

МИНОБРНАУКИ РОССИИ



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

АНГЛИЙСКИЙ ЯЗЫК

2024/2025 учебный год

**ОТВЕТЫ
КРИТЕРИИ ОЦЕНИВАНИЯ ВЫПОЛНЕННЫХ ЗАДАНИЙ**

Заключительный этап

11 класс

Вариант № 25-ОШ-2-11 Английский язык-3

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.

THE PHONETICIANS

Phonetics is the study of the way humans make and receive the sounds of speech. Phoneticians spend their time analysing how people use their vocal organs in order to speak, how speech sounds are carried through the air, and what happens when people hear them. We don't meet phoneticians in the street very often, but they have been around for a long time.

001. E) The study of a language's pronunciation has an ancient history. Around the fifth century BC, the sounds of Sanskrit were being meticulously described by a grammarian and phonetician about whom very little is known other than his name, Panini. In Britain, interest grew in the sixteenth century, with the first attempts at reforming English spelling – a task that requires a detailed appreciation of the sounds of the language. Other writers of the time were interested in developing new systems of shorthand, which again presupposed an understanding of the way English is pronounced. Many of the early writers on phonetics are very little known

now, but they helped form a climate of **enquiry** into the nature of pronunciation that led to the development of the present-day subject in the nineteenth century.

002. B) The first recorded use in the Oxford English Dictionary of the word phonetics is in 1841, and phonetician arrived soon after, used primarily in relation to people who wanted to devise a system of phonetic **notation** that would avoid the irregularities of English spelling. We don't get the modern academic sense of phonetician - meaning "a scholar or student of phonetics" – until we see it in 1877 in a work by Oxford professor Henry Sweet (1845-1912), the most influential writer on this subject in the late nineteenth century. Other suggestions had been phonetist and phoneticist, but Sweet's usage was the one that caught on.

003. C) It took a while before the various professionals involved with language study began to develop the subject in a systematic way. And there were many such professionals – philologists exploring the history of sound change, clinicians investigating speech disorders, and, above all, those teaching foreign languages. In 1886, a group of French language teachers formed an association **to promote** the use of phonetic scripts as an aid to language learning and the teaching of reading. They called it The Phonetic Teachers' Association and began to publish a journal in which everything was written in phonetic notation. The founder was a language teacher, Paul Passy (1859-1940).

004. D) The new association proved to be hugely influential in the development of the subject. It changes its name to the International Phonetic Association in 1897, and the journal's name also changed, to The Phonetic Master. The abbreviation IPA began to circulate; and in due course the Association's first major initiative received the same acronym: the International Phonetic Alphabet. The aim was to devise a single set of symbols that could be used to write down the sounds of any language, and it was immediately taken up enthusiastically (and later revised and expanded several times).

005. A) English phoneticians soon joined the IPA, and its membership in Britain grew dramatically in the early 1900s. Among the early members was Daniel Jones (1881-1976), the first professor of phonetics at a British university, and the **pre-eminent** British phonetician for over 60 years. Anyone who studied English pronunciation in the later decades of the twentieth century owed a debt to Daniel Jones. Many universities around the world have departments of phonetics nowadays – or at least members of staff in a linguistics or languages department who have been trained in the subject. And the International Phonetics Association is alive and well. Its journal appears three times a year, and a major international conference takes place every four years, attended by around a thousand delegates.

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

Article 2.

WORDS AND STONES

In London, history hides barely below the surface. On many occasions, the greatest treasures of the city – a cache of Renaissance jewels, an ancient burial ground, a long-forgotten manuscript – have been uncovered by happenstance. In September 1954 it was, in the words of Professor William Francis Grimes, "a fluke", but what he found was a striking reminder of the many layers of London's past.

006. B) Two years earlier, Professor Grimes, London's leading archaeologist, had begun work on the site of what was once Bucklersbury House, situated in the heart of the city, near the Bank, before large-scale redevelopment began. Since the Victorian period it had been a **thriving** business quarter with various offices and shops including solicitors, insurance brokers and a

Lyons Tea House, yet Grimes realised that the current buildings were set upon ancient foundations. For Bucklersbury House sat on one of the oldest thoroughfares, facing eastwards onto Walbrook, a street that had once been divided by an ancient river. The River Walbrook had been covered over in the eighteenth century but nonetheless over 2,000 years of history continued to exist beneath the modern street.

007. C) After World War II the site had stood abandoned; rubble was strewn across the whole area from the attacks ten years before, while stones and bricks choked the battered basements. The Nazi bombing in 1940-1941 had laid waste to the **fabric** of London, from the docks to the east right into the very hearts of the metropolis. In the years following Victory Day, there had been hopes to revive the city out of the ashes of the Nazi onslaught; however, progress was painfully slow. It was not until 1952 that the landowners turned their focus to the Walbrook, which they planned to cover over with a new office block.

008. A) Before work began, the developers listened to the pleas of Professor Grimes, then director of the London Museum, to explore the disrupted ground before it was lost for good. In 1947 Grimes had written in hope that out of the chaos of the war some historical good might emerge. Grimes and his team hoped to find evidence of the river that ran down the street towards the Thames to the south, and that summer they began cutting a number of exploratory sections. To begin with there was a scattering of interesting finds that were cleaned and taken to the Guildhall Museum for examination; but Grimes could not have predicted what he was to uncover on the 18 September 1954.

009. E) Londoners have always been fascinated by their city's origin. The medieval chroniclers created myths from the few ruins they had found inside the walls, attaching their stories to the fragments and broken monuments that still remained. When Christopher Wren began rebuilding it after the Great Fire of 1666, he excavated the classical origins of the metropolis. The eighteenth-century Enlightened thinkers hoped to rebuild Rome by the Thames, while the Victorians were aghast as they dug up the old city and found ancient buildings and the archaeological evidence. In 1869, as they were tearing up the earth to lay new sewerage system, engineers were fascinated by a mosaic found only a few yards from the Walbrook, evidence of a grand villa.

010. D) That September day in 1954 was intended to be the last of work on-site. Through the slow and patient process of excavation, the archaeologists had peeled back the layers of time that had been hidden for centuries. The huge foundations of the modern building had compacted and **distorted** certain areas of the soil deposits, while the digging of basements in surrounding buildings had removed centuries of evidence. Yet, two and half metres below the street on the eastern side of the river, the remnants of a solitary building were uncovered. The soil was **waterlogged**, which made exploration difficult but had also preserved the stones. As they delved there were more intriguing **revelations**. Grime's discovery of a pagan temple in the heart of the capital in 1954 would reignite the city's passion for its classical past, just as it hoped for a brave post-war future.

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

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 “pre-eminent” means the same as:

- A. **greatest**
- B. distinguished
- C. famous
- D. outstanding

012. The underlined word “notation” means the same as:

- A. naming
- B. cipher
- C. hieroglyphics
- D. **alphabet**

013. The underlined word “promote” means the same as:

- A. urge
- B. help
- C. encourage
- D. **aid**

014. The underlined word “appreciation” means the same as:

- A. recognition
- B. **knowledge**
- C. valuing
- D. prizing

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

- A. request
- B. **study**
- C. inspection
- D. question

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

- A. healthy
- B. growing
- C. **prosperous**
- D. stagnating

017. The underlined word “fabric” means the same as:

- A. construction
- B. **infrastructure**
- C. foundations
- D. tissue

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

- A. falsify
- B. mislead
- C. **deform**
- D. misrepresent

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

- A. unmanageable
- B. **saturated**
- C. dehydrated
- D. waterproof

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

- A. disclosure**
- B. confession
- C. cover-up
- D. emphasis

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

Here is a summary of the article “The Phoneticians”. 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. Phonetician is a very important practically and very widely spread profession.

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

022. The study of a language pronunciation has begun only recently.

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

023. The first attempts at reforming English spelling took place as early as the 16th century.

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

024. Around the same time the word phonetics was first used.

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

025. Soon after many professionals involved with language studies had begun to criticize the subject.

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

026. In the end of the 19th century a group of French linguists started promoting the use of phonetic scripts.

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

027. In the first journal of the Phonetic Teachers' Association everything was written by phonetic notation.

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

028. The new association developed the subject but didn't have much influence in the sphere of phonetics.

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

029. The Association grew very popular with the English phoneticians.

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

030. Nowadays all universities around the world have departments of phonetic.

- 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 "Words and stones". 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 "Words and stones".

031. the developers / explore the disrupted ground / to find evidence
032. leading archaeologist / large-scale development / the current buildings
033. from the attacks / had laid waste / to revive the city
034. patient progress of excavation / to peel back / centuries of evidence
035. to be fascinated by / the fragments and broken monuments / to excavate the origins

Task 036. (Максимальное количество - 20 баллов)

Write your commentary on the article “Words and stones”. 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.

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 объем 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:

Композиция (максимум 2 балла)	Лексика (максимум 3 балла)	Грамматика (максимум 3 балла)	Орфография (максимум 1 балл)	Пунктуация (максимум 1 балл)
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Итого: максимум 10 баллов

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 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) The pass rate for the exam is 3% lower this year than it was last year.

fall

There has _____ in the pass rate for the exam this year. (4 words)

= There has **been a slight fall** in the pass rate for the exam this year.

037. There is nothing like as varied a mix of people as in New York.

cosmopolitan

It's nowhere _____ New York. (4 words)

= **near as cosmopolitan as**

038. I'll only phone if there is a problem.

hear

Don't expect to _____ there is a problem. (4 words)

= **hear from me unless**

039. There will have to be a change in his attitude or he won't continue to work here.

order

There will have to be a change in his attitude _____ to work here. (4 words)

= **in order to continue**

= **in order for him**

040. The woman has a fixed idea about starting a new business.

bee

The woman has _____ about starting a new business. (5 words)

= **a bee in her bonnet**

041. She was eager to get her new project started.

desperate

She _____ her new project started. (4 words)

= **was desperate to get**

042. It was reported that thousands of people suffered from the hurricane.

said

Thousands of people _____ by the hurricane. (5 words)

= **were said to be affected**

043. He is very polite today. I suspect deception.

rat

He is very polite today. I _____ . (3 words)

= **smell a rat**

044. I thought it was a holiday today.

impression

I was _____ it was a holiday today. (4 words)

= **under the impression that**

045. A special team is trying to find out the cause of the accident.

looking

A special team is _____ of the accident. (4 words)

= **looking into the cause**

046. I will not tolerate such bad language in the classroom.

stand

I will not _____ such bad language in the classroom (2 words)

= **stand 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.

AUSTRALIA

Australia is a large island country and continent in the south-west Pacific Ocean. (047. _____), a large island off the south coast of Australia, is one of the states of Australia. Its capital city is (048. _____).

Human habitation in Australia dates from (049. _____). The existence of an unknown southern land (terra australis) was postulated in ancient Greek geographical writings and the idea was passed on in medieval writings and maps. From 1606 onwards the western coast of Australia was explored by the Dutch, and in 1642 Abel Tasman proved that it was an island.

The first inhabitants of Australia were the Aborigines, who now form only about (050. _____) of the population. In 1770 the country was visited by Captain James Cook. He was an English sailor and explorer who made three journeys by sea to the Pacific Ocean. He was the first European to arrive on the east coast of Australia. He drew maps of the coasts of Australia, New Zealand and New Guinea. It was Captain Cook who claimed the eastern coast of Australia for Britain. He was also the first European to arrive at Hawaii, where he was killed in a fight with the (051. _____).

In the 18th and 19th centuries Australia was used by the British as a place to send (052. _____) Botany Bay is the place on the east coast of Australia where Captain Cook landed. But after the British government decided in 1787 to send its ships there, the name Botany Bay was often used to mean any place in Australia where convicts were sent from Britain.

Governed by a (053. _____) parliament comprising a Senate and a House of Representatives, Australia is divided into six states and two territories, each of the states having its own legislature.

Many of Australia's present inhabitants are descended from British people. It is now independent from Britain, although it remains a member of the (054. _____). More recently many Australian citizens came from southern Europe and east Asia. Most of the population live on or near the coast in the east and south of the country, and there are large areas in the west, north and centre of the country that have very few inhabitants. A popular informal name for Australia is (055. _____). Australian culture is very popular in Britain. A number of Australian programmes appear regularly on British television.

Australia's climate is mainly continental, and ranges from tropical in the north to temperate in the south. Australia's fauna is remarkable for the presence of many unique animals. Nearly half the 230 species of (056. _____) present are marsupials such as the kangaroo, koala bear, wombat, and platypus.

047.

- A. New Zealand
- B. Tasmania**
- C. Madagascar
- D. Bali

048.

- A. Melbourne
- B. Sydney
- C. Canberra**
- D. Perth

049.

A. prehistoric times

B. medieval times

C. the 15th century

D. the Ice Age

050.

A. 1,5 %

B. 50 %

C. 30%

D. 5 %

051.

A. the Dutch

B. his own men

C. the French

D. local people

052.

A. the Irish

B. scientists

C. criminals

D. the Aborigines

053.

A. independent

B. Australian

C. electoral

D. bicameral

054.

A. European Union

B. British Empire

C. Commonwealth

D. NATO

055.

A. Down Under

B. New England

C. New South Wales

D. World's Biggest Farm

056.

A. carnivores

B. endangered animals

C. extinct animals

D. mammals

Председатель предметной методической комиссии
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