

МИНОБРНАУКИ РОССИИ



Федеральное государственное бюджетное образовательное учреждение
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«Российский государственный гуманитарный университет»
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ОЛИМПИАДА РГГУ ДЛЯ ШКОЛЬНИКОВ ПО ИНОСТРАННОМУ ЯЗЫКУ

АНГЛИЙСКИЙ ЯЗЫК

2023/2024 учебный год

**ОТВЕТЫ
КРИТЕРИИ ОЦЕНИВАНИЯ ВЫПОЛНЕННЫХ ЗАДАНИЙ**

Заключительный этап

11 класс

Вариант № 24-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) - 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.

A TOOL TO SUPERCHARGE YOUR IMAGINATION

It's been possible to generate images from textual prompts with machine-learning-trained tools for some time now. When I first began reporting on this strange new technology, back in 2019, I described its early output as "just another style, bound by trends and accidents to a moment that will pass like any other." Earlier this year, I said that more recent iterations were stupid – in a good way. But improvements to the tools have radically improved the quality of their output, and they have become easier to access too. The results have completely changed my

view on what AI image creation means. It's not for making pictures to use, even if that might happen from time to time. Instead, AI images allow people to visualize a concept or an idea – any concept or idea – in a way previously unimaginable. Since the generative-AI tide rose last year, worries about its uses and abuses have surfed its waves. A popular matter for debate: Could AI put artists out of work?

001. E) 1Just wait. You won't need photographers or illustrators anymore, some **surmised**. Art is a human practice that will always demand a person's agency, retorted others. And in the murk between, a moderate position emerged: AI will change – not end – art practice, just as pigment, photography, and software had done before.

Each of these arguments relies on an assumption that now seems **shaky**: that the images AI generates would be used in contexts where images already find use. At the top of articles or printed inside magazines like this one, perhaps. As advertisements on billboards or on Instagram. Maybe inside mailers or on corporate websites. Perhaps even as fine art in galleries, or as prints on Etsy. All of that is already happening to some extent; AI pictures are finding their way into stock photography, glossy magazine spreads, and state-fair art shows.

002. D) 2But to imagine AI as a mere outsourcing tool for picture work understates the weirdness of the technology. For a time, auto-generated images were too broken to take seriously: people with seven fingers and **ghoulish** faces, the gestures of inscription in place of real, legible text. Many of those features have already been overcome. Further improvements in accuracy seem inevitable, and still, the utility of generated images feels low – especially for those of us who don't often require pictures for our vocations, or even our avocations.

Mostly, I've been using Bing Image Creator just to see what any idea my brain conjures might look like were it given material form.

In previous eras, I might have turned concepts such as these into images via Photoshop. Ten years ago, I'd spend an hour **ginning up** a record cover for an album called Foucault Me Maybe, in which the French philosopher Michel Foucault replaced Carly Rae Jepsen, or designing a fake photo from Skeletor's presentation at TED Eternia, superimposed with an inspirational quote from his talk (“The universe is power, pure unstoppable power – and I am that force; I am that power”). These are jokes, of course, but jokes are also serious.

003. A) 3They invite people to see their world differently, at least for a moment. In so doing, the structures we take for granted are revealed to be accidental. Perhaps it isn't right to paint my use of AI image generators, mostly to put cheeseburgers in or on things, as a serious intellectual pursuit. But I've certainly noticed that the technology works best when I use it to extend my imagination rather than my image generation. Seeing helps construct an idea of what such a topic might look like if taken seriously enough to be granted that pride of place. Seeing the results teaches me something about myself and my experience, even if I'm the only person who ever sees the results.

Using AI to create real outputs – copies or amplifications of actual objects, scenes, or events – feels harder than allowing it to amplify my imagination. A local bar near work recently started putting out bowls of some unholy snack mix.

004. C) 4Seasoned nuts are in there, sure, but also yogurt raisins, dried banana chips, loose Mike and Ike candy, the occasional solitary whole corn chip, fully wrapped Jolly Ranchers. Imagine if a jovial giant ran through a snack-foods factory and then emptied his cuffs onto your happy hour. If you said an AI generated this snack bowl, nobody would bat an eyelash, my friends and I quipped over beers.

But when I tried to make good on the joke, generating such an image with Bing, I couldn't provoke the AI to success. Its results were competent, but they were too organized to match the chaos of the original – the yogurt raisins were grouped together on one side, the whole bowl seemingly produced by choreography rather than bedlam.

I won't presume to opine on the best use of generative-AI images, nor would I be so foolish as to try to predict their future.

005. B) 5 But the bowl of snack mix made me realize that approaching generative image creators in order to produce a desired result might get their potential exactly backwards. Instead, try spilling your unfiltered thoughts into its engine. AI can give them shape outside your mind, quickly and at little cost: any notion whatsoever, output visually in seconds.

The results are not images to be used as media, but ideas recorded in a picture. For myself, not for others – like the contents of a notebook or a dream journal. Thinking back, AI images have always served this purpose. These aren't images; they're imagination. Imagine a leather-and-chrome espresso machine. Imagine a watermelon armchair. An impossibility, sure, but once thought – once visualized – an object for consideration and whatever that **entails**.

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

Article 2.

MY BRAIN DOESN'T PICTURE THINGS

For many of us, the aftermath of learning about one's aphantasia leads to some sort of self-consciousness crisis. Everyone seems to focus their self-doubt on whatever they don't like about themselves, scapegoating different **shortcomings**.

Rather than studying aphantasia as a single phenomenon, Takahashi (a psychologist at Fukushima University) is trying to bring clarity to its diversity. While most previous studies relied solely on the VVIQ questionnaire to identify aphantasic individuals, Takahashi and his team administered a battery of additional psychological question-sets to the same subjects and analyzed their correlations.

006. B) 1 Their statistical analysis revealed that all factors are somewhat correlated, but none fully. For instance, many of their aphantasic subjects lacked all of their "mind senses," but some did have the ability to imagine sounds, flavors, or other non-visual sensations. The paper also found that face blindness did occur more often among people with aphantasia than in the control group, but is far from being a universal aphantasic trait.

When aphantasia was first formally proposed, some researchers wondered whether the purported lack of visualization ability might in many cases be, not a congenital trait, but a psychopathological issue, such as neurosis or a defensive response against trauma. A kind of "philosophical language barrier" further complicates the issue: We might be talking about the same thing with different words and, language being the only medium we have to compare inner experiences, we have (or, rather, had) no way of confirming that. Even Ludwig Wittgenstein, one of the great philosophers of the 20th century, wondered about this very scenario more than 60 years before aphantasia got its name: If a person claimed they can't imagine a picture but is still able to draw one, he asked, should we believe that something different is really going on in their head?

Takahashi explained to the author "There is also a lot of research showing a good correlation between VVIQ scores and fMRI scans."

007. E) 2 The way the questions are posed in the questionnaire seems to work well enough to **pick out** individuals with demonstrably different visualization abilities.

Of the groups working on this front, Joel Pearson's is one of the most active. His team at the University of New South Wales, in Australia, has been researching mental imagery since long before aphantasia became widely known. In 2022, his team even found a measurable physical characteristic of aphantasics. They discovered that, while the pupils of typical people **involuntarily** contracted when imagining bright shapes, no such response happened to the aphantasic group.

008. D) 3 And some are trying to go even further. A researcher at NTT Communication Science Laboratories in Japan, Tomoyasu Horikawa specializes in using AI to decipher the contents of the human visual cortex. He has recently turned his attention to aphantasia. Connected with him in April 2023, when Takahashi suggested the author Horikawa’s new research project. Horikawa is still collecting data from and several other people, but preliminary, unpublished analysis indeed shows a quantitative difference in brain activity when aphantasic and typical subjects imagine things. When measuring the “distinctness” of brain activation patterns – how accurately the same patterns are repeated in a subject’s brain when imagining the same object, and how reliably different when imagining different objects – aphantasic subjects seem to score a bit lower.

009. A) 4 But he says that much more data is necessary to definitely tell. That may turn out to be the best proof of the neural differences between people with and without the condition.

In terms of social impact, aphantasia is turning out to be a little **cornucopia** of scientific insights. Already scientists are working with aphantasics not only to understand the condition itself, but also to shed light on the **intricate** workings of the human brain in general.

Rebecca Keogh, a cognitive neuroscientist at Macquarie University, in Australia, for example, has looked into the mechanisms of PTSD by comparing the occurrence of intrusive thoughts between aphantasics and people who can visualize. For Horikawa, aphantasia is a way to isolate the precise neural processes that create mental imagery in the general population. And researchers from the universities of Calgary and Radboud in the Netherlands recently published an article in Nature Reviews Psychology arguing for the use of aphantasia to resolve long-running debates about “embodied cognition” – a theory that treats thinking as a process involving mental simulations of one’s body and sensations, as opposed to only abstract concepts and symbols. The absence of something – like the lack of “inner senses” in aphantasics – can teach us much about the presence of it.

010. C) 5 This might be the biggest reason why I participate in these experiments: Understanding aphantasia means learning something more about what it means to be human.

In a sense, discovering aphantasia as a scientific topic is a bit like landing on a beach on an unknown continent. We know it’s new, but we have no idea of its geography and size. The binary division between “aphantasic” and “everyone else” might be a short-lived one. The subtype studies of Takahashi and others may lead to a more detailed map of the myriad ways a lack of visualization manifests in people and how they work around it. The brain seems to always have more surprises in store for us, more facets and inter-connections where we previously expected simplicity.

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

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

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

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

- A. discovered
- B. speculated**
- C. revealed
- D. confirmed

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

- A. **unsteady**
- B. secure
- C. confident
- D. stable

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

- A. blithe
- B. gloomy
- C. frowning
- D. **sinister**

014. The underlined word "ginning up" means the same as:

- A. deflating
- B. suppressing
- C. **escalating**
- D. expanding

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

- A. **implicates**
- B. relates
- C. compels
- D. necessitates

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

- A. strengths
- B. **deficiencies**
- C. failing
- D. weaknesses

017. The underlined word "pick out" means the same as:

- A. discern
- B. overlook
- C. unearth
- D. **determine**

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

- A. unwillingly
- B. **unintentionally**
- C. consensually
- D. sufficiently

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

- A. scarcity
- B. threshold
- C. **abundance**
- D. deficiency

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

- A. straightforward
- B. treacherous
- C. **complicated**
- D. pretentious

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

Here is a summary of the article “A tool to supercharge your imagination”. 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. It can hardly be argued that for some time now images, using machine-learning-trainer tools, can be used in everyday life.

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

022. People have long been striving to generate images from text prompts using machine-learning-trainer tools.

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

023. Images used with artificial intelligence make it possible to generate an idea in various previously completely unknown ways.

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

024. AI images have never served the purpose of imagination.

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

025. Artificial intelligence has completely put an end to the practice of using art and deprived artists of their jobs.

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

- 026.** The usefulness of the generated images is high for those who only need images for their work.
A. 0
B. 1
C. 2
D. 3
E. 4
F. 5
- 027.** The images generated earlier were very good and were perceived quite normally by others even at the initial stage.
A. 0
B. 1
C. 2
D. 3
E. 4
F. 5
- 028.** The lack of increased accuracy in images does not harm the perception of them by other people.
A. 0
B. 1
C. 2
D. 3
E. 4
F. 5
- 029.** Any idea that can be used with the use of artificial intelligence will take a long time to process and have many options for its solution.
A. 0
B. 1
C. 2
D. 3
E. 4
F. 5
- 030.** There is only one valid argument that relates to the benefits of artificial intelligence and other options cannot exist.
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 "My brain doesn't picture things". 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 “My brain doesn’t picture things”.

031. statistical analysis/ facts/ correlated

032. face blindness/ among people/ control group/ occur

033. intrusive thoughts/ compare/ group of subjects

034. subtype studies/ a lack of visualization/ work around

035. scientists/ social impact/ to shed light on/ the human brain/

Task 036. (Максимальное количество - 20 баллов)

Write your commentary on the article “My brain doesn’t picture things”. 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 правильно разделён на абзацы.

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.

(0) Several of the applicants were not considered because of their age.

passed

Several of the applicants _____ to their age. (4 words)

= Several of the applicants **were passed over due** to their age.

037. There was very little paper left in the printer.

run

The printer had _____ paper. (4 words)

= **almost run out of**

038. I've been greatly impressed by the way Jasper deals with problems.

made

Jasper's way of dealing with problems has _____ me. (5 words)

= **made a great impression on**

039. Franz didn't get to the office until lunchtime.

not

It _____ Franz got to the office. (5 words)

= **was not until lunchtime that**

040. Many people were discouraged from emigrating by the idea of crossing the Atlantic.

off

What _____ the idea of crossing the Atlantic. (6 words)

= **put many people off emigrating was**

041. 'You should stop your children watching so much television', Mary's sister told her.

let

Mary's sister advised her _____ so much television. (6 words)

= **not to let her children watch**

042. I've had a few problems at work but things are improving now.

up

I've had a few problems at work but things are _____ now. (2 words)

= **looking up**

043. Do you mind if John joins us for the meeting?

to

Do you have _____ us for the meeting? (5 words)

= **any objection to John('s) joining**

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

been

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

= **must have been pleased**

045. For many teenagers, their looks are their highest priority.

matters

Appearance is _____ many teenagers. (4 words)

= **what matters most to**

046. She sometimes wishes she had never left Australia.

regrets

She sometimes _____ Australia. (2 words/ 3 words)

= **regrets leaving / regrets having left**

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.

Great fire of London

On September 2, (**047.** _____), night the (**048.** _____) began on Pudding Lane, in the bake shop of Thomas Farynor, who is the baker to King Charles II. At one o'clock in the morning, a servant woke to find the house aflame, and the baker and his family escaped.

The strong wind from the river that blew that night sent sparks that ignited the Church of St. Margaret and spread to Thomas Street with the riverside warehouses which was fully made of wood and pitch construction. The unit of people poured the buckets of water from the river over the flames. By 8 o'clock in the morning, the fire had spread halfway across (**049.** _____). Most of the city got damage.

Lord Mayor Bludworth, worried about the cost of rebuilding. The (**050.** _____) of London were called in to demolish houses by (**051.** _____), but there remained too much to be cleared. The fire powerfully unchecked for another three days, until it stayed near Temple Church. At that time (**052.** _____) had the presence of mind to order the Paper House demolished to create a fire break, and the fire finally (**053.** _____).

The loss of life was less but the property loss was deeply shocked. Some 430 acres, as much as 80% of the city proper was destroyed, Thousands of citizens found themselves homeless and financially ruined. The Great Fire, and the subsequent fire, which destroyed over 600 houses south of the river, changed the face of London forever.

Charles II appointed six Commissioners to redesign the city. The plan provided for wider streets and buildings of brick, rather than timber. Five years after the fire, the construction of 9,000 houses and public buildings was completed. Sir Christopher Wren was commissioned to design and oversee the construction of nearly 50 churches, not least of them a new (**054.** _____), construction of which began in (**055.** _____). The King also had Wren design a monument to the Great Fire, which stands still today at the site of the bakery which started it all, on a street now named (**056.** _____).

047.

- A. **1666**
- B. 1663
- C. 1673
- D. 1669

048.

- A. burning
- B. arson
- C. **fire**
- D. smoke

049.

- A. Westminster Bridge
- B. **London Bridge**
- C. Tower Bridge
- D. Southwark Bridge

050.

- A. **trained bands**
- B. looters gangs
- C. robbers' groups
- D. police officers

051.

- A. weapon
- B. debacle
- C. ammunition
- D. **gunpowder**

052.

- A. **King James II**
- B. William III
- C. Edward VI
- D. Henry VI

053.

- A. to flare up
- B. **died down**
- C. calm down
- D. cool off

054.

- A. Southwark Cathedral
- B. St. James Church
- C. **St. Paul's Cathedral**
- D. Westminster Cathedral

055.

- A. 1668
- B. 1700
- C. 1678
- D. **1675**

056.

A. Monument Street

B. Fenchurch Street

C. Great Fire Street

D. Pudding Lane

Председатель предметной методической комиссии
по иностранному языку
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