

ВАРИАНТ № 4 ОЛИМПИАДНОГО ЗАДАНИЯ  
ПО НАПРАВЛЕНИЮ «ИНОСТРАННЫЙ ЯЗЫК (Английский)»  
для 10-11 классов

**English Language**  
**VERSION 4**  
**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. The Great Flood of London, which began on 2 September 1666, is considered to be one of the most well-known disasters in London's history.  
\_\_\_\_\_
2. In the U.S., a treasure seeker is a skilled person who is officially allowed to detect and track down criminals in exchange for a reward.  
\_\_\_\_\_
3. I prefer not to rely on credit cards for emergencies; I'd rather use another method of paying.  
\_\_\_\_\_
4. Despite constant showers and biting wind we really enjoyed our staying on the British Isles.  
\_\_\_\_\_
5. The urban environment is greatly affected by the advers consequences of population growth.  
\_\_\_\_\_
6. We have reached the point of no return, now changes are inavitable.  
\_\_\_\_\_

7. The foreign guests were most unhappy with the dissatisfactory service the restaurant provided.  
\_\_\_\_\_
8. I shouldn't tell her about my promotion; she is a gossip and now all my colleagues are aware of it.  
\_\_\_\_\_
9. Even though we couldn't manage to fulfill our main objective without their assistance, I wouldn't ask them.  
\_\_\_\_\_
10. Wind energy might seem rather expensive in the short term but it turns out to be more economic in the long term.  
\_\_\_\_\_

**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 a reference book for finding more ways to express synonyms?  
\_\_\_\_\_
2. What is the surname of the first woman ever elected as the Prime Minister of the U.K.?  
\_\_\_\_\_
3. Which European city was Titanic built in?  
\_\_\_\_\_
4. What do we call words that have different origins but which become identical in pronunciation?  
\_\_\_\_\_
5. What is the surname of a 20th-century American artist mostly renowned for his painting "Campbell's' Soup Cans"?  
\_\_\_\_\_
6. What do we call a figure of speech when two or more possible meanings occur within one word or phrase and thus a humorous effect is created?  
\_\_\_\_\_
7. What do we call a linguistic situation when a speaker has an equal level of communicative proficiency in two or more languages?  
\_\_\_\_\_
8. What is the name of Bernard Shaw's novel which was adapted into a screenplay for the film "My Fair Lady"?  
\_\_\_\_\_
9. What do we call a linguistic phenomenon when a word or phrase has multiple, related meanings?  
\_\_\_\_\_

10. What dialect of the English language has been traditionally spoken in Birmingham?

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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. Some animal species are very social, living in groups and interacting all the time; communication is essential for keeping these groups cohesive and organized. However, even animals that are relative loners usually have to communicate at least a little, if only to find a mate. Animal sensory systems vary quite a great deal. For instance, a dog's sense of smell is 40 times more acute than ours! Because of this sensory diversity, different animals communicate using a wide range of stimuli, e.g. chemicals, auditory cues, visual and tactile cues.
  - A. An animal species may use a lot of different signals to transmit information
  - B. Most animals tend to use chemicals, auditory cues, visual and tactile cues to communicate
  - C. Animals communicate with representatives of their own species when they want to find a mate
  
2. Our culture and language follow a generic masculine framework where male bias is so firmly embedded in our psyche that even genuinely gender-neutral words like doctor or actor are read as male. In some cases, the masculine form speaks for all genders: for example, in India's legal system, documents are written in the masculine, which is considered to include women unless otherwise specified. How we speak affects how we think and how we interpret the world around us.
  - A. Most words in language belong to the masculine gender
  - B. In India, legal documents refer to women only in some specific cases
  - C. Gender inequality is intrinsic to language
  
3. When I go into our local book store, I often see children looking at the shelves filled with a variety of colored books with beautiful covers. They pick some book, flicker through a few of the pages and then almost immediately reject it before beginning to look at another book. I smile to myself for when I was a child in the 1940s, we were never allowed anywhere near the books. They were kept in some remote corner of the

building to which only the librarian or shop assistant had access. So it used to take us a lot of time to choose the book which we wanted to borrow.

- A. Today children always get what they want
- B. Today children have a wider choice of books
- C. Children in the past spent more time reading books

4. Tactile signals are fairly common in insects. For instance, a honeybee forager that's found a food source will perform an intricate series of motions called a waggle dance to indicate the location of the food. Since this dance is done in darkness inside the nest, the other bees interpret it largely through touch. Tactile signals also play an important role in social relationships. For instance, in many primate species, members of a group will groom one another – removing parasites and performing other hygiene tasks.

- A. Tactile stimuli help to strengthen teamwork and social ties
- B. Tactile signals help to find food
- C. Tactile behaviour is an important part of hygiene

5. Norms here are patterns of appropriate ways of communicating. It is important not only to speak with symbols that are understood, or to use nonverbal gestures or modes of dress so that the cues will be understood consistently, but also to use the symbols at acceptable times, with the appropriate people, with the fitting intensity. Japanese Americans may send their children to Japanese school and speak Japanese at home, but they may speak English at work and use direct and assertive forms of communication in business or educational settings.

- A. How to behave appropriately in a foreign country
- B. How cultural context determines norms
- C. How norms differ around the world

**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.

‘Languages do not limit our ability to perceive the world or to think about the world, rather, they focus our attention, and thought on specific aspects of the world. There are so many more examples of how language influences perception, like with regards to gender and describing events’.

## **ANSWER KEY**

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

1. Fire
2. bounty hunter
3. payment
4. stay
5. adverse
6. inevitable
7. unsatisfactory
8. have told
9. (even) if
10. economical

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

1. thesaurus
2. Thatcher
3. Belfast
4. homophones
5. Warhol
6. pun/paronomasia
7. bilingualism
8. Pygmalion
9. polysemy
10. Brummie

### **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