

ВАРИАНТ № 6 ОЛИМПИАДНОГО ЗАДАНИЯ
ПО НАПРАВЛЕНИЮ «ИНОСТРАННЫЙ ЯЗЫК (Английский)»
для 10-11 классов

English Language
VERSION 6
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. This covered market, the centrally located little brother of the wholesale market, is teeming in life every Saturday.

2. In the past few decades, Hanoi has been transformed from a grim, war-damaged city to a vibrant and youthful metropolise, but its respect for its heritage goes deep.

3. In January, 1815, a ragtag army under the command of A. Jackson decisively defeated American forces in the battle of New Orleans, even though the War of 1812 had already ended.

4. More people would use public transport if the services would be more reliable.

5. Human activity has not always been so benign: the island and its capital city, Nicosia, has been divided since Turkey seized northern Cyprus in 1974.

6. Boredom is the most usual cause of pupils losing interest in education, says the Prime Minister.

7. Companies cannot risk to lose customers through computer problems.

8. ‘Remember, remember the tenth of November, gunpowder, treason and plot’ – this is just one of the rhymes which has survived since 1605 when the famous gunpowder plot led by Guy Fawkes was foiled.

9. The sun gleams perpetually on Malta, smiling on its ancient ruins, medieval fortresses, cliffside vineyards, and clear Mediterranean waters.

10. When economic and cultural crisis coincide, labour really gets squeezed.

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 king of the West Saxons in southwestern England, who saved his kingdom, Wessex, from the Danish Vikings and laid the basis for the unification of England under the West Saxon monarchy?

2. What do we call a type of communication that allows deaf people to talk primarily with their hands and usually involves both finger spelling and sign languages?

3. What do we call a group of words that usually contains a subject and a verb, and expresses a complete idea?

4. What do we call a substance which is found in a variety of plants and in small amounts in tea, coffee, cola and some medicines, speeding up the heart rate and blood circulation and making people feel active?

5. What is the name of the address (a formal speech) that A. Lincoln delivered during the American Civil War to define the purpose of the war for the people of the northern states and to ensure that the battle would be seen as a triumph of the Union?

6. Name the study of signs and symbols or the way in which people communicate through signs and images.

7. What do we call an animal, a large rodent, with long sharp parts growing all over its back and sides?

8. Write the surname of the British physician and bacteriologist who discovered penicillin in 1928, for which he shared the Nobel Prize in 1945.

9. What do we call a short written or printed line symbol that joins words or syllables?

10. Name the activity of going along the river in a long boat with a flat bottom that is moved by pushing against the bottom of the river with a long pole, which is considered an incredible tourist attraction in Cambridge.

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. And now for global business news. Global stock markets have come under pressure again in the widespread selling of shares, prompted by fears of a global economic recession. Shares plummeted for a time before recovering somewhat before the close of business. Share values are expected to remain volatile over the coming weeks.

- A. Global stock markets are not stable
- B. Global stock markets show big fall in profits
- C. Global stock markets grow slowly

2. Fashion trends are, of course, influenced by fashion designers, who create collections that first appear on the catwalk before more affordable versions make their way to the shops. But what's interesting about fashion is its paradoxical nature – on the one hand, it is defined by constant change as each fashion house strives to find the next big trend. And yet, the latest ideas often turn out to be recycling of older fashions. Fashion is mostly dictated by the young and at the same time comes with a certain amount of nostalgia for the fashion of days gone by.

- A. Fashion is considered to be predictable
- B. Fashion is considered to be mysterious
- C. Fashion contradicts itself

3. When many of us are feeling a bit ill we take a herbal medicine or an alternative remedy. Popular products on the market include ginseng for increasing energy levels and relieving stress, garlic for high cholesterol and St John's Wort for treating mild depression. In America and the US, alternative treatments are quite popular. But despite popularity and money spent on these treatments, they remain relatively untested, with only a third tested in the US. Thousands of vitamins, mineral tablets and herbal remedies are being bought without being thoroughly tested for their health benefits or potential harm to health.

- A. The upsides of alternative medicines
- B. Alternative medicines are not really medicines
- C. What to do when you are feeling unwell

4. To be successful, I think the first thing you have to be is ambitious. If you're not prepared to do anything to succeed, you probably won't get there. You don't need to be accomplished in an educational sense. Never mind wasting time studying subjects like biology and sociology. Look at me! I'm well on my way to becoming a millionaire and the only university I went to was the university of life.

- A. Your childhood influences your view of success
- B. Success does not relate to academic abilities
- C. Success does not need to mean doing something obviously great

5. When you look at the jobs some dogs have invented for themselves using their advanced perceptual abilities, you're moving into the realm of true cognition, which is solving a problem under novel conditions. The seizure alert dogs are an example of an animal using advanced perceptual abilities to solve a problem no dog was born knowing how to solve. Seizure alert dogs are dogs who can predict a seizure before it starts.

- A. Some seizure response dogs have trained themselves to be seizure alert dogs
- B. Dogs who are truly intelligent will apply their thinking skills to new situations
- C. Seizure response dogs are trained to save their owner's lives

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.

‘There are huge differences in communication between people from one country to another. In some cultures, people are loud, direct or even blunt and tend to interrupt others during a conversation. In others, people are typically soft-spoken, use flowery or indirect language and wait patiently for others to finish their sentence. So, in order to avoid amusing misunderstandings or a serious impact on your career it is important to be aware of cultural differences of different countries.’

ANSWER KEY

TASK 1 (20 points)

1. with
2. metropolis
3. British
4. were
5. have
6. common
7. risk losing
8. fifth/5th/5th
9. Mediterranean
10. crises

TASK 2 (20 points)

1. Alfred
2. manual
3. sentence
4. caffeine
5. Gettysburg
6. semiotics/semiology
7. porcupine
8. Fleming
9. hyphen
10. punting

TASK 3 (10 points)

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