



ВСЕРОССИЙСКАЯ ОЛИМПИАДА ШКОЛЬНИКОВ 2019-2020 ГГ.
ШКОЛЬНЫЙ ЭТАП
АНГЛИЙСКИЙ ЯЗЫК
9-11 КЛАСС

LISTENING
Time: 20 minutes

Task 1. You will hear five short extracts in which people are talking about their best friend. For questions 1-5, choose from the list (A-H) what each speaker particularly likes about their friend. Use the letters only once. There are three extra letters which you do not need to use. You will hear the recording twice.

1. Speaker 1	A. My friend has the same sense of humour as me.
2. Speaker 2	B. My friend shares the same memories as me.
3. Speaker 3	C. My friend has given up arguing with me.
4. Speaker 4	D. My friend always supports me.
5. Speaker 5	E. My friend has the same tastes as me.
	F. My friend tolerates my mistakes.
	G. My friend has the same career aims as me.
	H. My friend understands my feelings.

Task 2. You will hear a boy called Jake Castle giving a class presentation about an animal called a hedgehog. For questions 9–18, complete the sentences with a word or short phrase.

Hedgehog conservation

Jake says the hedgehog population is declining as quickly as that of the
(6) _____.

Jake says hedgehogs are decreasing in number with the disappearance of
(7) _____ and countryside.

Jake explains that hedgehogs particularly like eating worms, along with
(8) _____ and other small creatures.

Jake's club is encouraging people to help make what's known as a 'hedgehog
(9) _____'.

Jake says hedgehogs can pass between gardens through fences or via a
(10) _____ which neighbours create.

Jake advises against removing (11) _____ from a garden, as they can be used to shelter hedgehogs.

Jake hadn't realised that hedgehogs have good (12) _____.

If a sick hedgehog is found, Jake says the best place to take it is a local
(13) _____.

Jake suggests leaving out food which is suitable for
(14) _____ for hedgehogs in winter.

Jake says that the (15) _____ is a good organisation for those interested in other species.

Transfer your answers to the answer sheet!



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READING

Time: 40 minutes

Task 1. You are going to read an extract from a novel. For questions 1-6, choose the answer (A, B, C or D) which you think fits best according to the text.

My sister and I were busking: playing music in the street for money.

‘Are you sure this is working?’ I mutter, as Eva puffs her way through the final chorus of the Beatles song *Yellow Submarine*.

‘We are fantastic. Trust me’.

Trouble is I don’t. The last time I trusted my older sister was in primary school, when she assured me that it was normal to wear a Buzz Lightyear costume (complete with wings) to gym club if you accidentally left your sports clothes at your granny’s. The teacher made me do the whole class in that costume. Ava laughs whenever she thinks of it. Some memories stay with you forever. ‘Jesse’s cousin got fifty pounds last week’, she says, encouragingly.

‘What, Jesse’s cousin, the classical violinist?’

‘Uh-huh.’

‘Who is in an orchestra?’

‘Well, yes,’ Ava admits. ‘But she was busking in Truro, which is miles from anywhere. And look at us.’ I look at us. Location-wise, we are perfect: in the heart of London’s West End, surrounded by Saturday shoppers taking advantage of sum early summer sun. If we were Ava’s boyfriend’s cousin, we’d probably make a fortune. But I bet she wasn’t playing Easy Beatles Tunes for beginners. And I bet she wasn’t accompanied by a girl who only took up the tambourine that morning, like I did. ‘There is a guy down the street who seems to be watching us. Over there, see? He might give us a pound or something if we’re lucky.’

Ava sighs and looks tired for a moment. ‘Let’s give them Hey Jude. My last performance “had to be heard to be believed”, remember?’

I smile. I do indeed remember that quote from the school newsletter last Christmas. I’m not sure they meant it the way she took it, though.

Meanwhile, the guy down the street is slowly heading in our direction. It suddenly occurs to me that that he might be a plainclothes policeman, if plainclothes policemen wear leather jackets and carry orange backpacks. Maybe we’re not allowed to play here and he’s about to arrest us. Or worse, he could be a kidnapper. Thank goodness I did judo in my last year of primary school. And for once my height could be useful. While Ava got her film-star looks from Mum, I got all my looks from our tall lanky dad. I’m not dad’s height yet, but I’m definitely taller than the leather jacket guy. I’m pretty sure I could defend myself, if I had to. As long as he hadn’t done judo too, of course.

‘Hi, girls,’ the man says. ‘How are you today?’

‘Fine,’ Ava answers.



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‘My name’s Simon and I’m from a model agency. Do you mind if I take a picture?’
‘Oh, I don’t think so,’ Ava blushes. ‘I’m not really-’ ‘I meant you, actually,’ Simon says, gazing past her. Ava’s watching me now. Come to think of it, Simon’s definitely looking in my direction. But that can’t be right. I stare back at him, confused.

‘I’ve been watching you and you’re amazing. Have you thought about modeling?’
What? Amazing? Me? Modelling? No.

Suddenly I feel dizzy. This must be some sort of a prank. I assume we’re being filmed. Is Ava part of it? She looks as puzzled as I feel. Why is Simon talking to me, when the gorgeous one with the film-star face is standing right beside him?

I guess I’m supposed to say something, but my mouth has dried up. I shake my head. ‘You should consider it,’ he goes on. He feels in the pocket of his trendy black jeans and hands me a card.

‘Tell your parents, too.’

1. Why does the writer mention what happened at the gym?
 - A to demonstrate that she has an excellent memory for past events
 - B to suggest her sister has a different approach to life from herself
 - C to explain why she has given in to her sister’s wishes
 - D to show why she no longer believes what her sister says
2. The writer doesn’t think they should compare themselves with Jesse’s cousin because of
 - A the music they have chose to play.
 - B the kind of shoppers in the street.
 - C their level of experience.
 - D their present location.
3. How does the writer react to the man’s approach?
 - A She wishes she were taller and stronger.
 - B She things of a way of handling a possible situation.
 - C Her suspicions about him are confirmed.
 - D His appearance makes it obvious to her who he is.
4. What does ‘a prank’ mean in the underlined sentence?
 - A a trick
 - B a shock
 - C a disagreement
 - D an experiment
5. What does ‘it’ refer to in ‘*You should consider it*’ in the last paragraph?
 - A having her picture taken
 - B being a model
 - C being filmed
 - D Saying something
6. What do we find out about the writer in this extract?
 - A She is jealous of her sister’s optimistic nature.
 - B She isn’t sensitive of other people’s needs.
 - C she gets easily discouraged when things go wrong.



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D She doesn't have much confidence in herself.

Task 2

Choose the correct heading for paragraphs 7-12 from the list of headings below. Write the correct letter A-I in boxes 7-12 on your Answer Sheet.

- | | |
|--|--------------------------------------|
| A Newer Subway Systems | F Subway Art |
| B Early Subways in the Americas | G Europe's First Subways |
| C Asian Subway Systems | H The World's Largest Subways |
| D A New Device | I The Moscow Metro |
| E The Longest Subway | |

7. People have been traveling by subway for well over a hundred years. The first subway systems began operating in Europe in the second half of the nineteenth century. London's subway system, known as "The Underground" or "The Tube," opened in early 1863. In 1896, subways began running in both Budapest, Hungary and Glasgow, Scotland. The Budapest subway ran from the center of the city to City Park and was just under four kilometers long. The city of Paris, France began operating its subway system in 1900. Its famous name, Metro, is short for *Chemin de Fer Metropolitan* or Metropolitan Railway. Many other cities have since adopted the name Metro for their own subways.

8. The city of Boston, Massachusetts boasts the oldest subway system in the United States, beginning operations in 1897. It had only two stations when it first opened. The New York City Subway, now one of the largest subway systems in the world, began running in 1904. The original line was 14.5 kilometers long and ran from City Hall in downtown Manhattan to 145th Street. The city of Philadelphia opened its first subway line in 1907. The oldest subway in Latin America began operations in Buenos Aires, Argentina in 1913. It is called the *subte*, short for *subterraneo* or underground.

9. The second half of the twentieth century saw new subway systems constructed in cities around the world. Many Korean cities have modern subway systems, the largest one in the capital city of Seoul, with 287 kilometers of track. The first subway in Brazil opened in the city of Sao Paulo in 1974. Since then subways have been built in a number of other Brazilian cities, including Rio de Janeiro and the capital, Brasilia. Washington, DC, began running the Washington Metro in 1976. Hong Kong opened its subway in 1979. This system includes four lines that run under Victoria Harbour. In 2000, a 17-mile long subway system was completed in Los Angeles, a city infamous for its traffic problems and resulting smog. Construction of this system took fourteen years to complete.

10. With a total of 468 stations and 656 miles of passenger service track, the New York City Subway is among the largest subway systems in the world. If the tracks in



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train yards, shops, and storage areas are added in, the total track length of the New York Subway comes to 842 miles. Measured by number of riders, the Moscow Metro is the world's largest system, with 3.2 billion riders annually. Other cities with busy subways include Tokyo, with 2.6 billion riders a year, and Seoul and Mexico City, both carrying 1.4 billion riders annually.

11. In some cities, the subway stations are famous for their architecture and artwork. The stations of the Moscow Metro are well-known for their beautiful examples of socialist-realist art. The Baker Street station in London honors the fictional detective, Sherlock Holmes, who supposedly lived on Baker Street. Decorative tiles in the station's interior depict the character, and a Sherlock Holmes statue sits outside one of the station exits. Each of the stations of the new Los Angeles subway system contains murals, sculptures, or other examples of decorative artwork.

12. A new feature now often included in the construction of new subway stations is the Platform Screen Door (PSD). The Singapore subway was the first to be built with the inclusion of PSDs. The original purpose was to reduce high air-conditioning costs in underground stations. Since then, there has been more and more focus on the safety aspects of this device, as it can prevent people from accidentally falling or being pushed onto the track. PSDs also keep the station platforms quieter and cleaner and allow trains to enter stations at higher rates of speed. The subway system in Hong Kong was the first to have PSDs added to an already existing system. They are becoming more common in subway systems around the world. Tokyo, Seoul, Bangkok, London, and Copenhagen are just some of the cities that have PSDs in at least *some* of their subway stations. PSDs are also often used with other forms of transportation, such as monorails, light rail systems, and airport transportation systems.

Look at the following descriptions of some of the subway systems mentioned in the text. Match the cities (A-L) listed below with the descriptions of their subway systems. Write the appropriate letters, A-L, in boxes 13-19 on your Answer Sheet.

13 has a station celebrating a storybook character	A Boston
14 is the busiest subway system in the world	B Paris
15 has lent its name to subway systems around the world	C Washington, DC
16 has the oldest subway system in the United States	D Sao Paulo
17 was the first subway system constructed with PSDs	E London
18 has a total length of 287 kilometers	F Tokyo
19 was the first subway built in Latin America	G Seoul
20 A large public recreational area could be reached by it	H Buenos Aires
	I Singapore
	J Budapest
	K Moscow
	L New York



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Transfer your answers to the answer sheet!

USE OF ENGLISH

Time: 20 minutes

Task 1. Read the passage below and write the appropriate form of each verb in brackets

Dolphins

What do you know about dolphins? The relations between dolphins and human beings (1) _____ long _____ (surprise) people. These relations (2) _____ (last) for thousands of years. Pictures of dolphins (3) _____ (use) to decorate the coins of ancient Greeks. Sailors consider the presence of dolphins near ships (4) _____ (be) good luck. Now dolphins (5) _____ (train) and they take part in the performances that both children and grown-ups like. If you (6) _____ (spend) your holiday on the Black Sea coast, you (7) _____ see dolphins playing near the shore. They (8) _____ (come) early in the morning and before sunset. No one (9) _____ ever _____ (see) a dolphin attack a human being.

Task 2. For questions 10–18, read the text below and decide which answer (A, B, C or D) best fits each gap.

Off the beaten track

The expression ‘getting off the beaten track’ is used to (10)_____ to the experience of avoiding famous tourist attractions and choosing instead to explore less well-known places when travelling. For many people the whole (11)_____ of travel is to visit cities such as Paris or Venice that have a great (12)_____ as places of beauty and historic importance. Furthermore, they are not particularly (13) _____ by the crowds that are usually found in such locations. But for others who have more of a (14)_____ of adventure, a good holiday must (15)_____ unfamiliar experiences, even taking some risks.

Travelling off the beaten track may be done by some students who don’t (16)_____ to a rigid plan, but make decisions about what to do depending on how they feel. Other travellers prefer to spend money on guided tours to unusual locations. Such tours are designed to (17)_____ their particular needs, and all the arrangements are made for them. However people choose to get off the beaten track, the hope is always the same: to have a special, often unique (18)_____ of a different culture.

- | | | | |
|-----------------|---------------|--------------|-------------|
| 10. A represent | B indicate | C refer | D mention |
| 11. A worth | B point | C aim | D profit |
| 12. A favour | B approval | C reputation | D opinion |
| 13. A bothered | B interrupted | C offended | D disturbed |



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- | | | | |
|------------------|-----------------|-------------|-------------|
| 14. A feeling | B impression | C mood | D sense |
| 15. A possess | B consist | C involve | D concern |
| 16. A fix | B stick | C fasten | D attach |
| 17. A please | B fit | C agree | D meet |
| 18. A experience | B understanding | C awareness | D knowledge |

Task 3. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two to five words, including the word given.

19. "Did you go to the swimming pool yesterday?" Mom asked me.

whether

Mom asked _____ to the swimming pool the previous day.

20. He didn't say anything although he was dissatisfied with the service at the hotel.

spite

He didn't say anything _____ with the service at the hotel.

21. I can't stand people interrupting me when I am studying.

rather

I'd _____ me when I'm studying

22. The house will need painting before we move in.

have

We'll need _____ before we move in.

23. She had just left when her mother called.

sooner

No _____ her mother called.

24. It's possible that the person who took it didn't realize it was the wrong one.

might

The person who took it _____ it was the wrong one.

25. Did Paul give you those flowers?

gave

Was _____ those flowers?

Transfer your answers to the answer sheet!



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WRITING

Time: 40 minutes

Write an answer to one of the following questions. Write your answer in 180-200 words in an appropriate style.

1. You stayed at a hotel last week. After you got home, you realized that you had left your watch behind. Write a **letter** to the hotel manager.

In your letter

- explain what happened to your watch
- describe your watch
- ask the manager to help you find it

Remember the rules of formal letter writing.

Write your **letter**.

2. Write an **essay** on the following topic:

Discuss some of the advantages and disadvantages of television for children.

Use the following plan:

- make an introduction to the topic;
- write about two advantages providing clear examples and explanations;
- think of two disadvantages write about these with good support;
- make a conclusion giving your overall opinion.

Write your **essay**.

Transfer your answers to the answer sheet!



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Participant's ID number

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ANSWER SHEET

LISTENING

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READING

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USE OF ENGLISH

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Критерии оценивания и подсчет баллов

Listening –максимальное количество баллов **15**. Задание проверяется по ключам. Каждый правильный ответ оценивается в **1** балл. За неверный ответ или отсутствие ответа выставляется 0 баллов. В вопросах 6-15 учитывается орфография.

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.

Use of English - максимальное количество баллов **25**. Задание проверяется по ключам. Каждый правильный ответ оценивается в **1** балл. За неверный ответ или отсутствие ответа выставляется 0 баллов. В вопросах 1-9, 19 -25 учитывается орфография.

Writing - максимальное количество баллов **20**.

Задание оценивается по критериям оценивания.

При подведении итогов баллы за все конкурсы суммируются.

Максимальное количество баллов за все конкурсы – **80** баллов.



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WRITING - КРИТЕРИИ ОЦЕНИВАНИЯ

Максимальное количество баллов: 20

Внимание! При оценке 0 по критерию "Содержание" выставляется общая оценка 0.

	Решение коммуникативной задачи	Организация высказывания	Лексическое и грамматическое оформление текста	Орфографическое и пунктуационное оформление текста
5	Содержание письменного высказывания полностью соответствует заданной теме и ситуации общения. Стилизовое оформление речи выбрано правильно с учётом цели высказывания и адресата. Соблюдены принятые в языке нормы оформления высказывания.	Высказывание логично. Деление на абзацы соответствует логике высказывания. Средства логической связи разнообразны и использованы правильно.	Письменный текст демонстрирует функциональную адекватность используемых языковых средств решаемой коммуникативной задачи; его отличает грамматическая корректность, вариативность используемых лексических единиц и синтаксических структур.	Орфографические ошибки практически отсутствуют. Текст характеризуется правильным пунктуационным оформлением.
4	<i>Письменное высказывание характеризуется как наличием признаков, описанных в дескрипторе уровня выполнения задания на 5 баллов, так и признаков, содержащихся в дескрипторе уровня выполнения задания на 3 балла</i>			
3	Содержание высказывания в основном соответствует заданной теме и ситуации общения, однако присутствуют неоправданные отступления от темы или неточности в раскрытия темы. Присутствуют отдельные нарушения принятых в языке норм оформления высказывания и/или стилизового оформления речи.	Высказывание в основном логично; имеются отдельные недостатки при использовании средств логической связи; Деление на абзацы не всегда соответствует логике высказывания.	Письменный текст демонстрирует в основном корректное употребление лингвистических средств; в нём присутствует небольшое количество грамматических и лексических ошибок, не препятствующих пониманию текста. Диапазон используемых лексико-синтаксических единиц достаточно широк.	Имеется ряд орфографических или/и пунктуационных ошибок, которые не затрудняют понимание текста.
2	<i>Письменное высказывание характеризуется как наличием признаков, описанных в дескрипторе уровня выполнения задания на 3 балла, так и признаков, содержащихся в дескрипторе уровня выполнения задания на 1 балл.</i>			
1	Содержание высказывания лишь частично соответствует заданной теме и ситуации общения. Имеется ряд нарушений принятых в языке норм оформления высказывания и/или стилизового оформления речи.	Высказывание не всегда логично, имеются многочисленные ошибки в использовании средств логической связи или/ и их выбор ограничен. Деление текста на абзацы отсутствует или часто не соответствует логике высказывания	Письменный текст демонстрирует некорректное употребление некоторых лингвистических средств; В нём много ошибок языкового плана, диапазон используемых лексико-синтаксических единиц ограничен.	Имеется большое количество орфографических или/и пунктуационных ошибок, в том числе, затрудняющих понимание текста.
0	Письменное высказывание не соответствует заданной теме и ситуации общения. Стилизовое оформление речи не учитывает цели высказывания и адресата. Не соблюдаются принятые в языке нормы оформления	Отсутствует логика в построении высказывания. Средства логической связи используются	Письменный текст демонстрирует некорректное употребление лингвистических средств и содержит большое количество языковых ошибок, затрудняющих	Тест содержит многочисленные орфографические и пунктуационные ошибки, препятствующие пониманию текста



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	высказывания.	неверно.	понимание.	
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Процедура проверки работ в конкурсе письменной речи

- Каждая работа проверяется в обязательном порядке двумя экспертами, которые работают независимо друг от друга (никаких пометок на работах не допускается), каждый эксперт заносит свои оценки в свой протокол оценивания;
- Если расхождение в оценках экспертов не превышает двух баллов, то выставляется средний балл. Например, если первый эксперт ставит 9 баллов, а второй 8 баллов, выставляется итоговая оценка в 9 баллов; если первый эксперт ставит 9 баллов, а второй 7 баллов, выставляется итоговая оценка в 8 баллов;
- Если расхождение в оценках экспертов составляет три или четыре балла, то назначается еще одна проверка, в этом случае усреднению подлежат две наиболее близкие оценки;
- «Спорные» работы (в случае большого – 5 и больше – расхождения баллов) проверяются и обсуждаются коллективно.

Для каждого участника баллы, полученные за каждый конкурс, суммируются.

ПРОТОКОЛ ОЦЕНКИ КОНКУРСА «ПИСЬМО»

Максимальное количество баллов, которое можно получить за конкурс Writing - 20 (двадцать).

Эксперт № _____ (ф.и.о.)

ID участника	К1 Решение коммуникативной задачи	К2 Организация текста	К3 Лексическо- грамматическое оформление текста	К4 Орфографическое и пунктуационное оформление текста	Сумма баллов (max 20)



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Методические рекомендации

№	Конкурсы	Количество и тип задания (Задания по уровню сложности соответствуют уровням B1+, B2 по шкале Совета Европы)	Кол-во баллов	Время выполнения раздела
1	Listening	1. Задание на множественный выбор (из трёх опций) 2. Задание на завершение высказывания.	5 10	20 минут
2	Reading	1. Задание на полное понимание прочитанного текста (Multiple choice) 2. Задание на подбор заголовков к тексту 3. Задание на соотнесение и поиск необходимой информации в тексте (Multiple Matching).	6 6 8	35 минут
3	Use of English	1. Задание на грамматическую трансформацию (Opening brackets) 2. Лексическое задание на множественный выбор (Multiple choice) 3. Задание на лексико-грамматическую трансформацию	9 9 7	25 минут
4	Writing	Продуктивное письменное высказывание в формате формального письма или эссе типа «За и против» (advantages and disadvantages essay) по выбору. Объём 180 – 200 слов.	20	40 минут
5	ИТОГО		80	120 минут

Материально-техническое обеспечение конкурсов

Для проведения письменных конкурсов требуются аудитории для рассадки участников.

- Участники должны сидеть по одному за столом/ партой и находиться на таком расстоянии друг от друга, чтобы не видеть работу соседа.
- Во всех «рабочих» аудиториях должны быть часы, поскольку выполнение тестов требует контроля за временем.



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- В каждой аудитории должен быть компьютер и динамики (колонки) для прослушивания. В аудитории должна быть обеспечена хорошая акустика.
- Задание конкурса понимания устного текста записывается в формате MP3 (аудиофайл). В каждой аудитории, где проводится конкурс, на рабочем столе компьютера должен быть необходимый файл с записью задания. Звук должен транслироваться через динамики.
- Для проведения лексико-грамматического теста и конкурса письменной речи не требуется специальных технических средств.

Помимо необходимого количества комплектов заданий и листов ответов, в аудитории должны быть запасные ручки, запасные комплекты заданий и запасные листы ответов. Для конкурса письменной речи необходима бумага для черновиков.

Участники выполняют задания черными гелиевыми ручками, так как в дальнейшем работы участников сканируются.

- Для проведения письменных конкурсов требуется размножить задания и листы ответов (черно-белая печать). Центральная предметно-методическая комиссия просит размножить материалы заданий в формате А4 (не уменьшать формат).

**Перечень справочных материалов, средств связи и электронно-
вычислительной техники, разрешенных к использованию во
время проведения олимпиады**

Участникам не разрешается брать в аудиторию бумагу, справочные материалы (словари, справочники, учебники и т.д.), мобильные телефоны, диктофоны, плееры, планшеты и любые другие технические средства. Все вышеперечисленные средства связи не разрешается приносить на территорию пункта проведения олимпиады. Если средства связи (даже в выключенном состоянии) будут найдены у участника олимпиады на территории пункта проведения олимпиады, председатель жюри составляет акт о нарушении процедуры проведения олимпиады и результаты участника аннулируются.



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Ключи и транскрипция текстов для аудирования

LISTENING

1.	E
2.	D
3.	B
4.	H
5.	F
6.	tiger
7.	woodland
8.	insects
9.	highway
10.	tunnel
11.	leaves
12.	climbing skills
13.	rescue centre
14.	pets
15.	Wildlife Trust

READING

1.	D
2.	C
3.	B
4.	A
5.	B
6.	D
7.	G
8.	B
9.	A
10.	H
11.	F
12.	D
13.	E
14.	K
15.	B
16.	A
17.	I
18.	G
19.	H
20.	J



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USE OF ENGLISH

1.	have surprised
2.	have lasted
3.	were used
4.	to be
5.	are trained
6.	spend
7.	will see
8.	come
9.	has seen
10.	C
11.	B
12.	C
13.	A
14.	D
15.	C
16.	B
17.	D
18.	A
19.	whether I had gone
20.	in spite of being dissatisfied
21.	rather not have people interrupting
22.	to have the house painted
23.	sooner had she left that
24.	might not have realized
25.	it Paul who gave you

WRITING

Sample Responses

Writing Task 1

Dear Sir or Madam:

I am writing about a lost item. While I was staying at your hotel last week, I lost my wristwatch. I hope you can help me find it.

When I arrived home after my stay in Honolulu, I realized that I didn't have my watch with me. I am sure I left it behind in my hotel room. I stayed in room 401, and I think I must have left the watch on the table by the bed.

The watch is a lady's wristwatch with a chrome band. There is a yellow moon on the face with a bluish-black background. The brand of the watch is TIMEOUT.



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I would appreciate it if you would help me find my watch. Perhaps the staff found it when they were cleaning the room, or maybe someone turned it in to the lost and found office. Please call me if you find the watch, and I will send you a check to pay for the postage to mail it to me.

Thank you very much for your help.

Yours faithfully,
Kate Black

Writing Task 2

Today most children in the world grow up with TV. This has both advantages and disadvantages.

Children can learn many interesting and valuable things from TV. There are programs that are designed specifically to teach young people some useful skills, for example, they might help children learn to read. Other programs teach children fascinating facts about the natural world or about life in other countries. Thanks to such programs children can become interested in subjects they first heard about on TV. They then go on to seek out books and other sources of information about these subjects.

On the other hand, there are also drawbacks to TV. For one thing, watching TV is a passive activity. They just receive the information or entertainment they are given. Watching TV is also physically inactive. When children spend too much time watching TV; they don't spend enough time running and playing actively. In addition, there are a lot of programs on TV that are inappropriate for children, but children can still see them.

There are both good and bad sides to TV. One thing, however, is always true: too much of anything is never good.

Тексты для аудирования Script

Task 1 (9 min)

You will hear five short extracts in which people are talking about their best friend. For questions 1–5, choose from the list (A-H) what each speaker particularly likes about their friend. Use the letters only once. There are three extra letters which you do not need to use. Play the recording twice.

You now have 30 seconds to look at part 3.

Speaker 1

Well, I'm really lucky because I've known my best friend since we were at primary school together. I think one of the reasons we get on so well is that we are both a bit quiet. For example, we can sit in silence on a long journey together and feel quite comfortable. I think the most important thing though is that we are definitely similar in our likes and dislikes. We're both into the same films, and dress in similar styles and colours. That means a lot to both of us. Oh/ and we both laugh a lot, too, although not at the same things.



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Speaker 2

I get kind of mad quite often at the moment, and I think that's difficult for most people! My brother and I have certainly fallen out big time. So, really, Bob is special because he doesn't take any notice of my moods. He just sort of puts up with them. And best of all he's always on my side. He usually has no idea why I'm angry, but that's okay with him. He's nearly always happy so he's a good person to have around. We're comfortable with each other, we enjoy each other's company and we talk for hours.

Speaker 3

There aren't many people I've known as long as Sarah. We've been friends for years. We went to each other's birthday parties when we were little, and we know each other's families really well. There are lots of things we can remember doing together, and that's extremely important to our friendship. We're sort of like sisters in some ways, but we don't argue- which is just as well because Sarah would always win – she's a much stronger personality than me! We're actually very different, and we have very different tastes in most things. It means there's always loads to talk about.

Speaker 4

Well, Jim's been my best mate since we started at secondary school four years ago. We do a lot of sport together and have fun. We're in the same football team. We get on because he knows what affects me, you know, why I react as I do to stuff. He's similar to me in that way, I guess. That's what's really good about having him as a friend. We both get really cross when we don't win something – we're very competitive. We're in the same class next year – we've both chosen science subjects so it'll be good to do some studying together.

Speaker 5

My friend Annie's fun to be around, always laughing and cheerful. She loves animals, and wants to be a vet. We work together in science at school and she's so much better at it than me and is really good at remembering all the formulas and stuff, but she doesn't seem to mind when I mess something up – a project or an experiment – and it's the same outside school too. I really appreciate that. Annie loves riding and she's persuaded me to give it a try. We're going on Saturday, and I have to say I'm a bit nervous, but I expect I'll be all right!

Task 2 (10 min)

Narrator: Track 6 Listening Part 2

You will hear a boy called Jake Castle giving a class presentation about an animal called a hedgehog. For questions 1–10, complete the sentences with a word or short phrase. You now have 45 seconds to look at the questions.

Jake: We've been asked to talk about something we do outside school which helps the environment in some way, and I've decided to talk about the hedgehog conservation work I've been doing recently with a local conservation club. There's been a huge decline in hedgehog numbers over recent years. In case you don't know what a hedgehog looks like – it's a four-legged creature not dissimilar in size to a small rabbit – with a long nose and it's covered in sharp spikes. Depending on where you live, you may have seen one before. Though, since they're disappearing at the same rate as the tiger, it's quite likely you haven't. What's the reason for the rapid decrease in the hedgehog population in the UK? Like many threatened animals, the problem is its habitat is disappearing. Hedgehogs live not only in the countryside, but in woodland, too. As these environments disappear to make way for housing or intensive agriculture, so do the hedgehogs. As the hedgehog's habitat is destroyed, so is their food source.



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Hedgehogs have a pretty big appetite, and a single animal can eat over a hundred smaller creatures every night! Worms are a favourite snack, as are insects and other little animals, so we need to protect these, too. Let me tell you about some of the things that can be done to help save the hedgehog population. One thing we're promoting at the club is what we call the hedgehog highway, which doesn't mean building a special bridge or road for them – though that would be cool – but making sure they can pass from garden to garden without obstacles getting in the way. This means cutting holes in the fences between gardens. These don't have to be big and neighbours can get together to help each other out. Alternatives include digging a tunnel under a wall or whatever else is in the way. These measures allow hedgehogs to walk from garden to garden in search of food and shelter. Speaking of shelter, it's becoming increasingly difficult for hedgehogs to find suitable places to build nests. It's crucial for them to have a safe place to hide and sleep during colder months when they hibernate. So, we're encouraging people to think twice before you clear away leaves and, instead pile them up with branches in quiet corners of the garden to create the perfect cosy hedgehog home. You may be surprised to learn that since they don't possess brilliant eyesight; hedgehogs have a tendency to fall into things like ponds or drains, so it's crucial that people cover these dangers wherever they can. I've placed small stacks of stones at the side of the pond in my parents' garden so they can get out – their climbing skills are surprisingly strong, I discovered. I've come across several injured hedgehogs while I've been working with the conservation club, and it's vital to know what should be done when this happens. Vets can help injured hedgehogs – the preferred course of action, though, is to go online and find out where the nearest rescue centre is and take them there. Hedgehogs do wake up to eat during their hibernation period in winter, and we're asking neighbours that do see one out and about in their garden to have a look and check it doesn't seem underweight. If it's a bit thin, there's no problem with leaving some food out for it. Bread may seem like something easy to leave, but it's impossible for hedgehogs to digest it, so I'd recommend food usually given to pets instead. I hope some of you will go out and start looking after hedgehogs. If they're not found in your area and you still want to get involved in the conservation of other species, there's plenty you can do. The club I'm in is called the Green Trust, but the Wildlife Trust is a fantastic place to start if you want to find out more about what's happening with other animals in your local area. You can easily find them online, but I can give you the website address if you like. I hope I've inspired you.

Narrator: Now listen again.



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