



## ОЛИМПИАДА РГУУ ДЛЯ ШКОЛЬНИКОВ ПО ИНОСТРАННОМУ ЯЗЫКУ

### АНГЛИЙСКИЙ ЯЗЫК

2025/2026 учебный год

Заключительный этап

10 класс

### ОТВЕТЫ

## КРИТЕРИИ ОЦЕНИВАНИЯ ВЫПОЛНЕННЫХ ЗАДАНИЙ

### Вариант № 26-ОШ-2-10 Английский язык-1

*Максимальное количество баллов за ответы:*

*Часть 1. (Reading) - 30 баллов;*

*Часть 2. (Writing) - 30 баллов;*

*Часть 3. (Use of English) - 20 баллов;*

*Часть 4. (Cultural Studies) - 20 баллов.*

### Part 1. Reading

**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 SKYLINE OF THE CITY

Tall buildings, their tips sometimes hidden in the clouds, have become the symbol of the American metropolis, a symbol of twenty-first century urban civilisation. American cities have not always had skyscrapers, but it is now almost a century and a half since the first skyscrapers began to distinguish their skylines. For millions of people coming to America from Europe, the first proof that they had reached a new world was the moment when they first caught sight of the skyline of Manhattan. Surrealistic, superhuman, the skyline was like nothing they had ever seen in the old world — a concentration of tall buildings, their tops scraping the sky, hundreds of feet above the ground. These were New York's famous skyscrapers! This was America!

**001. C)** The first skyscrapers, however, did not develop in New York, but in Chicago, in the late nineteenth century. Chicago at that time was the boom town of the United States - New York was just the front door. Chicago was at the centre of the new American adventure, and the new

adventure was the West. Chicago was the point at which the West began. In the year 1871, a large part of booming Chicago was destroyed as a major fire **engulfed** much of the downtown area. The fire, however, was a great stimulus to architects: not only did it show them the need to design modern buildings that would not be liable to burn very rapidly, but it also gave them plenty of opportunities to put their new theories into practice.

**002. A)** By the late 1800's architects and engineers had made great steps forwards. Until the nineteenth century, the height of buildings had been limited to a maximum of about ten stories as a result of the building materials used - wood, brick or stone. With the exception of churches and cathedrals, few earlier buildings went higher than this. In the nineteenth century, the Industrial Revolution resulted in the development of new techniques, notably the use of iron. This allowed the building of much bigger buildings, in particular railway stations, the "cathedrals of the Industrial Revolution", and exhibition buildings. Opened in 1889, the nineteenth century's most famous iron and steel structure reached **unheard-of** new heights. The Eiffel Tower, 1010 feet high, pointed the way to the future: upwards! Yet plain iron and steel structures had their limitations. They were not really suitable for the design of human habitations or offices — and in the event of fire, they could collapse very rapidly.

**003. D)** It was in fact the combination of the old and the new that allowed the development of the skyscraper: the combination of metal frames and masonry cladding. The metal frame allowed much greater strength and height, without the enormous mass and weight of stone-built structures; the **masonry** cladding allowed traditional features, such as rooms and partitions, to be included in the design with relatively few problems. The man generally considered as the father of this new technique was the Chicago architect William Jenney. The reasons for building skyscrapers were clear, particularly in a city like New York, whose downtown district, Manhattan, could not expand very easily on a horizontal plane, limited as it was by the Hudson and East rivers. Apart from upwards, there were not many directions in which Manhattan could grow. And once the building techniques had been mastered, vertical expansion became the most desirable solution for the city's businessmen.

**004. E)** Since those early days, and in particular since the Second World War, skyscrapers have mushroomed in all the world's big cities; and they keep getting higher and higher. Before the First World War, New York's "Woolworth Building" had reached 792 feet (241 metres); and by the Second World War, the Empire State Building - for many years the world's tallest - had actually passed the Eiffel Tower. In the 1970s, the enormous twin towers of the World Trade Center, 107 stories high, went even further. But did they go too far? As **bold** icons of modern America, they became the target of terrorism when radical Islamic terrorists used passenger jets to destroy them, in the terrible events of 9/11 - the 11th of September 2001.

**005. B)** Architectural dreamers of a hundred years ago or more imagined cities in the sky, giant buildings where people lived thousands of feet above the ground, above the clouds, above the pollution. Today, although some people believe that modern skyscrapers are too high, they now characterise cities all over the world; and they keep getting higher. Fires in a few tall buildings, for instance in Dubai, have led to further questions being asked; but in spite of the occasional disaster, skyscrapers are here to stay — at least for offices and city hotels. Symbols of our civilisation, they are not likely to be replaced.

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

**Article 2.****SPIN-OFFS FROM TOURISM**

The tourists are coming! Bar the gates, lock up your daughters! Here at my home in Wales just now, like many another honest citizen across half of Europe, I am standing to arms as the annual migratory horde spills once again out of the mountains to the sea. With its vast convoys of family cars, its terrible encampments of caravans, its generic concomitants of mess, wine and ugliness, it really does suggest to me, every summer, the arrival of a scavenging medieval army out of some ghastly hinterland.

**006. C)** As you perhaps detect, I hate mass tourism and almost everything to do with it. It is a sterile industry. It creates nothing. It degrades all it touches. It encourages pretence and **phoney** traditionalism. It brings out the worst in its practitioners and it reduces the mighty works of art and architecture, fateful processes of history, the noblest expressions of faith, the most magnificent scenes of nature, to the level of commercial **gimmicks**.

**007. E)** One of the miseries of tourism is that, almost by definition, it attacks everywhere most beautiful. Yellowstone, the Italian lakes, the Barrier Reef, the Greek islands, Venice and Sausalito, Prague and Cordoba — during the time of the mass migrations all such **prodigies** are as overwhelmed by the **onslaught** of the barbarians as is our own lovely corner of Cardigan Bay.

**008. B)** Of course, they are not all barbarians, not all `monsters of the sea`, as a Venetian monk characterised the crowds thronging the Piazza San Marco in the Middle Ages. Of course they aren't. Some of my best friends are tourists. But such is the scale of the modern holiday industry, so violent are its assaults and so **relentlessly** distributed across the face of the whole planet – even into Antarctica or the dread Sahara – that for me, and perhaps for you, the very word `tourist` has become a kind of shorthand for all things unlovely. Many tourists these days don't even particularly care what country they are in – if indeed they know. Many more have long been acclimatized to the tourist version of travel. `If today is Thursday`, as an American movie title had it long ago, `we must be in Belgium`.

**009. A)** I must not, however, be entirely negative. There are useful spin-offs from tourism. There are opportunities for local employment, though not half as many as the planning applications pretend. Shopkeepers or hoteliers who dislike tourism about as much as I do nevertheless get custom from the horde. Many people in far-away places would never have tasted fish-and-chips were it not for tourism, and here at home I admit that satisfying the needs of tourists has sometimes provided happy advantages for local people – concerts, plays, amusements of one sort or another which otherwise would never have happened in a month of Sundays.

**010. D)** It can be said for tourism, too, that at least it draws the nations together, and tells them the truth about one another. Most inhibitions are shed when a citizen becomes a tourist, and I can imagine that if mass holidays had been happening on the present scale in 1939, there might not have been a Second World War. Surely the peoples of Europe would have been too familiar with each other's **pot-bellies** to take very seriously the idea of a war against a neighbour!

<b>TASK</b>	<b>KEYS</b>
<b>006.</b>	<b>C</b>
<b>007.</b>	<b>E</b>
<b>008.</b>	<b>B</b>
<b>009.</b>	<b>A</b>
<b>010.</b>	<b>D</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 “engulfed” means the same as:

- A. allocated
- B. absorbed**
- C. developed
- D. located

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

- A. fearful
- B. timid
- C. craven
- D. brave**

**013.** The underlined word “unheard-of” means the same as:

- A. never done before**
- B. imaginary
- C. fantastic
- D. usual

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

- A. pleasures
- B. talents
- C. portents
- D. wonders**

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

- A. homework
- B. stonework**
- C. paper work
- D. undercoverwork

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

- A. artificial
- B. genuine
- C. fake**
- D. authentic

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

- A. anecdotes
- B. funny stories
- C. episodes
- D. tricks**

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

- A. triumph
- B. fight
- C. assault**
- D. outcome

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

- A. steadily
- B. originally
- C. bashfully
- D. secretly

**020.** The underlined word “pot-bellies” means the same as:

- A. kitties
- B. gutties
- C. potties
- D. fatties

**Tasks 021-030.** (10 баллов, по одному баллу за каждый правильный ответ)

**Here is a summary of the article “The skyline of the city”. 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.** America has given a lot of things to the world; but in term of urban lifestyle, none is as significant and as visible as the skyscraper.

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

**022.** Tall buildings, their tips sometimes hidden in the clouds, skyscrapers have become the symbol of modern urban civilisation.

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

**023.** But until the mid-20th century, they were very much a distinction feature of the American city.

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

**024.** The first skyscrapers, however, not develop in New York, but in Chicago.

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

**025.** With the exception of churches and cathedrals, many earlier buildings went higher than ten stories.

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

**026.** The Industrial Revolution result in the development of new techniques, notably the use of iron.

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

**027.** Due to the combination of the old and the new the development of the skyscraper came true.

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

**028.** The metal frame allowed much greater strong and high without the enormous mass and weight of stone-built structures.

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

**029.** So far, and in particular since the First World War, skyscrapers have mushroom in all the world's big cities. Unfortunate, being symbols and icons of modern America, they became the target of terrorism.

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

**030.** But in spite the occasional disaster, skyscrapers are here to stay with us as symbols of our civilization.

- 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 “Spin-offs from Tourism”. You can change the form of the given words. You may use your sentences as parts of your outline for your commentary on the article “Spin-offs from Tourism”.

**031.** tourists/ arrive/ numbers/ respect

**032.** mass/ exploits/ financial

**033.** scale/ holiday/ amazing

**034.** satisfying/ tourists/ advantages/ local

**035 .** draws/ together/nations/ truth

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

Write your commentary on the article “Spin-offs from Tourism”. 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 \_\_\_\_\_ worst enemy. (4 words)

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

**037.** Rose would like to stay out later on Sunday nights, but she can't.

**wishes**

Rose \_\_\_\_\_ later on Sunday nights. (5 words)

= **wishes she could stay out**

**038.** Mary is very easily upset.

**get**

It doesn't \_\_\_\_\_ upset. (5 words)

= **take much to get Mary**

**039.** Unless prices rise dramatically, we'll be able to afford a new car next year.

**in**

Providing \_\_\_\_\_, we'll be able to afford a new car next year. (7 words)

= **there is no dramatic rise in prices**

**040.** The committee accepted what he proposed.

**made**

He \_\_\_\_\_ which the committee accepted. (3 words)

= **made a proposal**

**041.** He inherited this old mansion from his uncle.

**handed**

This \_\_\_\_\_ by his uncle. (7 words)

= **old mansion was handed down to him**

**042.** I'll have finished the book in a very short while.

**long**

It won't \_\_\_\_\_ finished the book. (6 words)

= **be very long before I have**

**043.** Willy disliked the fact that he had to visit his grandparents.

**wished**

Willy \_\_\_\_\_ his grandparents a visit. (7 words)

= **wished he did not have to pay**

**044.** It's not often that one's lucky enough to meet such a famous writer.

**chance**

Seldom \_\_\_\_\_ meet such a famous writer. (6 words)

= **does one get the chance to**

**045.** Whether or not there's a strong wind, we'll go sailing tomorrow.

**strength**

Regardless \_\_\_\_\_, we'll go sailing tomorrow. (6 words)

= **of the strength of the wind**

**046.** The professor wants to show that he still in touch with his colleagues.

**lost**

The professor wants to \_\_\_\_\_ with his colleagues. (7 words)

= **show that he has not lost touch**

#### **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 tower with its two octagonal (**047.** \_\_\_\_\_) was completed by Sir Richard Baker shortly before Queen Elizabeth I spent three nights at (**048.** \_\_\_\_\_) in August 1573. The left-hand turret contains a (**049.** \_\_\_\_\_) staircase of 78 steps, while the right-hand forms small (**050.** \_\_\_\_\_) rooms on each of the floors above.

Leaving the Rondel by the south side, ones comes to this delightful walk, also known as the (**051.** \_\_\_\_\_). This has been described as 'the most beautiful garden at that place, and indeed of all England.' It lies at the foot of the Priest's House, and is divided by neat low hedges of box.

This garden is approached through an opening in the hedge on the left, towards the far end of the (**052.** \_\_\_\_\_). Facing this gap is the South Cottage, once the end of the long south wing of the Elizabethan house.

The long range of buildings directly opposite the car park was built in about 1490 and the great central arch and gateway were inserted by Sir John Baker about forty years later.

This garden depends chiefly for its effect upon old-fashioned (**053.** \_\_\_\_\_), supplemented by other flowering shrubs in the long border under the wall. In the centre of the garden, formed by circular (**054.** \_\_\_\_\_) hedges, is the Rondel.

From the entrance, a broad path of old London paving-stones, flanked by four great Irish yews, leads to the Elizabethan tower of three storeys, probably built about (**055.** \_\_\_\_\_).

On the south side, by the entrance to the rose garden, is a bed of fine magnolias. The archway through the wall is known as the Bishop's Gate. On the far side of the gate is the (**056.** \_\_\_\_\_).

**047.**

- A. roofs
- B. turrets**
- C. windows
- D. steps

**048.**

- A. Kentucky
- B. San-Francisco
- C. Sittingbourne
- D. Sissinghurst**

**049.**

- A. square
- B. round
- C. spiral**
- D. trapesoid

**050.**

- A. triangular
- B. octagonal**
- C. round
- D. oval

**051.**

- A. Spring Garden**
- B. Winter Garden
- C. Summer Garden
- D. Autumn Garden

**052.**

- A. Oak Walk
- B. Birch Walk
- C. Pine Walk
- D. Lime Walk**

**053.**

- A. tulips
- B. daffodils
- C. roses**
- D. lilies

**054.**

- A. yew**
- B. oak
- C. lime
- D. pine

**055.**

- A. 1260-70
- B. 1560-70**
- C. 1660-70
- D. 1360-70

056.

- A. White House
- B. White Garden**
- C. White Christmas
- D. White Rabbit

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