BRAINIACS OLYMPIAD

3RD BRAINIACS OLYMPIAD

SHAPE DISCIPLINES ENGLISH

CATEGORY 2 (GRADES 5–6)

GLOBAL ROUND (DAY 2)

SAMPLE 2



Listening and Writing

40 questions and 2 writing tasks; 120 minutes; 100 points; listening marked automatically; writing marked against the scoring guide.

Section 1: Listening — 40 questions; 60 minutes; 50 points.

All audio is delivered individually through the headset. Every participant completes a playback check before the section begins, and spare headsets remain available. A participant whose equipment fails for technical reasons is guaranteed a re-sit of the affected part at the end of the session.

Part 1 — Short dialogues and monologues with multiple choice (Questions 1–10) — 1 point each

Listen to each short dialogue or monologue and choose the best answer for each question. The recordings will be played twice.

1. [1] Where does the woman suggest looking now?

a) on the piano b) in the car c) in the kitchen d) in her bag

2. [1] Which film showing will they see?

a) the six o'clock one b) the four o'clock one c) one tomorrow d) they will not see a film

3. [1] What does the boy still have to do?

a) write the project b) read a book c) start again d) find pictures

4. [1] What must the man do today, Sunday?

a) wait for the same bus b) take a different bus c) walk to the stadium d) come back tomorrow

5. [1] What does the girl say about the exam?

a) It was too difficult.
b) It took less time than she thought.
c) She did not finish it.
d) She had no time to check.

6. [1] What do they decide to do?

a) ring the pizza shop now b) order something else c) go out to eat d) wait a little longer

7. [1] Why can't the girl come on Wednesday?

a) She is ill.
b) She has too much homework.
c) She is going to the dentist.
d) She has stopped playing.

8. [1] Where should the man go?

a) to the café b) to the front of the queue c) downstairs d) to another building

9. [1] What does the teacher tell the student to do?

a) remove part of the essay
b) write a completely new essay
c) add four hundred words
d) check the spelling

10. [1] Why has the trip changed date?

a) The museum will be closed. b) The bus is not free. c) Too few students paid. d) The teacher is away.

Part 2 — Monologue with note-taking gap-fill (Questions 11–20) — 1 point each

Listen to the announcement and complete the notes. Write ONE word, number or time in each gap. The recordings will be played twice.

Summer Camp — Notes

Month: (11) [1]_____. Number of days: (12) [1]_____. Place: Lake (13) [1]_____. Journey by coach: (14) [1]_____ hours. Coach leaves at: (15) [1]_____ o'clock. Cost, including food: (16) [1]_____ dollars. Bring: sleeping bag, towel, strong (17) [1]_____. Students in each cabin: (18) [1]_____. Morning lessons: swimming and (19) [1]_____. Teacher to ask: Mr (20) [1]_____.

Part 3 — Longer conversation with multiple choice (Questions 21–30) — Q21–25: 1 point each (detail); Q26–30: 2 points each (attitude and gist)

Listen to the conversation and choose the best answer for each question. The recording will be played once.

21. [1] When will the run take place?

a) the first of October b) the twelfth of October c) a Saturday in November d) the fifth of October

22. [1] What time will the run start?

a) nine o'clock b) twelve o'clock c) ten o'clock d) in the afternoon

23. [1] How long is the shorter distance?

a) three kilometres b) five kilometres c) one kilometre d) two kilometres

24. [1] How much does it cost to enter?

a) two dollars b) three dollars c) five dollars d) nothing

25. [1] Who will receive the money?

a) the school b) the park c) an animal shelter d) the local shops

26. [2] Why must the run finish by twelve?

a) The runners will be tired.
b) The park is used for a market later.
c) The shops close at twelve.
d) The park costs money after twelve.

27. [2] Why is the speaker not worried that two kilometres is short?

a) What matters is the number of people who take part.
b) Younger children cannot run further.
c) The park is not big enough.
d) There is not enough time for a longer run.

28. [2] Why do they decide against asking the shops for prizes?

a) Prizes could make runners leave quickly.
b) The shops have already said no.
c) Prizes could cost the school money.
d) There would not be enough prizes.

29. [2] Why do they want somebody from the shelter to come?

a) So the shelter can bring some animals.
b) So people can see where money goes.

c) So somebody can help start the race.
d) So the shelter can provide the water.

30. [2] What will each runner keep?

a) a paper number b) a bottle of water c) a prize from a shop d) a photograph

Part 4 — Extended talk, mixed multiple choice and gap-fill (Questions 31–40) — Q31–35: 1 point each (detail); Q36–40: 2 points each (inference and gist)

Listen to the extended talk and answer Questions 31–40. The recording will be played once.

31. [1] Who is talking to the class?

a) a farmer b) a teacher c) a dog trainer d) a vet

32. [1] Complete the note with ONE number: The speaker saw _____ animals last month.

33. [1] How many of those animals were seriously ill?

a) six b) twelve c) nine d) one hundred

34. [1] Complete the note with ONE word: The commonest problem the vet sees is _____.

35. [1] Complete the note with ONE word: Next month the speaker will talk about _____.

36. [2] Why does the speaker say “people show love by giving food”?

a) Owners give too much food by mistake.
b) Owners do not care about their dogs.
c) Dogs prefer some owners to others.
d) Expensive food is better for dogs.

37. [2] Why are ten slow minutes better than half an hour of fast walking?

a) Dogs cannot walk for half an hour.
b) Using their noses makes dogs tired.
c) Owners usually have little free time.
d) Fast walking can hurt their legs.

38. [2] Why do ear problems often continue for weeks?

a) Owners do not check their dogs often.
b) Dogs do not show that they are in pain.
c) Ear problems are usually not very painful.
d) Vets can sometimes be difficult to visit.

39. [2] What does the speaker mean by “A dog is not a person in a fur coat”?

a) Dogs have different needs from people.
b) Dogs should not wear clothes like people.
c) Dogs cannot understand everything people say.
d) Dogs should spend more time outside.

40. [2] What does the speaker say a dog needs most?

a) as much food as it wants
b) a long fast walk every day
c) the same routine every day
d) a visit to the vet every month

Section 2: Writing — 2 tasks; 60 minutes; 50 points.

Both tasks are typed on the tablet and marked against the scoring guide below.

Task 1 — Guided (20 minutes, 20 points) — 50–70 words

You borrowed a book from your friend Dilnoza and you cannot give it back this week. Write her a message.

Your message must have ALL of these things:

(a) say sorry; (b) explain why you cannot give the book back; (c) say when you will bring it; (d) offer to do something for her.

Write 50–70 words.

Task 2 — Extended (40 minutes, 30 points) — 90–120 words

Write about a journey you will never forget.

Organise your answer however you think best; the structure and the content are your own choice.

Write 90–120 words.

Answer Keys — Global Round

Typed answers are marked ignoring capitalisation; where a slash appears, either form scores the mark. British and American spellings are both accepted.

Day 2 — Listening (Questions 1–40)

Questions	Answer	Questions	Answer
1	b	21	d
2	a	22	c
3	d	23	d
4	b	24	b
5	b	25	c
6	d	26	b
7	c	27	a
8	c	28	a
9	a	29	b
10	a	30	a
11	July	31	d
12	nine / 9	32	112 / one hundred and twelve
13	Ohrid	33	c
14	two / 2	34	weight
15	seven / 7	35	cats
16	ninety / 90	36	a
17	shoes	37	b
18	six / 6	38	b
19	sailing	39	a
20	Petrov	40	c

Scoring guide — Writing (both tasks)

Task 1 is marked on the four criteria below, 5 bands each, 20 points. Task 2 is marked on the same four criteria, 5 bands each, scaled to 30 points.

Points	Task and Content	Structure and Clarity	Vocabulary	Grammar
5	Does everything the task asked, with relevant detail and a suitable tone.	Well shaped and easy to follow from beginning to end.	Varied, well-chosen words that fit the context.	Varied sentences, almost always correct, well punctuated.
4	Does what the task asked; one point may be covered only briefly.	Clear shape and sensible order; linking is correct but comes from a small stock.	Good word choice, with occasional slips that never confuse the reader.	Good variety; mistakes appear in harder sentences but never confuse.
3	Covers most of what was asked; one point missing or barely touched.	Has a beginning and an end; order mostly sensible; linking is basic.	Enough words for the task but repetitive, with some wrong choices.	Mostly simple sentences; mistakes are frequent in the longer ones.
2	Several required points missing or misread; drifts off the topic, or too short.	Order is unclear; ideas rarely connect; the reader has to work.	Narrow and repetitive; wrong words make some parts hard to understand.	Simple sentences only; mistakes often make meaning unclear; weak punctuation.
1	Barely engages with the task; mostly off-topic, or far too short.	No structure the reader can detect; ideas do not connect.	Very few words available; meaning is mostly lost.	Very little control; meaning is mostly lost.
0	Nothing written, or nothing to do with the prompt.	Nothing written, or too little to judge.	Nothing written, or too little to judge.	Nothing written, or too little to judge.