

МИНОБРНАУКИ РОССИИ



Федеральное государственное бюджетное образовательное учреждение  
высшего образования

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

**ОЛИМПИАДА РГГУ ДЛЯ ШКОЛЬНИКОВ ПО ИНОСТРАННОМУ ЯЗЫКУ**

**АНГЛИЙСКИЙ ЯЗЫК**

**2021 г.**

**Заключительный этап**

**11 класс**

**ОТВЕТЫ**

**КРИТЕРИИ ОЦЕНИВАНИЯ ВЫПОЛНЕННЫХ ЗАДАНИЙ**

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

**Part 1. Reading**  
**(35 баллов)**

**Task 1. (5 баллов, по 1 баллу за каждый правильно расположенный абзац текста)**

**Article 1.**

**Mental Ghettos: Breaking Down the Illusive Walls of Racial Thinking**

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

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

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

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

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

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

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

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

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

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

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

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

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

**Task 2. (5 баллов, по 1 баллу за каждый правильно расположенный абзац текста)**  
**Article 2.**

### **The Oscars’ New Diversity Rules Are Sweeping but Safe**

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

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

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

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

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

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

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

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

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

F) An emphasis on the latter two criteria would radically change the stories that are greenlit and the people who appear in them. But the first criterion, which mandates that “at least

one of the lead actors or significant supporting actors is from an underrepresented racial or ethnic group,” will prove easy for most films to satisfy. Recent best-picture nominees like “Joker,” which is top-heavy with white stars but features Zazie Beetz as the would-be love interest, or “La La Land,” a white-led love story with John Legend in a supporting role, could still sail through Standard A with little to worry about.

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

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

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

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

**I)** Since only two of the four standards must be met for a film to qualify for the Oscars top prize,

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

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

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

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

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

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

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

**Tasks 3-12. (всего 10 баллов, по 1 баллу за правильный ответ на каждый вопрос)**

*Правильные ответы выделены жирным шрифтом. В работах участников Олимпиады варианты ответов могут быть даны в иной последовательности.*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Tasks 13-27 (всего 15 баллов, по 1 баллу за правильный ответ на каждый вопрос)**

- 13. a.0
- 14. b.1
- 15. b.1
- 16. b.1
- 17. a.0
- 18. b.1
- 19. e.4
- 20. a.0

- 21. с.2
- 22. с.2
- 23. с.2
- 24. b.1
- 25. b.1
- 26. b.1
- 27. b.1

**Part 2. Writing**  
(25 баллов)

**Tasks 28-32.** (всего 5 баллов, по 1 баллу за каждое правильно составленное предложение).

**Task 33.** (Максимальное количество - 20 баллов)

**Баллы за решение коммуникативной задачи**

**Коммуникативная задача полностью выполнена** – содержание раскрыто полно, точно и интересно.

Работа участника содержит:

- 1) есть вступление – 2 балла;
- 2) представлены разные точки зрения – 2 балла;
- 3) представлена своя точка зрения – 2 балла;
- 4) представлены 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».

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>	<b>Лексика</b>	<b>Грамматика</b>	<b>Орфография</b>	<b>Пунктуация</b>
(максимум 2 балла)	(максимум 3 балла)	(максимум 3 балла)	(максимум 1 балл)	(максимум 1 балл)

**Итого: максимум 10 баллов**

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## **Композиция**

### **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**  
(20 баллов)

**Tasks 34-43. (20 баллов, по 2 балла за правильный ответ)**

34. I'd prefer you to invite him to the party.

**rather**

I'd \_\_\_\_\_ him to the party. (3 words)

**Ответ - rather you invited**

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

**get**

I shall ..... a professional photographer. (6 words)

**Ответ - get my passport photo taken by**

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

**objected**

Barbara \_\_\_\_\_ the assistant said about her.(3 words)

**Ответ - objected to what**

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

**avoid**

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

**Ответ - to avoid getting**

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

**happen**

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

**Ответ - you happen to have**

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

**was**

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

**Ответ - hungry was Dan that**

40. Flooding has damaged major roads in the city.

**by**

Major roads in the city \_\_\_\_\_ flooding. (4 words)

**Ответ - have been damaged by**

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

**time**

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

**Ответ - by the time we got to**

42. She'll probably win the competition.

**likely**

She \_\_\_\_\_ win the competition. (3 words)

**Ответ - is likely to**

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

**when**

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

**Ответ - when he took off**

## Part 4. Cultural Study

(20 баллов)

**Tasks 44-53. (10 баллов, по 1 баллу за правильный ответ на каждое задание)**

*Правильные ответы выделены жирным шрифтом. В работах участников Олимпиады варианты ответов могут быть даны в иной последовательности.*

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

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

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

**45. Write down the full form of the chosen abbreviation from the previous task. Type the needed words. DO NOT USE SHORT FORMS. The words of your answers should be divided by one space.**

Full form: **Members of Parliament**

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

\_\_\_\_\_expenditure is charged against profits in the year it is incurred.

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

**47. Write down the full form of the chosen abbreviation from the previous task. Type the needed words. DO NOT USE SHORT FORMS. The words of your answers should be divided by one space.**

Full form: **Research and Development**

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

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

- A. MPs

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

49. Write down the full form of the chosen abbreviation from the previous task. Type the needed words. **DO NOT USE SHORT FORMS.** The words of your answers should be divided by one space.

Full form: **Curriculum Vitae**

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

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

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

51. Write down the full form of the chosen abbreviation from the previous task. Type the needed words. **DO NOT USE SHORT FORMS.** The words of your answers should be divided by one space.

Full form: **National Aeronautics and Space Administration**

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

National \_\_\_\_\_ comprises millions of families, students, teachers, administrators, and business and community leaders devoted to the educational success of children and the promotion of family engagement in schools.

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

53. Write down the full form of the chosen abbreviation from the previous task. Type the needed words. DO NOT USE SHORT FORMS. The words of your answers should be divided by one space.

Full form: **Parent Teacher Association**

**Tasks 54-63. (10 баллов, по 1 баллу за правильный ответ)**

*Правильные ответы выделены жирным шрифтом. В работах участников Олимпиады варианты ответов могут быть даны в иной последовательности.*

54.

**A. the Cheviot Hills**

B. the Pennines Hills

C. the Andes

D. the Alps

55.

A. the Thames

**B. the Severn**

C. the Spey

D. the Tweed

56.

A. Samuel Coleridge

**B. William Shakespeare**

C. William Blake

D. Robert Southey

57.

A. the Severn

B. the Tweed

C. the Spey

**D. the Thames**

58.

A. the Tweed

**B. the Spey**

C. the Severn

D. the Thames

59.

A. the Strait of Dover

B. the English Channel

**C. the Lake District**

D. District of Columbia

60.

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

61.

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

62.

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

63.

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

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



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Н.Ю. Гвоздецкая