announced the Macintosh personal computer with a Super Bowl XVIII television ad on January 22, 1984, it more resembled a movie premiere than a technology release. The commercial was, in fact, directed by filmmaker Ridley Scott. That’s because founder Steve Jobs knew he was not selling just computing power, storage or a desktop publishing solution. Rather, Jobs was selling a product for human beings to use, one to be taken into their homes and integrated into their lives. This was not about computing anymore. IBM, Commodore and Tandy did computers. As a human-computer interaction scholar, I believe that the first Macintosh was about humans feeling comfortable with a new extension of themselves, not as computer hobbyists but as everyday people. All that “computer stuff” – circuits and wires and separate motherboards and monitors – were neatly packaged and hidden away within one sleek, integrated box.

007. C) You weren’t supposed to dig into that box, and you didn’t need to dig into that box – not with the Macintosh. The everyday user wouldn’t think about the contents of that box any more than they thought about the stitching in their clothes. Instead, they would focus on how that box made them feel. As computers go, was the Macintosh innovative? Sure. But not for any particular computing breakthrough. The Macintosh was not the first computer to have a graphical user interface or employ the desktop metaphor: icons, files, folders, windows and so on. The Macintosh was not the first personal computer meant for home, office or educational use. It was not the first computer to use a mouse. It was not even the first computer from Apple to be or have any of these things. The Apple Lisa, released a year before, had them all.

008. A) It was not any one technical thing that the Macintosh did first. But the Macintosh brought together numerous advances that were about giving people an accessory – not for geeks or techno-hobbyists, but for home-office moms and soccer dads and eighth-grade students who used it to write documents, edit spreadsheets, make drawings and play games. The Macintosh revolutionized the personal computing industry and everything that was to follow because of its emphasis on providing a satisfying, simplified user experience. Where computers typically had complex input sequences in the form of typed commands or multibutton mice, the Macintosh used a desktop metaphor in which the computer screen presented a representation of a physical desk surface. Users could click directly on files and folders on the desktop to open them. It also had a one-button mouse that allowed users to click, double-click and drag-and-drop icons without typing commands.

009. E) The Xerox Alto had first exhibited the concept of icons, invented in David Canfield Smith’s 1975 PhD dissertation. The 1981 Xerox Star and 1983 Apple Lisa had used desktop metaphors. But these systems had been slow to operate and still cumbersome in many aspects of their interaction design. The Macintosh simplified the interaction techniques required to operate a computer and improved functioning to reasonable speeds. Complex keyboard

commands and dedicated keys were replaced with point-and-click operations, pull-down menus, draggable windows and icons, and system wide undo, cut, copy and paste. Unlike with the Lisa, the Macintosh could run only one program at a time, but this simplified the user experience. The Macintosh also provided a user interface toolbox for application developers, enabling applications to have a standard look and feel by using common interface widgets such as buttons, menus, fonts, dialogue boxes and windows. With the Macintosh, the learning curve for users was flattened, allowing people to feel proficient in short order. Computing, like clothing, was now for everyone.

010. D) Although I hesitate to use the clichés “natural” or “intuitive” when it comes to fabricated worlds on a screen - nobody is born knowing what a desktop window, pull-down menu or double-click is - the Macintosh was the first personal computer to make user experience the driver of technical achievement. It indeed was simple to operate, especially compared with command-line computers at the time. Whereas prior systems prioritized technical capability, the Macintosh was intended for nonspecialist users – at work, school or in the home – to experience a kind of out-of-the-box usability that today is the hallmark of not only most Apple products but an entire industry’s worth of consumer electronics, smart devices and computers of every kind. Rarely today do consumer products succeed in the market based on functionality alone. Consumers expect a good user experience and will pay a premium for it. The Macintosh started that obsession and demonstrated its centrality.

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

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 expression “has stuck with” means the same as:

- A. has intruded
- B. has taken root**
- C. has gotten bogged down
- D. has trespassed

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

- A. untrustworthy
- B. definite
- C. honest
- D. questionable**

013. The underlined word “rookie” means the same as:

- A. greenhorn**
- B. conscript
- C. simpleton
- D. probationer

014. The underlined word “to oust” means the same as:

- A. to deprive
- B. to displace**

- C. to appoint
- D. to incorporate

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

- A. diverse**
- B. versatile
- C. analogous
- D. consistent

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

- A. swampy
- B. paramount**
- C. imperceptible
- D. gradual

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

- A. win back
- B. settle up**
- C. cancel out
- D. smooth down

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

- A. exquisite**
- B. preposterous
- C. extravagant
- D. outlandish

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

- A. bulky**
- B. dimensional
- C. spatial
- D. diminutive

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

- A. salient feature**
- B. minor feature
- C. inconspicuous feature
- D. insignificant feature

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

Here is a summary of the article “Why the creator of one of the first ‘lie detectors’ lived to regret his invention”. 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 invention of the lie detector test was hailed as a revolutionary breakthrough in criminal justice, offering an objective and scientific method of determining guilt or innocence.

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

- E. 4
- F. 5

022. The reality exceeded all expectations as the lie detector test was error-free and often helped with the investigation.

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

023. Such widespread use of the lie detector test helped to avoid the methods of torture and the whole guilty people were convicted based on the testimony of this device.

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

024. While testing the invention, Larsen found a small number of errors but stopped worrying about its official use.

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

025. During the use of the lie detector in various government agencies, many illegal spies and criminals were identified, which contributed to the popularity of using this device.

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

026. Over the past five years, restorers have tried to restore parts of it for display, but failed because the sketches were lost.

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

027. Larsen was an amateur inventor who just wanted to use his knowledge for the benefit of the country.

- A. 0
- B. 1**
- C. 2

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

028. Pretty quickly, Larsen was able to create a ridiculous kind of device that was very unusual in the way it was used.

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

029. One of the main problems with the device was that it could hardly measure blood pressure, pulse, and respiration at the same time.

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

030. The forensic examination of this device confirmed the effective use of this device, although it found minor inaccuracies that would not affect the final result.

- 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 “Forty years ago, the mac triggered a revolution in user experience”. 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 “Forty years ago, the mac triggered a revolution in user experience”.

031. the Macintosh / made computers / accessible / people / not tech enthusiasts

032. apple / revolutionized / concept of user experience

033. prioritized / user experience / technical capability / setting / new standard

034. start / trend of user experience / a key factor / product success

035. brand / synonymous / design / the same way / fashion houses.

Task 036. (Максимальное количество - 20 баллов)

Write your commentary on the article “Forty years ago, the mac triggered a revolution in user experience”. 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.

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 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) He wasted no time looking for a new car.

soon

He looked for a new car _____ possibly could. (4 words)

= He looked for a new car **as soon as he** possibly could

037. Despite the wind and rain, the climbers were able to put up their tent.

managed

Despite the wind and rain, the climbers _____ their tent. (4 words)

= **managed to put up**

038. She's worked very hard in the garden.

deal

She's done a _____ in the garden. (4 words)

= **great deal of work**

039. I'm sure Sue was pleased when she saw the coat you bought her.

been

Sue _____ when she saw the coat you bought her. (4 words)

= **must have been pleased**

040. We're getting a friend to repair the roof.

having

We _____ by a friend. (5 words)

= **are having the roof repaired**

041. Unfortunately, I haven't got enough money to go on holiday this year.

afford

I wish I _____ on holiday this year. (4 words)

= **could afford to go**

042. His condition improved so rapidly he went home four days after the operation.

such

There _____ in his condition he went home four days after the operation. (5 words)

= **was such a rapid improvement**

043. I can hear laughter coming from the neighbours' flat.

people

I _____ in the neighbour's flat. (4 words)

= **can hear people laughing**

044. Jane is a strong swimmer, but she can't swim across that lake.

capable

Although Jane is a strong swimmer, she _____ across that lake.

(5 words)

= **is not capable of swimming**

045. Chiara spent years trying to pass the First Certificate exam.

took

It _____ the First Certificate exam. (5 words)

= **took Chiara years to pass**

046. This season our football team started well.

got

Our football team _____ start this season. (5 words)

= **got off to a good**

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.

ENGLISH CIVIL WAR

Under (047. _____), the power of Parliament was growing. After she died, her cousin, king of Scotland, became King James I of England. This was the end of (048. _____) and the beginning of (049. _____). At this time, there were religious reformers who thought the Anglican Church (Church of England) was not strict enough

and they wanted to reform it. These groups of religious reformers were called (050. _____), because they wanted to purify the church. After King James I died, his son became King Charles I. Charles believed in the divine power of kings and tried to rule without Parliament. He tried to arrest Members of Parliament but it fought back.

This led to the fact that the First English Civil War broke out in (051. _____), largely due to ongoing conflicts between James' son, Charles I, and Parliament. The defeat of the Royalist army by the New Model Army of Parliament at the Battle of Naseby in (052. _____) effectively destroyed the king's forces. Charles I surrendered to the Scottish army at Newark. He was eventually handed over to the English Parliament in early 1647. He escaped, and (053. _____) began, but the New Model Army quickly secured the country. The capture and trial of Charles I led to the execution of him in January 1649 at Whitehall Gate in London, making England a (054. _____). This shocked the rest of Europe. The king argued to the end that only God could judge him.

The New Model Army, commanded by (055. _____), then scored decisive victories against Royalist armies in Ireland and Scotland. After he died in 1658, his son succeeded him in the office but he was forced to abdicate within a year. For a while it seemed as if a new civil war would begin as the New Model Army split into factions. Troops stationed in Scotland under the command of (056. _____) eventually marched on London to restore order.

047.

A. Elizabeth I

B. Mary I

C. Anna

D. Mary II

048.

A House of York

B. the House of Stuart

C. the Tudor dynasty

D. House of Lancaster

049.

A. the House of Stuart

B. House of York

C. House of Lancaster

D. the Tudor dynasty

050.

A. Puritans

B. Protestant

C. Huguenots

D. Catholics

051.

A. 1642

B. 1641

C. 1643

D. 1644

052.

A. June 1645

B. July 1644

- C. August 1643
- D. September 1646

053.

A. Second English Civil War

- B. an uprising
- C. overthrow of the English government
- D. the Protestant Revolution

054.

A. republic

- B. monarchy
- C. democracy
- D. anarchy

055.

A. Oliver Cromwell

- B. Robert Devereux
- C. Edward Montagu
- D. Richard Cromwell

056.

A. George Monck

- B. Thomas Fairfax
- C. John Lambert
- D. Francis Drake

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

11 класс

Вариант № 25-ОШ-2-11 Английский язык-3

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.

THE PHONETICIANS

Phonetics is the study of the way humans make and receive the sounds of speech. Phoneticians spend their time analysing how people use their vocal organs in order to speak, how speech sounds are carried through the air, and what happens when people hear them. We don't meet phoneticians in the street very often, but they have been around for a long time.

001. E) The study of a language's pronunciation has an ancient history. Around the fifth century BC, the sounds of Sanskrit were being meticulously described by a grammarian and phonetician about whom very little is known other than his name, Panini. In Britain, interest grew in the sixteenth century, with the first attempts at reforming English spelling – a task that requires a detailed appreciation of the sounds of the language. Other writers of the time were interested in developing new systems of shorthand, which again presupposed an understanding of the way English is pronounced. Many of the early writers on phonetics are very little known

now, but they helped form a climate of **enquiry** into the nature of pronunciation that led to the development of the present-day subject in the nineteenth century.

002. B) The first recorded use in the Oxford English Dictionary of the word phonetics is in 1841, and phonetician arrived soon after, used primarily in relation to people who wanted to devise a system of phonetic **notation** that would avoid the irregularities of English spelling. We don't get the modern academic sense of phonetician - meaning "a scholar or student of phonetics" – until we see it in 1877 in a work by Oxford professor Henry Sweet (1845-1912), the most influential writer on this subject in the late nineteenth century. Other suggestions had been phonetist and phoneticist, but Sweet's usage was the one that caught on.

003. C) It took a while before the various professionals involved with language study began to develop the subject in a systematic way. And there were many such professionals – philologists exploring the history of sound change, clinicians investigating speech disorders, and, above all, those teaching foreign languages. In 1886, a group of French language teachers formed an association **to promote** the use of phonetic scripts as an aid to language learning and the teaching of reading. They called it The Phonetic Teachers' Association and began to publish a journal in which everything was written in phonetic notation. The founder was a language teacher, Paul Passy (1859-1940).

004. D) The new association proved to be hugely influential in the development of the subject. It changes its name to the International Phonetic Association in 1897, and the journal's name also changed, to The Phonetic Master. The abbreviation IPA began to circulate; and in due course the Association's first major initiative received the same acronym: the International Phonetic Alphabet. The aim was to devise a single set of symbols that could be used to write down the sounds of any language, and it was immediately taken up enthusiastically (and later revised and expanded several times).

005. A) English phoneticians soon joined the IPA, and its membership in Britain grew dramatically in the early 1900s. Among the early members was Daniel Jones (1881-1976), the first professor of phonetics at a British university, and the **pre-eminent** British phonetician for over 60 years. Anyone who studied English pronunciation in the later decades of the twentieth century owed a debt to Daniel Jones. Many universities around the world have departments of phonetics nowadays – or at least members of staff in a linguistics or languages department who have been trained in the subject. And the International Phonetics Association is alive and well. Its journal appears three times a year, and a major international conference takes place every four years, attended by around a thousand delegates.

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

Article 2.

WORDS AND STONES

In London, history hides barely below the surface. On many occasions, the greatest treasures of the city – a cache of Renaissance jewels, an ancient burial ground, a long-forgotten manuscript – have been uncovered by happenstance. In September 1954 it was, in the words of Professor William Francis Grimes, "a fluke", but what he found was a striking reminder of the many layers of London's past.

006. B) Two years earlier, Professor Grimes, London's leading archaeologist, had begun work on the site of what was once Bucklersbury House, situated in the heart of the city, near the Bank, before large-scale redevelopment began. Since the Victorian period it had been a **thriving** business quarter with various offices and shops including solicitors, insurance brokers and a

Lyons Tea House, yet Grimes realised that the current buildings were set upon ancient foundations. For Bucklersbury House sat on one of the oldest thoroughfares, facing eastwards onto Walbrook, a street that had once been divided by an ancient river. The River Walbrook had been covered over in the eighteenth century but nonetheless over 2,000 years of history continued to exist beneath the modern street.

007. C) After World War II the site had stood abandoned; rubble was strewn across the whole area from the attacks ten years before, while stones and bricks choked the battered basements. The Nazi bombing in 1940-1941 had laid waste to the **fabric** of London, from the docks to the east right into the very hearts of the metropolis. In the years following Victory Day, there had been hopes to revive the city out of the ashes of the Nazi onslaught; however, progress was painfully slow. It was not until 1952 that the landowners turned their focus to the Walbrook, which they planned to cover over with a new office block.

008. A) Before work began, the developers listened to the pleas of Professor Grimes, then director of the London Museum, to explore the disrupted ground before it was lost for good. In 1947 Grimes had written in hope that out of the chaos of the war some historical good might emerge. Grimes and his team hoped to find evidence of the river that ran down the street towards the Thames to the south, and that summer they began cutting a number of exploratory sections. To begin with there was a scattering of interesting finds that were cleaned and taken to the Guildhall Museum for examination; but Grimes could not have predicted what he was to uncover on the 18 September 1954.

009. E) Londoners have always been fascinated by their city's origin. The medieval chroniclers created myths from the few ruins they had found inside the walls, attaching their stories to the fragments and broken monuments that still remained. When Christopher Wren began rebuilding it after the Great Fire of 1666, he excavated the classical origins of the metropolis. The eighteenth-century Enlightened thinkers hoped to rebuild Rome by the Thames, while the Victorians were aghast as they dug up the old city and found ancient buildings and the archaeological evidence. In 1869, as they were tearing up the earth to lay new sewerage system, engineers were fascinated by a mosaic found only a few yards from the Walbrook, evidence of a grand villa.

010. D) That September day in 1954 was intended to be the last of work on-site. Through the slow and patient process of excavation, the archaeologists had peeled back the layers of time that had been hidden for centuries. The huge foundations of the modern building had compacted and **distorted** certain areas of the soil deposits, while the digging of basements in surrounding buildings had removed centuries of evidence. Yet, two and half metres below the street on the eastern side of the river, the remnants of a solitary building were uncovered. The soil was **waterlogged**, which made exploration difficult but had also preserved the stones. As they delved there were more intriguing **revelations**. Grime's discovery of a pagan temple in the heart of the capital in 1954 would reignite the city's passion for its classical past, just as it hoped for a brave post-war future.

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

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 “pre-eminent” means the same as:

- A. **greatest**
- B. distinguished
- C. famous
- D. outstanding

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

- A. naming
- B. cipher
- C. hieroglyphics
- D. **alphabet**

013. The underlined word “promote” means the same as:

- A. urge
- B. help
- C. encourage
- D. **aid**

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

- A. recognition
- B. **knowledge**
- C. valuing
- D. prizing

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

- A. request
- B. **study**
- C. inspection
- D. question

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

- A. healthy
- B. growing
- C. **prosperous**
- D. stagnating

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

- A. construction
- B. **infrastructure**
- C. foundations
- D. tissue

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

- A. falsify
- B. mislead
- C. **deform**
- D. misrepresent

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

- A. unmanageable
- B. **saturated**
- C. dehydrated
- D. waterproof

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

- A. disclosure**
- B. confession
- C. cover-up
- D. emphasis

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

Here is a summary of the article “The Phoneticians”. 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. Phonetician is a very important practically and very widely spread profession.

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

022. The study of a language pronunciation has begun only recently.

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

023. The first attempts at reforming English spelling took place as early as the 16th century.

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

024. Around the same time the word phonetics was first used.

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

025. Soon after many professionals involved with language studies had begun to criticize the subject.

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

026. In the end of the 19th century a group of French linguists started promoting the use of phonetic scripts.

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

027. In the first journal of the Phonetic Teachers' Association everything was written by phonetic notation.

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

028. The new association developed the subject but didn't have much influence in the sphere of phonetics.

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

029. The Association grew very popular with the English phoneticians.

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

030. Nowadays all universities around the world have departments of phonetic.

- 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 "Words and stones". 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 "Words and stones".

031. the developers / explore the disrupted ground / to find evidence
032. leading archaeologist / large-scale development / the current buildings
033. from the attacks / had laid waste / to revive the city
034. patient progress of excavation / to peel back / centuries of evidence
035. to be fascinated by / the fragments and broken monuments / to excavate the origins

Task 036. (Максимальное количество - 20 баллов)

Write your commentary on the article “Words and stones”. 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.

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 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. There is nothing like as varied a mix of people as in New York.

cosmopolitan

It's nowhere _____ New York. (4 words)

= **near as cosmopolitan as**

038. I'll only phone if there is a problem.

hear

Don't expect to _____ there is a problem. (4 words)

= **hear from me unless**

039. There will have to be a change in his attitude or he won't continue to work here.

order

There will have to be a change in his attitude _____ to work here. (4 words)

= **in order to continue**

= **in order for him**

040. The woman has a fixed idea about starting a new business.

bee

The woman has _____ about starting a new business. (5 words)

= **a bee in her bonnet**

041. She was eager to get her new project started.

desperate

She _____ her new project started. (4 words)

= **was desperate to get**

042. It was reported that thousands of people suffered from the hurricane.

said

Thousands of people _____ by the hurricane. (5 words)

= **were said to be affected**

043. He is very polite today. I suspect deception.

rat

He is very polite today. I _____ . (3 words)

= **smell a rat**

044. I thought it was a holiday today.

impression

I was _____ it was a holiday today. (4 words)

= **under the impression that**

045. A special team is trying to find out the cause of the accident.

looking

A special team is _____ of the accident. (4 words)

= **looking into the cause**

046. I will not tolerate such bad language in the classroom.

stand

I will not _____ such bad language in the classroom (2 words)

= **stand for**

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.

AUSTRALIA

Australia is a large island country and continent in the south-west Pacific Ocean. (047. _____), a large island off the south coast of Australia, is one of the states of Australia. Its capital city is (048. _____).

Human habitation in Australia dates from (049. _____). The existence of an unknown southern land (terra australis) was postulated in ancient Greek geographical writings and the idea was passed on in medieval writings and maps. From 1606 onwards the western coast of Australia was explored by the Dutch, and in 1642 Abel Tasman proved that it was an island.

The first inhabitants of Australia were the Aborigines, who now form only about (050. _____) of the population. In 1770 the country was visited by Captain James Cook. He was an English sailor and explorer who made three journeys by sea to the Pacific Ocean. He was the first European to arrive on the east coast of Australia. He drew maps of the coasts of Australia, New Zealand and New Guinea. It was Captain Cook who claimed the eastern coast of Australia for Britain. He was also the first European to arrive at Hawaii, where he was killed in a fight with the (051. _____).

In the 18th and 19th centuries Australia was used by the British as a place to send (052. _____) Botany Bay is the place on the east coast of Australia where Captain Cook landed. But after the British government decided in 1787 to send its ships there, the name Botany Bay was often used to mean any place in Australia where convicts were sent from Britain.

Governed by a (053. _____) parliament comprising a Senate and a House of Representatives, Australia is divided into six states and two territories, each of the states having its own legislature.

Many of Australia's present inhabitants are descended from British people. It is now independent from Britain, although it remains a member of the (054. _____). More recently many Australian citizens came from southern Europe and east Asia. Most of the population live on or near the coast in the east and south of the country, and there are large areas in the west, north and centre of the country that have very few inhabitants. A popular informal name for Australia is (055. _____). Australian culture is very popular in Britain. A number of Australian programmes appear regularly on British television.

Australia's climate is mainly continental, and ranges from tropical in the north to temperate in the south. Australia's fauna is remarkable for the presence of many unique animals. Nearly half the 230 species of (056. _____) present are marsupials such as the kangaroo, koala bear, wombat, and platypus.

047.

- A. New Zealand
- B. Tasmania**
- C. Madagascar
- D. Bali

048.

- A. Melbourne
- B. Sydney
- C. Canberra**
- D. Perth

049.

- A. prehistoric times**
- B. medieval times
- C. the 15th century
- D. the Ice Age

050.

- A. 1,5 %**
- B. 50 %
- C. 30%
- D. 5 %

051.

- A. the Dutch
- B. his own men
- C. the French
- D. local people**

052.

- A. the Irish
- B. scientists
- C. criminals**
- D. the Aborigines

053.

- A. independent
- B. Australian
- C. electoral
- D. bicameral**

054.

- A. European Union
- B. British Empire
- C. Commonwealth**
- D. NATO

055.

- A. Down Under**
- B. New England
- C. New South Wales
- D. World's Biggest Farm

056.

- A. carnivores
- B. endangered animals
- C. extinct animals
- D. mammals**

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

11 класс

Вариант № 25-ОШ-2-11 Английский язык-4

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.

THE GREAT WHEELBARROW CRAZE

Sawdust Jack and James Gordon are not names that have gone down in the annals of sporting history. Yet in 1886, they were at the centre of an athletic endurance contest that briefly held the eyes of the British nation.

001. E) It was mid-November, and John Martin, better known as Sawdust Jack, was whipping up a storm in Newcastle. He was trying to make his way through the city, but he was blocked by an enthusiastic crowd of supporters, lustily cheering him on, at every turn. He was a slim-built man, dressed as a labourer, but with an oversized and battered high silk hat, upon which was affixed an advertisement for a Newcastle hairdresser. The key item of his equipment was being pushed, rather than worn: after all, this was the year that the great wheelbarrow craze began.

002. A) Sawdust Jack, if he could only extract himself from the crowd, intended to race all the way from Newcastle to London, but with the impediment of a heavy wheelbarrow to

push in front of him. He proposed to cover at least 30 miles a day, but his main object was to overtake another wheelbarrow pedestrian and beat him to the capital. His adversary was a Scotsman named James Gordon, who had the disadvantage of having started on his barrow attempt almost 200 miles further north, but the advantage of a lighter barrow and a considerable head start. Gordon had left his hometown of Dundee in early November, clad in a brown tam o'shanter, coat and trousers of a similar hue, and stout leggings. He passed through Newcastle on 13 November, where he was similarly met by a surging crowd, cheered on by a band from a travelling menagerie. When Sawdust Jack finally extricated himself from his supporters and left Newcastle on 21 November, Gordon was long gone - more than 100 miles south of him in Doncaster, with but 170 miles left between his wheelbarrow and London. The race was on, but unsurprisingly, it never really got going. Sawdust Jack only made it as far as Selby, after 105 miles and four days, when he gave up owing to lack of support. However, James Gordon progressed onwards to London, where he was welcomed like a conquering hero. He was even treated to write-ups in several major newspapers, including the Illustrated London News, which described him as "a very poor man, but a brave one". After receiving the adulation of the capital, Gordon made his way back north, arriving home in Dundee on New Year's Day 1887, whereupon the crowds were so boisterous that he was nearly killed and had his barrow smashed by the joyous locals.

003. C) So, what on earth had got into people to make wheelbarrow-walking such a celebrity activity? Yet it appears that this was a period particularly prone to fads and crazes - and not just those related to wheelbarrows. In 1886, the same year as the barrowing began, there was a fasting craze. Inspired by an Italian named Merlatti who was fasting in Paris, various people followed his lead and tried to starve themselves for days on end. Skipping forwards a few years, there was also a craze dedicated to eating, not fasting: the pigeon-eating craze of 1901. Indeed, the Burnley Gazette of 13 March that year recorded that the trend was spreading across Yorkshire, with several men attempting to eat a pigeon a day for 15 days on the trot.

004. B) So that's the context of the wheelbarrowing antics of Sawdust Jack and James Gordon, but it was the newspapers that fostered the rivalry. As so often happens, it wasn't long before they started to take aim at the very people they'd built up. Reports soon began to take on a distinctly mocking tone, expressing incredulity at the ridiculousness of the endeavour, with one correspondent worrying that were Gordon's "exploit to set a precedent, we might have the north road blocked by Scotch nursemaids wheeling their perambulators vigorously towards London". This rising sense of derision did not dampen enthusiasm for those who saw a chance to make their own names through the wonder of the wheelbarrow. A race became a craze. The papers of the early months of 1887 are replete with stories of ever more bizarre attempts to emulate Gordon's feat. First there was Ewing, the Ayrshire wheelbarrow man, dressed conspicuously in red clothes, drawing large crowds as he left Dalry Cross for London in January. In late March, the one-legged wheelbarrow man Robert Cooper set off from Crieff for Edinburgh, but sadly "caused little or no excitement, for the people of Crieff seem to have got tired of this wheelbarrow craze". Disabled athletes seem to have been particularly attracted to the challenge: in June 1887, Michael Herriot travelled from Cramond Bridge to London and back in 28 days. He had only one arm, and an iron hook attached to his armless sleeve was used in place of the absent limb.

005. D) As the summer progressed, the wheelbarrow mania was dying down, and exponents of the art were finding limited patronage. Michael Herriot's donation box was described as "not burdened regarding its weight". There was a last hurrah, however. In October, Ewing of Dalry Cross, who you'll recall was one of the first to pick up the barrow baton at the start of the year, was to be found at the top of Ben Nevis, along with two other men, all somehow having wrestled wheelbarrows to the summit. So, what was this short-lived craze all about? As we've heard, there was a healthy dose of cynicism about the whole enterprise, and perhaps the biggest challenge facing the contenders was to show themselves as deserving athletic entrepreneurs rather than everyday vagrant.

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

Article 2.

CROMWELL'S POSTAL SPIES

A month before the outbreak of the Second World War in 1939, the Government Code and Cypher School moved into Bletchley Park, a stately home and estate in Buckinghamshire. There it established a centre dedicated to intercepting and decoding enemy communications, playing a pivotal role in the Allied victory over Nazi Germany. But this was not the first time an operation dedicated to the interception and decoding of messages had been set up in England. Indeed, in 1655 - nearly three centuries earlier - a smaller, but remarkably similar operation had been established on the orders of England's Lord Protector, Oliver Cromwell. It was christened the General Post Office.

006. A) Until the 1640s, intelligence gathering in the British Isles was a matter of individual spies reporting to their own spy chiefs – men such as Sir Francis Walsingham, the Earl of Essex, and William and Robert Cecil. As rivals competing for the favour of their monarch, cooperation was not their first instinct. Operations tended to be limited to the infiltration of groups that might harbour potential enemies, but also the occasional interception of letters exchanged between known or suspected conspirators. And that was often a tricky task. Before any agent could attempt to read a message contained within a letter - which might be protected through ciphers, codes or invisible inks – they had to open it, preferably without damaging it. As well as suggesting new methods how to prevent it, intelligence agents also sought to master the imitation of handwriting, translation, cryptanalysis and myriad other tasks.

007. D) During the time of Walsingham and the Cecils, intelligence operatives worked on an ad-hoc basis - and often alone. Their efforts sometimes delivered tangible results but the lack of a centralised and resourced surveillance system could allow conspiracies to blossom unchecked. After the execution of Charles I in 1649, the nature of intelligence gathering changed. Oliver Cromwell, ruling as Lord Protector from 1653, was aware that the British Isles was shot through with supporters of Charles Stuart. So, he created a system of surveillance with the aim of controlling the primary method of communicating information over distance: the letter. In 1655, Cromwell installed the secretary of state and head of intelligence, John Thurloe, as postmaster general of a new institution, the General Post Office. His reasoning became clear in 1657, when *An Act for Settling the Postage of England, Scotland and Ireland* stated that the founding of "one general Post Office" would allow the Commonwealth to discover and prevent many dangerous, and wicked de-signs... the intelligence whereof cannot well be communicated, but by letter". Cromwell's Post Office, then, was created not only to deliver letters but also to intercept them.

008. B) The idea of using a postal monopoly for the comprehensive surveillance or communication was nothing new. In the 1630s, Alexandrine, Countess of Taxis, was described as "a troublesome busy Woeman, [who] will open letters, [and] hath counterfeit seales of publique Ministers". Alexandrine's family held the monopoly on postal services throughout the Holy Roman Empire - in other words, most of western Europe. Between 1628 and 1646, while she minded the family business until her young son came of age, she developed a system by which letters were methodically opened and inspected for valuable information before being resealed and sent on their way, their recipients none the wiser. The information was then sold to the highest bidder. Alexandrine's operatives worked in a back room ("Black Chamber") of what we would now call a post office. The interception of letters was not uncontroversial. When Stuart diplomat and art broker Balthazar Gerbier realised that someone in Alexandrine's office was opening and reading his letters, he complained of the violation of his sacred letter-packets". And

in 1642, Lucius Cary, 2nd Viscount Falkland and Charles I's secretary of state, argued that the opening of private mail was "a violation of the law of nature that no qualification by office could justify a single person in the trespass". For Cromwell, however, the needs of the state justified riding roughshod over private delicacy.

009. E) Cromwell's postmaster general, John Thurloe, set up his Black Chamber in the 'Queen's Closet of the palace of Whitehall, London. In this room his men processed all of the official mail sent into and out of the capital, as well as that between England and the continent. The Black Chamber aimed to provide continuous surveillance, and employed several operatives on what was effectively a production line that sought to systematically interrogate suspect letters. The work was conceptually simple but in practice complex, demanding and time-consuming. The volume of post was too large for everything to be opened, so operatives concentrated efforts on letters for which addressees, recipients, handwriting or seals were already on their watch list. Once identified, these letters were opened and read, and any suspect contents copied, translated, deciphered or decoded as necessary. They were then resealed and sent on to their recipients to avoid spooking any conspirators before enough evidence had been gathered to catch them all.

010. C) By the time of the Restoration, Thurloe had, understandably, made his exit, but the Black Chamber itself remained as part of the fabric of government. By then, its operatives were virtually civil servants. The regime may have changed, but two of the more skilled employees, Isaac Dorislaus and Samuel Morland, remained in office to serve the new monarch, Charles II. Like Bletchley Park, the 17th-century Black Chamber drew together an array of talented counter-espionage experts and supported them with cutting-edge technologies.

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

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 “impediment” means the same as:

- A. relief
- B. obstacle**
- C. encouragement
- D. impetus

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

- A. servility**
- B. temerity
- C. rung
- D. glitz

013. The underlined word “boisterous” means the same as:

- A. ubiquitous
- B. restrained
- C. fleeting
- D. tumultuous**

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

- A. reductive
- B. exultant**
- C. perennial
- D. streamlined

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

- A. bywords
- B. purveyors
- C. nexus
- D. contestants**

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

- A. explaining
- B. catching**
- C. decoding
- D. permitting

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

- A. remedial
- B. streamlined
- C. canny
- D. crucial**

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

- A. countless**
- B. nexus
- C. byword
- D. softball

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

- A. palpable**
- B. whopping
- C. shirty
- D. unrepentant

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

- A. knack
- B. overture
- C. trailblazer
- D. watch**

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

Here is a summary of the article “The great wheelbarrow craze”. 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. Before 1886 Sawdust Jack and James Gordon had already taken part in the wheelbarrow race.

- A. 0
- B. 1**
- C. 2

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

022. Newcastle hairdresser was a sponsor of Sawdust Jack's wheelbarrow race.

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

023. The so-called Wheelbarrow Craze hit the nation when the wheelbarrowists Sawdust Jack and James Gordon started their rivalry.

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

024. The James Gordon's wheelbarrow was destroyed by the crowd of supporters.

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

025. The newspapers supported Sawdust Jack and James Gordon throughout the whole period of their wheelbarrow race.

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

026. The wheelbarrow-walking activity was not the single craze appeared in 1886.

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

027. The mocking tone of newspapers didn't stop other enthusiasts from embarking on their wheelbarrow-journeys.

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

028. In 1887 red clothes became a hallmark of wheelbarrow contest because the first person who was wearing red garment during the race was James Gordon.

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

029. It was only one disabled contestant who joined the wheelbarrow craze.

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

030. Eventually, the wheelbarrow race was recognized as an Olympic sport.

- 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 “Cromwell’s postal spies”. 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 “Cromwell’s postal spies”.

031. historians / prove / enormous fascination/ Oliver Cromwell

032. not only / superb military leader / person / great virtues

033. Elizabeth I / Francis Walsingham / arise / first official spymaster

034. recruit / carry out / mundane espionage / across England/ normal people

035. lead to / first spy network / threats / development/ Tudor England

Task 036. (Максимальное количество - 20 баллов)

Write your commentary on the article “Cromwell’s postal spies”. 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.

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 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) Mary didn't find it difficult to pass her driving test

difficulty

Mary had _____ her driving test. (4 words)

= Mary had **no difficulty in passing** her driving test.

037. When you are taking part in this sport competition all you can do is prepare for some difficulties and do your best.

hatches

When you are taking part in this sport competition all you can do is _____ and do your best. (4 words)

= **batten down the hatches**

038. Ordinary members must take control and prioritize spending and propose reasonable measures.

rank

_____ members must take control and prioritize spending and propose reasonable measures. (3 words)

= **rank and file**

039. We could not afford a professional model for the photo shoot, so they have asked him to do it, unfortunately, this time we found only him available.

barrel

We could not afford a professional model for the photo shoot, so they have asked him to do it, unfortunately, we _____! (7 words)
= **are scraping the bottom of the barrel**

040. To my mind, you paid too much for that bag.

worth

To my mind, that bag _____ you paid for it. (4 words)

= **was not worth what**

041. He didn't try to hide his feeling, but said her new idea was "stupid".

words

He didn't _____ but said her new idea was "stupid". (3 words)

= **mince his words**

042. She felt exhausted after staying up really late to prepare for her exams.

oil

She felt exhausted after _____ to prepare for her exams. (4 words)

= **burning the midnight oil**

043. Her efforts to set up a clothing company were finally successful.

fruit

Her efforts to set up a clothing company finally _____. (2 words)

= **bore fruit**

044. She is progressing too slowly with her math.

falling

She is _____ with her math. (2 words)

= **falling behind**

045. She ignored this mistake in the test.

blind

She _____ this mistake in the test. (5 words)

= **turned a blind eye to**

046. I can't really remember how many shoes she has had.

track

I can't _____ how many shoes she has had. (3 words)

= **keep track of**

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.

QUEEN OF A GOLDEN AGE

Queen Elizabeth I's coronation on 15 January (**047.** _____) was a dazzling affair. She had arrived in Westminster the previous day borne in a litter of gold brocade with her Master of the Horse, Robert Dudley, in attendance. Crowds cheered the tall, gracious, smiling young woman.

Thus began a reign that would be celebrated as a golden era - yet from the outset, 25-year-old Elizabeth faced daunting challenges. A precarious childhood and youth of shifting fortunes during the reigns of her father (**048.** _____). In the swaggering masculine world

of 16th-century England, many people considered women to be intellectually and temperamentally unsuited to government. (049. _____), concerned for stability, duly petitioned Elizabeth to marry and produce an heir, but the new Queen had other ideas, claiming it to be a folly "to draw upon my selfe the cares which might proceede of marriage". While she did not rule out marrying a suitable candidate, she said, she was now wedded to her kingdom. Imperious, yet softening her rebuke with the language of love, she had set the tone of her dealings with ministers, and the idea of the (050. _____) had been sown.

For matters of government, Elizabeth gathered a group of experienced and clever advisers around her, chief among them (051. _____), later Lord Burghley, her principal Secretary of State. Meanwhile, Francis Walsingham developed a highly effective intelligence service that quickly proved its worth in the crisis of religion and succession that played out in Elizabeth's fraught relations with her cousin (052. _____), Queen of Scots.

Throughout her reign, the Queen had played diplomatic games with the rival interests of (053. _____) and Spain, tacitly approved of buccaneering raids on Spanish shipping and ports, and openly supported the Protestant Netherlands against Spanish domination. Elizabeth's careful cultivation of her image reached its apotheosis in a series of Armada portraits depicting her at the height of her bejewelled power and majesty - her slender fingers spread across a globe to indicate the expansion of England's influence through the high seas adventures of famous mariners, also known as (054. _____).

At the very last, Elizabeth made it known that Queen of Scots' son, (055. _____) of Scotland, was her lawful successor, and the English Crown passed to him peacefully. Age may have bowed Elizabeth, but she had proved that a woman could rule as well as any man, and through her (056. _____), she fashioned a spectacular image of regal magnificence that endures to this day.

047.

- A. 1559
- B. 1558
- C. 1600
- D. 1549

048.

- A. Henry V
- B. William III
- C. **Henry VIII**
- D. Will Edward II

049.

- A. Parliament
- B. **The House of Commons**
- C. Church
- D. Privy Council

050.

- A. The Princes of Wales
- B. **Virgin Queen**
- C. Good Queen Bess
- D. Gloriana

051.

- A. Duke of Alençon
- B. Sir Christopher Hatton
- C. Robert Dudley
- D. **William Cecil**

052.

- A. Mary**
- B. Margaret
- C. Anna Boleyn
- D. Catherine of Aragon

053.

- A. Ireland
- B. France**
- C. Germany
- D. Portugal

054.

- A. The Sea Army
- B. The Sea Warriors
- C. The Sea Sharks
- D. The Sea Dogs**

055.

- A. James VI**
- B. Henry V
- C. James V
- D. Henry VI

056.

- A. 64-year reign
- B. 24-year reign
- C. 54-year reign
- D. 44-year reign**