

Международная олимпиада молодежи – 2022

ВАРИАНТ № 3 ОЛИМПИАДНОГО ЗАДАНИЯ
ПО НАПРАВЛЕНИЮ «ИНОСТРАННЫЙ ЯЗЫК (Английский)»
для 10-11 классов

English Language
VERSION 3
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. Ann was utterly penniless, so, unfortunately, she could not borrow me money.

2. How about to assess the progress of the workers by gathering statistics?

3. If this drug does not help you any longer, why don't you try to take these new pills?

4. The matinee performance starts in 10 minutes, so we would rather hurry up.

5. Everybody knew that he was going to be successful in the end, didn't we?

6. There is a slight opportunity that the poor location of the office away from major roads will exacerbate the problem of absenteeism.

7. Jack has been saving money for a year to buy his first two-doors car.

8. The new research examines the connection between conscientiousness and the ability to adapt to new environment, and their effect on performance.

9. King John, after a baronial rebellion at the beginning of the 13th century, agreed to sign the Bill of Rights, a document which limited the powers of the monarch.

10. At the beginning of the 11th century the last Anglo-Saxon king was defeated and the reign passed into the hands of William the Confessor.

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

1. What type of communication do gestures, facial expression, posture and other body language features belong to?

2. What is the name of an English neutral vowel sound which cannot be pronounced on its own, but only within a word and which qualities vary depending on the adjacent consonants?

3. What dialect of the English language has been traditionally spoken by working-class Londoners?

4. Which European city was New York originally named after?

5. What religion will prevent a member of the British royal family from inheriting the throne?

6. Which colour is traditionally associated with Protestants, especially in Ireland?

7. What do we call a meaning which is commonly understood as cultural or emotional association that some word or phrase carries in addition to its literal meaning?

8. What linguistic term do we use to define a feature which is potentially intrinsic to all natural languages, e.g. vowel and consonant sounds?

9. What do we call a word which we use to address someone or attract their attention?

10. What is the surname of Queen Mary I who is also known as Bloody Mary?

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. With brightly painted bands of blue, orange-red and black that line their slender bodies, the garter snakes, which can grow up to 3ft long, are considered among the most beautiful in the world. They are also among the most threatened. Endemic to the now highly urbanized San Francisco Peninsula, the snakes have been pushed out by cities, agriculture and transportation systems, and there's little space left for them to thrive. People have tried to pocket them for the pet trade, and the climate crisis has also put pressure on their prey and thinned the population further.
 - A. Species at risk of extinction
 - B. Animal cruelty should be stopped
 - C. How to save the garter snakes
2. A recent survey by Tony Martins reveals that in the U.S. industry the "long hours culture" is the new American disease. In their report of over 35 well-known American companies representing over one million workers, they found that American office workers have some of the longest hours in the world, if not the longest. They found that three out of four work 40 hours or more per week, 30 per cent work 55 hours or more. In addition, 75 per cent of these workers say that continually working long hours affects their physical health, 45 per cent say their families suffer and 55 per cent feel their work performance is undermined.
 - A. Workers need to change
 - B. Feeling there is too much work
 - C. Bad effects at home and at work
3. If we look at languages of the world, they are very different on the surface, but they also share a lot of underlying commonalities, often called linguistic universals or cross-linguistic generalizations. Most theories assume the reasons why languages have these cross-linguistic universals is because they're in some way constrained by the human brain. If these linguistic universals are indeed real, and if we understand their causes, then it can tell

us something about how language is acquired or processed by the human brain.

- A. Languages have more similarities than differences
- B. The existence of linguistic universals is commonly attributed to cognitive limitations
- C. Yet we do not understand the connection between brain and language

4. Researchers made 300 journeys in lifts in ten hospitals in Manchester in Britain to see if staff were making unpleasant remarks about patients without realising that relatives of patients might be standing next to them. One doctor was heard to say that a patient's death was the hospital's fault. A nurse said that one of her colleagues must have been drunk the previous evening. Some staff made nasty comments about patients and their families, in one case criticising the clothes they wore. Professor Jane Trobby, who was in charge of the project, said that people easily forget that they are in a public place. "Many conversations start in the privacy of an office and continue into the corridor and into the lift".

- A. Checking on comments
- B. Inaccurate use of language
- C. Too much talk in private

5. The Morrissey Book Club was established three years ago with the aim of establishing a centre where people who love books could listen to leading authors and personalities, meet people who share their enthusiasm and talk about the latest publications in a friendly and relaxed atmosphere. Mr. Rob Night, the founder of the club, trusts that he has fulfilled at least some of these aims. The coming year promises to be another exciting year for publications and new authors. Mr. Night intends to make sure that visiting novelists, biographers, poets, politicians, stars and personalities represent the best talents of the current literary scene. He also hopes that with an improved information system guests' requests will be dealt with more effectively.

- A. The founder is hoping for more requests
- B. An even better service will be provided
- C. Enthusiastic reception is guaranteed

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.

‘When you learn a new language, it not only involves learning its alphabet, the word arrangement and the rules of grammar, but also learning about the specific society’s customs and behavior. When learning or teaching a language, it is important that the culture where the language belongs be referenced, because language is very much ingrained in the culture’.

ANSWER KEY

TASK 1 (20 points)

1. lend
2. doing
3. taking
4. had better
5. they
6. possibility
7. two-door
8. conscientiousness
9. Magna Carta
10. Conqueror

TASK 2 (20 points)

1. non-verbal
2. schwa
3. cockney
4. Amsterdam
5. Catholicism/Catholic
6. orange
7. connotation/connotative
8. universal/universals
9. vocative
10. Tudor

TASK 3 (10 points)

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

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