

## ГЕРЦЕНОВСКАЯ ОЛИМПИАДА ШКОЛЬНИКОВ ПО ИНОСТРАННОМУ (АНГЛИЙСКОМУ) ЯЗЫКУ

На заключительном туре Герценовской олимпиады школьников по иностранным языкам проверяются *интегративные умения* участников:

- понимать основную информацию, детали содержания, подтекст аудио и письменных текстов различных жанров (монолог, мини-лекция, репортаж; публицистический текст проблемного или информационного характера, художественный текст 20-21 вв.);
- синтезировать информацию, полученную из разных источников;
- строить свое письменное развёрнутое высказывание с соблюдением логики и связности, норм иноязычной речи, заданного объёма и формата; аргументированно выражать свою точку зрения;
- реконструировать ситуацию без опоры на список слов;
- преобразовать исходную грамматическую конструкцию в соответствии с инструкцией.

*Таблица: Заключительный тур ГОШ по иностранным языкам 2024/25 г.*

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| <b>Форма проведения заключительного тура ГОШ</b>   | Очно на площадке РГПУ им. А. И. Герцена (г. Санкт-Петербург) и на региональных площадках (Московская обл., гг. Глазов, Красноярск, Пенза, Томск, Челябинск, Якутск)  |
| <b>Структура олимпиадной работы на заключительном туре ГОШ и критерии оценивания заданий</b> | <p><b>Интегрированный конкурс понимания устной и письменной речи (Аудирование + Чтение):</b> 5 заданий смешанного типа (множественный выбор, альтернативный выбор «верно / неверно»). Участникам предлагается аудиозапись и небольшой текст, дополняющий тематику аудиозаписи. Критерии оценивания: наличие / отсутствие ошибки.</p> <p><b>Конкурс понимания письменной речи (Чтение):</b> 15 заданий смешанного типа по содержанию, грамматике и лексике художественного текста или публицистического текста проблемного характера (множественный выбор, альтернативный выбор «верно / неверно» с обоснованием выбора, поиск ответа в тексте). Критерии оценивания: при оценивании заданий в тестовой форме используется «гибкая» шкала баллов, учитывающая степень правильности ответа по смыслу и его полноту; при оценивании заданий с кратким ответом оценивается правильность ответа по смыслу, точность соблюдения инструкции к заданию.</p> <p><b>Конкурс на знание грамматики:</b> 10 заданий открытого типа на преобразование исходной грамматической конструкции в соответствии с указанием в скобках (10 предложений). Критерии оценивания: используется «гибкая» шкала баллов, учитывающая степень грамотности, орографию, точность соблюдения инструкции к заданию.</p> <p><b>Конкурс на знание лексики и (лингво)страницования:</b></p> |

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|--|---|
|  | <p>задание открытого типа на реконструкцию текста без опоры на список слов. Жанр теста: художественный текст 20-21 вв. по общекультурной тематике или (научно)публицистический текст по (лингво)страноведению. Участникам предлагается текст (объёмом 250-300 слов) с пропуском 10 лексических единиц; при этом ответы должны не только подходить по смыслу и грамматически, но и встать в поля кроссворда. Критерии оценивания: используется «гибкая» шкала баллов, учитывающая степень правильности ответа по смыслу, а также орографию и грамотность.</p> <p><b>Конкурс письменной речи (Письмо):</b> творческое задание с развернутым ответом. Участнику предлагается написать эссе (объёмом 200-250 слов) в стилистике/формате блога и сторителлинга на одну из двух предложенных тем. Комплексные критерии оценивания: содержание и объём, логическая организация текста, стилевое оформление, грамотность, адекватность выбора лексики, орография.</p> |
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ГЕРЦЕНОВСКАЯ ОЛИМПИАДА ШКОЛЬНИКОВ  
ПО АНГЛИЙСКОМУ ЯЗЫКУ 2025 г.

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ЗАДАНИЯ ЗАКЛЮЧИТЕЛЬНОГО ТУРА 2024/25 г.

ВАРИАНТ № 1

Интегрированный конкурс понимания устной и письменной речи

(Аудирование + Чтение)

*Прослушайте дважды аудиозапись и выполните задания №№ 1-5. Занесите выбранные вами ответы в ЛИСТ ОТВЕТОВ.*

**1. What is the main topic of the lecture?**

- A. The origins of museums as universally accessible entertainment-focused establishments.
- B. The role of private collectors in laying the groundwork for the preservation and display of artifacts.
- C. The transformation of museums from exclusive private repositories to inclusive public establishments of cultural stewardship.

**2. Choose 6 out of 9 key phrases that can be used while taking notes. Arrange them alphabetically.**

|                                   |                                 |
|-----------------------------------|---------------------------------|
| A. Ancient collections            | F. Privately owned artifacts    |
| B. Etymology of the word 'museum' | G. Renaissance influence        |
| C. Event hosting in museums       | H. Selective public admission   |
| D. Museums as discovery hubs      | I. Youth engagement initiatives |
| E. Neocolonial acquisitions       |                                 |

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

The Roman Empire's treasure houses and royal menageries were early examples of public museums, as they were accessible without restrictions.

A. True                    B. False

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

The 19th-century shift towards public museums, exemplified by the Smithsonian, was driven by a desire to generate revenue.

A. True                    B. False

*Прослушайте ещё раз аудиозапись, прочитайте текст<sup>1</sup> и определите, имеет ли данное утверждение отношение к их содержанию.*

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

Museums function as custodians of cultural and intellectual heritage.

- 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.

The process of preserving and showcasing artifacts is by no means a modern phenomenon; engaging in the arts, science, literature, and culture as a shared activity is distinctly representative of the human experience and can be traced back to prehistoric times. Since then, museums have evolved from arbitrarily arranged personal collections of the wealthy as elaborate displays of opulence and national pride, to institutions of academic research, contextualization, civic improvement, and inclusion—irrespective of class. Today, museums safeguard

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<sup>1</sup> Adapted from 'The Role of Museums in Educational Pedagogy and Community Engagement' by Katherine E. Weber. 2022

our collective memory and knowledge, preserve expressions of human creativity, and function as learning environments.

## Конкурс понимания письменного текста (Чтение)

*Прочтите текст<sup>2</sup> и выполните задания №№ 6-15. Занесите ответы в ЛИСТ ОТВЕТОВ.*

The school choice movement made a leap on Jan. 29, 2025, when President Donald Trump issued an executive order supporting families who long to get public money to enrol their children to private schools (№1). Vouchers typically afford parents the freedom to select non-public schools, taking advantage of all or a portion of the public funds set aside to educate their children (№2). Nevertheless, research shows that consequently, this typically drains funding from already cash-strapped public schools (№3). At its heart, Trump's executive order would offer discretionary grants to states over using federal funds within the K-12 scholarship programme (№4). It also directs the Department of Interior and Department of Defense to make vouchers available to Native American and military families (№5). In the order, Trump specifically cites disappointing data from the National Assessment of Educational Progress showing that 70% of eighth graders are below proficient in reading, while 72% are below proficient in mathematics (№6). Voucher advocates point to research that school choice boosts test scores and contributes to educational attainment (№7). However, other data does not always back up the notion that school choice policies meaningfully improve student outcomes (№8). A 2023 review of the past decade of research on the topic by the Brookings Institution found that the introduction of a voucher-like programme actually led to lower academic achievement – akin to the impact of the COVID-19 pandemic (№9). A 2017 review by a Stanford economist Martin Carnoy published by the Economic Policy Institute similarly found little evidence vouchers affect greatly school outcomes (№10). While there were some modest gains in graduation rates, they were outweighed by the risks to funding public school systems (№11). Indeed, vouchers aim at reducing funding to public schools, especially in rural areas, and hurt public education in other ways, such as by making it harder for schools to afford qualified teachers (№12).

## 6. *What is the text about?*

- A. Educational policy and outcomes
- B. School choice and vouchers
- C. Public schools funding problems and solutions

7. *True or false? Choose the correct option and enter the number(s) of sentence(s), which confirm(s) your choice.*

Vouchers are alleged to have no impact on the financial resources allocated to public schools in the USA.

8. *True or false? Choose the correct option and enter the number(s) of sentence(s), which confirm(s) your choice.*

Studies consistently indicate that policies promoting school choice and vouchers enhance significantly student performance.

9. What does the author mean by saying, “A 2023 review of the past decade of research on the topic by the Brookings Institution found that the introduction of a voucher-like programme actually led to lower academic achievement – akin to the impact of the COVID-19

<sup>2</sup> Adapted from 'Trump order boosts school choice, but there's little evidence vouchers lead to smarter students or better educational outcomes' | The Conversation. 2025

*pandemic”?*

- A. The author highlights a 2023 Brookings Institution analysis showing that voucher-like programmes led to decreased student performance, comparable to the negative impacts of the COVID-19 pandemic, suggesting these initiatives worsen educational challenges rather than improve outcomes.
- B. It is suggested that a 2023 analysis conducted by the Brookings Institution over the last ten years indicates that implementing a voucher-like system considerably enhanced academic performance, comparable to the effects observed during the COVID-19 pandemic.
- C. The Brookings Institution's 2023 review indicates that implementing voucher-like programmes has resulted in decreased academic attainment. This decline is compared to the adverse effects of the COVID-19 pandemic, highlighting significant challenges these initiatives pose to educational outcomes.

**10. *What is the genre of the text? Choose the correct option.***

- A. Report
- B. Analytical exposition
- C. News article

**11. *Find an equivalent from the text you have read for ‘save, put away, keep’. Write from one to three words. Use the infinitive form, without the particle ‘to’.***

**12. *Find an equivalent from the text you have read for ‘short of money, out of money’. Write from one to three words.***

**13. *Find examples of some grammatical forms in the text you have read: one third-person singular possessive determiner (neuter). Write down only the determiner, without the following noun.***

**14. *Find examples of some grammatical forms in the text you have read: one proper noun in the possessive case.***

**15. *Find examples of some grammatical forms in the text you have read: one verb used in Passive Voice. Write down only the verb form, without the preceding noun.***

**Конкурс на знание грамматики**

***Преобразуйте выделенную часть каждого предложения (№ 16-25) в соответствие с указанием, содержащимся в скобках. Занесите ответы в ЛИСТ ОТВЕТОВ.***

**16. The librarian, Ms Harrison, was sure that the readers would keep chatting *until reprimanded* / (time clause after the conjunction “until”) .....**

**17. Just after *she had been accepted* / (gerund) ..... into the honours programme at Crestwood Institute, Kimberly Baker felt realized she would need to improve her time management skills to handle the increased workload.**

**18. Jerome wrote a cover letter and *asked a career counsellor to review it* / (objective participial construction after the verb “to have”) .....**

**19. The detective asked Mr Clarke, “*Were you trying* / (reported speech) ..... to find an apartment downtown?”**

**20. “*I would like you to finally do* / (subjunctive mood after the verb “to wish”) ..... the dishes. They've been sitting there since yesterday!” “Okay, okay, I'll do them after this level of the game.”**

**21. *It seems they were told* / (subjective infinitive construction) ..... that the post office had misplaced their package.**

**22. His doctor wants him to reduce stress *so that his blood pressure might level out* / (for-to infinitive construction) ..... sooner.**

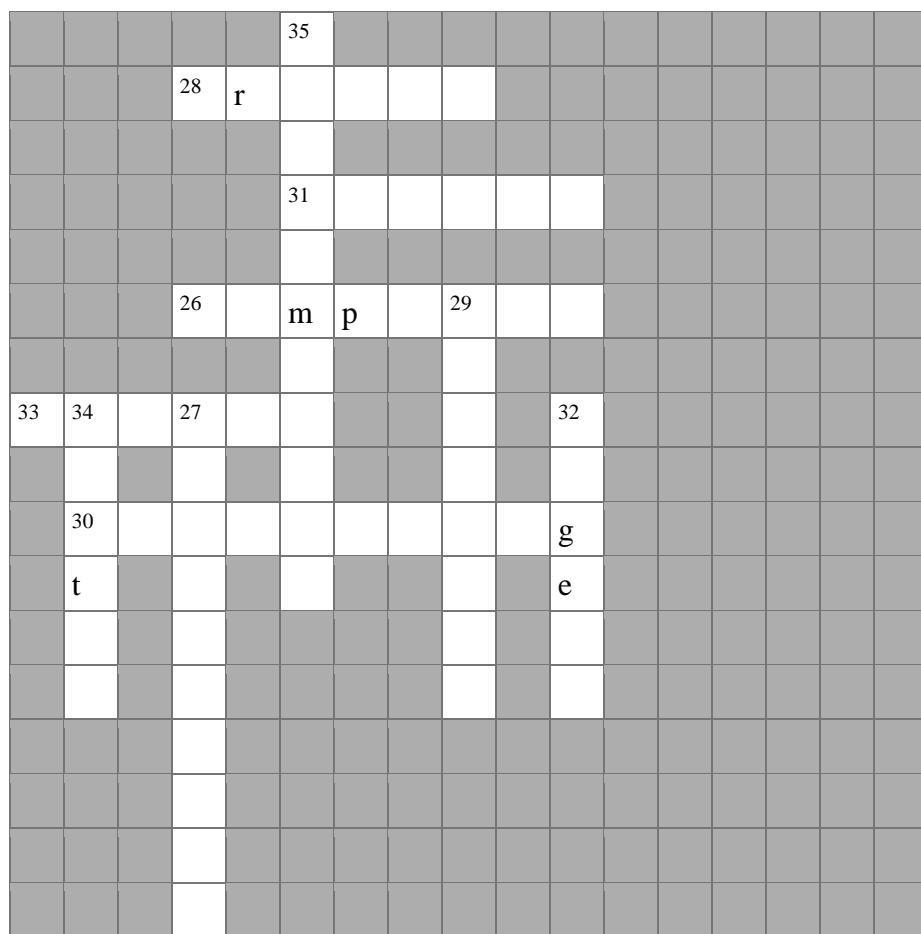
23. *But for the data collected* / (conditional clause) ..... in that old book, we would never have understood the nuances of 18th-century social etiquette.

24. The biographer's descendants stated they would decline to license publication rights *unless guaranteed* / (conditional clause) ..... complete editorial control over the final manuscript.

25. *Why don't you bring* / (subjunctive mood after the expression "Isn't it time") ..... your own lunch to work? It's much healthier!

**Конкурс на знание лексики и страноведения**

*Прочитайте текст. Заполните пропуски словами, подходящими по смыслу и грамматически, и вставьте их в поля кроссворда (№№ 26-35). Занесите ответы в ЛИСТ ОТВЕТОВ.*



Since 2004, the Oxford Word of the Year has highlighted the language that has shaped our conversations and reflected the cultural shifts, patterns, and sentiments of a particular year. In 2005, our US winner was “podcast” — a \_\_\_\_\_ (26) of “iPod” and “-cast” which first appeared in 2004. Fast-forward to the present day and iPods have all but disappeared, while podcasts are as popular as ever, with word usage increasing throughout the 2010s and into the 2020s. Our more recent shortlists show that we are still adapting our language to be able to talk about new technologies, such as \_\_\_\_\_ (27) intelligence. In 2023, we drew attention to a new meaning of \_\_\_\_\_ (28) as “an instruction given to an AI program, algorithm, etc., which determines or influences the content it generates”. Language from social media platforms began to enter into our shortlists as early as 2008, when our US experts included “tweet”, and our US Word of the Year in 2009 was \_\_\_\_\_ (29),

meaning “to remove someone as a ‘friend’ on a social \_\_\_\_\_ (30) site”. In 2013, usage of “\_\_\_\_\_” (31) grew by 17,000% on the previous year in our corpus, as it pivoted from a social media buzzword to a mainstream word for a self-portrait photograph. Language use around the climate and implications of climate change has become increasingly \_\_\_\_\_ (32) over the past 20 years. In 2006, our US experts named “carbon-neutral” as their winner, and in 2007 “carbon footprint” was the UK winner, reflecting greater public discussion of people’s \_\_\_\_\_ (33) on the environment. In 2024 “brain rot” became the winner, defined as deterioration of a person’s \_\_\_\_\_ (34) or intellectual state, especially viewed as a result of over-\_\_\_\_\_ (35) of material (now particularly online content) considered to be trivial or unchallenging.

#### **Конкурс письменной речи (Письмо)**

***Выберите одну из двух тем и напишите эссе объёмом в 200-250 слов. Перепишите эссе в ЛИСТ ОТВЕТОВ.***

**1.** Imagine that you have been invited to write a short blog post for a famous travel blog that will cover all your travel expenses, with just one condition: you must write about a single place (a city, a town, a natural sight) in an English-speaking country. Imagine you have already travelled to the place of your choice and describe it to your readers in an entertaining and engaging way. Speak about your itinerary, your route and means of transportation, some interesting activities you have experienced and things you have learnt. Try to captivate your readers’ imaginations and inspire them to travel to their dream destinations. Think of a catchy title for your blog post.

**2.** “My English and I”. Write a short personal story about your relationship with the English language. How did you first encounter it, and what sparked your interest? Would you say you are exposed to it daily – through music, films, literature, or perhaps through interactions with friends on social media? In what ways does English permeate your daily life, and how does this exposure impact your language skills? What advice would you give to people trying to improve their English by immersing themselves in it as much as possible – not just in an academic way but through a variety of activities often linked to entertainment rather than formal learning? Share your personal experience and provide examples.

#### **СКРИПТ АУДИОЗАПИСИ<sup>3</sup>**

Museums have been a part of human history for over 2, 000 years, but they weren't always like the ones we visit today. The history of museums is far older and much stranger than you might imagine.

Our word ‘museum’ comes from the Greek ‘*mouseion*’, temples built for the muses, the goddesses of the arts and the sciences. Supplicants asked the muses to keep watch over academics and grant ingenuity to those they deemed worthy. The temples were filled with offerings of sculptures, mosaics, complex scientific apparatuses, poetic and literary inscriptions, and any other tribute that would demonstrate a mortal's worthiness for divine inspiration.

The first museum was created in 530 B.C. in what is now Iraq, and the first curator was actually a princess. Enebaldi Nana started to collect and house Mesopotamian antiquities in Egegpar, her house. When archaeologists excavated the area, they discovered dozens of artifacts neatly arranged in rows, with clay labels written in three languages.

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<sup>3</sup> Adapted from World History Encyclopedia | Why Do We Have Museums

The tradition of collecting and displaying intriguing items began to be mimicked in the Roman Empire. Treasure houses of politicians and generals were filled with the spoils of war, and royal menageries displayed exotic animals to the public on special occasions like gladiator tournaments.

The next step in the evolution of museums occurred in the Renaissance, when the study of the natural world was once again encouraged after almost a millennium of Western ignorance.

Curiosity cabinets, also referred to as ‘wunderkammers’, were collections of objects that acted as a kind of physical encyclopedia, showcasing artifacts. One of the most notable wunderkammers belonged to a wealthy 17th century naturalist, antiquarian, and physician, Ola Worm. Ola Worm collected natural specimens, human skeletons, ancient runic texts, and artifacts from the New World. In other Curiosity cabinets, you could find genetic anomalies, precious stones, works of art, and religious and historic relics. These cabinets were private, again, often in residencies, curated by their owners, rulers and aristocrats, as well as merchants and early scientists.

In the 1840s, an enterprising young showman named Phineas T. Barnum purchased some of the more famous cabinets of curiosity from Europe and started Barnum's American Museum in New York City, a spectacular hodgepodge of zoo, lecture hall, wax museum, theater, and freak show that was known for its eclectic residents along with a host of modern machinery and scientific instruments.

Museums open to the public are a relatively new phenomenon. Before Barnum, the first public museums were only accessible by the upper and middle classes, and only on certain days. Visitors would have to apply to visit the museum in writing prior to admission. And only small groups could visit the museum each day.

The Louvre famously allowed all members of the public into the museum, but only three days a week. In the 19th century, the museum as we know it began to take shape. Institutions like the Smithsonian were started so that objects could be seen and studied, not just locked away. American museums in particular commissioned experiments and hired explorers to seek out and retrieve natural samples.

Museums became centers for scholarship and artistic and scientific discovery. This is often called the museum age. Nowadays, museums are open to everybody, are centers of learning and research, and are turning into more hands-on institutions.

## РАЗБОР КОНКУРСНЫХ ЗАДАНИЙ С КОММЕНТАРИЯМИ

| №№ | Ответ   | Комментарии   |
|----|---|---|
| 1  | C. The transformation of museums from exclusive private repositories to inclusive public establishments of cultural stewardship | <p>Верный и точный ответ.</p> <p><i>These cabinets were private, again, often in residences, curated by their owners, rulers and aristocrats, as well as merchants and early scientists... The first public museums were only accessible by the upper and middle classes, and only on certain days... Institutions like the Smithsonian were started so that objects could be seen and studied, not just locked away... Nowadays, museums are open to everybody, are centers of learning and research, and are turning into more hands-on institutions.</i></p>   |
|    | B. The role of private collectors in laying the groundwork for the preservation and display of artifacts                        | Ответ не совсем точный; в тексте говорится не только о роли коллекционеров в сохранении и демонстрации артефактов. Ответ оценивается со снижением балла.  |
|    | A. The origins of museums as universally accessible entertainment-focused establishments  | Ответ неверный, текст не содержит информации о музеях как о “ <i>universally accessible entertainment-focused establishments</i> ”.   |
| 2  | A B D F G H   | <p>В соответствии с условиями задания ответы должны быть организованы в <b>алфавитном</b> порядке. Информацию об обсуждаемых в тексте вопросах можно записать в виде следующих заметок, связанных с содержанием лекции: A. <i>Ancient collections</i>; B. <i>Etymology of the word 'museum'</i>; D. <i>Museums as discovery hubs</i>; F. <i>Privately owned artifacts</i>; G. <i>Renaissance influence</i>; H. <i>Selective public admission</i>.</p> <p>В лекции не содержится информации о <i>Event hosting in museums (C)</i>; <i>Neocolonial acquisitions (E)</i>; <i>Youth engagement initiatives (I)</i>.</p> |
| 3  | B. False  | <p>Утверждение “<i>The Roman Empire’s treasure houses and royal menageries were early examples of public museums, as they were accessible without restrictions</i>” является неверным.</p> <p><i>The tradition of collecting and displaying intriguing items began to be mimicked in the Roman Empire. Treasure houses of politicians and generals were filled with the spoils of war, and royal menageries displayed exotic animals to the public on special occasions like gladiator tournaments.</i></p>   |
| 4  | B. False  | <p>Утверждение “<i>The 19th-century shift towards public museums, exemplified by the Smithsonian, was driven by a desire to generate revenue</i>” является неверным. <i>Institutions like the Smithsonian</i></p>   |

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|   |  | <i>ian were started so that objects could be seen and studied, not just locked away.</i>   |
| 5 | B. The idea is expressed in the reading passage only           | В тексте аудирования не содержится информации о том, что музеи выполняют функцию хранителей культурного и интеллектуального наследия.<br>В тексте для чтения содержится запрашиваемая информация: “ <i>Today, museums safeguard our collective memory and knowledge, preserve expressions of human creativity, and function as learning environments.</i> ”                                  |
| 6 | A. Educational policy and outcomes                             | Правильный вариант - А; оценивается максимальным количеством баллов.<br><i>The text critiques the effectiveness of school choice policies, presenting conflicting research findings on their impact on academic achievement. It discusses the challenges faced by public schools due to funding cuts and the mixed results of voucher programs on educational attainment.</i>                |
|   | B. School choice and vouchers                                  | Допустимый вариант - В; оценивается со снижением в 1 балл.<br><i>The text examines the school choice movement, particularly focusing on Trump's executive order that supports the use of public funds for private school enrollment through vouchers. It highlights the potential benefits for families while also addressing the negative impact on public school funding.</i>              |
|   | C. Public schools funding problems and solutions               | Ответ неверный.  |
| 7 | B. False №3  | Утверждение “ <i>Vouchers are alleged to have no impact on the financial resources allocated to public schools in the USA</i> ” является неверным. При ответе на данный вопрос требуется дать правильный ответ и точное обоснование: <i>Nevertheless, research shows that consequently, this typically drains funding from already cash-strapped public schools</i> (№3).                    |
| 8 | B. False №8  | Утверждение “ <i>Studies consistently indicate that policies promoting school choice and vouchers enhance significantly student performance</i> ” является неверным. При ответе на данный вопрос требуется дать правильный ответ и точное обоснование: <i>However, other data does not always back up the notion that school choice policies meaningfully improve student outcomes</i> (№8). |
| 9 | A. The author highlights a 2023 Brookings Institution analysis | Верный и точный ответ.<br>Clarity: Clearly states that the author is highlighting  |

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|----|--|---|
|    | <p>showing that voucher-like programmes led to decreased student performance, comparable to the negative impacts of the COVID-19 pandemic, suggesting these initiatives worsen educational challenges rather than improve outcomes.</p>  | <p>ing a specific analysis from the Brookings Institution.</p> <p><b>Depth of Explanation:</b> Provides a comprehensive understanding by mentioning that the findings suggest voucher-like programs worsen educational challenges rather than improve outcomes. This adds a layer of interpretation that goes beyond just stating the findings.</p> <p><b>Relevance:</b> Directly addresses the implications of the findings, linking them to broader educational challenges.</p>   |
|    | <p>C. The Brookings Institution's 2023 review indicates that implementing voucher-like programmes has resulted in decreased academic attainment. This decline is compared to the adverse effects of the COVID-19 pandemic, highlighting significant challenges these initiatives pose to educational outcomes.</p> | <p>Ответ не совсем точный и оценивается со снижением балла.</p> <p><b>Clarity:</b> While it conveys the main idea, it is slightly less direct in its interpretation of the implications of the findings.</p> <p><b>Depth of Explanation:</b> It mentions the decline in academic attainment but lacks the additional context that these initiatives worsen educational challenges. This makes it less informative.</p> <p><b>Relevance:</b> It highlights the comparison to the COVID-19 pandemic but does not elaborate on the broader implications for educational outcomes.</p>  |
|    | <p>B. It is suggested that a 2023 analysis conducted by the Brookings Institution over the last ten years indicates that implementing a voucher-like system considerably enhanced academic performance, comparable to the effects observed during the COVID-19 pandemic.</p>                                       | <p>Ответ неверный.</p>  |
| 10 | <p>C. News article</p>   | <p>The characteristics of a news article:</p> <p><b>Timeliness:</b> The text references a specific date (Jan. 29, 2025) and discusses a recent event (President Trump's executive order), indicating that it is reporting on current events.</p> <p><b>Relevance:</b> The topic of school choice and educational funding is relevant to a broad audience, particularly parents, educators, and policymakers, which is typical for news articles.</p> <p><b>Attribution of Sources:</b> The text cites specific sources of information, such as the National Assessment of Educational Progress and research from the Brookings Institution and the Economic Policy Institute. This adds credibility and aligns with journalistic standards of sourcing.</p> <p><b>Balanced Reporting:</b> The text presents multiple perspectives on the issue, including the view-</p> |

|    |   |   |
|----|---|---|
|    |   | <p>points of voucher advocates and critics. This balance is a hallmark of news reporting, as it provides a comprehensive view of the topic.</p> <p>Informative Content: The text provides factual information about the implications of the executive order, the concept of vouchers, and the associated research findings. This informative nature is characteristic of news articles.</p> <p>Objective Tone: The language used is mostly neutral and factual, which is typical of news reporting, as opposed to opinion pieces that may use more subjective language.</p> |
| 11 | set aside   | <p>It is a phrasal verb. It means <i>to save for a particular purpose</i>.</p> <p><a href="https://dictionary.cambridge.org/dictionary/english/set-aside">https://dictionary.cambridge.org/dictionary/english/set-aside</a></p> <p>Ответ может быть засчитан, если фразовый глагол написан как со строчной буквы, так и с заглавной.</p>  |
| 12 | cash-strapped   | <p>The adjective means <i>not having enough money</i>.</p> <p><a href="https://dictionary.cambridge.org/dictionary/english/cash-strapped">https://dictionary.cambridge.org/dictionary/english/cash-strapped</a></p> <p>Ответ может быть засчитан, если прилагательное написано как со строчной буквы, так и с заглавной.</p>  |
| 13 | its   | <p>Determiners are words which are used before nouns. Determiners include the following common types: Articles, Demonstratives, Possessives, Quantifiers, and Numbers.</p> <p><a href="https://dictionary.cambridge.org/grammar/british-grammar/determiners?q=Determiners">https://dictionary.cambridge.org/grammar/british-grammar/determiners?q=Determiners</a></p> <p>Ответ может быть записан как со строчной буквы, так и с заглавной.</p>   |
| 14 | Trump's   | <p>The noun “Trump” is a proper one used with possessive 's.</p> <p><a href="https://dictionary.cambridge.org/grammar/british-grammar/possession-john-s-car-a-friend-of-mine">https://dictionary.cambridge.org/grammar/british-grammar/possession-john-s-car-a-friend-of-mine</a></p> <p>Ответ может быть записан только с заглавной буквы.</p>   |
| 15 | were outweighed   | <p><a href="https://dictionary.cambridge.org/grammar/british-grammar/passive-voice?q=Passive+voice">https://dictionary.cambridge.org/grammar/british-grammar/passive-voice?q=Passive+voice</a></p> <p>Ответ может быть записан как со строчной буквы, так и с заглавной.</p>  |
| 16 | until they were reprimanded / until someone/somebody/she reprimanded them / until they had been reprimanded / until someone/somebody/she had reprimanded them | <p>Придаточное времени в косвенной речи после главного предложения в прошедшем времени; Past Perfect после предлога “until” подчеркивает завершенность действия</p>   |

|    |  |  |
|----|--|--|
| 17 | being accepted / having been accepted / getting accepted   | Герундий в страдательном залоге; после “just after” в данном значении перфектная форма не нужна, но допускается  |
| 18 | had it reviewed (by a career counselor/counsellor) / had a career counselor/counselor review it  | Сложное дополнение, причастная конструкция с причастием II после глагола “to have”. Возможна также инфинитивная конструкция (с инфинитивом без частицы “to”). Допускаются два варианта написания слова counsellor. |
| 19 | if/whether he had been trying  | Косвенная речь, согласование времен  |
| 20 | wish you would (finally) do / wish you'd (finally) do / wish you (finally) did   | Сослагательное наклонение после фразы “I wish”   |
| 21 | They seem to have been told  | Форма инфинитива в конструкции подчеркивает предшествование и страдательный залог  |
| 22 | for his/the blood pressure to level out / for his/the blood pressure to be able to level out   | Инфинитивная конструкция с предлогом “for”   |
| 23 | If it hadn't/had not been for the data collected / If they hadn't/had not collected the data / Unless they had collected the data / If the data hadn't/had not been collected / Unless the data had been collected / Had the data not been collected | Условное предложение третьего типа   |
| 24 | unless they were guaranteed / if they weren't/were not guaranteed  | Условное предложение первого типа в прошедшем времени; согласование времен   |
| 25 | Isn't it time you brought / Isn't it time (that) you should bring  | Сослагательное наклонение после фразы “Isn't it time”; возможны два варианта   |
| 26 | compound   | Здесь требуется имя существительное <i>compound</i> , на необходимость его употребления указывает контекст: сложное слово <i>podcast</i> образовано путем сложения основ <i>iPod</i> и <i>-cast</i> .              |
| 27 | artificial   | В данном контексте требуется имя прилагательное <i>artificial</i> , являющееся частью устойчивого словосочетания <i>artificial intelligence</i> .  |
| 28 | prompt   | Здесь требуется имя существительное <i>prompt</i> , на необходимость его употребления указывает приведенное далее определение (“ <i>an instruction given to an AI program...</i> ”).                               |
| 29 | unfriend   | В данном контексте требуется глагол в начальной форме, на необходимость его употребления указывает приведенное далее определение (“ <i>to remove someone as a friend'...</i> ”).                                   |
| 30 | networking   | В данном контексте требуется имя существительное <i>networking</i> (в функции определения), являющееся частью устойчивого словосоче-   |

|           |             |   |
|-----------|-------------|---|
|           |             | тания <i>social networking site</i> .   |
| <b>31</b> | selfie      | В данном контексте требуется имя существительное <i>selfie</i> , на необходимость его употребления указывает контекст, описывающий <i>a self-portrait photograph</i> .                      |
| <b>32</b> | urgent      | В данном контексте требуется имя прилагательное <i>urgent</i> , часто используемое в сочетании с наречием <i>increasingly</i> для описания актуальности проблемы.                           |
| <b>33</b> | impact      | В данном контексте требуется имя существительное <i>impact</i> , описывающее негативное воздействие; на необходимость его употребления также указывает следующий за ним предлог <i>on</i> . |
| <b>34</b> | mental      | В данном контексте требуется имя прилагательное <i>mental</i> , на необходимость его употребления также указывает использованный далее синоним <i>intellectual</i> .                        |
| <b>35</b> | consumption | В данном контексте требуется имя существительное <i>consumption</i> , на необходимость его употребления также указывает приставка <i>over-</i> .  |

## ВАРИАНТ № 2

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

*Прослушайте дважды аудиозапись и выполните задания №№ 1-5. Занесите выбранные вами ответы в ЛИСТ ОТВЕТОВ.*

**1. What is the main topic of the lecture?**

- A. Museums as dynamic spaces that preserve artifacts and inspire our reflection on time and change.
- B. The influence of repatriation debates on reshaping museum ethics.
- C. The transformation of museums from private repositories to public, accessible educational establishments.

**2. Choose 6 out of 9 key phrases that can be used while taking notes. Arrange them alphabetically.**

|                                  |                                      |
|----------------------------------|--------------------------------------|
| A. Active historical reflection  | F. Inspiring creative expression     |
| B. Art authentication techniques | G. Intricacies of collecting objects |
| C. Changing display practices    | H. Museum membership perks           |
| D. Continuing need for museums   | I. Museums bridge time               |
| E. Historical origins of museums |                                      |

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

The establishment of public collections was influenced both by voluntary acts of generosity and significant social upheavals.

- A. True
- B. False

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

The recontextualization of relics in museums is a neutral process that does not alter the original meaning or significance of these objects.

- A. True
- B. False

*Прослушайте ещё раз аудиозапись, прочитайте текст<sup>4</sup> и определите, имеет ли данное утверждение отношение к их содержанию.*

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

Museum objects are gateways for exploring layered histories.

- 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.

The process of preserving and showcasing artifacts is by no means a modern phenomenon; engaging in the arts, science, literature, and culture as a shared activity is distinctly representative of the human experience and can be traced back to prehistoric times. Since then, museums have evolved from arbitrarily arranged personal collections of the wealthy as elaborate displays of opulence and national pride, to institutions of academic research, contextualization, civic improvement, and inclusion—irrespective of class. Today, museums safeguard our collective memory and knowledge, preserve expressions of human creativity, and function as learning environments.

### Конкурс понимания письменного текста (Чтение)

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<sup>4</sup> Adapted from 'The Role of Museums in Educational Pedagogy and Community Engagement' by Katherine E. Weber. 2022

**Прочитайте текст<sup>5</sup> и выполните задания №№ 6-15. Занесите ответы в ЛИСТ ОТВЕТОВ.**

The government is trumpeting its policy of introducing free breakfast clubs into all primary schools in England as key to its efforts to cut child poverty, as ministers appear to have ruled out meeting the estimated cost of £3bn a year to end the two-child cap on benefits (№1). The policy is now being sold not only as a way to improve school attendance, educational performance and attainment, but also as a primary lever for reducing poverty (№2). One of Labour's general election pledges was to roll out the plan across the whole of England during its first term in office to drive up standards and improve opportunities for all (№3). Announcing the first 750 schools to join the pilot scheme, the Department for Education remarked that breakfast clubs had “an important role to play in the government's commitment to remove the stain of child poverty” (№4). At the same time, Labour MPs affirmed that while they strongly supported breakfast clubs, it was clear that the emphasis on the clubs helping to end child poverty was evidence of a wider initiative to “soften us up” to be told that the two-child benefit cap would remain (№5). They declared there were now signals that ministers would reject scrapping the cap this summer despite the fact that most experts and charities say it would be by far the most effective way of reducing poverty (№6). Introduced by the Tories in 2017, the two-child limit prevents families from claiming child tax credits or universal credit for more than two children (№7). Paul Whiteman, general secretary at school leaders' union NAHT, stated the pilot scheme was welcome but concerns about funding needed to be addressed: “We have already heard from some school leaders who are worried that funding for the scheme will fall short of the cost of delivering it” (№8).

**6. *What is the text about?***

- A. School breakfast clubs in England ‘will be used to justify keeping the two-child benefits cap’
- B. The limitations and potential shortcomings of the free school breakfast club initiative
- C. The debate surrounding the effectiveness of the government's strategies for tackling child poverty in the UK

**7. *True or false? Choose the correct option and enter the number(s) of sentence(s), which confirm(s) your choice.***

The government's free breakfast club initiative, while publicized as a poverty-reduction measure, masks its refusal to fund more effective, costly benefit reforms.

A. True                    B. False                    Justification: sentence(s) №№ .....

**8. *True or false? Choose the correct option and enter the number(s) of sentence(s), which confirm(s) your choice.***

Paul Whiteman, general secretary at the NAHT, confidently asserted that the pilot scheme's funding is more than sufficient, with no concerns raised by school leaders regarding its financial viability.

A. True                    B. False                    Justification: sentence(s) №№ .....

**9. *What does the author mean by saying, “The government is trumpeting its policy of introducing free breakfast clubs into all primary schools in England as key to its efforts to cut child poverty, as ministers appear to have ruled out meeting the estimated cost of £3bn a year to end the two-child cap on benefits”?***

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<sup>5</sup> Adapted from ‘School breakfast clubs in England ‘will be used to justify keeping the two-child benefits cap’’ | The Guardian. 2025

- A. The government promotes free school breakfasts to combat child poverty, seemingly prioritizing this initiative over the estimated £3 billion annual cost of abolishing the two-child benefit cap.
- B. The author contends that the government is highlighting free breakfast clubs in primary schools as a primary strategy against child poverty, while simultaneously neglecting the substantial financial investment needed to remove the two-child benefit cap, indicating a superficial commitment to poverty alleviation.
- C. The author suggests that the government is prioritizing the elimination of the two-child cap on benefits, indicating that free breakfast clubs are merely a superficial measure, while substantial financial commitments are being made to address child poverty effectively.

10. **What is the genre of the text? Choose the correct option.**

- A. Report
- B. Analytical exposition
- C. News article

11. **Find an equivalent from the text you have read for** ‘something you use to try to persuade someone to do what you want or to get the result you want’. **Write from one to three words, without articles.**

12. **Find an equivalent from the text you have read for** ‘to make something available or known to people for the first time’. **Write from one to three words. Use the infinitive form, without the particle ‘to’.**

13. **Find examples of some grammatical forms in the text you have read:** one Perfect Infinitive. **Write down only the verb form, without the preceding verb.**

14. **Find examples of some grammatical forms in the text you have read:** one third-person singular possessive determiner (neuter). **Write down only the determiner, without the following noun.**

15. **Find examples of some grammatical forms in the text you have read:** one verb used in Present Continuous Passive. **Write down only the verb form, without the preceding noun.**

#### Конкурс на знание грамматики

*Преобразуйте выделенную часть каждого предложения (№ 16-25) в соответствии с указанием, содержащимся в скобках. Занесите ответы в ЛИСТ ОТВЕТОВ.*

16. The advisor said: “I **am sorry** you **weren't notified** / (subjunctive mood after the verb “**to wish**”) ..... that there was an alternative study group available.”

17. Robert's report wouldn't have been so great **but for the meticulous fact-checking** / (conditional clause) ..... he had conducted.

18. The course syllabus said: “Assignments will be accepted **if submitted** / (conditional clause) ..... in person or online.”

19. **They believe he was celebrated** / (subjective infinitive construction) ..... by fans and fellow performers soon after his triumph in the theatre world.

20. When they discovered a financial discrepancy, they suspected **that their accountant had manipulated** / (gerund) ..... the records.

21. Mr. Thompson believed that in the future his students would never excel academically **unless encouraged** / (conditional clause) ..... to think independently.

22. Here's the language guide. **Why don't you start** / (subjunctive mood after the expression “Isn't it time”) ..... practicing some key phrases?

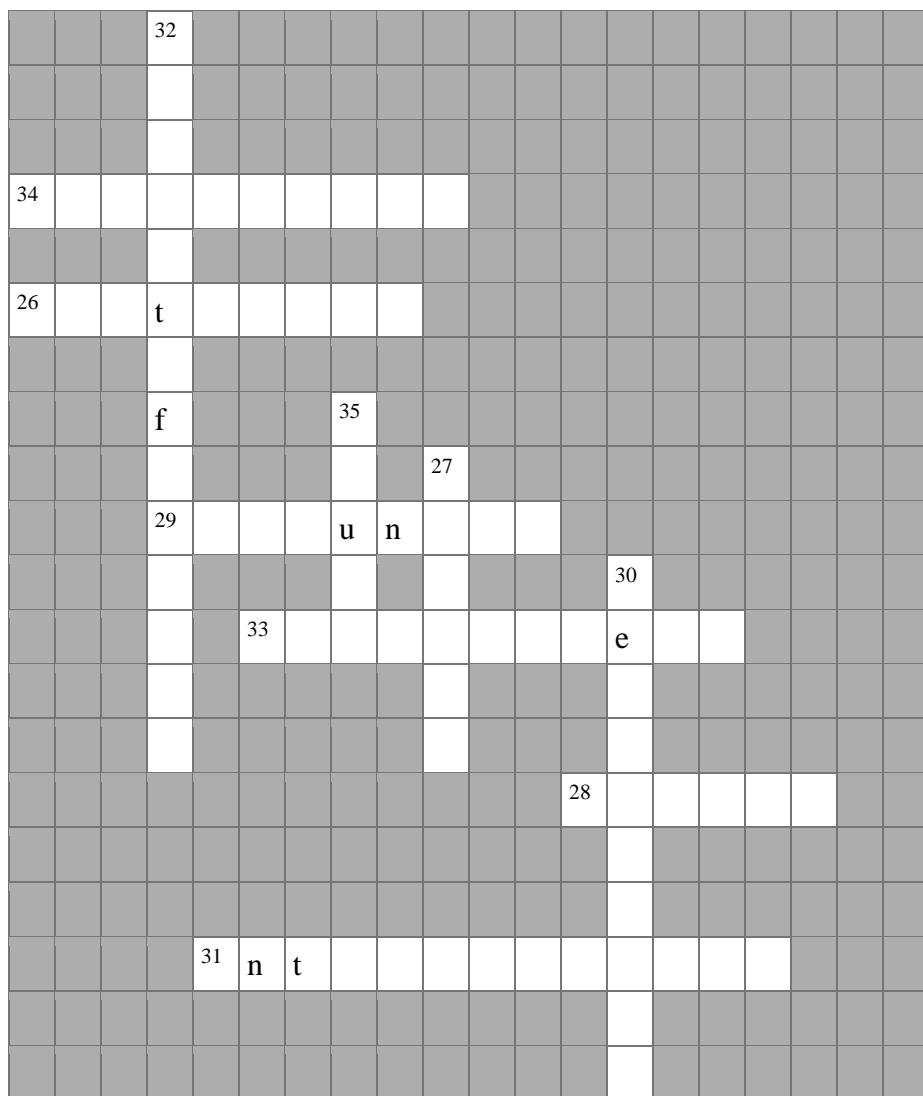
23. I understand where you're coming from. Still, to avoid any misunderstanding, *I'd like to convey* / (*objective-with-the-infinitive construction after the verb "to let"*) ..... my ideas more explicitly.

24. Janet's confusion must have been clear. A colleague leaned in and asked, "*Why have you been looking at your report* / (*reported speech*) ..... for the last half-hour?"

25. Mrs. Patel explained to her family that she would have to take a trip to Paris *so that she could explore* / (*for-to infinitive construction*) ..... potential job opportunities.

**Конкурс на знание лексики и страноведения**

*Прочитайте текст. Заполните пропуски словами, подходящими по смыслу и грамматически, и вставьте их в поля кроссворда (№№ 26-35). Занесите ответы в ЛИСТ ОТВЕТОВ.*



The Cambridge Dictionary Word of the Year 2024 is “manifest”, which is a verb meaning to use methods such as visualization (= \_\_\_\_\_ (26) something in your mind) and affirmation (= repeating positive phrases) to help you imagine achieving something you want, in the belief that doing so will make it more \_\_\_\_\_ (27) to happen. Manifest was \_\_\_\_\_ (28) up almost 130,000 times on the Cambridge Dictionary website, making it one of the most viewed words of 2024. Why would a fairly formal 600-year-old word that means “to show

something clearly” suddenly become so popular? In 2024, the word manifest jumped from being mainly used in the self-help \_\_\_\_\_ (29) and on social media to being mentioned widely across mainstream media. When famous \_\_\_\_\_ (30), star athletes, and influential \_\_\_\_\_ (31) claim they have achieved something because they manifested it, they are using this verb in a more recent sense: to use specific practices to focus your mind on something you want, to try to make it become a reality. The use of this sense of “manifest” has gained in popularity with the increasing number of “manifesting influencers” promoting this \_\_\_\_\_ (32) unproven practice on social media. From late July to early September 2024, the Olympics and Paralympics brought worldwide attention to manifesting, with gold medal winners attributing their \_\_\_\_\_ (33) to the practice. Earlier in the year, fans of Sabrina Carpenter called her a “manifesting queen” for her Eras Tour \_\_\_\_\_ (34) with Taylor Swift, and Dua Lipa said she manifested her concert for a crowd of more than 100,000 at the Glastonbury Festival. The practice of manifesting increased in popularity during the pandemic, which is when internet searches for the word rose dramatically. People took to social media to share tips on manifesting anything from a dream house to a text back from their \_\_\_\_\_ (35).

#### **Конкурс письменной речи (Письмо)**

***Выберите одну из двух тем и напишите эссе объёмом в 200-250 слов. Перепишите эссе в ЛИСТ ОТВЕТОВ.***

1. These days travelling to English-speaking countries such as the United Kingdom or the United States has become rather difficult. However, it is also becoming increasingly clear that these are not the only places where you can enjoy practicing English with native speakers. Write a short blog post explaining that the English-speaking world extends beyond the countries traditionally associated with the language. List various alternative destinations in an exciting and engaging way. Speak about your own preferences and personal experience, and try to persuade your readers to embrace the idea of exploring the English-speaking world and the English language in all its diversity. Think of a catchy title for your blog post.
2. “The Power of a Role Model”. Some people believe that role models embody the values and behaviours that we admire and, as a result, motivate us and influence our actions. Write a short personal story about your own role model. Describe how you first met them (if they are someone you know) or how you discovered them (if they are someone famous). Explain how your role model has influenced your life – whether it is your character, your future career, or specific skills that they have inspired and helped you develop. Compare your choice of a role model to that of your peers. How do young people today decide whom to look up to? How important do you think it is for young people to have role models? Justify your point of view and provide personal examples.

#### **СКРИПТ АУДИОЗАПИСИ<sup>6</sup>**

For centuries, we humans have put the stuff we value into safe houses and locked it away. Historical artifacts, precious metals, biological specimens, and some art, too. This was mostly done by the powerful and privileged, those who had or stole stuff valuable enough to try to save. But they mostly kept it to themselves. And it was only pretty recently that such treasures were made available to the likes of us. Now it seems every city must have one, if not several, of these public storehouses for allegedly non-functional objects. Why do we need these? And why should we visit them not just once, but again, and again, and again?

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<sup>6</sup> Adapted from The Art Assignment | The Case for Museums

The word comes from the Greek ‘*mouzeion*’, or ‘seat of the muses’. Referring to places like the ancient museum at Alexandria, which housed manuscripts and was more like a modern-day library and university. The Latin derivation museum described for ancient Romans places for philosophical discussion. Now there was certainly art at the time, but it was paintings honouring the gods housed in Pinacotheca on the Acropolis. And of course, the wealthy had art in their homes, just as they do today. But as far back as we can trace, people have treasured and hoarded objects. During the Italian Renaissance, the Medicis amassed an enormous collection, which they eventually gave to the state as a public good. National museums sprang to life in Europe in the 18th century, as the wealthy gave up their collections to be preserved and shared after their deaths. Revolution forced the opening of the French royal collections to the public.

Collecting stuff is, and always has been, complicated, be they trophies of war or conquest, objects of worship, exotic curiosities, or even recently completed paintings. The objects that populate our museums have been removed from their original context, wrested from the individuals and communities and civilizations that birthed them. Museums uphold the charge of not only keeping these things safe, but recontextualizing them in novel and enlightening ways, making them available to us for enjoyment and study, and returning them to their rightful owners when called for. Being stewards of these objects means experimenting with their classification, their description, their juxtaposition with things similar and dissimilar.

How we display things has shifted over the centuries. From the tightly packed arrangement of natural specimens and miscellany in the wunderkammers, or cabinets of curiosity, of 16th and 17th century Europe, to paintings hung salon style in the grand galleries of the Louvre in the 19th century, and all the way to now, when the near ubiquitous white cube is the display convention of choice, and technology has transformed how we learn about what we're seeing.

What museums do is bring us into contact with the things that those before us have made and used and valued. Philosopher Georges Didi-Huberman wrote in 2003 that, "In each historical object, all times encounter one another, bifurcate, or even become entangled with each other."

Things in museums can give us clues as to what it was like to be a particular person in a particular place at the particular time they were made. But they can also provide us access to other temporalities, to each moment since the object's creation when it was altered, sold, changed hands, when it entered the collection, and when it has and has not been on display.

Museums are sites where we can visibly see the negotiation of values. What they are now, what they used to be, and what we hope they'll be in the future. It's in these places that we can revisit and revise histories. The real value of museums lies not in their ability to anesthetize us with beauty, but in their power to make us active agents in reconsidering our histories, understanding where we are now, and what we might be able to do to change what happens next. This work happens not in the art itself or in the wall labels, but inside our heads. A museum turns out to be more like a university or library after all. And that's also why it's worthwhile to return again and again.

## РАЗБОР КОНКУРСНЫХ ЗАДАНИЙ С КОММЕНТАРИЯМИ

| №№ | Ответ   | Комментарии   |
|----|---|---|
| 1  | A. Museums as dynamic spaces that preserve artifacts and inspire our reflection on time and change          | Верный и точный ответ.<br><i>Museums uphold the charge of not only keeping these things safe, but recontextualizing them in novel and enlightening ways, making them available to us for enjoyment and study... Things in museums can give us clues as to what it was like to be a particular person in a particular place at the particular time they were made. But they can also provide us access to other temporalities, to each moment since the object's creation... Museums are sites where we can visibly see the negotiation of values... The real value of museums lies not in their ability to anesthetize us with beauty, but in their power to make us active agents in reconsidering our histories, understanding where we are now, and what we might be able to do to change what happens next.</i> |
|    | C. The transformation of museums from private repositories to public, accessible educational establishments | Ответ не совсем точный; в тексте говорится не только о видоизменении музеев, превращении из частных хранилищ в общедоступные образовательные пространства. Ответ оценивается со снижением балла.  |
|    | B. The influence of repatriation debates on reshaping museum ethics.  | Ответ неверный, текст не содержит информации о “ <i>the influence of repatriation debates on reshaping museum ethics</i> ”.   |
| 2  | A C D E G I   | В соответствии с условиями задания ответы должны быть организованы в <b>алфавитном</b> порядке. Информацию об обсуждаемых в тексте вопросах можно записать в виде следующих заметок, связанных с содержанием лекции: A. <i>Active historical reflection</i> ; C. <i>Changing display practices</i> ; D. <i>Continuing need for museums</i> ; E. <i>Historical origins of museums</i> ; G. <i>Intricacies of collecting objects</i> ; I. <i>Museums bridge time</i> .<br>В лекции не содержится информации о <i>Art authentication techniques</i> (B); <i>Inspiring creative expression</i> (F); <i>Museum membership perks</i> (H).   |
| 3  | A. True   | Утверждение “ <i>The establishment of public collections was influenced both by voluntary acts of generosity and significant social upheavals</i> ” является верным.<br><i>During the Italian Renaissance, the Medicis amassed an enormous collection, which they eventually gave to the state as a public good. National museums sprang to life in Europe in the</i>   |

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|   |   | <i>18th century, as the wealthy gave up their collections to be preserved and shared after their deaths. Revolution forced the opening of the French royal collections to the public.</i>  |
| 4 | B. False  | Утверждение “ <i>The recontextualization of relics in museums is a neutral process that does not alter the original meaning or significance of these objects</i> ” является неверным.<br><i>The objects that populate our museums have been removed from their original context, wrested from the individuals and communities and civilizations that birthed them. Museums uphold the charge of not only keeping these things safe, but recontextualizing them in novel and enlightening ways...</i>   |
| 5 | C. The idea is expressed in the listening passage only  | В тексте для аудирования содержится запрашиваемая информация: “ <i>Things in museums can give us clues as to what it was like to be a particular person in a particular place at the particular time they were made. But they can also provide us access to other temporalities, to each moment since the object's creation when it was altered, sold, changed hands, when it entered the collection, and when it has and has not been on display.</i> ”<br>В тексте для чтения не содержится информации о том, что экспонаты музеев позволяют нам исследовать слои истории. |
| 6 | A. School breakfast clubs in England ‘will be used to justify keeping the two-child benefits cap’               | Правильный вариант - А; оценивается максимальным количеством баллов.<br><i>The government promotes free school breakfasts to combat child poverty, seemingly prioritizing this initiative over the estimated £3 billion annual cost of abolishing the two-child benefit cap.</i>   |
|   | B. The limitations and potential shortcomings of the free school breakfast club initiative                      | Допустимый вариант - В; оценивается со снижением в 1 балл.<br><i>The author contends that the government is highlighting free breakfast clubs in primary schools as a primary strategy against child poverty, while simultaneously neglecting the substantial financial investment needed to remove the two-child benefit cap, indicating a superficial commitment to poverty alleviation.</i>   |
|   | C. The debate surrounding the effectiveness of the government’s strategies for tackling child poverty in the UK | Ответ неверный.  |
| 7 | B. False №3   | Утверждение “ <i>The government's free breakfast club initiative, while publicized as a poverty-</i>   |

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|   |  | <i>reduction measure, masks its refusal to fund more effective, costly benefit reforms” является неверным. При ответе на данный вопрос требуется дать правильный ответ и точное обоснование: <i>One of Labour’s general election pledges was to roll out the plan across the whole of England during its first term in office to drive up standards and improve opportunities for all</i> (№3).</i>   |
| 8 | B. False №8  | Утверждение <i>“Paul Whiteman, general secretary at the NAHT, confidently asserted that the pilot scheme’s funding is more than sufficient, with no concerns raised by school leaders regarding its financial viability” является неверным. При ответе на данный вопрос требуется дать правильный ответ и точное обоснование: Paul Whiteman, general secretary at school leaders’ union NAHT, stated the pilot scheme was welcome but concerns about funding needed to be addressed: “We have already heard from some school leaders who are worried that funding for the scheme will fall short of the cost of delivering it” (№8).</i>                      |
| 9 | A. The government promotes free school breakfasts to combat child poverty, seemingly prioritizing this initiative over the estimated £3 billion annual cost of abolishing the two-child benefit cap.   | Верный и точный ответ.<br>Clarity: Clearly states that the government is promoting free school breakfasts as a measure to combat child poverty.<br>Focus: Directly addresses the government's prioritization of the breakfast initiative over the more costly measure of abolishing the two-child benefit cap.<br>Alignment: Accurately reflects the author's intent by emphasizing the contrast between the promotion of free breakfasts and the refusal to fund reforms that are more substantial.  |
|   | C. The author suggests that the government is prioritizing the elimination of the two-child cap on benefits, indicating that free breakfast clubs are merely a superficial measure, while substantial financial commitments are being made to address child poverty effectively. | Ответ не совсем точный и оценивается со снижением балла.<br>Clarity: Suggests that the government is prioritizing the elimination of the two-child cap, which is not the focus of the original statement.<br>Focus: Implies that free breakfast clubs are a superficial measure, which is a misinterpretation of the author's intent. The author is highlighting the government's choice rather than suggesting that the breakfast clubs are merely superficial.<br>Alignment: Does not accurately capture the essence of the original statement, which is about the government's choice to promote free breakfasts while avoiding the cost of more effective |

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|    |  | reforms.   |
|    | B. The author contends that the government is highlighting free breakfast clubs in primary schools as a primary strategy against child poverty, while simultaneously neglecting the substantial financial investment needed to remove the two-child benefit cap, indicating a superficial commitment to poverty alleviation. | Ответ неверный.  |
| 10 | C. News article  | <p>The characteristics of a news article:</p> <p><b>Current Events:</b> The text discusses a recent government policy regarding free breakfast clubs in primary schools in England, indicating it is addressing a contemporary issue related to child poverty.</p> <p><b>Attribution of Sources:</b> The text includes statements from various stakeholders, such as government officials, Labour MPs, and Paul Whiteman from the NAHT, which adds credibility and provides multiple perspectives on the issue.</p> <p><b>Factual Reporting:</b> The text presents factual information about the government's initiatives, the estimated costs associated with these policies, and the political context surrounding the two-child cap on benefits.</p> <p><b>Quotations:</b> The use of direct quotes from officials and experts enhances the journalistic quality of the piece, providing insight into the opinions and concerns of those involved.</p> <p><b>Analysis of Implications:</b> The text not only reports on the policy but also analyzes its implications, such as the potential inadequacy of funding and the political maneuvering surrounding child poverty initiatives.</p> |
| 11 | lever  | <p>It is a noun. It means <i>something you use, often unfairly, to try to persuade someone to do what you want.</i></p> <p><a href="https://dictionary.cambridge.org/dictionary/english/lever">https://dictionary.cambridge.org/dictionary/english/lever</a></p> <p>Ответ может быть засчитан, если существительное написано как со строчной буквы, так и с заглавной.</p>   |
| 12 | roll out   | <p>It is a phrasal verb that means <i>to make a new product, service, or system available for the first time.</i></p> <p><a href="https://dictionary.cambridge.org/dictionary/english/roll-out">https://dictionary.cambridge.org/dictionary/english/roll-out</a></p>   |

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|           |   | h/roll-out<br>Ответ может быть засчитан, если фразовый глагол написан как со строчной буквы, так и с заглавной.  |
| <b>13</b> | to have ruled (out)   | <a href="https://dictionary.cambridge.org/grammar/british-grammar/perfect-infinitive-with-to-to-have-worked?q=Perfect+infinitive+with+to+%28to+have+worked%29">https://dictionary.cambridge.org/grammar/british-grammar/perfect-infinitive-with-to-to-have-worked?q=Perfect+infinitive+with+to+%28to+have+worked%29</a><br>Ответ может быть записан как со строчной буквы, так и с заглавной.                                    |
| <b>14</b> | its   | Determiners are words which are used before nouns. Determiners include the following common types: Articles, Demonstratives, Possessives, Quantifiers, and Numbers.<br><a href="https://dictionary.cambridge.org/grammar/british-grammar/determiners?q=Determiners">https://dictionary.cambridge.org/grammar/british-grammar/determiners?q=Determiners</a><br>Ответ может быть записан как со строчной буквы, так и с заглавной. |
| <b>15</b> | is being sold   | <a href="https://dictionary.cambridge.org/grammar/british-grammar/passive-voice?q=Passive+voice">https://dictionary.cambridge.org/grammar/british-grammar/passive-voice?q=Passive+voice</a><br>Ответ может быть записан как со строчной буквы, так и с заглавной.  |
| <b>16</b> | wish you had been notified  | Сослагательное наклонение после фразы “I wish”, перфект подчеркивает предшествование   |
| <b>17</b> | if it hadn't/had not been for the meticulous fact-checking / had it not been for the meticulous fact-checking | Условное предложение третьего типа   |
| <b>18</b> | if they are submitted / if students submit them / if a student submits them                                   | Условное предложение первого типа  |
| <b>19</b> | He is believed to have been celebrated  | Перфектный инфинитив в конструкции подчеркивает предшествование; страдательный залог   |
| <b>20</b> | their accountant of manipulating / their accountant of having manipulated                                     | Герундий; после глагола “to suspect” требуется предлог “of”; перфектная форма в данной ситуации не обязательна, но допускается   |
| <b>21</b> | unless they were encouraged / if they were not/weren't encouraged   | Условное предложение первого типа после главного предложения в прошедшем времени   |
| <b>22</b> | Isn't it time you started / Isn't it time (that) you should start   | Сослагательное наклонение после фразы “Isn't it time”; возможны два варианта сослагательного наклонения  |
| <b>23</b> | Let me convey   | Сложное дополнение, инфинитив без частицы “to” после глагола “to let”  |
| <b>24</b> | why she had been looking at her report  | Косвенная речь, согласование времен  |
| <b>25</b> | for her to explore / for her to be able to explore  | Инфинитивная конструкция с предлогом “for”   |

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| 26 | picturing      | Здесь требуется глагол в форме герундия, на необходимость его употребления указывает контекст: глагол <i>picturing</i> использован для определения существительного <i>visualization</i> .   |
| 27 | likely         | В данном контексте требуется имя прилагательное <i>likely</i> , на необходимость его употребления указывает следующий за ним глагол <i>to happen</i> в инфинитиве.   |
| 28 | looked         | В данном контексте требуется причастие прошедшего времени как часть формы пассивного залога, на необходимость употребления именно глагола <i>look</i> указывает наречие <i>up</i> , следующее за ним и образующее в сочетании с ним фразовый глагол. |
| 29 | community      | Здесь требуется имя существительное <i>community</i> , на необходимость его употребления указывает контекст ( <i>the self-help community</i> ).  |
| 30 | performers     | В данном контексте требуется имя существительное <i>performers</i> , использованное в ряду перечисления наряду с <i>athletes</i> и <i>entrepreneurs</i> .  |
| 31 | entrepreneurs  | В данном контексте требуется имя существительное <i>entrepreneurs</i> , использованное в ряду перечисления наряду с <i>performers</i> и <i>athletes</i> .  |
| 32 | scientifically | Здесь требуется наречие <i>scientifically</i> на необходимость его употребления указывает следующее за ним причастие <i>unproven</i> .   |
| 33 | achievement    | В данном контексте требуется имя существительное <i>achievement</i> , на необходимость его употребления указывает контекст ( <i>gold medal winners</i> ).  |
| 34 | appearance     | В данном контексте требуется имя существительное <i>appearance</i> .   |
| 35 | crush          | В данном контексте требуется имя существительное разговорного стиля <i>crush</i> , на необходимость его употребления указывает контекст ( <i>a text back from...</i> ).  |