



## 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-4

*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.**

#### **WHEN BREAKFAST BECAME THE MOST IMPORTANT MEAL OF THE DAY**

In the Middle Ages, the nation that was to give the world the full English widely skipped breakfast. Yet, by 1600, a culinary non-entity had become a key part of our daily routine. Few of us in the 21st century would dream of embarking upon our days on an empty stomach, but in historical terms, breakfast is hardly noticeable. Whole books have been written about feasts and banquets, dinners and suppers. Even teatime has its place on the shelves of our social history. But breakfast? Cornflakes, muesli, bacon and eggs, continental or full English – they are almost all ignored. And they are all features of the modern breakfast, which is far more often studied than breakfasts before 1600.

**001. B)** The reason is not hard to find. Feasts and banquets have their ritual, their theatre and their sources. We can read about the tens of thousands of animals killed for a two-day visit by Queen Elizabeth because accounts had to be compiled to manage the provision of so much meat. Likewise in the medieval royal household, the feasts were occasionally described by chroniclers who **witnessed** the king eating in the company of his courtiers. We know about seating plans, table arrangements, etiquette and procedure at many formal meals. Cookery books survive to reveal the kind of dishes that were informally served, and poems and stories attest to what poorer folk ate for supper and dinner.

**002. D)** Breakfasts, by comparison, do not have their literature. Chronicles did not observe monarchs eating breakfast. The first meal of the day is thus one of those features of life that has slipped through the historian's net. What historians have known for a long time is that in the late medieval period many people did not eat breakfast. Evidence for this lies in such sources as the household ordinances of the **nobility** and gentry, which regularly specify who was allowed to eat breakfast and who was not. In 1412-13 only half a dozen of the 20 or so people in the household of Dame Alice de Bryenne were permitted to eat breakfast. Sixty years later, in the household of Cicely, Duchess of York, the privilege of attending breakfast was extended only "to head officers when they be present, to the ladies and gentlewomen, to the dean and to the chapel, to the almoner and to the gentlemen ushers, to the cofferer, to the clerk of the kitchen and the marshal". In the 'Black Book' of Edward IV, careful attention was paid to the ranks that were allowed to eat breakfast.

**003. A)** Clearly, breakfast was a privilege in the 15th century. One comes across a few other references to it being eaten in different contexts - travellers ate breakfast, for instance - but, on the whole, the lack of evidence for breakfasting in the late Middle Ages (by comparison with plentiful references to dining, supping and feasting) leave us with the distinct impression that most people went without. Rather than a three-meal-per-day routine, medieval people had two-meal one. The main meal, dinner, was held at about 10.30 or 11 in the morning, and supper about five hours later. This is all well and good until you ask the question, why did things change? And when exactly did the change take place? Suddenly, looking at a few documents and making a few **sweeping** generalisations doesn't seem quite adequate. The "when" is the easiest bit of the question to answer. As we've already seen, household servants were regularly denied breakfasts in the 15th century. Yet schoolboys a hundred years later could expect it. In Claudius Hollyband's book *The French Schoolmaster*, a maidservant says to a schoolboy: "Ho, Frances, rise and get you to school; you shall be beaten, for it is past seven. Make yourself ready quickly, say your prayers, then you shall have your breakfast." If schoolboy breakfasts were the norm in 1573 than it is reasonable to assume that many other unimportant people were eating them too. Several early 16th-century sources back this up. Thomas More wrote in 1528 "men should go to Mass as well after supper as before breakfast", and Thomas Elyot recommended eating breakfast four hours before dinner in his popular work *The Castell of Health*. Lest it be thought that these references only apply to a minority of literate gentlemen, Andrew Boorde in his *Dietary of Health* stated that "a labourer may eat three times a day [i.e., including breakfast] but that two meals are adequate for a rest man". To go further than this, we need to examine what breakfast meant in the earlier centuries. In so doing it is necessary to steer ourselves away from just considering noble households.

**004. C)** What was the ordinary person doing at breakfast time in the Middle Ages? It's also important to bear in mind that medieval people might not have thought of breakfast in the same way that we do. If some people could have breakfast and some couldn't, the status **implicit** in eating early in the morning may well have meant that breakfasts had ceremonial significance at points in the past. A survey of the contemporary sources available reveals that before 1500 non-ceremonial breakfasts were routinely taken by several sections of society. First, breakfast was seen as medicinal: people might be prescribed to "a breakfast of..." as a means to sustain them in

illness or old age. Second, we find certain classes of monks eating breakfast. Old monks fall into the category above, of course; but, in addition, young monks were permitted a light breakfast. At Peterborough it was argued that if the young monks did not have breakfast, they ate so much at dinner they fell asleep in the afternoons. Breakfast was rooted in necessity, not a demonstration of status. No doubt it extended beyond the limits outlined above - for it is important to remember that the sources used are nearly all for the formal allowance of breakfast by a third party. If a town worker got up early to work and was hungry, and there was some bread remaining from the previous day, he would naturally eat it - but there would be no record of his doing so. The servants in the earl's household were also given breakfast. What they each received depended on their status: the countess's lady companions were given a loaf of household bread, beer and boiled mutton or beef. The men in the stables just received a small amount of household bread and beer. The majority of the middling sort and many yeomen and labourers were regularly eating breakfast by 1600.

**005. E)** So, why the change? As the above has shown, the shift to eating breakfast was not quite as sudden as previously thought. Prior to 1500 several sorts of common people did eat a breakfast of sorts. However, there clearly was a degree of change in the 16th century: it became the norm, not the exception. Some writers have **attributed** this to the Reformation. Some to the greater availability of food. Proponents of both explanations have not explained how either event affected society's dining habits as a whole. Something more profound was happening. The history of breakfasting is thus much more nuanced than the old conclusion "only the rich ate breakfast" suggests.

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

## Article 2.

### BELLS AND WHISTLES

In February 1599, for a wager, the acclaimed Shakespearian comic actor Will Kemp danced every step of the 125 miles from London to Norwich. With him went Thomas Slye, playing a tabor, Kemp's servant William Bee, and George Sprat, 'overseer'. The thespian "head-master of Morrice dauncers" would afterwards relate how he "began frolickly to foote it" from the Lord Mayor of London's house to the Norwich marketplace. With such energy did Kemp hoof it that a butcher who joined him in Sudbury dropped out after half a mile, "for indeed my pace in dauncing is not ordinary," boasted Kemp. But then, the folk dance we know as Morris is always performed with vigour.

**006. C)** In pub car parks and gardens, on village greens and town squares throughout Britain, 'sides' or 'teams' of Morris dancers in curious guise - wearing hats, shin pads, flowers, bells and tassels, waving hankies, clashing wooden staves – prance to the music of such instruments as fiddle, melodeon, accordion and concertina. Some sides may be accompanied by a 'loof' or a beast such as a hobby horse.

**007. E)** You might assume that this was some ancient pagan fertility dance, a joyful evocation of a bygone Merrie England. Yet the name may **derive from** 'Moorish', and it probably had its beginnings in the 1400s in the royal courts of Europe, with their love of masques and mummery.

By Tudor times, Morris dancing had become a popular fixture of May 1. It was a staple of church festival and village fete, where the ale flowed freely. People, then as now, liked to let their hair down, and, predictably, there were those who deplored it. In his work 'The Anatomie of Abuses in England', Phillip Stubbes lamented "the horrible Vice of pestiferous Dauncing", the "bawdy pipers and thundering drummers... their liveries of green, yellow or some other light, wanton colour... their bells jingling, their handkerchiefs swinging about their heads like mad men". Yes, that's the Morris! Under Oliver Cromwell, the devil's music". this "heathenish and unlawful custom was **stamped out**, since "it tendeth to draw together a great concourse of loose people and consequently to the hazard of public peace beside other evil consequences".

**008. A)** By the late 1800s, Morris dancing had become a fringe pastime, though a few sides, such as Headington Quarry in Oxford, claim an unbroken four-century tradition. On Boxing Day 1899, musicologist Cecil Sharp happened upon the Headington Quarry dancers, and was instructed on dance steps and music by their concertina player, William Kimber. Appealing to a public fascination with folklore, Sharp gave lectures on Morris dancing while Kimber played and gambolled. Thus, a dance that had begun in court circles was presented back to royalty by Kimber, a bricklayer who had left school at age nine to work as a bird-scarer.

**009. D)** Over time, different regions have developed their own style, and every side has its own costume and **quirks**. Probably the best known is Cotswold Morris, involving sides of six or eight, usually dressed in white, with a waistcoat or tabard, baldric (belt worn over the shoulder), 'ruggles' (bell pads), and the usual paraphernalia of hankies and sticks. Dance styles are named after originating villages such as Bledington, Hinton, Adderbury and Ascott-under-Wychwood. Border Morris, from the English counties along the Welsh border, is a wild macho affair ("degenerate" was Cecil Sharp's word), entailing whooping and stick clashing. The dancers and musicians wear tailcoats or jackets of sewn 'tatters', bells at their knees, and sometimes top hats sprigged with feathers.

**010. B)** Morris dancing in Britain adapts and survives. Indeed, it **thrives**, with three main support bodies collaborating under the banner of the Joint Morris Organisation. The Morris Ring, founded in 1934 and representing around 160 clubs, was exclusively male until 2018, when it **amended** its constitution to admit women. The Morris Federation, founded in 1975 as The Women's Morris Federation, for female sides only, began to accept mixed sides in 1983, and represents some 500 clubs. Open Morris, launched in 1979, has always embraced mixed and single-gender sides, and comprises some 130 members sides. It's obviously a fun and social pastime, with the bonus of raising money for charities. "Most Morris people would say that, once you get into it, you take pride in keeping the old traditions going." Morris dancing is for anyone and everyone, wherever you are. Far beyond the English pub garden, sides have been established from Australia to the United States, from Cyprus to Sweden.

TASK	KEYS
006.	C
007.	E
008.	A
009.	D
010.	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 “to witness” means the same as:

- A. to validate
- B. to bear
- C. to observe**
- D. to aspire

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

- A. hallmark
- B. aristocracy**
- C. authority
- D. folk

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

- A. meticulous
- B. intangible
- C. vigorous
- D. broad**

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

- A. implied**
- B. staunch
- C. distinctive
- D. pivotal

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

- A. ingrained
- B. grounded
- C. ascribed**
- D. acclaimed

**016.** The underlined word “to derive from” means the same as:

- A. to originate from**
- B. to refrain from
- C. to extract from
- D. to deter from

**017.** The underlined word “to stamp out” means the same as:

- A. to emulate
- B. to assimilate
- C. to validate
- D. to eradicate**

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

- A. impetus
- B. idiosyncrasy**
- C. scrutiny
- D. acuity

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

- A. to align
- B. to envision
- C. to flourish**
- D. to reframe

**020.** The underlined word “to amend” means the same as:

- A. to amplify
- B. to revise**
- C. to spur
- D. to interpret

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

**Here is a summary of the article “When breakfast became the most important meal of the day”. 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.** In the Middle Ages, breakfast was not regarded as an important social event, as foods like cornflakes, muesli, bacon and eggs became part of breakfast later in history.

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

**022.** Breakfasts, feasts and banquets had their rituals, regardless of the amount of food or etiquette involved.

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

**023.** Despite the lack of sources, historians are aware that during late medieval times, breakfast remained an insignificant part of most people's daily routine

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

**024.** In the 15<sup>th</sup> century, breakfast was no longer a privilege reserved for both the nobility and ordinary people, unlike travellers who typically followed a two-meal routine.

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

F. 5

**025.** As we've already seen, household servants were often allowed to have their breakfast in the 16<sup>th</sup> century.

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

**026.** The overall perception of breakfast in the Middle Ages was different from modern concepts due to cultural norms.

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

**027.** Several historical records from the early 1500s support the idea that eating breakfast was becoming more common during that period.

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

**028.** All record demonstrate that town workers rarely ate breakfast by 1600.

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

**029.** Changing eating practices in the 16th century was a completely sudden phenomenon.

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

**030.** The Reformation was the key factor that led to a more common practice of having breakfast.

- 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 “Bells and Whistles”. 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 “Bells and Whistles”.

**031.** involve lively movements /different locations /perform/costumes

**032.** originate from / deeply embedded / festive ceremonies

**033.** William Kimber / revitalize / widely shared / dedication

**034.** local communities / over the years / unique interpretations / adopt

**035.** vibrant / renewal /undergo / folk tradition/generations

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

Write your commentary on the article “Bells and Whistles”. 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:

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

**Оформление:**

**Композиция - 2 балла**

Работа не имеет ошибок с точки зрения композиции: представлены введение, основная часть и заключение.

Соблюдена логика высказывания. Средства логической связи присутствуют и используются правильно. Текст правильно разделён на абзацы.

**Композиция - 1 балл**

В целом текст имеет чёткую композицию.

Однако в делении текста на абзацы имеются 1–2 нарушения.

Допущены 1-2 ошибки при использовании средств логической связи и/или 1–2 нарушения логики высказывания.

**Лексика:**

**Лексика - 3 балла**

Участник демонстрирует богатый лексический запас, необходимый для раскрытия темы, точный выбор слов и адекватное владение лексикой. Работа не имеет ошибок с точки зрения лексического оформления.

**Лексика - 2 балла**

Участник демонстрирует богатый лексический запас, необходимый для раскрытия темы, точный выбор слов и адекватное владение лексикой. В работе имеются 1–2 незначительные (негрубые) лексические ошибки, не затрудняющие понимание текста.

**Лексика - 1 балл**

Участник демонстрирует не достаточный лексический запас, необходимый для раскрытия темы, не точный выбор слов и не адекватное владение лексикой. В работе имеются 3-4 незначительные (негрубые) лексические ошибки, не затрудняющие понимание текста.

**Лексика - 0 баллов**

Участник не владеет лексическим запасом, необходимым для раскрытия темы, не точный выбор слов и не адекватное владение лексикой. В работе имеются 5-6 незначительных (негрубых) лексических ошибок, не затрудняющих понимание текста и/или 1-2 грубые ошибки, затрудняющие понимание текста.

**Грамматика:****Грамматика - 3 балла**

Участник демонстрирует грамотное и уместное употребление грамматических структур в соответствии с коммуникативной задачей.

Работа имеет 1 негрубую ошибку с точки зрения грамматического оформления.

**Грамматика - 2 балла**

Участник демонстрирует грамотное и уместное употребление грамматических структур. В работе имеются 2 незначительные (негрубые) грамматические ошибки, не затрудняющие понимание высказывания.

**Грамматика - 1 балл**

Участник не демонстрирует грамотное и уместное употребление грамматических структур. В работе имеются 3-4 грамматические ошибки, не затрудняющие понимание высказывания.

**Грамматика - 0 баллов**

Участник не демонстрирует грамотное и уместное употребление грамматических структур. В работе имеются 5-6 грамматических ошибок, не затрудняющих понимание высказывания и/или 1-2 грубые ошибки, затрудняющие понимание текста.

**Орфография:****Орфография - 1 балл**

Участник демонстрирует уверенное владение навыками орфографии. Работа не имеет ошибок с точки зрения орфографии.

**Орфография - 0 баллов**

В тексте присутствуют орфографические ошибки (1–3).

**Пунктуация:****Пунктуация - 1 балл**

Участник демонстрирует уверенное владение навыками пунктуации. В работе могут быть 1–2 пунктуационные ошибки, не затрудняющие понимание высказывания.

**Пунктуация - 0 баллов**

В тексте присутствуют пунктуационные ошибки (3–4).

### Part 3. Use of English

Tasks 037-046. (20 баллов, по 2 балла за правильный ответ)

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. DO NOT CHANGE the word given. DO NOT USE SHORT FORMS. The number of words you should write is specified in the sentence.

*The example (0) is done for you.*

(0) He will look after their dog while they are away.

**eye**

He will \_\_\_\_\_ their dog while they are away. (4 words)

= He will **keep an eye on** their dog while they are away.

037. You mustn't forget to include the cost of upkeep in your calculations.

**account**

Upkeep costs \_\_\_\_\_ when making your calculations. (5 words)

= **must be taken into account**

038. It wasn't at all easy for us to find somewhere to eat.

**great**

It was \_\_\_\_\_ eventually found somewhere to eat. (5 words)

= **with great difficulty that we**

039. They got up very early this morning.

**crack**

They got up \_\_\_\_\_ this morning. (5 words)

= **at the crack of dawn**

040. He was not used to doing such strenuous training.

**habit**

He was not \_\_\_\_\_ so strenuously. (5 words)

= **in the habit of training**

041. The lecturer is an expert on contemporary art.

**wide**

The lecturer has \_\_\_\_\_ contemporary art. (4 words)

= **a wide knowledge of**

042. He's not slow to catch on, he just processes information differently from others.

**uptake**

He's not \_\_\_\_\_, he just processes information differently from others. (4 words)

= **slow on the uptake**

043. I've been studying cybersecurity hard that I know it really well.

**inside**

I've been studying cybersecurity hard that I know it \_\_\_\_\_. (2 words)

= **inside out**

044. He was surprised when he saw his classmate at the party.

**guard**

He was \_\_\_\_\_ when he saw his classmate at the party. (3 words)

= **caught off guard**

**045.** Creating an original painting requires a lot of work.

**deal**

A \_\_\_\_\_ is required to create an original painting. (4 words)

= **great deal of work**

**046.** His father is very authoritarian, so he has to abide by the rules.

**toe**

His father is very authoritarian, so he has to \_\_\_\_\_. (3 words)

= **toe the line**

#### 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.**

#### Communication pioneers

The start of the (**047.** \_\_\_\_\_) age coincided with a huge reduction in the cost of communication and a massive rise in its speed. In 1837, two things changed. The first commercial electrical telegraph system was demonstrated, enabling the near-instant transmission of messages, which became known as telegrams. At almost the same moment, (**048.** \_\_\_\_\_) was campaigning for the introduction of a system of affordable, pre-paid postage – the stamp.

The introduction of the (**049.** \_\_\_\_\_) in 1840 saved a fortune in administration, and made sending letters much more affordable. The Post Office boomed, offering two deliveries a day in most areas and four a day in central London. It was possible in the business districts to have a full back-and-forth conversation in a single day - much like email today. Then, in (**050.** \_\_\_\_\_), the telephone arrived in Britain - (**051.** \_\_\_\_\_), demonstrated it to the queen herself on (**052.** \_\_\_\_\_) January - and communication sped up further still.

The speed of communication continued to increase over time and now it is harder to imagine the life without computers and World Wide Web, but while the latter, invented by British computer scientist (**053.** \_\_\_\_\_) in 1989, embraced the globe in a whirlwind, the former took rather longer to catch on. As far back as the 1820s (**054.** \_\_\_\_\_) Charles Babbage designed a mechanical Difference Engine to solve mathematical problems, and his (**055.** \_\_\_\_\_) of the 1830s, while never completed in his lifetime, featured most of the basic elements of modern computers. Fellow inventor (**056.** \_\_\_\_\_), daughter of the poet Lord Byron, wrote a program for the Analytical Engine and has been called the first computer programmer. Alas, she too was way ahead of her time.

**047.**

A. Regency

**B. Victorian**

C. Georgian

D. Post-War

**048.**

**A. Sir Rowland Hill**

B. Edward Jenner

C. William Henry Fox Talbot

D. Alexander Fleming

**049.**

- A. Margaret Post
- B. Penny Post**
- C. Mary Post
- D. Elizabeth Post

**050.**

- A. 1880
- B. 1879
- C. 1878**
- D. 1877

**051.**

- A. James Watt
- B. Tomas Newcomen
- C. Richard Arkwright
- D. Alexander Graham Bell**

**052.**

- A. 14**
- B. 11
- C. 7
- D. 15

**053.**

- A. Charles Macintosh
- B. Robert Stephenson
- C. Tim Berners-Lee**
- D. Richard Trevithick

**054.**

- A. Mathematician**
- B. Engineer
- C. Entrepreneur
- D. Chemist

**055.**

- A. Waterproof fabric
- B. Analytical Engine**
- C. Spinning jenny
- D. Aerial Wheels

**056.**

- A. Ada Lovelace**
- B. Madge Wright
- C. Hertha Ayrton
- D. Rachel Parsons

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