**English Language Olympiad**

**for students of grades 10-11**

**25 March 2023**

**TASKS**

**I. READING**

**1. Read the text and decide whether statement 1-10 are True or False. Put T (True) or F (False) for each statement. Transfer your answers to the answer sheet. Each correct answer earns you 1 point.**

1. Summative testing is a good method to check learning outcomes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Using the skill 4 of 4 times means that competency is formed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Competency-based education has no need in teachers \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Choice of competency-based approach depends on the subject\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Choice of competency-based approach depends on the learner’s original skills\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. Competency-based approach is not used in subjects that are dangerous for safety\_\_\_\_\_\_\_\_\_\_\_

7. Competency-based approach is not used for abstract subjects\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. Competency-based approach is used for students with academic failure\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. Controlling a vehicle is a competency\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10. Students can master several competencies at once\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Competency-based learning or competency-based education and training is an approach to teaching and learning more often used in learning abstract learning rather than concrete skills. It is also described as a type of education that creates competencies needed for improved productivity and focuses on outcomes as well as the learners' real-world performance.

A general conceptualization of competency-based learning describes this education as an ongoing sequence of particular interactions that are systematically designed to approach and approximate performance standards. Competency-based education differs from other non-related approaches in that the unit of learning is extremely **fine-grained**. Rather than a course or a module, every individual skill or learning outcome (known as a competency) is one **single** unit. Learners work on one competency at a time, which is likely a small component of a larger learning goal. The student is evaluated on the individual competency and can only move on to other competencies after they have mastered the current skill being learned. After that, higher or more complex competencies are learned to a degree of mastery and are isolated from other topics. Another common component of competency-based learning is the ability to skip learning modules entirely if the learner can demonstrate mastery. This can be determined through prior learning assessment or formative testing.

To demonstrate using a real-life scenario: people learning to drive manual transmission might first have to demonstrate their mastery on the "rules of the road," safety, defensive driving, parallel parking, etc. In this manner, they can focus on two independent competencies – "using the clutch, brake with right foot" and "shifting up and down through the gears." Once the learners have demonstrated that they are comfortable with those two skills, the next overarching skill that needs to be learned might be "finding first: from full stop to a slow roll" followed by "sudden stops," "shifting up" and "down shifting." Because this is kinesthetic learning, the instructor likely would demonstrate the skill to the learner a few times after which the student can perform guided practice followed by independent practice until mastery is demonstrated.

Competency-based learning is learner-focused and works naturally with independent study and with the instructor in the role of facilitator. In this model, the instructor is also required to identify specific learning outcomes in terms of behavior and **performance,** including the appropriate criterion level to be used in evaluating achievement. Experiential learning is also the underpinning theory of learning in the design of assessment of prior learning and the curriculum to be used.

The methodology of competency-based learning recognizes that learners tend to find some individual skills more difficult than others. For this reason, the learning process allows a student to learn more challenging individual skills at their own pace, practising and refining as much as they like. The learner can then move to other skills to which they are more adept.

While most other learning methods use summative testing, competency-based learning requires mastery of every individual learning outcome, making it very well suited to learning credentials in which safety is an issue. With summative testing, a student who got 80% in the evaluation may have an 80% mastery of all learning outcomes or may have no mastery **what-so-ever** of 20% of the learning outcomes. Further, this student may be permitted to move on to higher learning and still be missing some abilities that are crucial to that higher learning. For example, a student who knows most traffic laws and has mostly mastered controlling a vehicle could be treated equally with a student who has mastered vehicle control but no understanding of traffic laws, but only one of these students will be permitted to drive.

What it means to have mastered a competency depends on the learning **domain** (subject matter). In a subject matter that could affect safety, it would be usual to expect complete learning that can be repeated every time. In abstract learning, such as algebra, the learner may only have to demonstrate that they can identify an appropriate formula, for example, 4 of 5 times since when using that skill in the next competency, resolving a formula, will usually allow an opportunity for the learner to discover and correct his/her mistakes.

It is important to understand that this learning methodology is common in many kinetic and/or skills-based learning and is also sometimes applied to abstract and/or academic learning for students who find themselves out-of-step with their grade, course or program of study. Increasingly, educational institutions are evaluating ways to include competency-based learning methodologies in many different types of programs in order to make learning success a constant while students' pace can vary.

**2. Read the text again and find the best equivalent for the bold words according to the context. Transfer your answers to the answer sheet. Each correct answer earns you 1 point.**

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| 1 | fine-grained | Close Complex Complicated Segregated |
| 2 | single | Alone Individual Only Particular |
| 3 | performance | Activity Efficiency Execution Representation |
| 4 | what-so-ever | Any Either Every Whatever |
| 5 | domain | Area Content Matter Sphere |

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**II. GRAMMAR AND LEXICS**

**3**. **Fill the gaps with ONE verb per each group of sentences. Transfer your answers to the answer sheet. Each correct answer earns you 1 point.**

1. Shall we \_\_\_\_\_ off the picnic

My parents \_\_\_\_\_\_ out my name. Perhaps they have lost me.

The doctor will \_\_\_\_\_\_\_ on your grandpa later.

2. I usually \_\_\_\_\_ out small red dress fir a date

You dropped the books, so you should \_\_\_\_\_\_ them up.

A cup of coffee will soon \_\_\_\_\_\_\_ you up.

3. I've been late for an hour and have to \_\_\_\_\_\_ up a ridiculous excuse.

He may not be very handsome, but he can \_\_\_\_\_\_\_\_ up for that by being very caring.

After a quarrel we decided to \_\_\_\_\_\_ up.

4. The police asked us to \_\_\_\_\_\_ over and stop

After a cross we had to \_\_\_\_\_\_ up and look at a map

Dad was tired so he decided to \_\_\_\_\_\_ into a motel and have a nap.

5. You didn't \_\_\_\_\_\_ for his excuse about being busy.

Can't believe you \_\_\_\_\_\_\_ out with your girlfriend

The negotiations can \_\_\_\_\_\_\_\_ through every minute.

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**4. Fill the gaps with only ONE correct answer for each sentence. Transfer your answers to the answer sheet. Each correct answer earns you 1 point.**

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| 1. I think you \_\_\_\_\_\_\_\_\_\_ there. It could have finished much worse.  A) ought not to go  B) shouldn't go  C) couldn't go  D) might have gone  E) needn't have gone | 2. I listened to them with great patience ............... I was obviously infuriated.  A) consequently  B) though  C) however  D) nevertheless  E) in spite of |
| 3. I don’t like \_\_\_\_\_\_.  A) to take my photograph  B) my photograph been taken  C) a photograph is taken of me  D) take a photograph of myself  E) having my photograph taken | 4. Any child would rather \_\_\_\_\_\_.  A) plays than studies  B) play than study  C) to play than to study  D) to play than studying  E) playing than studying |
| 5. How she manages to keep jogging is \_\_\_\_\_\_\_\_me.  A) beside  B) beneath  C) beyond below  D) behind  E) below | 6. I \_\_\_\_\_\_ eat all this food.  A) would rather not to  B) rather not to  C) 'd not rather  D) not rather  E) 'd rather not |
| 7. She asked \_\_\_\_\_\_, if I \_\_\_\_\_\_ downtown that afternoon.  A) me / should go  B) angrily / didn't go  C) whether / would go  D) ------ / went  E) with happiness / will go | 8. She was sorry, she didn’t know where he lived, she wished she \_\_\_\_\_\_\_.  A) did  B) was  C) had known  D) had done  E) would know |
| 9. I \_\_\_\_\_\_\_\_dinner because I had had a snack with my friend  A) had to cook  B) needn't have cooked  C) didn’t have to cook  D) may have cooked  E) would cook | 10. The accident was witnessed by a number of \_\_\_\_\_\_.  A) passer-by  B) passers-bys  C) passer-byes  D) passers-by  E) passer-bys |

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**III. LISTENING**

**5. You will hear a part of a radio interview with a woman called Mary Graham, who talks about the problems of the homeless in London. For questions 1-10 complete the sentences.**

Mary Graham is the director of a private (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Some people are homeless because they couldn’t repay their (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Some men become homeless after the breakup of their (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

For some men, the homeless (4) \_\_\_\_\_\_\_\_\_\_\_\_ provides friendship and comfort.

Most homeless people live in big (5) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Some young people who have jobs are homeless because they can’t afford to pay high (6)\_\_\_\_\_\_\_\_\_\_\_\_.

The homeless spend time in public places such as (7) \_\_\_\_\_\_\_\_\_\_\_\_.

Many landlords are unwilling to rent to families with (8) \_\_\_\_\_\_\_\_\_\_\_\_\_.

High rents are partly caused by a lack of available (9) \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Every night the charity gives the homeless food which is (10) \_\_\_\_\_\_\_\_\_\_\_ and filling.

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**IV. LINGUISTICS**

**6. There are some Nayoki language adjectives written in Latin and their equivalents in English. Find English equivalent for each adjective. You do not need additional information, dictionaries or a translator to solve this task. Transfer your answers to the answer sheet. Each correct answer earns you 1 point.**

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| 1 | čewa | A | artist |
| 2 | čewewa | B | careful |
| 3 | čewewäni | C | carefree |
| 4 | nibilnewe | D | color |
| 5 | nibilneani | E | colorful |
| 6 | kinilakewi | F | hostile |
| 7 | kinilaki-neni | G | peaceable |
| 8 | kinilakewiani | H | peaceful |
| 9 | obliliäni-neni | I | unreliable |
| 10 | waki-čewa | J | white |

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**\* Extra question for extra points: What else have you learnt about Nayoki adjectives morphology?**

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