

МИНОБРНАУКИ РОССИИ



Федеральное государственное бюджетное образовательное учреждение
высшего образования

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

ОЛИМПИАДА РГГУ ДЛЯ ШКОЛЬНИКОВ ПО ИНОСТРАННОМУ ЯЗЫКУ

АНГЛИЙСКИЙ ЯЗЫК

2021 г.

Заключительный этап

11 класс

Вариант № 21-ОШ-2-11 Английский язык-1

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

Максимальное количество баллов за ответы:

- Часть 1. (Reading)-35 баллов;
- Часть 2. (Writing)- 25 баллов;
- Часть 3. (Use of English)- 20 баллов;
- Часть 4. (Cultural Studies)- 20 баллов.

Part 1. Reading

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

Task 1.

Article 1.

What Back to School Might Look Like in the Age of Covid-19

A typical American school day **requires proximity**: High school lab partners leaning over a vial. Kindergarten students sharing finger paints. Middle schoolers passing snacks around a cafeteria table. This year, nothing about school will be typical. Many of the nation's largest districts plan to start the academic year online, and it is unclear when students and teachers will be back in classrooms. Others plan hybrid models, while some are determined to

go five days a week. When school buildings do reopen, whether this fall or next year, buses, hallways, cafeterias and classrooms will need to look very different as long as the coronavirus remains a threat. Even teaching, which has evolved in recent decades to emphasize fewer lectures and more collaborative lessons, must change.

A) For many districts, getting children to school will be one of the most difficult logistical challenges during the pandemic. Parents will be asked to consider whether they can arrange other forms of transportation, like dropping their children off or arranging car pools.

Families should not cluster at the bus stop, as they might have in the past. And parents will be told: Do not send children to school if they have a fever, cough or other symptoms. In non-pandemic times, a typical bus might carry 54 children. Enforce strict social distancing guidelines of six feet and you're down to eight. Some state guidelines sketch an alternative scenario in which masked students sit in a zigzag pattern to allow more on board.

B) Teachers, who are likely at greater risk from the virus than most young students, typically come into contact with many people in the course of their daily work: children, parents, other educators. To help reduce risk, staff planning meetings and parent-teacher conferences can be held remotely.

Teachers will be encouraged to keep classroom windows open to promote air circulation. Some districts are upgrading heating and cooling systems to install filtration features, a much more expensive fix.

Moving instruction outdoors when possible would be one way to reduce the risk of airborne transmission of the virus. In Marietta, some elementary school students will bring their own folding lawn chairs to class. Athletics and singing are activities that, if they occur at all, should be done in the open air, experts say.

C) Another thing is that young children may be the hardest to keep apart, given their frenetic energy, need for hands-on play and affectionate nature. And most guidelines acknowledge that it is not realistic to expect them to wear masks all day.

Some guidelines suggest clear face shields as an alternative to masks for teachers. Seeing an adult's mouth move helps children understand the connections between spoken sounds and the written word — a key concept in early reading.

Some schools will use X's to indicate where students should sit for story time. Two students may sit at tables usually used by four or six, with individual boxes of materials that are typically shared, like art supplies — an expense that schools, teachers or families will have to bear. Students will eat in their classrooms, either bringing food from home or receiving a boxed lunch. No buffet lines.

Many schools plan to repurpose large spaces, like gyms and cafeterias, for socially distanced academic work. Adults will disinfect surfaces several times a day. Federal guidelines recommend that soft toys that cannot be easily cleaned, like stuffed animals, stay off limits. Districts are investing heavily in cleaning and hygiene supplies, such as hand sanitizer and portable air filters.

D) Education decisions are largely made at the local level, and leaders are relying on a host of conflicting federal, state and public health guidelines. There is still considerable uncertainty and debate over how easily children of different ages contract and spread the virus, and whether some of the recommended safety guidelines would help or are even necessary. As a result, schools are adopting a wide range of approaches for the pandemic era. But those recommendations largely agree on at least some adaptations, and they all come

down to eliminating one factor: proximity. For about half of American students, the school day typically begins with a bus trip.

E) Options are expensive. Schools in Marietta, Ga., plan to spend \$640,000 to hire 55 monitors to check students' symptoms before they board. Dundee, Mich., expects to spend over \$300,000 to add routes. In Odessa, Texas, there are plans for buses to run on continuous routes, like city transit, with students arriving and leaving school at staggered times.

When students arrive at school, most will be checked to see if they are running a temperature or showing other symptoms. If adults are dropping off children, they will likely remain behind a barrier. Public health experts agree that a key step in keeping the coronavirus out of schools will be limiting the number of visitors inside.

Temperature checks run the risk of missing asymptomatic or atypical coronavirus cases, raising false alarms about ordinary illnesses and taking up valuable time that students could spend learning. Nevertheless, most districts plan them.

Students who fail the symptom check should be isolated while they await a caretaker to pick them up, guidelines say. Doing so may require real-estate-strapped schools to designate both safe indoor and outdoor locations to hold ill and potentially contagious children.

Task 2.

Article 2.

There's No Going Back to 'Normal'

More than eight months have passed since the World Health Organization declared the coronavirus a pandemic. Initially, shock and denial gave way to coping with humor: There were a plethora of jokes on social media about introverts thriving and extroverts languishing under these dystopian conditions. There was wistful reminiscence of "the last time" we hugged a friend or sat down to eat at a restaurant, and planning for what we'd do when things went back to normal. I, like many Americans, thought that the coronavirus would quickly run its course, that after a month or so things would return to normal. Of course, that assumes that there is a "normal" that awaits us someday.

F) The term "radical acceptance" was coined by the psychologist Marsha Linehan. "Radical acceptance is an act of the total person that allows acceptance of 'this moment,' or of 'this reality' in this moment. "It is without discrimination. In other words, one does not choose parts of reality to accept and parts to reject."

In talking with a friend recently about my work, I found myself painstakingly catching my words and rearranging them from present to past tense. The past tense has become a constant companion in the present moment, as every facet of my life has changed due to the pandemic. Mass gatherings such as conferences — my primary source of income — are foreclosed until social-distancing measures are lifted. Some scientists project that may not happen until 2022. That's my reality.

I have formed a new ritual: Every day, I take to my laptop with my phone in hand, say a prayer, and call unemployment and log on to the website simultaneously, hoping to finally get through and join the 38 million unemployed Americans who have applied for benefits since March. Thus far, I've been unsuccessful. The fear that I may have to live like this for a year or more has sent me into a tailspin of profound uncertainty and self-doubt, which causes me to question my value. Like many, I have been socialized in the crucible of capitalism, which binds our worth to our production.

G) Yet as the days turn to weeks and the weeks turn to months, the novelty of staying home has worn off. The partisan wave of anti-lockdown protests that sprang up all over the country showed the desire for normalcy at its extreme, but even those who are responsibly limiting contact with others are feeling the frustration. Students are growing weary of online instruction and long to see their teachers and classmates in person. Many of those who were gainfully employed before the pandemic are now unemployed and anxious as bills mount. Essential workers are risking exposure to the virus when they clock in. In the quest to return to normal, many states have reopened despite cautions given by scientific experts who warn of another wave of outbreaks, which is now on the horizon, due to the premature reopening of states.

H) Yet my Christian faith teaches me that I am not what I produce. I am valuable because I am a human being endowed by God with intrinsic dignity and worth. I have found solace in that truth. My faith teaches me that my value is not contingent on my circumstances. Radical acceptance—which can be practiced regardless of one’s faith or worldview—is a complementary concept. It teaches me to release what I cannot control so that I can focus on what I can change.

In dialectical behavioral therapy, radical acceptance is often used to help people come to terms with circumstances they can’t change. It requires us to give up the elusive idea that we are in control and instead accept reality as it is. So without the haze, here is the reality we must accept: We are in the midst of a pandemic. Several states require that face masks be worn in public. We are in a recession. We have been in our homes and social distancing for more than eight months, and this will continue intermittently until a vaccine or an effective treatment is available. According to the infectious-disease expert Anthony Fauci, “You don’t make the timeline; the virus makes the timeline.”

I) It is a hard truth to swallow but: There won’t be a return to “normal.” I would argue that much about our former life was actually abnormal — its frenetic pace, its inequalities, and its injustices.

In this movement, I see signs that parts of society are beginning to look more to the future and less to reclaiming an old way of life. In thinking about the tension between the past, the present, and the future, I have come to believe that the only way to move forward is to grieve the life we once knew, and to shift our mindsets to radical acceptance of our present reality in order to create a new normal that is better than our pre-pandemic life.

J) Thirty-eight million Americans are unemployed, and that number is expected to climb. America has the highest number of coronavirus cases in the world, and the virus is likely to spread further due to the reopening of state and local economies, as well as the Black Lives Matter protests (though public-health officials have endorsed them). We cannot bury our departed loved ones in the traditional ways we are accustomed to, and many cannot be at the bedside of their loved ones to say final goodbyes. Prolonged quarantine is affecting our collective mental health, and those who live alone are experiencing acute isolation. On top of all of this, black people are forced to process yet more black deaths at the hands of police. Presently, the toll on our mental health is unquantifiable, but the tears we cry — and the tears we cannot bring ourselves to cry — are the calculus. This is our reality.

Tasks 3-12.

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

3. The underlined word-combination “**require proximity**” means the same as:
- A. fall into contempt
 - B. demand closeness
 - C. acquire propensity
 - D. sit in contemplation
4. The underlined word “**guidelines**” means the same as:
- A. directions for exacerbation
 - B. methods of the education process
 - C. scientific thesis
 - D. recommendations or instructions
5. The underlined word-combination “**considerable uncertainty**” means the same as:
- A. substantial vagueness
 - B. uncertain validity
 - C. strange implication
 - D. unprecedented greatness
6. The underlined word-combination “**wide range of approaches**” means the same as:
- A. new hypotheses
 - B. a number of theories
 - C. various ways of dealing with something
 - D. unknown experiments
7. The underlined word-combination “**dropping their children off**” means the same as:
- A. asking other parents
 - B. giving the children a lift
 - C. hiring a bus for the children
 - D. making the children stay at home
8. The underlined word “**cautions**” means the same as:
- A. celerity
 - B. cessations
 - C. warning words
 - D. implying a cause-and-effect relationship

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

- A. done before the right time
- B. derived by reasoning
- C. growing by addition
- D. becoming pariah

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

- A. give up temporarily
- B. speak equivocally
- C. garner support
- D. cause deep sorrow

11. The underlined word “facet” means the same as:

- A. merger
- B. miscellany
- C. aspect
- D. avarice

12. The underlined word “foreclosed” means the same as:

- A. frustrated
- B. banned
- C. fraught
- D. mixed up

Tasks 13-27.

Here is a résumé using information from the article “What Back to School Might Look Like in the Age of Covid -19”. 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”.

13. The article deals with the problem of schools’ functioned in the covid-19 era in the USA.

- a.0 b.1 c.2 d.3 e.4 f.5

14. The authorities are considering the possibilities of organizing the educational process in such a way that students and teachers should not run the risk of contracting with the virus.

a.0 b.1 c.2 d.3 e.4 f.5

15. This year, nothing about school will be typical: much of the nation's largest districts plan to start the academic year online, and it is clear when students and teachers will be back in classrooms; others plan hybrid models, while some are determined to go five days a week.

a.0 b.1 c.2 d.3 e.4 f.5

16. Many schools plan to repurpose large spaces, like gyms and cafeterias, for social distanced academic work.

a.0 b.1 c.2 d.3 e.4 f.5

17. Teachers who put determination in educational process on collaborative lessons are likely to experience problems.

a.0 b.1 c.2 d.3 e.4 f.5

18. The incoming public health guidelines are few and unanimous

a.0 b.1 c.2 d.3 e.4 f.5

19. There is still considerable uncertainty and debate over how easily children of different ages contract with and spread the virus, and whether some of the recommended safety guidelines would help or are even necessary.

a.0 b.1 c.2 d.3 e.4 f.5

20. The strict social distancing of six feet augments the number of children on bus from 54 down to 8.

a.0 b.1 c.2 d.3 e.4 f.5

21. Leaving the building students will be checked for a temperature or showing other symptoms.

a.0 b.1 c.2 d.3 e.4 f.5

22. According the guidelines, students who failure the symptom check should isolate while they await a caretaker to pick them up.

a.0 b.1 c.2 d.3 e.4 f.5

23. Most problems expect with young children, giving their frenetic energy.

a.0 b.1 c.2 d.3 e.4 f.5

24. Young children are at greater risk from the virus than teachers.

a.0 b.1 c.2 d.3 e.4 f.5

25. Staff planning meetings and parent-teacher conferences can be held at school as often as possible to explain the situation to the parents.

a.0 b.1 c.2 d.3 e.4 f.5

26. Face shields propose as an alternative for masks for teachers. Desinfections will be carried out several times a day.

a.0 b.1 c.2 d.3 e.4 f.5

27. Teachers will try to keep students indoors as it is winter now and they could get a cold.

a.0 b.1 c.2 d.3 e.4 f.5

Part 2. Writing

Tasks 28-32.

You can see some separate words. Write a coherent sentence, based on information in Article 2 “There’s No Going Back to ‘Normal’”, to link the following words in the necessary form in the order given and then use your sentence as a part of your outline for your commentary on the article.

- 28. pandemic / shock and denial / reminiscence
- 29. anti-lockdown protests / normalcy / grow weary
- 30. reclaim the old way of life / tension / grieve
- 31. radical acceptance / come to terms / elusive idea
- 32. coronavirus cases / prolonged quarantine / the toll on mental health

Task 33.

Write your commentary on the article “There’s No Going Back to ‘Normal’”. 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 fulfil 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.

Part 3. Use of English

Tasks 34-43.

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 each sentence. Type the needed words. The words of your answers should be divided by one space.

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. I’d prefer you not to turn on the TV when I’m reading.

rather

I’d _____ turn on the TV when I’m reading. (4 words)

35. We paid someone to fix the roof for us last summer.

had

Last summer, we _____. (4 words)

36. "You played your music too loud last night," Jan said to Ben angrily.

accused

Jan _____ his music too loud the previous night. (4 words)

37. I know it's dangerous, but I love hang gliding.

may

Dangerous _____, I love hang gliding. (4 words)

38. Please do those photocopies whenever you have the time.

happen

Please do those photocopies if _____ the time. (4 words)

39. "Ivan took the money, not his brother Dylan," Susan said.

it

According to Susan, _____ took the money, not Dylan. (4 words)

40. The shop was closed for a week while they decorated it.

done

While it _____, the shop was closed for a week. (4 words)

41. None of the phones were left when we got to the shop.

time

_____ the shop, all the phones had been sold.

42. I didn't know it was Carl until he took off his hat.

when

Only _____ his hat did I recognise Carl. 4 words)

43. Perhaps John heard the story from Pippa.

have

Pippa might _____ story. 4 words)

Part 4. Cultural Study

Tasks 44-53.

44. **Choose an abbreviation from the list to complete the sentence.**

I invite you to my _____ tonight.

A. AFAIK

B. R&D

C. DIY

D. JIT

E. ATM

F.BD

G.NASA

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: _____

46. Choose an abbreviation from the list to complete the sentence.

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. AFAIK

B. R&D

C.DIY

D.JIT

E. ATM

F. BD

G. NASA

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: _____

48. Choose an abbreviation from the list to complete the sentence.

Two kinds of instructions give us a lot of concern - medical labels and _____ products.

A. AFAIK

B. R&D

C.DIY

D.JIT

E. ATM

F. BD

G. NASA

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: _____

50. Choose an abbreviation from the list to complete the sentence.

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

- A. AFAIK
- B. R&D
- C. DIY
- D. JIT
- E. ATM
- F. BD
- G. NAS

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: _____

52. Choose an abbreviation from the list to complete the sentence.

According to _____, a human needs 588 liters of oxygen per day to live.

- A. AFAIK
- B. R&D
- C. DIY
- D. JIT
- E. ATM
- F. BD
- G. NASA

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: _____

Task 54–63.

Now show how well you know English-speaking countries. Read the article. There are 10 gaps in it. Choose the correct option for each one.

Westminster Abbey is a fine (54.) _____ building, which stands opposite (55.) _____. It is the work of many hands and different ages. The oldest part of the buildings dates from (56.) _____. It was a monastery – the West Minster. In the 11th century (57.) _____ after years spent in France founded a great Norman Abbey. In 200 years (58.) _____ decided to pull down the Norman Abbey and built a more beautiful one after the style then prevailing in France.

Since the far-off time of (59.) _____ Westminster Abbey has been the crowning place of the kings and queens of England. The Abbey is sometimes compared a (60.) _____

because there are tombs and memorials of almost all English monarchs, many statesmen, famous scientists, writers. If you go past the magnificent tombstone of kings and queens, past the gold-and-silver banners of (61.) _____, which are hanging from the ceiling, you will come to the Poets' Corner. There are memorials to famous English writers and poets, and the great American poet (62.) _____.

There is also (63.) _____, a symbol of nation's grief, in the Abbey.

54.

- A. Romanticism
- B. Empire
- C. Baroque
- D. Gothic

55.

- A. the Tower of London
- B. St. Paul's Cathedral
- C. Windsor Castle
- D. the Houses of Parliament

56.

- A. in the 20th century
- B. in the 18th century
- C. in the 16th century
- D. in the 17th century

57.

- A. Edward the Confessor
- B. Richard the Lion Heart
- C. William the Conqueror
- D. Harold the Harefoot

58.

- A. Edward II
- B. Henry III
- C. Richard II
- D. Henry V

59.

- A. William the Conqueror
- B. John Lackland
- C. Edward I the Longshanks
- D. Richard the Lion Heart

60.

- A. tower
- B. museum
- C. mausoleum
- D. castle

61.

- A. the Order of Merit
- B. the Order of the Garter
- C. the Order of the Thistle
- D. the Order of the Bath

62.

- A. Edgar Allan Poe
- B. Walt Whitman
- C. Henry Wadsworth Longfellow
- D. Robert Lee Frost

63.

- A. Kensal Green Cemetery
- B. Highgate Cemetery
- C. Norwood Cemetery
- D. the Grave of the Unknown Warrior

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Н.Ю. Гвоздецкая

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ОЛИМПИАДА РГГУ ДЛЯ ШКОЛЬНИКОВ ПО ИНОСТРАННОМУ ЯЗЫКУ

АНГЛИЙСКИЙ ЯЗЫК

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11 класс

Вариант № 21-ОШ-2-11 Английский язык-2

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Part 1. Reading

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

Task 1.

Article 1.

Have We Taken Security Too Far?

What's the difference between a medical student and a convict? The answer: A convict doesn't pay \$50,000 a year for the privilege of being fingerprinted and patted down. I am referring, of course, to the increasingly stringent security measures that have come to characterize modern educational testing. As student evaluation techniques have migrated from face-to-face assessment to computer-based exams administered in dedicated testing centers, evaluators have become less and less likely to know examinees, leading to heightened precautions around exam security.

A) But perhaps we have gone overboard. After all, the core of the patient-physician relationship is trust. The Hippocratic Oath, which has shaped the ethics of medicine for many centuries, enjoins the physician to respect patients' privacy and dignity and to always put each patient's interests first. We entrust to our physicians all sorts of matters we would not share with anyone else — private details of our health and personal relationships, access to intimate parts of our bodies, sometimes even our lives. We want to trust our physicians. No one is arguing that security is unnecessary, but perhaps we haven't quite yet found the sweet spot.

B) One of the students, a former U.S. marine, said he had found the entire atmosphere of the exam eerily familiar. He had served in Iraq, helping to preside over the return of inhabitants to Fallujah after the city's recapture by U.S. forces. "It was weird," he said. "They were using many of the exact same procedures and equipment we used in Fallujah. It took so long for them to verify identities that you almost didn't dare leave the room, for fear you couldn't get back in time. I finally had to show one of the examiners how to do it properly." Of course, these techniques are not merely for medical students. Aspiring accountants and architects, students sitting for the GRE, and prospective employees.

C) Some might say that such medieval approach to testing students is not only necessary but laudable. In the case of medical testing, the health of the nation is a vital resource, and we cannot afford to place it in the hands of physicians who might have succeeded through academic dishonesty. Who would want a loved one to be cared for by a physician who had cheated on the medical-licensing exam? As public policy, exam hawks argue, we should demand the very highest security in all such testing.

D) This inevitable anxiety is compounded by high-security measures. IDs are checked. Each student wears a unique number on his or her shoulder throughout the day. Students are fingerprinted each time they enter and exit the testing room (up to 16 times). They are patted down and asked to roll up their pants legs and pull their pockets inside-out. If they wear a jacket or sweater into the exam room, they cannot take it off. They are warned that they will be under constant camera surveillance.

E) I recently interviewed a group of fourth-year medical students who had just taken Step 2 of the United States Medical Licensing Clinical Knowledge Examination at test-administration centers. Each of the students had paid \$560 for the privilege, and had devoted nine hours to the single-day exam, which consists of eight sections of 40 to 45 questions each. Over the day, they received a total break time of 45 minutes. Students must pass the exam to obtain a medical license, and scoring well is an important factor in gaining admission to competitive medical specialties. So anxiety tends to run high.

Task 2.

Article 2.

The 9/11 Era is Over

Now, as COVID-19 has transformed the way that Americans live, and threatens to claim exponentially more lives than any terrorist has, it is time to finally end the chapter of our history that began on September 11, 2001. I say that as someone whose life was shaped by 9/11. I was a 24-year-old graduate student working on a city-council campaign when I watched the second plane curve into the World Trade Center and then saw the first tower collapse. Everything that I'd done in my life up to that point suddenly seemed trivial. I walked several miles to my apartment, as my fellow New Yorkers came out into the streets to be near one another (as we can't be today). In the days that followed, my Queens neighborhood was the setting for a number of funerals for firemen. I will never forget the image of one devastated widow sitting in a lawn chair in her front yard, receiving condolences from a line of the toughest — but most broken — men I had ever seen.

F) Hamilton was appointed vice chairman of the 9/11 Commission, so that **compelled** me to move to Washington. One of the tasks that Hamilton assigned me was to make up a report and carefully review all of Osama bin Laden's fatwas, and to examine al-Qaeda's broader motivations. After reading bin Laden's own words and studying the lives of the hijackers, I could no longer so easily square their motivations with what Bush had said after 9/11. The people who had attacked us didn't seem focused on their hatred of America's "democratically elected government." What they hated was American foreign policy. What they sought was the overthrow of their own governments — chiefly, that of Saudi Arabia, where bin Laden and 15 of the 19 hijackers came from, and that of Egypt, where the plot's ringleader, Mohamed Atta, came from.

G) I got a job as a speechwriter for former Representative Lee Hamilton, a prototypical Washington wise man who had served in Congress for 34 years and ran the Woodrow Wilson Center, a think tank that doubled as the nation's official memorial to our 28th president. Every day, I'd go to work in the Ronald Reagan Building, where a slab of the Berlin Wall reminded visitors of the arc of American triumph: from our origin as a superpower after Wilson's victory in World War I through the collapse of Soviet communism, which made America the world's only superpower — an epoch that still seemed to be in its early phase as our military **toppled** regimes in Afghanistan and Iraq.

H) I was angry, above all, at myself. I was a Democrat, but I had come to Washington to be part of the bipartisan response to 9/11 — one that was going to cast the terrorists, in Bush's words, into "history's unmarked grave of discarded lies," alongside "fascism, and Nazism, and totalitarianism." I had believed Colin Powell's presentation to the United Nations about Iraq's weapons of mass destruction. I had cheered the toppling of a statue of Saddam Hussein. I had ignored obvious signs of overreach — our government opening a gulag at Guantanamo Bay and

torturing people who might have been innocent. I had bought into the idea that Democrats needed to demonstrate their willingness to vigorously prosecute the “global war on terrorism,” even as it led us into war with a country that had nothing to do with the 9/11 attacks. I had been naive and wrong, swept along by my own post-9/11 emotions and the assurances of my own government. Every day is September 12.

I) Scared and angry, I was roused by President George W. Bush’s speech to a joint session of Congress a few days after 9/11, in which he confidently declared, “Our War on Terror begins with al-Qaeda, but it does not end there. It will not end until every terrorist group of global reach has been found, stopped, and defeated.” He further defined the nature of the conflict by saying, “Americans are asking, ‘Why do they hate us?’ They hate what we see right here in this chamber — a democratically elected government.” To have this unfathomable event framed in a way that fit neatly into the American narrative that I’d grown up with in the 1980s and ’90s was reassuring. After a decade defined by the triviality of Bill Clinton’s impeachment and the absence of a sense of mission, America had a new national purpose on par with the Cold War — another generational effort to make the world safe for democracy. I moved down to Washington, D.C., to be a part of that effort, in whatever way I could.

J) As the 9/11 Commission and I continued working at our report, the Iraq War was **unraveling** into an **unmitigated** disaster. The dissolution of the Iraqi army and state punctured my faith in American competence. The horror of Abu Ghraib punctured my sense of America’s moral authority. The obvious strategic victory for Iran punctured my confidence in the judgment of the national-security establishment. The reframing of the war as an effort to bring democracy to the Iraqi people punctured my trust in the words spoken by my leaders. The rhetoric that was once rousing now seemed cynical, a post facto justification for a catastrophic mistake. Democracy was being **debased**, not promoted.

Tasks 3-12.

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

3. The underlined word-combination “**tends to run high**” means the same as:

- A. pretends to decrease
- B. has a tendency to diminish
- C. has a tendency to be at a high level
- D. develops gradually

4. The underlined word-combination “is compounded by” means the same as:
- A. is aggravated by
 - B. consists of
 - C. is aimed at
 - D. gets well with
5. The underlined word-combination “be under surveillance” means the same as:
- A. deny control
 - B. be watched
 - C. jeopardize security
 - D. undermine supervision
6. The underlined word-combination “eerily familiar” means the same as:
- A. heavily feathered
 - B. lightly featured
 - C. easily feasible
 - D. mysteriously known
7. The underlined word-combination “aspiring accountants” means the same as:
- A. would-be accountants
 - B. well-trained accountants
 - C. famous accountants
 - D. eligible accountants
8. The underlined word “toppled” means the same as:
- A. transmuted
 - B. ostracized
 - C. overturned
 - D. oscillated
9. The underlined word “compelled” means the same as:
- A. facilitated
 - B. forced
 - C. compiled
 - D. conceded

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

- A. underscoring, emphasizing
- B. menacing, threatening
- C. entangling, catching
- D. revealing, developing

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

- A. complete, absolute
- B. cumbersome, heavy
- C. ubiquitous, omnipresent
- D. unobtrusive, inconspicuous

12. The underlined word “**debased**” means the same as:

- A. deified
- B. deleted
- C. degraded
- D. deluded

Tasks 13-27.

Here is a résumé using information from the article “Have We Taken Security Too Far?”. 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”.

Resume

13. The article deals with the problem of the increasing strict security measures that characterizes modern educational testing.

- a.0 b.1 c.2 d.3 e.4 f.5

14. Now that the evaluators face the students, heightened precautions are given around exam securities.

- a.0 b.1 c.2 d.3 e.4 f.5

15. The author gives an example of fourth-year medical students which has just taken Step 2 of the United States Medical Licensing Clinical Knowledge Examination at test-administration centers.

- a.0 b.1 c.2 d.3 e.4 f.5

16. Each of them had to pay \$560 for the privilege, and had devoted nine hours to the single-day exam, which consists of eight sections of 40 to 45 questions each.

a.0 b.1 c.2 d.3 e.4 f.5

17. So anxiety tends to run high which is quite understandable.

a.0 b.1 c.2 d.3 e.4 f.5

18. Students get nervous because they have to show their tattoos and have to take off their jackets and sweaters.

a.0 b.1 c.2 d.3 e.4 f.5

19. Some students say they are acquainted with the atmosphere.

a.0 b.1 c.2 d.3 e.4 f.5

20. For example, similar procedures were to be using in other countries when American soldiers helped for the local population.

a.0 b.1 c.2 d.3 e.4 f.5

21. One of the students even decided to run away the exam when he saw how they verified identities.

a.0 b.1 c.2 d.3 e.4 f.5

22. Some people say that such tough practices at examinations are not only necessary but laudable.

a.0 b.1 c.2 d.3 e.4 f.5

23. We cannot afford to place our health in the hands of physicians who might succeeded through academic dishonesty.

a.0 b.1 c.2 d.3 e.4 f.5

24. Some say that such strict measures are unjustified.

a.0 b.1 c.2 d.3 e.4 f.5

25. But students do not mind about cheating at the exams.

a.0 b.1 c.2 d.3 e.4 f.5

26. Who would care? Patients do not care about their doctors cheating at the exams, do they?

a.0 b.1 c.2 d.3 e.4 f.5

27. We entrust to our physicians all sorts of matters we would not share to anyone else — private details of our health and personal relationships, access in intimate parts of our bodies, sometimes even our lives.

a.0 b.1 c.2 d.3 e.4 f.5

Part 2. Writing

Tasks 28-32. You can see some separate words. Write a coherent sentence, based on information in Article 2 “The 9/11 Era is Over”, to link the following words in the necessary form in the order given and then use your sentence as a part of your outline for your commentary on the article.

- 28. transform / chapter of our history / shape
- 29. war on terror / nature of the conflict / defeat
- 30. make up a report / examine / foreign policy
- 31. unmitigated disaster / puncture / rhetoric
- 32. weapons of mass destruction / toppling / overreach

Task 33.

Write your commentary on the article “The 9/11 Era is Over”. 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 fulfil 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.

Part 3. Use of English

Tasks 34-43.

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 each sentence. Type the needed words. The words of your answers should be divided by one space.

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. I'd prefer you not to tell everyone my secret at the party tonight.

rather

I'd _____ tell everyone my secret at the party tonight (4 words)

35. I shall ask a professional photographer to take my passport photo.

get

I shall a professional photographer. (6 words)

36. "I can't stand what his assistant said about me," said Barbara.

objected

Barbara _____ the assistant said about her.(3 words)

37. The beach was fun even though it was too cold.

fact

_____ too cold, the beach was fun. (6 words)

38. The school's management are investigating allegations of teacher brutality.

into

Allegations of teacher brutality _____ the school's management. (5 words)

39. None of the phones were left when we got to the shop.

time

_____ the shop, all the phones had been sold.(6 words)

40. It's not possible that you saw Mary last night, she was with us!

have

You _____ last night, she was with us! (4 words)

41. Please give him an answer whenever you have the time.

happen

Please give him an answer if _____ the time. (4 words)

42. "John told her the news, not his sister Jane," Susan said.

it

According to Susan, _____ told her the news, not Jane. (4words)

43. The shop was closed for a week while they decorated it.

done

While it _____ , the shop was closed for a week. (4 words)

Part 4. Cultural Study

Tasks 44-53.

44. **Choose an abbreviation from the list to complete the sentence.**

The House of Commons plays the major role in law-making and consists of _____.

A. C/O

B. BA

C.MPs

D.ASAP

E. DNA

F.VIP

G.B.L.

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: _____

46. **Choose an abbreviation from the list to complete the sentence.**

My brother has received a _____ in economics from his university.

A. C/O

B. BA

C.MPs

D.ASAP

E. DNA

F.VIP

G. B.L.

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: _____

48. Choose an abbreviation from the list to complete the sentence.

Please finish the first draft of the letter and give it to me _____.

- A. C/O
- B. BA
- C.MPs
- D.ASAP
- E. DNA
- F.VIP
- G.B.L.

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: _____

50. Choose an abbreviation from the list to complete the sentence.

The large university has spent a lot of money in the study of _____.

- A. C/O
- B. BA
- C.MPs
- D.ASAP
- E. DNA
- F.VIP
- G.B.L.

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: _____

52. Choose an abbreviation from the list to complete the sentence.

I didn't know my friend's address so I sent a letter to him _____ another friend of mine.

- A. C/O
- B. BA
- C.MPs
- D.ASAP
- E. DNA
- F.VIP
- G.B.L.

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: _____

Tasks 54-63.

Now show how well you know English-speaking countries. Read the article. There are 10 gaps in it. Choose the correct option for each one.

England is separated from Scotland by (54) _____, running from east to west. The chief rivers of Great Britain are: (55) _____, flowing along the border between England and Wales, tributaries of which include the Avon, famed by (56) _____; (57) _____, which flows eastward to the port of London and some others. The swiftest flowing river in the British Isles is (58) _____. The rivers are of great importance for communication and especially for carrying goods.

On the northwest side of the Pennine system lies (59) _____, containing the beautiful lakes which give it its name. This district is widely known for its association with the history of English literature and especially with the name of (60) _____ (1770-1850), the founder of (61) _____ of poets.

In South England between Highlands lie Lowlands. In this part of England are found some of the oldest British settlements and traces of ancient monuments such as (62) _____. (63) _____ is the chief city of South England.

54.

- A. the Cheviot Hills
- B. the Pennines Hills
- C. the Andes
- D. the Alps

55.

- A. the Thames
- B. the Severn
- C. the Spey
- D. the Tweed

56.

- A. Samuel Coleridge
- B. Shakespeare
- C. William Blake
- D. Robert Southey

57.

- A. the Severn
- B. the Tweed
- C. the Spey
- D. the Thames

58.

- A. the Tweed
- B. the Spey
- C. the Severn
- D. the Thames

59

- A. the Strait of Dover
- B. the English Channel
- C. the Lake District
- D. District of Columbia

60.

- A. William Shakespeare
- B. Charles Dickens
- C. William Wordsworth
- D. Lord Byron

61.

- A. the Lake School
- B. the High School
- C. the Pilot School
- D. the Divinity School

62.

- A. Karnak
- B. Tower
- C. Windsor
- D. Stonehenge

63.

- A. Liverpool
- B. Manchester
- C. Glasgow
- D. London

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

*Handwritten signature in purple ink.*

Н.Ю. Гвоздецкая

МИНОБРНАУКИ РОССИИ



Федеральное государственное бюджетное образовательное учреждение
высшего образования

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

ОЛИМПИАДА РГГУ ДЛЯ ШКОЛЬНИКОВ ПО ИНОСТРАННОМУ ЯЗЫКУ

АНГЛИЙСКИЙ ЯЗЫК

2021 г.

Заключительный этап

11 класс

Вариант № 21-ОШ-2-11 Английский язык-3

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

Максимальное количество баллов за ответы:

- Часть 1. (Reading) - 35 баллов;
- Часть 2. (Writing) - 25 баллов;
- Часть 3. (Use of English) - 20 баллов;
- Часть 4. (Cultural Studies) - 20 баллов.

Part 1. Reading

You are the editor of a magazine. You have come across two interesting articles but some parts of the articles have been mixed up. Use the headline and the initial paragraphs of the articles and put the parts to the right title and in the right order so that you should receive the original articles. One part is unnecessary.

Task 1.

Article 1.

Mental Ghettos: Breaking Down the Illusive Walls of Racial Thinking

Within our minds, we have built tenuous fortresses to block us from our individuality and to impede us from experiencing others' humanity. It is time for a change.

Human beings have the resilience and the courage to overcome the most vile and pernicious beliefs. Nature has endowed us with the capacity to reconsider, relearn, and reform. We, however, continue to indulge ourselves in falsehoods, thereby allowing bad habits to linger on. To be sure, we reconsider, but we, often, get stuck in 'relearn', and at times never quite make to 'reform.' When it comes to 'race', 'racism', and 'racial' thinking, we are at the second phase and have been there for some time.

Our shortcomings in this regard have to do, in large measure, with our mental conditioning. We have erected around our thoughts mental ghettos and cloistered ourselves within their illusive barriers. Today, one of the greatest perils facing humanity is the residual and insidious ‘racial’ mode of thought, thoughtlessly passed on from generation to generation and consumed without much scrutiny.

In the United States, children are raised on a strange principle: everyone is equal, but there are different racial identities. Beautiful as this sentiment appears, it is nonetheless nonsensical. Racial identities exist precisely to justify unequal treatment, and in practice they have achieved exactly that. Even worse is that children are conditioned from an early age to categorize themselves into color-coded racial categories. This absurdity is not lost on anyone familiar with how ‘race’ has, historically, served as an instrument of oppression.

A) Gradually, with advances in science, ‘race’ — as a category with a biological basis— lost attraction within the scientific community and many intellectuals who argued against the vileness and inhumanity of it. Today, there is, appreciably, a general consensus that ‘race’ is a social construct used to classify populations on superficial grounds including physical characteristics and social qualities.

Unfortunately, however, old-fashioned racial thought continues to persist in various countries. To be sure, race is so deeply ingrained in our minds that we often automatically classify ourselves, or other human beings. I am sure we are all guilty of classifying some friend, acquaintance, or coworker a member of a synthetic racial, national, or ethnic category. This, however, is fixable. Through a series of steps, which surely takes time, but eventually yields dividends, we can become more open to judging people as they are — as individuals. In short, it will reduce, and hopefully obliterate, our impulse to stereotype and dehumanize others and ourselves.

B) In Canada, a nation praised for its tolerance and diversity, we readily see racial modes of thinking. Notwithstanding the country’s predominantly Eurocentric rural areas, even within large cities, people continue to label themselves and others in terms of color, nationality (often that of their ancestry), or ethnicity. Here again, people willingly adopt vague and imaginary identities that perpetuate the myth of racial difference and ultimately oppression.

Through tacit and thoughtless assent, not only do we fail to rid racism; we, instead, legitimize it. We strip away individuality only to promote blind conformity.

What is racial thinking? How can we overcome it? To think racially is to perceive others in terms of their affiliation or membership to particular ‘races’. The concept of race itself can be best understood as a historical phenomenon. The modern notion of race harkens back to the colonial period; that is when Europeans ‘discovered’ the new world and, subsequently, came into contact with her inhabitants. They used ‘race’, first, as a way to describe physical variations between themselves and indigenous populations and, second, to exert political, and moral authority over them. Regrettably, their actions, in many cases, resulted in economic exploitation, slavery, racial segregation, and genocide of different populations.

C) To correct our biases, we must look within ourselves. The truth remains that, despite the myth of color-blindness, many of us have subconscious biases against ‘races’. This impacts how we interact with them in social, business, and other situations. Many “people aren’t always rational. Sometimes they have biases that they don’t even realize subconscious biases against a certain group of people or a certain race of people that, in turn, affects how they interact with them.” We should also acknowledge that, given a culture of political correctness, many of us aren’t always honest about how we feel about other ‘races.’ We must, therefore, train our brains

to correct our subconscious racial biases. We must acknowledge the extent to which our upbringing, culture, and the media influence our views on ‘race.’

After all, every act of racial discrimination, and each utterance of a racial slur, and all stereotypical depictions of ‘races’ start within our minds. We must, therefore, reconsider, relearn, and reform. The task of breaking the walls of our mental ghettos is both individual and communal, both necessary and beneficial, both required and **overdue**.

D) Second, we ought to analyze racial thinking from the vantage point of developmental psychology. From birth, the interaction between experiences and genes shape the architecture of our brains. As we develop, our parents play an important role in framing how we perceive the world. Parents who raise their children to think in terms of ‘race’ hamper their ability and willingness to engage with others. Imposing of such beliefs upon a child may result in “lifelong problems in learning, behavior, and both physical and mental health.” Also, these children will be “robbed of opportunities for emotional and intellectual growth” necessary to “experience or accept humanity.” The task of parent is then to teach their children that everyone, precluding physical differences, is essentially one and the same; sharing the same fate, the same struggles, and the same capacity for compassion and love.

E) First, we should recognize that race is superimposed upon us to determine our identity. In Canada, for instance, one is advised to usually select an ethnic/racial category. In this way, the ideology of race is reified, or rather turned into an objective reality. It, then, permeates language of the laws, the vernacular of the people, the cultural output of the arts, and so on. Our identities, in this way, are superimposed upon us without us having a say in the matter. We, nevertheless, are pressured to accept the negative implications of our assigned racial identities.

Task 2.

Article 2.

The Oscars’ New Diversity Rules Are Sweeping but Safe

In 2015, after the Oscars announced a set of 20 all-white acting nominees, the then-president of the Academy of Motion Picture Arts and Sciences was asked whether the group had a diversity problem.

“Not at all,” the leader, Cheryl Boone Isaacs, replied. “Not at all.”

What a difference five years makes. After a second all-white group of actors was nominated and the activist April Reign’s #OscarsSoWhite hashtag became a rallying cry, the academy began taking great strides to diversify a membership that had been largely white and male for nine decades. Those inclusion goals were met months ago, but this week, the academy **unveiled** an even more ambitious diversity initiative with the intention of reshaping not just how movies are rewarded, but also who’s hired to make them in the first place.

Meant to take effect by the 96th Oscars in 2024, these new guidelines will require films to meet two of four diversity standards to be eligible for a best-picture nomination. It’s an initiative that could, on its face, encourage studios to enact more equitable hiring practices and broaden the range of stories that are told.

F) An emphasis on the latter two criteria would radically change the stories that are greenlit and the people who appear in them. But the first criterion, which mandates that “at least one of the lead actors or significant supporting actors is from an underrepresented racial or ethnic group,” will prove easy for most films to satisfy. Recent best-picture nominees like “Joker,”

which is top-heavy with white stars but features Zazie Beetz as the would-be love interest, or “La La Land,” a white-led love story with John Legend in a supporting role, could still sail through Standard A with little to worry about.

G) Still, though the announcement has sent shock waves through Hollywood, the new guidelines aren’t as strict as they may initially appear.

The first set of **stipulations**, grouped as Standard A, has already earned the most attention, and with good reason: It’s meant to encourage diversity in front of the camera for an industry that still defaults to white actors. To satisfy the demands of Standard A, only one of these three criteria needs to be met:

At least one actor from an underrepresented racial or ethnic group must be cast in a significant role.

The story must center on women, L.G.T.B.Q. people, a racial or ethnic group or the disabled.

At least 30 percent the cast must be actors from at least two of those four underrepresented categories.

H) If it’s starting to dawn on you that most best-picture **contenders** wouldn’t have to change a thing under the new guidelines, just wait until you get to Standards C and D. Standard C requires one of two criteria be met:

The film’s distributor or financing company must have at least two interns from an underrepresented group.

The film’s production, distribution or financing company must offer training or work opportunities to people from those underrepresented groups.

Just about any studio with a robust internship program would already meet those stipulations, and Standard D is even simpler: It merely asks that some of the senior marketing, publicity and distribution executives on a film are from an underrepresented group. Given the number of women and gay men who work in the field of **publicity**, that is an easy bar for any studio to clear.

I) Since only two of the four standards must be met for a film to qualify for the Oscars top prize, and Standards C and D are so easy for most studios to satisfy, best-picture contenders could remain fairly homogeneous both behind and in front of the camera. In other words, if a filmmaker still wants to make a war movie about white men like “1917” or “American Sniper,” that’s permitted by the new Oscar guidelines as long as the studio distributing it has done the bare minimum when hiring interns and marketing executives.

Given that, will anything truly change? Yes, but it’s something far harder to measure: **perception**. Even if the new guidelines allow ample workarounds, they will probably spur filmmakers, financiers and studio executives to take the issue of diversity more seriously, and could especially be a boon to department heads of color. And now that the issue is on the table, Oscar voters may be interested to learn just how specifically a contender’s diversity standards were met, and which films skated by with a handful of interns.

At the very least, all this is a tacit admission that the academy is not a passive participant when it comes to diversity in Hollywood, merely beholden to films made outside the organization’s purview. The Oscars can bestow a mighty significance, and their imprimatur has long influenced the films that are greenlit and the filmmakers trusted to tell stories. If these new guidelines say anything loud and clear, it’s that a lack of diversity isn’t just the Oscars’ problem. It’s everybody’s.

J) Standard B is focused on hiring behind the scenes and asks productions to meet at least one of the following criteria:

Two or more department heads — meaning jobs like director, cinematographer or composer — must be female, L.G.T.B.Q., disabled or part of an underrepresented racial or ethnic group.

At least 30 percent of the film’s crew must hail from the four underrepresented groups continually laid out in these guidelines.

The first criterion initially appears easiest to satisfy, as department heads like costume designers, makeup artists, hairstylists and casting directors skew heavily female, though there is a further stipulation: At least one of those jobs must also go to someone from an underrepresented racial or ethnic group, which means that simply hiring white women won’t fulfill the requirement. Still, largely white best-picture nominees like “The Irishman” and “The Tree of Life,” which each employed female casting directors and Mexican cinematographers, would have no problem meeting the demands of Standard B.

Tasks 3-12.

Choose the meaning which the underlined expressions have in one of the texts.

3. The underlined word resilience means the same as:

- A. resignation
- B. resumption
- C. toughness
- D. tranquility

4. The underlined word scrutiny means the same as:

- A. subsistence, existence
- B. examination, analysis
- C. submission, yield
- D. exuberance, abundance

5. The underlined word-combination tacit assent means the same as:

- A. open adversity
- B. covert amenities
- C. direct opposition
- D. silent acquiescence

6. The underlined word biases means the same as:

- A. predisposition
- B. predominance
- C. preponderance
- D. prerogative

7. The underlined word **overdue** means the same as:

- A. do too much
- B. beyond the time fixed
- C. too great a load
- D. overpower

8. The underlined word **unveiled** means the same as:

- A. undermined
- B. unbridled
- C. decried
- D. disclosed

9. The underlined word **stipulations** means the same as:

- A. conventions
- B. conditions
- C. constraints
- D. staples

10. The underlined word **contenders** means the same as:

- A. conductors
- B. contemplators
- C. competitors
- D. confidants

11. The underlined word **publicity** means the same as:

- A. advertising, fame
- B. pursuit, chase
- C. sobriety, moderation
- D. austerity, strictness

12. The underlined word **perception** means the same as:

- A. exertion of pressure
- B. awareness through senses
- C. trying to please
- D. conforming to requirements

Tasks 13-27.

Here is a résumé using information from the article “Mental Ghettos: Breaking Down the Illusive Walls of Racial Thinking”. 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”.

Resume

13. The article deals with the problem of solving the problem of racial inequality in our minds.

a.0 b.1 c.2 d.3 e.4 f.5

14. The time for change has not come yet.

a.0 b.1 c.2 d.3 e.4 f.5

15. Human beings have all capabilities to reconsider and change their attitude to this or that problem, and it is very easy to do that when it comes to the problem of racial thinking.

a.0 b.1 c.2 d.3 e.4 f.5

16. People have released themselves from their mental ghettos.

a.0 b.1 c.2 d.3 e.4 f.5

17. One of the greatest perils facing humanity is the residual and insidious ‘racial’ mode of thought.

a.0 b.1 c.2 d.3 e.4 f.5

18. In the United States, children are risen on a strange principle: everyone is equal, but there are different racial identities.

a.0 b.1 c.2 d.3 e.4 f.5

19. Racial identity exist precisely to guarantee equal treatment, and in practise they have achieve exactly that.

a.0 b.1 c.2 d.3 e.4 f.5

20. Even worse is that children are conditioned from an early age to categorize themselves into color-coded racial categories.

a.0 b.1 c.2 d.3 e.4 f.5

21. In Canada people continue to label themselves and others in terms of color, nationality, or ethnicity: here again, people adopt vague and imaginary identities that erase the myth of racial difference and ultimately oppression.

a.0 b.1 c.2 d.3 e.4 f.5

22. The modern notion of race harkens back to the colonial period; that is when Europeans 'discovered' the new world and, subsequently, came into contact with her inhabitants: they used 'race', first, as a way to describe physical variations between themselves and foreign populations and, second, to establish equality among all people.

a.0 b.1 c.2 d.3 e.4 f.5

23. We should recognize that race is superimposed upon us to determine our identity: in this way, the ideology of race is reified, or rather turned into a subjective reality: it is reflected in scientific investigations and political speeches.

a.0 b.1 c.2 d.3 e.4 f.5

24. The truth remains that, despite the myth of color-blindness, many of us assume an objective and equal attitude to 'races.'

a.0 b.1 c.2 d.3 e.4 f.5

25. We should also acknowledge that, without a culture of political correctness, many of us aren't always honest about how we feel about other 'races.'

a.0 b.1 c.2 d.3 e.4 f.5

26. Every act of racial discrimination is not connected with our minds.

a.0 b.1 c.2 d.3 e.4 f.5

27. The task of breaking the walls of our mental ghettos is both individual and communal, or necessary and beneficial.

a.0 b.1 c.2 d.3 e.4 f.5

Part 2. Writing

Tasks 28-32.

You can see some separate words. Write a coherent sentence, based on information in the article 2 “The Oscars’ New Diversity Rules Are Sweeping but Safe”, to link the following words in the order given and then use your sentence as a part of your outline for your commentary on the article.

- 28. diversify a membership / ambitious initiative / hire
- 29. guidelines / meet standards / be eligible
- 30. underrepresented racial or ethnic group / criteria / stories
- 31. stipulation / fulfill the requirement / directors
- 32. take the issue seriously / diversity standards / spur

Task 33.

Write your commentary on the article ‘The Oscars’ New Diversity Rules Are Sweeping but Safe’. 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 fulfil 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.

Part 3. Use of English

Tasks 34-43.

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 each sentence. Type the needed words. The words of your answers should be divided by one space.

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. I’d prefer you to invite him to the party.

rather

I’d _____ him to the party. (3 words)

35. I shall ask a professional photographer to take my passport photo.

get

I shall a professional photographer. (6 words)

36. "I can't stand what his assistant said about me," said Barbara.

objected

Barbara the assistant said about her. (3 words)

37. She took an umbrella so she wouldn't get wet in the rain.

avoid

She took an umbrella wet in the rain. (3 words)

38. Please do those photocopies whenever you have the time.

happen

Please do those photocopies if the time. (4 words)

39. Being hungry, Dan ate everything on his plate.

was

So he ate everything on his plate. (4 words)

40. Flooding has damaged major roads in the city.

by

Major roads in the city flooding. (4 words)

41. None of the phones were left when we got to the shop.

time

..... the shop, all the phones had been sold.

42. She'll probably win the competition.

likely

She win the competition. (3 words)

43. I didn't know it was Carl until he took off his hat.

when

Only his hat did I recognise Carl. (4 words)

Part 4. Cultural Study

Tasks 44-53.

44. **Choose an abbreviation from the list to complete the sentence.**

The House of Commons plays the major role in law-making and consists of

A. MPs

B. R&D

- C.CV
- D.NASA
- E.PTA
- F.DIY
- G.ASAP

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: _____

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

_____ expenditure is charged against profits in the year it is incurred.

- A. MPs
- B. R&D
- C.CV
- D.NASA
- E.PTA
- F.DIY
- G. ASAP

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: _____

48. Choose an abbreviation from the list to complete the sentence.

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

- A. MPs
- B. R&D
- C.CV
- D.NASA
- E.PTA
- F.DIY
- G.ASAP

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: _____

50. Choose an abbreviation from the list to complete the sentence.

According to _____, a human needs 588 liters of oxygen per day to live.

- A. MPs
- B. R&D
- C.CV
- D.NASA
- E.PTA
- F.DIY
- G.ASAP

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: _____

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

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. MPs
- B. R&D
- C.CV
- D.NASA
- E.PTA
- F.DIY
- G. ASAP

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: _____

Tasks 54-63.

Now show how well you know English-speaking countries. Read the article. There are 10 gaps in it. Choose the correct option for each one.

England is separated from Scotland by (54) _____, running from east to west. The chief rivers of Great Britain are: (55) _____, flowing along the border between England and Wales, tributaries of which include the Avon, famed by (56) _____; (57) _____, which flows eastward to the port of London and some others. The swiftest flowing

river in the British Isles is (58) _____. The rivers are of great importance for communication and especially for carrying goods.

On the northwest side of the Pennine system lies (59)_____, containing the beautiful lakes which give it its name. This district is widely known for its association with the history of English literature and especially with the name of (60)_____ (1770-1850), the founder of (61)_____ of poets.

In South England between Highlands lie Lowlands. In this part of England are found some of the oldest British settlements and traces of ancient monuments such as (62) _____. (63)_____ is the chief city of South England.

54.

- A. the Cheviot Hills
- B. the Pennines Hills
- C. the Andes
- D. the Alps

55.

- A. the Thames
- B. the Severn
- C. the Spey
- D. the Tweed

56.

- A. Samuel Coleridge
- B. William Shakespeare
- C. William Blake
- D. Robert Southey

57.

- A. the Severn
- B. the Tweed
- C. the Spey
- D. the Thames

58.

- A. the Tweed
- B. the Spey
- C. the Severn
- D. the Thames

59.

- A. the Strait of Dover
- B. the English Channel
- C. the Lake District
- D. District of Columbia

60.

- A. Shakespeare
- B. Charles Dickens
- C. William Wordsworth
- D. Lord Byron

61.

- A. the Lake School
- B. the High School
- C. the Pilot School
- D. the Divinity School

62.

- A. Karnak
- B. Tower
- C. Windsor
- D. Stonehenge

63.

- A. Liverpool
- B. Manchester
- C. Glasgow
- D. London

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



Н.Ю. Гвоздецкая

МИНОБРНАУКИ РОССИИ



Федеральное государственное бюджетное образовательное учреждение
высшего образования

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

ОЛИМПИАДА РГГУ ДЛЯ ШКОЛЬНИКОВ ПО ИНОСТРАННОМУ ЯЗЫКУ

АНГЛИЙСКИЙ ЯЗЫК

2021 г.

Заключительный этап

11 класс

Вариант № 21-ОШ-2-11 Английский язык-4

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

Максимальное количество баллов за ответы:

- Часть 1. (Reading) - 35 баллов;
- Часть 2. (Writing) - 25 баллов;
- Часть 3. (Use of English) - 20 баллов;
- Часть 4. (Cultural Studies) - 20 баллов.

Part 1. Reading

You are the editor of a magazine. You have come across two interesting articles but some parts of the articles have been mixed up. Use the headline and the initial paragraphs of the articles and put the parts to the right title and in the right order so that you should receive the original articles. One part is unnecessary.

Task 1.

Article 1.

As Consumerism Spreads, Earth Suffers, Study says

Americans and Western Europeans have had a lock on unsustainable over-consumption for decades. But now developing countries are catching up rapidly, to the **detriment** of the environment, health, and happiness, according to the Worldwatch Institute in its annual report "State of the World".

Perfectly timed after the excesses of the holiday season, the report put out by the Washington, D.C.-based research organization focuses this year on consumerism run amuck.

Approximately 1.7 billion people worldwide now belong to the "consumer class" — the group of people characterized by diets of highly processed food, desire for bigger houses, more

and bigger cars, higher levels of debt, and lifestyles devoted to the accumulation of non-essential goods.

Today nearly half of global consumers reside in developing countries, including 240 million in China and 120 million in India — markets with the most potential for expansion.

"Rising consumption has helped meet basic needs and create jobs," Christopher Flavin, president of Worldwatch Institute said in a statement to the press. "But as we enter a new century, this unprecedented consumer appetite is undermining the natural systems we all depend on, and making it even harder for the world's poor to meet their basic needs", says Flavin commenting the report.

A) Increased reliance on automobiles means more pollution, more traffic, more use of fossil fuels. Cars and other forms of transportation account for nearly 30 percent of world energy use and 95 percent of global oil consumption.

Changing diet, with a growing emphasis on meat, illustrates the environmental and societal toll exacted by unbridled consumption.

B) People are incurring debt and working longer hours to pay for the high-consumption lifestyle, consequently spending less time with family, friends, and community organizations.

"Excess consumption can be counterproductive," said Gardner. "The irony is that lower levels of consumption can actually cure some of these problems."

Diets of highly processed food and the sedentary lifestyle that goes with heavy reliance on automobiles have led to a worldwide epidemic of obesity. In the United States, an estimated 65 percent of adults are overweight or obese, and the country has the highest rate of obesity among teenagers in the world. Soaring rates of heart disease and diabetes, surging health care costs, and a lower quality of day-to-day life are the result.

C) Some aspects of rampant consumerism have resulted in startling anomalies. Worldwatch reports that worldwide annual expenditures for cosmetics total U.S. \$18 billion; the estimate for annual expenditures required to eliminate hunger and malnutrition is \$19 billion. Expenditures on pet food in the United States and Europe total \$17 billion a year; the estimated cost of immunizing every child, providing clean drinking water for all, and achieving universal literacy is \$16.3 billion.

There is, of course, no easy solution to the problem. The authors call for green taxes (to reflect the true environmental costs of a product), take-back programs that require manufacturers to recycle packaging or goods, and consumer education and awareness programs.

But first and foremost we need to reorient our way of thinking, says Gardner.

"The goal is to focus not so much on sacrifice, but on how to provide a higher quality of life using the lowest amount of raw materials," he said. "We need to change the way we produce goods and the way we consume them."

D) The increase in prosperity is not making humans happier or healthier, according to several studies. Findings from a survey of life satisfaction in more than 65 countries indicate that income and happiness tend to track well until about \$13,000 of annual income per person. After that, additional income appears to produce only modest increments in self-reported happiness.

Increased consumerism evidently comes at a steep price.

E) The report addresses the devastating toll on the Earth's water supplies, natural resources, and ecosystems exacted by a plethora of disposable cameras, plastic garbage bags, and

other cheaply made goods with built in product-obsolescence, and cheaply made manufactured goods that lead to a "throw away" mentality.

"Most of the environmental issues we see today can be linked to consumption," said Gary Gardner, director of research for Worldwatch. "As just one small example, there was a story in the newspaper just the other day saying that 37 percent of species could become extinct due to climate change, which is very directly related to consumption."

Globalization is a driving factor in making goods and services previously out of reach in developing countries much more available. Items that at one point in time were considered luxuries — televisions, cell phones, computers, air conditioning — are now viewed as necessities.

China provides a snapshot of changing realities. For years, the streets of China's major cities were characterized by a virtual sea of people on bicycles, and 25 years ago there were barely any private cars in China. By 2000, 5 million cars moved people and goods; the number is expected to reach 24 million by the end of next year.

Task 2.

Article 2.

Consumerism in Contemporary China

Why have the values of consumerism become predominant in the contemporary world? This article explores the rise of consumerism through the recent history of China and the spread of its defining value—you are what you consume — through two related arguments. First, consumerism is embedded in industrialization itself. Second, consumerism has not spread spontaneously. The history of China since the Communist Revolution in 1949 suggests that every industrializing state, whether “capitalist” or “socialist,” has played a critical role in spreading consumerist values. Political economies around the world—even “socialist” ones—have helped spread consumerism over many decades. Because humans and their institutions create consumerism, the possibility of promoting non-consumerist values such as egalitarianism, civic mindedness, and spirituality exists. However, the history of consumerism also reveals itself to be a formidable foe to such alternative values.

F) Critics contend that consumerism creates a narcissistic culture. Rather than personal empowerment, consumerism undermines self-confidence and self-worth by teaching people to focus on a never-ending list of personal faults that, once recognized, must be corrected through informed consumption. Expressing values becomes an exercise not done through social deeds aimed at improving the collective good but rather by fulfilling individual needs and desires through commodified things and experiences. Everything shifts toward values mediated by consumerism across all areas of life, including areas seemingly antithetical to consumerism. As the CEO of one religiously affiliated financial company observed, people are taught to interact with their churches not as members of a community but rather as “consumers.”

G) The People’s Republic of China (PRC) provides a good place to explore the history of the universal phenomenon of consumerism. The tension between consumerism and non-materialistic values is highly visible in contemporary China because the country started to industrialize relatively late and because since 1949, after the Communist Revolution, it claimed to be industrializing without “bourgeois” consumerism, as a country that was “building socialism.” The rush to “catch up” with the dominant global powers led to both positive and negative outcomes. The positive side is well known: a record of leading hundreds of millions out of extreme poverty. But the explosive growth in the PRC also included a consumerism that

created or **exacerbated** innumerable urgent crises: childhood obesity, extreme markets for body parts and endangered species, acid rain falling on 1/3 of the country, and many other human and environmental catastrophes. The PRC provides particularly striking evidence of how consumerism dominates the contemporary world.

H) They then begin to fix the problems of their church not as co-members of a community but rather by finding a more suitable church, that is, by choosing a different product. The secular world of politics has seen similar transformations under consumerism. Rather than seeing politics through the lens of citizens who set the entire political agenda, residents of “democratic” countries have become consumers who select a political product. To add a third example of the ubiquity of consumerist values, college professors complain of the same: students see themselves as consumers who do the choosing rather than students to be educated.

While consumerism predates the industrial era that led to mass production, modern consumerism spread quickly starting in the late nineteenth century. Industrial production meant producers had to find new ways to stimulate desire. State power in the form of imperial expansion help spread consumerism abroad by “opening” new markets. Imperialist powers taught inhabitants their countries were comparatively “backwards” and needed to “catch up.” Overt military force as well as the **subtler means** associated with the introduction of mass-produced products taught this lesson of backwardness. Once they gained market access, foreign companies convinced populations to have new material needs and wants. Billions of dollars of advertising, for instance, flowed into new forms of mass media such as newspapers and radio. By the early twentieth century, advertising had shifted from focusing on the specific uses of a product (e.g., buy a bicycle to get to work) to the identities one could create and communicate to others through possessing things (e.g., possess a bicycle to communicate class, masculinity, and other attributes).

I) The history of modern consumerism developed as part of industrialization. Industrialization and consumerism have depended on each other. Observers often overlook this dependence. Modern history usually focuses on the production side of this relationship: how people used new technologies and fossil fuels to improve productivity and expand production, that is, how countries industrialized. Studying consumerism shifts the traditional focus from production to consumption, from the supply side to the demand side of industrialization. Endless demand for mass-produced things has been assumed by historians who have focused on industrialization as a story of overcoming the limits of production with fossil fuels and new technologies. But a simultaneous expansion of demand alongside production had to occur. Industrial capitalism needed people (reconceptualized as “consumers”) to want newer and more products. The history of consumerism explores the challenge of getting people to value learning about and attempting to **acquire** ever-more things. To give one example, modern advertising became “modern” because it relied heavily on images and implied stories rather than text and information. Advertising informed “consumers” not simply that a given product existed and had various specific uses but rather that acquisition of a product allowed one to construct and communicate an identity through its consumption. Consumerism valued the use of things rather than, say, actions or relationships to tell the world (and oneself) who one is.

J) Supporters of consumerist values emphasize how the consumption of things enables self-expression and empowerment, what scholars refer to as “agency.” To invoke a famous US advertising slogan, one could “be like Mike” (basketball star Michael Jordan) if they chose to buy a brand of sugary coloured water (Gatorade) or, to cite another popular commercial trope, if a male drank a certain brand of beer he would be more attractive to the opposite sex. The power of consumerism has been its ability to make multiple identities possible through consumption,

even those associated with anti-consumerism, such as environmentalism. One could, for instance, choose to communicate “I am an environmentalist” not just by hugging a tree but by driving a hybrid Prius rather than a gas-guzzling Hummer.

Tasks 3-12.

Reread the two assembled texts. Choose the meaning which the underlined expressions have in one of the articles.

3. The underlined word **detriment** means the same as:

- A. disarray, disorder
- B. disapprobation, disapproval
- C. damage, harm
- D. dichotomy, split

4. The underlined word **toll** means the same as:

- A. sign, guarantee
- B. something lost or suffered
- C. oath of allegiance
- D. expedience

5. The underlined word **plethora** means the same as:

- A. abundance
- B. alloy
- C. propensity
- D. procurement

6. The underlined word **reliance** means the same as:

- A. relegation, expulsion
- B. reincarnation, resuscitation
- C. transgression, interception
- D. trust, dependence

7. The underlined word **emphasis** means the same as:

- A. squalor
- B. stress
- C. equinox
- D. esteem

8. The underlined word-combination soaring rates means the same as:

- A. diminishing figures
- B. depleting amount
- C. rising quantity
- D. surging costs

9. The underlined word acquire means the same as:

- A. allege, state
- B. apprehend, perceive
- C. gibe, mock
- D. gain, obtain

10. The underlined word contend means the same as:

- A. conjure
- B. console
- C. assert
- D. appall

11. The underlined word-combination subtler means means the same as:

- A. milder methods
- B. tougher approaches
- C. unprecedented cruelty
- D. suitable ways

12. The underlined word exacerbated means the same as:

- A. alleviated
- B. aggravated
- C. extirpated
- D. extenuated

Tasks 13-27.

Here is a résumé using information from the article “Mental Ghettos: Breaking Down the Illusive Walls of Racial Thinking”. 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”.

Resume

13. The article deals with the problem of fighting consumerism, which have been gaining popularity in Japan and South-East Asia.

a.0 b.1 c.2 d.3 e.4 f.5

14. Now we have the consumer class characterized by diets of high processed food, desire for bigger houses, more and smaller cars, higher levels of debt, and lifestyles devoted to the accumulation of non-essential goods.

a.0 b.1 c.2 d.3 e.4 f.5

15. Rising consumption has helped meet basic needs and create jobs.

a.0 b.1 c.2 d.3 e.4 f.5

16. This unprecedented consumer appetite helps develop the natural ecological systems we all depend on, and making it easier for the world's poor to meet their basic needs.

a.0 b.1 c.2 d.3 e.4 f.5

17. Most the environmental issues we see today can be linked to consumption.

a.0 b.1 c.2 d.3 e.4 f.5

18. Globalization is a driving factor in doing goods and services previously out of reach in developing countries much more available.

a.0 b.1 c.2 d.3 e.4 f.5

19. Items that at one point in time were considered necessities— televisions, cell phones, computers, air conditioning — are now viewed as luxuries.

a.0 b.1 c.2 d.3 e.4 f.5

20. Increased reliance on automobiles means more pollution, more traffic, less use of fossil fuels.

a.0 b.1 c.2 d.3 e.4 f.5

21. Wind power plants account for nearly 30 percent of world energy use and 95 percent of global oil consumption.

a.0 b.1 c.2 d.3 e.4 f.5

22. The decrease in prosperity is not making humans happier or healthier.

a.0 b.1 c.2 d.3 e.4 f.5

23. Diets of highly processed food and the nomadic lifestyle that goes with heavy reliance on automobiles have led to a worldwide epidemic of obesity.

a.0 b.1 c.2 d.3 e.4 f.5

24. There is an easy solution to the problem.

a.0 b.1 c.2 d.3 e.4 f.5

25. The authors call for green taxes, take-back programs that require manufacturers to give away produced goods, and consumer education and awareness programs.

a.0 b.1 c.2 d.3 e.4 f.5

26. But first and foremost we don't need to reorient our way of thinking.

a.0 b.1 c.2 d.3 e.4 f.5

27. The goal is to focus how to provide a higher quantity of life using the lowest amount of raw materials.

a.0 b.1 c.2 d.3 e.4 f.5

Part 2. Writing

Tasks 28-32.

You can see some separate words. Write a coherent sentence, based on information in the article “Mental Ghettos: Breaking Down the Illusive Walls of Racial Thinking”, to link the following words in the order given and then use your sentence as a part of your outline for your commentary on the article.

- 28. predominant / related arguments / consumerism
- 29. modern advertising / implied stories / acquisition of a product
- 30. narcissistic culture / personal empowerment / undermine self-confidence
- 31. lessons of backwardness / gain market access / advertising
- 32. explore the history / claim to be / exacerbate crises

Task 33.

Write your commentary on the article ““Mental Ghettos: Breaking Down the Illusive Walls of Racial Thinking””. 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 fulfil 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.

Part 3. Use of English

Tasks 34-43.

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 each sentence. Type the needed words. The words of your answers should be divided by one space.

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

rather

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

Вариант № 21-ОШ-2-11 Английский язык-4

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

get

You should _____ annually. (6 words)

36. If you really want to spend the whole night studying, there's nothing I can do.

insist

If you _____ the whole night, there's nothing I can do. (3 words)

37. The beach was fun even though it was too cold.

fact

_____ too cold, the beach was fun. (6 words)

38. Please do those photocopies whenever you have the time.

happen

Please do those photocopies if _____ the time. (4 words)

39. The shop was closed for a week while they decorated it.

done

While it _____ , the shop was closed for a week. (4 words)

40. None of the phones were left when we got to the shop.

time

_____ the shop, all the phones had been sold.

41. "Ivan took the money, not his brother Dylan," Susan said.

it

According to Susan, _____ took the money, not Dylan. (4words)

42. Being hungry, Dan ate everything on his plate.

that

So hungry _____ everything on his plate. (5words)

43. It's not possible that you saw Mary last night, she was with us!

have

You _____ last night, she was with us! (4 words)

Part 4. Cultural Study

Tasks 44-53.

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.e.g.
- D.TMI
- E.CV
- F.i.e.
- 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: _____

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

Heavy investment also promotes trade, _____, in technical know-how and technologies, building materials and construction activities.

- A. MoF
- B. PTA
- C. e.g.
- D.TMI
- E.CV
- F.i.e.
- 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: _____

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. e.g.
- D. TMI

- E. CV
- F. i.e.
- 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: _____

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.e.g.
- D.TMI
- E.CV
- F.i.e.
- 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: _____

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

However, it also underscores the major challenges remaining as follows, _____poverty and the economy.

- A. MoF
- B. PTA
- C.e.g.
- D.TMI
- E.CV
- F.i.e.
- 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: _____

Tasks 54-63.

Now show how well you know English-speaking countries. Read the article. There are 10 gaps in it. Choose the correct option for each one.

One of distinct English regions is Cornwall in the far (54.) _____, (55.) _____ by the only large (56.) _____ ethnic group within England itself for most of its history.

The Cornish were originally (57.) _____ speakers like the Welsh and the Gaels, but they were too small in number to resist being politically absorbed into England at an early stage. Some (58.) _____ and early modern documents and proclamations, however, refer to "England and Cornwall," and some Cornish nationalists have argued that Cornwall remains separate from England, although under the same (59.) _____. The last speaker of Cornish as a native language died in the (60.) _____, but there have been modern efforts to revive it.

For most of its history, Cornwall was dominated by (61.) _____ and tin mining. The first recorded contacts between the British Isles and the classical Mediterranean world was through Mediterranean traders visiting the tin mines of Cornwall, possibly as early as the (62.) _____ 6th century B.C.E. They gave Britain the name Isle of (63.) _____.

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

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

63.

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

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