

ГЕРЦЕНОВСКАЯ ОЛИМПИАДА ШКОЛЬНИКОВ ПО АНГЛИЙСКОМУ ЯЗЫКУ 2022 г.

Содержание:

- | | |
|---|-------|
| 1. Задания для заключительного тура. Тест № 1. Вариант № 1. | с. 1 |
| 2. Задания для заключительного тура. Тест № 2. Вариант № 1. | с. 6 |
| 3. Разбор заданий с комментариями. Вариант № 1. | с. 7 |
| 4. Дескрипторы критериев оценивания эссе. | с. 16 |

ЗАДАНИЯ ДЛЯ ЗАКЛЮЧИТЕЛЬНОГО ТУРА (в дистанционной форме) <https://olymp.herzen.spb.ru>

ВАРИАНТ № 1 / ТЕСТ № 1

В каждом конкурсе представлены

ДВА ВАРИАНТА заданий, ОДИН из которых методом случайного выбора предлагался каждому участнику во время компьютерного тестирования.

Интегрированный конкурс понимания устной и письменной речи (Аудирование + Чтение)

Прослушайте аудиозапись¹ и выполните следующие задания.

- What is the main topic of the podcast?*
The linguist is talking about _____
A. the use of colloquialisms and idiomatic expressions in an informal register.
B. complaints and misunderstanding of younger generation's language.
C. the necessity to bridge the generation gap.
- Define the podcast category that this recording best represents.*
A. History & Legacy
B. Arts & Opinions
C. Society & Culture
- Choose 5 out of 8 words and phrases that can be used as hashtags to search for this podcast.*
A. Ageism
B. Failing at language study
C. Generational complaints
D. Feelings and emotions
E. Dispossession

¹ Adapted from National Public Radio. Opinion. Irked by the way millennials speak? 'I feel like' it's time to loosen up

- F. Changes in the language
- G. Colloquialisms
- H. Introducing opinions

4. *True or false? Choose the best answer.*

Geoff Nunberg believes that the real purpose of using the expression “I feel like” is to avoid confrontation by turning every statement into a feeling.

- A. True
- B. False

5. *True or false? Choose the best answer.*

According to Geoff Nunberg, we misunderstand what young people are trying to say because the manners of younger generation are alien to us.

- A. True
- B. False

Прслушайте аудиозапись еще раз, прочитайте текст, определите, имеет ли данное утверждение отношение к их содержанию.

6. *Choose the best answer (A, B, C or D).*

The common phrase “I feel like” can now be used synonymously with “I think” because its specific literal meaning is devalued.

- A. means that the idea is expressed both in the listening and the reading passage.
- B. means that the idea is expressed in the reading passage only.
- C. means that the idea is expressed in the listening passage only.
- D. means that the idea is expressed neither in the listening nor in the reading passage.

Listen for the phrase “feel like” and you’ll hear it everywhere. This reflex to hedge every statement as a feeling is most common among millennials. But I hear it almost as often among Generation Xers and my own colleagues in academia. As in so many things, the young are early carriers of a broad cultural contagion.

The imperfect data that linguists have collected indicates that “I feel like” became more common toward the end of the last century. In North American English, it seems to have become a synonym for “I think” or “I believe” only in the last decade or so, but make no mistake: “I feel like” is not a harmless tic. George Orwell put the point simply: “If thought corrupts language, language can also corrupt thought.”

The phrase says a great deal about our muddled ideas about reason, emotion and argument. This is what is most disturbing about “I feel like”: the phrase that acknowledges the presence of emotion cripples our range of expression and flattens the complex role that emotions do play in our reasoning. We should not “feel like.” We should argue rationally, feel deeply and take full responsibility for our interaction with the world².

² Adapted from The New York Times. Stop saying ‘I feel like’

Конкурс понимания письменной речи (Чтение)

Прочитайте текст и выполните задания к нему.

Many teachers, parents and researchers worry that super intensive digital participation, sometimes addictive in nature, endangers students' wellbeing, schoolwork and harmonious development. Nevertheless, the socio-digital tools used by young people not only merely cause distraction, but also provide powerful affordances for connected learning. This happens through online communities that transcend time and space, networks and tools and that the students engage within informal, out-of-school contexts in a self-directed and inherently motivated manner. Thus, a unidimensional discussion concerning how much young people spend time online, that is, their “screen time” appear biased without considering variation in the nature of concrete, enacted, socio-digital activities and participants' developmental history of cognitive socialization. There are no reasons to assume that digital engagement would have mainly negative developmental consequences.

Young people's social activity mediated through diverse digital devices, platforms and the internet is referred to by the concept of socio-digital participation. It is a common phenomenon for most of us to be “always on”, so to speak, in our wide socio-digital networks through our devices that enable new forms of microblogging, photo capturing and click-based preference systems. Digital gaming is also an increasingly pervasive part of modern culture providing ample opportunities for personal and social engagement, learning and self-expression. In 2009 it was found that young people tend to participate in their digital media ecologies in friendship- and interest-driven ways; the former involves digitally extended hanging out in the immediate network of peers whereas the latter involves using socio-digital technologies for pursuing activities, interests or niche and marginal identities rather than friendships per se³.

Раздел «Понимание содержания текста»

1. *Choose an appropriate headline for this article:*
 - A. The nature of pervasive socio-digital interests and related network participation of adolescents
 - B. Powerful affordances for connected learning
 - C. Benefits and drawbacks of young people digital engagement
2. *Choose the section of a newspaper/magazine where you could find this article.*
 - A. Science & Society
 - B. Psychology
 - C. Feature

³ Adapted from <https://doi.org/10.1111/jcal.12506>
J Comput Assist Learn. 2021; 37: 521–541.

3. Choose *FIVE* key words or expressions, which could be used as hashtags while searching for the article online. Arrange your answers in alphabetical order.

- | | |
|----------------------------------|-----------------------------|
| A. (Socio)-Digital participation | B. Socio-digital tools |
| C. Online communities | D. Socio-digital activities |
| E. Digital engagement | F. Digital gaming |
| G. Cognitive socialization | H. Digital media ecologies |

4. *True or false? Choose the correct variant.*

Contemporary socio-digital activities students are currently involved in cause a wide range of insurmountable obstacles for young people development.

- A. True B. False

5. *True or false? Choose the correct variant.*

Young people playing computer games are highly likely to succeed in the life.

- A. True B. False

6. *What does the author mean saying, "There are no reasons to assume that digital engagement would have mainly negative developmental consequences."*

A. Social-digital participation leads to some major repercussions for some personal improvement.

B. It is apparent digital engagement hardly tends to only aversive effects.

C. There is no point in considering developmental hurdles to be a kind of fallout of any digital participation.

Раздел «Грамматика и комментирование текста»

Find equivalents from the text you have read to the words below

7. Existing everywhere =
8. More than enough =
9. Next to, or very near to, a particular place =
10. An activity or trying that is being continuing to do in order to achieve something over a long period of time =
11. Used to say that something is being considered alone, not with other connected things =

Find an example of ... from the text you have read

12. a Noun in the possessive case
13. a Possessive adjective
14. a Participle II as an attribute
15. a Subordinate clause of concession
16. an Indefinite Gerund Active as an attribute

Конкурс на знание лексики и страноведения

Прочитайте текст. Заполните пропуски словом из предложенного списка.

Imply, undertakes, grant, awareness, call, launching, holds, brings, heritage, sponsorship

World Book Capital Cities

Every year, UNESCO convenes delegates from the International Publishers Association, the International Authors Forum (IAF), and the International Federation of Library Associations and Institutions (IFLA) to grant the title of World Book Capital to one city.

The city (1) _____ the title for one designated year, from 23 April (UNESCO World Book Day) until 22 April of the following year. During that year it (2) _____ to organise and run a large number of events around books, literature and reading. The programme (3) _____ together the local and national book industries and puts books and book culture into the public eye. It attracts (4) _____ and extra funding for book related institutions. The programme raises (5) _____ for literacy and reading issues, libraries and books shops and highlights the overall benefits of a lively book culture. The title is also used to promote tourism and draw national and international attention to the literary (6) _____ of a city and nation.

Six years after the (7) _____ of the World Book (23 April), IPA had the idea to nominate the best city programme aimed at promoting books during the period between one “Book Day” and the next.

Following IPA's idea, the UNESCO General Conference decided, on 2 November 2001, that the Organisation would (8) _____ its moral and intellectual support to the conception and implementation of the World Book Capital City initiative, by inviting the international professional organisations of the book chain to work together for its concretisation.

Following a public (9) _____ for applications, the Advisory Committee meet once every year in order to appoint a World Book Capital City. It makes a shortlist of three candidates and recommends a winner to the UNESCO's Director-General. The nomination does not (10) _____ for UNESCO any financial prize, but conquering the title of World Book Capital City represents an important symbolic acknowledgement, also effective, for the winner city, in terms of communication and promotion.

ВАРИАНТ № 1 / ТЕСТ №2

Конкурс на знание грамматики

Преобразуйте выделенную часть предложения в соответствии с указанием, содержащимся в скобках, и с учетом контекста.

1. *Everyone knows the first vaccine was developed / (subjective infinitive construction) ... by a British doctor, Edward Jenner.*
2. Ms Ronson and Ms Underwood explained they had been offered new positions at the same company and said they were going to accept *if promised / (conditional clause) ... a pay rise.*
3. "We are certain this new alarm system is going to be a success," their statement read. "*We would like to demonstrate / (objective-with-the-infinitive construction after the verb "to let") ... it to you.*"
4. Harold blanched when he heard it. "*I want you all to leave / (subjunctive mood after the verb "to wish" expressing annoyance) ... now! Leave me alone and never come back.*"
5. Matt drove back with the radio turned up, thinking of what Mr Timmons had said. "This might be our last chance to talk in person. *We should make peace / (subjunctive mood after the expression "it is time") ... , you and I.*"
6. The reporters would certainly have left long ago *but for the snow blocking the roads out of town / (conditional clause with the conjunction "unless") But the roads were still impassable.*
7. The FBI suspected *that the union had / (gerund) ... links with organised crime.*
8. He is going to make a fool of you *unless stopped / (conditional clause with the conjunction "unless") ... right now.*
9. He backed the truck out of its parking space *so that the neighbours could park / (for-to infinitive construction) ... there if they wanted to.*
10. "That will be all for now," Mr Torrance put his tablet away. Then he asked Ms Dodd, "*When will I be seeing you again?*" / (reported speech)

Конкурс письменной речи (Письмо)

Напишите эссе объёмом в 200-250 слов по предложенной теме.

1. In a 2009 study, the marketing research company Millward Brown found the brain processes physical and digital materials differently. Digital books have been with us for more than a decade. It is believed, however, that digital reading is fine to scan news headings for main ideas, but longer, complicated texts are best read in print, especially to retain the details. Do you agree with

- this opinion? Is there a difference between reading on paper and digital reading? Justify your point of view and give examples.
2. According to the Internet World Stats, 4.4 billion people, or 56.8% of the world's population, spend more than 6 hours a day on the Internet across all their devices. On Sunday, January 27, 2002, a British organization called for an International Internet-Free Day. It suggests that you spend the last Sunday of January without using the Internet: meet with friends, take a hike on the nature, breathe fresh air, visit relatives, go to the club, etc. Do you agree that it is necessary to take a break from the online world every now and then? Justify your point of view and give examples.

РАЗБОР КОНКУРСНЫХ ЗАДАНИЙ С КОММЕНТАРИЯМИ

Вариант 1

Интегрированный конкурс понимания устной и письменной речи (Аудирование + Чтение)

<i>№ №</i>	<i>Вопрос / Ответ</i>	<i>Комментарии / Фрагмент аудиозаписи</i>
1.	<p><i>What is the main topic of the podcast?</i></p> <p>The linguist is talking about _____.</p> <p>complaints and misunderstanding of younger generation's language. (2 балла)</p>	<p>Ответ максимально полно и точно отражает содержание текста, в котором лингвист говорит о случаях непонимания одного поколения другим, выражающихся в жалобах на язык молодежи. "The way kids speak today, I'm here to tell you." Over the course of history, every aging generation has made that complaint... The complaints about "I feel like" are no more off the wall than the complaints people make about texting abbreviations, vocal fry or the other features that make the language of the young sound weird to older ears. Critics always want to make the next generation seem more alien than it actually is... We're apt to misunderstand what young people are trying to say.</p>
	<p>the necessity to bridge the generation gap. (1 балл)</p>	<p>Ответ не совсем точный; в тексте не говорится о необходимости преодолеть непонимание одного поколения другим, только о причинах возникновения такого непонимания. Ответ оценивается со снижением балла.</p>
	<p>the use of colloquialisms and idiomatic expressions in an informal register. (0 баллов)</p>	<p>Ответ неверный, текст не содержит информации о "idiomatic expressions in an informal register".</p>

2.	<p><i>Define the podcast category that this recording best represents.</i></p> <p>Arts & Opinions (2 балла)</p>	<p>Это аутентичный заголовок раздела сайта, в котором представлен данный подкаст. Текст содержит мнение лингвиста по обсуждаемой проблеме.</p> <p><i>A lot of young people and others, including me, often start their sentences that way. But some people hear that expression as a way of avoiding taking a stand - not so says our linguist Geoff Nunberg, who teaches at the University of California, Berkeley School of Information. He believes it's just another case of one generation misunderstanding the other.</i></p>
	Society & Culture (1 балл)	Возможный, но не точный заголовок раздела сайта. Ответ оценивается со снижением балла.
	History & Legacy (0 баллов)	Заголовок не соответствует содержанию текста.
3.	<p><i>Choose 5 out of 8 words and phrases that can be used as hashtags to search for this podcast.</i></p> <p>Failing at language study Generational complaints Changes in the language Colloquialisms Introducing opinions</p>	<p>Информацию о поднятой в тексте проблеме можно найти по тегам, связанным с содержанием подкаста. Каждый правильный ответ оценивается в 1 балл; максимально возможное количество баллов – 5.</p> <p>Теги <i>Ageism</i> и <i>dispossession</i> не имеют отношения к тематике и содержанию текста, тег <i>Feelings and emotions</i> не является конкретным и затрудняет поиск или делает его невозможным.</p>
4.	<p><i>True or false? Choose the best answer.</i></p> <p>Geoff Nunberg believes that the real purpose of using the expression “I feel like” is to avoid confrontation by turning every statement into a feeling. False (1 балл)</p>	<p>Утверждение является ложным.</p> <p><i>That's an awful lot to heap on the meaning of a little colloquialism, particularly when it actually doesn't mean that at all. “I feel like” is just a recent addition to the qualifiers we use to hedge our statements, phrases like “I think”, “I suppose” and “I guess”. When we use verbs that way, their literal meanings are diluted. And however “I feel like” strikes you at first, it's not just about feelings. It's about a way of introducing an opinion.</i></p>
5.	<p><i>True or false? Choose the best answer.</i></p> <p>According to Geoff Nunberg, we misunderstand what</p>	<p>Утверждение является ложным.</p> <p><i>The complaints about “I feel like” are no more off the wall than the complaints people make about texting abbreviations, vocal fry or the other features that make the language of the young sound weird to older ears.</i></p>

	<p>young people are trying to say because the manners of younger generation are alien to us. False (1 балл)</p>	<p><i>Critics always want to make the next generation seem more alien than it actually is.</i></p>
<p>6.</p>	<p><i>Choose the best answer.</i></p> <p>The common phrase “I feel like” can now be used synonymously with “I think” because its specific literal meaning is devalued.</p> <p>The idea is expressed in the listening passage only. (4 балла)</p>	<p>В тексте для аудирования содержится данная информация: “I feel like” is just a recent addition to the qualifiers we use to hedge our statements, phrases like “I think”, “I suppose” and “I guess”. When we use verbs that way, their literal meanings are diluted. “I guess I’ll have the steak” - that’s not a guess. It’s just how you announce that you’ve come to a decision. And however “I feel like” strikes you at first, it’s not just about feelings. It’s about a way of introducing an opinion ... If you actually go on Twitter and look at how people use the phrase, it usually means pretty much the same as “to my mind” or “if you ask me”.</p> <p>В тексте для чтения содержится противоположная по значению информация о том, что фраза “I feel like” сохранила свое буквальное значение и используется для выражения эмоций: <i>Listen for the phrase “feel like” and you’ll hear it everywhere. This reflex to hedge every statement as a feeling is most common among millennials... It seems to have become a synonym for “I think” or “I believe” only in the last decade or so, but make no mistake: “I feel like” is not a harmless tic... The phrase says a great deal about our muddled ideas about reason, emotion and argument... the phrase that acknowledges the presence of emotion cripples our range of expression and flattens the complex role that emotions do play in our reasoning.</i></p>

Скрипт аудиозаписи

*Adapted from National Public Radio. Opinion.
Irrked by the way millennials speak? ‘I feel like’ it’s time to loosen up*

TERRY GROSS, HOST: I feel like you're going to be interested in this next commentary. It's about the expression “I feel like”. A lot of young people and others, including me, often start their sentences that way. But some people hear that expression as a way of avoiding taking a stand - not so says our linguist Geoff Nunberg, who teaches at the University of California,

Berkeley School of Information. He believes it's just another case of one generation misunderstanding the other.

GEOFF NUNBERG: "The way kids speak today, I'm here to tell you." Over the course of history, every aging generation has made that complaint, and it's always turned out to be overblown. That's just as well. If the language really had been deteriorating all this time, we'd all be grunting like bears by now.

But when it comes to language, history is bunk. Or anyway, it hasn't deterred critics from monitoring the speech of today's young people for the signs of cultural decline. In fact, it was a professor of history named Molly Worthen who raised alarm in *The New York Times* recently about the way millennials start their sentences with "I feel like", as in, "I feel like the media should concentrate more on the issues." In the end, she says, "I feel like" makes logical discussion impossible and undermines the conduct of public life. That's an awful lot to heap on the meaning of a little colloquialism, particularly when it actually doesn't mean that at all.

"I feel like" is just a recent addition to the qualifiers we use to hedge our statements, phrases like "I think", "I suppose" and "I guess". When we use verbs that way, their literal meanings are diluted. "I guess I'll have the steak" - that's not a guess. It's just how you announce that you've come to a decision. And however "I feel like" strikes you at first, it's not just about feelings. It's about a way of introducing an opinion. I was talking with my students about online advertising the other day and one of them said, "I feel like you shouldn't have to see ads with paid content." He wasn't saying "that's my personal experience and I defy you to contradict it." He was just stating his view, and he was open to debating the point. If you actually go on Twitter and look at how people use the phrase, it usually means pretty much the same as "to my mind" or "if you ask me" - "I feel like the Giants have to fix the bottom of their rotation." Young people are perfectly capable of articulating logical opinions, whether about baseball or the political process. They just introduce them differently.

The complaints about "I feel like" are no more off the wall than the complaints people make about texting abbreviations, vocal fry or the other features that make the language of the young sound weird to older ears. Critics always want to make the next generation seem more alien than it actually is. Linguistically speaking, the hippies were right about people over 30. That's when our ear for language begins to fail us. It gets harder to learn new languages or memorize poetry. We forget more old words than we learn new ones, and we're apt to misunderstand what young people are trying to say. We register the words and tones, but we can't imagine our way into their meanings. All we can do is project, coloring their words with our associations. That response is automatic, almost neuronal. It doesn't help if we know better. We hear young people use the rise intonation called uptalk, and we invest it with the uncertainty that that intonation signals in our own speech - or anyway I do, even though I'm aware that doesn't mean that to them.

It's natural to try to blame our difficulties on them. If they really cared about communicating with us, they'd use words the same way we do. Well, it's unsettling to hear the language changing. You feel like things are slipping away from you, like the conversation is moving elsewhere, which, of course, it really is. You feel a sense of displacement and cultural dispossession. You wish you could somehow roll it all back.

Конкурс понимания письменного текста (Чтение)

<i>№ №</i>	<i>Ответ</i>	<i>Комментарии</i>
------------	--------------	--------------------

1.	The nature of pervasive socio-digital interests and related network participation of adolescents (2 балла)	Правильный вариант (часть аутентичного заголовка статьи); оценивается максимальным количеством баллов.
	Benefits and drawbacks of young people digital engagement (1 балл)	Допустимый вариант (возможный заголовок статьи); оценивается со снижением в 1 балл.
	Powerful affordances for connected learning (0 баллов)	Заголовок не связан с содержанием текста.
2.	Science & Society (2 балла)	Текст является научно-популярным по жанру, поэтому он должен быть размещён в этой тематической рубрике.
	Psychology (1 балл)	Допустимое размещение текста, поскольку интересы, мотивы, а также социальное взаимодействие являются предметом психологических исследований. Однако, название рубрики предполагает публикацию научно подтвержденных материалов. В адаптированном варианте представленного текста низкий уровень научной обоснованности.
	Feature (0 баллов)	В данном тематическом разделе невозможно найти информацию об описываемых фактах.
3.	(Socio)-Digital participation Digital engagement Socio-digital tools Socio-digital activities Digital media ecologies (5 баллов)	Найти данный текст на сайте можно по тегам, связанным с содержанием статьи. Каждый правильный ответ оценивается в 1 балл. По тегам <i>Online communities</i> , <i>Cognitive socialization</i> , <i>Digital gaming</i> невозможно найти искомый текст, т. к. они не являются точными / конкретными для тематики (0 баллов).
4.	False (2 балла)	Утверждение не соответствует информации, содержащейся в тексте: <i>Many teachers, parents</i>

		<i>and researchers worry that super intensive digital participation <...> endangers students' wellbeing, schoolwork and harmonious development. Nevertheless, the socio-digital tools <...> not only merely cause distraction, but also provide powerful affordances for connected learning.</i>
5.	False (2 балла)	Утверждение содержит информацию, которая не упомянута в тексте: не сказано, какова вероятность успеха тех, кто социализируется посредством компьютерных игр; речь идёт только о потенциальной роли этих игр в нескольких сферах жизни. <i>Digital gaming is also an increasingly pervasive part of modern culture providing ample opportunities for personal and social engagement, learning and self-expression.</i>
6.	It is apparent that digital engagement hardly tends to only aversive effects. (2 балла)	Наиболее полный и точный ответ на вопрос; оценивается максимальным количеством баллов.
	There is no point in considering developmental hurdles to be a kind of fallout of any digital participation. (1 балл)	Не совсем полный и точный ответ; оценивается со снижением в 1 балл.
	Social-digital participation leads to some major repercussions for personal improvement. (0 баллов)	Вариант не подходит, потому что в исходном утверждении высказана идея о двустороннем влиянии цифровой среды, тогда как в перефразированном предложении использовано существительное <i>repercussions</i> , имеющее отрицательную коннотацию.
7.	pervasive (1 балл)	Допускается минимально краткий ответ – знаменательное
8.	ample	слово без служебного

	(1 балл)	
9.	immediate (1 балл)	(существительное без артикля, глагол без личного местоимения и т.д.)
10.	Pursuing (1 балл)	Каждый правильный ответ оценивается в 1 балл.
11.	per se (1 балл)	
12.	students' wellbeing participants' (developmental) history (Young) people's (social) activity (1 балл)	
13.	their / our (1 балл)	Притяжательные прилагательные. Допускается любой из приведенных или все варианты.
14.	(tools) used (appear) biased (activity) mediated motivated (manner) enacted, [socio-digital] (activities) extended (hanging out) (1 балл)	Причастие II в синтаксической функции определения.
15.	whereas the latter involves using socio-digital technologies for pursuing activities (1 балл)	Сложноподчиненное предложение с придаточным предложением уступки.
16.	(new forms of) microblogging, photo capturing (1 балл)	Существительное, обозначающее действие.

Конкурс на знание лексики и страноведения

Ответы, данные в соответствии с требованием (одно слово) и представляющие слово из оригинального текста оцениваются максимальным количеством баллов (= 2 балла).

<i>№№</i>	<i>Лексическая единица из оригинального текста и фрагмент текста</i>	<i>Комментарии</i>
1.	The city holds the title for one designated year, from 23 April (UNESCO World Book Day) until 22 April of the following year.	В данном контексте требуется глагол holds в значении «удерживать, обладать» = to have a particular position or qualification.
2.	During that year it undertakes to organise and run a large number of events around books, literature and reading.	В данном контексте требуется глагол undertakes в значении «обязуется» = to promise to do something.

3.	The programme brings together the local and national book industries and puts books and book culture into the public eye.	В данном контексте требуется глагол brings , образующий совместно с наречием together фразовый глагол = bring together в значении « объединять, сближать ».
4.	It attracts sponsorship and extra funding for book related institutions.	В данном контексте требуется имя существительное sponsorship в значении « финансирование ».
5.	The programme raises awareness for literacy and reading issues, libraries and books shops and highlights the overall benefits of a lively book culture.	В данном контексте требуется имя существительное awareness в значении « осведомленность ».
6.	The title is also used to promote tourism and draw national and international attention to the literary heritage of a city and nation.	В данном контексте требуется имя существительное heritage в значении « наследие ».
7.	Six years after the launching of the World Book (23 April), IPA had the idea to nominate the best city programme aimed at promoting books during the period between one “Book Day” and the next.	В данном контексте требуется герундий launching в значении « запуск ».
8.	Following IPA's idea, the UNESCO General Conference decided, on 2 November 2001, that the Organisation would grant its moral and intellectual support to the conception and implementation of the World Book Capital City initiative, by inviting the international professional organisations of the book chain to work together for its concretisation.	В данном контексте требуется глагол grant в значении « оказать поддержку ».
9.	Following a public call for applications, the Advisory Committee meet once every year in order to appoint a World Book Capital City.	В данном контексте требуется имя существительное call в значении « прием, запрос »= a formal or public request
10.	The nomination does not imply for UNESCO any financial prize, but conquering the title of World Book Capital City represents an important symbolic acknowledgement, also effective, for the winner city, in terms of communication and promotion.	В данном контексте требуется глагол imply в значении « предполагать, подразумевать ».

Конкурс на знание грамматики

<i>№ №</i>	<i>Ответ</i>	Кол-во баллов*	<i>Комментарии</i>
1.	The first vaccine is known to have been developed	2	Перфектный инфинитив в конструкции подчеркивает предшествование
2.	if they were promised / if the company promised them	2	Условное предложение первого типа после главного предложения в прошедшем времени
3.	Let us demonstrate	2	Сложное дополнение, инфинитив без частицы “to” после глагола “to let”
4	wish you all would leave	2	Сослагательное наклонение после фразы “I wish”, вспомогательный глагол would используется для передачи раздражения
5.	It is time we made peace / It is time (that) we should make peace	2	Сослагательное наклонение после фразы “it is time”; возможны два варианта
6.	unless the snow had blocked the roads out of town / unless the roads out of town had been blocked	2	Условное предложение третьего типа
7.	the union of having	2	Герундий; после глагола “to suspect” требуется предлог “of”
8.	unless he is stopped / unless somebody stops him	2	Условное предложение первого типа
9.	for the neighbours to park / for the neighbours to be able to park	2	Инфинитивная конструкция с предлогом “for”; второй вариант подчеркивает модальность
10.	when he would be seeing her again / when he would see her again	2	Косвенная речь, согласование времен

* Частично правильные ответы оцениваются в 1 балл.

Конкурс письменной речи (Письмо)

Возможные варианты раскрытия тем эссе

В соответствии с заданием, конкурсному участнику, выбравшему первую тему, предлагается порассуждать о проблеме чтения в новой цифровой реальности. Ожидается, что будут проанализированы ключевые различия между чтением с бумаги и чтением с экрана, например: разница в восприятии информации, специфика линейного и нелинейного

текста, различие между чтением, необходимым для повседневных нужд и чтением серьезной литературы, эстетический аспект и др. Допускается вариант, что конкурсант может полностью или частично не согласиться с утверждением о целесообразности чтения серьезных книг исключительно в бумажной версии и рассмотрит преимущества и особенности механизмов цифрового чтения, делающих его актуальным в современном мире.

Если конкурсант выбирает вторую тему, то ему следует начать с описания негативного влияния Интернета на нашу жизнь. Можно привести примеры психологических (например, номофобия), физиологических, социальных и других проблем, с которыми сталкиваются люди, зависимые от Интернета. Далее можно рассмотреть способы профилактики негативного влияния Интернета, в числе которых периодический отказ от гаджетов, компьютеров и Интернета на весь день. Возможен вариант, что будет раскрыто понятие «цифровой детокс» и приведены примеры увлекательного и полезного времяпровождения без смартфонов, компьютеров, планшетов и других устройств.

Допускаются индивидуальные, творческие варианты раскрытия тем.

ДЕСКРИПТОРЫ КРИТЕРИЕВ ОЦЕНИВАНИЯ ЭССЕ Максимальное количество баллов – 20

<i>Параметры оценивания</i>	<i>Баллы</i>
<p>Содержание и объём эссе</p> <ul style="list-style-type: none"> • объём высказывания в 200-250 слов соблюден / не соблюден; <i>при превышении объёма проверке подлежат первые 250 слов</i> • тема раскрыта полностью и точно в соответствии с поставленной задачей, автором выражено собственное мнение, приведены аргументы и примеры / не полно или неточно, отсутствуют примеры / тема не раскрыта или отказ от выполнения задания • оригинальность / традиционность суждения автора 	<p>Max = 5 б. 2 / 1</p> <p>2 / 1 / 0</p> <p>1 / 0</p>
<p>Стиль, логическая организация эссе</p> <ul style="list-style-type: none"> • наличие структуры высказывания (<i>введение, основная часть, заключение, деление на абзацы</i>) / <i>имеются отклонения в логике повествования и структуре работы / высказывание нелогично, отсутствие правильной структуры высказывания</i> • стилистически правильное оформление речи (<i>нейтральный стиль, письменная речь</i>) / <i>незначительные нарушения (использование средств разговорной речи) / значительные нарушения (субъективно-оценочная окраска речи, использование средств разговорной речи)</i> 	<p>Max = 3б. 2/ 1/ 0</p> <p>1 / 0,5 / 0</p>
<p>Лексические средства</p> <ul style="list-style-type: none"> • безошибочное и уместное употребление лексики / неточности в выборе лексики / грубые ошибки в выборе лексики • словарный запас «богатый» (<i>разнообразная лексика, синонимы</i>) / базовый (<i>достаточный для раскрытия темы</i>) / ограниченный (<i>затрудняющий выполнение коммуникативной задачи</i>) 	<p>Max = 5б. 2 / 1 / 0,5 – 0</p> <p>3 / 2 / 1 – 0,5</p>

<p>Грамматические средства, синтаксис</p> <ul style="list-style-type: none"> • высокий / хороший / низкий уровень грамматической правильности речи (<i>ошибки практически отсутствуют /незначительные ошибки, не препятствующие пониманию / многочисленные ошибки элементарного уровня или ошибки, препятствующие пониманию</i>) • широкий спектр синтаксических средств (<i>разнообразные и сложные конструкции</i>) / ограниченные синтаксические средства (<i>простые однотипные конструкции, повторы</i>) 	<p>Max = 5б. 3 – 2,5 / 2 / 1</p> <p>2 / 1 – 0,5 – 0</p>
<p>Орфография, пунктуация, аккуратность оформления эссе</p> <ul style="list-style-type: none"> • правильная орфография и пунктуация, отсутствие исправлений / незначительные орфографические и пунктуационные ошибки, не препятствующие пониманию; наличие исправлений / многочисленные орфографические ошибки и исправления, препятствующие пониманию 	<p>Max = 2б. 2 / 1 – 0,5 / 0</p>