

Специфика и ОСОБЕННОСТИ заданий Всероссийской олимпиады школьников по английскому языку Use of English

AZATUI AZATOVNA VARDEVANIAN

Всероссийские олимпиады ШКОЛЬНИКОВ

- <http://www.rosolymp.ru>
- <http://olymp.apkpro.ru>
- vos.olimpiada.ru
- haibroo.ucoz.ru
- www.arkh-edu.ru
- kurchgmk.ucoz.net
- www.yarregion.ru
- www.talant22.ru
- regionolymp.ru
- educ26.ru
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- www.ivedu.ru
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uo-sormovo.narod.ru
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kuo-kr.edusite.ru
anichkov.ru
olymp.apkpro.ru
<https://olympmo.ru>

Интернет-ресурсы

[BBC.Learning English](#)
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Концепция ВсеросОШ по английскому языку и специфика олимпиадных заданий

Этапы ВсеросОШ

- ▶ • Школьный этап - 5-6, 7-8, 9-11 классы
- ▶ • Муниципальный этап - 7-8, 9-11 классы
- ▶ • Региональный этап - 9-11 классы
- ▶ • Заключительный этап - 9-11 классы

Концепция ВсеросОШ по английскому языку и специфика олимпиадных заданий

Сложность олимпиадных заданий:

- ▶ Сложность зависит от этапа и возрастной группы
- ▶ Для 9-11 классов: Уровень сложности B2 - C1 (ЕГЭ: A2 - B2)
- ▶ Олимпиадные задания - это **разновидность тестовых** заданий.
- ▶ Олимпиадные задания **не повторяют** формат ЕГЭ.

Комбинируются задания разного уровня сложности.

Всероссийская олимпиада школьников по английскому языку

- ▶ **Listening** (конкурс понимания устного текста)
- ▶ **Reading** (конкурс понимания письменного текста)
- ▶ **Use of English** (лексико-грамматический тест)
- ▶ **Writing** (конкурс письменной речи)
- ▶ Speaking (конкурс устной речи)

Use of English

We check

- knowledge of **grammar structures**
 - knowledge of **vocabulary**
 - **socio-cultural competence**

USE OF ENGLISH

Types of tasks

- ▶ **1. Filling the gaps (= заполнить пропуски) (=ЕГЭ)**
- ▶ **2. Multiple choice (= множественный выбор) (=ЕГЭ)**
- ▶ **3. Word-building (= словообразование) (=ЕГЭ)**
- ▶ **4. Correcting mistakes (= редактирование)**
- ▶ **5. Crossword solving (= кроссворд)**
- ▶ **6. Transformation (=трансформация)**
- ▶ **7. Putting one word in different contexts (= подобрать слово в контексте)**
- ▶ **8. Special tasks: linking words, sentence structures**

Grammar and Vocabulary

Types of tasks: Filling the gaps

Task 1: Revising for Exams

Apply good study 0 from the beginning of your course, rather than seek magical solutions 00 before the exam. Ideally every evening you should read through the notes you made that day, improving them and (1) _____ sure they are useful. In this way, essential information will be committed (2) _____ your long-term memory and will be readily recalled, even under stressful exam conditions. (3) _____ the long run this will help you to avoid last-minute cramming, (4) _____ is seldom useful.

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Apply good study 0 **from** the beginning of your course, rather than seek magical solutions 00 **before** the exam. Ideally every evening you should read through the notes you made that day, improving them and (1) **MAKING** sure they are useful. In this way, essential information will be committed (2) **TO** your long-term memory and will be readily recalled, even under stressful exam conditions. (3) **IN** the long run this will help you to avoid last-minute cramming, (4) **WHICH** is seldom useful.

Task 1

When your teacher gives you practice exams to do in class time, enter into these wholeheartedly. They won't (5) _____ you any harm, on the contrary, they will help you to assess your progress. Afterwards take note (6) _____ the feedback you receive, pinpoint the mistakes you made. Did you include too little information, misread the questions, (7) _____ out of time?

Task 1

When your teacher gives you practice exams to do in class time, enter into these wholeheartedly. They won't (5) **DO** you any harm, on the contrary, they will help you to assess your progress. Afterwards take note (6) **OF** the feedback you receive, pinpoint the mistakes you made. Did you include too little information, misread the questions, (7) **RUN** out of time?

Task 1

Sometimes exams are failed not because (8) _____ too little work. Often the brightest students work too hard at revision and worry unnecessary. If you are nervous, then (9) _____ all means carry on gentle revision until the last moment: you can start worrying, if you have too much time on your hands. But be sure not to go into the exam room tired (10) _____ overwork

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Grammar and Vocabulary

Types of tasks: Filling the gaps

How to do this task:

1. Read the whole text first.
2. Fill in the gaps (**use the correct grammar form**). Pay attention to **spelling**!
3. **Read the whole text with the gaps filled.** Make sure that the words fit in the context in terms of meaning and grammar.

Material for practice: FCE, CAE

What can be checked in this task

- ▶ • **Phrasal verbs**
- ▶ • **Prepositions**
- ▶ • **Linking words**
- ▶ • **Collocations (set expressions)**

Grammar and Vocabulary Types of tasks: Multiple choice

How to do this task:

- ▶ 1. Read the whole text first.
- ▶ 2. Choose the correct variant. **Be careful with synonyms or the words which sound similar (confusing words).**
- ▶ 3. If you don't know what to choose, choose any variant. Exclude incorrect variants.
- ▶ 4. Read the whole text with the gaps filled.

Material for practice: **State exam, FCE, CAE**

Confusing words

- ▶ **1.Lie/ lay**
- ▶ **2.Rise/ raise**
- ▶ **3.Affect/ effect**
- ▶ **4.Quite/ quiet**
- ▶ **5.Loose/ lose**
- ▶ **6.Learn/ Teach**
- ▶ **7.Bring up/ Grow up**
- ▶ **8.Beside/ Besides**
- ▶ **•9. Then/ than**
- ▶ **•10. Sensible/ sensitive**
- ▶ **•11. Possibility/ opportunity**
- ▶ **•12. Room/ space**
- ▶ **•13. Imply/ infer**
- ▶ **•14. Say/ Tell**
- ▶ **•15. Make/ Do**

Grammar and Vocabulary Types

of tasks: Word-building

Task 3: A Visit to Dover

It must be said that Dover was not **0. vastly (VAST)** improved by daylight, but I liked it. I liked its small scale and cosy air, and the way everyone said 'Good morning', and 'Hello', and 'Dreadful weather' – but it must **1 _____ (BRIGHT)** up', to each other, and the sense that this was just one more in a very long series of quiet, well-ordered, pleasantly **2 _____ (EVENT)** days. Nobody in the whole Dover would have any particular reasons to remember 21 March 1973, except for me and a **3 _____ (HAND)** of children born that day. I didn't know how early one could decently begin asking for a room in England, so I thought I would leave it till mid-morning. With time on my hands, I made a thorough search for a guesthouse that looked **4 _____ (ATTRACT)** and quiet, friendly and not too costly, and at the stroke of ten o'clock presented myself on the doorstep of the one I had carefully selected, taking care not to **5 _____ (COMPOSE)** the milk bottles. It was a small hotel that was really a guesthouse. I don't remember its name, but I well remember the **6 _____ (PROPRIETOR)**. She showed me to a room, then gave me a tour of the facilities and **7 _____ (LINE)** the many complicated rules for residing there. This was all **8 _____ (BEWILDER)** new to me. Where I came from, one got a room in a motel, spent ten hours making a lavish and possibly **9 _____ (REPAIR)** mess of it, and left early the next morning without a slight desire to **10 _____ (CALL)** it later. This was like joining the army.

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1	brighten проясняться, радовать, украшать
2	uneventful тихий , гладкий - (eventless скучный)
3	handful горсть, небольшое количество
4	attractive привлекательный, притягательный, заманчивый
5	discompose нарушать порядок - (decompose разлагать на составные части)
6	proprietress собственница, владелица, хозяйка
7	outlined изложить в общих чертах - (underlined подчеркнуть)
8	bewilderingly странно , изумительно
9	irreparable непоправимый - (unrepairable не поддающийся ремонту)
10	recall вспомнить, припомнить, призыв вернуться

Grammar and Vocabulary

Types of tasks: Word-building

How to do this task:

- ▶ 1. Read the whole text first.
- ▶ 2. Determine the required part of speech, add the necessary suffix.
- ▶ 3. Determine whether the required word is positive or negative (read the context), add the necessary prefix.
- ▶ 4. Put the correct word in a gap, pay attention to spelling.
- ▶ 5. If you don't know what to put, try different variants of prefixes and suffixes. Choose the variant which sounds natural.
- ▶ 6. Read the whole text with the gaps filled.

Material for practice: State exam, FCE, CAE

Grammar and Vocabulary

Types of tasks: Correcting mistakes

Task 4: Predicting Future

Have you ever been to a clairvoyant to find out what the future may have in store for you? Have you ever had your palm looked at or have you ever been made to believe that your future might be predicted?

Apart from human seers, there are also countless of sites on the Internet nowadays where you can have a tarot reading done, or where you can read your daily horoscope. Can there really be anything out there in the stars that has a strong influence over our lives?

These days there are a great many people who are searching for answers, who want to discover what the purpose of their lives might not be. Others, of course, are quite happy to go through life without questioning.

I admit to have being one of those who are fascinated by the unknown, by what might be 'out there'. I can spend all day thinking about mysterious life.



Have you ever been to a clairvoyant to find out what the future may have in store for you? Have you ever had your palm looked at **it** or have you ever been made to believe that your future might be predicted?

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Grammar and Vocabulary

Types of tasks: Correcting mistakes

How to do this task:

- ▶ 1. Read the whole text first.
- ▶ 2. Read each line attentively.
- ▶ 3. Cross out mistakes.
- ▶ 4. Read the whole text without the crossed out words.

Material for practice: old FCE, old CAE

Grammar and Vocabulary

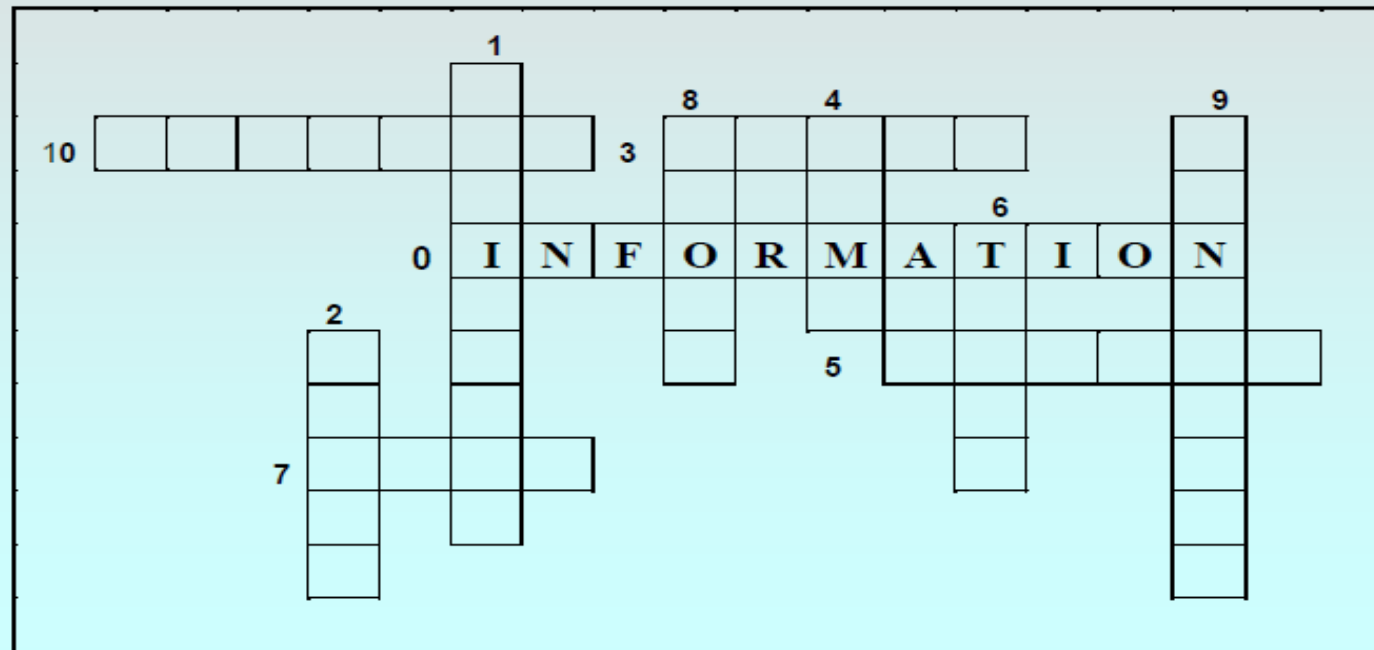
Types of tasks: Crossword solving

Task 5: Computers

Use of English

Task 5

For questions 1 – 10 read the text about computers and solve the puzzle by putting the missing words into the crossword below. The first word (0) is done for you as an example.



The main advantage of computers is that it's easy to find out **0 (information)** like how to travel somewhere. This means that people don't need to look in books or newspapers. However, there is too much information **1 (available)**. The further disadvantage is that people **2 (throw)** their computers away after a few years. This results in a lot of **3 (waste)**.

At the **4 (same)** time there are a **5 (number)** of advantages for children such as being able to play games. In addition computers make learning more fun. But this leads to children spending too much time on the computer. It is easier to stay in **6 (touch)** with friends by emails. Another advantage is that you can send photos. It leads to people sending emails rather than talking to each other. I sometimes think people **7 (rely)** on computers too much and if a computer goes **8 (wrong)**, for instance in a hospital, it might be **9 (dangerous)**.

In conclusion, I think computers **10 (improve)** our lives in lots of ways and the advantages are more important than the disadvantages.

Grammar and Vocabulary

Types of tasks: Crossword solving

How to do this task:

- ▶ 1. Read the whole text first.
- ▶ 2. Write the words where you have letters first.
- ▶ 3. The words should also fit the context.
- ▶ 4. Pay attention to spelling.
- ▶ 5. If you don't know what to put, try different variants. Choose the variant which fits the crossword.
- ▶ 6. Read the whole text with the gaps filled.

Material for practice: FCE, CAE (gaps filling)

Grammar and Vocabulary

Types of tasks: Find one word which would fit into different contexts

One word in three contexts

For questions 1- 5, think of **one word only** which can be used in all three sentences. Here is an example **(0)**.

Example: 0 Could you do me a _____ and hold the door open while I bring in the shopping? All those in _____ of the proposal please raise your hand.

After being out of fashion for years the painter is now in _____ with the critics.

(0) favour

. Helen is always gossiping about other people - I wish she'd ___ her own business.

• ___ your head when you go through the doorway, it's rather low for someone tall.

• I've had enough from John. I'm going to give him a piece of my _____.

Grammar and Vocabulary

Types of tasks: Find one word which would fit into different contexts

How to do this task:

- ▶ 1. Read the three sentences and make sure you understand their meaning.
- ▶ 2. Try to understand what fixed expression is expected (try each of the three sentences).
- ▶ 3. Read the completed sentences, make sure your word can be used in all the three contexts.
- ▶ 4. Check grammar form and spelling.
- ▶ 5. If you do not know the word which fits into all the contexts, write the word which fits into at least one context.

Material for practice: CAE

Grammar and Vocabulary

Types of tasks: Sentence structure

Quotations

0. To be, or not to be: that	a) but thinking makes it so.
1. Some are born great, some achieve greatness, and some have greatness	b) do never live long.
2. There is nothing either good or bad,	c) that run fast.
3. When sorrows come, they come not single spies,	d) thrust upon them.
4. So wise so young, they say,	e) but in battalions.
5. Wisely and slow; they stumble	f) is the question.

0. To be, or not to be: that f	a) but thinking makes it so.
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USE OF ENGLISH: Aspects of grammar and vocabulary which need your special attention

Vocabulary

Pay attention to:

- ▶ •Synonyms and antonyms
- ▶ •Collocations (word patterns)
- ▶ •Fixed expressions
- ▶ •Confusing words

USE OF ENGLISH: Aspects of grammar and vocabulary which need your special attention

Grammar

Pay attention to:

- ▶ •Prepositions
- ▶ •Linking words
- ▶ •Phrasal verbs

USE OF ENGLISH: Aspects of grammar and vocabulary which need your special attention

Word-building

Pay attention to:

- ▶ •Common prefixes and suffixes
- ▶ •Negative prefixes and suffixes



**THANK YOU
FOR
YOUR
ATTENTION!
ANY QUESTIONS?**