

ВАРИАНТ № 5 ОЛИМПИАДНОГО ЗАДАНИЯ
ПО НАПРАВЛЕНИЮ «ИНОСТРАННЫЙ ЯЗЫК (Английский)»
для 10-11 классов

English Language
VERSION 5
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. The equatorial and polar radius have been measured by various means and correspond to some level above the cloud tops.

2. Europeans, Canadians, and Latin Americans already know Havana good, and Americans, while still a novelty here, have started to join them despite continuing travel restrictions.

3. The weather should be kept in mind – air conditioning is not installed everywhere, monsons and rainy seasons are to be avoided.

4. It would be a shame to visit the French Atlantic coast and not indulge at the fruits of the sea there.

5. Edinburgh, a charismatic city full of staircases and hills festooned with Georgian and neo-classical buildings, is well-wersed in incorporating the modern into the old.

6. At one factory we visited, workers have to work for 12 hours a day in a noisy, cramped workshop – but they say nothing about conditions for fear to lose their jobs.

7. The planet Mars is moving into your sign this week – so if you’ve been hoping for a promotion at work, the next few days would bring good news.

8. The Louisiana territory was passed from French colonial rule to Spanish colonial rule and then back to the French before Thomas Jefferson pried it away from Napoleon in 1905.

9. Our digital lives are interwoven with our real lives – when we pretend otherwise, we risk to make terrible, life-changing mistakes.

10. You should try to avoid sugary and processed foods and instead opt to healthier alternatives.

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 first Norman King of England?

2. What do we call a language that is a series of gestures and movements we make with our face, head, arms and hands to signal thoughts and feelings?

3. What do we call a word that has a grammatical function but does not fit into the main parts of speech and does not change?

4. What do we call a unit which is used for measuring the amount of energy that food produces?

5. What is the name of the charter, adopted by Franklin D. Roosevelt and Winston Churchill, that expressed the peace aims of the United States and the United Kingdom to make a better future for the world after World War II?

6. Name the branch of linguistics, the study of language, that is concerned with the origin, meaning and development of words.

7. What do we call an amusing use of a word or a phrase that has two meanings, or of words that have the same sound but different meanings that is usually done for an intended humorous or rhetorical effect? _____

8. Write the surname of the 19th century English landscape painter who took a strong liking to marine activity, a subject often encountered in his works.
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9. What do we call a punctuation mark that is used to introduce an explanation, example or a quotation?
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10. Name a bright yellow wild flower that contains white, milky juice and grows on lawns and meadows. The early colonists brought it to America from Europe.
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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. It's not good enough anymore to just build a hotel and expect people to come and stay. If you wish to grab a large share of the hotel market, you have to try something different. A substantial number of tourists are now looking for hotels that are unique, that have that little craziness about them that puts them at the forefront of the hotel industry. So, if you are looking to make a significant profit in the hotel industry, you can't do much better than learn from the following Theme Hotels with a difference.
- A. If you try to do something different, you can hold your position in the market
 - B. If you try to do something different, you can improve your position in the market
 - C. If you try to do something different, you can lose your position in the market
2. On July 9, 1941 in order to hide strategic Moscow objects from enemy aviation, a special service was created. The German pilots had detailed maps of the city and a large number of landmarks simplified their tasks, in particular the Moscow Kremlin. In advance of the first air raid on the capital, the commandant of the Moscow Kremlin proposed to urgently hide the Kremlin and adjacent territories. As a result, the project enabled to preserve urban areas as well as reduce citizen casualties.
- A. The Moscow Kremlin is the main landmark of the city
 - B. The Kremlin survived numerous air raids on the capital
 - C. The camouflage Moscow had during the war

3. In this presentation I'd like to talk about my favourite attempt to bring literature to TV. It is not a normal case however. In 1873, Jules Verne wrote the great novel *Around the World in Eighty Days*, where an English gentleman succeeded in travelling round the world using the most modern forms of transport available at the time. He managed to complete his journey with minutes to spare. In 1988, Michael Palin, a well-known actor and comedian attempted to do the same thing. Of course, it would've been easy if he had used planes and fast cars to do it. However, Michael had to use the same means of transport that would have been available to Jules Verne's character, Phileas Fogg, in 1873. This meant Michael wasn't allowed to use planes and cars but had to use trains and ships instead. The journey was recorded for TV and shown in 1989.

- A. The author's presentation is about a famous book
- B. The author's presentation is about a book's TV series adaptation
- C. The author's presentation is about a book adapted into a film

4. Results showed that the rocks are composed of clay and minerals which could only have been formed and changed through water erosion. Where there has been water, there has also been hydrogen and like some microbes on Earth, Martian bacteria may have been able to live off hydrogen. To add to this, we know from studying the biology of Earth that a sizable proportion of all life on the planet lives below the surface. If this was also true for Mars, the obvious place to look for life is under the planet's surface. Professor Parnell states, 'There can be no life on the surface of Mars because it is bathed in radiation and it's completely frozen.' However, he believes that anything living below the hostile surface could be shielded from these conditions. 'There is no reason why there isn't bacteria or other microbes that were or still are living in the small cracks well below the surface of Mars,' he continued.

- A. Studying Mars can tell us about life on Earth
- B. Possible types of Martian life
- C. Searching for life on Mars

5. The emergence of intercultural personhood is a direct function of dramatically increasing intercultural communication activities – from the personal experiences of diverse people and events through direct encounters to observations via various communication media such as books, magazines, television programs, movies, magazines, art museums, and electronic mail. Communicating across cultural identity boundaries is often challenging because it provokes questions about our presumed cultural premises and habits, as well as our inevitable intergroup posturing and the us-and-them psychological orientation. Yet it is precisely such challenges that offer us openings for new cultural learning, self-awareness, and personal growth.

- A. Identity transformation in a globalized world
- B. Challenges of intercultural communication
- C. Impact of globalization on communication

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.

‘Every country has holidays that are of national or cultural importance – typically centering on religious festivals, historical traditions and important events in their history but some religions and life philosophies actively discourage the participation of children or adults in learning about the holidays, traditions or beliefs of others. Encouraging people to be open to learning about other cultures and traditions is a good approach that everyone should try and follow’.

ANSWER KEY

TASK 1 (20 points)

1. radii
2. well
3. monsoons
4. (indulge) in
5. well-versed/versed/-versed
6. of losing
7. will (bring)
8. 1803
9. (risk) making
10. (opt) for

TASK 2 (20 points)

1. William
2. body/body language
3. particle
4. calorie/calory
5. Atlantic/Atlantic Charter
6. etymology
7. pun/paronomasia
8. Turner
9. colon
10. dandelion

TASK 3 (10 points)

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

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