



Федеральное государственное бюджетное образовательное учреждение  
высшего образования

**Российская академия народного хозяйства и государственной службы  
при Президенте Российской Федерации**

**Олимпиада школьников РАНХиГС**

**Заключительный этап**

Класс: 11

Профиль: ИНОСТРАННЫЙ (АНГЛИЙСКИЙ) ЯЗЫК

Фамилия: БАРКОВ

Имя: МАРК

Отчество: АЛЕКСАНДРОВИЧ

Страна: РОССИЙСКАЯ ФЕДЕРАЦИЯ

Регион: ПРИМОРСКИЙ КРАЙ

ВСЕГО СТРАНИЦ

ПОДПИСЬ УЧАСТНИКА



Task 1. 1. C ; 2. C ; 3. b ; 4. a ; 5. a

Task ~~1~~  
Analysis: the study of a culturally new process => neologism  
blending of 'elevate' plus 'scale' meaning facilitating  
not just blending a blend but an acronym making shorter  
'a-' + "gnosis" + "-logy" (Greek roots: classic derivation) the process in a particular sphere 'Protherly Romantic Alliance'

4: social injustice is a sign of a sociolent; 'wake' illustrates a semantic shift

5: heteronormativity: meaning based on the norms of such sexual orientation as heterosexuality

Task 2. 1. C -> one small step (introducing a one-hour later start time for high schools) leads to a chain of negative consequences (working at noon, productivity collapse, etc.) - Slippery Slope

2. B (emphasizing a person's bad negative experience/background: ~~pr~~ ethical violations in order to underestimate a current one: ~~new~~ judgment) - Ad Hominem

3. E (misunderstanding that 'as it is natural, it is beneficial') which is a logical fallacy - Appeal to Nature: 'herbs are good, chemicals are bad'

4. D (oversimplifying the opponent's argument about preserving parking for local businesses saying is that the opponent disrespects the environment and others, which creates an absolutely new meaning) - ~~False Cause~~ Straw Man



5. A (correlation  $\neq$  causation: <sup>the fact that</sup> the new government had been elected three months before the national economic growth rate declined ~~the~~ does not necessarily imply that these the events are connected - there should be other facts, which are objective) - False Cause

Task 3. 1. ~~B~~ d ('language evolution ~~part~~ or religious belief remains hotly debated'  $\Rightarrow$  breaking into making it clear what point of view will be considered then)

2. a (a marker: 'Thus' which is a concluding linking word)

3. c (biographical information about Rawls breaks the flow from thought experiment description to one of the key outcomes - 'difference principle' - allowing inequality only if it benefits the least advantaged, <sup>in this case,</sup>

4. d (the final sentence should ~~not~~ repeat the meaning of the previous consequence, but create a new, broader one)

5. C (it suggests that such reforms 'aim to distinguish robust, reproducible effects,' but the main point of focus of the extract is on <sup>the</sup> the core problem which lies in the introduction - underscoring the importance of open science practices)

Task 4. Paragraph 2:

~~Clara was really confused by the offer about~~





Studying on the exchange programme ~~about~~ she received. 'I have never been provided with such a great opportunity before!' she thought. However, there was the thing that worried her. 'I cannot accept the offer at the back of everyone's mind! Maybe, I should just turn a blind eye to it...' Clara exclaimed. But, then she realised that sooner or later ~~the~~ <sup>a</sup> change of circumstances may ~~ha~~ might happen, starting to seriously take the offer into consideration.

'perhaps, if I had got such offer earlier, I would be quite successful now!', Clara exclaimed.

Paragraph 4:

Clara was on the verge of accepting the offer. ~~If~~ felt like nothing could ever stop her! However, she remembered <sup>how</sup> ~~that~~ she had been bullied ~~for~~ <sup>by</sup> her classmates ~~her~~ Clara's classmates had bullied her.



for ~~her~~ <sup>her</sup> accomplishments in studies a few months ago, which was so hectic! It, of course, confused Clara, but she decided to commit to success in one go, prioritising herself. ~~and~~ <sup>and</sup> finally, she did confirm her interest in the programme. Others got aware of it. ~~then~~

Paragraph 6:

~~Her~~ <sup>My</sup> ~~class~~ <sup>classmates</sup> and teachers must have got ~~the~~ <sup>my</sup> jealous of her commitment. ~~to~~ <sup>to</sup> ~~the~~ <sup>to</sup> thought. Why rumours? Why can't they ~~not~~ tell me in a straightforward way that I'm ~~really~~ <sup>really</sup> remarkable! Clara didn't understand. The fact that she became the enemy of everyone made her take it for granted. 'By the moment they became most jealous, I would ~~ve~~ <sup>ve</sup> will have taken the quantum leap!' ~~and~~ <sup>and</sup> Clara considered.

Task 5. 1. ~~to~~ level-headed:



1. 'level-headed' puts an emphasis on her <sup>both</sup> ~~action~~ brave and unexpected actions.
  2. Here, 'level-headed' implies that ~~her condition~~ she stayed calm and reluctant despite pressure.
  3. 'level-headed' means that the approach aimed to make the situation be on a stable level.
  4. It suggests that she ~~was~~ didn't cross the borders in her judgment, ~~putting~~ highlighting her inner power and reluctance.
  5. ~~Level-headed~~ Here, 'level-headed' <sup>means</sup> ~~implies~~ the state of being conscious ~~and aware of the situation~~, which ~~makes one~~ prevents one from ~~being~~ taking incorrect steps in pace.
2. vicious circle:
1. Here, 'vicious circle' highlights the endless chain of repeating actions (mistakes).
  2. The ~~series~~ set of attempts did not help to





B. - 2

resolve an issue, reinforcing a 'vicious circle'.

3. The <sup>(referring to 'vicious circle')</sup> endless course of actions became much more difficult to get rid of.

4. Negative circumstances exacerbated ~~an~~ series of endless suffering consisting of disturbing events ('vicious circle')

5. The ~~the~~ 'vicious circle' means an ~~just~~ endless set of noisy actions, which are ~~so~~ complex to escape from.

3. Bugbear:

1. 'Bugbear' here is perceived as a ~~feats~~ person's feature explained by his failure.

2. Here, 'bugbear' implies that the participants of the discussion came back to the issue of things ~~of~~ considered before.



3. Here is put an emphasis on the problem which <sup>(1 'bugbear')</sup> often is often seen in new ways
4. Here, 'bugbear' implies an ~~was~~ extraordinary feature of his which ~~can be~~ perceived negatively, which makes it incorrect to mention it again.
5. ~~Here is seen an~~ 'Bugbear' highlights that the problem was so large that it couldn't be removed.
4. Tall order:
1. Due to time borders, the task was too difficult to handle with, that's why it was a 'tall order'.
  2. While the request might sound understandable, ~~#~~ anyways, it required ~~more~~ many endeavours  $\Rightarrow$  'a tall order' <sup>the task</sup>
  3. The task did not fit the ~~characteristics~~ of the team size of the team, that's why it could not be completed by them ~~to which embodies~~ 'a tall order'.
  4. The goal was <sup>would be</sup> so delusional, that nobody could ~~achieve~~ commit to it.
  5. Other people surely knew <sup>that</sup> the task was so difficult for them to complete, ~~to~~ 'tall order'.





5. Heyday:
1. 'Heyday' here implies highlights the time when the company flourished. the building was created
  2. 'Heyday' here means that he had <sup>successful</sup> an example to follow from his personal experience.
  3. 'Heyday' in this context suggests that the company had the other look when it ~~flourished~~ did it best.
  4. 'Heyday' here implies that the period of her life filled with remarkable events still draws <sup>much</sup> attention.
  5. 'Heyday' suggests here that during that time they had the most successful period of life.
- Task 6. 1. ~~I spoke earlier~~ with The person I spoke to was changed in.
2. She hates working at ~~weekends~~ to exhaustion at weekends.
  4. Nobody expected guests to arrive on time.
  3. His argument was so convincing that they changed their minds.
  5. Hardly had the presentation finished when the applause





begin; 6. Unless you ~~prepare~~, you adequately prepare, you  
6. Unless you will fail; 7. It surprised me how calm he  
remained.

Task 7. 1. It wasn't ~~Isaac~~ Galileo Galilei who invented  
the laws of motion but Isaac Newton.

2. The fact that ~~Steven Hawking conducted laboratory  
experiments makes him~~ Because Steven Hawking conducted ex lab  
experiments, it makes him a practical ~~physicist~~ physicist, not  
theoretical.

3. ~~It was~~ Actually, it was Alexander Flemming who first  
discovered penicillin, not Louis Pasteur.

4. Ada Lovelace created just a concept of ~~an~~ <sup>an</sup> fully  
electronic computer, not a fully functioning one.

5. Alexander Flemming discovered penicillin NOT  
while developing a vaccine for tuberculosis.

