



BRAINIACS OLYMPIAD

**3RD BRAINIACS OLYMPIAD
SHAPE DISCIPLINES ENGLISH
CATEGORY 3 (GRADES 7–8)
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] What is true about the trip?

- a) It will happen, but earlier than planned.
- b) It has been cancelled completely.
- c) It has been moved to another day.
- d) It will start later than planned.

2. [1] What does the woman advise?

- a) going to the office with proof of payment
- b) using a different machine
- c) asking for the money at the counter
- d) writing to the company

3. [1] What does the speaker say about herself?

- a) She is no longer nervous in interviews.
- b) She misunderstood the questions again.
- c) She has improved but still talks too fast.
- d) She has decided not to apply again.

4. [1] Why will they take the later train?

- a) It is faster.
- b) It costs less.
- c) The earlier one is full.
- d) They will not be ready by six.

5. [1] What is the teacher's criticism?

- a) The references are missing from the essay.
- b) The student has not given enough of her own ideas.
- c) The essay is too short for the assignment.
- d) The student has copied someone else's work.

6. [1] What will the man do next?

- a) telephone a repair company
- b) buy a new machine
- c) look inside the machine himself
- d) wait to see if it stops

7. [1] What does the second speaker's comment suggest?

- a) The woman should choose the blue one.
- b) The shop is about to close soon.
- c) The grey one costs more than the blue one.
- d) The woman is taking too long to choose.

8. [1] What is the woman telling the man?

- a) He may take the seat.
- b) Her friend is not coming back.
- c) The row is completely full.
- d) He should sit somewhere else.

9. [1] What is the speaker's main problem?

- a) The deadline has already passed.
- b) Something important is still unsaid at home.
- c) He does not want the place.
- d) His parents have refused permission.

10. [1] What is the speaker mainly doing?

- a) warning the group about being late
- b) explaining what to do if someone is late
- c) changing the time when the bus leaves
- d) apologising because the bus is delayed

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.

Sports Centre — Student Membership

Cost per year: (11) [1]_____ dollars. Included: pool, gym and the sports (12) [1]_____.
Not included: the (13) [1]_____ wall, at 5 dollars a visit. Bring: a (14) [1]_____ and
proof of age. Cards issued at reception between two and (15) [1]_____ o'clock, on (16)
[1]_____ only. Centre opens at: (17) [1]_____ a.m. Closes on Sunday at: (18)
[1]_____ o'clock. Under-sixteens: no gym after (19) [1]_____ p.m. Replacement card:
(20) [1]_____ dollars.

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] How long is the presentation?

- a) eleven minutes b) twelve minutes c) fifteen minutes d) twenty minutes

22. [1] Which subject will come last?

- a) the history of the town b) the market c) the river d) the footbridge and the ferry crossing

23. [1] When does the market take place?

- a) every morning b) at the weekend c) on Friday afternoon d) on Wednesday morning

24. [1] How long did the footbridge take to rebuild?

- a) eleven weeks b) eleven months c) two years d) eighteen weeks

25. [1] What will they show on the screen?

- a) photographs only
b) photographs and short notes
c) a map of the town
d) nothing at all

26. [2] Why does the second speaker want to move the history section?

- a) History is the least interesting subject.
b) The visitors can find that information for themselves.
c) There is not enough time for it.
d) The other speaker knows more about it.

27. [2] Why does the speaker choose the market?

- a) It is the oldest place in the town.
- b) It is close to where the visitors will arrive.
- c) The families there have agreed to help.
- d) The visitors could not read about it beforehand.

28. [2] Why do they avoid putting text on the screen?

- a) The room is too large for small text.
- b) Their written English is weaker than their speech.
- c) The audience would read instead of listening.
- d) There is no time to prepare the slides.

29. [2] What does “People like a number like that” suggest?

- a) The audience will check the figure.
- b) A specific fact makes a story more memorable.
- c) Eleven weeks is unusually slow.
- d) Numbers should be avoided in presentations.

30. [2] Why will both students speak?

- a) The teacher has told them to speak.
- b) Twelve minutes is too long for one speaker.
- c) Each student brings something the other lacks.
- d) Neither student wants to speak alone.

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] What does the speaker study?

- a) how children learn to read b) how people remember things c) how teachers plan lessons
- d) how sleep affects health

32. [1] Complete the note with ONE number: The speaker gives _____ findings.

33. [1] What does the speaker advise instead of rereading?

- a) testing yourself b) reading more slowly c) copying out the notes d) discussing with a friend

34. [1] Complete the note with ONE word: Four half-hours across a fortnight beat one long _____.

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

36. [2] Why do few students test themselves?

- a) Because testing takes much longer.
- b) Because teachers rarely recommend it.
- c) Because it works only with word lists.
- d) Because rereading feels easier while doing it.

37. [2] What does "If it feels easy, you have come back too soon" mean?

- a) Some forgetting between sessions is necessary.
- b) Easy material should be left out.
- c) Short sessions are better than long ones.
- d) You should stop when the work becomes difficult.

38. [2] Why does the speaker call late revision "borrowing"?

- a) Students lose time the next morning.
- b) Late revision must be repeated the next day.
- c) The extra hour comes from sleep that supports learning.
- d) The material is remembered but not understood.

39. [2] What limitation does the speaker admit?

- a) The findings only apply to older students.
- b) The research was done at only one university.
- c) Most research uses simpler material than school subjects.
- d) The advice is expensive to follow.

40. [2] What does the speaker say about learning styles?

- a) They matter less than getting enough sleep.
- b) The idea has not survived scientific testing.
- c) They work only for certain school subjects.
- d) They will be discussed in the next talk.

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) — 70–90 words

Your school is going to throw away a large amount of old sports equipment. Write a letter to the head teacher.

Your letter must cover ALL of the following content points:

(a) say what you think should happen to the equipment; (b) give one reason; (c) suggest who could help; (d) offer to do something yourself.

Write 70–90 words.

Task 2 — Extended (40 minutes, 30 points) — 130–160 words

Some people say that every student should learn to cook at school. What do you think?

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

Write 130–160 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	a	21	b
2	a	22	a
3	c	23	d
4	b	24	a
5	b	25	a
6	c	26	b
7	d	27	d
8	d	28	c
9	b	29	b
10	a	30	c
11	forty / 40	31	b
12	hall	32	three / 3
13	climbing	33	a
14	photograph / photo	34	session
15	six / 6	35	note-taking
16	weekdays	36	d
17	six / 6	37	a
18	four / 4	38	c
19	eight / 8	39	c
20	eight / 8	40	b

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.