BRAINIACS OLYMPIAD

3RD BRAINIACS OLYMPIAD

SHAPE DISCIPLINES ENGLISH

CATEGORY 3 (GRADES 7–8)

GLOBAL ROUND (DAY 2)

SAMPLE 3



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 has changed about the seminar?

a) the time only b) both the time and the room c) nothing d) the room only

2. [1] What does the student still have to do?

a) Complete the form again and bring it tomorrow.
b) Bring the guardian to school before six tomorrow.
c) Get the signature and return the form tomorrow.
d) Hand the completed form to the teacher today.

3. [1] How many seats will be booked?

a) five b) four c) three d) none until Marek decides

4. [1] What is the teacher’s objection?

a) The student cannot check the information against other sources.
b) The website is known to contain several incorrect details.
c) The project does not contain enough information or detail.
d) The student has copied the information from another website.

5. [1] Where does the speaker stand after the trial?

a) selected for the team straight away
b) not selected, but invited to keep training
c) asked not to return to the club
d) still waiting to hear the result

6. [1] Where will they get paper?

a) from under the desk b) from the office c) from another printer d) they will not get any

7. [1] Why has the day changed?

a) They never agreed on Thursday.
b) Somebody cannot come on Thursday.
c) Friday was always the plan.
d) The hall is not available on Thursday.

8. [1] What does the second speaker mean?

a) They should stay now rather than return later.
b) They should leave now and come back later.
c) They should find another building with working machines.
d) They should give up and leave the building now.

9. [1] What is the teacher clarifying?

a) The date has been moved to a later day instead.
b) The essay is already more than a week late now.
c) The tenth is the final deadline, not a fixed date.
d) There is no final deadline for handing in the essay.

10. [1] What does the second speaker admit?

a) Their own writing is unclear.
b) They have not read the paragraph.
c) The first speaker reads carelessly.
d) The paragraph was written by somebody else.

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.

Theatre Workshop

Sign-up closes: the (11) [1]_____. Runs on four (12) [1]_____ in April. Time: ten until (13) [1]_____. Place: the (14) [1]_____ studio. Cost: (15) [1]_____. Places limited to: (16) [1]_____. Experience needed: (17) [1]_____. Half the workshop is (18) [1]_____ rather than speaking. Bring: a bottle of (19) [1]_____. Final performance: the second of (20) [1]_____, at seven o'clock.

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] What must the two speakers decide?

a) when to hold the fundraiser
b) how much money the group is trying to raise
c) which charity the fundraiser will support
d) who will design the poster

22. [1] Which charity does the first speaker suggest?

a) the night bus b) the school itself c) the animal shelter d) a hospital

23. [1] How many fundraisers did the shelter have last year?

a) half as many as the night bus
b) two
c) one
d) none

24. [1] What do they agree about the poster?

a) They will not make one at all.
b) They will use a photograph of the bus instead of one of the people.
c) They will ask a designer.
d) They will make it themselves and use no photographs of people.

25. [1] When will they present the idea?

a) on Monday b) next term c) after the fundraiser d) on Thursday

26. [2] Why does the second speaker distrust the animal shelter proposal?

a) Because the first speaker works there.
b) Because it would raise more only by being the easier choice.
c) Because the shelter is badly run.
d) Because the animals do not need the help as much as people do.

27. [2] What test does the second speaker propose instead?

a) Asking the whole group to vote on the choice.
b) Asking which cause nobody else is currently helping.
c) Asking the teacher to choose the cause for them.
d) Asking which cause is likely to raise the most.

28. [2] What does “Because nobody wants to think about it” turn out to be?

a) An argument for choosing the cause despite its difficulty.
b) A reason for rejecting the idea without further thought.
c) A joke that neither speaker expects to take seriously.
d) A change of subject that avoids the main issue.

29. [2] Why will there be no photograph of a person on the poster?

a) Because the school forbids photographs of pupils of any kind.
b) Because photographs cost money.
c) Because the people concerned have not agreed to appear.
d) Because no photographs exist.

30. [2] What does the final line show about the speakers?

a) They have anticipated the objection and are ready for it.
b) They intend to change the plan if challenged.
c) They are still undecided.
d) They expect the teacher to refuse.

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] How does the speaker describe herself?

a) historian b) archaeologist c) museum guide d) waste engineer

32. [1] Complete the note with ONE number: The later pottery was found _____ metres further out.

33. [1] What did archaeologists once believe about the Roman fort?

a) that it was never finished
b) that it was rebuilt twice
c) that it had been abandoned suddenly
d) that it was destroyed by fire

34. [1] Complete the note with ONE number: The pottery in fact continued for another _____.

35. [1] Complete the note with ONE word: Rubbish is useful because nobody _____ it.

36. [2] Why does the speaker contrast a letter with an eggshell?

a) A letter lasts longer than an eggshell in rubbish pits.
b) A letter is composed for somebody; an eggshell is not.
c) An eggshell is usually easier to identify and date accurately.
d) Letters are less common than eggshells in ancient rubbish pits.

37. [2] What was the real explanation at the fort?

a) The inhabitants had begun throwing their rubbish somewhere else.
b) The pottery had been stolen.
c) The fort had been rebuilt some distance further out from the walls.
d) The dating method had been wrong.

38. [2] Why is modern rubbish harder to interpret?

a) There is less modern rubbish than rubbish from ancient times.
b) Modern rubbish is destroyed too quickly to be studied properly.
c) Modern rubbish is carefully recorded before it is buried again.
d) Modern materials change little, and much rubbish never reaches ground.

39. [2] What does the speaker mean by “It cannot lie about itself”?

a) Rubbish was not created to give a particular impression.
b) Rubbish is always dated correctly by careful archaeologists.
c) Rubbish cannot be faked or changed by people easily.
d) Rubbish is more common than many written historical documents.

40. [2] What is the speaker’s closing advice?

a) Trust physical objects more than written documents from the past.
b) Visit museums more often to understand the ancient world better.
c) Ask what has not survived, as well as what has.
d) Study modern rubbish first, before examining ancient rubbish carefully.

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

The playground in your town has been closed for repairs for eight months and nothing has been done. Write a letter to your local newspaper.

Your letter must cover ALL of the following content points:

(a) say what has happened; (b) say who is affected and how; (c) give one specific example; (d) say what you want to happen next.

Write 70–90 words.

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

Is it better to learn from your own mistakes or from other people’s?

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	d	21	c
2	c	22	c
3	b	23	b
4	a	24	d
5	b	25	d
6	b	26	b
7	d	27	b
8	a	28	a
9	c	29	c
10	a	30	a
11	fifteenth / 15th	31	b
12	Saturdays	32	forty / 40
13	one / 1	33	c
14	drama	34	century
15	nothing / free	35	arranges
16	twenty-four / 24	36	b
17	none / no	37	a
18	movement	38	d
19	water	39	a
20	May	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.