

ВАРИАНТ № 1 ОЛИМПИАДНОГО ЗАДАНИЯ
ПО НАПРАВЛЕНИЮ «ИНОСТРАННЫЙ ЯЗЫК (Английский)»
для 10-11 классов

English Language
VERSION 1
10th and 11th Grades

The test consists of 2 parts: Language and Culture, Reading and Writing.
Duration – 80 minutes.

Part 1. LANGUAGE AND CULTURE

Task 1. For sentences **1 – 10**, identify and correct the mistakes (grammatical, lexical, spelling or sociocultural). There is **one** mistake in each sentence. You must use **one or two words or numbers** to correct it.

1. Even the PRW bank, which had long resisted to grant home loans to married women, has finally given up.

2. His report showed clearly how children suffered in countries over which sanctions had been imposed.

3. William's victory at the Battle of Hastings in 1166 earned him the nickname 'the Conqueror'.

4. Family members of emigrants from neighbouring countries with a legal residence permit were generally entitled to work.

5. The vocational colleges are required to accept all young people who have entered into an apprenticeship contract.

6. More generally, products could be considered environmentally preferable when they use fewer energy and materials.

7. On November 19, 1863, President Abraham Lincoln delivered the Gettysburg Address on the site of one of the bloodiest and most decisive battles of the American Revolutionary War.

8. Only in this way Ivan could earn enough money to survive.

9. The participants were to arrive at the location no sooner than 15 minutes before your assigned time.

10. Much has been said about the inevitability of that effort and the irresistible demands of economic globalization.

Task 2. For questions **1 – 10**, give **one-word** answers. Mind capital letters in proper names. Do not write articles.

1. Name the form of verse that appeared in England in the early years of the 18th century, which consists of a single stanza of five lines and is usually humorous and/or rude.

2. What is the term for the process through which individuals and groups of differing heritage acquire the basic habits, attitudes, and mode of life of an embracing culture?

3. What do we call an economic and political system based on public ownership of the means of production?

4. What is the name of the mountain in the USA that features the 60-foot heads of Presidents George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln?

5. What is the term for a sound formed by the combination of two vowels in a single syllable?

6. Which part of speech is used to connect clauses or sentences or to coordinate words in the same clause?

7. What is the name of one of the most famous Picasso works that was painted as a reaction to Nazi air strike during the Spanish Civil War?

8. Name the American president who first used the term "war on terrorism".

9. What do we call culturally distinct ethnic groups who are native to a place which has been colonized and settled by another ethnic group and who are also referred to as first people, aboriginal people, or native people?
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10. Name a naval battle fought during the Napoleonic Wars, which established British naval supremacy for more than 100 years.
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Part 2. READING AND WRITING

Task 3. Read paragraphs 1 – 5 and decide which of the **three** sentences best summarises the main idea of each paragraph.

1. Visiting different parts of the United States especially New York, Boston or Los Angeles can be an expensive business if you want to stay in top class hotels. Luxury hotels typically come with a higher level of service and perks. Travel expenses can be pretty high, making the idea of luxury hotel stays seem ludicrous. However, in some cases, luxury hotels are going out of their way to target corporate travelers – and many are open to negotiations. Many hotels in America that cater to business travelers on generous expense accounts during the week drop their rates at weekends, when there are some surprisingly good bargains to be found.
- A. All top class hotels offer rooms at cheaper rates at weekends
B. Top class hotels are never used by business travelers at weekends
C. Rooms in some top class hotels are affordable at weekends
2. When I was younger, I scared my mother to death, the things I would blurt out about District 12, about the people who rule our country, Panem, from the far-off city called the Capitol. Eventually I understood this would only lead us to more trouble. So, I learned to hold my tongue and to turn my features into an indifferent mask so that no one could ever read my thoughts. Do my work quietly in school. Make only polite small talk in the public market. Discuss little more than trades in the Hob, which is the black market where I make most of my money. Even at home, where I am less pleasant, I avoid discussing tricky topics.
- A. I have a fear of being caught
B. We all wear masks
C. Self-censorship as a means of survival

3. Stereotyping occurs on the basis of linking culture to ancestry or race, so students who experience discrimination on the basis of race may argue that they need separate cultural centers in order to have a place to meet where they can feel safe and know that people who look like them are welcome. On the other hand, European American students may argue that cultural centers or ethnic studies programs are not necessary because these students may not value ethnicity or see why ancestry and past traditions are more important than the current American orientation.

- A.** Where stereotypes come from
- B.** Is it necessary to reinforce ethnic identity?
- C.** Legitimacy of ethnic members of the community

4. Two siblings, both considered child prodigies, dazzled audiences across Europe together in the 18th century, leaving a trail of positive reviews in their wake. But while Wolfgang Amadeus Mozart went on to be celebrated as one of the world's greatest composers, the accomplishments of his sister – Maria Anna – were quickly forgotten after she was forced to halt her career when she came of age. The 28-year-old music teacher from Valencia came up with the idea after realising that during her years of academic studies of music, she had rarely heard of women who had composed classical music. “I had always talked about putting these composers on the map – so it occurred to me to do it literally.”

- A.** They deserve a place in music history
- B.** Why age matters in music history
- C.** Underrated composers in music history

5. Anyone in sales or marketing knows the difference you make by calling something “used,” “vintage,” “antique,” or “pre-loved”. In recent years, some linguistic researchers have shown how much our vocabulary can affect how we think about things. Experiments by psychologist from Oxford found that people who speak a language where something (such as a fork) has feminine gender will tend to describe it with more female-associated terms, while those who speak one where it has masculine gender will use more male-associated descriptions.

- A.** Speaker's gender denotes whether he or she uses more male or female-associated terms to describe something
- B.** Our vocabulary is affected by the way we perceive objects
- C.** There is a connection between the lexical choice and grammatical gender

Task 4. Read the excerpt given below, and write an essay analysing the situation from the perspective of **your** cultural experience and background.

Your essay should have an introduction, two body paragraphs, and a conclusion.

‘Ethnocentrism is the experience of seeing one's own culture as superior to, or more correct or normal than, all others – especially regarding the distinctions that define each ethnicity's cultural identity, such as language, behavior, customs, and religion. It is an element of intercultural communication that has the potential to greatly affect how one communicates interculturally’.

ANSWER KEY

TASK 1 (20 points)

1. granting/resisted granting
2. on
3. 1066
4. immigrants
5. apprenticeship
6. less
7. Civil/Civil War
8. could Ivan
9. than
10. irresistible

TASK 2 (20 points)

1. limerick
2. assimilation
3. socialism
4. Rushmore
5. diphthong
6. conjunction
7. Guernica
8. Bush/George W. Bush
9. indigenous (people)
10. Trafalgar

TASK 3 (10 points)

1. C
2. C
3. B
4. A
5. C

TASK 4 (50 points – 25*2)

The essay is assessed by a language expert according to the criteria given below.

Structure (max 2 points)

2 points – the student uses paragraphing skillfully, sufficiently and appropriately; there is an introductory section, a main body and a conclusion

1 point – the student presents information with some organisation, but there may be a lack of overall progression, or some of the sections are missing

0 points – the student does not write in paragraphs, or paragraphing is inadequate

Introduction (max 2 points)

2 points – the topic is paraphrased and clearly introduced, the thesis statement is valid (it focuses on the main idea/problem)

1 point – the topic is partly paraphrased/or the thesis statement is not clearly focused

0 points – the topic is not paraphrased, there is no thesis statement, or it fails to communicate a relevant message

Main body paragraph 1: task response (max 4 points)

4 points – fully addresses all parts of the task; presents a fully developed position in answer to the question with relevant, creative, extended and well supported ideas that fully rely on cultural aspect #1

3 points – addresses all parts of the task; presents a clear position throughout the response; presents, extends and supports main ideas that rely on cultural aspect #1, but there may be a tendency to overgeneralise and/or supporting ideas may lack focus

2 points – addresses all parts of the task although some parts may be more fully covered than others; presents relevant main ideas that partly rely on cultural aspect #1 or some may be inadequately developed/unclear, and/or there may be irrelevant details

1 point – does not adequately address any part of the task; does not express a position; attempts to present few ideas that are largely undeveloped, irrelevant or do not sufficiently rely on cultural aspect #1

0 points – answer is completely unrelated to the task and/or does not attempt the task in any way, or ideas do not rely on cultural aspect #1; writes a totally memorised response

Main body paragraph 2: task response (max 4 points)

4 points – fully addresses all parts of the task; presents a fully developed position in answer to the question with relevant, creative, extended and well supported ideas that fully rely on cultural aspect #2

3 points – addresses all parts of the task; presents a clear position throughout the response; presents, extends and supports main ideas that rely on cultural aspect #2, but there may be a tendency to overgeneralise and/or supporting ideas may lack focus

2 points – addresses all parts of the task although some parts may be more fully covered than others; presents relevant main ideas that partly rely on cultural aspect #2 or some may be inadequately developed/unclear, and/or there may be irrelevant details

1 point – does not adequately address any part of the task; does not express a position; attempts to present few ideas that are largely undeveloped, irrelevant or do not sufficiently rely on cultural aspect #2

0 points – answer is completely unrelated to the task and/or does not attempt the task in any way, or ideas do not rely on cultural aspect #2; writes a totally memorised response

Transitions (max 3 points)

3 points – the student uses a wide range of transitions skillfully and appropriately in such a way that it attracts no attention

2 points – the student uses a range of cohesive devices appropriately although there may be some under-/over-use

1 point – the student uses a limited range of most common linkers, many of which are inaccurate or repetitive

0 points – the student uses only basic cohesive devices, and those used do not indicate a logical relationship between ideas

Conclusion (max 2 points)

2 points – the student summarizes the main points and restates the thesis statement

1 point – the conclusion contains some irrelevant ideas, not discussed in the main body, or the thesis statement is not restated, or the student does not summarize the main points

0 points – the conclusion contains some irrelevant ideas, not discussed in the main body, and the thesis statement is not restated, and the student does not summarize the main points

Register (max 1 point)

1 point – the essay is written in the appropriate academic/neutral style, the student may make 1 minor stylistic mistake

0 points – the student makes more than 1 stylistic mistake

Grammatical Range and Accuracy (max 3 points)

3 points – the student uses a wide range of grammar structures and makes no grammatical mistakes

2 points – the student uses a variety of grammar structures, but makes 1-2 minor grammatical mistakes

1 point – the student uses a limited range of grammar structures and/or makes 3 grammatical mistakes

0 points – the student uses elementary grammar structures and/or makes more than 4 grammatical mistakes

Lexical Resource (max 4 points)

4 points – the student uses advanced vocabulary and makes no mistakes in spelling and/or word formation and/or word choice

3 points – the student skillfully uses uncommon lexical items but there may be occasional inaccuracies in spelling, word choice and/or collocation (1-2 mistakes)

2 points – the student uses a sufficient range of vocabulary but makes 3-4 errors in spelling, word formation and/or word choice

1 point – the student uses a limited range of words and expressions and/or makes more than 4 mistakes in spelling, word formation and/or word choice

0 points – the student uses only basic vocabulary, with very limited control of word formation and/or spelling; errors are numerous and cause strain for the reader