

ВСЕРОССИЙСКАЯ ОЛИМПИАДА ШКОЛЬНИКОВ
ПО АНГЛИЙСКОМУ ЯЗЫКУ 2025–2026 уч. г.
ШКОЛЬНЫЙ ЭТАП. 5–6 КЛАССЫ

Part 1
Listening (10 minutes)
Maximum points – 6

Listen to the dialogue between Mrs. Brown and the receptionist at a hotel in Moscow. Then, answer the questions. You have 20 seconds to read the questions.

Now we are ready to start.

1. On which day of the week is this dialogue taking place?

- a) Sunday
- b) Monday
- c) Tuesday
- d) Wednesday
- e) Thursday
- f) Friday
- g) Saturday

2. If the Brown family decides to visit one sight a day, how will they do it? Match the sights and the days. Remember that they will be staying in Moscow only 3 days.

1) Museum	a) Sunday
2) Zoo	b) Monday
3) Theatre	c) Tuesday
	d) Wednesday
	e) Thursday
	f) Friday
	g) Saturday

3. Are the Brown children teenagers?

- a) Yes
- b) No

4. At the Bolshoi Theatre the Browns will be listening to music by

- a) Pyotr Tchaikovsky
- b) Sergey Prokofiev

Part 2
Reading (20 minutes)
Maximum points – 15

Read the text below. Then do the tasks that follow.

On the Move

A. Dan and Sammy cannot believe that they have to move away from Florida. Florida is so awesome! They can play outside all day long – every day. It is almost always warm and sunny, and all of their friends live there. What will they do without Brendan, Bailey, John, Alexis, and Brian? They will never have such great friends again. Never!

B. However, Dan and Sammy are very excited for their dad. He has a great new job. The only problem is that the job is in New Hampshire. Sammy was not even sure where this state was located. After learning that it is way up north near Canada, both boys did get a little excited about playing in the snow. Sammy has always wanted to learn to ski, and Dan thinks playing ice hockey sounds like fun.

C. Dan and Sammy also like the location of New Hampshire. It is between Maine and Vermont and not far from Boston, Massachusetts. Quebec, Canada, borders this state on the north. Neither of the boys has ever visited this part of the country, so they are now looking forward to exploring a new area. If only their friends could come with them! Their parents have promised that they can visit their old friends over spring break and even go to Disney World. The boys think that moving to New Hampshire will not be so bad after all.

Task 1

In which paragraph can we find some information about the following?

1. Sports that Dan and Sammy are interested in
2. Where the boys will spend their spring school holidays
3. The weather in Florida
4. The state where the boys live now
5. The reason why the boys will have to move to a different state
6. The climate in New Hampshire

Task 2

Answer the following questions:

7. Which country besides the United States of America is mentioned in the text?
8. Which American city is mentioned in the text?
9. Of all the places mentioned in the text, which has the hottest climate?
10. Dan and Sammy want to go to Disney World. Where is this amusement park located?
 - a) Florida
 - b) New Hampshire
 - c) Quebec

Task 3

There are five American states that are mentioned in the text. Find them and put them in alphabetical order:

	State
11	
12	
13	
14	
15	

- a) Florida
- b) New Hampshire
- c) Maine
- d) Vermont
- e) Boston
- f) Massachusetts
- g) Quebec
- h) Canada

Part 3
Use of English (20 minutes)
Maximum points – 30

Task 1

Read the text below and choose the best answer for each space. The first one is done for you.

Example:

0 **A** was moving **B** move **C** will move

Moving Day

Gina, Julius, and Eddy sat on Uncle Tim's living room floor. Uncle Tim (0)_____ across town, and the kids (1)_____ to decide how to work together to pack (2)_____ uncle's books.

"Julius, (3)_____ can start putting the books into boxes," Gina directed.

"No," Julius argued. "I think Eddy (4)_____ do that. I'm the (5)_____ so it's best if I carry the boxes to the car (6)_____ Eddy has packed them."

"I (7)_____ to pack them," grumbled Eddy. "I want to watch TV."

"Too (8)_____, Eddy," said Gina. "(9)_____ job is to put the books into the boxes. Then I (10)_____ the boxes shut, and Julius will carry them out."

"I have a (11)_____ idea," Eddy declared.

"Eddy!" Gina and Julius (12)_____ said as they stood up, annoyed with their brother.

"We (13)_____ you want to watch TV," Gina said, "but Uncle Tim (14)_____ your help today."

"I *know*!" Eddy responded. "I want to help. How about (15)_____ you put the books into the boxes and I (16)_____ the boxes – but not with tape?" Eddy then dragged a box of books to (17)_____ center of the living room. He folded down the flaps on the top of the box in a clockwise order and finished by tucking half of the last one under the first one.

"(18)_____?" Eddy exclaimed.

Gina crossed her arms and (19)_____ her eyebrows. "Fine. I guess I'll pack, (20)_____, " she said.

Eddy smiled. He clicked the TV remote and waited for his sister to finish filling a box.

	A	B	C
1	will try	were trying	have tried
2	their	they're	there
3	you	you're	your
4	has	can	did
5	strong	stronger	strongest
6	before	after	while
7	don't want	not want	do want
8	bad	worse	worst
9	yours	you	your
10	tape	am taping	will tape
11	good	better	best
12	both	all	either
13	have known	know	will know
14	need	to need	needs
15	when	if	after
16	have closed	to close	close
17	a	the	-
18	See	Look	Watch
19	raised	rose	risen
20	there	than	then

Task 2

Complete these analogies:

Example:

0. Hand is to arm as foot is to _____

Answer: leg

1. Quack is to duck as bark is to _____.
2. Shoe is to foot as hat is to _____.
3. Red is to stop as green is to _____.
4. Happy is to sad as up is to _____.
5. Fur is to cat as feather is to _____.
6. Poodle is to dog as apple is to _____.
7. Teacher is to school as clown is to _____.
8. Book is to read as song is to _____.
9. Child is to children as mouse is to _____.
10. Night is to moon as day is to _____.

Part 4. Writing (10 minutes)

Maximum points –5

1. Прочитай письмо Wendy и напиши такое же письмо твоему другу по переписке Сэму (Sam).

Dear friend,

My name is Wendy. I live in London, England. I am twelve years old. My birthday is on the

12th of May. I live with my mum and dad. I haven't got any sisters or brothers.

I go to Hillside School. My school is great but it isn't very big. I'm in class 4a. There are twenty pupils in my class. I like my classmates. They are very friendly. Have you got any friends in your class? My favourite subjects are English and Music. I don't like Maths because

I'm not very good at it. What's your favourite subject?

I like reading books in my free time. I can sing and dance quite well. What about you?

Please, write back.

Your friend,

Wendy.

Dear _____ !

My name _____

I live in _____

I am _____

I live with _____

My favourite school subject _____

In my free time _____

I can _____

What about you? What's your

favourite _____ ?

Your friend,

_____.

Part 1

Audioscript

Listening comprehension

Listen to the dialogue between Mrs. Brown and the receptionist at a hotel in Moscow. Then, answer the questions. You have 20 seconds to read the questions.

(Pause 20 seconds)

Now we are ready to start.

Receptionist: Good morning! How can I help you?

Mrs. Brown: Good morning! We are staying in your hotel in Room 345. We are travelling with children and we were wondering if you could recommend anything to see in Moscow that would be interesting for our children.

Receptionist: How old are they?

Mrs. Brown: Our son is 12 and our daughter is 10.

Receptionist: Right. So, they are quite big. There are very many things that they might like.

Mrs. Brown: Oh good! We have plenty of time. We are leaving on Thursday morning.

Receptionist: So, you have three full days. There are many museums. Most of them work every day except for Mondays. Also, the Moscow Zoo is right in the center of the city and in the summer it works every day from 7:30 in the morning till 10 at night.

Mrs. Brown: Wow! That's great! Are there any theatres that we can go to? Obviously, we don't speak any Russian.

Receptionist: Let's see. You can go to the Bolshoi Theatre tomorrow to see *Swan Lake* by Tchaikovsky. It's a ballet, so you don't need to understand Russian. And the day after tomorrow – on Wednesday, at 2 o'clock in the afternoon – you can see Sergey Prokofiev's *Peter and the Wolf*! Oh no! I forgot... It will be in Russian.

Mrs. Brown: No, no! It doesn't matter! My children know it by heart in English! They love *Peter and the Wolf*. They will be so thrilled to see it at the Bolshoi! And actually, my husband and I will be too! We also loved it when we were kids. And still do. This is so great! How can we buy the tickets?

Receptionist: Would you like to do it now? I can help you.

Mrs. Brown: Yes, please.

Receptionist: All right. Let's see. 4 tickets... How about the first row of the amphitheater? Right in the centre?

Mrs. Brown: That sounds fantastic. Oh! I'm so excited!

Receptionist: Here you are! Your electronic tickets.

Mrs. Brown: Thank you so much!

Receptionist: You are most welcome.

Now you have 20 seconds to fulfil the task.

(Pause 20 seconds)

Now listen again.

(The recording is repeated)

Now you have 15 seconds to check your answers.

(Pause 15 seconds)

This is the end of the Listening part.

Критерии оценивания письма. Максимально – 5 баллов.

Содержание письма – максимально 3 балла.

Содержание письма соответствует заданному объему (даны ответы на все 5 вопросов).	3 балла
Содержание письма было меньше заданного объема (даны ответы на 3-4 вопроса).	2 балла
Учащийся смог написать ответы на два вопроса.	1 баллов
Учащийся смог написать ответ на один или менее вопросов.	0 баллов

Языковое оформление – максимально 2 балла.

Учащийся не допускал лексических и грамматических ошибок.	2 балла
Учащийся допускал отдельные, незначительные ошибки. Общее количество лексических и грамматических ошибок не более трех.	1 балла
Учащийся допускал более трех ошибок.	0 баллов

Keys (maximum points 56)

LISTENING (6 points)

Item	Answer			
1	b			
2	1)	2)	3)	
	c	b	d	
3	b			
4	b			

READING Task 1 (6 points)

Item	Answer
1	B
2	C
3	A
4	A
5	B
6	B

READING Task 2 (4 points)

Item	Answer
7	Canada
8	Boston
9	Florida
10	a

READING Task 3 (5 points)

Item	Answer
11	a
12	c
13	f
14	b
15	d

USE OF ENGLISH Task 1 (20 points)

Item	Answer
1	b
2	a
3	a
4	b
5	c
6	b
7	a
8	a
9	c
10	c
11	b
12	a
13	b
14	c
15	b
16	c
17	b
18	a
19	a
20	c

USE OF ENGLISH Task 2 (10 points)

Item	Answer
1	dog
2	head
3	walk/go
4	down
5	bird
6	fruit
7	circus
8	sing
9	mice
10	sun



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Part 1

Listening

Time: 15 minutes (5 points)

You will hear five different people talking about their experiences while being in Moscow. For each speaker 1–5, choose from the list of events (A–F). There is one extra letter you DO NOT need to use. You will hear the text twice.

Speaker 1 _____	A. International Women's Day
Speaker 2 _____	B. Tatyana's Day
Speaker 3 _____	C. New Year's Eve
Speaker 4 _____	D. Moscow City Day
Speaker 5 _____	E. Maslenitsa
	F. Victory Day

Transfer your answers to the answer sheet!

Part 2
Reading

Time: 30 minutes (24 points)

Task 1

Read the text and choose four of the statements A–F to match paragraphs 1 - 4.

- A. Garlic reduces the risk of heart disease.
- B. Juggling is good for the brain.
- C. Eating oranges can stop you from getting colds
- D. Sitting too close to a television is bad for your eyes.
- E. If you get cold, you risk catching a cold.
- F. Reading in poor light can damage your eyes.

Truth or Myth?

1 _____

This is a (5)_____. It won't damage your eyes, (6)_____ it might give you a headache. The (7)_____ thing is to watch television at a distance that feels comfortable. But watching too much TV can be a bad idea. In (8)_____, research shows that children who (9)_____ spend more than 10 hours a week watching TV are more likely to be overweight and slower to learn at school.

2 _____

This (10)_____ to be true. Scientists have found that juggling balls for one minute every day can increase your brain (11)_____. Researchers in Germany carried out brain scans and found that certain areas of the brain had grown (12)_____ in people who practiced juggling. However, when they (13) _____ juggling, their brains went back to their (14)_____ size.

3 _____

This is a (15)_____belief, but scientists say there is nothing to (16) _____ that it's true. However, the use of this vegetable as a natural (17)_____goes back to the Ancient Egyptians, and research shows that it can be an effective (18)_____ for coughs, sore throats and upset stomachs, among other (19)_____. Unfortunately, many people dislike the smell, but you can take it in pill form.

4 _____

The truth is that people get colds from viruses, not from being cold. (20)_____, keeping warm may help you to (21)_____getting a cold. Researchers at Cardiff University's Common Cold Centre found that a fall in body temperature can (22)_____cold viruses to become active. In a (23)_____, a group of people sat with their feet in (24)_____of iced water for 20 minutes. A third of them developed colds in the next five days, compared to only 9% of another group who kept dry.

Task 2

Now read the text again and complete the gaps 5–24 with the words below:

although	cause	illnesses	power	sensible
appears	common	larger	prove	stopped
avoid	fact	myth	regularly	treatment
bowls	however	normal	remedy	trial

Transfer your answers to the answer sheet!

Part 3
Use of English

Time: 30 minutes (36 points)

Task 1

Put each verb in brackets (1 - 20) into a suitable verb form.

0 – is done for you as **an example**.

Two Babies

On a cold autumn day in the second quarter of the 16th century a boy **0 (to be born) was born** to a rich family of the name of Tudor. He was wanted very much by the family and the whole nation. People **1 _____ (to walk)** along the streets talking only about the new baby, Edward Tudor, Prince of Wales, who **2 _____ (to lie)** in silk and **3 _____ (not to know)** that all England **4 _____ (to dream)** of his birth so much. On the same day another English child was born to a poor family of the name of Canty. He **5 _____ (to give)** the name of Tom. Tom Canty's parents **6 _____ (never to want)** him. And now he **7 _____ (to lie)** in his dirty rags crying softly.

A few years **8 _____ (to pass)**. Tom and his family still **9 _____ (to live)** not far from London Bridge in the house built in the previous century. Tom's father often got drunk, **10 _____ (to fight)** with his neighbours and **11 _____ (to beat)** his children. "We **12 _____ (to live)** in this house since Tom's Granny **13 _____ (to come)** to London. The house **14 _____ (to get)** old. In fact, it already **15 _____ (to become)** ancient. It is impossible to live here anymore. But we **16 _____ (to move)** only if we **17 _____ (to have)** a lot of money. I should make Tom **18 _____ (to beg)**. He **19 _____ (never to beg)** before, I know. It's high time for him to begin," Tom's father often **20 _____ (to think)**.

Task 2

Read the text below and choose the correct word A–D for each space 21–30. There is an example for you.

Example:

	A	B	C	D
0	very	so	too	such

The Art of Drawing

Drawing has always been a 0_____popular hobby. Young children draw with a pencil as 21_____as they can hold one. Drawing is often seen as a special skill, and it is 22_____that some people seem to draw perfect pictures without any effort. Yet drawing, like writing, can be 23_____; you can draw accurately if you work really hard at it.

Drawing is first 24_____all about looking carefully. It sounds easy to say that all you 25_____to do is look at things, but it really is that simple. The best way to draw a familiar 26_____is to imagine that you are looking at it for the first 27_____.

Nowadays there are 28_____courses and materials available than ever before, 29_____means that you can experiment to improve your skills. The only 30_____is your imagination.

	A	B	C	D
21	fast	immediately	soon	shortly
22	true	actual	exact	real
23	discovered	made	learnt	reached
24	of	in	from	for
25	should	need	must	could
26	topic	object	area	person
27	period	term	moment	time
28	more	many	plenty	much
29	who	what	where	which
30	final	end	limit	finish

Task 3

Express the meaning of each phrase 31–36 in one word. There is an example for you. Please, mind your spelling. The number of letters is shown.

Example:

0. to take the first step – b _ _ _ n - b e g i n

31. full of fear – a _____d

32. to walk like a soldier – m _____ h

33. to take place – h _____ n

34. a speech to a group of people – l _____ e

35. to put in the ground to grow – p _____ t

36. a picture made using a camera – p _____ h

Transfer your answers to the answer sheet!

Part 4
Writing

Time: 30 minutes (20 points)

In May our country will celebrate the 80th anniversary of the Great Patriotic War. Your class is going to take part in the contest of best articles dedicated to this big day. Write an article and mention the following:

when and where people celebrate Victory Day
why and how people celebrate this day
whether you/ your family celebrate this day and how you do it
if people honour Motherland's defenders and why

Remember the rules of writing an article (a title, an introduction, a conclusion).

Write 120–150 words.

Answer sheet

Part 1

Listening

1	2	3	4	5

Part 2

Reading

Task 1

1	2	3	4

Task 2

5		10		15		20	
6		11		16		21	
7		12		17		22	
8		13		18		23	
9		14		19		24	

Part 3
Use of English
Task 1

1	
2	
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4	
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19	
20	

Task 2

21	22	23	24	25	26	27	28	29	30

Task 3

31	
32	
33	
34	
35	
36	

Part 4

Writing

[illegible]

Keys
Part 1
Listening
(5 points)

1	2	3	4	5
D	C	F	B	E

Part 2
Reading
Task 1
(4 points)

1	2	3	4
D	B	A	E

Task 2
(20 points)

5	myth	10	appears	15	common	20	however
6	although	11	power	16	prove	21	avoid
7	sensible	12	larger	17	remedy/ treatment	22	cause
8	fact	13	stopped	18	treatment/ remedy	23	trial
9	regularly	14	normal	19	illnesses	24	bowls

Part 3
Use of English
Task 1
(20 points)

1	walked/ were walking
2	lay/ was lying
3	did not know/ didn't know
4	had dreamed/ dreamt; 'd dreamed/ dreamt; had been dreaming/'d been dreaming
5	was given/ had been given/'d been given
6	never wanted/ had never wanted/ 'd never wanted
7	lay/ was lying
8	passed/ had passed / 'd passed
9	lived/were still living
10	fought
11	beat
12	have lived / 've lived/ have been living
13	came
14	is getting/ 's getting; has got/ 's got
15	has already become/ 's already become
16	will move / 'll move
17	have
18	beg
19	has never begged / 's never begged
20	thought

Task 2
(10 points)

21	22	23	24	25	26	27	28	29	30
C	A	C	A	B	B	D	A	D	C

Task 3
(6 points)

31	afraid
32	march
33	happen
34	lecture
35	plant
36	photograph

Подсчёт баллов за все конкурсы

Listening – максимальное количество баллов **5**. Каждый правильный ответ оценивается в **1 балл**. За неверный ответ или отсутствие ответа выставляется 0 баллов.

Reading – максимальное количество баллов **24**: задание 1 – 4 балла, задание 2 – 20 баллов. Задание 1 – каждый правильный ответ оценивается в 1 балл. За неверный ответ или отсутствие ответа выставляется 0 баллов. Задание 2 проверяется по ключам, **орфография учитывается**. Каждый правильный ответ оценивается в **1 балл**. За неверный ответ, орфографическую ошибку или отсутствие ответа выставляется 0 баллов.

Use of English – максимальное количество баллов **36**: задание 1 - 20 баллов, задание 2 – 10 баллов, задание 3 – 6 баллов. **Все задания проверяются по ключам, орфография учитывается**. Каждый правильный ответ оценивается в **1 балл**. За неверный ответ, орфографическую ошибку или отсутствие ответа выставляется 0 баллов.

Writing – максимальное количество баллов 20. Задание проверяется по критериям двумя независимыми экспертами.

При подведении итогов баллы за все конкурсы суммируются.

Максимальное количество баллов за все конкурсы – $5 + 24 + 36 + 20 = 85$

Критерии оценивания конкурса письменной речи (Writing)

Максимальное количество баллов: 20

Внимание! При оценке 0 по критерию «Решение коммуникативной задачи» выставляется общая оценка 0.

Баллы за решение коммуникативной задачи	Решение коммуникативной задачи Итого: максимум 10 баллов	ОФОРМЛЕНИЕ максимум 10 баллов Общая итоговая оценка выводится на основании критериев, приведённых в таблице: композиция, лексика, грамматика, орфография и пунктуация			
		Композиция (максимум 2 балла)	Лексика (максимум 3 балла)	Грамматика (максимум 3 балла)	Орфография и пунктуация (максимум 2 балла)
10 баллов	Коммуникативная задача полностью выполнена – написана статья на заданную тему, содержание раскрыто полно, точно и интересно. Работа участника содержит: 1 аспект – заголовок – 1 балл; 2 аспект – вступление – о грядущей годовщине Великой Победы – 1 балл; 3 аспект – когда и где празднуется День Победы – 1 балл; 4 аспект* – почему и как отмечается День Победы, даны примеры – 2 балла; 5 аспект* – отмечают ли этот праздник в семье и как – 2 балла; 6 аспект – помнят ли люди подвиг защитников Родины – 1 балл; 7 аспект – почему помнят этот подвиг – 1 балл;		3 балла Участник демонстрирует богатый лексический запас, необходимый для раскрытия темы, точный выбор слов и адекватное владение лексикой. Работа <u>не имеет</u> ошибок с точки зрения лексического оформления.	3 балла Участник демонстрирует грамотное и уместное употребление грамматических структур в соответствии с коммуникативной задачей. Работа имеет 1 ошибку с точки зрения грамматического оформления.	
		2 балла Работа не имеет ошибок с точки зрения композиции: представлены введение и заключение.	2 балла Участник демонстрирует богатый лексический запас, необходимый для раскры-	2 балла Участник демонстрирует грамотное и уместное употребление	2 балла Участник демонстрирует уверенное владение навыками орфографии и пунк-

	8 аспект – завершение (например, о значимости для автора грядущего события) – 1 балл. Автор соблюдает неформальный стиль письма. Объём работы либо соответствует заданному (120–150), либо отклоняется от заданного не более чем на 10 % в сторону увеличения (не больше 165 слов) или в сторону уменьшения (менее 108 слов).**	Соблюдена логика высказывания. Средства логической связи присутствуют и используются правильно. Текст правильно разделён на абзацы.	тия темы, точный выбор слов и адекватное владение лексикой. В работе имеются 1–2 лексические ошибки.	грамматических структур. В работе имеются 2 грамматические ошибки.	туации. Работа <u>не имеет</u> ошибок с точки зрения орфографии. В работе могут быть 1–2 пунктуационные ошибки.
9–1 баллов	Коммуникативная задача раскрыта частично. Тема раскрыта, однако в работе отражены не все аспекты или аспекты отражены неполно и неточно. Отсутствие каждого аспекта приводит к потере 1 балла или 2 баллов.	1 балл В целом текст имеет чёткую композицию. Текст разделён на абзацы. В тексте присутствуют средства логической связи, которые не всегда используются правильно. Допустимы незначительные нарушения логики и/или в композиции или связности текста.	1 балл В целом лексические средства соответствуют заданной теме, однако имеются неточности в выборе слов (3–4 ошибки) и/или используется стандартная, однообразная лексика.	1 балл В тексте присутствуют несколько (3–4) грамматических ошибок.	1 балл В тексте присутствуют орфографические (1–3) и/или пунктуационные ошибки (3–4).
0 баллов	Коммуникативная задача практически не выполнена: При отсутствии 3 аспектов выставляется оценка «0» по критерию «Решение коммуникативной задачи». ИЛИ Объём высказывания менее 108	0 баллов Текст не имеет чёткой логической композиции. Отсутствует или неправильно выполнено абзачное членение текста. Имеются серьёзные нарушения связности текста и/или	0 баллов Участник демонстрирует крайне ограниченный словарный запас и/или в тексте имеются многочисленные ошибки (более 4) в упо-	0 баллов В тексте присутствуют многочисленные ошибки (более 4) в разных разделах грамматики, в том числе затрудняющие	0 баллов В тексте присутствуют многочисленные орфографические (более 3) и/или пунктуационные ошибки (более 4), в том числе

	слов.	многочисленные ошибки в употреблении средств логической связи.	треблении лекси- ки, в том числе затрудняющие понимание текста.	понимание текста.	затрудняющие его понимание.
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*Аспект оценивается в два балла, если он раскрыт полно и точно, если аспект раскрыт неполно и неточно, но присутствует в работе, то он оценивается в 1 балл. При полном отсутствии аспекта за него выставляется 0 баллов.

** При отклонении от заданного объёма более чем на 10 % в сторону увеличения проверке подлежат первые 150 слов. При объёме работы менее 108 слов выставляется 0 баллов.

ПРОТОКОЛ ОЦЕНКИ КОНКУРСА «ПИСЬМО»

Максимальное количество баллов, которое можно получить за конкурс
«Письмо» – 20 (двадцать).

Эксперт № _____

ID участника	K1 Решение КЗ (максимум 10 баллов)	K2 Композиция (максимум 2 балла)	K3 Лексика (максимум 3 балла)	K4 Грамматика (максимум 3 балла)	K5 Орфография и пунктуация (максимум 2 балла)	Сумма баллов (максимум 20 баллов)

Script

Part 1. Listening

You will hear five different people talking about their experiences while being in Moscow. For questions 1–5, choose from the list of events (A–F). There is one extra letter you DO NOT need to use. You will hear the text twice.

Now you have 30 seconds to read the task.

Now we are ready to start.

Speaker 1

Last night, when we were passing by the Cathedral of ... what's its name?... Oh yes, Christ the Saviour, we were really impressed not only by its appearance – which was beautiful!.. There was a huge crowd of people standing around waiting and we were lucky enough to join them when after a few minutes a concert started... The music was divine!.. The musicians played some classical and, some, I guess, spiritual music and the whole event was dedicated to Moscow's jubilee.

Speaker 2

Last time I was in Moscow, it was early in July ... it was rather warm ... very much like in my country. I liked Moscow and the Muscovites and had a great time here. I made some new friends – they're students too, very nice guys. I promised to come in winter, for the Christmas holidays. And here I am. But the weather is awful! I have to wear a warm coat and I don't like it... Last night, my Russian friends took me to the Vorobyovy Hills. They wanted to go to Red Square at first, but I refused. I don't fancy crowds, you know...

Speaker 3

When we arrived in Moscow last May, the first thing that caught my eye was the fact that people in the street were wearing those striped ribbons, I guess they were black and orange, yes, I am sure, they were black and orange... And these ribbons were everywhere – fixed to peoples' clothes, handbags, even cars! We asked each other what they were for but nobody knew. Then, when the guide came, she explained that it was a new tradition and told us the whole story. It's amazing!

Speaker 4

I must say that the day was great, the weather was great and the food was great too! It was a real holiday! As it's my first year at the university, I haven't had a party like that before. First, the rector came with a huge bowl of some hot drink and started to give it out to the students. Hmm, I really enjoyed it ... Unusual but quite good! It was followed by pancakes and some pies... Then there was music and dances, and... we laughed a lot...

Speaker 5

What really impressed me in Moscow was the orthodox festival in Kolomenskoye. Oh, I can't forget those delicious pancakes, they call them "blini",... with a lot of butter and sour cream ... not good for your health though ... but I couldn't resist them ... And the events, of course. It was as if I was taken back a few centuries into the past – all those bears, puppets, and snow forts! People wearing national clothes ... and a huge straw doll, they burnt it in the end... These celebrations are usually held in ...

You have 20 seconds to do the task.

Now listen to the text again.

You have 15 seconds to complete the task.

This is the end of Part 1.

Комплект заданий для учащихся 9 - 11 класса
Конкурс понимания устного текста – Listening

TASK 1

Questions 1-10

You will hear a young woman called Jenny Smythe talking about her job as an events organiser. For questions 1–10, complete the sentences with a word or short phrase.

Write the answers in CAPITAL LETTERS.

Jenny Smythe: Events organiser

The events Jenny prefers to organise are (1)

Jenny is currently organising a street fair in the (2) quarter of her town.

Jenny feels (3).....about the event she's currently organising.

When Jenny takes on a job, she makes something she calls a '(4).....'.

After talking to clients, Jenny then contacts (5), who offer the necessary services.

Jenny uses the word '(6).....' to describe how she feels when an event goes well.

Jenny studied (7).....before she became an events organiser.

Jenny believes that being (8) is the most important requirement for her job.

When Jenny had a problem with one event, she used the (9) she had made.

Jenny recommends getting experience in any kind of (10) job, like the one she did.

Transfer your answers to the ANSWER SHEET!

Конкурс понимания письменного текста – Reading

Read the text and do the two tasks below.

MODERN AND POST-MODERN SCULPTURE

A Modern sculpture has its origins in the work of Frenchman Auguste Rodin. Born into a modest family in 1840, Rodin began his creative journey in the 1860s, a journey that would lead to him being remembered as the 'bridge' between traditional and modern sculpture. Before Rodin, sculpture told stories about the past: religion, history, myth and literature. Sculptures typically left little to the imagination. Figures tended to be idealised in some way to avoid any imperfections of the model. Rodin can be considered a realist in that he refused to improve on what he saw in front of him. He considered all of nature beautiful and if a model was old and wrinkled, he would be portrayed as such. Moreover, like much of the art that he helped inspire for later generations, his work spoke to the emotions and imagination: both his and his viewers'. The stories he told were internal and conceptual and there was no right or wrong way to interpret them.

B Rodin was inspired by the fragments of Greek and Roman sculpture that were being discovered by archaeologists during his time. He was one of the first sculptors to treat fragments or parts of figures as complete works of art. One of his most famous works is *Large hand of a pianist*. In this piece he demonstrated one of the characteristics of Modern Art – to make visible things that are not, such as energy, sound and rhythm. He sculpted elongated fingers to make visible music being played effortlessly. Groundbreaking for its time, this concept has been taken forward by sculptors right up to the present day.



D The Late Modern Period (1900 to 1945), which saw the rise of extreme distortion – and then abstraction – in sculpture can be seen as a natural development from the pioneering work of Rodin. Romanian French sculptor Constantin Brancusi was one of the leading exponents of this style. He attempted to reduce the physical world to three basic forms: egg, pebble and grass blade. The development of Rodin's assemblage also continued and came to represent the building of sculptures rather than carving or moulding them. Picasso's sculptures were called 'Constructions' and used a range of different objects and materials. The rise of minimalism, a movement that reduces sculpture to its most essential features, comes very much from this tradition.

C Rodin worked mainly in bronze and was fascinated by the effect of light on irregular surfaces. In particular, he realised that light bouncing off textured bronze surfaces could create the illusion of movement. He pioneered two new techniques: marcottage and assemblage. Marcottage means creating a new work by putting together pieces from different existing works. Assemblage, which was further developed later by artists like Picasso, began with Rodin's technique of repeatedly casting the same figure and using multiple casts to create a new piece.

E Thanks to the work of these 'forefathers', Modern sculpture embraces many forms and styles. It is increasingly common to see it created outdoors, often in view of the spectators. One form of outdoor sculpture is known as Earth Art, which is based on nature and makes use of rocks, branches, leaves, dirt, soil, water and other naturally occurring materials. Another offshoot is kinetic sculpture - sculpture that involves moving parts. Mobiles are one such example. Early examples had moving parts powered by wind or touch and later some were even powered by machines. Other pioneering forms of Modern sculpture include ice sculptures used in culinary art and sound sculptures – such as Aeolian harps 'played' by the wind.

F Art installations are another example of how sculpture has developed in the Modern and Post-modern eras. They can be defined as a work of art consisting of multiple components, often though not necessarily in mixed media, usually exhibited in an indoor gallery space in an arrangement specified by the artist. Installations are multi-sensory experiences built for a specific time and space. They are often highly imaginative and bring different materials together to create something original and unexpected. The audience is drawn to them because they are immersive, often allowing audience participation. One such installation was Cloud City, a huge construction created by Argentinian sculptor Tomas Saraceno. It consisted of 16 interconnected modules, 16.5 by 8.5 metres, displayed on the roof of the Metropolitan Museum of Art in New York. Visitors were able to walk up and inside the modules.

G In fact, these days sculpture increasingly involves the public. The use of digital technology has further increased the possibilities of creating art that reaches everyone. Digital installations allow artists to 'play' with the boundary between the real world and virtual reality and give new opportunities for active participation in the artwork by the spectator. Touch, physical participation and social interaction are now common features of the experience of going to see art. Modern sculpture has come a long way since Rodin got the ball rolling in the 1860s, and the future promises limitless possibilities.

TASK 1

Questions 1-6. *Do the following statements agree with the information in the text?*

Write

T (TRUE) if the statement agrees with the information

F (FALSE) if the statement contradicts the information

NG (NOT GIVEN) if there is no information on this

1 Before Rodin, sculpture was very realistic.

2 Rodin expected people to interpret his sculptures in their own way.

3 Rodin studied the sculpture techniques of the Greeks and Romans.

4 Rodin felt that in complete figures were still artistic works.

5 His *Large Hand of a Pianist* tries to convey music being played.

6 Rodin believed the surfaces of sculptures should be smooth.

TASK 2

Questions 7-9. *Choose the correct letter, A, B, C or D.*

7 Assemblage

A was first used by Pablo Picasso.

B uses only three basic forms.

C involves several artists working on the same theme.

D creates a single composition from a number of versions of an individual.

8 What is the purpose of paragraph E?

A to explain the meaning of Earth Art.

B to explain how kinetic sculpture has evolved.

C to introduce the idea of outdoor sculpture.

D to show examples of innovative forms of Modern sculpture.

9 Art installations

A always use mixed media.

B are always outdoors.

C usually allow viewers to interact with them.

D typically last a long time.

Transfer your answers to the ANSWER SHEET!

Лексико-грамматический тест - Use of English

TASK 1

Questions 1-6

Complete the sentences with the correct form of the phrasal verbs in the box and then transfer them to the answer sheet in CAPITAL LETTERS. There are TWO extra variants.

BREAK UP	BRING UP	COUNT ON	FALL OUT
GET ON WITH	GET TOGETHER	LOOK UP TO	TAKE AFTER
1. Mario _____ everyone in his family except his older brother.			
2. Everyone says I _____ my father; people are always pointing out the similarities in the way we look and behave.			
3. I've known Tom for twenty years and he's my best friend; I can always _____ him.			
4. The two sisters _____ last year and haven't spoken to each other since!			
5. I _____ my uncle because he's achieved so many amazing things in his life.			
6. Everyone decided to _____ to celebrate Katy's graduation, even her cousins who live in Canada.			

TASK 2

Questions 1-5

Complete the sentences with a phrase. Use one word from each box for each phrase. Write the answers in CAPITAL LETTERS. There are THREE extra variants in each box.

back	hard	high-	instant	interactive	search	social	virtual
drive	engine	games	media	messaging	reality	tech	up

1.	Google is the most used _____ in the world
2.	I don't text my friends any more because _____ is so much faster.
3.	The car's _____ steering system is unique.
4.	How much storage space is left on the _____ in your PC?
5.	Play the _____ on our website to learn more about science and technology.

Transfer your answers to the ANSWER SHEET

Конкурс письменной речи WRITING

Time: 40 minutes
(15 points)

Write a short description of your favourite place in Moscow and recommend it to foreign tourists.

Write the name of the place at the beginning on a separate line (words are not counted in this line). The place should be real, not imaginary.

Remember to mention in your description:

- ☐ where in Moscow the place is located;
- ☐ why you like the place;
- ☐ why you recommend it to foreign tourists.

Write 200–250 words.

<i>Transfer your description to the answer sheet!</i>
--

LISTENING TASK 1 (IN CAPITAL LETTERS)

[illegible]

1	
2	
3	
4	
5	
6	

7	
8	
9	

[illegible]

A 5x10 grid of squares. The first column contains the numbers 1, 2, 3, 4, and 5 from top to bottom. The remaining 9 columns are empty.

This image shows a full page of blank graph paper. The grid consists of small, evenly spaced squares formed by thin gray lines. There are no margins, text, or other markings on the page.

KEYS TO LISTENING

Запись в задании прозвучит дважды.

TASK 1

1	FESTIVALS
2	JEWELLERY
3	NERVOUS
4	TO-DO LIST
5	SUPPLIERS
6	SATISFYING
7	TOURISM
8	DETERMINED
9	BACKUP PLAN
10	CUSTOMER SERVICE

Критерии оценивания: за каждый правильный ответ дается 1 балл.

Допустимо написание 'to-do list' без дефиса в номере 4 и 'backup' в номере 9 отдельно или через дефис, балл за такую неточность не снижается.

AUDIOSCRIPT:

You will hear a young woman called Jenny Smythe talking about her job as an events organiser. For questions 1–10, complete the sentences with a word or short phrase. You now have 45 seconds to look at the questions.

Hello, my name's Jenny Smythe, and I'm here to tell you about my position as an events organiser, which is exactly what it sounds like – I organise events! That can be anything from exhibitions and conferences, which are interesting, though not terribly exciting, to my personal favourite – **festivals**. I've also organised things like product launches, too.

At the moment I'm organising a street fair in the town I live in, which has different areas known as quarters. Each one is known for the type of products it produces. In this case the fair's in the **jewellery** quarter, but there's also an annual fair in the clothing quarter, and the artist's quarter has a yearly event, too. This is the first time a fair will have taken place in this part of town, so everyone's pretty enthusiastic about it.

It should be fun provided that everything goes according to plan. This will be my first ever street fair, and I'd be excited, too, if I wasn't so **nervous**, though as long as I plan carefully and give myself enough time, everything should go well. Let me tell you more about my role. Once I take on a job, I need to consider all the tasks that need doing and prioritise them. This means creating what's known as a '**to-do list**'. It involves listing everything

that needs to be done and setting realistic deadlines.

Imagine having a fair and forgetting to organise tables for the stalls, for example!

One of the first things I'll do when I've got an event to organise is discuss things with the client – it's crucial to find out what they have in mind because it's their event, not mine. Then I can start

to approach **suppliers** – the people who will provide everything we need to make sure an event goes smoothly – which can be everything from food to music. When everything comes together

and an event is successful, it's really **satisfying** to see people enjoying themselves. That's always far more important to me than the income I make doing the job – though, that's nice too, of course!

Being thanked for my role in making it happen motivates me to get on with the next job.

People often ask me how I got into events organising. They assume I'll have done a qualification in marketing or event management itself – **tourism** is what I actually studied, and it's been quite useful in some ways. You can enter the field with any qualification really, as long as you've got the right personality and are prepared to work hard.

So, what skills are needed for the job then? It goes without saying that you need to be organised – and being flexible is helpful too – customers often change their minds about what they want during the planning process. Above all else, I'd say you've got to be **determined**. Things can and do go wrong when you're planning events and you can't just give up!

Let me give you an example of something that happened to me. It was the morning of an event and I got a call to say the roof was leaking at the hall we were using and it wasn't safe for visitors. This is where what's known as a **backup plan** is crucial, so I was glad I'd created one in advance! In this instance, I managed to find an alternative venue using my contacts – something you build up over time and which can save you from all kinds of unexpected happenings. If you're interested in doing this job, either now or in the future, it's a good idea to get some experience first – even if you don't make any money. What I did was work in a hotel, which was great because I learned about dealing with people and sorting out problems. However, work in all types of customer service roles is helpful, and that's what I'd say you should aim to do. I hope I've inspired some of you to join this fascinating profession. Does anyone have any questions?

Now listen again.

KEYS TO READING

TASK 1

1	F
2	T
3	NG
4	T
5	T
6	F

TASK 2

7	D
8	D
9	C

Критерии оценивания: За каждый правильный ответ дается 1 балл.

KEYS TO THE USE OF ENGLISH**TASK 1**

1	GETS ON WITH
2	TAKE AFTER
3	COUNT ON
4	FELL OUT
5	LOOK UP TO
6	GET TOGETHER

Критерии оценивания: за каждый правильный ответ дается 1 балл. Орфографические ошибки недопустимы.

TASK 2

1	SEARCH ENGINE
2	INSTANT MESSAGING
3	HIGH-TECH
4	HARD DRIVE
5	INTERACTIVE GAMES или INTERACTIVE MEDIA

Критерии оценивания: за каждый правильный ответ дается 1 балл. Орфографические и пунктуационные ошибки недопустимы.

Keys to writing

2	Задание выполнено в основном: не раскрыт один аспект, указанный в задании.	2 балла Высказывание в основном логично (допускается 1 логическая ошибка); ИЛИ имеется 1 ошибка в использовании средств логической связи; ИЛИ имеется 1 нарушение при делении текста на абзацы.	2 балла В работе имеются 1–2 лексические ошибки.	2 балла В работе имеются 1–2 грамматические ошибки.	2 балла В работе имеются 1–2 орфографические и/или пунктуационные ошибки.
1	Задание выполнено не полностью: не раскрыты 2 аспекта, указанные в задании.	1 балл Высказывание не всегда логично (допускаются 2-3 логические ошибки); И/ИЛИ имеются 2-3 нарушения в использовании средств логической связи; И/ИЛИ имеются 2-3 нарушения при делении текста на абзацы.	1 балл В работе имеются 3–4 лексические ошибки.	1 балл В работе имеются 3–4 грамматические ошибки	1 балл В работе имеются 3–4 орфографические и/или пунктуационные ошибки.
0	Задание не выполнено: содержание не отражает тех аспектов, которые указаны в задании (3 аспекта не раскрыты). И/ИЛИ Объём менее 180 слов.	0 баллов Отсутствует логика в построении высказывания (имеются 4 и более логических ошибок); И/ИЛИ имеются 4 и более ошибок в использовании средств логической связи или средства логической связи не используются; И/ИЛИ отсутствует абзацное членение текста.	0 баллов В работе имеются 5 и более лексических ошибок.	0 баллов В работе имеются 5 и более грамматических ошибок.	0 баллов В работе имеются 5 и более орфографических и/или пунктуационных ошибок.

ПРОТОКОЛ ОЦЕНКИ КОНКУРСА «ПИСЬМО»

Максимальное количество баллов, которое можно получить за конкурс

«Письмо» – 15.

Эксперт № _____.

ID участника	K1 Решение КЗ (максимум 3 балла)	K2 Организация текста (максимум 3 балла)	K3 Лексика (максимум 3 балла)	K4 Грамматика (максимум 3 балла)	K5 Орфография и пунктуация (максимум 3 балла)	Сумма баллов

КРИТЕРИИ ОЦЕНИВАНИЯ И ПОДСЧЕТ БАЛЛОВ

Listening (Аудирование). Максимальное количество – **10** баллов. **Задание проверяется по ключам. Каждый правильный ответ оценивается в 1 балл.** За неверный ответ или отсутствие ответа выставляется 0 баллов. Во всех вопросах раздела учитывается орфография. При наличии орфографической ошибки балл не начисляется.

Reading (Чтение). Максимальное количество – **9** баллов. **Задание проверяется по ключам. Каждый правильный ответ оценивается в 1 балл.** За неверный ответ или отсутствие ответа выставляется 0 баллов.

Use of English (Лексика и грамматика). Максимальное количество – **11** баллов. **Задание проверяется по ключам. Каждый правильный ответ оценивается в 1 балл.** За неверный ответ или отсутствие ответа выставляется 0 баллов. Во вопросах 31-35 учитывается орфография. При наличии орфографической ошибки балл не начисляется.

Writing (Письмо). Максимальное количество – **15** баллов. **Задание оценивается по Критериям оценивания.**

При подведении итогов баллы за все конкурсы суммируются.

Максимальное количество баллов за все конкурсы – 45 баллов.

МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ

№	Конкурсы	Количество и тип задания (все задания по уровню сложности соответствуют уровню B1 – B2 по шкале Совета Европы)	Количество баллов	Время выполнения
1	Аудирование	1. Задание на заполнение пропусков с помощью прослушанного текста.	10	15 мин.
2	Чтение	1. Задание на усложненный альтернативный выбор. 2. Задание на множественный выбор.	6 3	20 мин.
3	Лексико-грамматический тест	3. Задание на внутриязыковое перефразирование. 4. Задание на подстановку.	6 5	10 мин.
4	Письмо	7. Продуктивное письменное высказывание в формате описания графика (объем 150-180 слов).	15	40 мин.
	ИТОГО		45 баллов	85 минут