

МИНОБРНАУКИ РОССИИ



Федеральное государственное автономное образовательное учреждение  
высшего образования

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

**ОЛИМПИАДА РГГУ ДЛЯ ШКОЛЬНИКОВ ПО ИНОСТРАННОМУ ЯЗЫКУ**

**АНГЛИЙСКИЙ ЯЗЫК**

**2024/2025 учебный год**

**ОТВЕТЫ  
КРИТЕРИИ ОЦЕНИВАНИЯ ВЫПОЛНЕННЫХ ЗАДАНИЙ**

**Заключительный этап**

**10 класс**

**Вариант № 25-ОШ-2-10 Английский язык-2**

*Максимальное количество баллов за ответы:*

- *Часть 1. (Reading) - 30 баллов;*
- *Часть 2. (Writing) - 30 баллов;*
- *Часть 3. (Grammar) - 20 баллов;*
- *Часть 4. (Cultural study) - 20 баллов.*

### **Part 1. Reading**

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

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

**Article 1.**

#### **OUR MINDS LIE TO US ALL THE TIME**

We live in complex world, and our minds take shortcuts to make sense of things more quickly. However, some of these shortcuts lead to errors in our thinking. Some of these biases affect the way we see ourselves and other people, often in a more or less positive light than is accurate, and sometimes in a way that has a negative effect on our well-being.

**001. B)** One bias that makes us see some people in a more positive light is the halo effect. When people have one good quality, we tend to think that they have other good qualities too. Psychology author Kendra Cherry gives a good real-world example of this: job applicants who are attractive and likeable are more likely to be thought of as intelligent, competent and qualified for the job, whether they really are or not. The opposite of this is a bias known as the horn effect: if a person has one negative quality, we tend to think they will have others too.

**002. E)** There are also differences between how we understand other people's behavior and how we understand our own behavior. The actor-observer bias means that when we think

about another person's actions, we tend to think their personality had more of an influence on what they did, and the situation was less important than it really was. For example, if a colleague makes a mistake, this bias makes us more likely to think that it's because they aren't competent. In contrast, when considering our own actions, especially negative ones, we tend to think the situation had more of an influence on what we did.

**003. A)** We also tend to believe that we are more intelligent and skilled than we really are. This is known as the Dunning-Kruger effect, from the work of psychologists David Dunning and Richard Kruger. As Dunning explains, we tend to **overrate** our skills in a variety of areas, such as work skills, leadership skills, maths and emotional intelligence. He adds that the people with the least ability tend to overrate their skills the most, partly because unskilled people don't know what they don't know. However, there are many other thinking errors that are bad for our well-being, and when we get stuck in some of these ways of thinking, it can contribute to depression and **anxiety**, says therapist Emma McAdam. She has a list of ten of these, and common themes in her list are misunderstanding why other people do what they do and believing that our problems are worse than they really are.

**004. D)** One way we misunderstand others is through a bias called mind reading: believing that you know why another person did what they did or what they think about you, McAdam says. Similarly, personalisation is thinking that other people's actions are connected to you in some way. And when it comes to thinking about our problems, a common bias is catastrophizing: believing that things in the future are going to be terrible when something goes wrong in the present. **Overgeneralising** is another and means thinking everything is bad (or we are bad), when one bad thing happens, she explains.

**005. C)** Although our biases help us to make sense of our complex world more quickly, they can also leave us with inaccurate ideas about the way things are – as McAdam puts it, our minds lie to us all the time. And it might be worth paying attention to this, especially when it comes to distortions that are bad for our well-being. If you can learn to notice how you think, you can check for thinking errors and **challenge** the thoughts, McAdam says, and perhaps then you can change your thinking and change how you feel.

<b>TASK</b>	<b>KEYS</b>
<b>001.</b>	<b>B</b>
<b>002.</b>	<b>E</b>
<b>003.</b>	<b>A</b>
<b>004.</b>	<b>D</b>
<b>005.</b>	<b>C</b>

## Article 2.

### WHERE IDEAS COME FROM

The scientific view of creativity is that it happens in our brains. Although the way ideas appear in our minds can seem mysterious, as neuroscientist Charles Limb puts it, it's magical, but it's not magic – it's a product of the brain. He explains that, while we don't know much about how the process works, brain scans have shown that certain parts of the brain are more active when people are creating.

**006. C)** In times gone by, however, it was believed that creative ideas came from outside of a person, like from the **muses** in Ancient Greece that visited people and gave them ideas. And perhaps because of how mysterious the process can seem, some creative people still talk about creativity in this way. Wherever creative ideas come from, some people are more creative than others, and there seems to be a connection between our childhood experiences and how creative we are. However, many of us could be more creative, so what can we do to call on the muse or access whatever it is in our brains to increase our creativity?

**007. A)** One thing we can do is give something a try. According to psychologist Adam Grant, many of us don't bother to try because of fear of failing or looking stupid. He adds that creative people also have fears and doubts, but often they're even more afraid of failing to try. In his TED talk, he gives the example of Elon Musk, who believed that Tesla wouldn't succeed but

felt that it was so important that he had to try. Grant says that the people who succeed the most are often the ones who try the most, as **generating** more ideas increases the chances of creating something original.

**008. D)** Then, taking a break can also be helpful, especially if you're **stuck**; ideas might come while you're doing something else, like taking a shower or going for a walk. CEO Larry Kim suggests moving around, as physical activity has a positive effect on creativity. If ideas don't come, the old **tip**, 'sleep on it', might be good advice, as it seems that dreams help with the creative process. According to sleep scientist Matthew Walker when we are dreaming our brains are making new connections between things, and this helps us to wake up with solutions to problems.

**009. E)** Other tips Kim offers for increasing your creativity include **doodling**, sketching, and getting outside your comfort zone by taking a class and learning something new. As a way to test your creative powers or warm up your creativity, he suggests trying the 30 Circles Test: draw 30 circles on a piece of paper, and give yourself one or two minutes to turn as many circles as you can into objects (e.g. a face, a clock). Most adults can't get to 30, Kim says, partly because we tend to **self-edit**. But it might be worth trying – as Adam Grant says, if you can learn to generate more ideas, it will increase the chances of one of them being a good idea.

**010. B)** Finally, making a start on something (often writing things down) and then doing other things seems to help. Whether from other parts of your brain, dreams or muses, good ideas often come days or weeks after writing something down. However, like what happened with this website, some ideas take even longer to fully form. Steven Johnson, author of *Where Good Ideas Come From*, explains that often people feel like there is an interesting problem in the back of their mind, but they can't quite get what it is, and then it comes into view over time.

TASK	KEYS
<b>006.</b>	<b>C</b>
<b>007.</b>	<b>A</b>
<b>008.</b>	<b>D</b>
<b>009.</b>	<b>E</b>
<b>010.</b>	<b>B</b>

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

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

**011.** The underlined word expression "**take shortcuts**" means the same as:

- A. choose a career
- B. choose a quicker way**
- C. choose somebody for the post
- D. choose occasion

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

- A. have an influence on
- B. have a claim to
- C. have a fancy to
- D. have a higher opinion of**

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

- A. indulgence
- B. patience
- C. tolerance
- D. prejudice**

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

**A. drawing a conclusion**

- B. drawing a line
- C. drawing a bow
- D. drawing bit

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

- A. bumped
- B. baffled**
- C. beaten
- D. stricken

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

- A. drawing
- B. writing
- C. scribbling**
- D. signing

**017.** The underlined word “self-edit” means the same as:

- A. self-education
- B. self-confident
- C. self-satisfaction
- D. self-censor**

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

- A. confidence
- B. security
- C. safety
- D. suspense**

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

- A. knowledge
- B. information
- C. advice**
- D. data

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

- A. goddesses**
- B. poets
- C. artists
- D. actors

**Tasks 21-30.** (10 баллов, по одному баллу за каждый правильный ответ)

**Here is a summary of the article “Our minds lie to us all the time”. 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.** Some of the shortcuts lead to errors in our thinking, also known as cognitive biases or cognitive disturbance.

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

F. 5

**022.** The halo affect refers to the tendency to allow one specific trait or the overall impression of a person to positively influence on judgment of the other related traits.

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

**023.** Edward Thorndike officially introduced the term ‘the halo error’ in 1920 in his article “A Constant Error in Psychological Ratings”.

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

**024.** The reverse halo effect, also was known as the horn effect, is a cognitive biases where a negative overall impression of a person influence the perception of their specific traits or abilities.

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

**025.** The actor-observer bias is a type of attributional bias that plays a role in how we perceive and interact with other people. Essentially, we tend to do different attributions depending if we are the actor or the observer in a situation.

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

**026.** Researchers have founded that people tend to experience this bias less frequent with people they know well, such as close friends and family members.

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

**027.** Being aware of the actor-observer bias can help you find ways to overcome it.

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

**028.** The Dunning-Kruger effect, in psychology, a cognitive bias whereby people with limited knowledges greatly overestimate their own competence.

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

**029.** Mind reading is the egocentric bias that means when we try to imagine how we are seen by others, we can help but be biased by the way in which we see ourselves.

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

**030.** In personalisation, a person may engage in blaming others of their problems, other than blaming themselves or making some responsibility; people who lack confidence in themselves and their own abilities are most inclined to project their own doubts on other people.

- 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 coherent sentences, based on information in the article “Where ideas come from”. 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 “Where ideas come from”.**

**031.** neuroscience / reveal / brain / lead / creativity

**032.** creativity/ process/ cognitive mechanisms / tandem

**033.** sleep/ brains/ information / make room /creative thinking/ walking hours

**034.** people/ emotions/ ideas/ experiences/ better/ when/ creatively

**035.** we/ force/ creative insights/ come/ but / conditions/

**Task 036.** (Максимальное количество - 20 баллов)

**Write your commentary on the article “Where ideas come from”. Your commentary is to be between 180-200 words. You are not allowed to cite from the original text pieces longer than four words running. Your text should contain various points of view including your own.**

**To fulfill the task successfully you are:**

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

## КРИТЕРИИ ОЦЕНИВАНИЯ ЗАДАНИЯ «ПИСЬМЕННАЯ РЕЧЬ (WRITING)»

### Задания 031-035

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

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

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

### Задание 036

Максимальное количество баллов: 20

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

#### **БАЛЛЫ:**

**решение коммуникативной задачи – максимум 10 баллов;**

**оформление – максимум 10 баллов.**

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

*В работе участника представлены:*

*1) вступление – 2 балла;*

*2) разные точки зрения – 2 балла;*

*3) своя точка зрения – 2 балла;*

*4) обоснованные аргументы – 2 балла;*

*5) объём работы либо соответствует заданному, либо отклоняется от заданного не более чем на 10 % – 2 балла.*

**Итого: максимум 10 баллов**

*Коммуникативная задача раскрыта частично - тема раскрыта, однако в работе отражены не все аспекты. Отсутствие каждого аспекта приводит к потере 2 баллов.*

*Если аспекты присутствуют, но раскрыты не развернуто, то выставляется только 1 балл.*

**При отсутствии любых 4 аспектов выставляется оценка «0» по критерию «Решение коммуникативной задачи».**

**Коммуникативная задача не выполнена – отсутствуют необходимые аспекты или объём высказывания менее 162 слов.**

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

**Баллы за композиционное построение, лексико-грамматическое оформление текста.**

Общая оценка за оформление выводится на основании критериев, приведённых в таблице:

<b>Композиция</b> (максимум 2 балла)	<b>Лексика</b> (максимум 3 балла)	<b>Грамматика</b> (максимум 3 балла)	<b>Орфография</b> (максимум 1 балл)	<b>Пунктуация</b> (максимум 1 балл)
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**Итого: максимум 10 баллов**

**Оформление:****Композиция - 2 балла**

Работа не имеет ошибок с точки зрения композиции: представлены введение, основная часть и заключение.

Соблюдена логика высказывания. Средства логической связи присутствуют и используются правильно. Текст правильно разделён на абзацы.

**Композиция -1 балл**

В целом текст имеет чёткую композицию.

Однако в делении текста на абзацы имеются 1–2 нарушения.

Допущены 1-2 ошибки при использовании средств логической связи и/или 1–2 нарушения логики высказывания.

**Лексика:****Лексика - 3 балла**

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

**Лексика - 2 балла**

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

**Лексика - 1 балл**

Участник демонстрирует не достаточный лексический запас, необходимый для раскрытия темы, не точный выбор слов и не адекватное владение лексикой. В работе имеются 3-4 незначительные (негрубые) лексические ошибки, не затрудняющие понимание текста.

**Лексика - 0 баллов**

Участник не владеет лексическим запасом, необходимым для раскрытия темы, не точный выбор слов и не адекватное владение лексикой. В работе имеются 5-6 незначительных (негрубых) лексических ошибок, не затрудняющих понимание текста и/или 1-2 грубые ошибки, затрудняющие понимание текста.

**Грамматика:****Грамматика - 3 балла**

Участник демонстрирует грамотное и уместное употребление грамматических структур в соответствии с коммуникативной задачей.

Работа имеет 1 негрубую ошибку с точки зрения грамматического оформления.

**Грамматика - 2 балла**

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

**Грамматика - 1 балл**

Участник не демонстрирует грамотное и уместное употребление грамматических структур. В работе имеются 3-4 грамматические ошибки, не затрудняющие понимание высказывания.

**Грамматика - 0 баллов**

Участник не демонстрирует грамотное и уместное употребление грамматических структур. В работе имеются 5-6 грамматических ошибок, не затрудняющих понимание высказывания и/или 1-2 грубые ошибки, затрудняющие понимание текста.

**Орфография:****Орфография – 1 балл**

Участник демонстрирует уверенное владение навыками орфографии. Работа не имеет ошибок с точки зрения орфографии.

**Орфография – 0 баллов**

В тексте присутствуют орфографические ошибки (1–3).

**Пунктуация:****Пунктуация - 1 балл**

Участник демонстрирует уверенное владение навыками пунктуации. В работе могут быть 1–2 пунктуационные ошибки, не затрудняющие понимание высказывания.

**Пунктуация - 0 баллов**

В тексте присутствуют пунктуационные ошибки (3–4).

**Part 3. Use of English**

**Tasks 037-046.** (20 баллов, по 2 балла за каждый 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) I consider him my worst enemy.

**look**

I \_\_\_\_\_ my worst enemy. (4 words)

I **look upon him as** my worst enemy.

**037.** Your central heating boiler should have an annual service.

**get**

You \_\_\_\_\_ annually. (7 words)

= **should get your central heating boiler serviced**

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

**come**

Rarely \_\_\_\_\_ your way. (6 words)

= **does an opportunity like that come**

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

**chances**

What \_\_\_\_\_ we have done? (8 words)

= **are the chances of anyone finding out what**

**040.** Kelly regrets not sending a birthday card to her boyfriend.

**wishes**

Kelly \_\_\_\_\_ boyfriend a birthday card. (5 words)

= **wishes she had sent her**

**041.** I inherited this old house from my grandfather.

**handed**

This \_\_\_\_\_ by my grandfather. (7 words)

= **old house was handed down to me**

**042.** He hates people interrupting him.

**stand**

He \_\_\_\_\_ interrupted. (3 words)

= **cannot stand being**

**043.** We should report this, shouldn't we?

**better**

We'd \_\_\_\_\_, \_\_\_\_\_ we? (5 words)

= **better report this, had not**

**044.** These eggs will be rotten by now.

**off**

These eggs \_\_\_\_\_ by now. (4 words)

= **will have gone off**

**045.** The developers were faced with serious problems when they tried to build the supermarket near the park.

**came**

The developers \_\_\_\_\_ serious problems when they tried to build the supermarket near the park. (3 words)

= **came up against**

**046.** The police forced the demonstrators to leave the factory.

**made**

The police \_\_\_\_\_ the factory. (4 words)

= **made the demonstrators leave**

#### **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.**

The splendid civic event known as the Lord Mayor's Show is watched by many thousands of people, who **(047.\_\_\_\_\_)** the streets of the City of London on the 2<sup>nd</sup> Saturday of November to see its interesting procession and admire its glittering **(048.\_\_\_\_\_)**.

Its origin dates back more than 600 years.

The Lord Mayor Elect, having previously made his declaration of office, is driven in state to the Royal Courts of Justice, where he takes the **(049.\_\_\_\_\_)** before the Lord Chief Justice and Judges of the Queen's Bench to perform his duties faithfully.

This final declaration was formerly made before the Barons of the Exchequer and originated in 1230 during the reign of **(050.\_\_\_\_\_)**.

Setting out from the Guildhall at about 11.30 a.m., the newly-elected Lord Mayor travels in a gilded coach which dates from the mid-eighteenth century.

Forming his body-guard is the company of Pikemen and **(051.\_\_\_\_\_)**. The long, colourful procession, made up of liveried footmen and coachmen and decorated floats presenting tableaux linked with the theme chosen for the Show, winds its way by a devious route to the Law Courts, arriving there about noon.

After the oath has been taken, the entire procession returns by way of the **(052.\_\_\_\_\_)** to the original point of departure.

During the evening there takes **(053.\_\_\_\_\_)** at Guildhall the traditional Banquet, according to a **(054.\_\_\_\_\_)** going back 250 years. This is a glittering occasion. The Banquet is attended by many of the most prominent people in the country, and is

usually televised.

The Prime Minister delivers a major political speech, and the toast of the hosts (055. \_\_\_\_\_) the guests is proposed by the (056. \_\_\_\_\_).

**047.**

- A. fill
- B. throng**
- C. impound
- D. occupy

**048.**

- A. performance
- B. variety show
- C. ostentation
- D. pageantry**

**049.**

- A. shower
- B. audience
- C. oath**
- D. air

**050.**

- A. Henry II
- B. Henry III**
- C. Henry IV
- D. Henry VIII

**051.**

- A. Musketeers**
- B. Knights Hospitaller
- C. Lords Chief Justice
- D. Barons

**052.**

- A. City
- B. Guildhall
- C. Mansion House
- D. Embankment**

**053.**

- A. care
- B. part
- C. place**
- D. effect

**054.**

- A. custom**
- B. habit
- C. disposition
- D. temperament

**055.**

- A. at hand
- B. on behalf of**

- C. in duty status
- D. by name

**056.**

- A. Catholic Bishop
- B. Archbishop of Canterbury**
- C. Archbishop of York
- D. Orthodox Bishop

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



Н.Ю. Гвоздецкая