

**ВСЕРОССИЙСКАЯ ОЛИМПИАДА ШКОЛЬНИКОВ ПО АНГЛИЙСКОМУ ЯЗЫКУ**  
**(МУНИЦИПАЛЬНЫЙ ЭТАП)**  
**ПИСЬМЕННЫЙ ТУР**  
возрастная группа (7-8 классы)

*Уважаемый участник олимпиады!*

Вам предстоит выполнить письменные задания.

Время выполнения заданий письменного тура 1,5 академических часа (90 минут).

Выполнение заданий целесообразно организовать следующим образом:

- не спеша, внимательно прочитайте формулировку задания;
- напишите правильный вариант ответа в бланке ответов;
- после выполнения всех предложенных заданий еще раз удостоверьтесь в правильности ваших ответов;
- если потребуется корректировка выбранного Вами варианта ответа, то неправильный вариант ответа зачеркните крестиком и рядом напишите новый.

Предупреждаем Вас, что:

- при оценке тестовых заданий, где необходимо определить один правильный ответ, 0 баллов выставляется за неверный ответ и в случае, если участником отмечены несколько ответов (в том числе правильный), или все ответы;
- при оценке тестовых заданий, где необходимо определить все правильные ответы, 0 баллов выставляется, если участником отмечены неверные ответы, большее количество ответов, чем предусмотрено в задании (в том числе правильные ответы), или все ответы.

Задание письменного тура считается выполненным, если Вы вовремя сдаете его членам жюри.

**Максимальная оценка – 50 баллов.**

## ПИСЬМЕННЫЙ ТУР

Образец комплекта олимпиадных заданий для муниципального этапа  
всероссийской олимпиады школьников по английскому языку  
(комплект заданий для учащихся 7-8 классов)

### LISTENING (5 points)

*Time: 10 minutes*

**Task 1. Listen to the text twice and choose right answers.**

1. What does Gilda say about chocolate?

- a) It is a popular gift.
- b) He used to love it.
- c) He used to hate it.

2. Katie does not like \_\_\_\_\_ foods.

- a) sweet
- b) soft
- c) cold

3. Katie does like tomatoes \_\_\_\_\_.

- a) by themselves
- b) in her food
- c) with garlic

4. Gilda does not like \_\_\_\_\_.

- a) tomatoes
- b) pizza
- c) garlic

5. What foods do they both dislike?

- a) tomatoes
- b) sprouts
- c) garlic

**Transfer your answers to the answer sheet**

## READING (15 points)

*Time: 30 minutes*

**Task 2. Read the text and decide if the information in the sentences below is true (T), false (F) or non-stated (NS) according to the text.**

1. The violin has more strings than fingers on one hand. \_\_\_\_\_
2. The violin has a flat body that does not influence its sound. \_\_\_\_\_
3. The violin is used in many different musical genres \_\_\_\_\_
4. Playing the violin is easy and requires no practice. \_\_\_\_\_
5. Famous violinist Hilary Hahn has inspired many people to play the violin. \_\_\_\_\_

### **The Violin: A Beautiful String Instrument**

The violin is a fascinating string instrument that has been captivating audiences for centuries. It is known for its beautiful sound and expressive capabilities. The violin has four strings which are usually made of steel or synthetic materials. These strings are tuned to the notes G, D, A, and E.

One of the unique features of the violin is its shape. It has a curved body which helps to amplify the sound produced by the strings. The instrument is played using a bow made of a horsehair which is drawn across the strings to create music.

The violin is used in classical, jazz, folk and even rock music. Famous composers like Bach, Mozart and Vivaldi wrote beautiful pieces specifically for the violin.

Learning to play the violin can be challenging, but it is very rewarding. It helps to develop discipline, patience and love for music. Musicians find joy in playing this instrument over time.

Many famous violinists have inspired others to play this instrument. Whether you want to play in an orchestra or simply enjoy music at home, the violin is a wonderful choice that can bring joy to your life. So why not give it a try? You might discover a hidden talent!

**Task 3. Read the text. Match the headings (a-f) to the paragraphs (1-5). There is one heading you DO NOT NEED to use.**

- |    |                                       |       |
|----|---------------------------------------|-------|
| A. | Educational Opportunities             | _____ |
| B. | Music for Everyone                    | _____ |
| C. | The World of Instruments              | _____ |
| D. | Music that Unites People              | _____ |
| E. | History of Musical Instruments        | _____ |
| F. | Discover the Instruments of the World | _____ |

## **The Musical Instrument Museum: A Journey Through Sound**

1\_\_The Musical Instrument Museum (MIM) in Phoenix, Arizona, is a fascinating destination for music lovers. Opened in 2010, it houses over 15,000 musical instruments from around the world, each with its unique story, making it perfect for students to explore music history.

2\_\_Upon entering the museum, visitors are greeted by an impressive display of instruments from various cultures. From African drums to Asian string instruments, the diversity shows how music bands people together.

3\_\_One of the most exciting features of MIM is the “Experience Gallery” where you can try out various instruments yourself. Imagine playing a didgeridoo from Australia or strumming a ukulele from Hawaii! This hands-on experience allows students to understand how different instruments work and enjoy making music.

4\_\_In addition to exhibits, MIM offers programs for students. Workshops and guided tours help young learners to discover the science of sound and the art of music-making.

5\_\_The Musical Instrument Museum is worth visiting. It shows beautiful instruments and the universal language of music, offering something special for everyone, whether experienced musicians or curious minds.

***Task 4. Read the text and answer the following questions.***

### **Hans Zimmer: Master of Film Music**

Hans Zimmer is a famous composer known for his incredible film soundtracks. Born in Germany in 1957, he began his musical journey at a young age. Zimmer was fascinated by music and technology which led him to create unique sounds that have captivated audiences around the world. He has composed music for many blockbuster films, making him one of the most famous names in the movie industry.

Zimmer's most famous works are soundtracks for "The Lion King". This film, released in 1994, features memorable songs like "Circle of Life" and "Can You Feel the Love Tonight". Zimmer won an Academy Award for his work on this film for creating emotional and powerful music.

In addition to "The Lion King" Zimmer has worked on many other popular movies such as "Pirates of the Caribbean" and "Gladiator". Each soundtrack he creates is unique and adds depth to films. His ability to blend different musical styles, from orchestral to electronic, makes his work stand out.

Zimmer often collaborates with other talented musicians and directors. He believes that teamwork is essential in creating great music. This collaboration helps him to explore new ideas.

Today Hans Zimmer continues to compose music for films and perform live concerts around the world. His passion for music and storytelling inspires many young musicians. With his creativity and talent Zimmer has truly changed the world of film music forever.

### Glossary

**To amplify** – to make something louder or stronger, like increasing the volume of music.

**A bow** – a weapon used for shooting arrows.

**A capability** – an ability or a skill to do something.

**To captivate** – to attract and hold someone's attention completely; to charm or fascinate someone.

**Curved** – having a shape that is not straight.

**A destination** – the place where someone is going; the end point of a journey.

**A didgeridoo** – a long, wooden musical instrument from Australia, played by blowing into one end to create deep sounds.

**A diversity** – a variety of different things, such as different cultures, ideas or people.

**Essential** – very important and necessary.

**Flat** – having a smooth, even surface without any raised areas; not high or low.

**Hands-on** – involving active participation and practical experience rather than just learning from books or lectures.

**Rewarding** – giving satisfaction or a sense of achievement; something that feels good to do because of the positive results.

**Steel** – a strong metal often used in construction and tools.

1. What is Hans Zimmer primarily recognized for?

- a) Acting in films
- b) Composing music
- c) Directing movies
- d) Writing scripts

2. What film brought Hans Zimmer an Academy Award for its soundtracks?

- a) Gladiator
- b) Pirates of the Caribbean
- c) Inception
- d) The Lion King

3. What makes Hans Zimmer's music style unique?

- a) Mixing sounds and genres
- b) Using famous orchestras
- c) Using electronical sounds
- d) Using popular tunes

4. What does Hans Zimmer believe is the most important in creating great music?

- a) Talented assistants
- b) Partnership and command work
- c) Exploring new ideas
- d) Helping each other

5. What aspect of Hans Zimmer's work motivates other musicians?

- a) His music for films
- b) His enthusiasm for music
- c) His live concerts
- d) His creativity

QUESTION	1	2	3	4	5
ANSWER					

**Transfer your answers to the answer sheet.**

**USE OF ENGLISH (20 points)**

*Time: 20 minutes*

**Task 5. Underline the correct word or phrase.**

- 1) Matt must / can't be paid well. She's always going on foreign holidays
- 2) I'm really bad at to cook / cooking, but I'm very good at buying takeaways
- 3) He didn't have time enough / enough time in the exam to check my answers
- 4) It's too stuffy / too cold in here-can you put the heating on?
- 5) People who / what ask questions learn the most

**Task 6. A says something and B replies. Which goes with which?**

A	B	
1. I've made a mistake on this form.	a Don't worry. I'll clear it up.	1.....
2. I'm too warm with my coat on.	b That won't be a problem. I can fix it up.	2.....
3. This jacket looks nice.	c Kate pointed it out.	3.....
4. Your reference number is 318044BK	d That's OK. Cross it out and correct it	4.....
5. This room is in a mess.	e Yes, why don't you try it on?	5.....
6. What's 45 euros in dollars?	f OK, I won't bring it up.	6.....
7. How was the mistake discovered?	g Just a minute. I'll write it down.	7.....
8. I'm not sure whether to accept their offer or not.	h Why don't you take it off then? I think you should turn it down.	8.....
9. I need a place to stay when I'm in London.	i I think you should turn it down	9.....
10. It's a subject he doesn't like to talk about.	j Give me a moment. I'll work it out.	10.....

**Task 7. Make sentences from the words in brackets.**

1. I'm feeling a bit tired. (I / not / fancy / go / out)

---

2. James isn't very reliable. (he / tend / forget / things)

---

3. I've got a lot of luggage. (you / mind / help / me?)

---

4. There's nobody at home. (everybody / seem / go out)

---

5. We don't like our apartment. (we / think / move)

---

**Transfer your answers to the answer sheet.**

**WRITING (10 points)**

*Time: 30 minutes*

*Task 8. You are witnessing a huge process of renovation in Novokuznetsk. Write a letter to Novokuznetsk authorities with your suggestions on how to improve the life of our citizens in the following areas:*

- healthcare;
- education;
- culture;
- outdoor sports facilities;
- public transport.

*Remember the rules of writing a letter.*

*Write 150–180 words.*

**Transfer your article to the answer sheet.**



**Форма бланка заданий**  
**ВСЕРОССИЙСКАЯ ОЛИМПИАДА ШКОЛЬНИКОВ ПО**  
**АНГЛИЙСКОМУ ЯЗЫКУ**  
**(МУНИЦИПАЛЬНЫЙ ЭТАП)**  
**ПИСЬМЕННЫЙ ТУР**  
**9-11 классы**

Уважаемый участник олимпиады!

Вам предстоит выполнить письменные задания.

Время выполнения заданий письменного тура 105 мин.

Выполнение заданий целесообразно организовать следующим образом:

- не спеша, внимательно прочитайте формулировку задания;
- напишите правильный вариант ответа в бланке ответов;
- после выполнения всех предложенных заданий еще раз удостоверьтесь в правильности ваших ответов;
- если потребуется корректировка выбранного Вами варианта ответа, то неправильный вариант ответа зачеркните крестиком и рядом напишите новый.

Предупреждаем Вас, что:

- при оценке тестовых заданий, где необходимо определить один правильный ответ, 0 баллов выставляется за неверный ответ и в случае, если участником отмечены несколько ответов (в том числе правильный), или все ответы;
- при оценке тестовых заданий, где необходимо определить все правильные ответы, 0 баллов выставляется, если участником отмечены неверные ответы, большее количество ответов, чем предусмотрено в задании (в том числе правильные ответы), или все ответы.

Задание письменного тура считается выполненным, если Вы вовремя сдаете его членам жюри.

Максимальная оценка – 55 баллов.

## LISTENING (10 points)

Time: 15 minutes

You will hear the talk about motivation. For **Questions 1-10**, choose the best option (**A, B or C**). You will hear the text twice.

1. Pam has written a book about ...
  - A. health problems at work.
  - B. how to deal with stress in our everyday life.
  - C. how to use colour therapy at work.
  
2. When Steve came to Pam's clinic he was suffering from ...
  - A. mood swings.
  - B. work-related stress.
  - C. work burnout.
  
3. People do not always know when they have ...
  - A. stress.
  - B. burnout.
  - C. emotional exhaustion.
  
4. With stress we lose our ...
  - A. hope.
  - B. drive.
  - C. aspiration.
  
5. When he was ill Steve's personality ...
  - A. changed drastically.
  - B. changed slightly.
  - C. did not change.
  
6. Steve's wife made him an appointment with ...
  - A. the therapist.
  - B. Pam straight away.
  - C. Pam's assistant.
  
7. Steve's health improved ...
  - A. without medical intervention.
  - B. with anti-depressants.
  - C. without medication.
  
8. These days, anti-depressants are ...
  - A. not as effective as they used to be.
  - B. better than they used to be.

C. used less frequently as medication.

9. Steve started meditation because

A. Pam suggested it.

B. it was something he felt quite strongly about.

C. it made his medication more effective.

10. Steve has

A. been on his way to recovery for some time.

B. recovered completely.

C. become less optimistic about his recovery.

**Transfer your answers to the answer sheet**

## READING (15 points)

Time: 30 minutes

**Task 1.** For **Questions 1–7**, read the text below and fill in the gaps in it with the options **A-H** given below the text. There is one extra option that you will not need.

Thanks to the field of linguistics we know much about the development of the 5,000 plus languages in existence today. We can describe their grammar and pronunciation and see how their spoken and written forms have changed over time. So, we have mapped out a great deal of the history of language, **1)**\_\_\_\_\_. Experts are beginning to look to the field of evolutionary biology to find out how the human species developed to be able to use language. So far, there are far more questions and half-theories than answers.

We know that human language is far more complex than that of even our nearest and most intelligent relatives like chimpanzees. We can express complex thoughts, convey subtle emotions **2)** \_\_\_\_\_. And we do this following a set of structural rules, known as grammar. If we want to know where our capability for complex language came from, we need to look at **3)** \_\_\_\_\_. This relates to more than just brain size; it is important what other things our brains can do and when and why they evolved that way. **4)** \_\_\_\_\_; artefacts left by our ancestors don't tell us what speech they were capable of making. One thing we can see in the remains of early humans, however, is the development of the mouth, throat and tongue. By about 100,000 years ago, humans had evolved the ability to create complex sounds. Before that, evolutionary biologists can only guess whether or not early humans communicated using more basic sounds.

Another question is, **5)** \_\_\_\_\_ that it did not in other primates? At some point, our brains became able to make our mouths produce vowel and consonant sounds, and we developed the capacity to invent words to name things around us. **6)** \_\_\_\_\_ similar to the “protolanguage” children use when they first learn to speak. No one knows if the next step – adding grammar to signal past, present and future, for example, or plurals and relative clauses – required a further development in the human brain **7)** \_\_\_\_\_. Brains didn't suddenly get bigger, yet humans did become more complex and more intelligent. Was it using language that caused their brains to develop? Or did their more complex brains start producing language?

- A) And for this there are very few physical clues
- B) and communicate about abstract concepts such as past and future
- C) but there are still areas we know little about
- D) what is it about human brains that allowed language to evolve in a way
- E) we understand the origins of the Indo-European group of languages
- F) or was simply a response to our increasingly civilised way of living together
- G) The next change would have been to put those words into sentences
- H) how our brains are different from other animals

**Task 2.** For **Questions 8-11**, read the book reviews below and match them to the titles **A-D**.

- A) Factfulness (by Hans Rosling, Ola Rosling and Anna Rosling Rönnlund)
- B) Enlightenment Now (by Steven Pinker)
- C) The Rational Optimist (by Matt Ridley)
- D) The Great Rise (by Steven Radelet)

**8.** Are things getting worse every day? Is progress an impossible goal? In this book the author looks at the big picture of human progress and finds good news. We are living longer, healthier, freer and happier lives. The author asks us to stop paying so much attention to negative headlines and news that declares the end of the world. Instead, he shows us some carefully selected data. In 75 surprising graphs, we see that safety, peace, knowledge and health are getting better all over the world. When the evidence does not support his argument, however, he dismisses it. Economic inequality, he claims, is not really a problem, because it is not actually that important for human well-being. One cannot help wondering how many people actually living in poverty would agree. The real problem, the author argues, is that the Enlightenment values of reason and science are under attack. When commentators appeal to people's fatalism and distrust, then we are in danger of causing irreparable damage to important institutions like democracy and world co-operation.

**9.** The majority of people believe that developing countries are in a terrible situation: suffering from incredible poverty, governed by dictators and with little hope for any meaningful change. But, surprisingly, this is far from the truth. The reality is that a great transformation is occurring. Over the past 20 years, more than 700 million people have increased their income and come out of poverty. Additionally, six million fewer children die every year from disease, millions more girls are in school and millions of people have access to clean water. This is happening across developing countries around the world. The end of the Cold War, the development of new technologies and brave new leadership have helped to improve the lives of hundreds of millions of people in poor countries. The book describes how all of this is happening and, more importantly, it shows us how we can accelerate the process.

**10.** In this book the authors ask simple questions about the world. Questions like "How many girls finish school?" and "What percentage of the world's population is poor?" It turns out the majority of us get the answers to these questions completely wrong. Why does this happen? The book sets out to explain why, showing that there are several instincts humans have that distort our perspective. For example, we often believe that things are getting worse. And we are consuming large amounts of media that use a sales model based on making us afraid. But according to the authors, the world isn't as bad as we think. Yes, there

are real concerns. But we should adopt a mindset of factfulness – only carrying opinions that are supported by strong facts. This book is not concerned with the underlying reasons for poverty or progress, or what should be done about these issues. It offers practical advice to help us see the good as well as the bad in the world.

**11.** For more than two hundred years the pessimists have been winning the public debate. They tell us that things are getting worse. But in fact, life is getting better. Income, food availability and lifespan are rising; disease, violence and child mortality are falling. These trends are happening all around the world. The internet, mobile phones and worldwide trade are making the lives of millions of people much better. Best-selling author doesn't only explain how things are getting better; he gives us reasons why as well. He shows us how human culture evolves in a positive direction thanks to the exchange of ideas and specialisation. This bold book looks at the human history from the Stone Age to the 21st century and changes the notion that it's all going downhill. The glass really is half-full.

<b>Book reviews</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>
<b>Book titles</b>				

**Task 3.** For **Questions 12-15**, read the book reviews in **Task 2** again and answer the questions choosing one of the suggested options.

**12.** Which book talks about how we can continue to make things even better?

- a) Factfulness
- b) Enlightenment Now
- c) The Rational Optimist
- d) The Great Rise

**13.** Which book claims that human intuition negatively affects the way people think about the world?

- a) Factfulness
- b) Enlightenment Now
- c) The Rational Optimist
- d) The Great Rise

**14.** Which book claims that trade has helped make life better around the world?

- a) Factfulness
- b) Enlightenment Now
- c) The Rational Optimist
- d) The Great Rise

**15.** Which book makes the claim that unfair distribution of wealth does not affect people's happiness?

- a) Factfulness
- b) Enlightenment Now
- c) The Rational Optimist
- d) The Great Rise

**Transfer your answers to the answer sheet**

## USE OF ENGLISH (20 points)

Time: 30 minutes

**Task 1.** For **Questions 1–8**, read the text below and think of the word which best fits each gap. You should write a correct word in your answer sheet. There is one extra option that you will not need.

Apollo, Westminster, William II, Tyburn, Houses of Parliament, Elizabeth,  
Thorney, London, St Pauls Cathedral

Imagine getting lost in your own neighbourhood! That's what happens to me as I'm on my way to meet my tour guide, Jack Chesher. Walking down to the wrong end of 1) \_\_\_\_\_ Street in the City of 2) \_\_\_\_\_, I phone him and tell him I'm lost. "Make your way back to the river, then you'll work it out from there," he says, patiently. When we eventually meet in Westminster Square, I confess that I'm a local – I live in 3) \_\_\_\_\_. I'm embarrassed, but I needn't be. Chesher specializes in going "off-road" in some of the best known parts of the city. He's aware that many Londoners don't know their own city very well. Take where we're standing now, in front of the magnificent Palace of Westminster, with its glittering 4) \_\_\_\_\_ Tower, which houses the "Big Ben" clock and the 11th-century Westminster Hall. I had no idea that this used to be an island – Thorney Island. It was formed where the River 5) \_\_\_\_\_ split as it met the Thames. Thorney by name, it was also thorny by nature, thick with bramble bushes. Legend has it that a temple to 6) \_\_\_\_\_ stood on the island in Roman times. In the eighth century, a Saxon church, known as West Minster, was built on the site of what would later become Westminster Abbey. Every British monarch has been crowned here since 1066. In the 11th century, 7) \_\_\_\_\_ built Westminster Hall. It survived a devastating fire in 1834. By the 1860s, the neo-Gothic 8) \_\_\_\_\_ had grown up around Westminster Hall, giving us one of the world's most iconic landmarks. So, here's our starting point.

**Task 2.** For **Questions 9-20**, read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there. If a line is correct put a tick. If a line has a word which should not be there, write the word on your answer sheet.

**There are two examples at the beginning (0 and 00).**

0	Today's grandparents are joining their grandchildren on social media, but the different generations' online habits couldn't be more then different.	then
00	In the UK the over-55s are joining Facebook in increasing	✓



	numbers, meaning that they will soon be the site's second biggest user group, with 3.5 million users aged 55–64 and 2.9 million over-65s.	
9	Sheila, aged 59, says, "I joined to see what my grandchildren are doing, as my daughter posts videos and photos of them.	
10	It's a much more better way to see what they're doing than waiting for letters and photos in the post."	
11	Ironically, Sheila's grandchildren are less likely to use Facebook by themselves.	
12	Children under 17 in the UK are leaving the site but they are not going far from their smartphones.	
13	Chloe's age group is spending so much time on their phones at home that they are missing out on spending the time with their friends in real life.	
14	Sheila, on the other hand, has been made contact with old friends from school she hasn't heard from in forty years.	
15	"We use Facebook to arrange and to meet all over the country," she says. "It's changed my social life completely."	
16	Teenagers might to have their parents to thank for their smartphone and social media addiction as their parents were the early adopters of the smartphone.	
17	Peter, 38 and father of two teenagers, reports that he used to be on his phone or laptop constantly.	
18	"I was always connected and I felt like I was always working," he says. "How could I tell my kids to get off their phones so if I was always in front of a screen myself?"	
19	Now, in the evenings and at weekends, he takes his SIM card out of his smartphone and puts it into an old-style mobile phone that can only make calls and send text messages.	
20	"I'm not completely cut off from the world in case of emergencies, but the important thing is being I'm setting a better example to my kids and spending more quality time with them."	

**Transfer your answers to the answer sheet**

**WRITING (10 points)**

**Time: 30 minutes**

Your school history museum contains a large amount of information and objects, but you realize that not many students know about the museum resources or use them. You want to attract the students to the museum. Write a post for the school website explaining how and what for the students might use museum resources for their education and other purposes.

Your post must contain:

- an introduction
- a description of the school museum and its resources
- at least two reasons why its resources might be useful for students
- a conclusion.

**USE YOUR OWN WORDS AND EXPRESSIONS** in your text.

Use 100–140 words.

**Transfer your text to the answer sheet**

**ВСЕРОССИЙСКАЯ ОЛИМПИАДА ШКОЛЬНИКОВ ПО АНГЛИЙСКОМУ ЯЗЫКУ  
(МУНИЦИПАЛЬНЫЙ ЭТАП)**

**УСТНЫЙ ТУР**

возрастная группа (7-8 классы)

**SPEAKING**

*Карточка участника*

**Student 1 Set 1: Pop music**

**Preparation – 10 minutes**

Prepare to speak about **pop music** using the Fact File.

You will have to comment on:

- Main features of the musical style.
- History of the musical style.
- Musical instruments used in this style and its sound characteristics.
- Famous musicians / composers of the musical style.
- Influence of the musical style on culture.

**Task 1**

**1. Monologue. Time: 3-4 minutes.**

Imagine that your English-speaking friend has to make a report about some musical style.

Tell your friend about **pop music**. You have to:

- comment on the 5 aspects mentioned above;
- remember to make an introduction and conclusion.

You can make notes during the preparation time, but you **are not allowed to read the notes** made during the preparation time.

**2. Questions/ Answers: Time: 2- 3 minutes**

Now answer 2 questions from your partner, who wants to get **ADDITIONAL INFORMATION**, not mentioned in your presentation.

**Task 2**

Now you are an English-speaking friend have to make a report about some musical style.

1. **Listen** to the presentation of your partner – your friend.

**2. Questions/ Answers: Time: 2-3 minutes**

Ask 2 QUESTIONS about **rock music** to get ADDITIONAL INFORMATION not mentioned in the presentation.

**2 presentations and questions – 15 minutes**

**YOUR ANSWERS WILL BE RECORDED**

**FACT FILE**

**Pop music**

<b>Main features of the musical style</b>	Pop music is known for its catchy melodies and simple lyrics. It often has a strong beat and appeals to a wide audience. The songs are usually short, around three to four minutes, making them easy to remember and sing.
<b>History of the musical style</b>	Pop music appeared in the 1950s as a distinct style, influenced by rock and roll, jazz, and rhythm and blues. In the 1960s, artists like The Beatles and The Supremes helped to shape the sound of pop music. Over the decades pop has got elements from various styles such as disco in the 1970s and hip-hop in the 2000s.
<b>Musical instruments used in this style and its sound characteristics</b>	Common instruments in pop music include guitars, keyboards, drums, and synthesizers. The sound is often produced with technology, giving it a bright and energetic feel. Vocal harmonies are also a key feature.
<b>Famous musicians / composers of the musical style</b>	Many famous musicians have made their mark in pop music. Icons like Michael Jackson, Madonna, and more recently, Taylor Swift and Ed Sheeran have contributed significantly to the style. Their unique styles and memorable hits have shaped pop music over the years.
<b>Influence of the musical style on culture</b>	Pop music has a significant impact on culture, influencing fashion, dance and social trends. It often reflects social changes and can bring attention to important problems. Pop songs frequently unite people through shared experiences and emotions.

**ВСЕРОССИЙСКАЯ ОЛИМПИАДА ШКОЛЬНИКОВ ПО АНГЛИЙСКОМУ ЯЗЫКУ  
(МУНИЦИПАЛЬНЫЙ ЭТАП)**

**УСТНЫЙ ТУР**

возрастная группа (7-8 классы)

**SPEAKING**

*Карточка участника*

**Student 2 Set 1: Rock music**

**Preparation – 10 minutes**

Prepare to speak about **rock music** using the Fact File.

You will have to comment on:

- Main features of the musical style.
- History of the musical style.
- Musical instruments used in this style and its sound characteristics.
- Famous musicians / composers of the musical style.
- Influence of the musical style on culture.

**Task 1**

**1. Monologue. Time: 3-4 minutes.**

Imagine that your English-speaking friend has to make a report about some musical style.

Tell your friend about **rock music**. You have to:

- comment on the 5 aspects mentioned above;
- remember to make an introduction and conclusion.

You can make notes during the preparation time, but you **are not allowed to read the notes** made during the preparation time.

**2. Questions/ Answers: Time: 2- 3 minutes**

Now answer 2 questions from your partner, who wants to get **ADDITIONAL INFORMATION**, not mentioned in your presentation.

**Task 2**

Now you are an English-speaking friend have to make a report about some musical style.

1. **Listen** to the presentation of your partner – your friend.

**2. Questions/ Answers: Time: 2-3 minutes**

Ask 2 QUESTIONS about **pop music** to get ADDITIONAL INFORMATION not mentioned in the presentation.

**2 presentations and questions – 15 minutes**

**YOUR ANSWERS WILL BE RECORDED**

**FACT FILE**

**Rock music**

<b>Main features of the musical style</b>	Rock music is known for its strong beat, powerful vocals and energetic performances. Rock musicians use electric guitars and drums, creating a loud and dynamic sound. The lyrics can cover a wide range of topics, including love and social problems.
<b>History of the musical style</b>	Rock music originated in the 1950s in the United States, blending elements of rhythm and blues, country and jazz. Early musicians like Chuck Berry and Elvis Presley helped to popularize the style. In the 1960s bands like The Beatles and The Rolling Stones brought rock music to a global audience, leading to various subgenres like hard rock and punk rock.
<b>Musical instruments used in this style and its sound characteristics</b>	The typical instruments used in rock music include electric guitars, bass guitars, drums and keyboards. The sound is often characterized by guitar riffs, strong rhythms and loud vocals. Live performances are usually high-energy, engaging the audience with powerful music.
<b>Famous musicians / composers of the musical style</b>	Many legendary musicians have made significant contributions to rock music. Jimi Hendrix, Led Zeppelin and Queen are famous for their innovative styles and unforgettable hits. More recent stars like Green Day continue to shape the style today.
<b>Influence of the musical style on culture</b>	Rock music has had a big impact on culture worldwide. It has influenced fashion, languages and attitudes, promoting ideas of freedom and individuality. Rock concerts often serve as gatherings for fans, creating a sense of community among people who share love for the music.

**ВСЕРОССИЙСКАЯ ОЛИМПИАДА ШКОЛЬНИКОВ ПО АНГЛИЙСКОМУ ЯЗЫКУ  
(МУНИЦИПАЛЬНЫЙ ЭТАП)**

**УСТНЫЙ ТУР**

возрастная группа (7-8 классы)

**SPEAKING**

*Карточка участника*

**Student 3 Set 2: Classical music  
Preparation – 10 minutes**

Prepare to speak about **classical music** using the Fact File.

You will have to comment on:

- Main features of the musical style.
- History of the musical style.
- Musical instruments used in this style and its sound characteristics.
- Famous musicians / composers of the musical style.
- Influence of the musical style on culture.

**Task 1**

**1. Monologue. Time: 3-4 minutes.**

Imagine that your English-speaking friend has to make a report about some musical style.

Tell your friend about **classical music**. You have to:

- comment on the 5 aspects mentioned above;
- remember to make an introduction and conclusion.

You can make notes during the preparation time, but you **are not allowed to read the notes** made during the preparation time.

**2. Questions/ Answers: Time: 2- 3 minutes**

Now answer 2 questions from your partner, who wants to get **ADDITIONAL INFORMATION**, not mentioned in your presentation.

**Task 2**

Now you are an English-speaking friend have to make a report about some musical style.

1. **Listen** to the presentation of your partner – your friend.
2. **Questions/ Answers: Time: 2-3 minutes**

Ask 2 QUESTIONS about **electronic music** to get ADDITIONAL INFORMATION not mentioned in the presentation.

*2 presentations and questions – 15 minutes*  
**YOUR ANSWERS WILL BE RECORDED**

**FACT FILE**

**Classical music**

<b>Main features of the musical style</b>	Classical music is known for its complex structures, rich harmonies and emotional depth. It often includes orchestral arrangements and can range from soft, gentle melodies to powerful, dramatic pieces. The use of dynamics and tempo changes gives classical music its unique character.
<b>History of the musical style</b>	Classical music has a long history, dating back to the Medieval period (around 500-1400 AD). It evolved through several periods, including the Renaissance (1400-1600), Baroque (1600-1750), Classical (1750-1820), Romantic (1820-1900) and Modern (20th century onward). Each period introduced new styles and techniques, shaping the music we hear today.
<b>Musical instruments used in this style and its sound characteristics</b>	Common instruments in classical music include a violin, a cello, a flute, a piano and other instrument. The sound is often characterized by orchestral arrangements that create a rich, layered effect. Classical music can give a wide range of emotions, from joy to sorrow.
<b>Famous musicians / composers of the musical style</b>	Many famous composers have contributed to classical music, including Johann Sebastian Bach, Ludwig van Beethoven and Wolfgang Amadeus Mozart. Their works remain popular and are frequently performed in concert halls around the world.
<b>Influence of the musical style on culture</b>	Classical music has had a significant impact on culture, influencing art, literature and even films. It is often associated with elegance and continues to be an important part of educational programs, helping to inspire future generations of musicians and listeners.



**ВСЕРОССИЙСКАЯ ОЛИМПИАДА ШКОЛЬНИКОВ ПО АНГЛИЙСКОМУ ЯЗЫКУ  
(МУНИЦИПАЛЬНЫЙ ЭТАП)**

**УСТНЫЙ ТУР**

возрастная группа (7-8 классы)

**SPEAKING**

*Карточка участника*

**Student 4 Set 2: Electronic music  
Preparation – 10 minutes**

Prepare to speak about **electronic music** using the Fact File.

You will have to comment on:

- Main features of the musical style.
- History of the musical style.
- Musical instruments used in this style and its sound characteristics.
- Famous musicians / composers of the musical style.
- Influence of the musical style on culture.

**Task 1**

**1. Monologue. Time: 3-4 minutes.**

Imagine that your English-speaking friend has to make a report about some musical style.

Tell your friend about **electronic music**. You have to:

- comment on the 5 aspects mentioned above;
- remember to make an introduction and conclusion.

You can make notes during the preparation time, but you **are not allowed to read the notes** made during the preparation time.

**2. Questions/ Answers: Time: 2- 3 minutes**

Now answer 2 questions from your partner, who wants to get **ADDITIONAL INFORMATION**, not mentioned in your presentation.

**Task 2**

Now you are an English-speaking friend have to make a report about some musical style.

1. **Listen** to the presentation of your partner – your friend.

**2. Questions/ Answers: Time: 2-3 minutes**

Ask 2 QUESTIONS about **classical music** to get ADDITIONAL INFORMATION not mentioned in the presentation.

**2 presentations and questions – 15 minutes**

**YOUR ANSWERS WILL BE RECORDED**

**FACT FILE**

**Electronic music**

<b>Main features of the musical style</b>	Electronic music is characterized by the use of electronic instruments and technology. It often uses repetitive beats, synthesized sounds and creative use of effects. This style can range from upbeat dance tracks to calm soundscapes, making it pleasant and attractive to many listeners.
<b>History of the musical style</b>	The roots of electronic music can be found in the early 20th century with inventions like the synthesizer. In the 1960s and 1970s musicians like Kraftwerk began to popularize electronic sounds. The style gained more popularity in the 1980s with the rise of techno and house music, especially in clubs.
<b>Musical instruments used in this style and its sound characteristics</b>	Common instruments used in electronic music include synthesizers, drum machines and computers. Synthesizers create unique sounds by manipulating electronic signals, while drum machines produce rhythmic patterns. The sound of electronic music can be very different, ranging from catchy melodies to complex textures.
<b>Famous musicians / composers of the musical style</b>	Many famous musicians have made significant contributions to electronic music. Daft Punk and Avicii are well-known for their innovative tracks. Composers like Brian Eno have also influenced the style with ambient music.
<b>Influence of the musical style on culture</b>	Electronic music has greatly impacted culture, influencing fashion, art and even film soundtracks. It is a key element in many festivals around the world, bringing people together to enjoy music and dance. Its ability to evolve continuously keeps it relevant and exciting for new generations.

## УСТНЫЙ ТУР

(КОМПЛЕКТ ЗАДАНИЙ ДЛЯ УЧАЩИХСЯ 9-11 КЛАССОВ)

### SPEAKING

Карточка участника

#### **Student 1 Set 1: Local News**

Preparation – 10 minutes

Prepare to speak about the local news using the pictures below. You will have to:

- describe each picture in brief and explain how important you think each event is;
- decide which TWO events you would like to include in tonight's programme.
- give minimum 2 arguments for each picture why these events are worth being included in the news programme.

#### **Task 1.**

1. Monologue. Time: 3-4 minutes.

Imagine you are you work for a local TV news programme. The pictures below show the events that have happened in the town today. You have to

- comment on the 3 aspects mentioned above;
- remember to make an introduction and conclusion.

You can make notes during the preparation time, but **you are not allowed to read** the notes made during the preparation time.

2. Questions / Answers: Time: 2-3 minutes

Now answer 2 questions from your partner, who wants to get **ADDITIONAL INFORMATION**, not mentioned in your presentation.

#### **Task 2.**

1. Listen to the presentation of your partner.

2. Questions / Answers: Time: 2-3 minutes

Ask **2 QUESTIONS** about the pictures to get **ADDITIONAL INFORMATION** not mentioned in the presentation.

You start the presentation.

2 presentations and questions – 15 minutes

YOUR ANSWERS WILL BE RECORDED



## SPEAKING

Карточка участника

### Student 2 Set 1: Local News

Preparation – 10 minutes

Prepare to speak about the local news using the pictures below. You will have to:

- describe each picture in brief and explain how important you think each event is;
- decide which TWO events you would like to include in tonight's programme.
- give minimum 2 arguments for each picture why these events are worth being included in the news programme.

#### Task 1.

1. Monologue. Time: 3-4 minutes.

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2. Questions / Answers: Time: 2-3 minutes

Now answer 2 questions from your partner, who wants to get **ADDITIONAL INFORMATION**, not mentioned in your presentation.

#### Task 2.

1. Listen to the presentation of your partner.

2. Questions / Answers: Time: 2-3 minutes

Ask **2 QUESTIONS** about the pictures to get **ADDITIONAL INFORMATION** not mentioned in the presentation.

You start the presentation.

2 presentations and questions – 15 minutes

**YOUR ANSWERS WILL BE RECORDED**





## SPEAKING

Карточка участника

### **Student 1 Set 2: Local News**

Preparation – 10 minutes

Prepare to speak about the local news using the pictures below. You will have to:

- describe each picture in brief and explain how important you think each event is;
- decide which **TWO** events you would like to include in tonight's programme.
- give minimum 2 arguments for each picture why these events are worth being included in the news programme.

#### **Task 1.**

1. Monologue. Time: 3-4 minutes.

Imagine you are you work for a local TV news programme. The pictures below show the events that have happened in the town today. You have to

- comment on the 3 aspects mentioned above;
- remember to make an introduction and conclusion.

You can make notes during the preparation time, but **you are not allowed to read** the notes made during the preparation time.

2. Questions / Answers: Time: 2-3 minutes

Now answer 2 questions from your partner, who wants to get **ADDITIONAL INFORMATION**, not mentioned in your presentation.

#### **Task 2.**

1. Listen to the presentation of your partner.

2. Questions / Answers: Time: 2-3 minutes

Ask **2 QUESTIONS** about the pictures to get **ADDITIONAL INFORMATION** not mentioned in the presentation.

You start the presentation.

2 presentations and questions – 15 minutes

**YOUR ANSWERS WILL BE RECORDED**







## SPEAKING

Карточка участника  
**Student 2 Set 2: Local News**  
Preparation – 10 minutes

Prepare to speak about the local news using the pictures below. You will have to:

- describe each picture in brief and explain how important you think each event is;
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Now answer 2 questions from your partner, who wants to get **ADDITIONAL INFORMATION**, not mentioned in your presentation.

### Task 2.

1. Listen to the presentation of your partner.

2. Questions / Answers: Time: 2-3 minutes

Ask **2 QUESTIONS** about the pictures to get **ADDITIONAL INFORMATION** not mentioned in the presentation.

You start the presentation.

2 presentations and questions – 15 minutes

**YOUR ANSWERS WILL BE RECORDED**

