

ВАРИАНТ № 8 ОЛИМПИАДНОГО ЗАДАНИЯ
ПО НАПРАВЛЕНИЮ «ИНОСТРАННЫЙ ЯЗЫК (Английский)»
для 10-11 классов

English Language
VERSION 8
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. There is very likelihood that I will pass the exams with high scores and enter the university because I've worked hard.

2. Even since I put my heart on becoming an interpreter at the age of seven, I have taken it very seriously and put a lot of effort into achieving my goals.

3. When it comes as choosing a career, some people know from an early age exactly what they want to do.

4. The university campus is located outside the city and next year, all first year students who require it will be guaranteed accomodation on campus.

5. The research centre in the UK offers a range of state-of-the-art equipment and is engaged in various types of sleep research, covering fascinating areas, including regulation of human sleep by our internal body clock and the effects of the expose to light on sleep patterns.

6. In 1620 the Pilgrims on the Mayflower selected a place for their first settlement and gave it the name of Massachusetts, their port of departure in England.
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7. My goal is to pass all the exams and I can see myself accomplishing it in my mind eye!
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8. This actor will go on in history as one of the greatest actors of all time.
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9. All the guests were extremely complementary about the food – the main dish was chicken curry and rice or fillet steak with an avocado salad.
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10. It has long been possible to modify the composition of precious metals by adding a layer of another material, such as an alloy, to the surface: for example, what is known as ‘rose gold’ is traditional made by adding copper.
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Task 2. For questions 1 – 10, give **one-word** answers. Mind capital letters in proper names. Do not write articles.

1. What do we call a figure of speech which involves the use of words which have a positive meaning to express a negative one in the context and which is usually used to achieve a humorous effect?
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2. What is a unit of administrative division in New York City called?
-
3. What is the name of the second-largest city in England that was once a hotbed of Industrial Revolution?
-
4. What is a language which may contain the features from two or more languages, which is used for communication between people not having a common language and has no native speakers, called?
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5. What is an indirect reference to people, things, events or facts outside the text without mentioning them explicitly, which is used as a stylistic device called?
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6. What is the name of the patron saint of Wales, who was a church official and a native of Wales?
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7. What is the name of Scotland’s traditional musical instrument which is best represented in the music of the Scottish Highlands?
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8. Write the name of the narrow part of the cover of a book that the pages are joined to.

9. What is the name of the US state which is of Native American and means ‘little spring’ or ‘young spring’?

10. Write the name of a magical creature in the form of a little old man who likes to cause trouble, and is depicted in Irish folklore stories.

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. Whether the target culture for a new product is similar or different, it’s vitally important that international companies maintain up-to-date local knowledge. For example, Australia today is more outward-looking, less conservative, much more international. Companies need to increase the local awareness of the country where they want to market their product which means that they need to monitor their beliefs and values, the trends, the attitudes within this country.

- A. International companies need to track the changes in customer needs and wants
- B. International companies need to obtain the most recent information about the changes in local markets
- C. International companies have to analyse the needs of middle-class consumers

2. What we’re noticing in the workplace these days is that barriers are breaking down between networking and communication tools, like phones and tablets and equipment for creating and editing documents. You don’t need different tools for communicating and for writing – the separation of these activities into different software applications is a relic of the days when visions of technology were dominated by the telephone and the typewriter.

- A. There should be a change in attitude towards technology
- B. The traditional distinctions in the context of technology are becoming irrelevant
- C. The needs of business are not being met by suppliers

3. Eco-fabrics and eco-fashion are becoming much more mainstream these days reflecting a concern about the impact of the fashion industry on the environment

with more top-designers working towards the eco-friendly approach. Nowadays, it's better to buy the garments with eco-friendly labels, but the labels are only part of the story. It's always best to buy colours that are natural and also remember that some products might be natural but they often have to go through extensive chemical processing in order to become soft – that's worth checking out before you buy. The same goes for fabrics made from recycled water bottles – the picture is not that clear-cut.

- A. Manufacturers regularly mislead the public
- B. The real situation with the labels is more complicated than it seems
- C. Natural materials do not always carry the labels

4. As the pressure on workers mounts, many tools for creating, storing, sharing and collaborating are increasingly starting to converge. It's about integrating different services. And that's how new business software markets often start out, with 'best of breed' suppliers dominating different technology niches, as happened with Microsoft Office, Google and Facebook.

- A. The activities of certain leading software companies are influencing the pace of change
- B. The development of more integrated operating systems drives the changes
- C. The pace of change is driven by the increasing demands faced by workers

5. Recently, researchers have been taking more interest in the emotional life of animals. What's known as animal sentients is an exciting and rapidly-developing area. Evidence is building up to suggest that animals can show emotions similar to human empathy. And this goes for various species both wild and domestic: anything from monkeys to sheep. People have often found it difficult to believe that animals experience emotions since these aren't evident on their expressions in the same way as with humans. But that doesn't mean that those feelings are not there.

- A. Animals are often not credited with having feelings because of false assumptions based on appearance
- B. There's been inadequate research to support the idea of animals experiencing emotions
- C. Prejudice against certain species prevents people from believing in the ability of animals to experience emotions

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 people think about a certain culture, they initially think of the food associated with it. Food is a part of a culture’s identity, and because of that, it is a part of the individual’s identity as well. Thus, knowing the culinary traditions and food preferences of a country helps to understand the culture of this country better and to promote the intercultural dialogue.’

ANSWER KEY

TASK 1 (20 points)

1. every
2. set
3. to
4. accommodation
5. exposure
6. Plymouth
7. mind's
8. down
9. complimentary
10. traditionally

TASK 2 (20 points)

1. irony
2. borough
3. Birmingham
4. pidgin
5. allusion
6. David
7. bagpipe
8. spine
9. Arizona
10. leprechaun

TASK 3 (10 points)

1. B
2. B
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