

## Keys Listen Compr

- 1) England
- 2) organised religion
- 3) 1836
- 4) Britain
- 5) psychology
- 6) mystery
- 7) 1870
- 8) ordinary
- 9) southern OR south-eastern
- 10) workers' rights OR ending slavery
- 11) France
- 12) his fate OR his destiny
- 13) environment
- 14) progress
- 15) poetry
- 16) A
- 17) C
- 18) B
- 19) B
- 20) D
- 21) C
- 22) C
- 23) D
- 24) D
- 25) B

## Transcript

### Part 1.

#### Lecture

Good afternoon. Welcome to the first in our lecture series on the main literary movements in United States history. In this class, we are going to cover nine different movements in literature and discuss the origins and common beliefs of each movement. In this, our first class, I'd like to take some time to give you an overview of these nine movements as a starting point. I'll go over the period of time each movement covers, the place in the US where it got its start, the key figures in each movement, and the core beliefs of each.

We won't have time in the course to cover all literary movements, so we're going to be focusing on the general time period of the 19th and 20th centuries. More specifically, this course will cover most of the important literary movements from 1830 to around 1940.

The first literary movement we'll be looking at in details is called Transcendentalism. The reason we choose this as our starting point is that writers of this movement or period are the first to show a clear difference from British writers and British cultural tradition and heritage. Before this time, American writers and British writers shared similar views of the world and saw the world through the same lens. We sometimes refer to Transcendentalism as American Transcendentalism to differentiate it from an earlier philosophical movement in Europe. American Transcendentalism was born in New England, the north-eastern part of the United States around the 1830s. Writers in this movement believed, in very general terms, that nature, God, and the individual human were united, were the same, and that individuals did not need organised religion. American Transcendentalists also extolled individualism and encouraged individuals to be reliant on themselves and their development as human beings. Transcendentalists very often were active in social movements. Arguably the most important figure of this movement was Ralph Waldo Emerson, whose book called *Nature*, published in 1836, remains one of the movements most read works.

The second movement we're going to talk about is Romanticism, though it is more a series of movements in art, music and literature which lasted about 50 years and spread from Britain and Germany to other parts of the world. Basically, Romanticism is centred on strong emotions and imagination rather than rational thought, and there is an emphasis in American Romanticism to focus on the supernatural and on human psychology. Many works in this genre tell stories full of strong emotion, unexplained phenomenon, and unusual occurrences. One of the most well-known writers considered to be a Romantic writer is Edgar Allen Poe, who is known for his stories filled with mystery and who wrote many works we might now call psychological thrillers or horror stories. Poe thought that the human mind and imagination are factors in how we define reality.

Our next movement is Realism, a movement which started in France in the mid 19th century before spreading to other areas, including the United States in the 1870s. This movement was, in many ways, a reaction to Romanticism in that it rejected strange and, indeed, romantic tales and aimed to show society and humanity as it was in real life. Realists focused on events that were ordinary, usual and typical rather than extraordinary or exotic. Many writers of this movement were also involved with social change, and writing about real conditions of real people was seen as one way to educate the general public for the need for change. One of this movement's most easily recognizable names is Mark Twain, whose most famous stories were about everyday life

in the American south, that is, the south-eastern states of the US, and who worked throughout his life on a variety of social issues including ending slavery and giving workers more rights.

Naturalism is an offshoot of Realism, and also had its roots in France. Both movements focused on the reality of everyday ordinary life, but Naturalism focused on how the outside world, that is, a person's environment, influences and, perhaps, determines that person's behaviour. Naturalism generally believes that a person has a destiny or fate, and that person can do little to change that destiny or fate. Many writers in this movement focused on problems in society, like poverty. One of the movement's most famous writers, Jack London, wrote books which compared animal behaviour to human behaviour, showing that human behaviour is not all that different from animal behaviour in extreme circumstances.

The next movement we are going to look at is Modernism, which, of course, stretches beyond literature into music and art. The movement itself started in Europe in the late 19th century, as with many of the other movements, spread to America shortly after. The tumultuous period ending in World War I and World War II were seen by many as proof that the modern world was horrific and chaotic, and the end of World War II was seen as the start of a new era of humanity, either for good or for bad. Modernism reflects these thoughts, and writers in the Modernist era were looking, generally, to look beyond the old, the traditional, and were trying to find meaning in a new world. If we have to choose one word to describe this movement, we would probably choose the word 'progress'. Modernists were concerned with finding out what doesn't work in the world and replacing it with what does. One major figure of the American branch of Modernism was Ezra Pound, who, among other things, revolutionized poetry.

## **Part 2.**

### **Professor:**

As part of this course, you will have to give a group presentation on one of the topics we've discussed so far. I've already decided on the groups – there will be three people in each group. Please check the handout I've given you to find out who is in your group. I'm going to give you some time now to meet your group members and start discussing what topic you'd like to work on and do your presentation on. Once you decide, you can come to me and explain your ideas and I'll give you some feedback.

**Henry:** Hi, are you Joe?

**Joe:** Yes, I am. You're Henry?

**Henry:** Yes.. OK so we're still looking for ... Magda.

**Magda:** Hi, I'm Magda, nice to meet you. Shall we sit here?

**Henry:** OK.

**Joe:** So, what do you think – do either of you have any ideas on what topic we should present?

**Henry:** Well, I had a look at the list of ideas the professor gave us last time. There are some interesting things. For example, the topic of the business cycle is interesting – we did a lot of work on that this semester.

**Magda:** I agree, but I think this is going to be a popular choice. I don't really want to choose a topic that many other groups will choose as well.

**Joe:** Perhaps we can choose a topic that we haven't dealt too much with in class – that way we can present the class with new information. Wouldn't that be useful?

**Henry:** Let's have a look at the list. How about international trade?

**Magda:** Again, I think that's something everyone is thinking about. At least I think so...

**Henry:** OK, fair point. Well, what do you suggest, Magda?

**Magda:** I was thinking of employment actually. I mean, it's topical – there's so much talk about it going on in the news recently.

**Joe:** And it's something that we covered only briefly in the first few lectures. I think we could narrow the focus a bit and really give a presentation which looks at it from an angle we didn't see in previous lectures.

**Henry:** Sounds good to me, but what kind of angle do you have in mind?

**Joe:** Well, let's think about what's been in the news recently.

**Magda:** If you're talking about local news, just a few months ago there was that one company which had to lay off over 1000 people... what was that called...

**Joe:** Oh yes, 'Stone's Throw'

**Henry:** What's 'Stone's Throw' – what happened to them? I'm not from this area....

**Joe:** They are a clothing company which makes clothes from local sources, you know, cotton and wool from local farmers. They use all natural dyes and all the clothes are made in the area.

**Magda:** Their clothing is more expensive because of that, of course. And, well, their clothes weren't necessarily of a better quality than other clothes...

**Henry:** So the selling point was....

**Magda:** Well, I suppose it's linked to the environment for one – they could advertise that they didn't need to ship materials and stock from all over the earth ... but I think it's mostly economical and political actually.

**Joe:** Yes, I agree. I think we talked about this briefly a few weeks ago – the idea that if people think that they are losing their jobs because companies can get the job done for less money in other areas or other countries, they start thinking that they should only buy products made locally. I think this company Stone's Throw marketed itself in this way – if you buy our clothes you are supporting the industry and economy of the local area. So people were willing to pay higher prices because they thought this is the best thing to do for the local economy.

**Henry:** So what happened to them?

**Magda:** Well, I think what happened is that there have been some problems with the local economy lately and people feel they have less and less spending money these days. When things get like that, people are going to buy cheaper stuff – cheaper food, cheaper clothes.....They don't think about political or environmental things anymore.

**Joe:** So they started losing money and had to reduce their size to try to deal with it all. They cut about 1/3 of the jobs they had in their retail and manufacturing operations.....

**Henry:** Interesting.. I think this could be a great topic because it will be relevant to the lives of the people in the class. I feel that economic issues can be so .. abstract, you know, all theory and not about actual people, but this could be a nice balance to that. We could do a case study on this particular company, you know, research similar cases, find out exactly what happened in this case....

**Magda:** That's a good idea. Maybe we can even get interviews with some of the people who lost their jobs. Find out if they found new jobs, where they are working now.

**Henry:** We could find out if the people who lost their jobs buy local products themselves....

**Joe:** I think we need to be careful, we're supposed to be focused on economic issues, but I think that if we start doing all these interviews, it's more like sociology rather than economics....

**Henry:** Yes, that's true. So can we come up with a general statement?

**Magda:** What do you mean?

**Henry:** Like one or two sentences which describe what we want to find out and what we are going to present to the class.

**Joe:** How about: We aim to research the reasons leading up to the massive layoffs at Stone's Throw.

**Henry:** Too specific, I think. How about: we aim to research the reasons behind massive layoffs at Stone's Throw and determine if it is part of a greater pattern in our area.

**Magda:** So basically we're going to have to see if other companies in the area have had similar issues.



**Joe:** Yes, I suppose that would help put it into context.

**Henry:** Sounds like we have a basic plan. Now, how do we go about doing this?

**Magda:** Well, obviously we should start with a review of the economic concepts behind it all – outsourcing, consumer decisions, unemployment ...

**Joe:** Yes, that's a good first step. Once we've done that, we should then go through all newspaper and magazine articles about Stone's Throw in particular – try to get a big picture about what happened.

**Magda:** At the same time, we can try to find articles or information about similar companies in the area. How have they been coping, where are their products made....

**Henry:** Great. Well that's three things right there. I suggest that we all take one of them, someone does the background research, someone looks up Stone's Throw, and someone looks up similar cases, and then we meet back at some point to discuss.

**Magda:** I think it would be better if we all did some background research first, that way when we read about Stone's Throw and similar cases, we all have the theory and background information in our mind.

**Henry:** Hm, you're right. After we do that, then we can start thinking about specific companies in the area.

**Joe:** Good, we have an overall statement and a workable plan. Now, let's go see if the professor thinks this is a good idea...

### Keys Reading 9-11

1		B		
2	A			
3			C	
4	A			
5		B		
6	A			
7			C	
8			C	
9		B		
10				D
11		B		
12			C	
13				D
14	A			
15		B		

## Keys Use of English 9-11

### Task 1

1	2	3	4	5	6	7	8	9	10
C	B	D	A	A	B	C	B	D	B

### Task 2

<b>11</b> h	<b>12</b> e	<b>13</b> i	<b>14</b> c	<b>15</b> a	<b>16</b> f	<b>17</b> b	<b>18</b> g	<b>19</b> j	<b>20</b> d
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# WRITING - КРИТЕРИИ ОЦЕНИВАНИЯ

Максимальное количество баллов: 20

Внимание! При оценке 0 по критерию "Содержание" выставляется общая оценка 0.

БАЛЛЫ (за содержание)	СОДЕРЖАНИЕ (максимум 10 баллов)	ОФОРМЛЕНИЕ (максимум 8 баллов)			
		Композиция (максимум 2 балла)	Лексика (максимум 3 балла)	Грамматика (максимум 3 балла)	Орфография и пунктуация (максимум 2 балла)
9-10	Коммуникативная задача полностью выполнена с учетом цели высказывания и адресата. Тема раскрыта полностью. Участник демонстрирует оригинальный подход к раскрытию темы.	<b>2 балла</b> Работа не имеет ошибок с точки зрения композиции.	<b>3 балла</b> Участник демонстрирует богатый лексический запас, необходимый для раскрытия темы, точный выбор слов и адекватное владение лексической сочетаемостью. Работа не имеет ошибок с точки зрения лексического оформления.	<b>3 балла</b> Участник демонстрирует грамотное и уместное употребление структур, необходимых для раскрытия темы. Работа не имеет ошибок с точки зрения грамматического оформления.	<b>2 балла</b> Участник демонстрирует уверенное владение навыками орфографии и пунктуации. Работа не имеет ошибок с точки зрения орфографического и пунктуационного оформления.
7-8	Коммуникативная задача выполнена с учетом цели высказывания и адресата. Тема раскрыта полностью, однако в работе не хватает оригинальности в раскрытии темы.	<b>1 балл</b> В целом текст имеет четкую структуру, соответствующую заданной теме. Текст разделен на абзацы. В тексте присутствуют связующие элементы. Допустимы незначительные нарушения структуры, логики или связности текста	<b>2 балла</b> В целом лексический состав текста соответствует заданной теме, однако имеются неточности в выборе слов и лексической сочетаемости (1-2), которые не затрудняют понимания текста. Или: используется стандартная, однообразная лексика.	<b>2 балла</b> В тексте присутствует ряд незначительных грамматических и/или синтаксических ошибок, не затрудняющих общего понимания текста (1-2).	<b>1 балл</b> В тексте присутствуют орфографические и/или пунктуационные ошибки, которые не затрудняют общего понимания текста (1-3).
5-6	Коммуникативная задача в целом выполнена, однако имеются отдельные нарушения целостности содержания. Тема раскрыта не полностью: не приведены все необходимые аргументы и/или факты.		<b>1 балл</b> В целом лексический состав текста соответствует заданной теме, однако имеются ошибки в выборе слов и лексической сочетаемости (3-5), которые не затрудняют понимания текста.	<b>1 балл</b> В тексте присутствует ряд грамматических и/или синтаксических ошибок, не затрудняющих общего понимания текста (3-5).	
3-4	Коммуникативная задача выполнена частично. Содержание текста не полностью отвечает заданной теме	<b>0 баллов</b> Текст не имеет четкой логической структуры. Отсутствует или	<b>0 баллов</b> Имеются многочисленные ошибки в употреблении лексики, затрудняющие	<b>0 баллов</b> В тексте присутствуют многочисленные ошибки, затрудняющие его понимание	<b>0 баллов</b> В тексте присутствуют многочисленные орфографические

0-2	Коммуникативная задача не выполнена. Содержание текста не отвечает заданной теме, или объем работы менее 50% от заданного. <sup>4</sup>	неправильно выполнено абзацное членение текста. Имеются серьезные нарушения связности текста и/или многочисленные ошибки в употреблении логических средств связи.	понимание текста (больше 5).	(больше 5 ).	и/или пунктуационные ошибки, затрудняющие его понимание (больше 3).
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## Процедура проверки работ в конкурсе письменной речи

Каждая работа проверяется в обязательном порядке двумя членами жюри независимо друг от друга (каждый член жюри получает чистую копию работы без каких-либо пометок). Члены жюри записывают замечания и выставляют баллы не в работе, а в своем бланке протокола. Итоговым баллом является средний балл между баллами, выставленными двумя членами жюри, проверяющими работу. В случае значительного расхождения выставленных оценок (расхождение оценок более 3-х баллов), назначается еще одна проверка, затем выставляется средняя оценка между двумя ближайшими баллами (третья оценка при этом не учитывается). Если после третьей проверки все три оценки значительно расходятся (расхождение оценок более 3-х баллов), работа считается «спорной». «Спорные» работы проверяются и обсуждаются коллективно.

## ПРОТОКОЛ ОЦЕНКИ КОНКУРСА «ПИСЬМО»

Максимальное количество баллов, которое можно получить за конкурс Writing - 20 (двадцать).

Эксперт № \_\_\_\_\_

ID участника	K1 содержание	K2 лексика	K3 грамматика	K4 орфография	Сумма баллов (max 20 )