

Федеральное государственное бюджетное образовательное учреждение высшего образования
Российская академия народного хозяйства и государственной службы при
Президенте Российской Федерации

Олимпиада школьников РАНХиГС по Английскому языку
2025 – 2026 учебный год
10 -11 класс
Отборочный этап

Вариант 1

Task 1. Graphic Novels – 3 балла (1 балл дается за верный ответ.)

You will be shown several pages from graphic novels based on classic works of literature. All titles and author names have been removed. Your task is to identify the novel.

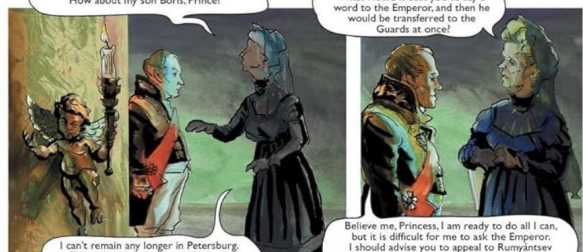
Instruction for the answer format:

Write your answer in **ALL CAPITAL LETTERS**, first the **TITLE OF THE LITERARY WORK**, followed by a comma and then the author's **NAME AND SURNAME**. Do not use full stops at the end.

Example:

FOR WHOM THE BELL TOLLS, ERNEST HEMINGWAY

1.

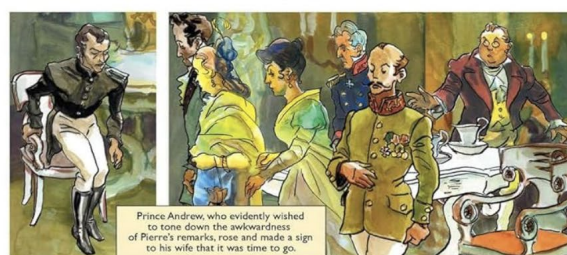




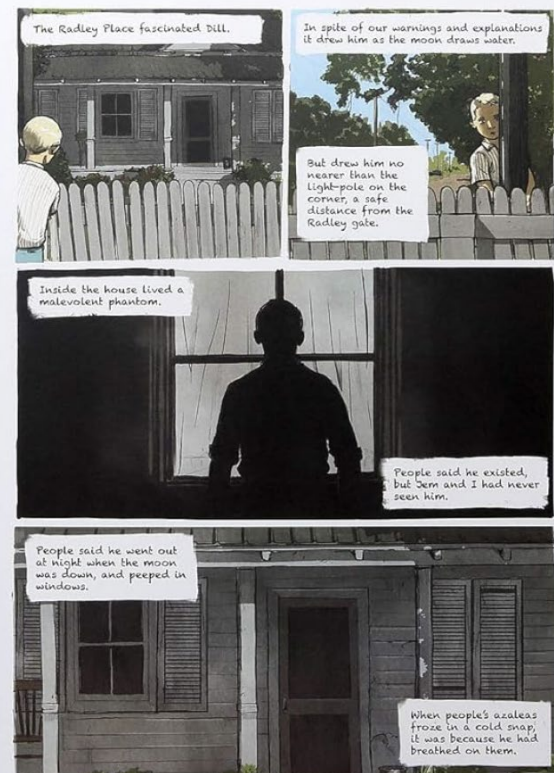
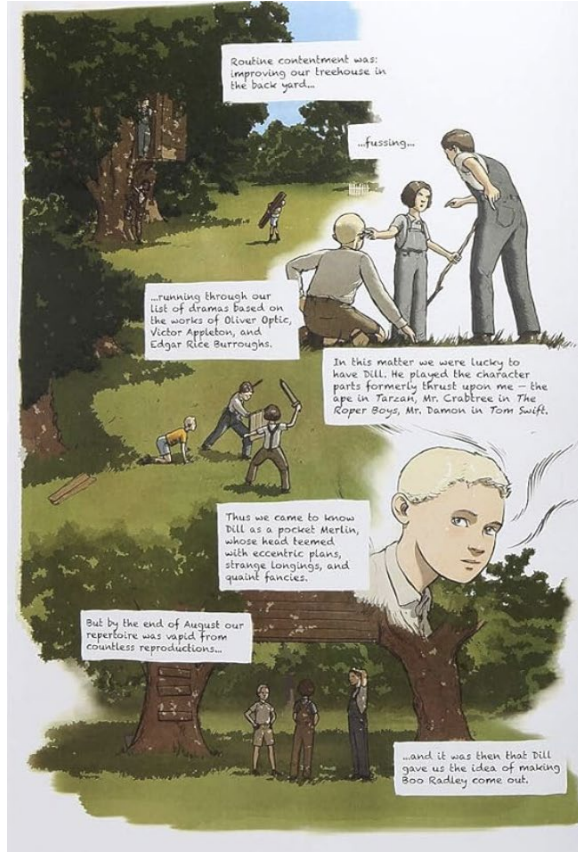
9



10



11





3.





Ответы:

1. WAR AND PEACE, LEO TOLSTOY
2. TO KILL A MOCKINGBIRD, HARPER LEE
3. CRIME AND PUNISHMENT, FYODOR DOSTOEVSKY

Task 2. Malapropism – 6 баллов (по 0,5 за каждый правильный вопрос) + **1 балл** за правильный ответ на вопрос.

Match the two halves of the quotations to make complete sentences. After completing the matching, answer the following question:

Question: What do these sentences represent as a figure of speech?

1. «Apart from their goals, ...»
2. «Gary always weighed up his options, ...»
3. «He's got a knock on his shin there, ...»
4. «I felt a lump in my throat, ...»
5. «If I was still at Ipswich, ...»
6. «It's 60–40 against him being fit, ...»
7. «I've had an interest in racing all my life, ...»
8. «The Germans only have one player under 22, ...»
9. «Unless the chairman decides to sack me, ...»
10. «We must have had 99 per cent of the match, ...»
11. «Well, either side could win it, ...»

12. «What I said to them at half time ...»

- a) and he's 23.
- b) as the ball went in.
- c) but he's got half a chance.
- d) especially when he had no choice.
- e) I won't be quitting.
- f) I wouldn't be where I am today.
- g) it was the other three per cent that cost us.
- h) just above the knee.
- i) Norway haven't scored.
- j) or it could be a draw.
- k) or longer really.
- l) would be unprintable on the radio.

ОТВЕТЫ:

- 1. i
- 2. d
- 3. h
- 4. b
- 5. f
- 6. c
- 7. k
- 8. a
- 9. e
- 10. g.
- 11. j
- 12. l

Ответ к вопросу: Malapropism

Task 3. Howlers – 17 баллов

The following sentences were written by native speakers during exams. Each one contains exactly one confused word. Replace the wrong word with the correct one. Write your answers in **CAPITAL LETTERS**.

- 1. Atlas was condemned to hold up the glove.
- 2. The equinox happens when night and day are the same temperature.
- 3. Democracy is a system where the people have the right to VOTE, except when the president decides to VETO.
- 4. Christopher Columbus discovered America in 1942.
- 5. Mammals are animals that feed their young with electricity.
- 6. Algebra was invented by the Arabs and later translated into Alcohol.
- 7. The Amazon is the longest dessert in the world.

8. The Renaissance was a period when Europe was reborn from the ashes, like a pheasant.
9. Galileo dropped objects from the Leaning Tower of Pisa.
10. Bacteria can be killed by taking an antibiotic.
11. The brain is divided into the left and right hemispheres.
12. Dinosaurs became extinct millions of years ago.
13. Orange tigers are an endangered species.
14. The house was old, empty and abandoned.
15. His Highness King Henry VIII.
16. A comma is a punctuation mark like a full stop.
17. A maggot is something found in a bad apple.

Ответы:

1. **GLOBE**
2. **LENGTH**
3. **VOTE**
4. **1492**
5. **MILK**
6. **LATIN**
7. **DESERT**
8. **PHOENIX**
9. **TOWER**
10. **ANTIDOTE**
11. **HEMISPHERES**
12. **EXTINCT**
13. **ORANGUTANS**
14. **ABANDONED**
15. **HIS HIGHNESS / HIS MAJESTY**
16. **COMMA**
17. **MAGGOT**

Task 4. Who “Rules” Here? – 8 баллов (по 1 за каждый правильный вопрос) + **1 балл** за правильный ответ на вопрос

Complete the graffiti slogans with the correct “rulers.” Write the answer in CAPITAL LETTERS.

Example: _____ rule, neigh, neigh.

Your Answer: **HORSES**

1. _____ rules, bee OK.
2. _____ rules, Okey-dokey.
3. _____ rule, Que sera, sera.
4. _____ rules, a-OK.

5. _____ rules, Broccoli.
6. _____ rule, hokey-pokey.
7. _____ rules, sOKrates.
8. _____ rule, wok.

Question: What linguistic phenomenon do all these graffiti slogans represent? Write the answer (one word) in CAPITAL LETTERS. _____

Ответы:

1. BEES
2. DONKEYS
3. DORIS DAY
4. ASTRONAUTS
5. VEGETARIANS
6. DANCERS
7. SOCRATES
8. CHINESE CHEFS

Ответ к вопросу: PUN либо WORDPLAY

Task 5. Unjumble the Sentences – 9 баллов

Unjumble the sentences (a - i), then match them with the correct starters (1 - 9). In the answers write full sentences in CAPITAL LETTERS. Mind general punctuation rules.

1. A clear conscience ...
2. Always go to ...
3. As long ...
4. Be nice to ...
5. Change is ...
6. Hard work ...
7. I don't have ...
8. They told me ...
9. We are born ...

- a. a – except – from – inevitable – machine – vending
- b. amnesia – as – can – had – I – I've – remember
- c. funerals – go – or – other – people's – they – to – won't – yours
- d. and – believed – gullible – I – I – them – was
- e. and – get – hungry – then – things – wet - and – worse
- f. a – bad – is – memory – of – sign – the – usually
- g. a – but – do – find – I – interesting – problem – solution – the
- h. because – choose – home – kids – nursing – they'll – your – your
- i. anyone – but – chance – it? – killed – never – why

Ответы:

1. A CLEAR CONSCIENCE IS USUALLY THE SIGN OF A BAD MEMORY
2. ALWAYS GO TO OTHER PEOPLE'S FUNERALS OR THEY WON'T GO TO YOURS
3. AS LONG AS I CAN REMEMBER I'VE HAD AMNESIA
4. BE NICE TO YOUR KIDS BECAUSE THEY'LL CHOOSE YOUR NURSING HOME
5. CHANGE IS INEVITABLE EXCEPT FROM A VENDING MACHINE
6. HARD WORK NEVER KILLED ANYONE BUT WHY CHANCE IT?
7. I DON'T HAVE THE SOLUTION, BUT I DO FIND THE PROBLEM INTERESTING
8. THEY TOLD ME I WAS GULLIBLE AND I BELIEVED THEM
9. WE ARE BORN WET AND HUNGRY AND THEN THINGS GET WORSE

Task 6. Word Formation – 9 баллов (по 0,5 за каждый правильный вопрос)

You are given a text with 18 gaps. At the top, you will see a list of base words. For each gap, transform the appropriate base word into its correct form so that the sentence is grammatically and semantically accurate. Each gap can only be completed with **one precise word form**. Write your answers in CAPITAL LETTERS.

Base words:

MATERIAL, INDUSTRY, POLITIC, CHILD, DESCRIBE, CLASSIC, ECONOMY, SCIENCE, NUMBER, HISTORY

Text

The opening of the new museum was widely regarded as a truly (1) ____ event, comparable to the grand exhibitions of the 19th century. The curators presented a range of (2) ____ documents, from royal decrees to personal diaries, that illustrated the era's complexity. From an (3) ____ viewpoint, such projects are often controversial, since they require substantial funding; yet the architects argued that the design was remarkably (4) ____, using sustainable materials and renewable energy. The exhibition also included a section on language change. One panel contrasted a (5) ____ account of dialect variation with a more rigid (6) ____ approach, sparking lively debate among visitors. Mathematicians were also invited to contribute: they insisted that planning required exact (7) ____ models rather than merely presenting (8) ____ case studies. The material culture section raised ethical questions. Some critics called the display excessively (9) ____, focusing too much on luxury goods; others defended it as a critique of (10) ____ values in consumer society. Classical culture was not neglected: students could attend lectures on (11) ____ literature, while theatre groups staged (12) ____ performances in the open-air amphitheatre. Politicians, however, were divided. One minister delivered a highly (13) ____ speech, carefully avoiding offence, while another was

accused of adopting an excessively (14) ____ stance, interfering where it was inappropriate. Even children were involved: a series of workshops encouraged (15) ____ curiosity, while also warning against (16) ____ behaviour in formal settings. Finally, the museum highlighted achievements of the modern era, emphasising (17) ____ innovations alongside major (18) ____ breakthroughs — a fitting reminder that progress depends equally on human creativity and rigorous knowledge.

Ответы:

1. HISTORIC
2. HISTORICAL
3. ECONOMIC
4. ECONOMICAL
5. DESCRIPTIVE
6. DESCRIPTIVIST
7. NUMERICAL
8. NUMEROUS
9. MATERIALISTIC
10. MATERIALIST
11. CLASSICAL
12. CLASSIC
13. POLITIC
14. POLITICAL
15. CHILDLIKE
16. CHILDISH
17. INDUSTRIAL
18. SCIENTIFIC

Task 7. What Numbers Are These? – 7 баллов (по 0,5 за каждый правильный вопрос)

Match each phrase with the correct number.

Phrases:

1. Bull's eye
2. Clickety click
3. Downing Street
4. Kelly's eye
5. Key of the door
6. Legs
7. Old age pension
8. The Beatles number
9. Lucky
10. Top of the house
11. Two fat ladies

12. Two little ducks
13. Valentine's Day
14. Weeks in a year

Numbers:

22 – 7 – 1 – 64 – 11 – 50 – 65 – 90 – 52 – 10 – 14 – 21 – 66 – 88

Ответы:

1. 50
2. 66
3. 10
4. 1
5. 21
6. 11
7. 65
8. 64
9. 7
10. 90
11. 88
12. 22
13. 14
14. 52

Task 8. Video Idioms – 5 баллов

Watch the videos and answer the questions.

1. Which expression best captures her state of mind?

- a) caught in two minds
- b) lost in thought
- c) burning with regret
- d) overcome by nostalgia

Ответ: a

2. Which idiom best fits the climber's inner state?

- a) keep going against the odds
- b) be in over one's head
- c) lose one's nerve
- d) take it for granted

Ответ: a

3. Which expression best captures her attitude?

- a) feel comfortable in one's own skin
- b) put on airs

- c) have cold feet
- d) be on edge

Ответ: a

4. Which expression best describes the detective's mindset?

- a) leave no stone unturned
- b) jump to conclusions
- c) be at one's wits' end
- d) turn a blind eye

Ответ: a

5. Which adjective best captures the overall atmosphere of the scene?

- a) otherworldly
- b) ominous
- c) majestic
- d) chaotic

Ответ: a

Task 9. A Table Description – 7 баллов

Fill the gaps in the following descriptions of the tables by selecting any appropriate expression from those given.

Types of Waste at the University of NSW (1996)

Audit area	Waste type	% of total waste stream
Outside eating areas	recyclable drink containers, compostable materials	30%, 40%
Inside buildings	A4 paper (used on one side) A4 paper (used on both sides) other paper cardboard compostable material	22% 7% 52% 6% 3%
Skips (building waste containers)	compostable materials cardboard and paper ferrous metal	40% 15% 9%

Food outlets	cardboard	30%
	compostable material	27%
	plastic packaging	30%
	glass	3%
	ferrous metal	3%

Of all the waste reported in the UNSW survey in 1996, it was found that **1** _____ was paper which **2** _____ 52% of the waste found in buildings. Both in outside eating areas and in skips **3** _____ of waste **4** _____ compostable materials, which **5** _____ 40% of the total. Considering the **6** _____ of waste collected in the university, it is clear that **7** _____ could be recycled or re-used in some way.

1. a) the largest amount b) the greatest proportion c) the majority d) the biggest number
2. a) made up b) included c) accounted for d) was
3. a) the most significant proportion b) most c) the highest level d) the greatest percentage
4. a) consisted of b) was c) amounted to d) accounted for
5. a) represented b) was c) accounted for d) stood at
6. a) whole percentage b) total amount c) full number d) majority
7. a) the majority b) practically all of it c) nearly the whole amount d) most of it

ОТВЕТЫ:

1 b 2 c 3 d 4 a 5 c 6 b 7 a

Task 10. Language Analysis – 19 баллов

You are presented with pairs of sentences. **The first** is written by an advanced learner of English. **The second** is proposed by a native speaker.

Your task:

Compare the two sentences according to **four criteria**:

- **Task Achievement:** Does the sentence clearly and appropriately achieve its communicative purpose? (e.g., academic tone, register, precision).
- **Cohesion & Coherence:** How logical, smooth, and well-connected is the sentence? Be very specific: which connectors, punctuation, or linking devices are used.
- **Grammar:** Accuracy and complexity of structures (e.g., nominalization, passive, modal verbs, verb forms, clause structures).
- **Lexis:** Precision, range, and appropriacy of vocabulary (which words/phrases sound more natural, formal, academic, or idiomatic).

Write in detail what exactly is different in each criterion. Avoid vague comments like “*better vocabulary*.” Instead, explain *which words* and *why they are more natural*.

Decide **which sentence sounds more natural** and justify your choice.

Requirements:

- Each analysis must be **80 – 100 words**.
- Write in short, clear paragraphs.
- Be analytical, not just descriptive.

Example:

Sentence 1 (a learner): *People must work hard if they want to be successful in their life.*

Sentence 2 (a native speaker): *Achieving success invariably requires sustained effort and resilience.*

Analysis:

TA: Both sentences communicate the idea of effort leading to success. S1 (= sentence 1) version is clear but basic, while S2 (= sentence 2) frames the idea in a more abstract and generalizable way, which suits academic or formal writing.

CC: S1 has a simple conditional structure. S2 uses nominalization (*achieving success*) and avoids unnecessary conditionals, making the flow smoother.

G: S1 is grammatically correct but simple (must + infinitive). S2 demonstrates advanced structures with nominalization and parallelism (*requires sustained effort and resilience*).

L: S1 vocabulary is everyday (*work hard, successful*). S2 uses more formal and precise lexis (*invariably, sustained effort, resilience*).

Pair 1:

Sentence 1 (a learner): Many people think that government should control the prices on housing, because otherwise young people can't afford to buy a flat.

Sentence 2 (a native speaker): Many argue that housing prices ought to be regulated by the state; otherwise, property ownership becomes unattainable for younger generations.

Pair 2:

Sentence 1 (a learner): The pollution in cities is getting worse, so people have more health problems than before.

Sentence 2 (a native speaker): Escalating urban pollution has led to a noticeable rise in health-related complications.

Pair 3:

Sentence 1 (a learner): If companies pay more attention to environment, it will be good for everyone.

Sentence 2 (a native speaker): Corporate commitment to environmental sustainability ultimately benefits society as a whole.

Pair 4:

Sentence 1 (a learner): Tourism is important because it brings money to the country and gives jobs to people.

Sentence 2 (a native speaker): Tourism plays a pivotal role in national economies, generating revenue and creating employment opportunities.

Pair 5:

Sentence 1 (a learner): Young people use social media too much and don't talk face to face anymore.

Sentence 2 (a native speaker): Excessive reliance on social media among younger generations has diminished the frequency of direct, face-to-face interactions.

Pair 6:

Sentence 1 (a learner): Teachers should make their lessons interesting, otherwise students don't pay attention.

Sentence 2 (a native speaker): Unless lessons are engaging, students are unlikely to remain attentive.

ОТВЕТЫ:

Pair 1

Sentence 1 (a learner): Many people think that government should control the prices on housing, because otherwise young people can't afford to buy a flat.

Sentence 2 (a native speaker): Many argue that housing prices ought to be regulated by the state; otherwise, property ownership becomes unattainable for younger generations.

Analysis:

- **Task Achievement:** Both sentences address housing affordability. Sentence 1 is clear but colloquial. Sentence 2 uses formal, policy-related language, which fits academic contexts better.
- **Cohesion & Coherence:** Sentence 1 links ideas with *because otherwise* (slightly clumsy). Sentence 2 employs a semicolon plus *otherwise*, creating smoother logic.
- **Grammar:** Sentence 1: *government should control the prices on housing* (awkward preposition). Sentence 2: *ought to be regulated by the state* (passive + modal).

- **Lexis:** Sentence 1: *buy a flat*. Sentence 2: *property ownership becomes unattainable*.

Pair 2

Sentence 1 (a learner): The pollution in cities is getting worse, so people have more health problems than before.

Sentence 2 (a native speaker): Escalating urban pollution has led to a noticeable rise in health-related complications.

Analysis:

- **Task Achievement:** Both highlight the link between pollution and health. Sentence 1 achieves this but simplistically. Sentence 2 achieves it concisely and academically.
- **Cohesion & Coherence:** Sentence 1 uses *so*, a basic connector. Sentence 2 uses *has led to*, signalling clear cause–effect.
- **Grammar:** Sentence 1: present continuous + comparative (*is getting worse, more than before*). Sentence 2: present perfect passive structure (*has led to*).
- **Lexis:** Sentence 1: everyday (*health problems*). Sentence 2: elevated (*health-related complications*).

Pair 3

Sentence 1 (a learner): If companies pay more attention to environment, it will be good for everyone.

Sentence 2 (a native speaker): Corporate commitment to environmental sustainability ultimately benefits society as a whole.

Analysis:

- **Task Achievement:** Both emphasise environmental responsibility. Sentence 1 communicates the idea plainly. Sentence 2 reformulates it in a professional, policy-friendly register.
- **Cohesion & Coherence:** Sentence 1 uses a conditional *if... it will be good*, straightforward but basic. Sentence 2 condenses the idea into one flowing structure.
- **Grammar:** Sentence 1: conditional clause (zero/first mix). Sentence 2: complex noun phrase with nominalization (*commitment to sustainability*).
- **Lexis:** Sentence 1: *good for everyone* (vague). Sentence 2: *ultimately benefits society as a whole* (precise, formal).

Pair 4

Sentence 1 (a learner): Tourism is important because it brings money to the country and gives jobs to people.

Sentence 2 (a native speaker): Tourism plays a pivotal role in national economies, generating revenue and creating employment opportunities.

Analysis:

- **Task Achievement:** Both point to the economic role of tourism. Sentence 1 is basic and conversational. Sentence 2 achieves the task with academic register.
- **Cohesion & Coherence:** Sentence 1 relies on *because*. Sentence 2 uses a participial construction (*generating... creating...*), ensuring fluency and compactness.
- **Grammar:** Sentence 1: compound sentence with coordinating conjunction. Sentence 2: advanced noun phrase (*pivotal role in national economies*).
- **Lexis:** Sentence 1: *brings money, gives jobs* (child-like phrasing). Sentence 2: *generating revenue, creating employment opportunities* (formal, collocationally natural).

Pair 5

Sentence 1 (a learner): Young people use social media too much and don't talk face to face anymore.

Sentence 2 (a native speaker): Excessive reliance on social media among younger generations has diminished the frequency of direct, face-to-face interactions.

Analysis:

- **Task Achievement:** Both sentences stress overuse of social media. Sentence 1 achieves this directly. Sentence 2 frames it academically.
- **Cohesion & Coherence:** Sentence 1 uses coordination (*too much and don't talk*). Sentence 2 introduces a clear cause-effect link (*has diminished the frequency*).
- **Grammar:** Sentence 1: simple present. Sentence 2: present perfect active, with advanced subject phrase.
- **Lexis:** Sentence 1: informal (*too much, don't talk*). Sentence 2: formal (*excessive reliance, diminished frequency, interactions*).

Pair 6

Sentence 1 (a learner): Teachers should make their lessons interesting, otherwise students don't pay attention.

Sentence 2 (a native speaker): Unless lessons are engaging, students are unlikely to remain attentive.

Analysis:

- **Task Achievement:** Both communicate the need for engaging lessons. Sentence 1 is simple and conversational. Sentence 2 conveys the same idea with precision.
- **Cohesion & Coherence:** Sentence 1 uses *otherwise*. Sentence 2 uses *unless* plus a hedged modal clause (*unlikely to remain attentive*).
- **Grammar:** Sentence 1: modal *should* + basic clause. Sentence 2: complex sentence with *unless* and modal *are unlikely*.
- **Lexis:** Sentence 1: *make interesting*. Sentence 2: *engaging, attentive* (more formal).

Критерии оценивания:

Структура оценивания одной пары (3 балла)

1. Task Achievement — 0,5 балла. 0,5 балла начисляется, если корректно и конкретно объяснено, как каждое предложение достигает коммуникативной цели; указаны различия в регистре, тоне, точности. 0 баллов — анализ отсутствует, поверхностный или ограничен общими оценками («лучше», «понятнее») без опоры на языковые факты.
2. Cohesion & Coherence — 0,5 балла. 0,5 балла начисляется, если названы конкретные связующие средства (коннекторы, пунктуация, синтаксические переходы, номинализация и т.д.) и объяснён их эффект на логику и плавность. 0 баллов — общие фразы без указания конкретных средств связи.
3. Grammar — 0,5 балла. 0,5 балла начисляется, если точно названы грамматические конструкции в каждом предложении (времена, пассив, модальные глаголы, условные, инверсия, номинализация, типы придаточных и т.д.) и отмечены различия в сложности. 0 баллов — конструкции не названы или названы неверно.
4. Lexis — 0,5 балла. 0,5 балла начисляется, если приведены конкретные слова и словосочетания из обоих предложений с объяснением, какие из них более формальные, точные, идиоматичные или академичные и почему. 0 баллов — размытые оценки («лучше словарный запас», «более красивые слова») без лингвистического обоснования.

Языковая корректность по всему заданию — 7 баллов.

7 баллов начисляются, если при разборе пары предложений допущено 0–1 ошибка (грамматическая или лексическая).

6 баллов начисляются, если допущено 2 ошибки (грамматические или лексические).

5 баллов начисляются, если допущено 3 ошибки (грамматические или лексические).

4 балла начисляются, если допущено 4 ошибки (грамматические или лексические).
3 балла начисляются, если допущено 5 ошибок (грамматические или лексические).
2 балла начисляются, если допущено 6 ошибок (грамматические или лексические).
1 балл начисляется, если допущено 7–8 ошибок (грамматические или лексические).
0 баллов начисляется, если допущено 9 и более ошибок (грамматические или лексические).

Дополнительные правила

1. Если участник анализирует только одно предложение из пары, не сопоставляя его со вторым, пара оценивается в 0 баллов.
2. Если анализ по сути дублирует формулировки задания или примера без собственного содержания, за пару начисляется не более 1 балла. Копирование предложений из задания без комментария не засчитывается.
3. Если задание выполнено менее чем для 3 пар из 6, работа оценивается по факту выполненных пар — остальные получают 0 баллов.

Task 11. Flawed Prompt – 20 баллов

Watch the **AI-generated video** carefully and read the **short flawed prompt** describing it. Then write a **text** in which you **recreate the scene accurately** and at the same time **reflect on the process** of writing it. Your response should form a single, coherent piece of writing.

Describe what really happens in the video, **correcting every inaccuracy** while preserving the tone and rhythm of the original. As you write, naturally weave in short reflective comments such as which visual details were most difficult to render precisely, what kind of language (syntax, rhythm, or lexis) helped you reproduce the atmosphere, and how you might adjust the original prompt so that the AI's version would match it more closely.

Your text should:

- read smoothly as a **self-contained scene with commentary**,
- demonstrate **accuracy, cohesion, and advanced descriptive control**, and
- show awareness of the link between **language and visual interpretation**.

Aim for **around 180 - 200 words** in total.

Flawed Prompt:

Morning sunlight spills over quiet streets as a man in a red coat rides his bicycle past closed shops. No cars or buses disturb the calm. The air is dry, the pavement pale grey, and there isn't a single drop of rain. A few people sip coffee in nearby cafés, chatting cheerfully while the city slowly wakes up under the clear blue sky.

Prompt used to create the video:

Late evening in Tokyo. Neon reflections ripple on wet asphalt as pedestrians hurry across a crosswalk under transparent umbrellas. A street musician plays a slow saxophone near a vending machine; a yellow taxi glides past and sprays up water. Everything glows blue and pink in the drizzle.

Критерии оценивания

1. Фактологическая точность реконструкции сцены — 5 баллов. Оценивается, насколько корректно исправлены все неточности исходного промпта относительно реального видео.

5 баллов — исправлены все ключевые неточности (6 и более);

4 балла — исправлены 5 неточностей;

3 балла — исправлены 4 неточности;

2 балла — исправлены 2–3 неточности;

1 балл — исправлена 1 неточность;

0 баллов — сцена описана без опоры на реальное видео или содержит новые фактические искажения.

2. Наличие и содержательность рефлексивного комментария — 4 балла. Оценивается, насколько органично в текст вплетены размышления трёх типов: какие визуальные детали было сложнее всего передать словами; какие языковые средства (синтаксис, ритм, лексика) помогли воссоздать атмосферу; как можно было бы скорректировать исходный промпт, чтобы результат AI точнее соответствовал замыслу.

4 балла — присутствуют все три типа рефлексии, каждый раскрыт содержательно;

3 балла — присутствуют все три типа, но один раскрыт поверхностно;

2 балла — присутствуют только два типа рефлексии;

1 балл — присутствует только один тип;

0 баллов — рефлексия отсутствует либо сводится к общим фразам.

3. Цельность текста и интеграция описания с рефлексией — 3 балла. Оценивается, насколько описание сцены и комментарий образуют единое связное высказывание, а не два искусственно сшитых блока.

3 балла — текст читается как цельное произведение, переходы между описанием и рефлексией естественны;

2 балла — интеграция в целом есть, но присутствуют шероховатости;

1 балл — описание и рефлексия слабо связаны между собой;

0 баллов — текст распадается на несвязанные части либо одна из частей (описание или рефлексия) отсутствует.

4. Сохранение тона и ритма оригинала — 2 балла. Оценивается, насколько участнику удалось сохранить стилистический регистр и ритмический рисунок исходного промпта (атмосферная описательность, плавность фразировки), при этом полностью переработав содержание.

2 балла — тон и ритм переданы убедительно;

1 балл — передан частично (либо тон, либо ритм);

0 баллов — стиль не соответствует оригиналу или текст стилистически неровный.

5. Лексическое и грамматическое разнообразие — 4 балла. Оценивается уровень descriptive control: точность и разнообразие лексики (сенсорные детали, коллокации, идиоматичность), сложность синтаксиса (разнообразие структур, номинализация, причастные обороты и т.д.).

4 балла — уровень C1: богатая, точная, естественная лексика; разнообразный и сложный синтаксис.

3 балла — уровень B2: хорошая лексика и синтаксис с отдельными неточностями.

2 балла — уровень B1: базовая лексика, ограниченное разнообразие структур.

1 балл — уровень A2.

0 баллов — системные ошибки, мешающие пониманию.

6. Языковая корректность — 2 балла. Оценивается количество грамматических и лексических ошибок во всём тексте.

2 балла — 0–2 ошибки;

1 балл — 3–5 ошибок;

0 баллов — 6 и более ошибок.

Дополнительные правила

При нарушении объёма (180–200 слов) допускается отклонение $\pm 10\%$, то есть 162–220 слов. При более значительном отклонении задание не оценивается (0 баллов за всю работу).

Если участник ограничивается пересказом без реального исправления неточностей, задание оценивается максимум в 5 баллов. Если отсутствует рефлексивная составляющая как таковая — задание оценивается максимум в 10 баллов.

Вариант 2

Task 1. Graphic Novels – 3 балла (1 балл дается за верный ответ.)

You will be shown several pages from graphic novels based on classic works of literature. All titles and author names have been removed. Your task is to identify the novel.

Instruction for the answer format:

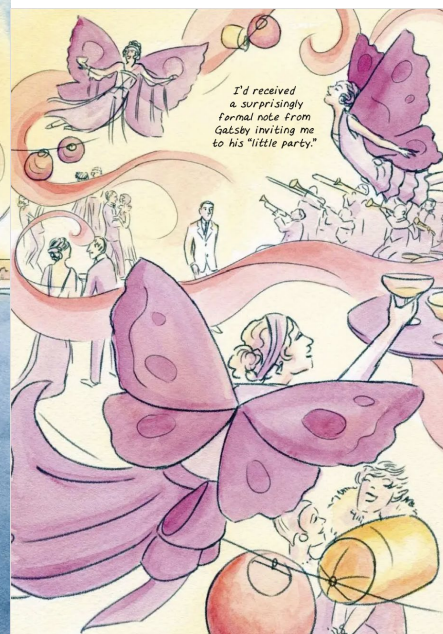
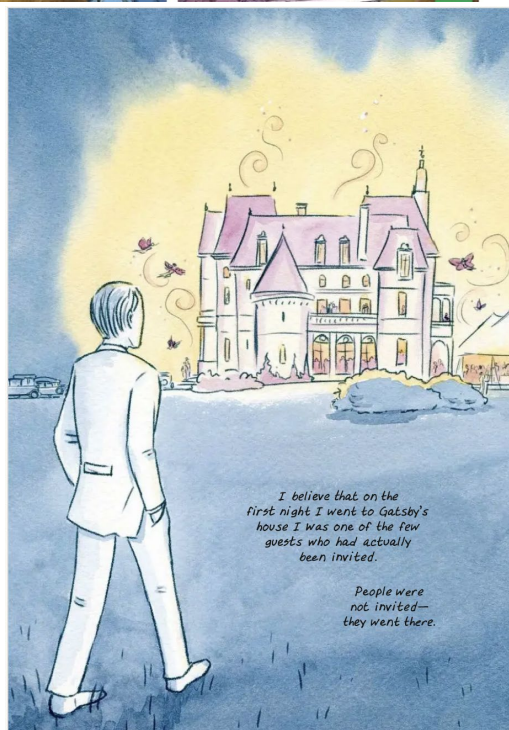
Write your answer in **ALL CAPITAL LETTERS**, first the **TITLE OF THE LITERARY WORK**, followed by a comma and then the author's **NAME AND SURNAME**. Do not use full stops at the end.

Example:

FOR WHOM THE BELL TOLLS, ERNEST HEMINGWAY

1.

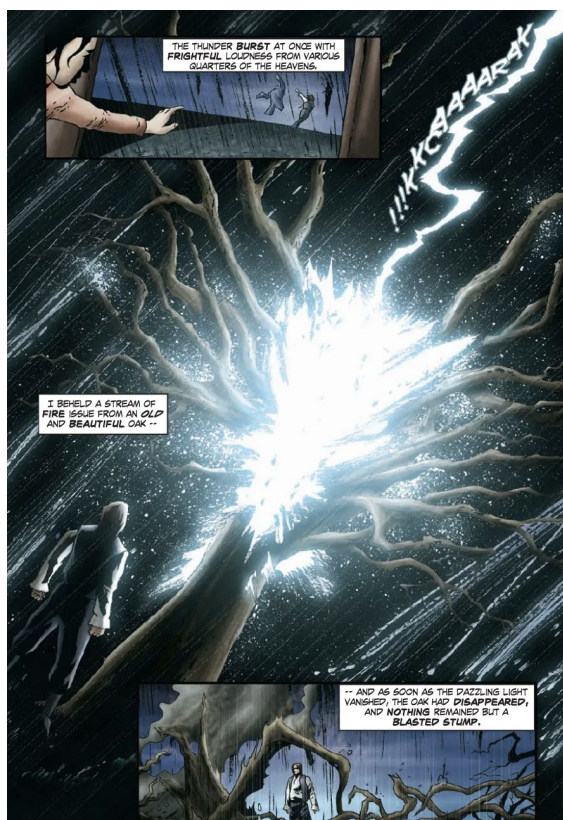






3.





Ответы:

1. JANE EYRE, CHARLOTTE BRONTË / JANE EYRE, CHARLOTTE BRONTE
2. THE GREAT GATSBY, F. SCOTT FITZGERALD / THE GREAT GATSBY, FRANCIS SCOTT FITZGERALD
3. FRANKENSTEIN, MARY SHELLEY

Task 2. Malapropism – 6 баллов (по 0,5 за каждый правильный вопрос) + **1 балл** за правильный ответ на вопрос.

Match the two halves of the quotations to make complete sentences. After completing the matching, answer the following question:

Question: What do these sentences represent as a figure of speech?

1. «All credit to the lads, ...»
2. «At the end of the day, ...»
3. «He dribbled half the length of the pitch, ...»
4. «I've never commented on referees, ...»
5. «It's a must-win game, ...»
6. «My parents have always stood behind me, ...»
7. «One thing about Arsenal, ...»
8. «The situation is fluid, ...»
9. «We had them on the rack, ...»

10. «When you're 4–0 up, ...»
11. «Winning isn't everything, ...»
12. «You can't change history, ...»

- a) and if we don't, we're out.
- b) but we can certainly rewrite it.
- c) even when I was wrong.
- d) except on occasions when I did.
- e) he lost the ball at the end.
- f) it's the next 90 minutes that count.
- g) it's the only thing.
- h) they always turn up late.
- i) they're like a dry sponge.
- j) there's still everything to play for.
- k) unless you can hang on.
- l) you can't ask for any more than that.

Your answer to the question (write only one word starting with a capital letter): _____

ОТВЕТЫ

1. L
2. F
3. E
4. D
5. A
6. C
7. H
8. J
9. I
10. K
11. G
12. B

Ответ к вопросу: Malapropism

Task 3. Howlers – 17 баллов

The following sentences were written by native speakers during exams. Each one contains exactly one confused word. Replace the wrong word with the correct one. Write your answers in **CAPITAL LETTERS**.

1. A triangle is a musical instrument with three angels.
2. Photosynthesis is what happens to pictures when you leave them in the sun.
3. The Arctic is called the Artic because it is very artistic.

4. A decimal is a person who believes in ten gods.
5. Napoleon was defeated at the Battle of Waterbottle.
6. Anatomy is the study of human atoms.
7. Volcanoes erupt when the lava gets very violent.
8. The Bible is full of parodies about Jesus.
9. The Sun is the centre of the Solar System, and the planets evolve around it.
10. Shakespeare invented many words, including the telephone.
11. An epidemic is when many people have the same emotion at once.
12. Oxygen is a type of poisonous ox.
13. Oysters are only eligible in the winter.
14. Julius Caesar extinguished himself on the battlefields of Gaul.
15. You give a momentum to a guest when they leave.
16. Monotony is being married to the same person all your life.
17. Patriarchy treats women as escapegoats.

Ответ:

1. ANGLES
2. PHOTOGRAPHS
3. ARCTIC
4. POLYTHEIST
5. WATERLOO
6. BODIES
7. VOLATILE
8. PARABLES
9. REVOLVE
10. METAPHOR
11. ILLNESS
12. GAS
13. EDIBLE
14. DISTINGUISHED
15. MEMENTO
16. MONOGAMY
17. SCAPEGOATS

Task 4. Who “Rules” Here? – 8 баллов (по 1 за каждый правильный вопрос) + **1 балл** за правильный ответ на вопрос

Complete the graffiti slogans with the correct “rulers.” Write the answer in CAPITAL LETTERS.

Example: _____ rule, neigh, neigh.

Your Answer: HORSES

1. _____ rules, yolk.
2. _____ rule, OK Corral.
3. _____ rules, OKlahoma!
4. _____ rules, BarOK.
5. _____ rules, OK Cupid.
6. _____ rule, polOKa dots.
7. _____ rules, jOKer.
8. _____ rules, pOKemon.

Question: What linguistic phenomenon do all these graffiti slogans represent? Write the answer (one word) in CAPITAL LETTERS. _____

Ответы:

1. EGGS
2. COWBOYS
3. MUSICALS
4. COMPOSERS
5. DATING APPS
6. FASHIONISTAS
7. CLOWNS/CARD PLAYERS
8. GAMERS

Ответ к вопросу: PUN либо WORDPLAY

Task 5. Unjumble the Sentences – 9 баллов

Unjumble the sentences (a - i), then match them with the correct starters (1 - 9). In the answers write full sentences in CAPITAL LETTERS. Mind general punctuation rules.

1. Behind every successful man ...
2. If at first you don't succeed ...
3. I intend to live forever ...
4. Time flies ...
5. Some cause happiness wherever they go ...
6. Experience is ...
7. The early bird ...
8. Knowledge is ...
9. You can't have everything ...

a) wife – astonished – his – is – usually

b) is – the - later – still – fruit – the – worm – , but – gets

c) a – , but – power – ignorance – is – bliss – little

d) don't – skydiving – try – then

e) having - over – you're - is – why – , it's – fun – calendar – when - the

f) don't – get – you - bill – the – what – the – you – get - when

g) far – so – I'm – so – well – doing

h) they – wherever – , others – leave

i) put –, where – put – are – going – you – it? – to

Ответы:

1. BEHIND EVERY SUCCESSFUL MAN, HIS WIFE IS USUALLY ASTONISHED
2. IF AT FIRST YOU DON'T SUCCEED, DON'T TRY SKYDIVING THEN
3. I INTEND TO LIVE FOREVER, SO FAR I'M DOING WELL
4. TIME FLIES WHEN YOU'RE HAVING FUN, IT'S WHY THE CALENDAR IS OVER
5. SOME CAUSE HAPPINESS WHEREVER THEY GO, OTHERS WHENEVER THEY LEAVE
6. EXPERIENCE IS WHAT YOU GET WHEN YOU DON'T GET THE BILL
7. THE EARLY BIRD GETS THE WORM, BUT THE FRUIT IS STILL LATE.
8. KNOWLEDGE IS POWER, BUT A LITTLE IGNORANCE IS BLISS
9. YOU CAN'T HAVE EVERYTHING, WHERE ARE YOU GOING TO PUT IT?

Task 6. Word Formation – 9 баллов (по 0,5 за каждый правильный вопрос)

You are given a text with 18 gaps. At the top, you will see a list of base words. For each gap, transform the appropriate base word into its correct form so that the sentence is grammatically and semantically accurate. Each gap can only be completed with **one precise word form**. Write your answers in CAPITAL LETTERS.

Base words:

MATERIAL, INDUSTRY, POLITIC, CHILD, DESCRIBE, CLASSIC, ECONOMY, SCIENCE, NUMBER, HISTORY

Text

The international conference was hailed as a major (1) ____ milestone, attracting scholars from more than fifty countries. Keynote speakers focused on the (2) ____ roots of global conflicts, analysing documents that shed light on forgotten treaties. From an (3) ____ perspective, the organisers faced challenges, as sponsors demanded evidence of long-term growth. Yet the final design of the venue was praised as (4) ____ and environmentally friendly. Linguists contributed as well: one presented a vivid (5) ____ of regional idioms, while another criticised the (6) ____ distinction between “standard” and “non-standard” speech. Mathematical

modelling was emphasised: the planners relied heavily on (7) _____ forecasts, dismissing simplistic (8) _____ assumptions that ignored statistical complexity. Not all critics were impressed. Some described the programme as excessively (9) _____, overemphasising textiles and artefacts. Others argued it reflected broader (10) _____ anxieties about consumer culture. The arts were also highlighted: performances of (11) _____ drama alternated with lectures on (12) _____ architecture, giving students a sense of continuity. Public figures inevitably intervened. One leader made a (13) _____ appeal for cooperation, while another's (14) _____ rhetoric was condemned as divisive. Finally, the event reached younger generations. Organisers fostered (15) _____ engagement through games and digital platforms, but warned against (16) _____ behaviour that might trivialise serious themes. In the closing ceremony, speakers celebrated technological (17) _____ and medical (18) _____ — achievements that underlined humanity's shared responsibility for the future.

Ответы:

1. HISTORICAL
2. HISTORICAL
3. ECONOMIC
4. MATERIALISTIC
5. DESCRIPTION
6. CLASSICAL
7. NUMERICAL
8. NUMEROUS
9. MATERIALISTIC
10. ECONOMIC
11. CLASSICAL
12. CLASSICAL
13. POLITICAL
14. POLITICISED
15. CHILDREN'S
16. CHILDISH
17. SCIENTIFIC
18. INDUSTRIAL

Task 7. What Numbers Are These? – 7 баллов (по 0,5 за каждый правильный вопрос)

Phrases:

1. A Duck and a Flea
2. A Flea in Heaven
3. All the Beans
4. Blind
5. Chopsticks
6. Doctor's Orders
7. Fat Lady with a Duck

8. Goodbye Teens
9. Half a Crown
10. Halfway House
11. The same both ways
12. Nearly there
13. Rugby Team
14. Baker's Dozen

Numbers:

45 – 13 – 88 – 19 – 57 – 23 – 37 – 87 – 22 – 9 – 15 – 90 – 30 – 89

Ответы:

1. 23
2. 37
3. 57
4. 90
5. 22
6. 9
7. 87
8. 19
9. 30
10. 45
11. 88
12. 89
13. 15
14. 13

Task 8. Video Idioms – 5 баллов

Watch the videos and answer the questions.

1. Which expression best captures her state of mind?

- a) overcome by nostalgia
- b) lost in thought
- c) burning with regret
- d) caught in two minds

Ответ: d

2. Which idiom best fits the climber's inner state?

- a) lose one's nerve
- b) be in over one's head
- c) keep going against the odds
- d) take it for granted

Ответ: c

3. Which expression best captures her attitude?

- a) put on airs
- b) feel comfortable in one's own skin
- c) have cold feet
- d) be on edge

Ответ: b

4. Which expression best describes the detective's mindset?

- a) leave no stone unturned
- b) jump to conclusions
- c) be at one's wits' end
- d) turn a blind eye

Ответ: a

5. Which adjective best captures the overall atmosphere of the scene?

- a) otherworldly
- b) ominous
- c) majestic
- d) chaotic

Ответ: a

Task 9. A Table Description – 7 БАЛЛОВ

Fill the gaps in the following descriptions of the tables by selecting any appropriate expression from those given.

Energy Use at a University Campus (2020)

Building Type	Energy Source	% of Total Consumption
Administrative buildings	electricity	45%
Laboratories	natural gas	38%
Student dormitories	renewable energy (solar, wind)	12%
Sports facilities	electricity	30%
Libraries	renewable energy (solar)	15%

According to the energy audit conducted at the university in 2020, it was found that **1** _____ was electricity, which **2** _____ 45% of the total energy used on campus. Laboratories were the second-largest consumers, as **3** _____ of their energy **4** _____ natural gas. Renewable sources, mainly solar and wind, **5** _____ roughly 27% of the total energy. Taking into account the **6** _____ of energy consumed by all facilities, it can be concluded that **7** _____ came from non-renewable sources.

1. a) the dominant source b) the greatest share c) the largest proportion d) the main contributor
2. a) comprised b) made up c) accounted for d) equalled
3. a) the major fraction b) most c) the largest part d) nearly all
4. a) consisted of b) was c) amounted to d) included
5. a) represented b) accounted for c) stood at d) reached
6. a) complete quantity b) total amount c) overall figure d) full volume
7. a) more than two-thirds b) the majority c) almost all energy d) a considerable proportion

Ответы:

1 b 2 c 3 b 4 a 5 a 6 b 7 b

Task 10. Language Analysis – 19 баллов

You are presented with pairs of sentences. **The first** is written by an advanced learner of English. **The second** is proposed by a native speaker.

Your task:

Compare the two sentences according to **four criteria**:

- **Task Achievement:** Does the sentence clearly and appropriately achieve its communicative purpose? (e.g., academic tone, register, precision).
- **Cohesion & Coherence:** How logical, smooth, and well-connected is the sentence? Be very specific: which connectors, punctuation, or linking devices are used.
- **Grammar:** Accuracy and complexity of structures (e.g., nominalization, passive, modal verbs, verb forms, clause structures).
- **Lexis:** Precision, range, and appropriacy of vocabulary (which words/phrases sound more natural, formal, academic, or idiomatic).

Write in detail what exactly is different in each criterion. Avoid vague comments like “*better vocabulary*.” Instead, explain *which words* and *why they are more natural*.

Decide **which sentence sounds more natural** and justify your choice.

Requirements:

- Each analysis must be **80 – 100 words**.
- Write in short, clear paragraphs.

- Be analytical, not just descriptive.

Example:

Sentence 1 (a learner): *People must work hard if they want to be successful in their life.*

Sentence 2 (a native speaker): *Achieving success invariably requires sustained effort and resilience.*

Analysis:

TA: Both sentences communicate the idea of effort leading to success. S1 (= sentence 1) version is clear but basic, while S2 (= sentence 2) frames the idea in a more abstract and generalizable way, which suits academic or formal writing.

CC: S1 has a simple conditional structure. S2 uses nominalization (*achieving success*) and avoids unnecessary conditionals, making the flow smoother.

G: S1 is grammatically correct but simple (must + infinitive). S2 demonstrates advanced structures with nominalization and parallelism (*requires sustained effort and resilience*).

L: S1 vocabulary is everyday (*work hard, successful*). S2 uses more formal and precise lexis (*invariably, sustained effort, resilience*).

Pair 1:

Sentence 1 (a learner): In my opinion, people who live in small towns don't have so many opportunities, so they often move to big cities to find better jobs.

Sentence 2 (a native speaker): In my view, limited opportunities in provincial areas frequently compel residents to relocate to metropolitan centres in search of more promising careers.

Pair 2:

Sentence 1 (a learner): Education is very important today because people need knowledge to get a good job.

Sentence 2 (a native speaker): In the contemporary labour market, educational attainment remains indispensable for securing desirable employment.

Pair 3:

Sentence 1 (a learner): If children spend too much time on computer games, they don't study well.

Sentence 2 (a native speaker): Excessive engagement with computer games tends to undermine children's academic performance.

Pair 4:

Sentence 1 (a learner): A lot of countries depend on oil and gas, which can be dangerous for their economies in the future.

Sentence 2 (a native speaker): Heavy reliance on oil and gas exposes many economies to significant future vulnerabilities.

Pair 5:

Sentence 1 (a learner): More and more people are travelling now because the tickets are cheaper.

Sentence 2 (a native speaker): The growing affordability of air travel has fuelled a surge in international tourism.

Pair 6:

Sentence 1 (a learner): People should exercise more, because it makes them healthy.

Sentence 2 (a native speaker): Regular physical activity is essential for maintaining long-term health and wellbeing.

ОТВЕТЫ:

Pair 1

Sentence 1 (a learner): In my opinion, people who live in small towns don't have so many opportunities, so they often move to big cities to find better jobs.

Sentence 2 (a native speaker): In my view, limited opportunities in provincial areas frequently compel residents to relocate to metropolitan centres in search of more promising careers.

Analysis:

- **Task Achievement:** Both sentences convey migration for work. Sentence 1 communicates plainly, while Sentence 2 achieves the same idea with academic precision.
- **Cohesion & Coherence:** Sentence 1 uses basic linking *so*. Sentence 2 employs cause-effect (*frequently compel residents*), smoother and more formal.
- **Grammar:** Sentence 1: simple present with coordination. Sentence 2: complex noun phrase (*limited opportunities in provincial areas*) plus formal verb *compel*.
- **Lexis:** Sentence 1: *small towns, big cities, better jobs*. Sentence 2: *provincial areas, metropolitan centres, promising careers*.

Pair 2

Sentence 1 (a learner): Education is very important today because people need knowledge to get a good job.

Sentence 2 (a native speaker): In the contemporary labour market, educational attainment remains indispensable for securing desirable employment.

Analysis:

- **Task Achievement:** Both underline the role of education. Sentence 1 is clear but oversimplified. Sentence 2 addresses the point in a more formal and nuanced way.
- **Cohesion & Coherence:** Sentence 1 uses a simple *because* link. Sentence 2 achieves coherence through a formal subject phrase (*in the contemporary labour market*).
- **Grammar:** Sentence 1: basic present tense. Sentence 2: complex noun phrase with nominalization (*educational attainment remains indispensable*).
- **Lexis:** Sentence 1: *very important, good job*. Sentence 2: *indispensable, securing desirable employment*.

Pair 3

Sentence 1 (a learner): If children spend too much time on computer games, they don't study well.

Sentence 2 (a native speaker): Excessive engagement with computer games tends to undermine children's academic performance.

Analysis:

- **Task Achievement:** Both describe the negative effect of gaming. Sentence 1 is correct but too everyday. Sentence 2 presents the point more academically.
- **Cohesion & Coherence:** Sentence 1 uses a conditional. Sentence 2 employs a general statement (*tends to undermine*), more natural in formal writing.
- **Grammar:** Sentence 1: first conditional. Sentence 2: advanced subject noun phrase + modal-like construction (*tends to*).
- **Lexis:** Sentence 1: *study well*. Sentence 2: *academic performance, excessive engagement*.

Pair 4

Sentence 1 (a learner): A lot of countries depend on oil and gas, which can be dangerous for their economies in the future.

Sentence 2 (a native speaker): Heavy reliance on oil and gas exposes many economies to significant future vulnerabilities.

Analysis:

- **Task Achievement:** Both warn against oil dependence. Sentence 1 explains but sounds simple. Sentence 2 encapsulates the idea in a precise academic register.
- **Cohesion & Coherence:** Sentence 1 uses a relative clause (*which can be dangerous*). Sentence 2 uses a more compact structure with *exposes... to*.
- **Grammar:** Sentence 1: basic present simple + relative clause. Sentence 2: nominalization (*heavy reliance*) + causative verb (*exposes*).
- **Lexis:** Sentence 1: *a lot of, dangerous*. Sentence 2: *heavy reliance, significant vulnerabilities*.

Pair 5

Sentence 1 (a learner): More and more people are travelling now because the tickets are cheaper.

Sentence 2 (a native speaker): The growing affordability of air travel has fuelled a surge in international tourism.

Analysis:

- **Task Achievement:** Both mention increased travel. Sentence 1 is conversational. Sentence 2 is precise and more academic.
- **Cohesion & Coherence:** Sentence 1 uses *because* causally. Sentence 2 shows causality through a formal structure (*has fuelled a surge*).
- **Grammar:** Sentence 1: present continuous + basic clause. Sentence 2: present perfect + nominalization (*a surge in tourism*).
- **Lexis:** Sentence 1: *more and more, cheaper tickets*. Sentence 2: *growing affordability, fuelled, surge, international tourism*.

Pair 6

Sentence 1 (a learner): People should exercise more, because it makes them healthy.

Sentence 2 (a native speaker): Regular physical activity is essential for maintaining long-term health and wellbeing.

Analysis:

- **Task Achievement:** Both stress exercise's importance. Sentence 1 is communicative but childlike. Sentence 2 fulfils the task with formal precision.
- **Cohesion & Coherence:** Sentence 1 links with *because*. Sentence 2 is cohesive via a noun phrase subject (*regular physical activity*).

- **Grammar:** Sentence 1: modal *should* + basic present. Sentence 2: linking verb + complement (*is essential for...*).
- **Lexis:** Sentence 1: *makes them healthy*. Sentence 2: *maintaining long-term health and wellbeing*.

Критерии оценивания:

Структура оценивания одной пары (3 балла)

1. Task Achievement — 0,5 балла. 0,5 балла начисляется, если корректно и конкретно объяснено, как каждое предложение достигает коммуникативной цели; указаны различия в регистре, тоне, точности. 0 баллов — анализ отсутствует, поверхностный или ограничен общими оценками («лучше», «понятнее») без опоры на языковые факты.
2. Cohesion & Coherence — 0,5 балла. 0,5 балла начисляется, если названы конкретные связующие средства (коннекторы, пунктуация, синтаксические переходы, номинализация и т.д.) и объяснён их эффект на логику и плавность. 0 баллов — общие фразы без указания конкретных средств связи.
3. Grammar — 0,5 балла. 0,5 балла начисляется, если точно названы грамматические конструкции в каждом предложении (времена, пассив, модальные глаголы, условные, инверсия, номинализация, типы придаточных и т.д.) и отмечены различия в сложности. 0 баллов — конструкции не названы или названы неверно.
4. Lexis — 0,5 балла. 0,5 балла начисляется, если приведены конкретные слова и словосочетания из обоих предложений с объяснением, какие из них более формальные, точные, идиоматичные или академичные и почему. 0 баллов — размытые оценки («лучше словарный запас», «более красивые слова») без лингвистического обоснования.

Языковая корректность по всему заданию — 7 баллов.

- 7 баллов начисляются, если при разборе пары предложений допущено 0–1 ошибка (грамматическая или лексическая).
- 6 баллов начисляются, если допущено 2 ошибки (грамматические или лексические).
- 5 баллов начисляются, если допущено 3 ошибки (грамматические или лексические).
- 4 балла начисляются, если допущено 4 ошибки (грамматические или лексические).
- 3 балла начисляются, если допущено 5 ошибок (грамматические или лексические).
- 2 балла начисляются, если допущено 6 ошибок (грамматические или лексические).
- 1 балл начисляется, если допущено 7–8 ошибок (грамматические или лексические).
- 0 баллов начисляется, если допущено 9 и более ошибок (грамматические или лексические).

Дополнительные правила

1. Если участник анализирует только одно предложение из пары, не сопоставляя его со вторым, пара оценивается в 0 баллов.

2. Если анализ по сути дублирует формулировки задания или примера без собственного содержания, за пару начисляется не более 1 балла. Копирование предложений из задания без комментария не засчитывается.

3. Если задание выполнено менее чем для 3 пар из 6, работа оценивается по факту выполненных пар — остальные получают 0 баллов.

Task 11. Flawed Prompt – 20 баллов

Watch the **AI-generated video** carefully and read the **short flawed prompt** describing it. Then write a **text** in which you **recreate the scene accurately** and at the same time **reflect on the process** of writing it. Your response should form a single, coherent piece of writing.

Describe what really happens in the video, **correcting every inaccuracy** while preserving the tone and rhythm of the original. As you write, naturally weave in short reflective comments such as which visual details were most difficult to render precisely, what kind of language (syntax, rhythm, or lexis) helped you reproduce the atmosphere, and how you might adjust the original prompt so that the AI's version would match it more closely.

Your text should:

- read smoothly as a **self-contained scene with commentary**,
- demonstrate **accuracy, cohesion, and advanced descriptive control**, and
- show awareness of the link between **language and visual interpretation**.

Aim for **around 180 - 200 words** in total.

Flawed Prompt:

A group of beachgoers stroll along golden sand beneath the afternoon sun. They wear bright swimsuits, carry towels, and stop to watch the rolling waves. Laughter and music drift from a nearby café while gulls swoop overhead. The air is hot, the light sharp, and the whole scene feels lively and crowded rather than quiet or cool.

Prompt used to create the video:

A lone hiker walks through dense pine forest at dawn. Mist curls around the trees; shafts of light slice through the fog. She touches the rough bark as wind rustles overhead, then pauses to listen — somewhere, a distant river murmurs.

Критерии оценивания:

1. Фактологическая точность реконструкции сцены — 5 баллов. Оценивается, насколько корректно исправлены все неточности исходного промпта относительно реального видео.

5 баллов — исправлены все ключевые неточности (6 и более);

4 балла — исправлены 5 неточностей;

3 балла — исправлены 4 неточности;

2 балла — исправлены 2–3 неточности;

1 балл — исправлена 1 неточность;

0 баллов — сцена описана без опоры на реальное видео или содержит новые фактические искажения.

2. Наличие и содержательность рефлексивного комментария — 4 балла. Оценивается, насколько органично в текст вплетены размышления трёх типов: какие визуальные детали было сложнее всего передать словами; какие языковые средства (синтаксис, ритм, лексика) помогли воссоздать атмосферу; как можно было бы скорректировать исходный промпт, чтобы результат AI точнее соответствовал замыслу.

4 балла — присутствуют все три типа рефлексии, каждый раскрыт содержательно;

3 балла — присутствуют все три типа, но один раскрыт поверхностно;

2 балла — присутствуют только два типа рефлексии;

1 балл — присутствует только один тип;

0 баллов — рефлексия отсутствует либо сводится к общим фразам.

3. Цельность текста и интеграция описания с рефлексией — 3 балла. Оценивается, насколько описание сцены и комментарий образуют единое связное высказывание, а не два искусственно сшитых блока.

3 балла — текст читается как цельное произведение, переходы между описанием и рефлексией естественны;

2 балла — интеграция в целом есть, но присутствуют шероховатости;

1 балл — описание и рефлексия слабо связаны между собой;

0 баллов — текст распадается на несвязанные части либо одна из частей (описание или рефлексия) отсутствует.

4. Сохранение тона и ритма оригинала — 2 балла. Оценивается, насколько участнику удалось сохранить стилистический регистр и ритмический рисунок исходного промпта (атмосферная описательность, плавность фразировки), при этом полностью переработав содержание.

2 балла — тон и ритм переданы убедительно;

1 балл — передан частично (либо тон, либо ритм);

0 баллов — стиль не соответствует оригиналу или текст стилистически неровный.

5. Лексическое и грамматическое разнообразие — 4 балла. Оценивается уровень descriptive control: точность и разнообразие лексики (сенсорные детали, коллокации, идиоматичность), сложность синтаксиса (разнообразие структур, номинализация, причастные обороты и т.д.).

4 балла — уровень C1: богатая, точная, естественная лексика; разнообразный и сложный синтаксис.

3 балла — уровень B2: хорошая лексика и синтаксис с отдельными неточностями.

2 балла — уровень B1: базовая лексика, ограниченное разнообразие структур.

1 балл — уровень A2.

0 баллов — системные ошибки, мешающие пониманию.

6. Языковая корректность — 2 балла. Оценивается количество грамматических и лексических ошибок во всём тексте.

2 балла — 0–2 ошибки;

1 балл — 3–5 ошибок;

0 баллов — 6 и более ошибок.

Дополнительные правила

При нарушении объёма (180–200 слов) допускается отклонение $\pm 10\%$, то есть 162–220 слов. При более значительном отклонении задание не оценивается (0 баллов за всю работу).

Если участник ограничивается пересказом без реального исправления неточностей, задание оценивается максимум в 5 баллов. Если отсутствует рефлексивная составляющая как таковая — задание оценивается максимум в 10 баллов.

Вариант 3

Task 1. Graphic Novels – 3 балла (1 балл дается за верный ответ.)

You will be shown several pages from graphic novels based on classic works of literature. All titles and author names have been removed. Your task is to identify the novel.

Instruction for the answer format:

Write your answer in **ALL CAPITAL LETTERS**, first the **TITLE OF THE LITERARY WORK**, followed by a comma and then the author's **NAME AND SURNAME**. Do not use full stops at the end.

Example:

FOR WHOM THE BELL TOLLS, ERNEST HEMINGWAY

1.





2.





3.





Отвeты:

1. BEOWULF, UNKNOWN / BEOWULF
2. THE HOBBIT, J. R. R. TOLKIEN / THE HOBBIT, JOHN R. R. TOLKIEN / THE HOBBIT, JOHN RONALD REUEL TOLKIEN
3. DUNE, FRANK HERBERT

Task 2. Malapropism – 6 баллов (по 0,5 за каждый правильный вопрос) + **1 балл** за правильный ответ на вопрос.

Match the two halves of the quotations to make complete sentences. After completing the matching, answer the following question:

Question: What do these sentences represent as a figure of speech?

1. «A game of two halves, ...»
2. «Despite being 3–0 down, ...»
3. «He's very unpredictable, ...»
4. «I always arrive late, ...»
5. «If history repeats itself, ...»
6. «In football, the unexpected, ...»
7. «It's a marathon, ...»
8. «My captain leads by example, ...»

9. «Penalty shoot-outs are a lottery, ...»
10. «The referee's whistle, ...»
11. «We defended like lions, ...»
12. «You can't win anything, ...»

- a) and then suddenly, he does exactly what you expect.
- b) but with penalties at the end.
- c) can happen at any time.
- d) decides everything, even when the ball is still in play.
- e) I'll probably miss the kick-off.
- f) it's the second half that counts.
- g) we've still got a mountain to climb.
- h) without scoring goals.
- i) yet we conceded four.
- j) you'd better learn from it quickly.
- k) you never know who will buy the ticket.
- l) you still have 45 minutes left.

Ответы:

1. F
2. G
3. A
4. E
5. J
6. C
7. B
8. L
9. K
10. D
11. I
12. H

Ответ к вопросу: Malapropism

Task 3. Howlers – 17 баллов

The following sentences were written by native speakers during exams. Each one contains exactly one confused word. Replace the wrong word with the correct one. Write your answers in **CAPITAL LETTERS**.

1. A vacuum is a large empty space where the Pope lives.
2. An octogenarian is an animal which has eight young at birth.
3. Ancient Egypt was inhabited by mummies and they all wrote in hydraulics.
4. Effluent means fluent in English as a Foreign Language.
5. Germination is the process of becoming a German.

6. Migration is a headache that birds get when they fly south for the winter.
7. Romans were so called because they never stayed in one place for very long.
8. The most influential aspect of poetry is the absence of money.
9. Unleavened bread is bread made without any ingredients.
10. A polygon is a dead parrot.
11. An anglophile is a person who likes fishing.
12. Ambiguous means having two wives and not being able to change this.
13. Dead people are buried in a symmetry.
14. A turbine is what an Arab wears on his head.
15. Adolescence is the stage between puberty and adultery.
16. Darwin wrote the Organ of the Species.
17. Louis Pasteur discovered a cure for rabbis.

Ответы:

1. VATICAN
2. OCTOPUS
3. HIEROGLYPHICS
4. EFL
5. GERMANISATION
6. MIGRAINE
7. NOMADS
8. POVERTY
9. YEAST
10. POLLY GONE
11. ANGLER
12. BIGAMY
13. CEMETERY
14. TURBAN
15. ADULTHOOD
16. ORIGIN
17. RABIES

Task 4. Who “Rules” Here? – 8 баллов (по 1 за каждый правильный вопрос) + **1 балл** за правильный ответ на вопрос

Complete the graffiti slogans with the correct “rulers.” Write the answer in CAPITAL LETTERS.

Example: _____ rule, neigh, neigh.

Your Answer: HORSES

1. _____ rule, O K-K-K-K-K!
2. _____ rules, UK.
3. _____ rules Bangkok.

4. _____ rule, ole!
5. _____ rules, not OK.
6. _____ rules, O °K.
7. _____ rule, all right, acceptable, satisfactory.
8. _____ rul.

Question: What linguistic phenomenon do all these graffiti slogans represent? Write the answer (one word) in CAPITAL LETTERS. _____

Ответы:

1. KKK
2. UK
3. BANGKOK
4. OLE
5. NOT OK
6. O°K
7. OK
8. RULE

Ответ к вопросу: PUN либо WORDPLAY

Task 5. Unjumble the Sentences – 9 баллов

Unjumble the sentences (a - i), then match them with the correct starters (1 - 9). In the answers write full sentences in CAPITAL LETTERS. Mind general punctuation rules.

1. Light travels faster than sound ...
2. A diplomat is ...
3. Don't take life too seriously ...
4. To steal ideas from one person is plagiarism ...
5. I always arrive late ...
6. Money talks ...
7. The future ...
8. War does not determine who ...
9. A clear conscience ...

a) many – from – , to – steal – is – research – called

b) memory – a – is – bad – usually – of – the – sign

c) all – says – goodbye – , but – mine – is – ever

d) never – parties – , so - I'm – at – surprised

e) alive – get – you – out – don't

f) , that's – hear – you– why – some– until – look – good - people - them

g) forward - tells – way – look - go – you -the - that - hell – in – to - who – makes - to – you – a – someone – to - trip

h) tomorrow – not - today – depends – what – on – do – you

i) right – left – who – is – is – , only

Ответы:

1. LIGHT TRAVELS FASTER THAN SOUND, THAT'S WHY SOME PEOPLE LOOK GOOD UNTIL YOU HEAR THEM.
2. A DIPLOMAT IS SOMEONE WHO TELLS YOU TO GO TO HELL IN A WAY THAT MAKES YOU LOOK FORWARD TO THE TRIP.
3. DON'T TAKE LIFE TOO SERIOUSLY, YOU DON'T GET OUT ALIVE.
4. TO STEAL IDEAS FROM ONE PERSON IS PLAGIARISM, TO STEAL FROM MANY IS CALLED RESEARCH.
5. I ALWAYS ARRIVE LATE, SO I'M NEVER SURPRISED AT PARTIES.
6. MONEY TALKS, BUT ALL MINE EVER SAYS IS GOODBYE.
7. THE FUTURE DEPENDS ON WHAT YOU DO TODAY NOT TOMORROW.
8. WAR DOES NOT DETERMINE WHO IS RIGHT, ONLY WHO IS LEFT.
9. A CLEAR CONSCIENCE IS USUALLY THE SIGN OF A BAD MEMORY.

Task 6. Word Formation – 9 баллов (по 0,5 за каждый правильный вопрос)

You are given a text with 18 gaps. At the top, you will see a list of base words. For each gap, transform the appropriate base word into its correct form so that the sentence is grammatically and semantically accurate. Each gap can only be completed with **one precise word form**. Write your answers in CAPITAL LETTERS.

Base words:

MATERIAL, INDUSTRY, POLITIC, CHILD, DESCRIBE, CLASSIC, ECONOMY, SCIENCE, NUMBER, HISTORY

Text

The documentary series was praised for its (1) ____ accuracy, offering a careful reconstruction of past events. Reviewers admired the way ancient (2) ____ records were combined with archaeological findings. From an (3) ____ standpoint, critics noted the expense of such projects, yet producers defended their work as a (4) ____ contribution to public education. Each episode included a vivid (5) ____ of social change, contrasting (6) ____ stereotypes with more nuanced explanations. Statistical data played a role too: the team used (7) ____ simulations to illustrate demographic shifts, correcting (8) ____ errors in previous studies. However, some detractors argued the visuals were overly (9) ____, filled with luxury scenes that distracted

from real issues. Others claimed the series reflected dominant (10) ____ ideals in today's media. The cultural segments balanced entertainment with learning. Viewers encountered (11) ____ myths, as well as performances of (12) ____ tragedies that kept ancient voices alive. Not surprisingly, officials responded. One politician offered a (13) ____ endorsement of the programme, while others condemned it for carrying an overtly (14) ____ agenda. Special attention was given to schools: teachers encouraged (15) ____ participation in classroom debates, while warning against (16) ____ interruptions during serious lessons. The final episode celebrated the modern world: advances in space exploration stood beside (17) ____ innovations and revolutionary (18) ____ achievements.

Ответы:

1. HISTORICAL
2. HISTORICAL
3. ECONOMIC
4. MATERIAL
5. DESCRIPTION
6. CLASSICAL
7. NUMERICAL
8. NUMEROUS
9. MATERIALISTIC
10. ECONOMIC
11. CLASSICAL
12. CLASSICAL
13. POLITICAL
14. POLITICALLY (agenda)
15. CHILDREN'S
16. CHILDISH
17. SCIENTIFIC
18. INDUSTRIAL

Task 7. What Numbers Are These? – 7 баллов (по 0,5 за каждый правильный вопрос)

Phrases:

1. Flirty
2. Half a dozen
3. Lucky couple
4. Man alive
5. Nelson
6. Overweight
7. PC on the beat
8. Rise and shine
9. Saving Grace
10. Snakes alive

11. Straight on through
12. Sunset Strip
13. Sweet
14. Unlucky for some

Numbers:

16 – 111 – 8 – 55 – 6 – 5 – 82 – 29 – 30 – 13 – 11 – 77 – 54 – 8

Ответы:

1. 30
2. 6
3. 11
4. 5
5. 111
6. 8
7. 54
8. 29
9. 8
10. 55
11. 82
12. 77
13. 16
14. 13

Task 8. Video Idioms – 5 баллов

Watch the videos and answer the questions.

1. Which expression best captures her state of mind?

- a) lost in thought
- b) caught in two minds
- c) burning with regret
- d) overcome by nostalgia

Ответ: b

2. Which idiom best fits the climber's inner state?

- a) lose one's nerve
- b) be in over one's head
- c) keep going against the odds
- d) take it for granted

Ответ: c

3. Which expression best captures her attitude?

- a) be on edge
- b) put on airs
- c) have cold feet
- d) feel comfortable in one's own skin

Ответ: d

4. Which expression best describes the detective's mindset?

- a) be at one's wits' end
- b) leave no stone unturned
- c) jump to conclusions
- d) turn a blind eye

Ответ: b

5. Which adjective best captures the overall atmosphere of the scene?

- a) majestic
- b) ominous
- c) otherworldly
- d) chaotic

Ответ: c

Task 9. A Table Description – 7 баллов

Fill the gaps in the following descriptions of the tables by selecting any appropriate expression from those given.

Sources of Student Income (2023)

Source of Income	% of Total Annual Income
Family support	35%
Part-time jobs	42%
Scholarships and grants	15%

Student loans	8%
---------------	----

A financial survey of students in 2023 revealed that **1** _____ came from part-time employment, which **2** _____ 42% of all student income. Family support was also significant, **3** _____ 35% of total funds. Scholarships and grants **4** _____ 15%, while loans **5** _____ only a small fraction. If we examine the **6** _____ of income sources available, it becomes evident that **7** _____ relied on personal effort rather than institutional assistance.

1. a) the largest portion b) the greatest proportion c) the leading share d) the main contributor
2. a) accounted for b) made up c) amounted to d) represented
3. a) contributed b) accounted for c) stood at d) comprised
4. a) represented b) made up c) consisted of d) accounted for
5. a) stood at b) amounted to c) reached d) represented
6. a) complete range b) total amount c) full variety d) overall scope
7. a) the majority of students b) most respondents c) nearly all participants d) the greater proportion

ОТВЕТЫ:

1 b 2 a 3 b 4 a 5 b 6 a 7 a

Task 10. Language Analysis – 19 баллов

You are presented with pairs of sentences. **The first** is written by an advanced learner of English. **The second** is proposed by a native speaker.

Your task:

Compare the two sentences according to **four criteria**:

- **Task Achievement:** Does the sentence clearly and appropriately achieve its communicative purpose? (e.g., academic tone, register, precision).
- **Cohesion & Coherence:** How logical, smooth, and well-connected is the sentence? Be very specific: which connectors, punctuation, or linking devices are used.
- **Grammar:** Accuracy and complexity of structures (e.g., nominalization, passive, modal verbs, verb forms, clause structures).
- **Lexis:** Precision, range, and appropriacy of vocabulary (which words/phrases sound more natural, formal, academic, or idiomatic).

Write in detail what exactly is different in each criterion. Avoid vague comments like *“better vocabulary.”* Instead, explain *which words* and *why they are more natural*.

Decide **which sentence sounds more natural** and justify your choice.

Requirements:

- Each analysis must be **80 – 100 words**.
- Write in short, clear paragraphs.
- Be analytical, not just descriptive.

Example:

Sentence 1 (a learner): *People must work hard if they want to be successful in their life.*

Sentence 2 (a native speaker): *Achieving success invariably requires sustained effort and resilience.*

Analysis:

TA: Both sentences communicate the idea of effort leading to success. S1 (= sentence 1) version is clear but basic, while S2 (= sentence 2) frames the idea in a more abstract and generalizable way, which suits academic or formal writing.

CC: S1 has a simple conditional structure. S2 uses nominalization (*achieving success*) and avoids unnecessary conditionals, making the flow smoother.

G: S1 is grammatically correct but simple (must + infinitive). S2 demonstrates advanced structures with nominalization and parallelism (*requires sustained effort and resilience*).

L: S1 vocabulary is everyday (*work hard, successful*). S2 uses more formal and precise lexis (*invariably, sustained effort, resilience*).

Pair 1:

Sentence 1 (a learner): It is difficult to balance studying and working, but many students try to do both at the same time to save money for their future.

Sentence 2 (a native speaker): Striking a balance between academic commitments and employment proves challenging; nevertheless, numerous students attempt to juggle both in order to secure their financial future.

Pair 2:

Sentence 1 (a learner): Some people think that technology makes our life easier, but others say it makes us more stressed.

Sentence 2 (a native speaker): While many view technology as a means of convenience, others contend that it exacerbates stress levels.

Pair 3:

Sentence 1 (a learner): The government should give more money for hospitals and schools.

Sentence 2 (a native speaker): Greater public investment in healthcare and education is urgently required.

Pair 4:

Sentence 1 (a learner): Studying abroad is good because students learn a new language and culture.

Sentence 2 (a native speaker): Overseas study offers invaluable opportunities for linguistic development and intercultural competence.

Pair 5:

Sentence 1 (a learner): Some people like living in countryside, but others prefer cities.

Sentence 2 (a native speaker): Rural tranquillity appeals to some, whereas others are drawn to the vibrancy of urban life.

Pair 6:

Sentence 1 (a learner): It is important to eat healthy food, because otherwise people get sick easily.

Sentence 2 (a native speaker): A nutritious diet is crucial in safeguarding long-term health and preventing illness.

ОТВЕТЫ:

Pair 1:

Sentence 1 (a learner): It is difficult to balance studying and working, but many students try to do both at the same time to save money for their future.

Sentence 2 (a native speaker): Striking a balance between academic commitments and employment proves challenging; nevertheless, numerous students attempt to juggle both in order to secure their financial future.

Analysis:

- **Task Achievement:** Both describe the difficulty of combining study and work. Sentence 1 communicates well but simplistically. Sentence 2 achieves the task with nuanced academic phrasing.
- **Cohesion & Coherence:** Sentence 1 uses *but* for contrast. Sentence 2 introduces *nevertheless* and a semicolon, raising the level of discourse.
- **Grammar:** Sentence 1: simple clause structure. Sentence 2: nominalization (*striking a balance*) + modal-like verb (*proves challenging*).

- **Lexis:** Sentence 1: *do both, save money*. Sentence 2: *juggle both, secure financial future*.

Pair 2:

Sentence 1 (a learner): Some people think that technology makes our life easier, but others say it makes us more stressed.

Sentence 2 (a native speaker): While many view technology as a means of convenience, others contend that it exacerbates stress levels.

Analysis:

- **Task Achievement:** Both show contrasting opinions. Sentence 1 is clear but informal. Sentence 2 is concise and academic.
- **Cohesion & Coherence:** Sentence 1 uses *but*. Sentence 2 employs *while* for contrast, creating smoother cohesion.
- **Grammar:** Sentence 1: simple clause coordination. Sentence 2: complex sentence with subordinate clause (*while many view...*).
- **Lexis:** Sentence 1: *makes our life easier, more stressed*. Sentence 2: *means of convenience, exacerbates stress levels*.

Pair 3:

Sentence 1 (a learner): The government should give more money for hospitals and schools.

Sentence 2 (a native speaker): Greater public investment in healthcare and education is urgently required.

Analysis:

- **Task Achievement:** Both argue for funding. Sentence 1 is functional but plain. Sentence 2 reframes the idea in policy language.
- **Cohesion & Coherence:** Sentence 1 uses *should give more money*, direct but unsophisticated. Sentence 2 is cohesive by using abstract subject (*greater public investment*).
- **Grammar:** Sentence 1: modal *should* + verb. Sentence 2: nominalization (*investment*) + passive (*is required*).
- **Lexis:** Sentence 1: *give more money, hospitals, schools*. Sentence 2: *public investment, healthcare, education*.

Pair 4:

Sentence 1 (a learner): Studying abroad is good because students learn a new language and culture.

Sentence 2 (a native speaker): Overseas study offers invaluable opportunities for linguistic development and intercultural competence.

Analysis:

- **Task Achievement:** Both highlight study abroad benefits. Sentence 1 is understandable but generic. Sentence 2 expresses the idea in academic discourse.
- **Cohesion & Coherence:** Sentence 1 uses *because*. Sentence 2 flows more smoothly with *offers opportunities for*.
- **Grammar:** Sentence 1: present simple with *is good*. Sentence 2: nominal subject (*overseas study*) + object complement phrase.
- **Lexis:** Sentence 1: *good, learn a new language and culture*. Sentence 2: *invaluable opportunities, linguistic development, intercultural competence*.

Pair 5:

Sentence 1 (a learner): Some people like living in countryside, but others prefer cities.

Sentence 2 (a native speaker): Rural tranquillity appeals to some, whereas others are drawn to the vibrancy of urban life.

Analysis:

- **Task Achievement:** Both contrast rural vs urban living. Sentence 1 is communicative but simplistic. Sentence 2 reframes with stylistic richness.
- **Cohesion & Coherence:** Sentence 1 uses *but*. Sentence 2 employs *whereas*, providing a formal contrast.
- **Grammar:** Sentence 1: present simple verbs. Sentence 2: complex construction with parallel structures (*appeals to... are drawn to*).
- **Lexis:** Sentence 1: *countryside, cities*. Sentence 2: *rural tranquillity, vibrancy of urban life*.

Pair 6:

Sentence 1 (a learner): It is important to eat healthy food, because otherwise people get sick easily.

Sentence 2 (a native speaker): A nutritious diet is crucial in safeguarding long-term health and preventing illness.

Analysis:

- **Task Achievement:** Both emphasise diet's role in health. Sentence 1 gets the message across but in simple terms. Sentence 2 frames it formally and comprehensively.
- **Cohesion & Coherence:** Sentence 1 uses *because otherwise*. Sentence 2 achieves cohesion through parallel infinitives (*safeguarding... preventing*).
- **Grammar:** Sentence 1: dummy subject *it is important*. Sentence 2: noun phrase subject (*a nutritious diet*) + complex predicate.
- **Lexis:** Sentence 1: *healthy food, get sick easily*. Sentence 2: *nutritious diet, safeguarding, preventing illness*.

Критерии оценивания:

Структура оценивания одной пары (3 балла)

1. Task Achievement — 0,5 балла. 0,5 балла начисляется, если корректно и конкретно объяснено, как каждое предложение достигает коммуникативной цели; указаны различия в регистре, тоне, точности. 0 баллов — анализ отсутствует, поверхностный или ограничен общими оценками («лучше», «понятнее») без опоры на языковые факты.
2. Cohesion & Coherence — 0,5 балла. 0,5 балла начисляется, если названы конкретные связующие средства (коннекторы, пунктуация, синтаксические переходы, номинализация и т.д.) и объяснён их эффект на логику и плавность. 0 баллов — общие фразы без указания конкретных средств связи.
3. Grammar — 0,5 балла. 0,5 балла начисляется, если точно названы грамматические конструкции в каждом предложении (времена, пассив, модальные глаголы, условные, инверсия, номинализация, типы придаточных и т.д.) и отмечены различия в сложности. 0 баллов — конструкции не названы или названы неверно.
4. Lexis — 0,5 балла. 0,5 балла начисляется, если приведены конкретные слова и словосочетания из обоих предложений с объяснением, какие из них более формальные, точные, идиоматичные или академичные и почему. 0 баллов — размытые оценки («лучше словарный запас», «более красивые слова») без лингвистического обоснования.

Языковая корректность по всему заданию — 7 баллов.

- 7 баллов начисляются, если при разборе пары предложений допущено 0–1 ошибка (грамматическая или лексическая).
- 6 баллов начисляются, если допущено 2 ошибки (грамматические или лексические).
- 5 баллов начисляются, если допущено 3 ошибки (грамматические или лексические).
- 4 балла начисляются, если допущено 4 ошибки (грамматические или лексические).
- 3 балла начисляются, если допущено 5 ошибок (грамматические или лексические).
- 2 балла начисляются, если допущено 6 ошибок (грамматические или лексические).
- 1 балл начисляется, если допущено 7–8 ошибок (грамматические или лексические).

0 баллов начисляется, если допущено 9 и более ошибок (грамматические или лексические).

Дополнительные правила

1. Если участник анализирует только одно предложение из пары, не сопоставляя его со вторым, пара оценивается в 0 баллов.
2. Если анализ по сути дублирует формулировки задания или примера без собственного содержания, за пару начисляется не более 1 балла. Копирование предложений из задания без комментария не засчитывается.
3. Если задание выполнено менее чем для 3 пар из 6, работа оценивается по факту выполненных пар — остальные получают 0 баллов.

Task 11. Flawed Prompt – 20 баллов

Watch the **AI-generated video** carefully and read the **short flawed prompt** describing it. Then write a **text** in which you **recreate the scene accurately** and at the same time **reflect on the process** of writing it. Your response should form a single, coherent piece of writing.

Describe what really happens in the video, **correcting every inaccuracy** while preserving the tone and rhythm of the original. As you write, naturally weave in short reflective comments such as which visual details were most difficult to render precisely, what kind of language (syntax, rhythm, or lexis) helped you reproduce the atmosphere, and how you might adjust the original prompt so that the AI's version would match it more closely.

Your text should:

- read smoothly as a **self-contained scene with commentary**,
- demonstrate **accuracy, cohesion, and advanced descriptive control**, and
- show awareness of the link between **language and visual interpretation**.

Aim for **around 180 - 200 words** in total.

Flawed Prompt:

The attic stands empty and silent. A young boy bounces a bright ball against the wall as loud pop music echoes from a speaker. Sunlight flashes off metal shelves, scattering colour across posters taped to the window. No photographs or boxes appear; the space feels lively, new, and chaotic instead of still and nostalgic.

Prompt used to create the video:

Dust floats in sunbeams filtering through an attic window. An elderly man flips through a box of old Polaroids, each image fading to sepia. He smiles faintly, then sets one photo by a flickering lamp and closes the box.

Критерии оценивания

1. Фактологическая точность реконструкции сцены — 5 баллов. Оценивается, насколько корректно исправлены все неточности исходного промпта относительно реального видео.

5 баллов — исправлены все ключевые неточности (6 и более);

4 балла — исправлены 5 неточностей;

3 балла — исправлены 4 неточности;

2 балла — исправлены 2–3 неточности;

1 балл — исправлена 1 неточность;

0 баллов — сцена описана без опоры на реальное видео или содержит новые фактические искажения.

2. Наличие и содержательность рефлексивного комментария — 4 балла. Оценивается, насколько органично в текст вплетены размышления трёх типов: какие визуальные детали было сложнее всего передать словами; какие языковые средства (синтаксис, ритм, лексика) помогли воссоздать атмосферу; как можно было бы скорректировать исходный промпт, чтобы результат AI точнее соответствовал замыслу.

4 балла — присутствуют все три типа рефлексии, каждый раскрыт содержательно;

3 балла — присутствуют все три типа, но один раскрыт поверхностно;

2 балла — присутствуют только два типа рефлексии;

1 балл — присутствует только один тип;

0 баллов — рефлексия отсутствует либо сводится к общим фразам.

3. Цельность текста и интеграция описания с рефлексией — 3 балла. Оценивается, насколько описание сцены и комментарий образуют единое связное высказывание, а не два искусственно сшитых блока.

3 балла — текст читается как цельное произведение, переходы между описанием и рефлексией естественны;

2 балла — интеграция в целом есть, но присутствуют шероховатости;

1 балл — описание и рефлексия слабо связаны между собой;

0 баллов — текст распадается на несвязанные части либо одна из частей (описание или рефлексия) отсутствует.

4. Сохранение тона и ритма оригинала — 2 балла. Оценивается, насколько участнику удалось сохранить стилистический регистр и ритмический рисунок исходного промпта (атмосферная описательность, плавность фразировки), при этом полностью переработав содержание.

2 балла — тон и ритм переданы убедительно;

1 балл — передан частично (либо тон, либо ритм);

0 баллов — стиль не соответствует оригиналу или текст стилистически неровный.

5. Лексическое и грамматическое разнообразие — 4 балла. Оценивается уровень descriptive control: точность и разнообразие лексики (сенсорные детали, коллокации, идиоматичность), сложность синтаксиса (разнообразие структур, номинализация, причастные обороты и т.д.).

4 балла — уровень C1: богатая, точная, естественная лексика; разнообразный и сложный синтаксис.

3 балла — уровень B2: хорошая лексика и синтаксис с отдельными неточностями.

2 балла — уровень B1: базовая лексика, ограниченное разнообразие структур.

1 балл — уровень A2.

0 баллов — системные ошибки, мешающие пониманию.

6. Языковая корректность — 2 балла. Оценивается количество грамматических и лексических ошибок во всём тексте.

2 балла — 0–2 ошибки;

1 балл — 3–5 ошибок;

0 баллов — 6 и более ошибок.

Дополнительные правила

При нарушении объёма (180–200 слов) допускается отклонение $\pm 10\%$, то есть 162–220 слов. При более значительном отклонении задание не оценивается (0 баллов за всю работу).

Если участник ограничивается пересказом без реального исправления неточностей, задание оценивается максимум в 5 баллов. Если отсутствует рефлексивная составляющая как таковая — задание оценивается максимум в 10 баллов.