

МИНОБРНАУКИ РОССИИ



Федеральное государственное бюджетное образовательное учреждение
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ОЛИМПИАДА РГГУ ДЛЯ ШКОЛЬНИКОВ ПО ИНОСТРАННОМУ ЯЗЫКУ

АНГЛИЙСКИЙ ЯЗЫК

2023/2024 учебный год

**ОТВЕТЫ
КРИТЕРИИ ОЦЕНИВАНИЯ ВЫПОЛНЕННЫХ ЗАДАНИЙ**

11 класс

Заключительный этап

Вариант № 24-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) - 30 баллов;
- Часть 2. (Writing) - 30 баллов;
- Часть 3. (Use of English) - 20 баллов;
- Часть 4. (Cultural Studies) - 20 баллов.

Part 1. Reading

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

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

Article 1.

THE UNIQUE HUMAN BRAIN

The human brain is selective about the things it pays attention to. Our senses are constantly attacked by smells, colours, tastes, and sounds, and much of that information has to be filtered out, so we can focus on the important things that can keep us alive. But humans aren't the only animals who need to focus on certain signals to stay alive, so what sets us apart?

001. C) As it turns out, when humans and macaques focus on the same task their brains work differently, a small study published recently shows. The finding reveals that the human attention network probably expanded over time. And that's a pretty important piece of our evolutionary puzzle – especially given how often scientists use the macaque brain to study our own.

002. E) The data **captured** during the test showed that the region of the human brain that plays a key role in redirecting attention doesn't have an equivalent in the macaque brain. The researchers also found that some brain areas were more active in humans than in macaques during this task. Finally, there was more communication between the two brain hemispheres in humans compared with the macaques – a finding that researchers think was surprising.

During the test the humans and the monkeys had to memorise a picture, like a green car, for instance. Then, they were told to fixate on a point in the centre of a computer screen. As the monkeys and the humans stared at the point, a stream of images appeared in various parts of the screen at a rate of about 10 objects per second. The goal was to push a button whenever they saw the green car appear.

003. A) The most exciting finding is the fact that there is a clear sign that the human brain has some unique properties that separate it from other primates.

004. B) Yet, some scientists claim that the findings can't really **discredit** the use of the macaque brain model. They believe that here is a wealth of evidence that the macaque is an excellent model for attention research in general. Others point out that the data isn't very detailed.

The increased communication doesn't necessarily mean that the way the human brain operates is better, however. Sharing information with other parts of the brain may reduce the speed of certain processes in humans. If that's the case, it may mean that being able to react quickly to a **predator's** approach, for instance, matters more for macaques. Humans, on the other hand, may have traded speed for some kind of cognitive flexibility.

These differences point to a larger message: humans seem to have developed an additional attention control network over evolutionary time. Contrasting both brains as they perform the same tasks is a good way of reconstructing the evolutionary forces that lead to these differences.

Humans are much more complex in the way they interact socially, so they need a better ability to single out those subtle **cues** and use that information to guide their future decisions than a macaque would. It's therefore possible that this additional network is used to detect behavioural information that macaques don't need. The study didn't look at social behaviours, however.

005. D) For the researchers the study shows that there are some aspects of human **cognition** that we'll just have to study in humans, instead of monkeys. They hope that this work will push scientists to try to learn more about the macaque brain. Focusing on that could reveal much about what the human brain has done to adapt to its own environment during the past 25 million years.

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

Article 2.

MIND OVER MASS MEDIA

New forms of media have always caused moral panic: the printing press, newspapers, and television were all once denounced as threats to their consumers' brainpower and moral fiber. So too with electronic technologies. PowerPoint, we're told, is reducing discourse to bullet points. Search engines lower our intelligence, encouraging us to skim on the surface of knowledge rather than dive to its depths. Twitter is shrinking our attention spans.

But such panic often fails basic reality checks. When comic books were accused of turning **juveniles** into criminals in the 1950s, crime was falling to record lows. The decades of television, transistor radios and rock videos were also decades in which I.Q. scores rose continuously.

006. B) For a reality check today, take the state of science, which demands high levels of brainwork. These days scientists are never far from their e-mail, rarely touch paper and cannot lecture without PowerPoint. If electronic media were hazardous to intelligence, the quality of science would be **plummeting**. Yet discoveries are multiplying like fruit flies, and progress is dizzying.

007. E) Critics of new media sometimes use science itself to press their case, citing research that shows how “experience can change the brain”. But cognitive neuroscientists roll their eyes at such talk. Experience does not remake the basic information-processing capacities of the brain. Speed-reading programs have long claimed to do just that, but the verdict was rendered by Woody Allen after he read “War and Peace” in one sitting: “It was about Russia.”

The effects of consuming electronic media are also likely to be far more limited than the panic implies. Media critics write as if the brain takes on the qualities of whatever it consumes, the informational equivalent of “you are what you eat”. As with primitive peoples who believe that eating **fierce** animals will make them fierce, they assume that reading Twitter postings turns your thoughts into Twitter postings.

008. D) Moreover, the effects of experience are highly specific to the experiences themselves. If you train people to do one thing, they get better at doing that thing, but almost nothing else. Music doesn’t make you better at math. Accomplished people **immerse** themselves in their fields. Novelists read lots of novels, scientists read lots of science.

009. C) Yes, the continual arrival of information packets can be distracting or addictive. But distraction is not a new phenomenon. The solution is to develop strategies of self-control. Turn off Twitter when you work and put away your smartphone at dinner time.

The new media have caught on for a reason. Knowledge is increasing **exponentially**; human brainpower and waking hours are not. Fortunately, the Internet and information technologies are helping us manage and search our collective intellectual output at different scales, from Twitter to e-books and online encyclopedias. Far from making us stupid, these technologies are the only things that will keep us smart.

010. A) And to encourage intellectual depth, don’t rail at PowerPoint or Google. It’s not as if habits of deep reflection or thorough research ever came naturally to people. They must be acquired in universities, and maintained with constant analysis, criticism and debate. They are not granted by propping a heavy encyclopedia on your lap, nor are they taken away by efficient access to information on the Internet.

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

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

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

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

- A. reflect
- B. fend
- C. beat off
- D. avert

012. The underlined word "discredit" means the same as:

- A. rebut
- B. controvert
- C. contradict**
- D. disrepute

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

- A. enemy
- B. beast of prey**
- C. spoiler
- D. fly

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

- A. thinking process
- B. principle
- C. thought
- D. mental action**

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

- A. note
- B. signal**
- C. pulse
- D. call

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

- A. teenager**
- B. halfling
- C. kids
- D. young girl

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

- A. involve
- B. mud
- C. be absorbed
- D. decline**

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

- A. plunge
- B. dive in**
- C. bathe
- D. dunk

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

- A. unkind
- B. dive in
- C. severe**
- D. vicious

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

- A. mainly
- B. quite
- C. measurably
- D. ultimately**

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

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

021. There was more communication among the two brain hemispheres in humans compared with the monkeys during the test.

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

022. During the test the humans and the monkeys had to memorise an audio file.

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

023. The goal of the test was to push a button whenever they heard the appropriate signal.

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

024. The increased communication means that the way the human brain operates is worse.

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

025. Humans may not have traded speed of the brain for some kind of cognitive flexibility.

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

026. The most distracting finding is the fact that there was a clear sign that the human brain have no unique properties that separates it from other primates.

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

027. Humans are much more complex in the way they interact socially, so they need a better ability to single out those subtle cues and using that information to guide their future decisions than a macaque would.

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

028. The human brain is selective for the things it pays attention to.

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

029. But humans are the only animals who need to focus on certain signals to stay alive.

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

030. During the test the humans and the monkeys have to memorize a picture, like a green car, for instance.

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

Part 2. Writing

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

Use the following separate words in the order given to write a coherent sentence, based on information in the article “*Mind over mass media*”. You may change the form of the given words.

You may use your sentences as parts of your outline for your commentary on the article “*Mind over mass media*”.

031. our intelligence / to skim / its depths

032. scientists / touch paper / PowerPoint

033. electronic media / more limited than / panic implies

034. primitive peoples / eating fierce animals / assume that reading / Twitter postings

035. not granted by / a heavy encyclopedia / efficient access / on the Internet

Task 036. (Максимальное количество - 20 баллов)

Write your commentary on the article “*Mind over mass media*”. Your commentary is to be between 180-200 words. You are not allowed to cite from the original text pieces longer than 4 words running. Your text should contain various points of view, including your own.

To fulfill the task successfully you are:

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

КРИТЕРИИ ОЦЕНИВАНИЯ ЗАДАНИЯ «ПИСЬМЕННАЯ РЕЧЬ (WRITING)»

Задания 031-035

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

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

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

Задание 036

Максимальное количество баллов: 20

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

БАЛЛЫ:

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

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

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

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

Работа участника содержит:

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

Оформление:**Композиция - 2 балла.**

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

Лексика - 3 балла.

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

Грамматика - 3 балла.

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

Орфография и пунктуация - 2 балла.

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

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

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

Оформление:**Композиция - 1 балл.**

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

Лексика - 2 балла.

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

Грамматика - 2 балла.

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

Орфография и пунктуация - 1 балл.

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

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

Part 3. Use of English

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

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

The example (0) is done for you.

Example: 0. The pool isn't deep enough to swim in.

too

The pool _____ swim in. (4 words)

= **is too shallow to**

037. She wanted to travel incognito, so she wore a wig and sunglasses.

avoid

She wore a wig and sunglasses _____ during the trip. (4 words)

= **to avoid being recognised**

038. Her hair is so long that it takes her ages to dry it.

such

She has _____ it takes her ages to dry it. (4 words)

= **such long hair that**

039. If I finish my homework early, I'll go to the party.

unless

I won't go to the party _____ my homework early. (3 words)

= **unless I finish**

040. You should have enough time to finish if you work hard.

sufficient

You should have _____ to finish if you work hard. (5 words)

= **a sufficient amount of time**

041. There were plenty of people on the ship.

few

There were _____ on the ship. (4 words)

= **quite a few people**

042. I've already heard too much of your nonsense.

more

I've already heard _____ your nonsense. (4 words)

= **more than enough of**

043. It is certain that he will get in trouble with the police.

bound

He _____ in trouble with the police (4 words)

= **is bound to get**

044. I'm sure they did it on purpose.

must

They _____ it on purpose. (3 words)

= **must have done**

045. People say that Amina has taken the children to the south of Spain.
have
 Amina _____ the children to the south of Spain. (5 words)
 = **is said to have taken**

046. Suzy had the accident four hours after she started driving.
for
 Suzy _____ four hours when she had the accident. (4 words)
 = **had been driving for**

Part 4. Cultural Study

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

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

Late Medieval England

The 13-th century in England is marked by a general transformation of feudalism, leading ultimately to its decline and the growth of a capitalist agriculture.

In **(047. _____)** Edward III took over the government of the country. He was a great and popular soldier. He refused to pay homage to Philip (France) and claimed the throne of France. Thus began the Hundred Years war. English sovereigns did not formally renounce their claim to the French throne until 1802. In 1346 Edward invaded France. In 1355 war was renewed.

In 1377 Edward was suffering from horrific consequences of the Plague. The exhaustion of the country after almost 40 years almost unbroken war put an end to the war till it was revived in 1415 by **(048. _____)**.

The grievances of the peasantry came to a head in **(049. _____)**. Led by Wat Tyler, angry peasants marched to London. The King met the army of rebellious peasants near the **(050. _____)** and they produced their demands. They demanded the abolition of villeinage and the division of Church property. Certificates were written out saying that all the demands were satisfied and the crowds dispersed quietly. Tyler was killed. All who rebelled were punished.

In 1396 Richard married the daughter of **(051. _____)** of France and made peace with France. The power of the Parliament continued to grow. It deposed the last Plantagenet king and appointed **(052. _____)**.

After the war ended, the feudal lords returned to England. They divided into 2 hostile groups, one supporting the **(053. _____)** with a white rose in their coat-of-arms, the other supporting the **(054. _____)** with a red rose in theirs. The Lancaster dynasty was chiefly supported by the nobility of **(055. _____)** and Wales while the York forces found support among some of the feudal lords of the economically developed **(056. _____)**. The head of the York Party, Richard of York, was formally declared protector. He marched his army to the south and a battle of 1455 began the civil war that goes in history as "The wars of the Roses" and which plagued the country during 30 years.

047.

- A. 1327
- B. 1330
- C. 1326
- D. 1328

048.

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

049.

- A. 1380
- B. 1381**
- C. 1382
- D. 1383

050.

- A. King residence
- B. Meeting House
- C. Parliament House
- D. London Gate**

051.

- A. Charles VII**
- B. Charles V
- C. Charles VI
- D. Louis XI

052.

- A. Henry V
- B. Henry IV**
- C. Henry VI
- D. Edward III

053.

- A. House of Plantagenet
- B. Henry VI
- C. House of York**
- D. Henry V

054.

- A. House of Lancaster**
- B. Blanche of Lancaster
- C. Henry of Grosmont
- D. Henry IV

055.

- A. West
- B. East
- C. South
- D. North**

056.

- A. South-West
- B. South-East**
- C. North-East
- D. North-West

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



Н.Ю. Гвоздецкая