ВСОШ
АНГЛИЙСКИЙ ЯЗЫК
ВСЕРОССИЙСКАЯ
ОЛИМПИАДА
ШКОЛЬНИКОВ

Задания 1 тур
муниципального этапа
2026-2027 учебный год
9-11 класс

LISTENING

Points 20

Time: 25 minutes

Text 1

You will hear a researcher called Clive Thomas talking about the world's endangered small languages. For questions 1-10, complete the sentences with a word or short phrase. You will hear the text once.

ENDANGERED LANGUAGES

Clive studied **1**_____ as the subject of his first degree.
Clive is regularly working with language specialists as he is interested in **2**_____.
Clive is currently involved with a project aimed at documenting **3**_____ before they disappear altogether.
Clive quotes a figure of **4**_____ languages that are undocumented.
Clive uses the word **5**_____to describe how he selected a language to document.
Clive wrote a **6**_____of a language of an aboriginal group in northern Australia.
Clive gives **7**_____as the main reason for the decline of many minority languages.
Clive points to a link between **8**_____and the survival of many small languages in an area.
Clive uses the term **9**_____to describe the cultural content of the recordings he makes.
Clive gives the example of **10**_____ as a minority language which is now becoming more widely spoken.

Text 2

You will hear five short extracts in which different people are talking about books that made an impression on them.

Task 1.

For questions 11-15, choose from the list (A-H) why each speaker started to read their book.

Speaker 1 (11) :__
Speaker 2 (12):__
Speaker 3 (13):__
Speaker 4 (14):__
Speaker 5 (15):__

A receiving it as a gift
B a family member recommending it
C getting hold of a copy cheaply

D reading a review
E seeing the film version
F doing a course of study
G buying it on an impulse
H being part of an interest group

Task 2.
Now you will hear the extracts again.
For questions 16-20, choose from the list (A-H) what each speaker liked about their book.
Speaker 1 (16) :__
Speaker 2 (17):__
Speaker 3 (18):__
Speaker 4 (19):__
Speaker 5 (20) :__

A the novelty of a new medium
B the fast-moving storyline
C the underlying message
D the ironic look at life
E the insight into a particular culture
F the link between landscape and culture
G the perception of motives and thinking patterns
H the usage of language

READING
Points 20
Time: 25 minutes

Task 1.
Part 1
You are going to read an article about electronic books and reading. For questions 1-8, choose from the sections (A - D). The sections may be chosen more than once.

The Book is Dead – Long Live the Book
Electronic books are blurring the line between print and digital

A A lot of ink has been spilled on the supposed demise of the printed word. Ebooks are outselling paper books. Newspapers are dying. To quote one expert: 'The days of the manuscript as the primary carrier of information are almost over.' This has inspired a lot of hand-wringing from publishers, librarians, archivists - and me, a writer and lifelong bibliophile who grew up surrounded by paper books. I've been blogging since high school, I'm addicted to my smartphone and, in theory, I should be on board with the digital revolution - but when people mourn the loss of paper books, I sympathise. Are printed books really going the way of the dodo? And what would we lose if they did? Some commentators think the rumours of the printed word's approaching demise have been rather overstated. Printed books will live on as art objects and collector's items, they argue, rather in the way of vinyl records. People may start buying all their beach novels and periodicals in ebook formats and selecting their physical bookshelves more carefully. It is not about the medium, they say, it is about people. As long as there are those who care about books and don't know why, there will be books.

B Meanwhile artists are blending print with technology. *Between Page and Screen* by Amaranth Borsuk is a paper book that can be read only on a computer. Instead of words, every page has a geometric pattern. If you hold a printed page up to a webcam, while visiting the book's related website, your screen displays the text of the story streaming, spinning and leaping off the page. Printed books may need to become more multi-faceted, incorporating video, music and interactivity. A group at the MIT Media Lab already builds electronic pop-up books with glowing LEDs that brighten and dim as you pull paper tabs, and authors have been pushing the boundaries with mixed reality books for years. The lines between print and digital books are blurring, and interesting things are happening at the interface.

C Beyond the page, ebooks may someday transform how we read. We are used to being alone with our thoughts inside a book but what if we could invite friends or favourite authors to join in? A web tool called SocialBook offers a way to make the experience of reading more collaborative. Readers highlight and comment on text, and can see and respond to comments that others have left in the same book. 'When you put text into a dynamic network, a book becomes a place where readers and sometimes authors can congregate in the margin,' said Bob Stein, founder of the Institute for the Future of the Book, a think tank in New York. Stein showed how a

high-school class is using SocialBook to read and discuss *Don Quixote*, how an author could use it to connect with readers, and how he and his collaborators have started using it instead of email. Readers can open their books to anyone they want, from close friends to intellectual heroes. 'For us, social is not a pizza topping. It's not an extra-feature,' Stein says. 'It's the foundational cornerstone of reading and writing going forth into the future.'

D The tools might be new, but the goal of Social Book is hardly radical. Books have found ways to be human coordination hubs ever since their beginning. That's why reading a dog-eared volume, painstakingly annotated with thoughts and impressions is unfailingly delightful - similar to making a new like-minded acquaintance. The MIT Rare Books collection has kept a copy of John Stuart Mill's 1848 book *Principles of Political Economy*, not for its content but for the lines and lines of tiny comments a passionate but unknown user scrawled in the margins. Maybe ebooks are taking us where print was trying to go all along.

In which section does the writer mention:

1. an anxiety she shares with other like-minded people?____
2. a comparison used to emphasise how seriously an idea is taken? ____
3. the willingness of writers to experiment with new ideas? ____
4. the idea that books have always been part of an ongoing interactive process?____
5. a seeming contradiction in her own attitudes? ____
6. a belief that the nature of reading will change? ____
7. finding pleasure in another reader's reactions to a book? ____
8. a view that a prediction is somewhat exaggerated? ____

Part 2

Find words or expressions in the text that mean:

9 book fan (Section A) _____

10 becoming less clear (Section B) _____

11 an organisation which creates theory (Section C) _____

12 the basis of something (Section C) _____

13 in a way that never lets you down (Section D) _____

14 wrote quickly and unclearly (Section D) _____

Task 2.

You are going to read an article about British and US versions of English. For questions 15–20, choose the answer (A, B, C or D) which you think fits best according to the text.

National identity? Do the math(s)

What difference does a letter 's' make? When it comes to calculation and national pride, the answer for some people in the USA and Britain is 'a lot'. A few days ago, I wrote a column for the financial pages of a British newspaper about market issues in the USA. I argued that it was tough for the Federal Reserve to prove whether so-

called ‘short-selling bans’ actually worked on the basis of any ‘math’. To be honest, that is not a spelling of the word that I would normally use; the British style is ‘maths’, whilst in the USA, people typically say ‘math’. But I’d been chatting with some US academics just before I wrote the piece and was focused on the market issues. Thus, the word ‘math’ crept in, and that missing ‘s’ seemed such a trivial issue that nobody picked it up. When my column was published, however, my spelling caused an uproar. ‘Why is a British journalist for a British paper saying “math” instead of “maths”? It’s really annoying,’ thundered one reader. Or as another said: ‘Many feel strongly that American English and British English should not be swapped randomly.’ ‘Math’ seems such an affectation for a UK-educated person (and certainly a mathematician) to use that it is seen as crossing a red line and going over to the other side.

Why such emotion? At first glance, it seems somewhat odd. If you look at the linguistic history of mathematics, that ‘s’ can be justified or dismissed with equal logic. Linguists believe that the word takes its root from the Ancient Greek *manthanein*, which can be translated as ‘to learn’. Initially, this meant general ‘learning’, but in the fourteenth century, the term ‘mathematics’ entered the English language, from French, and became associated with numbers. However, this concept was initially expressed as a plural, because medieval number crunching came in many forms, including astrology, trigonometry, calculus and physics. But then something curious happened: by the twentieth century, the word had mutated into a singular noun in the same way as ‘physics’ and that sparked the transatlantic linguistic divide: in the USA and Canada, ‘mathematics’ came to be abbreviated to ‘math’ because it was easier to pronounce and acted as a singular concept in terms of grammar (‘math is my favourite subject’). In Britain, Australia and the rest of the English-speaking world, however, that ‘s’ was retained (‘maths is my favourite subject’).

Given that the meaning is otherwise identical, you’d think that the words were largely interchangeable and that it would hardly matter which was used. But judging from the blogosphere, no such assumption can be made on either side of the Atlantic. One male reader of my column blames this on a deep sense of ‘intellectual insecurity’ about numerical problems today. ‘People know that they ought to understand maths ... but most at some point in their education reach a stage where they can no longer meet the challenge that the subject poses. Hence the mention of math or maths causes a sense of anxiety that provokes them to prove that they can at least spell.’ More to the point in this instance, however, is the fact that two-thirds of the world’s English speakers live in the USA, where they use American words and spellings. Data suggests that the remaining third are becoming increasingly Americanised too: a growing proportion of textbooks in developing countries are being produced in an American style. It is perhaps no surprise that some British nationals are defensive, using their version of English as a way of guarding their history and culture, and thereby preserving their peculiarities. Yet it’s strange to think all of this emotion should have been focused on a concept that does not involve language. But humans are rarely entirely logical when so much is at stake. So my

suggestion is that we all just declare a truce – and learn to say ‘arithmetic’ instead.

15. In the first paragraph, we learn that the writer used a US spelling in an English newspaper
A to satisfy US academics.
B in a moment of inattention.
C in an attempt to be provocative.
D to best reflect her subject matter.

16. Many of the writer’s British readers regarded her spelling of the word in question as
A a sign of disloyalty.
B a reflection on her education.
C a result of her training in mathematics.
D an attempt to win approval from Americans.

17. In the second paragraph, the writer
A suggests that the British use of ‘maths’ is an anomaly.
B explains why a plural concept of ‘mathematics’ developed.
C investigates the changing meaning of the word ‘mathematics’.
D questions the logic behind the idea of a singular concept of ‘math’.

18. What does the writer imply in the third paragraph?
A She fails to see why alternative spellings came to co-exist.
B She regards the US spelling of the word as the more convenient.
C She finds the debate about the spelling of the word somewhat unimportant.
D She wonders if the two spellings reflect different ideas about the subject.

19. The reader’s comment quoted implies that
A mathematicians have little patience with linguistic irregularities.
B maths students resent the suggestion that they lack language skills.
C people who are good at mathematics also tend to be good at spelling.
D language skills are perceived as easier to acquire than mathematical ones.

20. From the conclusion, we understand that the writer
A supports the idea of standardised spelling in English.
B predicts that different varieties of English will disappear.
C regrets the attitude of those who defend varieties of English.
D accepts that language is an important part of cultural identity.

USE OF ENGLISH
Points 20
Time: 25 minutes

Task 1.
Complete sentences 1-7 with idiomatic expressions A-N taken from Shakespeare's plays that have become part of everyday English.

1 You're young, you're talented, you have excellent qualifications and you're bound to be a great success. Let's face it, …
2 I put my cat on a diet because he was getting really fat. He hates it, I know, but sometimes you …
3 I don't trust people who don't show their feelings. I feel much more comfortable with those who …
4 We were all set to sign the contract when the other party pulled out. Well, …
5 He gave me detailed instructions on how to upload my pictures to his website, but I didn't understand a word of what he said. It was …
6 I don't like Thursdays. I never have, but I can't tell you why. There's …
7 This watch looks expensive, especially with all those little jewels instead of numbers, but looks can be deceptive. After all …

A … good riddance to them, I say.
B … in the twinkling of an eye.
C … eating me out of house and home.
D … with bated breath.
E … all that glitters is not gold.
F … wear their heart on their sleeve.
G … that it should come to this!
H … no rhyme or reason for it.
I … a wild-goose chase.
J … haven't slept a wink.
K … neither a borrower nor a lender be.
L … the world's your oyster.
M … all Greek to me.
N … have to be cruel to be kind.

Task 2.
Identify the homophones – words with the same pronunciation, but different spelling and meaning (brake-break) in the following sentences 8 - 14 and correct the spelling. The number of homophones in each sentence is given in brackets.

8 The boat drew up to the key and the passengers disembarked. (1) _____
9 Despite the fowl weather, they swam out to the red plastic boy and back again. Afterwards, they felt very happy! (2) _____

10 All the guests were extremely complementary about the food - the principle dishes were chicken curry and rice or fillet stake with an avocado salad. (3) _____

11 You need to way up the pros and cons, and decide which is the best coarse for you. (2) _____

12 Finally it was time for him to hand over the rains of his company to his sun.(2) _____

13 I'd really like to know what the sauce of that rumour is. (1) _____

14 Guerillas don't pray on smaller animals: they only eat leaves, fruit and a few insects. (2) _____

Task 3.

For questions 15-20, read the text and think of a word that best fits each space. Use only one word in each space. There is an example at the beginning.

A language-teaching avatar

One of the trickiest tasks for an adult studying another language is (0) *getting* your tongue around unfamiliar sound patterns. Poor pronunciation often holds learners back, preventing them from being fully effective____(15) it comes to actually using the language. Priya Day of Sheffield University may have____ (16) up with a solution to this problem. She has designed a talking avatar which goes by the name of Tara. Tara shows people the precise mouth movements they should be making in___ (17) to produce a given word in the target language. Together with an outward look of Tara's head, the system also displays the inner workings ___(18) her mouth and tongue as the words are spoken. These images were generated from magnetic resonance images taken from Day's own head and neck as she was speaking. In a small pilot trial with learners ____ (19) first language was Arabic, Day found that Tara helped improve their pronunciation much more than simply listening and repeating ____ (20) had been heard.

WRITING
Points: 20
Time: 45 min

You have been chosen a valedictorian* at your school and are to deliver a valediction at the graduation ceremony. Write a valedictory address.

Write **150-200** words (the title is included in the word count).

Your speech should have:
- a title
- introduction
- main body: about the past – nostalgia and shared memories
about the future – career aspirations
- conclusion.

Make sure your speech is emotional and humorous.

Use:
- 1 rhetorical question
- at least 1 idiom
- at least 1 phrasal verb

and **underline** them in your address.

*A valedictorian is a title for the highest-performing student of a graduating class of an academic institution.

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ВСЕРОССИЙСКАЯ ОЛИМПИАДА ШКОЛЬНИКОВ

Задания 2 тур
муниципального этапа
2026-2027 учебный год
9-11 класс

КАРТОЧКА УЧАСТНИКА

SPEAKING

Flying the nest

Set 1 Student 1: The "Brain Drain" Dilemma

Preparation 15 minutes

Presentation and questions 15 minutes

Task 1

1. **Monologue (3–4 minutes).** You are a member of a local youth council. Your city has a serious problem: **young people are leaving to study and work abroad and never coming back**. You have 15 minutes to prepare a 3-minute speech for the city council. You must:
   - explain why this problem is serious (3 causes)
   - propose three practical solutions
   - predict one possible negative consequence of your best solution and explain how you would deal with it.
   -
   You can make notes during the preparation time, but you are not allowed to read them during your presentation.

2. Questions and answers (2–3 minutes). Answer two questions asked by your partner, who wants to get ADDITIONAL INFORMATION not mentioned in your presentation.

Task 2

Listen to your partner's presentation and ask two questions to get ADDITIONAL INFORMATION not mentioned in their presentation.

Questions about your partner's opinion are NOT accepted.

YOUR ANSWERS WILL BE RECORDED

FACT FILE
The "Brain Drain" Dilemma – Why Young People Leave and How to Bring them Back

Problem	"Brain drain" - aging population - a shrinking tax base - a loss of innovation and entrepreneurial energy - decline of public services - underestimation of cultural vitality
Causes	Limited Career Prospects: - a mismatch between local job opportunities and graduate qualifications - underdevelopment of tech, green energy, and creative industries sectors - ambitious individuals Lack of Affordable Housing: - soaring rents and property prices - impossibility for independent lives - limited land release in urban areas Perceived Lack of Dynamism: - cultural stagnation - lack of social opportunities - lack of vibrant life after business hours
Practical Solutions	"Returner" B**onus** Scheme: - offer tax breaks - relocation grants - subsidised housing for a fixed period to young professionals who return with valuable skills and international experience University-City Partnership Hub: - a joint innovation centre - local businesses and the university collaboration - paid internships and graduate schemes "City Ambassador" Programme: - fund a network of young settlers to act as official ambassadors - promotion of the city's opportunities - maintenance of a professional and social link to their hometown

	-
Potential Negative Consequence	1.The "Returner" Bonus Scheme - resentment and social division 2.University-City Partnership Hub - concentration of resources on graduate schemes and innovation activities 3."City Ambassador" Programme - failure of addressing root problems: lack of affordable housing, limited career prospects, cultural stagnation
Consequence Management	1. create new opportunities and businesses that will employ local residents, raising the standard of living for all 2. design the hub with explicit inclusivity targets for young people from under-represented groups (with a reserved proportion of internships, placements, and training opportunities) 3. require the city to demonstrate concrete progress on structural issues.

КАРТОЧКА УЧАСТНИКА

SPEAKING

Flying the nest

Set 2 Student 2:
Revitalising the City – A Strategic Approach to Retaining Young Talent

Preparation 15 minutes

Presentation and questions 15 minutes

Task 1

2. **Monologue (3–4 minutes).** You are a member of a local youth council. Your city has a serious problem: **young people are leaving to study and work abroad and never coming back**. You have 15 minutes to prepare a 3-minute speech for the city council. You must:
   - explain why this problem is serious (3 causes)
   - propose three practical solutions
   - predict one possible negative consequence of your best solution and explain how you would deal with it.
   -
     You can make notes during the preparation time, but you are not allowed to read them during your presentation.

2. Questions and answers (2–3 minutes). Answer two questions asked by your partner, who wants to get ADDITIONAL INFORMATION not mentioned in your presentation.

Task 2

Listen to your partner's presentation and ask two questions to get ADDITIONAL INFORMATION not mentioned in their presentation.

Questions about your partner's opinion are NOT accepted.

YOUR ANSWERS WILL BE RECORDED

Fact File

Problem	Absence of a Young, Skilled Workforce - departure of young talents - a failure to create a thriving ecosystem for young talents - diminishing of economic potential - risk of financial unsustainability - a strong fear of 'becoming stuck'
Causes	Insufficient Cultural and Social Infrastructure: - lack of diverse entertainment - underdevelopment of vibrant social life - ambitious individuals Poor Public Transport and Connectivity: - inadequate transport links to other city areas - a lack of digital infrastructure - feeling of disconnection A "Brain Drain" Reputation of a City: - staying as a sign of limited ambition/'black hole of talent' - low appeal to new residents and investments - impossibility to retain talented youth
Practical Solutions	"Cultural Voucher" Initiative: - provide all young residents with an annual voucher for local cultural and social events - youth discounts at local bookstores - talent-fair with local business people "Youth Council" Empowerment: - a real budget - an advisory role on city planning decisions - funding talented youth "Remote Employment Subsidy": - a subsidy to local young professionals - relocating talented individuals from other regions - provide preferable working conditions for productive work
Potential Negative Consequence	1."Cultural Voucher" Initiative - funding low-quality events 2."Youth Council" Empowerment – actual power is limited, only a voice but no actual power 3."Remote Employment Subsidy" – too expensive for local budget
Consequence Management	1. implement a feedback mechanism where voucher users vote on which events and venues receive funding.

	2. The youth council must have final say over how a specific portion of the municipal budget is allocated, with clear boundaries agreed in advance 3. Such programmes should be funded by local businessmen who will offer the working places for the talented youth.

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Критерии оценивания
заданий 1 тура
муниципального этапа
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LISTENING

SCRIPT

Text 1

You will hear a researcher called Clive Thomas talking about the world's endangered small languages. For questions 1-10, complete the sentences with a word or short phrase. You will hear the text once.

Now you have 30 seconds to look through the items.

[pause 30 seconds]

Now we begin

Hi. My name's Clive Thomas and I've come along to tell you about my involvement in the documenting of some of the world's endangered small languages, by which I mean languages with no written form that are spoken by relatively small numbers of native speakers, often in remote parts of the world. Now, although I'm regularly working with language specialists such as phoneticians and lexicographers, my way into this field was via anthropology, the subject in which I originally graduated. But I've always been interested in linguistics, so this research area has always appealed to me. In recent years, various projects have been working to document and make sound recordings of what are seen as some of the world's most endangered languages. You may have heard of the Oral Literature Project for example, which is based in Britain, or its US equivalent, 'Enduring Voices', which is the one I'm currently involved with. The Arcadia project is a third, similar organization. What these bodies have in common is a race against the clock to document these languages before they disappear altogether. It is thought that there are 3250 critically endangered languages out there, amongst the total of 6500 languages that haven't been documented in any way. What's amazing is how many languages there are, but how few people speak them. Just think: 95 percent of the world's languages are spoken by just 5 percent of its people. So it's hard to know where to start. When I went to the project office, I knew I wanted to document a language, but had no specific criteria to guide my choice. There was a map on the wall covered in pins, each one representing an undocumented language. I guess I could've made a principled decision based on how urgent the need was, but in fact I made a random choice – and I haven't regretted it. My research took me to a remote area of northern Australia, where I spent eighteen months living as the only non-speaker in an aboriginal group, and I soon began to pick their language up. My first idea was to produce a grammar of the language and I did quite a lot of work on that before realising that because it was in English, it would be of little use to my hosts.

So I changed tack and wrote a bilingual dictionary instead. It meant that I was able to leave them with something accessible and tangible.

Since then, I've worked on other projects in South America and Nepal, and produced similar results. What I've come to realise is that the greatest threat to these languages is not globalisation or migration as I had imagined, although these play their part, but education. Governments are keen to provide this for all their peoples, but often lack the resources to do it in all the local languages, which in some countries can run into the hundreds. People often ask me why some parts of the world have such a proliferation of languages in relatively small areas – and languages that can be quite unrelated to each other as well. Sometimes you can point to geographical features like mountain ranges that effectively prevented contact between different groups until recently, but more often the answer seems to lie in biological diversity. If you live in any area that has everything you need to live well, then you have no need to enter into trade with people from other areas – and therefore no need to communicate with them. And when I'm making recordings, it's not only the language that's being documented – because invariably the language embodies the whole culture. In pre-literate societies, the oral tradition is the way that history, customs, myths – the whole of what we call the folklore of a culture – is tied up with the language itself, and that content is being passed down from generation to generation in the spoken form. If the language is lost, all that goes too. But I'm not so pessimistic about the future of all these languages. If the people who speak them care enough, and if there is political will in terms of giving them the support they need, why shouldn't they survive? In Europe, this is now happening and the decline in languages like Irish and Scottish has been arrested, whilst Welsh has actually seen a revival in numbers. So I see my job in documenting the languages I work on as preparing the ground for their survival, rather than a last-ditch effort to record them before they disappear. Now before I go on to …

Now you have 20 seconds to check your answers.

[pause 20 seconds]

Text 2

You will hear five short extracts in which different people are talking about books that made an impression on them.

Task 1

For questions 11-15, choose from the list (A-H) why each speaker started to read their book.

Now you have 30 seconds to look through the items.

[pause 30 seconds]

Speaker 1 So many people said to me: 'Oh, you must read it,' but I'd just never got around to it, even though a leather-bound edition took pride of place in my parents' bookcase at home and I'd done a literature degree. I guess we concentrated on other periods. Even the supposedly impressive film version had passed me by. Eventually, someone put forward the idea of reading and re-evaluating it at a reading

circle I'd joined. So I picked up a second-hand copy, and made a start. And what a fantastic read it is! Such insight into motivation and thought processes – together with amazing descriptive detail and a gradually unfolding plot that keeps you on tenterhooks – brilliant!

Speaker 2 As a philosophy undergraduate, I do read widely, but when I want a break from coursework, there's nothing better than a detective novel by a Sicilian writer I've discovered. I was introduced to him through reader comments posted on an online bookstore. The stories are full of quirky detail and one thing that shines through, even in translation, is his subtle ironic touch. Whether that's apparent in the film version I couldn't say, but I guess there's plenty of scope for fantastic background detail in the architecture and landscape. I've recommended him to friends and family, who are also enthusiastic, so I might suggest one as book of the month in a local reading club I belong to.

Speaker 3 Although it may seem daunting at a thousand pages plus, if you only read one book this year, make it this timeless classic. What blew me away was the beautiful prose – it's intricate, poetic and flowing and transports you into a fantasy world, that's somehow totally credible. There's also that funny mixture of almost fairytale characters set against the battle between good and evil. I was browsing in a second-hand bookshop, and was drawn to the cover illustration. I had to have it even though it was beyond my budget. When my parents surprised me with an ebook reader on my birthday, I downloaded this one straightaway and have started it all over again.

Speaker 4 You could call me an eclectic reader, but the one genre that I find a real turn-off is prize-winning modern novels – however do they get chosen? To be honest, I enjoy books that both entertain and inform, rather than the sort with dynamic plotlines that seemed destined to get turned into blockbuster movies, and I belong to a reading group where I can discuss interesting books with like-minded people. A book that stands out for me is one that my cousin put me on to. A true story, it throws light on transformations taking place in China during the last century. It was a real eye-opener and I'm looking forward to hearing what the group thought of it

Speaker 5 Although I usually expect to be entertained, even amused, by the books I read, nothing's inspired me like the one I've just read about extremes of human endeavour. It was given to me by a friend who doesn't usually bother about my birthday and it describes various incredible people who had the courage and foresight to set out against all the odds to find out about distant cultures and landscapes at first hand – long before the days of modern technology. Behind all these accounts is the idea that anything's possible, which has really fired my imagination. It's not the sort of thing you ever come across browsing in a bookshop or online, but it deserves a much wider readership.

Task 2

Now you will hear the extracts again.

For questions 16-20, choose from the list (A-H) what each speaker liked about their book.

You have 30 seconds to look through the items.

[pause 30 seconds]

[Texts repeated]

Now you have 20 seconds to complete the task and transfer your answers into the answer sheet.

[pause 20 seconds]

This is the end of the Listening task.

Listening.

Максимальное количество баллов 20. Задание проверяется по ключам. Каждый правильный ответ оценивается в 1 балл. За неверный ответ или отсутствие ответа выставляется 0 баллов. В заданиях 1 – 10 учитывается орфография.

1	anthropology	11	H
2	linguistics	12	D
3	endangered languages	13	G
4	6500	14	B
5	random	15	A
6	dictionary	16	G
7	education	17	D
8	biological diversity	18	H
9	folklore	19	E
10	Welsh	20	C

Reading.

Максимальное количество баллов 20. Задание проверяется по ключам. Каждый правильный ответ оценивается в 1 балл. За неверный ответ или отсутствие ответа выставляется 0 баллов. В заданиях 9 – 14 учитывается орфография.

1	A	11	a think tank
2	C	12	cornerstone
3	B	13	unfailingly
4	D	14	scrawled
5	A	15	B
6	C	16	A
7	D	17	B
8	A	18	C
9	bibliophile	19	D
10	blurring	20	D

Use of English.

Максимальное количество баллов 20. Задание проверяется по ключам. Каждый правильный ответ оценивается в 1 балл. В заданиях 8 – 14 правильным считается ответ с обозначенным количеством слов. В заданиях 15 – 20 учитывается орфография. За неполный, неверный ответ или отсутствие ответа выставляется 0 баллов. Критерии оценивания не предполагают оценивание в 0,5 балла.

1	L	11	weigh, course
2	N	12	reins, son
3	F	13	source
4	A	14	Gorillas, prey
5	M	15	when
6	H	16	come
7	E	17	order
8	quay	18	of
9	foul, buoy	19	whose
10	complimentary, principal, steak	20	what

Writing.

Максимальное количество баллов 20. Задание оценивается по критериям оценивания с учётом параметров оценивания и методических рекомендаций. При подведении итогов баллы за все конкурсы суммируются. Максимальное количество баллов за все конкурсы – 80 баллов.

МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО ПРОВЕДЕНИЮ КОНКУРСОВ

№	Конкурсы	Количество и тип заданий	Количество баллов	Время выполнения конкурса
1	Listening	1 Задание на заполнение пропусков в тексте (Gap filling)	10	25 мин.
		2 Задание на соотнесение и поиск необходимой информации в тексте (Multiple matching).	10	
2	Reading	1 Задание на соотнесение и поиск необходимой информации в тексте (Multiple matching).	8	25 мин.
		2 Поиск синонимов в тексте	6	
		3 Задание на множественный выбор (Multiple choice).	6	
3	Use of English	1 Задание на соотнесение частей идиом (Matching idioms).	7	25 мин.
		2 Задание на коррекцию ошибок в спеллинге (Edit).	7	
		3 Задание на заполнение пропусков в тексте без предложенных вариантов (Open cloze)	6	
4	Writing	Продуктивное письменное высказывание (объем 150-200 слов).	20	45 мин.
	ИТОГО		80	120 мин.

КРИТЕРИИ ОЦЕНИВАНИЯ КОНКУРСА ПИСЬМЕННОЙ РЕЧИ (WRITING)
МАКСИМАЛЬНОЕ КОЛИЧЕСТВО БАЛЛОВ: 20

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

<table>
<tr><td rowspan="2">Решение коммуникативной задачи (максимум 10 баллов)</td><td rowspan="2">Организация текста (максимум 2 балла)</td><td colspan="3">Языковое оформление текста (максимум 8 баллов)</td></tr>
<tr><td>Лексика (максимум 3 балла)</td><td>Грамматика (максимум 3 балла)</td><td>Орфография и пунктуация (максимум 2 балла)</td></tr>
<tr><td rowspan="2">10 баллов
Коммуникативная задача полностью выполнена – написано выступление по заданным параметрам.
Есть название.
Корректно использованы: 1 риторический вопрос, 1 идиома, 1 фразовый глагол.
Объем работы либо соответствует заданному, либо отклоняется от заданного не более чем на 10% (в сторону увеличения – не больше 220 слов[1]) или на 10 % в сторону уменьшения (не меньше 135 слов).</td><td></td><td>3 балла
Участник демонстрирует грамотное и уместное употребление лексики.
В работе нет лексических ошибок.</td><td>3 балла
Участник демонстрирует грамотное и уместное употребление грамматических структур.
В работе нет грамматических ошибок.</td><td></td></tr>
<tr><td>2 балла
Текст построен логично. Текст правильно разделен на абзацы.
Правильно используются средства логической связи.</td><td>2 балла
Участник демонстрирует грамотное и уместное употребление лексики.
В работе возможны 1-2 лексические ошибки</td><td>2 балла
В работе имеются 1-3 грамматических ошибок</td><td>2 балла
Участник демонстрирует уверенное владение навыками орфографии и пунктуации.
Работа не имеет ошибок с точки зрения орфографии и пунктуации.</td></tr>
<tr><td>9 - 1 балл
Коммуникативная задача выполнена частично – составленный</td><td>1 балл
В целом текст построен логично и правильно разделён на</td><td>1 балл
В работе имеются 3 - 4 лексические ошибки</td><td>1 балл
В работе имеются 3 - 4 грамматические ошибки</td><td>1 балл
Участник демонстрирует уверенное владение навыками</td></tr>
</table>

[1] Если работа состоит из 221 или более слов, проверке подлежат первые 200 слов.

текст не соответствует заданным параметрам: 1 – 9 аспектов не выполнены	абзацы. В тексте присутствуют правильно употреблённые средства логической связи. Имеется 1-2 нарушения логики И/ИЛИ 1-2 нарушения, связанных с использование м средств логической связи.			орфографии и пунктуации. В работе имеются 1-2 ошибки с точки зрения орфографии и пунктуации.
0 баллов Коммуникативна я задача **не** выполнена. Содержание не отвечает заданным параметрам. Или объем менее 135 слов.	**0 баллов** В работе имеются 3-4 нарушения логики И/ИЛИ 3-4 нарушения, связанных с использование м средств логической связи.	**0 баллов** В работе имеются многочисленны е ошибки в употреблении лексики (5 и более ошибок).	**0 баллов** В тексте присутствуют многочисленны е грамматически е ошибки, затрудняющие его понимание (5 и более ошибок).	**0 баллов** В тексте присутствуют 3 и более орфографи-ческие и/или пунктуационны е ошибки, затрудняю-щие понимание.

Критерии оценивания **не предполагают оценивание в 0,5 балла.** Следовательно, итоговый балл за конкурс Writing может быть только целым числом (например, 16).

ВСОШ
АНГЛИЙСКИЙ ЯЗЫК
ВСЕРОССИЙСКАЯ ОЛИМПИАДА ШКОЛЬНИКОВ

Критерии оценивания
заданий 2 тура
муниципального этапа
2026-2027 учебный год
9-11 класс

ПРОЦЕДУРА ПРОВЕДЕНИЯ КОНКУРСА УСТНОЙ РЕЧИ

В конкурсе устной речи участвуют 2-3 члена жюри.
Все инструкции участникам конкурса устной речи даются на английском языке.
Члены жюри приглашают к своему столу пару участников. Пары составляются методом случайной подборки.

Разминка

Каждому участнику задается 2 - 3 вопроса для того, чтобы снять напряжение, расположить его к беседе и подготовить к выполнению устного задания олимпиады. Время, отводимое на данный этап задания, 1 – 2 минуты.

Примерный перечень вопросов для снятия напряжения:

How are you?
What do you think about the weather today?
How long have you been learning English?
How big is your family?
What activities do you and your family enjoy doing together?
Is family important to you? Why or why not?
What traditions does your family have?
What is your favorite holiday to celebrate with your family?
What do you like most about your family?
Are you an only child in your family?
What are the benefits of having a big family?
What famous families do you know?

Внимание!

Не допускаются вопросы, которые направлены на выяснение фамилии участника, номера школы, в которой учится участник, и т.д.

Основное задание

Выступления участников записываются на электронный носитель. Запись включается в момент начала ответа на задание. Перед началом, а также по окончании ответа члены жюри записывают идентификационные номера ответивших участников: «Это были участники номер …».

Время ответа пары участников:

Подготовка ответа – 15 минут.
Разминка – 1 – 2 минуты.
Мини-презентация участника №1 (Fact File 1) – 3-4 минуты.

Ответы Участника №1 на вопросы Участника №2 по мини-презентации – 2-3 минуты.
Мини-презентация участника №2 (Fact File 2) – 3-4 минуты.
Ответы Участника №2 на вопросы по мини-презентации Участнику №1 – 2-3 минуты.
Максимально отводимое время на пару участников для выступления составляет 15 минут; время, отводимое на подготовку задания – 15 минут.

Оценка за конкурс устной речи выставляется по критериям оценивания.
Максимальное количество баллов – 20

КРИТЕРИИ ОЦЕНИВАНИЯ КОНКУРСА УСТНОЙ РЕЧИ (SPEAKING) МАКСИМАЛЬНОЕ КОЛИЧЕСТВО БАЛЛОВ: 20

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

<table>
<tr><th colspan="2">Решение коммуникативной задачи (максимум 11 баллов)</th><th rowspan="2">Организация высказывания (максимум 3 балла)</th><th rowspan="2">Лексика (максимум 2 балла)</th><th rowspan="2">Грамматика (максимум 2 балла)</th><th rowspan="2">Фонетическое оформление речи (максимум 2 балла)</th></tr>
<tr><th>Монолог (макс. 8 баллов)</th><th>Диалог (взаимодействие с собеседником) (макс. 3 балла)</th></tr>
<tr><td>8 баллов
Коммуникативная задача полностью выполнена: цель общения успешно достигнута, тема раскрыта в заданном объёме.
Все пункты задания прокомментированы (представлено 3 причины, 3 практических решения, не менее одного негативного последствия, не менее одного конкретного</td><td>3 балла
Участник задает два вопроса по теме выступления для получения дополнительной информации, которая не была озвучена выступающим в его комментариях.
Участник дает два логичных и фактически допустимых ответа на поставленные вопросы.
Участник соблюдает</td><td>3 балла
Выполнены все три требования:
1) презентация участника логична;
2) в презентации имеются вступление и заключение, соответствующие теме;
3) средства логической связи используются правильно.</td><td></td><td></td><td></td></tr>
</table>

способа преодоления этого последствия. Участник говорит **свободно, а не читает своё выступление.** Стиль выступления соответствует предложенному жанру — «выступление перед городским советом»	нормы вежливости при ведении диалога с собеседником Выполнены все 5 аспектов.				
	2 балла Коммуникативная задача выполнена неполностью - не выполнены 1-2 аспекта.	**2 балла** Не выполнены требования - есть ошибка/ошибки по одному пункту организации речи. Отсутствует вступление ИЛИ заключение, соответствующие теме.	**2 балла** Словарный запас участника разнообразен и адекватен поставленной задаче. В речи участника возможны **1–2 негрубые лексические ошибки**, которые не влияют на понимание высказывания.	**2 балла** Речь участника богата грамматическими конструкциями. В речи участника возможны **1–2 негрубые граммати ческие ошибки**, которые не влияют на понимание высказывания.	**2 балла** В речи участника **нет фонематических ошибок.** Соблюдается правильный интонационный рисунок, произношение соответствует языковой норме. Речь естественная, без неоправданных пауз.
7 - 1 балл Коммуникативная задача выполнена частично – представленное выступление не соответствует заданным параметрам: 1 – 7 аспектов не выполнены	**1 балл** Коммуникативная задача выполнена частично - не выполнены 3-4 аспекта.	**1 балл** Не выполнены требования по двум пунктам организации речи. Отсутствует вступление И заключение, соответствующие теме.	**1 балл** Словарный запас участника в основном соответствует поставленной задаче, однако имеются **3–4 лексические ошибки**, которые не влияют на понимание	**1 балл** В речи участника присутствуют **3–4 граммати ческие ошибки**, не затрудняющие понимание высказывания.	**1 балл** В речи участника присутствуют **1-2 фонетические ошибки**, не затрудняющие понимания высказывания. Присутствуют некоторые ошибки в интонационн

			высказывания.		ом оформлении речи. Беглость речи нарушена.
0 баллов Коммуникативная задача не решена. Тема не раскрыта. Нет своей позиции И/ИЛИ участник читает своё выступление по записям.	**0 баллов** Коммуникативная задача по диалогу не выполнена: **Отказ от выполнения задания по диалогу или не раскрыты все 5 аспектов.**	**0 баллов** Организация речи отсутствует. Высказывание не структурировано.	**0 баллов** В выступлении присутствуют многочисленные лексические ошибки, затрудняющие его понимание (5 и более ошибок).	**0 баллов** В выступлении присутствуют многочисленные грамматические ошибки, затрудняющие его понимание (5 и более ошибок).	**0 баллов** В выступлении присутствуют 3 и более фонетических ошибок, затрудняющие его понимание. Правильный интонационный рисунок нарушен. Замедленный темп, частые неоправданные паузы