

МИНОБРНАУКИ РОССИИ



Федеральное государственное бюджетное образовательное учреждение  
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«Российский государственный гуманитарный университет»  
(ФГБОУ ВО «РГГУ»)

**ОЛИМПИАДА РГГУ ДЛЯ ШКОЛЬНИКОВ ПО ИНОСТРАННОМУ ЯЗЫКУ**

**АНГЛИЙСКИЙ ЯЗЫК**

**2021 г.**

**Заключительный этап**

**9 класс**

**ОТВЕТЫ**

**КРИТЕРИИ ОЦЕНИВАНИЯ ВЫПОЛНЕННЫХ ЗАДАНИЙ**

**Вариант № 21-ОШ-2-09 Английский язык-1**

**Part 1. Reading**

**(35 баллов)**

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

**Article 1.**

**Who Invented the Alphabet?**

When in 1905 a married couple of Egyptologists, Sir William and Hilda Flinders Petrie, first excavated the temple, documenting thousands of presents to gods, they discovered curious signs on the side of a mine. Then they began to notice them elsewhere, on walls and small statues. Some signs were clearly related to hieroglyphs, yet they were simpler than the beautiful pictorial Egyptian script on the temple walls. The Petries recognized the signs as an alphabet, though decoding the letters would take another decade, and tracing the prizes they had unearthed back to London, including a small, red sandstone sphinx with the same handful of letters on its side as those seen in the mines. After ten years of studying the inscriptions, in 1916 the Egyptologist Sir Alan Gardiner published his transcription of the letters and their translation: An inscription on the little sphinx, written in a Semitic dialect, read “Beloved of Ba’alat,” referring to the powerful Canaanite goddess.

**B)** A century later, in late 2018, the Israeli Egyptologist Orly Goldwasser said of this little sphinx when we viewed it at the British Museum: “For me, it’s worth all the gold in Egypt.” She had come to London to be interviewed for a BBC documentary about the history of writing. “Every word we read and write started with him and his friends.” She explained how

miners on Sinai started transforming a hieroglyph into a letter: “Call the picture by name, **pick up** only the first sound and remove the picture from your mind.” Thus, the hieroglyph for an ox, aleph, helped give a shape to the letter “a,” while the alphabet’s inventors derived “b” from the hieroglyph for “house,” bêt. These first two signs came to form the name of the system itself: alphabet. Some letters were borrowed from hieroglyphs, others drawn from life, until all the sounds of the language they spoke could be represented in written form.

A) The story of the alphabet invention dates back four millennia ago. The research conducted by Orly Goldwasser dealt with the temple complex discovered by the Petris. The temple complex detailed evidence of the people who worked on these Egyptian mines in the Sinai. The stelas that line the paths record each expedition, including the names and jobs of every person working on the site. The bureaucratic nature of Egyptian society provides, today, a clear picture of the immigrant labor that flocked to Egypt seeking work. As Goldwasser puts it, Egypt was “the America of the old world.” We can read about this arrangement in Genesis, when Jacob, “who lived in the land of Canaan”—that is, along the Levant coast, east of Egypt—traveled to Egypt to seek his fortune. Along with shepherds like Jacob, other Canaanites ended up mining for the Egyptian elites in Serabit, some 210 miles southeast by land from Memphis, the seat of pharaonic power. Religious ritual played a central role in inspiring foreign workers to learn to write. After a day’s work was done, Canaanite workers could observe their Egyptian fellow-workers’ rituals in the beautiful temple complex to Hathor. They also could marvel at the thousands of hieroglyphs used to dedicate gifts to the goddess. In Goldwasser’s view, they were not confused by being unable to read the hieroglyphs around them; instead, they began writing things their own way, inventing a simpler, more **versatile** system to accompany their own religious offerings.

D) According to Goldwasser, the alphabet remained on the cultural periphery of the Mediterranean until six centuries or more after its invention, seen only in words scratched on objects found across the Middle East, such as daggers and pottery, not in any bureaucracy or literature. But then, around 1200 B.C., came huge political upheavals, known as the late Bronze Age collapse. The major empires of the near east—the Mycenaean Empire in Greece, the Hittite Empire in Turkey and the ancient Egyptian Empire—all disintegrated amid internal civil struggle, invasions and droughts. With the emergence of smaller city-states, local leaders began to use local languages to govern. In the land of Canaan, these were Semitic dialects, written down using alphabets derived from the Sinai mines. These Canaanite city-states flourished, and a restless sea trade spread their alphabet along with their production. Variations of the alphabet—now known as Phoenician, from the Greek word for the Canaanite region—have been found from Turkey to Spain, and survive until today in the form of the letters used and passed on by the Greeks and the Romans.

E) In the century since the discovery of those first scratched letters in the Sinai mines, the leading academic idea has been that it was highly educated people who probably created the alphabet. But Goldwasser’s research is challenging that notion. She suggests that it was actually a group of illiterate Canaanite miners who **made the breakthrough**, ignorant in hieroglyphs and unable to speak Egyptian but inspired by the pictorial writing they saw around them. In this view, one of civilization’s most profound and most revolutionary intellectual creations came not from an educated elite but from illiterate laborers, who usually get written out of history. Pierre Tallet, former president of the French Society of Egyptology, supports Goldwasser’s theory: “Of course the theory **makes sense**, as it is clear that whoever wrote these inscriptions in the Sinai did not know hieroglyphs,” he told me. “And the words they are writing are in a Semitic language, so they must have been Canaanites, who we know were there from the Egyptians’ own written record here in the temple.”

C) There are doubters of the Israeli scholar's hypothesis, though. Christopher Rollston, a Hebrew scholar at George Washington University, argues that the mysterious writers **likely** knew hieroglyphs. "It would be improbable that illiterate miners were capable of, or responsible for, the invention of the alphabet," he says. But this **objection** seems less persuasive than Goldwasser's account—if Egyptian scribes invented the alphabet, why did it quickly disappear from their literature for about 600 years?

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

**Article 2.**

### **When the Street Light First Came to London, Disaster Came**

The 20-foot monster rose up in the middle of the road, between Bridge Street and Great George Street in London, two arms stretching up during the day, a gas lamp glowing at night. Built by engineers, designed by a railway manager, and approved by Parliament, the strange construction had a purpose as serious as its appearance was strange: to protect pedestrians from carriage traffic and keep the streets outside the House of Parliament from filling with heavy traffic. On December 9, 1868, London became the first city to have a traffic light.

G) The structure would hardly be recognizable today. Compared to the modern lights seen at every corner, this lamp was an architectural attraction. "Gothic decoration at the base supported an iron pillar empty inside, painted green and golden. The pillar then evolved into a thick metal loop, surrounded at the top by big leaves which appeared to be growing out of an octagonal box containing the lamps with a pineapple atop," writes James Winter in *London's Teeming Streets, 1830-1914*. Despite its quite tasteless design, the lamp was a marvel. Newspapers reported its success. Engineers predicted the arrival of these technological wonders on every street, with an accompanying police officer to operate them. But within a month all excitement had faded; the design proved to have a fatal **flaw**.

F) The glamorous appearance of the first street light in London did not have any practical value, though. Back then, in the 19th century, London was a dangerous place for commuters. The medieval city had been constructed along routes following the Thames River, and the Industrial Revolution brought more workers and horse carts on the narrow roads. In 1803, two men and a woman were trapped between coal wagons and crushed to death in the Strand because of traffic jams. In 1811, London Bridge hosted 90,000 pedestrians, 5,500 vehicles and 764 horse riders in a single day. And the flood of people only continued to grow. By 1850, about 27,000 commuters entered the city daily from outside towns, and they represented only a tenth of the total number of workers, most of whom came by foot or omnibus (a large wagon pulled by horses). "Traffic staggered visitors to the city," writes Jerry White in *London in the Nineteenth Century*.

D) One tourist commented on a road accident that included advertising vehicles, hackney coaches, donkey carts, and a cat's-meat man. Another noted the courtiers sitting in their carriages, dressed in finery and snacking on biscuits as they awaited the end of a long "traffic lock." According to historian Judith Flanders, "The nature of horse transport meant that some slowdowns were **inevitable**." As she writes in *The Victorian City: Everyday Life in Dickens' London*, "Plans for improvement were made. And remade. And then remade again." Meanwhile, an average of three or four people died in street traffic incidents every week. The lack of traffic regulations only made the problem worse. Every street had different rules for how it should be

crossed, and even then, the rules were rarely obeyed. But railway manager John Peake Knight had a possible solution. Knight had already made a mark when it came to safety on commuter rails. He ordered carriages be lit with electricity, and to install pull-bells in cars that would let passengers send guards a signal to stop the trains. In 1865, he suggested using a semaphore signal for streets in London, using the same principle as already in use on railway lines. The pillar would include two red arms, lowered when traffic could flow freely, held up to make drivers stop and let pedestrians cross.

**J)** The Knight’s idea quickly moved from the Metropolitan Police to the Parliament, and by 1868 was approved. Police commissioner Richard Mayne printed 10,000 pamphlets and distributed them about town, drawing drivers’ and pedestrians’ attention to the new change. The traffic signal would use its semaphore arms during the day, and red and green gas lamps at night, all of it operated by an officer—though whether police officers actually had the authority to control drivers in any way **was up for debate among the drivers themselves**, Flanders notes. But when the lamp had been erected, drivers seemed surprisingly obedient. “The regular drivers follow the signals eagerly, whether caution or the absolute stop,” noted the Illustrated Times in early 1869. The South London Chronicle reported, “A more difficult crossing-place could scarcely be mentioned, and should the expectations of the inventor be realized similar structures will no doubt be speedily erected in many other parts of the metropolis.” Winter notes that the man who brought the lamp to London was particularly enthusiastic. “Knight, delighted with his apparent success, was soon predicting that his signal would be appearing at the bottom of Fleet Street and other important junctions. «But the railway engineer was premature in his excitement. In January, a leaky gas pipe under the pavement led to the lamp’s hollow tower getting filled with gas. The resulting explosions severely burned the face of the constable who had been operating it (some reports claim the man was killed in the explosion). The traffic signal was **taken down** shortly thereafter and never replaced, Winter writes.

**H)** After this failure London continued to struggle with its traffic issue for decades. A written document on how to improve traffic in 1871 noted that even if such rules were applied, no one would obey. It took more than half a century before traffic signals returned to London again. As the city grew and motor vehicles arrived, so too did a new, electric form of stoplight. By 1925 police-operated traffic signals had returned, and in 1926 the first automated light appeared. But however much safer and more effective the new apparatus was, it could never quite live up to the luxurious style of London’s first traffic light.

**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. What does the word “**flaw**” mean?

- A. advantage
- B. gap
- C. defect**
- D. appearance

4. What does the word “**likely**” mean?

- A. surely
- B. certainly
- C. fortunately
- D. probably**

5. What does the word “**objection**” mean?

- A. disagreement**
- B. dissatisfaction
- C. disregard
- D. displeasure

6. What does the word “**versatile**” mean?

- A. universal**
- B. difficult
- C. diverse
- D. various

7. What does the word “**inevitable**” mean?

- A. unavoidable**
- B. necessary
- C. constant
- D. frequent

8. What does the verb “**pick up**” mean?

- A. lift
- B. buy
- C. get**
- D. cut

9. What does the phrase “**made the breakthrough**” mean?

- A. created the theory
- B. made a discovery**
- C. scratched hieroglyphs
- D. understood hieroglyphs

10. What does the phrase “**makes sense**” mean?

- A. **acceptable**
- B. provable
- C. doubtful
- D. sensitive

11. What does the phrase “**was up for debate among the drivers themselves**” mean?

- A. drivers wanted to arrange a debate on the issue
- B. drivers were ready to get controlled
- C. **drivers differed in their views of the point**
- D. drivers doubted the use of the traffic signal

12. What does the phrase “**taken down**” mean?

- A. destroyed
- B. lowered
- C. replaced
- D. **removed**

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

- 13. b.1
- 14. b.1
- 15. b.1
- 16. b.1
- 17. a.0
- 18. a.0
- 19. b.1
- 20. a.0
- 21. b.1
- 22. a.0
- 23. b.1
- 24. a.0
- 25. b.1
- 26. b.1
- 27. b.1

**Part 2. Writing**  
(25 баллов)

**Task 28 (всего 5 баллов, по 1 баллу за каждый правильный ответ)**

**B)** Four millennia ago Ancient Egypt was a place like America today: lots of people of different ethnicities arrived there to work for Egyptians elites in Serabit – the seat of pharaonic power. The work was to mine. One of such peoples was the Canaanites. Egyptians had their system of writings – hieroglyphic one – and their culture was great.

**A)** Observing Egyptian religious rituals inspired illiterate foreign workers to learn to write through their marveling at the thousands of hieroglyphs. The Egyptians used their writing to offer their gifts to the goddess. According to a scholar, the Canaanites started writing hieroglyphs in their own way, inventing a more developed system of writing – the alphabet - to serve their own religious needs.

**E)** For six centuries after its invention, the alphabet was used only in the Middle East. It is concluded from seeing the words written with its usage on simple objects like pots found at the area. Around 1200 B.C. the major Empires of the near east collapsed and new smaller city-states emerged. Local leaders of those political entities started using local languages to govern. In the land of Canaan they spoke Semitic dialects. The dialects were written down with the use of the alphabet derived from the Egyptian mines. Later the alphabet spread due to the flourishing of the Canaanite city-states and their successful sea-trade activities. Its variations have been found from today's Turkey to Spain and they survive until now in the form of the Greek and Roman letters.

**C)** In 1905 a British couple of Egyptologists excavated the temple and the signs of the alphabet were discovered. The same signs were found in the mines and on small objects like statues. The small statue of sphinx was brought back to London and studied thoroughly. The signs differ from Egyptian hieroglyphs and have been identified as the alphabet by modern academia.

**D)** In 1916 the scholars managed to decipher them and understand the message of the inscriptions on the sphinx: it was addressed to the Canaanites goddess. A century later another scholar from Israel came up with an idea that the meaning of the discovery is far greater: it allows to suppose that it was illiterate laborers working in the mines, not the elite Egyptians scribes who invented the alphabet. The hypothesis has both proponents and opponents.

**Task 29. (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;

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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> (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**

### **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 30-39. (20 баллов, по 2 балла за правильный ответ)**

30. It took the teacher twenty minutes to explain the new rule to the students.

**To**

The new rule was \_\_\_\_\_ twenty minutes. (5 words)

**Ответ - explained to the students for**

31. I was amazed at a lot of books on the shelves of the library.

**large**

\_\_\_\_\_ books on the shelves of the library amazed me greatly. (4 words)

**Ответ - a large number of**

32. We were lucky enough to catch the train as it left later than it was to.

**time**

We were lucky enough to catch the train as it didn't leave \_\_\_\_\_. (2 words)

**Ответ - on time**

33. You cannot hear anyone because of the too loud music.

**sounds**

The music \_\_\_\_\_ anyone. (5 words)

**Ответ - sounds too loud to hear**

34. "She cooks well," Anna said

**good**

'She .....,,' Ann said. (4 words)

**Ответ - is a good cook**

35. The movie I watched yesterday impressed me greatly.

**on**

The movie I watched yesterday \_\_\_\_\_ me. (5 words)

**Ответ - made a great impression on**

36. I don't know why he has not come.

**for**

I don't know the \_\_\_\_\_ . (5 words)

**ОТВЕТ - reason for his not coming**

37. People from Portugal eat plenty of seafood.

**diet**

The \_\_\_\_\_ includes plenty of seafood. (4 words)

**ОТВЕТ - diet of the Portuguese**

38. The strong winds have broken a window in the old house.

**been**

A window in the old house \_\_\_\_\_ the strong winds. (4 words)

**ОТВЕТ - has been broken by**

39. I read many novels by Dickens when I was a student, and I liked them very much.

**was**

\_\_\_\_\_ my favorite reading when I was a student. (3 words)

**ОТВЕТ - Dickens's novels was**

#### **Part 4. Cultural Study**

**(20 баллов)**

**Tasks 40-49. (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.*

**Read the following passages and identify whether the events described in them relate to the history of Great Britain or not. Choose "True" if the passage tells us about Great Britain and "False" if it doesn't.**

40. Princess Elizabeth was in Kenia when news of her father's death reached her. She immediately returned to her home land and was crowned on 2 June 1953.

**true**

false

41. On the domestic front the political crisis took a radical turn when a group of insurgents led by the extremist Jacobins attacked the royal residence and arrested the king on August 10, 1782.

true

**false**

**42.** In August of 1789, the Assembly adopted the Declaration of the Rights of Man and of the Citizen, a statement of democratic principles grounded in the philosophical and political ideas of Enlightenment thinkers like Jean-Jacques Rousseau.

true

**false**

**43.** A fire broke out at Thomas Farriner’s bakery in Pudding Lane a little after midnight on Sunday 2 September 1666. The family was trapped upstairs but managed to climb from an upstairs window to the house next door. After an hour the parish constables arrived.

**true**

false

**44.** The fire spread quickly, blazing through the mass of medieval rafters – known as “the forest” - and bringing down the iconic spire. For a few critical hours, firefighters warned the President that Notre Dame might not be saved.

true

**false**

**45.** When Charles finally came to power in 1660, following Cromwell’s death, he at once arrested Argyll for collaborating with the Commonwealth and had him beheaded the following year.

**true**

false

**46.** The Conspiracy of Amboise, formed by Huguenots with the object of kidnapping the boy-king Francis II resulted in the death of all the plotters except Louis I de Bourbon, Prince de Conde.

true

**false**

**47.** That night anchorman Hanns Joachim Freidrichs proclaimed, “This 9 November is a historic day. The GDR has announced that, starting immediately, its borders are open to everyone. The gates in the Wall stand open wide.”

true

**false**

**48.** The Black Death swept across the country. Well over the quarter of the population are believed to have died, devastating villages and towns. The plague had profound impact on society – leading to relative peace for a time and providing wage rises to surviving peasants – paving the way to the Peasants Revolt and helping to end serfdom.

**true**

false

**49.** The Battle of Waterloo was the final clash after years of war between European nations and French Emperor Napoleon Bonaparte. The allied forces led by Duke of Wellington defeated Napoleon's imperial ambitions. This led to peace in Europe for years to come.

**true**

false

**Tasks 50-59. (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.*

**50.**

**A. July 4, 1776**

B. June 4, 1776

C. July 14, 1677

D. July 2, 1677

**51.**

A. South America

B. Great Britain

C. England

**D. the United States**

**52.**

A. Spain

B. the United States

**C. Great Britain**

D. France

**53.**

A. the fourteenth of July

B. the second of June

**C. the fourth of July**

D. the fourth of June

**54.**

**A. July the Fourth**

B. July the Second

C. July the Fourteenth

D. June the Fourth

55.

- A. an international holiday
- B. a regional public holiday
- C. a national holiday**
- D. a popular holiday

56.

- A. South America
- B. Great Britain
- C. the whole world
- D. the US**

57.

- A. Great Britain's
- B. the US'**
- C. the UN's
- D. England's

58.

- A. red, blue and white**
- B. blue and white
- C. red and white
- D. yellow, blue and green

59.

- A. July 12th
- B. June 4th
- C. July 2nd
- D. July 4th**

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