



## ОЛИМПИАДА РГУУ ДЛЯ ШКОЛЬНИКОВ ПО ИНОСТРАННОМУ ЯЗЫКУ

### АНГЛИЙСКИЙ ЯЗЫК

2025/2026 учебный год

Заключительный этап

11 класс

### ОТВЕТЫ

## КРИТЕРИИ ОЦЕНИВАНИЯ ВЫПОЛНЕННЫХ ЗАДАНИЙ

### Вариант № 26-ОШ-2-11 Английский язык-2

*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.

### CHARITABLE WORKS

It was characteristic of the urban middle class that it was able to accumulate capital, something which was beyond the capacity of both the rural, feudal class and the agricultural masses. To the Marxist historians this arose from the surplus value of business activities, the sum by which the value of products or of services exceeded the cost of either making or performing them.

**001. E)** The urban merchant or craftsman always acquired, or at least hoped to acquire, a surplus value from his professional pursuits. His chief problem was what to do with it. Investment at interest, or usury, as it was called, was forbidden by canon law. Of course, the Jews could lend at interest, and Christians could on occasion make use of their services without any hurt to their souls. The middle class sometimes devised ways of evading the usury law and in doing so were

sometimes aided by the canonists themselves. Interest might be allowed, for example, if there was risk in the venture on which the money had been gambled.

Shakespeare's *The Merchant of Venice* is essentially a play about the nature of usury. Metal or coins, it was said, were barren; they could not breed or increase their value: "for when did friendship take / A breed for barren metal of his friend?" Such medieval concepts were, however, being abandoned when Shakespeare wrote his plays. Nevertheless, there were no sure ways of investing capital and of obtaining a regular income from it. There was no stock exchange in which to invest, and most opportunities that did exist were accompanied by great risks.

**002. B)** The gratification of personal desires assumed many forms. Clothing became more elaborate and more extravagant toward the end of the Middle Ages. To wear the latest fashion in style and material became a mark of status, a form of **conspicuous** consumption. So common did this practice become that some cities initiated **sumptuary** legislation that restricted certain articles of clothing to the patrician class. There was also an expenditure, which increased as the Middle Ages progressed, on personal memorials, mementos, art objects, and other ornaments.

From the fourteenth century onward wealthy patricians had themselves commemorated in portraits. Albrecht Durer was a prominent artist in this regard, having painted the portraits of the patricians of Nuremberg. Nowhere was the employment of artists in this way more important than in Italy, where both urban patricians and the rural aristocracy had themselves memorialized in this way. This practice ensured profitable employment for painters and sculptors and ensured a sound economic basis for the art of the Renaissance.

**003. A)** The expenditure on personal art and art created for the home merged with the expenditure on art created for the Church. Artists were employed to create funeral monuments and to decorate chapels and chantries erected for the celebration of masses for the souls of the deceased. One rarely if ever finds a will that does not bequeath money for some church-related activity. The doctrine of purgatory had evolved in the twelfth century, together with its corollary that its pains could be **alleviated**, if not wholly removed, by masses sung on behalf of the deceased. And so, chapels were founded in their hundreds, each of them endowed with enough land to support a priest who would serve in it and perform the rituals. This was, of course, an unproductive investment, since its yield was supposedly the welfare of the founder's soul. Yet very large amounts of urban capital were diverted into this spiritual activity. The second outlet for capital was socially more desirable.

**004. D)** Public-spirited members of the bourgeoisie established hospitals and schools and left money for such charitable enterprises as apprenticing orphans to a craft and providing **dowries** for impoverished maidens. Few towns were without an endowed hospital. The hospital did little by way of curing the sick, but it provided a home and a very modest income for the infirm and aged, for whom society had made no other provision. Many such hospitals, each with its modest **endowment** in urban real estate, survive today, especially in Great Britain, and still perform the functions their founders had prescribed for them more than five centuries ago. Of the greatest social value in the long run was the foundation of schools. In the late Middle Ages the bourgeoisie was beginning to appreciate the importance of education, not merely the liturgical education that cathedral and monastic schools provided, but more practical skills as well. Townsmen were beginning to keep accounts and to communicate their orders to merchants in distant cities and other countries; double-entry bookkeeping was developing, and there was a growing demand for literate employees. The newly founded schools taught primarily Latin, the language in which most international correspondence was carried on, but the pupils who had learned to write in Latin could readily turn their skills to English or French or whatever was the current language of business.

**005. C)** Investment in education most often took the form of the founding and endowment of schools for the very limited purpose of teaching Latin grammar. But the need arose for schools that specialized in other fields, notably medicine and the law. The earliest universities in Europe had emerged in Italian cities in the late twelfth and early thirteenth centuries. The idea of the university spread. It reached Paris, where a number of schools, some of them attached to Notre Dame, the cathedral of Paris, emerged. Students from Paris reached Oxford in the late twelfth century, and there established schools similar to those they had known in Paris. Oxford students migrated to Cambridge where, by the middle years of the thirteenth century, there was a similar organization.

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

## Article 2.

### THE SUPPLY AND PREPARATION OF FOOD

The medieval village community derived most of its food from its surrounding fields. It was a **farinaceous** diet, rich in bread-grains and low in protein. The chief grains were wheat, barley, and rye, varying in their relative importance with the soil and climate. Corn did not make its appearance in Europe before the sixteenth century.

**006. B)** Animals were the chief—indeed the only—source of protein, though it must be remembered that cattle were bred not for meat, but primarily to pull the plough or the wagon, and the chief role of sheep was to provide wool. Only the pig was reared exclusively for the food it could supply, and then it was raised chiefly in northern Europe. The horse, the donkey, and the mule were not, under normal conditions, seen as sources of food. They were draft animals, and the horse—most aristocratic of animals—served, first and foremost, to carry its master into battle. Honey was the only source of sweetening, and spices, rarely seen in the rural community but imported and sold by the urban merchant, were used to give some **piquancy** to the otherwise bland diet.

**007. A)** Under normal conditions of weather the village community was able to satisfy its needs and still have a small **surplus**, which it passed into the local market where it was sold to help feed the urban population. The town had no such advantage. If even a small town were called upon to feed itself, its cultivated lands, meadow, pasture, and woodland would have stretched so far beyond its walls that its farming population could not have made the daily journey to its most distant fields. It was, of necessity, a food importer. The mechanism of food supply grew in **complexity** with the increasing size of the town, until in the largest the problem of feeding its people was one of the most difficult facing its authorities. Small towns could usually draw on the food-producing capacity of its surrounding villages. That was the purpose of the weekly market. Peasants brought what foodstuffs they could spare from their total production and sold them directly to the urban consumer. Where it became necessary to obtain supplies from a greater distance, the middleman had to intervene, buying in the villages, transporting supplies to the town, holding them in store for a while, and eventually selling them to the consumer.

**008. C)** Bread-grains had a long shelf-life; it would have been very unfortunate if this were not the case, for there would have been no store of food during the months before harvest. As it was, the grains—wheat, barley, and rye—were running low when spring came, and so the joys of

spring were always tempered by some degree of belt-tightening. Once baked into bread or boiled in a rather thin gruel or soup, which was a basic item of diet, the food grains could be stored for only a short time. In the village, if not also in the town, bread was commonly baked in the home, usually in a dome-shaped, preheated oven, often constructed out of doors. In the town, however, this was a dangerous process owing to the ever-present risk of fire. And so, the task of baking was transferred to the professional baker. The size of the bakers' guild in all except the smallest towns suggests that baking was carried on by a professional class and that bread was sold in public from shops or market stalls. The problem facing the butcher was less **tractable**. Meat did not keep for more than a few days. Animals had to be kept alive and fed until they were slaughtered, butchered, and sold, and then their meat had to be cooked and eaten within a relatively short period. Both the rural and the urban domestic kitchens were adjusted to the roasting of meat and the boiling of a kind of stew made from grain, vegetables, and a little meat or animal fat.

**009. E)** The diet of the upper classes differed from that of the masses only in having a greater quantity of meat together with more exotic spices. The Grocers' Guild of London had in its heraldry nine cloves, one of the spices favored by the well-to-do and imported by its members. The diet of the town dweller was broadly similar to that of the rural peasant, but may have contained more exotic foods such as spices, while the country dweller had a more ready access, whether legally or by poaching, to a supply of edible wildlife, such as the rabbit.

**010. D)** It was, as a general rule, unsafe to drink water; thus, the process of fermentation not only rendered a drink more palatable, but also a great deal safer. The alcoholic drinks favored over most of Europe were wine and beer (or ale). The grape-vine had a restricted range, dictated by soil and climate, but within its range it was almost an urban crop. Engravings of towns of the Renaissance period often show vineyards close to the town walls. Brewing was more widespread because it could use whatever grain was available. During times of scarcity there was a competition for the grain crop between the baker and the brewer. Both brewing and winemaking could be carried on domestically, but the equipment needed— vats and a good water supply— tended to limit urban brewing to the professional brewer.

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

**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 "**conspicuous**" means the same as:

- A. covert
- B. blatant**
- C. unobtrusive
- D. inconsequential

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

- A. unrestrictive
- B. unprotective**

C. uninhibited

**D. pecuniary**

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

**A. mitigate**

B. magnify

C. enhance

D. aggravate

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

A. forfeiture

B. penalty

**C. legacy**

D. incapacity

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

A. hindrance

**B. benefaction**

C. repudiation

D. obstruction

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

A. starchless

B. fine

**C. amylaceous**

D. clayey

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

A. insipidity

B. flatness

C. vapidness

**D. pungency**

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

A. deficiency

**B. excess**

C. shortage

D. paucity

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

A. simplicity

**B. intricacy**

C. triviality

D. levity

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

**A. docile**

B. recalcitrant

C. headstrong

D. obdurate

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

**Here is a summary of the article “Charitable works”. 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.** The urban middle class was able to accumulate capital due to the shortage value of business activities.

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

**022.** The middle class sometimes devised ways of evading the usury law as it was legally allowed by canon law.

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

**023.** At the end of the Middle Ages clothing became more elaborate which made the gratification of personal desires less possible.

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

**024.** The expenditure on personal memorials, mementos, art objects, and other ornaments enhanced as the Middle Ages progressed.

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

**025.** From the fourteenth century onwards, affluent patrician families sought to commemorate themselves through investing into town prosperity.

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

**026.** The employment of artists was equally relevant throughout mostly England where only rural aristocracy had an opportunity to memorialize themselves in this way.

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

**027.** The doctrine of purgatory emerged in the eleventh century, with the belief that its suffering could be relieved through masses for the deceased.

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

**028.** Many of the hospitals, established by philanthropic members of the bourgeoisie, each endowed with modest urban real estate assets, have sunk into oblivion.

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

**029.** The nascent educational institutions primarily imparted the study of Latin, which served as the lingua franca for most international correspondence during that epoch.

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

**030.** The evolving intellectual landscape necessitated the development of specialized educational programs in fields such as agriculture and law.

- 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 “The supply and preparation of food”. 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 “The supply and preparation of food”.**

**031.** met its needs / surplus/ weather conditions

**032.** supply mechanism / complex as /expanded

**033.** in both / settings / crafted to / prepare / of stew

**034.** the rich / more meat / unusual spices / common people

**035.** brewing / prevalent / ability /available grain

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

**Write your commentary on the article “The supply and preparation of food”. 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

#### **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:

<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 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.** Under classic form of feudalism, transactions were mostly of a barter type.

**took**

In the traditional framework of feudalism, exchanges predominantly \_\_\_\_\_ barter. (4 words)

= **took the form of**

**038.** One source of strength of the Byzantine Empire was the civil service tradition inherited from Rome.

**rooted**

The Byzantine Empire's strength \_\_\_\_\_ its civil service tradition, originating from ancient Rome. (3 words)

= **was rooted in**

**039.** The administrative role of the smaller towns was generally restricted to the towns themselves and their immediate surroundings.

**extending**

Smaller towns typically had limited administrative responsibilities, \_\_\_\_\_ boundaries and the immediate vicinity. (5 words)

= **extending only to their own**

**040.** By the end of the Middle Ages a vast number of cities and towns had emerged, varying greatly in size.

**ranging**

Numerous cities and towns, \_\_\_\_\_ size, had developed by the end of the Middle Ages. (3 words)

= **ranging widely in**

**041.** Medieval societies were often represented even by contemporaries as consisting of three classes

**divided**

Medieval societies were often described by their contemporaries as \_\_\_\_\_ three distinct social classes. (3 words)

= **being divided into**

**042.** The political and economic crisis was overcome after the president took resolute steps.

**resolve**

The president's decisive actions \_\_\_\_\_ and economic situation. (5 words)

= **helped to resolve the political**

**043.** The transition from the medieval to the modern world was foreshadowed by economic expansion, political centralization, and secularization.

**characterized**

The shift from the medieval period to the modern age \_\_\_\_\_ economic growth, political consolidation, and the declining influence of religious authorities. (3 words)

= **was characterized by**

**044.** The church was weakened by internal conflicts as well as by quarrels between church and state.

**disagreements**

The power of the church leaders weakened over time because of \_\_\_\_\_ and long-lasting fights with the government. (3 words)

= **disagreements among themselves**

**045.** He had to paraphrase the instructions for clarity.

**rephrase**

He needed \_\_\_\_\_ they would be clearer. (5 words)

= **to rephrase the instructions so**

**046.** As to the political effects of the Crusades, they helped to break down the power of the feudal aristocracy, and to give prominence to the kings and the people.

**landscape**

The Crusades significantly altered \_\_\_\_\_ diminishing the influence of the feudal aristocracy and elevating the stature of kings and commoners. (4 words)

= **the political landscape by**

#### 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.**

#### BACKGROUND-BYZANTINE EMPIRE

The Byzantine Empire is also known as (**047.** \_\_\_\_\_ ), for it was in fact a continuation of the Roman Empire into its eastern part. At its greatest size, during the 500's AD, Byzantine included parts of southern and Eastern Europe, (**048.** \_\_\_\_\_ ), and northern Africa.

The Byzantine people called themselves Romans although they were actually descendants of various ancient peoples and they spoke (**049.** \_\_\_\_\_ ). The word Byzantine, in fact, comes from "Byzantium," which is the Greek name for a city on (**050.** \_\_\_\_\_ ). The Greeks colonized the area first, in the mid-600's BC, even before Alexander the Great brought his troops into Anatolia (334 BC). Greek culture continued its influence long after the region became part of the Roman Empire, in the 100's BC. But it was when Roman emperor (**051.** \_\_\_\_\_ ) moved the capital of the Empire from Rome to Byzantium and renamed it (**052.** \_\_\_\_\_ ), in 330 AD that the Byzantine Empire really began. It lasted over 1000 years, ending finally in (**053.** \_\_\_\_\_ ), when (**054.** \_\_\_\_\_ ) conquered the capital and renamed it Istanbul.

(**055.** \_\_\_\_\_ ) had a strong influence on Byzantine art, music, and architecture. Since Constantinople was the political centre of the Empire, it also was the educational centre, where future government officials learned to read and write the language of ancient Greece. Thus, this period produced remarkable works in history as well as fine poetry, and much religious prose.

For (**056.** \_\_\_\_\_ ) years, the Byzantine's were able to maintain control of their empire, although somewhat tenuously at times; the Empire's expansion and prosperity were balanced by internal religious schisms (such as Nika Riot) and recurring wars with enemies from the outside. Finally, weakened by recurring waves of attack, the Ottomans overcame the exhausted Byzantines and a new era of leadership began. The Byzantine Empire, however, had left its mark on the culture, never to be entirely erased even after the Conquest.

**047.**

- A. the Eastern Roman Empire**
- B. the Western Roman Empire
- C. the Southern Roman Empire
- D. the British Empire

**048.**

- A. Medieval China
- B. Scandinavia
- C. the Middle East**
- D. Balkans

**049.**

- A. French
- B. Greek**
- C. Swedish
- D. Italian

**050.**

- A. The Persian Gulf
- B. The Red Sea
- C. The Mediterranean Sea
- D. the Bosphorus**

**051.**

- A. Constantine the Great**
- B. Justinian I
- C. Leo II
- D. Tiberius II

**052.**

- A. Baghdad
- B. Constantinople**
- C. Cairo
- D. Venice

**053.**

- A. 1066
- B. 1215
- C. 1453**
- D. 1378

**054.**

- A. the Ottoman Turks**
- B. The Arabs
- C. The Greek
- D. The Armenians

**055.**

- A. Paganism
- B. Protestantism
- C. Islam
- D. Christianity**

**056.**

A. 800

**B. 1100**

C. 2000

D. 100

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



Н.Ю. Гвоздецкая