

Олимпиада школьников «Покори Воробьевы горы!»
2017-2018
Отборочный этап
Английский язык
Вариант 1
10-11 классы

**Блок 1. Лексико-грамматический тест и понимание письменного
текста (40 баллов)**

Task 1. For questions 1-20 read the text about birds and fill in the gaps with the missing words. Write only one word in each gap. Transfer your answers into the answer sheet. Each correct answer earns you 1 point.

BIRDS

Where do they come from?

How was that possible ____ (1) an animal without feathers or flight muscles to become a bird? Palaeontologists, the scientists who study ____ (2), have gathered much evidence over the years but ____ (3) are still large gaps. Bird skeletons are ____ (4), which means they are too thin and weak, so they rarely survive. We end ____ (5) with a dot to dot puzzle – with a difference. All the dots are jumbled up and most of them are missing! This leaves ____ (6) for different theories – and the scientists still argue ____ (7) them.

First bird

A ____ (8) discovered in 1861 is widely agreed ____ (9) be the first bird. It is called Archaeopteryx and it lived in the Jurassic period 195 million years ago – at the same time ____ (10) the big dinosaurs like Tyrannosaurus rex. ____ (11) it had feathers and ____ (12) like a bird in many ways, it also resembled a reptile. ____ (13) reptiles, it had ____ (14) long tail bone and teeth (which birds don't have), and its bones were not hollow like those ____ (15) a bird. Some scientists believe that birds and dinosaurs evolved from reptiles separately, but others insist that birds descended ____ (16) two-legged dinosaurs called theropods.

All change

Evolution ____ (17) on today. Some birds were hunted to ____ (18) – like the dodo and the great auk – while others have adapted to live alongside us. For instance,

some birds which originally nested on wild cliffs – such as peregrines – now often nest on tall buildings in cities. Others regularly feed ___(19) the rubbish left by people. What will happen next? Will town pigeons turn into different species? _____(20) there be a Burger King pigeon, feeding on fast food and skilled at unwrapping the packing? That's unlikely, but even so birds will continue to change to survive.

READING. *For questions 21-30 read the text and do the tasks that follow. Each correct answer earns you 2 points.*

English as an Asian language

It is time for East and Southeast Asia to learn its own version of English, argues Andy Kirkpatrick

It is impossible to identify and isolate an "English" culture that is common to all speakers of English. The cultures represented by Nigerian, Singaporean, Indian, Scottish, Filipino or Australian Aboriginal English are all very different. So, while a language must be linked to a culture, a language is not inextricably tied to one specific culture. Specific cultural identities can be represented by new varieties of English.

In East and Southeast Asia English plays a major role in the region as a lingua franca of the political elite and the Association of Southeast Asian Nations. It is also used as a lingua franca between professionals and the business community.

But what variety of English will serve as the region's lingua franca? I suggest that a variety which reflects local cultural conventions and pragmatic norms is developing to serve this role. I further suggest that it is this regional variety that will be taught in schools, rather than an external "native speaker" variety.

The vast majority of people who are learning English are doing so to be able to use this lingua franca. They are not learning English with the express purpose of communicating with native speakers of English. English is being used by non-native speakers with other non-native speakers. The English that they use need not therefore reflect any "Anglo" cultural values. This emerging role of English was identified by Gordon Wu of Hong Kong's Hopewell Holdings, who told the Far Eastern Economic Review: "English is no longer some colonial language. It is the means [by which] we in Asia communicate with the world and one another."

So regional users of English who are learning English in order to speak to Thais, Koreans, Vietnamese or Japanese do not need teaching materials that promote or discuss "Anglo" cultures. What they need are materials that provide some knowledge of the culture of the people they are dealing with. They also need to be aware of their

own cultural norms. The cultural values and daily lives of the people in the region who are using English as a regional lingua franca become more important than the cultural values associated with native speakers.

This has important implications for English language teaching in the region's schools. It is a regional variety of English, not an external model, that needs to be promoted, because it is a regional variety of English that people in the region will want to use. People will be able to maintain their identity while speaking their variety of English. As Tommy Koh, a senior minister in the Singapore government put it recently, "When I speak English I want the world to know I'm a Singaporean."

The curriculum of a new variety of English should reflect the lives, cultures and values of the learners. Speakers of this new variety will want to preserve their identity by reflecting that identity in the local variety of English they use.

English language teaching materials are needed that promote the local or regional variety and represent the cultures of the speakers of these newly developing varieties. These materials also need to contrast regional cultures, so making the English language curriculum more a curriculum of regional cultures.

This will not only **liberate** generations of Asian children who have had to learn how to ask what time the next train to Liverpool Street leaves, but will also alter the nature of what represents an authentic text. Japan's current English teaching goals are that learners should become American English speakers. This is unrealistic and damaging to the cause of ELT. Students are fearful of speaking, because they falsely consider themselves to be poor speakers unless they sound like Americans. However, if students were given a regional variety of English to learn, educated speakers of the regional variety could provide the models. Suitably qualified and trained speakers of the regional variety could be the teachers. External models could, of course, be introduced into the classroom, but as examples of external models, not as the model that the learners are expected to acquire.

More research into the development of varieties of English is urgently needed. In particular we need to know what cultural and discourse conventions are being reflected in these new varieties. For example, are compliments being given and received, or requests made, following local cultural values, or following "Anglo" values? Are topics in conversation being broached directly or indirectly? The worldwide domination of an "Anglo" variety of English is not inevitable.

A regional variety of English can reflect local or regional cultures. Governments need not fear that the learning of English will necessarily imbue the learners with inappropriate cultural values or ways of thinking. The best option for regional governments is to promote local varieties of English. Instead of spending large sums of money on importing native-speaking teachers and externally developed materials, funding should be set aside for the professional development of local teachers and for the development of developing regionally appropriate ELT curricula.

Task 2. Choose the correct answer per question (A, B, C, D or E). Each correct answer earns you 2 points.

21. What type of text is it?

- A. Narrative
- B. Expository
- C. Instructive
- D. Descriptive
- E. Technical

22. Which of the following does the writer consider to be the new varieties of English?

- A. Indian, Scottish and Australian Englishes
- B. Japanese, Nigerian and Aboriginal Englishes
- C. Thai, Singaporean and American Englishes
- D. All of the above
- E. None of the above

23. According to the author, Asian English learners need materials that

- A. will teach them about their own cultures and values
- B. are developed by the local teachers of English
- C. will expose students to Asian speakers of English
- D. All of the above
- E. None of the above

24. You can tell by the context that “**liberate**”, in bold and underlined, most likely means that Asian children will no longer

- A. do homework assignments for their English classes
- B. learn about English-speaking cultures
- C. memorize unnecessary language structures
- D. learn irrelevant information for their future needs
- E. study their identity in English

25. The language of the text is

- A. informal
- B. sequential
- C. formal
- D. figurative
- E. none of the above

Task 3. *Decide if the following statements are True (T if the statement agrees with the information given in the text) or False (F if the statement contradicts the information in the text and/or if there is no information on this). Each correct answer earns you 2 points.*

- 26. Andy Kirkpatrick is angry that East and Southeast Asia should learn its own version of English.
- 27. All English-speakers share a common culture.
- 28. Many Asian students are afraid to speak English because they do not sound like native-speakers.
- 29. British English domination must be stopped.
- 30. Asian governments are afraid that English can affect regional cultural norms and lifestyles.

Блок 2. Творческое задание (60 баллов)

Task 4. *Imagine that this is the year of **LITERATURE** and **THEATRE** in Russia and all over the world and you, being a news reporter, have to write a news article (300 – 350 words) about some events describing the two pictures below. Your correct answer gives you 60 points.*

Follow the plan:

1. **Make up some special events held this year.**
2. **Name the date/s of the events and the places.**
3. **Describe the places in the pictures.**
4. **Signify the importance of such events.**



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KEYS 10-11

Task 1

Лексико-грамматический тест 20 баллов

| | |
|----|-----------------|
| 1 | for |
| 2 | fossils |
| 3 | there |
| 4 | fragile |
| 5 | up |
| 6 | room |
| 7 | about |
| 8 | fossil |
| 9 | to |
| 10 | as |
| 11 | Although/Though |
| 12 | was/looked |
| 13 | like |
| 14 | a |
| 15 | of |
| 16 | from |

(40 баллов – выполнение коммуникативной задачи, 20 баллов – языковая грамотность)

Задание № 4 – 60 баллов. Сравнение двух картинок, подчиненных общей теме.

Критерии оценивания письменного ответа:

| Содержание | Максимум 40 баллов |
|---|-------------------------------|
| <ul style="list-style-type: none">Выполнение требований, сформулированных в задании Указанное количество слов ¹ – 2 балл Учитывает ситуацию и возможного получателя сообщения, оформляет текст в соответствии с предложенными обстоятельствами, максимально точно отражает сходства и различия в предложенных материалах². Выполнены все пункты в задании (каждый пункт из четырех – 2 балла) | Максимальный балл 10 |
| <ul style="list-style-type: none">Оригинальность содержания/ изложения Содержание и/или изложение отличаются оригинальностью (не повторяет школьные топики, не использует общепринятые фразы). | Максимальный балл 20 |
| <ul style="list-style-type: none">Связность и логичность текста Оформляет текст, соблюдая связность и событийную логичность построения | Максимальный балл 10 |
| Языковая грамотность | Максимум 20 баллов |
| <ul style="list-style-type: none">Грамматика Правильно употребляет необходимые для решения коммуникативной задачи грамматические формы и конструкции. Правильно строит простые и сложные фразы. Владеет различными средствами логической связи. (2 ошибки – минус 1 балл) | Максимальный балл 8 |
| <ul style="list-style-type: none">Лексика Владеет лексическим запасом, позволяющим высказаться по предложенной теме, обеспечивающим точное выражение мысли и отсутствие неоправданных повторов. Употребляет слова в их точном лексическом значении. (2 ошибки – минус 1 балл) | Максимальный балл 8 |
| <ul style="list-style-type: none">Орфография Владеет орфографией и основными правилами пунктуации. (2 ошибки – минус 1 балл) | Максимальный балл 4 |

1. *Объем менее 50% - 0 баллов, ответ далее не проверяется. Объем на 50% больше указанного в задании, 0 баллов за содержание, проверке подлежит только языковая грамотность.*

2. *Если задание выполнено не по заданной теме, то все задание оценивается как 0, ответ далее не проверяется.*