

ВАРИАНТ № 2 ОЛИМПИАДНОГО ЗАДАНИЯ  
ПО НАПРАВЛЕНИЮ «ИНОСТРАННЫЙ ЯЗЫК (Английский)»  
для 10-11 классов

**English Language**  
**VERSION 2**  
**10<sup>th</sup> and 11<sup>th</sup> 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. In some countries governments are mistrustful of nongovernmental organizations and avoid to work with them.  
\_\_\_\_\_
2. The room is such arranged that the interviewee and the interviewer are not physically separated by a desk.  
\_\_\_\_\_
3. Hamlet looks for a way of conveying the truth, by unmasking falsehood and hypocrisy that surround him.  
\_\_\_\_\_
4. The Declaration of Independence was approved by the Continental Congress on July 4, 1676, and that announced the separation of 13 North American British colonies from Great Britain.  
\_\_\_\_\_
5. They offer the opportunity to gain an insight on career options, as well as to acquire social skills and experience of inter-cultural interaction through informal learning processes.  
\_\_\_\_\_
6. Seldom we see such an amazing display of human talent.

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7. The Fifth Amendment to the United States Constitution, ratified on December 15, 1791, protects the right to keep and bear arms.

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  8. In many countries, extreme poverty, hunger, deadly infectious diseases, and environmental degradation continue to make damage.

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  9. Many preschools are privately run, but all must be licensed and comply to the government standards.

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  10. The aim was to unite dissepate groups into one political organization.

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

1. What is the name of the government consisting of 11 Southern states that supported slavery and fought against the United States of America during the American Civil War?  
\_\_\_\_\_
2. What do we call a word that is pronounced the same as another word but differs in meaning?  
\_\_\_\_\_
3. What is the name of a construction used to transport water from one place to another invented by the Romans?  
\_\_\_\_\_
4. Name a renowned literary Irish masterpiece that uses the stream of consciousness as a narrative technique.  
\_\_\_\_\_
5. What do we call a medical treatment that prevents patients from feeling pain during surgery?  
\_\_\_\_\_
6. What is the term for the attitude that one's own group, ethnicity, or nationality is superior to others?  
\_\_\_\_\_
7. Which part of speech is intended to express different levels of emotion or surprise?  
\_\_\_\_\_
8. What is the name of a famous American explorer who made several expeditions to the Arctic in the late 19th and early 20th centuries and is best known for claiming to have reached the North Pole?  
\_\_\_\_\_

9. Name a literary device that refers to the juxtaposition of two opposing elements.
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10. What do we call a form of Christianity that originated with the 16th-century Reformation, a movement against what its followers perceived to be errors in the Catholic Church?
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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. Conservationists in the region feel that if governments fully appreciated the role played by protected areas, they would increase funding for conservation and reduce overreliance on donor-led conservation models. Fred Kumah, vice-president of the Nairobi-based African Wildlife Foundation, says governments must see parks as more than mere animal-holding grounds. Africa's protected areas, he says, are important sources of clean water and natural medicine, and act as natural air purifiers. Budget allocations, he says, ought to match the vital resources they provide.
- A. Conservation should be sustainable  
B. Governments fail to conserve protected areas  
C. Donor-led conservation models have downsides
2. Individuals move to another country for varied reasons, under differing circumstances, and with differing levels of commitment to the host society. Most immigrants plan the move as permanent in the sense that they now expect the host society to be the primary setting for their life activities. For many short-term sojourners, on the other hand, contacts with new cultures are mostly peripheral, requiring less overall engagement. Foreign students, for example, can limit their adaptation to the bare minimum required to fulfill their role as students and can confine their informal social contact to fellow students from their home country. A similar pattern of self-imposed social isolation is seen among seasonal migrant workers and military personnel and their families in foreign countries.
- A. Key drivers of migration  
B. Degrees of adaptive demands  
C. How to survive being an immigrant

3. I believe that on the first night I went to Gatsby's house I was one of the few guests who had actually been invited. People were not invited – they went there. They got into automobiles which bore them out to Long Island and somehow they ended up at Gatsby's door. Once there they were introduced by somebody who knew Gatsby and after that they conducted themselves according to the rules of behavior associated with amusement parks. Sometimes they came and went without having met Gatsby at all, came for the party with a simplicity of heart that was its own ticket of admission.

- A. How to get invited to a party
- B. A unique guest
- C. Violation of the rules of conduct

4. It was 2008, the heyday of blogging, and, in what we quaintly called the “blogosphere”, women were relating their lives in raw, unguarded, funny ways. It felt like a special moment and, looking back, I am even more conscious of how particular and short-lived, it was. Nothing was prohibited: the bloggers I loved wrote about their minds, bodies and relationships (a Brussels acquaintance wrote a blog called My Boyfriend is a Twat) or the discombobulating experience of parenting, how it could be an alienating, exhausting bore as well as a joy.

- A. What blogging was in the past
- B. Being who you really are
- C. No topics are off limits

5. It's in the heart of the beautiful Black Mountains in an out-of-the way part of Wales during the best month of summer, and it attracts big names in pop and rock: the Green Man festival is back again. There are ten fun-packed entertainment areas featuring activities for different age groups. Einstein's Garden is where you can see comedy, music, theatre and interactive installations; Little Folk is for smaller children with games, activities and workshops all done in fancy dress. And of course for the adults there are billiard tables, poetry readings, all-night bonfires and the main stage to watch your favourite band in the open air. Magical!

- A. Amazing open-air activities
- B. A fantastic musical
- C. The best family-friendly festival

**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.

‘The concept of the stereotype is used in various contexts: usually the word stereotype refers to members of some kind of collective: firemen are courageous, blondes are less intelligent, Italians are noisy, and so forth. When a person makes inferences about a new person or about some culture, they use their existing knowledge to reduce the uncertainty in the situation. Often, stereotypes are understood to be detrimental to intercultural communication and the elimination of stereotypes is believed to be a prerequisite for any successful intercultural exchange’.

## **ANSWER KEY**

### **TASK 1** (20 points)

1. working
2. so
3. hypocrisy
4. 1776
5. into/insight into
6. do we
7. Second
8. do/cause/inflct
9. with
10. disparate

### **TASK 2** (20 points)

1. Confederacy
2. homophone
3. aqueduct
4. Ulysses
5. anesthesia/anaesthesia
6. ethnocentrism
7. interjection
8. Peary
9. antithesis
10. Protestantism

### **TASK 3** (10 points)

1. A
2. B
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