

ВАРИАНТ № 7 ОЛИМПИАДНОГО ЗАДАНИЯ
ПО НАПРАВЛЕНИЮ «ИНОСТРАННЫЙ ЯЗЫК (Английский)»
для 10-11 классов

English Language
VERSION 7
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 town hall was reopened last year, had been completely rebuilt after the fire.

2. Living in this area, it's very difficult to get used to get up this early to be able to make it to my office on time.

3. Tickets to the Olympic competitions are selling like hot rolls, I hope I will have time to buy one.

4. In this era of economic flux, technological innovation and globalisation, students and schools are more likely to opt at subjects that tap into that reality.

5. 'Save Our Earth' is an international environmental organisation which aims to raise public awarenes of environmental issues and to encourage them to take action to protect the environment.

6. To celebrate the completion of the trophy, which was designed to be presented to the winner of the music competition, a fine art print was produced in a limited edition of 150, which went on sale with a letter of authentic.

7. The English language belongs to the Celtic branch of the Indo-European family tree.

8. The task may seem insurmountable at first, but soon you will get the hang in it.

9. No sooner had we arrived at the meeting that the negotiations began in earnest.

10. When my boss suggested I work over the weekend, I was so furious.

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

1. What is the symbol of the British government, especially the government departments rather than the Parliament or the Prime minister, called?

2. What is the name of an ancient city in England which was one of the most important centres of pilgrimage in Medieval England, as reflected in Chaucer's collection of stories?

3. What do we call money that a person or institution such as a bank charges you for the use of money lent, or for delaying the repayment of a debt?

4. What is a famous London department store, where you can buy anything and which housed the capital's first escalator built in 1898, called?

5. What is a word which is pronounced in the same way as another word but has a different meaning, or different spelling, or both?

6. What type of music was developed in the United States in the early 20th century which was a mix of African-American musical traditions and characterized by improvisation?

7. What is the Medieval Latin name for Wales?

8. What is a group of words that have a special meaning that is very different from the ordinary meaning of the separate words called?

9. Name the Irish dance musical which consists of traditional Irish music and dance and which is constantly touring the world with huge shows.

10. What is the base form of the verb in grammar called?

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. The main road through the town is a central route and a lot of traffic does just pass through often without slowing down. The proposal to build a bypass received support from home owners but then shopkeepers quite rightly raised concerns about losing trade. So, the council decided to adopt what's known as a 'shared space' approach to traffic management which works on the premises that drivers really pay attention to speed limits and caution signs.

- A. The approach was a response to a suggestion from local residents
- B. The approach has been introduced to make the business community feel less concerned
- C. The approach allowed for savings in the local government budget

2. It is believed that the internet has created a culture which is thought to be free from all the limitations of other media. The internet was decentralized and outside the control of governments, elites, and business corporations. Information could be freely exchanged without anyone censoring or editing it. When on the Net, people were anonymous and could assume, and play with any identity they chose. With others they could construct their own virtual communities, their own society, their own world.

- A. Cyberculture is similar to other cultures in the way it limits users' freedom
- B. The information on the internet is generally uncensored
- C. On the internet, anyone is treated equally

3. English is fast-becoming the lingua franca in some subjects in European universities. And it's not just academics, eager to see their work published in the most respected journals, who insist on it. Students do too. They're prepared to move to another country to study, and universities worldwide that are competing to attract

them to have to offer courses in the language most of them have learnt. The students become the customers. Universities are no longer institutions but brands.

- A. Demand for courses taught in English results from a need to attract students from a wide range of countries
- B. Universities artificially create the demand to teach courses in English
- C. The rise of the courses taught in English reflects the ambitions of the staff who teach them

4. A big number of companies are using video conferencing to bring people together for meetings. Video conferencing allows businessmen to make video contact with trade partners and colleagues around the world. It is therefore possible to have two or three video conferences followed by one face-to-face meeting, saving time and money. Moreover, video conferencing makes it possible to meet with overseas partners who would never be able to attend an offline conference.

- A. Face-to-face communication can be effectively supplemented by electronic methods of communication
- B. Face-to-face communication is more important for business than online conferences
- C. Face-to-face communication has been in decline

5. All hills lead downtown, the locals say, and the most colourful of the steep stone stairwells cutting through the slopes is Prince Mohammed, blooming with flowerpots bolted to the walls. Zigzag around local people, and at the first landing, pop into one of several restaurants creating an elevated cafe vibe with streetside balconies. Get a boost from the full-bodied coffee and creamy hummus before scaling the next height – the ancient Roman Theatre, built to seat 6,000, with about 100 steps to the top. Such theatres were generally built on hillsides.

- A. Travelling in high altitude
- B. Best road trip snacks of all time
- C. Road trips allow you to meet local people

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.

‘Each country has its own set of cultural values and norms. The norms and laws regarding clothing are subject to change depending on the region and culture. Not

only a certain dress code is a specific indicator of social class or different occasions and public scenarios but it is also a true marker of cultural identity. Thus, it is believed that each culture should conform only to its own cultural dress code minimising the influence of fashion trends of other cultures or countries’.

ANSWER KEY

TASK 1 (20 points)

1. having (been)
2. getting
3. cakes
4. for
5. awareness
6. authenticity
7. Germanic
8. of
9. than
10. that/me working

TASK 2 (20 points)

1. Whitehall
2. Canterbury
3. interest
4. Harrods
5. homophone
6. jazz
7. Cambria
8. idiom
9. Riverdance
10. infinitive

TASK 3 (10 points)

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