

МИНОБРАЗОВАНИЯ РОССИИ



Федеральное государственное бюджетное образовательное учреждение
высшего образования

«Российский государственный гуманитарный университет»
(ФГБОУ ВО «РГУ»)

ОЛИМПИАДА РГУ ДЛЯ ШКОЛЬНИКОВ ПО ИНОСТРАННОМУ ЯЗЫКУ

АНГЛИЙСКИЙ ЯЗЫК

2021 г.

Заключительный этап

10 класс

ОТВЕТЫ

КРИТЕРИИ ОЦЕНИВАНИЯ ВЫПОЛНЕННЫХ ЗАДАНИЙ

Вариант № 21-ОШ-2-10 Английский язык-1

Part 1. Reading
(35 баллов)

Task 1. (10 баллов, по 1 баллу за каждый правильный ответ)

Article 1.

What Will Happen When Machines Write Songs Just as Well as Your Favorite Musician?

Ed Newton-Rex grew up immersed in music. As a child, he sang in the King's College Choir in England and played the piano. He went on to earn a music degree, and one of the things he studied was, "Why do people like music?" he told me. The answer, he learned, is that there's no simple answer: It's a deeply complex stew of art, timbre, and emotion. And maths. As Pythagoras discovered about 2,500 years ago, music is deeply mathematical, and it's possible to represent melody using numbers and ratios. After finishing his undergraduate degree, Newton-Rex went to visit his girlfriend, who was studying at Harvard. He sat in on a coding lecture and became enraptured with the idea of writing software that could generate songs by harnessing the machine's ability to semi-randomly recombine numbers. "Why haven't computers been able to do this yet?" he wondered.

B) Over the next year, he set out to create a composing machine. He taught himself enough to code up a prototype that would create songs based on a set of simple rules. Before

long, his system, Jukedeck, **was cranking out** instrumental tunes good enough to convince some investors to back him. He then hired programmers to rebuild his system using “deep learning” neural networks, the hot new artificial-intelligence (AI) technique. Neural nets can, in effect, learn on their own. Newton-Rex would feed thousands of melodies his team composed - pop, blues, folk, and other genres - into the system. The neural net would decode the deep patterns in the music and crank out new melodies based on what it had intuited.

A) Jukedeck has since penned more than 1 million songs, and in the past few years several similar firms have emerged to join this weird new industry. Their tools are **point-and-click** easy: Pick a genre, a “mood,” and a duration, and boom—Jukedeck churns out a free composition for your personal project or, if you pay a fee, for commercial use. Songs composed by Jukedeck and its ilk are already showing up in podcasts, video games, and YouTube content, “from explainer videos to family holiday videos to sports videos,” says Patrick Stobbs, Jukedeck’s co-founder. For years, DIY video makers have licensed tunes from huge “libraries” of Muzak-y stuff produced by humans. The songs can be surprisingly good. We’ve all heard about how AI is getting progressively better at accomplishing eerily lifelike tasks: driving cars, recognizing faces, translating languages. But when a machine can compose songs as well as a talented musician can, the implications run deep - not only for people’s livelihoods, but for the very notion of what makes human beings unique.

E) Newton-Rex and his fellow pioneers are, historically, in good company. For centuries, musicians have been **mesmerized** by the idea of writing algorithmically, usually by finding some device to add randomness to their craft. In the 18th century, composers played Würfelspiel, a dice game, to generate compositions. This became so common that one composer even wrote a satire about an artist who splattered paint on musical scores and tried to play whatever emerged. In Amsterdam, Dietrich Winkel, inventor of the common metronome, built a mammoth automated pipe organ that recombined melodies using two barrels that interacted on a “random walk.” The innovations picked up again in the 1960s, as the first generation of computer nerds coaxed room-size mainframes to generate simple melodies. A couple of decades later, composition tools arrived on the first blast of personal computers – with Laurie Spiegel’s Music Mouse software, you could wave your mouse around and hit keys to influence the algorithm, making you a partner in your Mac’s auditory creation.

D) There are two forces propelling today’s robotic music explosion. One is the rise of neural nets, technique AI scientists **beavered** at for decades before enjoying key breakthroughs in the early 2010s. Companies like Google have released free, easy-to-use neural net code, so now nearly any competent programmer can dabble. And neural nets allow for subtler compositions than past technologies did. Rather than telling the system precisely how to compose a tune or a beat, the coder simply gathers thousands of examples and lets the system make its own rules.

C) The second factor is demand. The US market for background music hit \$660 million in 2017, up 18 percent from two years earlier, according to industry consultant Barry Massarsky, and preliminary figures show 11 percent growth in 2018. Composers worldwide make ends meet by contributing to the tune libraries used by You Tubers, corporations, radio shows - whoever needs a sonic backdrop. This is basically the audio version of the market for stock photos: The songs are predictable, often hackneyed, but good enough for a how-to makeup video or sports podcast.

Task 2.

Article 2.

How Headphones Changed the World

If you are reading this on a computer, there is an excellent chance that you are wearing, or within arm's reach of, a pair of headphones or earbuds. To visit a modern office place is to walk into a room with a dozen songs playing simultaneously but to hear none of them. Up to half of younger workers listen to music on their headphones, and the vast majority thinks it makes us better at our jobs. In survey after survey, we report with confidence that music makes us happier, better at concentrating, and more productive. Science says we're full of it. Listening to music hurts our ability to recall other stimuli, and any pop song - loud or soft - reduces overall performance for both extraverts and introverts.

H) If headphones are so bad for productivity, why do so many people at work have headphones?

There is an economic answer: The United States has moved from a farming economy to a service economy, and more jobs "demand higher levels of concentration, reflection and creativity." This leads to a logistical answer: With 70 percent of office workers in cubicles, it's more important to create one's own cocoon of sound. That brings us to a psychological answer: There is evidence that music relaxes our muscles, improves our mood, and can even moderately reduce blood pressure, heart rate, and anxiety. What music steals in acute concentration, it returns to us in the form of good vibes. That brings us finally to our final cultural answer: Headphones give us absolute control over our audio-environment, allowing us to privatize our public spaces. This is an important development for dense office environments in a service economy. But it also represents nothing less than a fundamental shift in humans' basic relationship to music.

J) In 1910, the Radio Division of the U.S. Navy received a freak letter from Salt Lake City written in purple ink on blue-and-pink paper. Whoever opened the envelope probably wasn't expecting to read the next Thomas Edison. But the invention contained within represented the apotheosis of one of Edison's more famous and incomplete discoveries: the creation of sound from electrical signals. The author of the violet-ink note, an eccentric Utah tinker, named Nathaniel Baldwin, made an astonishing claim that he had built in his kitchen a new kind of headset that could amplify sound. The military asked for a sound test. They were blown away. Naval radio officers clamored for the "comfortable, efficient headset" on the brink of World War I. And so, the modern headphone was born.

I) The purpose of the headphone was to concentrate a quiet and private sound in the ear of the listener. This was a radical departure from music's social purpose in history. "Music together with dance co-evolved biologically and culturally to serve as a technology of social bonding," Nils L. Wallin and Björn Merker wrote in *The Origins of Music*. Songs don't leave behind fossils, but evidence of musical notation dates back to at least Sumeria. In 1995, archaeologists discovered a bone flute in southern Europe estimated to be 44,000 years old. The 20th century did a number on music technology. Radio made music transmittable. Cars made music mobile. Speakers made music big, and silicon chips made music small. But headphones might represent the most important inflection point in music history.

G) If music evolved as social glue for the species - as a way to make groups and keep them together - headphones allow music to be enjoyed friendless - as a way to savor our

privacy, in heightened solitude. In the 1950s, John C. Koss invented a set of stereo headphones "designed explicitly for personal music consumption," Virginia Heffernan reported for the *New York Times*. "In that decade, according to Keir Keightley, a professor of media studies at the University of Western Ontario, middle-class men began shutting out their families with giant headphones and hi-fi equipment." In the end, headphones did for music what writing and literacy did for language. They made it private.

F) We still haven't answered the first question I posed: If headphones are so bad for productivity, why do so many people work with headphones? It's not just that headphones carve privacy out of public spaces. It is also that music causes us to relax and reflect and pause. The outcome of relaxation, reflection, and pausing won't be captured in minute-to-minute productivity metrics. In moments of extreme focus, our attention beams outward, toward the problem, rather than inward, toward the insights. "When our minds are **at ease** - when those alpha waves are rippling through the brain - we're more likely to direct the spotlight of attention inward," Jonah Lehrer wrote in *Imagine*. "The answers have been there all along. We just weren't listening." In a crowded world, real estate is the ultimate scarce resource, and a headphone is a small invisible fence around our minds - making space, creating separation, helping us listen to ourselves.

Tasks 3-12. (всего 10 баллов, по 1 баллу за правильный ответ на каждый вопрос)

Правильные ответы выделены жирным шрифтом. В работах участников Олимпиады варианты ответов могут быть даны в иной последовательности.

3. The underlined word-combination '**was cranking out**' means the same as:

- A. was fabricating
- B. was bringing
- C. was producing**
- D. was gathering

4. The underlined word '**point-and-click**' means the same as:

- A. do things quietly and easily on computers**
- B. do things on the big figure
- C. do things to
- D. do the thinking

5. The underlined word '**mesmerized**' means the same as:

- A. memorized
- B. astonished**
- C. remembered
- D. realized

6. The underlined word '**beavered**' means the same as:

- A. hardly worked
- B. hard worked
- C. worked hard**
- D. worked up

7. The underlined word '**cubicles**' means the same as:

- A. coaches
- B. open work spaces**
- C. cars
- D. cartels

8. The underlined word '**fossils**' means the same as:

- A. modern
- B. up-to-date
- C. out-of-date**
- D. present-day

9. The underlined word '**headset**' means the same as:

- A. headnotes
- B. headpieces
- C. headphones**
- D. headmen

10. The underlined word-combination '**savor the privacy**' means the same as:

- A. enjoy independence
- B. enjoy confidence
- C. enjoy health
- D. enjoy solitude**

11. The underlined word '**tinker**' means the same as:

- A. tinman**
- B. thinker
- C. thinner
- D. tinkle

12. The underlined word '**at ease**' means the same as:

- A. anxious
- B. tense
- C. relaxed**
- D. relieved

Tasks 13-27. (всего 15 баллов, по 1 баллу за правильный ответ на каждый вопрос)

- 13. b.1
- 14. b.1
- 15. b.1
- 16. a.0
- 17. a.0
- 18. b.1
- 19. c.2
- 20. a.0
- 21. b.1
- 22. b.1
- 23. a.0
- 24. b.1
- 25. a.0
- 26. a.0
- 27. b.1

Part 2. Writing (25 баллов)

Tasks 28-32. (всего 5 баллов, по 1 баллу за каждое правильно составленное предложение)

Task 33. (Максимальное количество - 20 баллов)

Баллы за решение коммуникативной задачи

Коммуникативная задача полностью выполнена – содержание раскрыто полно, точно и интересно.

Работа участника содержит:

- 1) есть вступление – 2 балла;
- 2) представлены разные точки зрения – 2 балла;
- 3) представлена своя точка зрения – 2 балла;
- 4) представлены 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».

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

Композиция

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
(20 баллов)

Tasks 34-43. (20 баллов, по 2 балла за правильный ответ)

The first example (0) is done for you.

0) I consider him my worst enemy.

look

I my worst enemy. (4 words)

I look upon him as my worst enemy.

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

get

You annually. (7 words)

Ответ - should get your central heating boiler serviced

35. You cannot hear anyone because of the too loud music.

sounds

The music anyone. (5 words)

Ответ - sounds too loud to hear

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

come

Rarely your way. (6 words)

Ответ - does an opportunity like that come

37. Gloria has been in many types of films, but always seems to play the same character.

appears

Whatever, she always seems to play the same character. (6 words)

Ответ - type of film Gloria appears in

38. As long as it doesn't rain, the party will be held outdoors.

Unless

....., the party will be held outdoors. (3 words)

Ответ - Unless it rains

39. The more driving practice you get, the more likely you are to pass the test.

plenty

As long _____, you're quite likely to pass the test. (7 words)

Ответ - as you get plenty of driving practice

40. Terry was disappointed that he couldn't go to the football match.

wishes

Terry _____ to the football match. (5 words)

Ответ - wishes he could have gone

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

chances

What _____ we have done? (8 words)

Ответ - are the chances of anyone finding out what

42. I wouldn't be at all surprised if that company went bankrupt.

as

It would _____ company went bankrupt. (8 words)

Ответ - come as no surprise to me if that

43. Kelly would be pleased if it stopped raining,

wishes

Kelly _____ stop. (4 words)

Ответ - wishes the rain would

Part 4. Cultural Study

(20 баллов)

Tasks 44-53. (10 баллов, по 1 баллу за правильный ответ)

Правильные ответы выделены жирным шрифтом. В работах участников Олимпиады варианты ответов могут быть даны в иной последовательности.

44. Choose an abbreviation from the list in the appropriate context.

Every time she needs cash, she has her son leave our home, go to the _____, withdraw money from her account, and bring it to her across town.

A. ATM

B.R&D

C.AKA

D.PA

E. ASAP

F. The UNO

G. PIN

45. Write down the full form of the chosen abbreviation from the previous task. Type the needed words. **DO NOT USE SHORT FORMS.** The words of your answers should be divided by one space.

Full form: **Automated Teller Machine/ Automatic Teller Machine**

46. Choose an abbreviation from the list in the appropriate context.

Debit cards take money directly from the bank account rather than borrowing money at a rate of interest, and they often use _____ instead of a signature.

- A. ATM
- B. R&D
- C. AKA
- D. PA
- E. ASAP
- F. The UNO
- G. PIN**

47. Write down the full form of the chosen abbreviation from the previous task. Type the needed words. **DO NOT USE SHORT FORMS.** The words of your answers should be divided by one space.

Full form: **Personal Identification Number**

48. Choose an abbreviation from the list in the appropriate context.

Are you thinking to write a personalized cover letter for your _____ resume?

- A. ATM
- B. R&D
- C. AKA
- D. PA**
- E. ASAP
- F. The UNO
- G. PIN

49. Write down the full form of the chosen abbreviation from the previous task. Type the needed words. **DO NOT USE SHORT FORMS.** The words of your answers should be divided by one space.

Full form: **Personal Assistant**

50. Choose an abbreviation from the list in the appropriate context.

_____expenditure is charged against profits in the year it is incurred.

- A. ATM
- B. R&D**
- C. AKA
- D. PA
- E. ASAP
- F. The UNO
- G. PIN

51. Write down the full form of the chosen abbreviation from the previous task. Type the needed words. DO NOT USE SHORT FORMS. The words of your answers should be divided by one space.

Full form: **Research and Development**

52. Choose an abbreviation from the list in the appropriate context.

_____ has firmly distanced itself from the anti-government movement.

- A. ATM
- B. R&D
- C. AKA
- D. PA
- E. ASAP
- F. The UNO**
- G. PIN

53. Write down the full form of the chosen abbreviation from the previous task. Type the needed words. DO NOT USE SHORT FORMS. The words of your answers should be divided by one space.

Full form: **The United Nations Organization**

Tasks 54-63. (10 баллов, по 1 баллу за правильный ответ)

54.

A. Great Arthur

B. Great Britain

C. Great Cob Island

D. Great Mew Stone

55.

A. the South Atlantic

B. the Antarctic Circle

C. the North Atlantic

D. the Arctic Circle

56.

A. The Lowlands

B. The Highlands

C. The Uplands

D. The Midlands

57.

A. Everest

B. Vesuvius

C. Ben Nevis

D. Great Gable

58.

A. Loch Shiel

B. Loch Lomond

C. Loch Awe

D. Loch Ness

59.

A. Glasgow

B. Dundee

C. Aberdeen

D. Cardiff

60.

A. Glasgow

B. Cardiff

C. Paisley

D. Livingston

61.

A. skirt

B. kilt

C. trousers

D. shirt

62.

A. wool

B. fur

C. cotton

D. tartan

63.

A. tulip

B. thistle

C. rose

D. orchid

Председатель предметной методической
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МИНОБРНАУКИ РОССИИ



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

ОЛИМПИАДА РГГУ ДЛЯ ШКОЛЬНИКОВ ПО ИНОСТРАННОМУ ЯЗЫКУ

АНГЛИЙСКИЙ ЯЗЫК

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Заключительный этап

10 класс

ОТВЕТЫ

КРИТЕРИИ ОЦЕНИВАНИЯ ВЫПОЛНЕННЫХ ЗАДАНИЙ

Вариант № 21-ОШ-2-10 Английский язык-2

Part 1. Reading
(35 баллов)

Task 1. (10 баллов, по 1 баллу за каждый правильный ответ)

Article 1.

MEDITERRANEAN CUISINE: A SHARED HISTORY OF INTERACTION

Unlike many other ethnic cuisines, Mediterranean cuisine is not the product of a specific ethnic group or culture. Rather, it is a label referring to the culinary trends shared by a diverse array of peoples that live in the region around the Mediterranean Sea.

B) While Mediterranean cuisine is understood to be a unified culinary tradition, in reality, there is a vast amount of cultural variance in the cooking found in this geographic region. Although Mediterranean cuisine isn't governed by a single culture, it is very much the product of cultural influence and exchange. The world's earliest civilizations bordered the Mediterranean Sea, their development bolstered by the rich soil and temperate climate that made agricultural production thrive. As the point of intersection between Asia, Europe, and Africa, with major civilizations located in each area, the Mediterranean was geographically destined to become a major trading hub. Traders exchanged cultural commodities like spices and other food goods, resulting in the wide dissemination of certain ingredients throughout the cuisines of these disparate peoples. It was through this form of cultural interaction that certain fundamental elements of Mediterranean cuisine became popular throughout the region.

E) Conquest was another factor in shaping Mediterranean cuisines. The different cultures of the Mediterranean came into direct contact as a result of the empire-building efforts of various civilizations. Once one civilization overthrew the government of another, they often imposed their own cultural practices upon the conquered society. At the same time, there was inevitably a certain amount of cultural persistence during conquest, often resulting in the amalgamation of the conquering group's culture with that of the conquered. As societies **blended** together within the empire, culinary practices were adapted and conformed, resulting eventually in the adoption of the current culinary identifiers of the Mediterranean cuisine by people throughout the region.

D) The overarching characteristics of Mediterranean cuisine are largely shaped by the climate and geography of the region. The sunny, mild Mediterranean climate yields an agricultural **bounty** that heavily influences the vegetable-dominant cuisines of the region. The most universally used and prevalent ingredient in the cuisines of the Mediterranean is olive oil. Olive trees are prevalent throughout the region, and the distinctive oil is a major export of many Mediterranean countries. The pungent, sometimes bitter oil works its way into a variety of dishes, and is used both as a cooking agent and a dressing. Olives themselves are a regular ingredient in Mediterranean cuisine, adding a punchy, fermented, acidity to dishes. Fresh vegetables dominate Mediterranean cuisine, with a wide variety taking center stage in dishes throughout the region. While there is some cultural variation, eggplant, artichokes, squash, tomatoes, legumes, onions, mushrooms, okra, cucumbers, and a variety of greens and lettuces all flourish in this region and are commonly used. Vegetables appear in dishes in a variety of forms: baked, roasted, sautéed, grilled, puréed, and served fresh in salads.

A) Meat is generally, on the one hand, used sparingly in Mediterranean cuisine, and, in most of the Mediterranean, tends to be grilled. The Mediterranean's rocky terrain can't typically support larger herding animals like cows, limiting meat options to smaller domesticates like goats, sheep, pigs, and chicken, as well as some wild game. Goat and sheep milk are also used in a variety of Mediterranean dishes, primarily in the forms of yogurt and cheese.

C) On the other hand, seafood is a more prevalently used protein source, appearing in variety of dishes. The close proximity to the Mediterranean Sea provides easy access to fresh seafood, which makes frequent appearances in dishes throughout the region. A preponderant use of fresh herbs characterizes Mediterranean cuisine. The climate and geography of the region is naturally suited to growing herbaceous plants, both indigenous and imported. While there is some cultural variation in the use of certain herbs, overall the culinary traditions of the Mediterranean use basil, oregano, thyme, rosemary, marjoram, parsley, dill, mint, garlic, tarragon, fennel, cilantro, and saffron.

Task 2. (10 баллов, по 1 баллу за каждый правильный ответ)
Article 2.

PLANET PASTA

Pasta, in one form or another, is a component of many cuisines around the world. Even where it is not part of the local cooking tradition, it is still generally available. All the more extraordinary, therefore, that sales of pasta in Britain should have increased 48% between 1991 and 1995, and continue to do so. A similar trend has been registered in France and the USA. Only the Italians, it seems, are consuming less of the stuff. So, what lies behind this trend?

I) First, let us consider pasta itself. Apart from putting a slab of meat on a fire, boiling an egg or eating vegetables raw, no dish in the world is much simpler than pasta. It consists of flour, egg and water. It is dropped into boiling water and requires no more skill in cooking than boiling an egg. However, where other staples like rice or bread have survived and are eaten more or less as is, the almost unique characteristic of pasta is that it is no more than a savory depository for other flavors: those of its innumerable sauces. No one you or I know eats pasta plain. At the very least, we add butter and the Chinese cook it in stock or add pungent spices.

H) This combinatory capacity, of course, is one of the reasons for the ubiquity of pasta. Whatever your most prized and available flavors (fish, meat, fungi or vegetables), they can be combined with pasta, and this factor allowed it to migrate from its original Asian home to Italy, whose main foodstuff it has long been. It also permitted chefs around the world to experiment and invent means by which its flavour could be enhanced. Pasta is also cheap, democratic, filling and nutritious. Its carbohydrates provide quickly convertible energy and whatever you add to it simply adds to its nutritional value. Finally, though there are some people who don't eat some of those additional ingredients, you would be hard put to find anyone who doesn't like it.

J) Pasta has become one of the most ubiquitous food items in Western culture in recent years. The food's obvious qualities of taste and texture don't fully explain this, however, and I would like to suggest that a number of economic and social factors have played a part. The first and most important of these is the new democracy of the kitchen; the fact that neither meal-times nor the symbolic importance of the dinner table retain their former formality. Pasta is a rough-and-ready, quickly prepared food fix. As it meets with universal favor and takes no great effort, it is available to all, and at any time. One cannot underestimate what this new ease of eating, at any time, under any circumstances means. It means freedom from planning because the ingredients are always available; it means quick and pungent satisfaction of appetite allied with facility; it is uncomplicated.

G) As the old habits of eating – as a family, with the usual cast of characters, with manners, table settings, etc. have died out under the exigencies of modern working hours and the absence of a woman stuck at home preparing food for husband and children, so pasta has advanced alongside, I might add, other quick fixes from the take-away to the stir fry. The influence here is American. It is Americans who invented the whole idea of the meal-on-the-move, the drive-in, the fast-food outlet. But if pasta has made great strides in the past few years, it has to be due to the emphasis placed on the 'healthy' Mediterranean diet. I can remember, many years ago, that when I reported in the British press that the Italian football team trained on pasta before a big match, I was thought scarcely believable. Pasta was considered a 'heavy' indigestible dish in Britain at that time. It was not long, however, before the skeptics realized that, in fact, we have few such excellent, short-term energy-providers as pasta. It is quickly absorbed, easily digested and gives instant results. In a world increasingly devoted to health and exercise, pasta was a natural.

F) I like to think, however, that the clinching argument in favour of pasta, and the reason why it is the fastest expanding food area in food marketing, is its accessibility. Pasta breaks down the distinction between cooking and eating: it brings out the inventive in even the rankest amateur, since almost anything can be thrown into a pasta sauce; it makes no demands on anyone. Even the most modest cook can produce miraculously good pasta – as it were, by accident. The democracy of pasta is based on the enjoyment factor. If you combine that with the health factor, its accessibility to vegetarians and its low cost, the phenomenon becomes perfectly understandable.

Task 3-12. (10 баллов, по 1 баллу за правильный ответ)

Правильные ответы выделены жирным шрифтом. В работах участников Олимпиады варианты ответов могут быть даны в иной последовательности.

3. The underlined word “**conquest**” means the same as:

- A. exploration
- B. defeat
- C. winning**
- D. inquiry

4. The underlined word “**blended**” means the same as:

- A. confused
- B. confronted
- C. gathered
- D. mixed**

5. The underlined word “**pungent**” means the same as:

- A. aromatic
- B. sharp**
- C. mild
- D. fragrant

6. The underlined word “**commodities**” means the same as:

- A. goods**
- B. gifts
- C. donations
- D. souvenirs

7. The underlined word “**bounty**” means the same as:

- A. wealth
- B. beauty
- C. shortage
- D. generosity**

8. The underlined word “**exigencies**” means the same as:

- A. extremes
- B. requirements**
- C. conditions
- D. premises

9. The underlined word “**enhanced**” means the same as:

- A. weakened
- B. improved**
- C. changed
- D. spoilt

10. The underlined word “**ubiquitous**” means the same as:

- A. well-known
- B. occasional
- C. widespread**
- D. infrequent

11. The underlined word “**due to**” means the same as:

- A. because**
- B. except for
- C. together
- D. in addition to

12. The underlined word “**in favour**” means the same as

- A. as a sign
- B. in greeting
- C. as a result
- D. in support**

Task 13-27. (15 баллов, по 1 баллу за правильный ответ)

- 13. a.0
- 14. b.1
- 15. c.2
- 16. b.1
- 17. b.1
- 18. a.0
- 19. a.0
- 20. b.1
- 21. b.1
- 22. a.0
- 23. b.1
- 24. a.0
- 25. b.1
- 26. a.0
- 27. b.1

Part 2. Writing
(25 баллов)

Tasks 28-32. (всего 5 баллов, по 1 баллу за каждое правильно составленное предложение)

Task 33. (Максимальное количество - 20 баллов)

Баллы за решение коммуникативной задачи

Коммуникативная задача полностью выполнена – содержание раскрыто полно, точно и интересно.

Работа участника содержит:

- 1) есть вступление – 2 балла;
- 2) представлены разные точки зрения – 2 балла;
- 3) представлена своя точка зрения – 2 балла;
- 4) представлены 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».

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

Композиция

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 34-43. (20 баллов, по 2 балла за правильный ответ)

The first example (0) is done for you.

0) I consider him my worst enemy.

Look

I my worst enemy. (4 words)

I look upon him as my worst enemy.

34. Rosy is very easily upset.

get

It doesn't upset. (5 words)

Ответ - take much to get Rosy

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

made

We for the dining room. (8 words)

Ответ - are having a new pair of curtains made

36. We had only just taken our coats off when the film began.

than

Hardly the film began. (7 words)

Ответ - had we taken our coats off than

37. When Liz talks about herself like that it really irritates me.

nerves

It talks about herself like that. (6 words)

Ответ - gets on my nerves when Liz

38. The film starts in five minutes and it'll take us ten minutes to get there.

have

By the time we get there, the film started. (3 words)

Ответ - will have already

39. Dinner will be served at 8 pm, irrespective of the children's state of readiness.

not

Whether, dinner will be served at 8 pm. (6 words)

Ответ - or not the children are ready

40. Sally regrets not sending a birthday card to her boyfriend.

wishes

Sally..... boyfriend a birthday card. (5 words)

ОТВЕТ - wishes she had sent her

41. Tim can't go to the shopping centre without meeting old friends from school.

bumps

Whenever Timold friends from school. (8 words)

ОТВЕТ - goes to the shopping centre, he bumps into

42. Provided you remain quiet, you can watch the procession from here.

long

You can watch the procession from hereremain quiet. (4 words)

ОТВЕТ - as long as you

43. Ronnie would very much like Samantha to help him his homework.

wishes

Ronniewith his homework. (5 words)

ОТВЕТ - wishes Samantha would help him

Part 4. Cultural Study

(20 баллов)

Task 44-53. (10 баллов, по 1 баллу за правильный ответ)

Правильные ответы выделены жирным шрифтом. В работах участников Олимпиады варианты ответов могут быть даны в иной последовательности.

44. Choose an abbreviation from the list in order to complete a sentence.

I called your institute and asked these questions because we were unable to put together your
_____.

- A. MoF
- B. PTA
- C. G&T
- D. TMI
- E. CV**
- F. HQ
- G. PA

45. Write down the full form of the chosen abbreviation from the previous task. Type the needed words. **DO NOT USE SHORT FORMS.** The words of your answers should be divided by one space.

Full form: **Curriculum Vitae**

46. Choose an abbreviation from the list in order to complete a sentence.

_____programs are one way that New York City supports the educational needs of exceptional students.

- A. MoF
- B. PTA
- C. G&T**
- D. TMI
- E. CV
- F. HQ
- G. PA

47. Write down the full form of the chosen abbreviation from the previous task. Type the needed words. **DO NOT USE SHORT FORMS.** The words of your answers should be divided by one space.

Full form: **Gifted & Talented**

48. Choose an abbreviation from the list in order to complete a sentence.

As a _____you'll work closely with senior managerial or directorial staff to provide administrative support, usually on a one-to-one basis.

- A. MoF
- B. PTA
- C. G&T
- D. TMI
- E. CV
- F. HQ
- G. PA**

49. Write down the full form of the chosen abbreviation from the previous task. Type the needed words. **DO NOT USE SHORT FORMS.** The words of your answers should be divided by one space.

Full form: **Personal Assistant**

50. Choose an abbreviation from the list in order to complete a sentence.

National _____ comprises millions of families, students, teachers, administrators, and business and community leaders devoted to the educational success of children and the promotion of family engagement in schools.

- A. MoF
- B. PTA**
- C. G&T
- D. TMI
- E. CV
- F. HQ
- G. PA

51. Write down the full form of the chosen abbreviation from the previous task. Type the needed words. **DO NOT USE SHORT FORMS.** The words of your answers should be divided by one space.

Full form: **Parent Teacher Association**

52. Choose an abbreviation from the list in order to complete a sentence.

I reviewed the digital security logs from Sterling Safe's _____ in Virginia.

- A. MoF
- B. PTA
- C. G&T
- D. TMI
- E. CV
- F. HQ**
- G. PA

53. Write down the full form of the chosen abbreviation from the previous task. Type the needed words. **DO NOT USE SHORT FORMS.** The words of your answers should be divided by one space.

Full form: **Headquarters**

Task 54-63 (10 баллов, по 1 баллу за правильный ответ)

Правильные ответы выделены жирным шрифтом. В работах участников Олимпиады варианты ответов могут быть даны в иной последовательности.

54.

A. 66 B.C.E.

B. 55 B.C.E.

C. 1066

D. 43 A.D.

55.

A. attacked

B. opposed

C. upheld

D. withdrew

56.

A. British

B. Roman

C. Latin

D. European

57.

A. eastern Europe

B. Scandinavia

C. the Mediterranean

D. Asia

58.

A. statesmen

B. rulers

C. warriors

D. politicians

59.

A. Mark Antony

B. Fabius Valens

C. Julius Caesar

D. Cornelius Fuscus

60.

A. Gaul

B. York

C. Bath

D. Colchester

61.

A. economic

B. mineral and agricultural

C. cultural

D. financial

62.

A. Gaul

B. Europe

C. Roman Empire

D. Britain

63.

A. prize

B. follow-up

C. result

D. retreat

Председатель предметной методической
комиссии по иностранному языку
доктор филологических наук, профессор



Н.Ю. Гвоздецкая

МИНОБРНАУКИ РОССИИ



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

ОЛИМПИАДА РГГУ ДЛЯ ШКОЛЬНИКОВ ПО ИНОСТРАННОМУ ЯЗЫКУ

АНГЛИЙСКИЙ ЯЗЫК

2021 г.

Заключительный этап

10 класс

ОТВЕТЫ

КРИТЕРИИ ОЦЕНИВАНИЯ ВЫПОЛНЕННЫХ ЗАДАНИЙ

Вариант № 21-ОШ-2-10 Английский язык-3

Part 1. Reading
(35 баллов)

Task 1. (10 баллов, по 1 баллу за каждый правильный ответ)

Article 1.

CHEW ON THIS: THE HISTORY OF GUM

You might guess it's a custom dreamed up by a modern-day, real-life Willy Wonka, but people have been chewing gum, in various forms, since ancient times. There's evidence that some northern Europeans were chewing birch bark tar 9,000 years ago, possibly for enjoyment as well as medicinal purposes as relieving toothaches. The ancient Maya chewed a substance called chicle, derived from the sapodilla tree, as a way to quench thirst or fight hunger, according to 'Chicle: The Chewing Gum of the Americas' by Jennifer P. Mathews. The Aztecs also used chicle and even had rules about its social acceptability. Only kids and single women were allowed to chew it in public, notes Mathews. Married women and widows could chew it privately to freshen up their breath, while men could chew it in secret to clean their teeth.

C) In North America, the Indians chewed spruce tree resin, a practice that continued with the European settlers who followed. In the late 1840s, John Curtis developed the first commercial spruce tree gum by boiling resin then cutting it into strips that were coated in cornstarch to prevent them from sticking together. By the early 1850s, Curtis had constructed the world's first chewing gum factory, in Portland, Maine. As it turned out, though, spruce resin was less-than-ideal for producing gum because it didn't taste great and became brittle when chewed. Curtis and others who'd jumped into the gum business after him subsequently switched to ingredients such as paraffin wax.

D) The next key development came when an inventor in New York, Thomas Adams, got his hands on some chicle through exiled Mexican president Antonio Lopez de Santa Anna. The exact details of how the two men connected are unclear, although they would've been in contact following Santa Anna's arrival in the United States sometime after the mid-1850s (before that, he led Mexican forces at the Battle of the Alamo in 1836 and served multiple terms as Mexico's president). Santa Anna wanted assistance-developing chicle into a substitute for rubber, and believed the riches he stood to earn would enable him to return to power in his homeland.

A) In 1893, he launched two new gum brands, Juicy Fruit and Wrigley's Spearmint. Because the chewing gum field had grown crowded with competitors, Wrigley decided he'd make his products stand out by spending heavily on advertising and direct-marketing. In 1915, the Wrigley Company kicked off a campaign in which it sent free samples of its gum to millions of Americans listed in phone books. Another promotion entailed sending sticks of gum to U.S. children on their second birthday. Adams began experimenting with chicle but when his work failed to yield the desired results, Santa Anna abandoned the project. Adams eventually realized that rather than trying to create a rubber alternative, he could use chicle to produce a better type of chewing gum. He formed a company that by the late - 1880s was making gum sold across the country, according to Mathews. Chicle, imported to the United States from Mexico and Central America, served as the main ingredient in chewing gum until most manufacturers replaced it with synthetic ingredients by the mid-1900s.

E) In the 20th century, chewing gum made William Wrigley Jr. one of the wealthiest men in America. Wrigley started out as a soap salesman in his native Philadelphia. After moving to Chicago in 1891, he began offering store owners incentives to stock his products, such as free cans of baking powder with every order. When the baking powder proved a bigger hit than the soap, Wrigley sold that instead, and added in free packs of chewing gum as a promotion. Competition also played a role in the development of bubble gum. Frank Fleeer, whose company had made chewing gum since around 1885, wanted something different from his rivals and spent years working on a product that could be blown into bubbles. In 1906, he concocted a bubble gum he called Blibber-Blubber, but it proved to be too sticky. In 1928, a Fleeer employee named Walter Diemer finally devised a successful formula for the first commercial bubble gum, dubbed Dubble Bubble.

B) Today, of course, gum is sold in a variety of shapes and flavors (although, sadly, Willy Wonka's three-course dinner chewing gum, said to taste like tomato soup, roast beef and blueberry pie, has yet to become reality). And finally, despite what you might've been told, if you swallow a piece of gum it's highly unlikely to end up stuck in your stomach for seven years. Even though gum base is indigestible, it passes through the digestive system harmlessly and is eliminated from the body just like other foods.

Task 2 (10 баллов, по 1 баллу за каждый правильный ответ)

Article 2.

WHAT'S THE REAL HISTORY OF BLACK FRIDAY?

It makes sense that the term “Black Friday” might refer to the single day of the year when retail companies finally go “into the black”. The day after Thanksgiving is, of course, when crowds of turkey-stuffed shoppers descend on stores all over the country to take advantage of the season’s biggest holiday bargains. But the real story behind Black Friday is a bit more complicated — and darker — than that.

H) The first recorded use of the term “Black Friday” was applied not to holiday shopping but to financial crisis: specifically, the crash of the U.S. gold market on September 24, 1869. Two notoriously ruthless Wall Street financiers, Jay Gould and Jim Fisk, worked together to buy up as much as they could of the nation’s gold, hoping to drive the price sky-high and sell it for astonishing profits. On that Friday in September, the conspiracy finally unraveled, sending the stock market into free-fall and bankrupting everyone from Wall Street barons to farmers.

J) The most commonly repeated story behind the post-Thanksgiving shopping - related Black Friday tradition links it to retailers. As the story goes, after an entire year of being in the red stores would supposedly go into the black on the day after Thanksgiving, because holiday shoppers blew so much money on discounted merchandise. Though it’s true that retail companies used to record losses in red and profits in black when doing their accounting, this version of Black Friday’s origin is the officially sanctioned — but inaccurate — story behind the tradition.

F) Another myth has surfaced that gives a particularly ugly twist to the tradition, claiming that back in the 1800s Southern plantation owners could buy slaves at a discount on the day after Thanksgiving. Though this version of Black Friday’s roots has understandably led some to call for a boycott of the retail holiday, it has no basis in fact. The true story behind Black Friday, however, is not as sunny as retailers might have you believe. Back in the 1950s, police in the city of Philadelphia used the term to describe the chaos that ensued on the day after Thanksgiving, when hordes of suburban shoppers and tourists flooded into the city in advance of the big Army-Navy football game held on that Saturday every year. Not only would Philly cops not be able to take the day off, but they would have to work extra-long shifts dealing with the additional crowds and traffic. Shoplifters would also take advantage of the bedlam in stores to make off with merchandise, adding to the law enforcement headache.

G) By 1961, “Black Friday” had caught on in Philadelphia, to the extent that the city’s merchants and boosters tried unsuccessfully to change it to “Big Friday” in order to remove the negative connotations. The term didn’t spread to the rest of the country until much later, however, and as recently as 1985 it wasn’t in common use nationwide. Sometime in the late 1980s, however, retailers found a way to reinvent Black Friday and turn it into something that reflected positively, rather than negatively, on them and their customers. The result was the “red to black” concept of the holiday mentioned earlier, and the notion that the day after

Thanksgiving marked the occasion when America's stores finally turned a profit. (In fact, stores traditionally see bigger sales on the Saturday before Christmas.)

I) The Black Friday story stuck, and pretty soon the term's darker roots in Philadelphia were largely forgotten. Since then, the one-day sales **bonanza** has morphed into a four-day event, and spawned other "retail holidays" such as Small Business Saturday/Sunday and Cyber Monday. Stores started opening earlier and earlier on that Friday, and now the most dedicated shoppers can head out right after their Thanksgiving meal. According to a pre-holiday survey this year by the National Retail Federation, an estimated 135.8 million Americans definitely plan to shop over the Thanksgiving weekend (58.7 percent of those surveyed), though even more (183.8 million, or 79.6 percent) said they would or might take advantage of the online deals offered on Cyber Monday.

Task 3-12. (10 баллов, по 1 баллу за правильный ответ)

Правильные ответы выделены жирным шрифтом. В работах участников Олимпиады варианты ответов могут быть даны в иной последовательности.

3. The underlined word '**cornstarch**' means the same as:

- A. cornflakes
- B. cornflower
- C. cornflour**
- D. cornfield

4. The underlined word '**stand out**' means the same as:

- A. go out
- B. single out**
- C. look out
- D. put out

5. The underlined word '**rivals**' means the same as:

- A. consumers
- B. parents
- C. competitors**
- D. partners

6. The underlined word '**brittle**' means the same as:

- A. **fragile**
- B. glassy
- C. flexible
- D. strong

7. The underlined word '**chicle**' means the same as:

- A. raw meat
- B. raw material
- C. **raw rubber**
- D. raw meal

8. The underlined word-combination '**in the red**' means the same as:

- A. **at a loss**
- B. at a loose end
- C. at a high price
- D. at a profit

9. The underlined word '**ruthless**' means the same as:

- A. painful
- B. suffering
- C. merciful
- D. **cruel**

10. The underlined word-combination '**make off**' means the same as:

- A. with confusion
- B. slowly but surely
- C. **leave hurriedly**
- D. gradually and reliably

11. The underlined word '**bonanza**' means the same as:

- A. health
- B. **prosperity**

- C. luck
- D. chaos

12. The underlined word-combination ‘go into the black’ means the same as:

- A. earn a profit**
- B. earn a salary
- C. lose a fortune
- D. lose an action

Task 13-27. (15 баллов, по 1 баллу за правильный ответ)

- 13. b.1
- 14. b.1
- 15. a.0
- 16. b.1
- 17. b.1
- 18. b.1
- 19. a.0
- 20. a.0
- 21. a.0
- 22. b.1
- 23. b.1
- 24. a.0
- 25. a.0
- 26. b.1
- 27. b.1

Part 2. Writing
(25 баллов)

Task 28-32. (всего 5 баллов, по 1 баллу за каждое правильно составленное предложение)

Task 33. (Максимальное количество - 20 баллов)

Баллы за решение коммуникативной задачи

Коммуникативная задача полностью выполнена – содержание раскрыто полно, точно и интересно.

Работа участника содержит:

- 1) есть вступление – 2 балла;
- 2) представлены разные точки зрения – 2 балла;
- 3) представлена своя точка зрения – 2 балла;
- 4) представлены 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».

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

Вариант № 21-ОШ-2-10 Английский язык-3

Композиция

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
(20 баллов)

Task 34-43. (20 баллов, по 2 балла за правильный ответ)

34. It was a mistake to let a gardener paint the outside of the house. **have**

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

Ответ - have had the outside of the house painted

Вариант № 21-ОШ-2-10 Английский язык-3

35. Rosy is very easily upset.

get

It doesn't upset. (5 words)

ОТВЕТ - take much to get Rosy

36. When Liz talks about herself like that it really irritates me.

nerves

It talks about herself like that. (6 words)

ОТВЕТ - gets on my nerves when Liz

37. It doesn't matter where you go in the city, you're sure to see examples of modern architecture.

there

Whereverexamples of modern architecture to be seen. (7 words)

ОТВЕТ - you go in the city, there are

38. I'd prefer you not to stay out so late.

rather

I'd _____ stay out so late. (4 words)

ОТВЕТ - rather you did not.

39. Whether or not there's a strong wind, we'll go sailing tomorrow.

strength

Regardless, we'll go sailing tomorrow. (6 words)

ОТВЕТ - of the strength of the wind

40. I regret eating so much chocolate yesterday.

wish

I _____so much chocolate yesterday. (5 words)

ОТВЕТ - wish I had not eaten

41. The professor wants to show that he is still in touch with his colleagues.

Lost

The professor wants to show that with his colleagues. (5 words)

ОТВЕТ - he has not lost touch

42. I inherited this old table from my grandmother.

came

I _____my grandmother. (6 words)

ОТВЕТ - came into this old table after

Вариант № 21-ОШ-2-10 Английский язык-3

43. Pamela would like to stay out later on Saturday nights, but she can't.

wishes

Pamela later on Saturday nights. (5 words)

Ответ - wishes she could stay out

Part 4. Cultural Study

(20 баллов)

Task 44-53. (10 баллов, по 1 баллу за правильный ответ на каждое задание)

Правильные ответы выделены жирным шрифтом. В работах участников Олимпиады варианты ответов могут быть даны в иной последовательности.

44. Choose an abbreviation from the list in order to complete a sentence.

The _____ Act was passed through parliament in 1946 and in 1948 this Act received the Royal Assent and was brought into operation.

A. CYE

B. NHS

C. ETA

D. FYI

E. PLO

F. PCM

G. BBC

45. Write down the full form of the chosen abbreviation from the previous task. Type the needed words. DO NOT USE SHORT FORMS. The words of your answers should be divided by one space.

Full form:

National Health Service

46. Choose an abbreviation from the list in order to complete a sentence.

I wrote _____ on the information bulletin and sent it to the other members of the staff.

- A. CYE
- B. NHS
- C. ETA
- D. FYI**
- E. PLO
- F. PCM
- G. BBC

47. Write down the full form of the chosen abbreviation from the previous task. Type the needed words. DO NOT USE SHORT FORMS. The words of your answers should be divided by one space.

Full form: _____

for your information

48. Choose an abbreviation from the list in order to complete a sentence.

Although the teacher wrote _____ on the blackboard the information was erased during the lunch break.

- A. CYE
- B. NHS
- C. ETA
- D. FYI
- E. PLO**
- F. PCM
- G. BBC

49. Write down the full form of the chosen abbreviation from the previous task. Type the needed words. DO NOT USE SHORT FORMS. The words of your answers should be divided by one space.

Full form: _____

please leave on

50. Choose an abbreviation from the list in order to complete a sentence.

What will your _____ be when you return home next month?

- A. CYE
- B. NHS
- C. ETA**
- D. FYI
- E. PLO
- F. PCM
- G. BBC

51. Write down the full form of the chosen abbreviation from the previous task. Type the needed words. **DO NOT USE SHORT FORMS.** The words of your answers should be divided by one space.

Full form: _____

Estimated time of arrival

52. Choose an abbreviation from the list in order to complete a sentence.

The _____ informs, educates and entertains - wherever you are, whatever your age...

- A. CYE
- B. NHS
- C. ETA
- D. FYI
- E. PLO
- F. PCM
- G. BBC**

53. Write down the full form of the chosen abbreviation from the previous task. Type the needed words. **DO NOT USE SHORT FORMS.** The words of your answers should be divided by one space.

Full form: _____

British Broadcasting Corporation

Task 54-63. (10 баллов, по 1 баллу за правильный ответ)

Правильные ответы выделены жирным шрифтом. В работах участников Олимпиады варианты ответов могут быть даны в иной последовательности.

54.

A. south

B. southwest

C. southeast

D. west

55.

A. conquered

B. captured

C. defeated

D. inhabited

56.

A. non-Welsh

B. British

C. non-English

D. English

57.

A. Celtic

B. Welsh

C. Old English

D. Cumbrian

58.

A. medieval

B. ancient

C. original

D. lost

59.

A. consideration

B. contract

C. government

D. threat

Вариант № 21-ОШ-2-10 Английский язык-3

60.

- A. 19th
- B. 20th
- C. 21st
- D. 18th**

61.

- A. hunting
- B. fishing**
- C. agriculture
- D. farming

62.

- A. 6th century A.D.
- B. 6th century B.C.E.**
- C. 3^d century A.D.
- D. 4th century B.C.E.

63.

- A. Wight
- B. Iron
- C. Tin**
- D. Man

Председатель предметной методической
комиссии по иностранному языку
доктор филологических наук, профессор



Handwritten signature in blue ink.

Н.Ю. Гвоздецкая