

**Завдання для II етапу Всеукраїнської учнівської олімпіади з англійської мови
у 2025-2026 н.р.**

11 клас

I тур. Аудіювання. Максимум 30 балів

Завдання 1

8 завдань. Установіть відповідність. Може бути кілька правильних відповідей.

2 бали за правильну відповідь. Максимум 16 балів

Завдання 2

5 тестових завдань, у яких потрібно дати відповідь, чи запропоноване твердження правильне (відповідає аудіотексту) чи ні. **1 бал за правильну відповідь. Максимум 5 балів**

Завдання 3

9 тестових завдань, де потрібно вибрати 1 правильну відповідь із 3 запропонованих. **1 бал за правильну відповідь. Максимум 9 балів**

Task 1. In this listening, you'll hear from five different people sharing their thoughts on how mobile phones and online communication have changed their lives – for better or worse. Match the ideas to the speakers and write a – h next to the numbers 1–8.

1..... Speaker 1	A. Has recently learned about some of the negative effects of excessive online communication
2..... .. Speaker 2	B. Is suffering from the fear of missing out.
3..... Speaker 3	C. Has witnessed great changes in the way we communicate over recent years.
4..... Speaker 4	D. Thinks that the amount of time teens spend online is alarming.
5..... Speaker 5	E. Is quite happy for any photos of themselves to be posted online.
6..... Not said	F. Thinks limiting teenagers' access to technology is unfair.
7..... Not said	G. Wishes people would talk more in person.
8..... Not said	H. Enjoys being able to contact all friends with the same message at once.

Task 2. LISTENING. Identify whether the following statements are true or false.

1. Speaker 1 likes to know as soon as they get a new message.
2. Speaker 2 thinks the most annoying thing is when people use their phone in meetings.
3. Speaker 3 says that FOMO, or fear of missing out, is more common among teens.
4. Speaker 4 thinks that young people today are aware of the drawbacks of online communication.
5. Speaker 5 has made a lot of new friends thanks to online communication.

Task III. LISTENING. *In this listening, you'll hear from five different people sharing their thoughts on how mobile phones and online communication have changed their lives – for better or worse. Choose the correct answer for each question.*

1. What does Speaker 1 suggest about their mobile phone use?

- A) They only use it to post photos of their life.
- B) They are constantly checking it, though not obsessively posting.
- C) They use it mainly for work-related tasks.

2. What is Speaker 2's main concern about mobile phone use at work?

- A) People use phones instead of completing tasks.
- B) Phones are often lost or broken in the office.
- C) Phones are replacing real, face-to-face communication.

3. According to Speaker 2, what is "phubbing"?

- A) A strategy for managing online distractions.
- B) Ignoring someone in person by using your phone.
- C) A tool for monitoring workplace screen time.

4. What does Speaker 3 identify as a psychological cause of excessive online communication?

- A) Social pressure from friends.
- B) Poor time management skills.
- C) Fear of Missing Out (FOMO).

5. What is implied by Speaker 3's comment that we're "losing the ability to enjoy the present"?

- A) People are increasingly focused on work rather than social media.
- B) Constant online interaction may reduce appreciation of real-life moments.
- C) Most people prefer the past to the present.

6. How does Speaker 4 feel about their parents' attitude toward social media?

- A) They agree with their parents that social media is unnecessary.
- B) They feel misunderstood and left out due to their parents' restrictions.
- C) They are thankful for the protection from online dangers.

7. What attitude does Speaker 5 express about online sharing?

- A) It's useful for staying connected but needs to be limited.
- B) It's a great way to feel connected, even when alone.
- C) It should be used only for professional networking.

8. What does Speaker 4 say about how their parents viewed social media?

- A) They thought it was unsafe and never allowed any online activity.
- B) They didn't understand its importance for social interaction.
- C) They were supportive but preferred traditional phones.

9. What is Speaker 5's main reason for enjoying online communication?

- A) It helps avoid loneliness by feeling connected.
- B) It makes travel easier through live updates.
- C) It improves their time management at work.

II тур. Читання. Максимум 20 балів

Завдання 1. 10 тестових завдань, у яких потрібно дати відповідь, чи запропоноване твердження правильне чи ні. **1 бал за правильну відповідь.**

Завдання 2. 10 тестових завдань, де потрібно вибрати 1 правильну відповідь із 4 запропонованих. **1 бал за правильну відповідь.**

READING

Talking Point

Learning a second language can boost children's intelligence and improve their job prospects. Yet in New Zealand, as in many other English-speaking countries, most people speak only one language. About 84% of New Zealanders are monolingual, leaving only a small number of bilinguals, many of whom were born abroad.

Speaking a language other than English is often seen as a marker of difference. This is why eight-year-old Tiffany Dvorak no longer wants to speak her mother tongue, German, and eight-year-old Ani Powell feels embarrassed when others comment on her ability to speak Maori. Joanne Powell, Ani's mother, explains: "In Europe, it's normal for kids to be bilingual. But in New Zealand, if you speak another language at home, some people think you are not helping your child become part of society."

Experts agree that learning a second language benefits children. Bilingual children often have an advantage over monolingual peers, depending on how well they speak each language. It does not matter whether the second language is Maori, German, Chinese, or any other. Cathie Elder, Professor of Language Teaching at Auckland University, says, "Children who speak more than one language may learn one language more slowly, but eventually they perform as well as, and often better than, monolingual children in other subjects. Learning a second language can improve general intelligence."

Dr Brigitte Halford, Professor of Linguistics at Freiburg University, adds that bilinguals use language more effectively, display greater creativity, solve problems better, and learn additional languages more easily.

Despite these benefits, English-speaking societies often show little enthusiasm for bilingual education. Parents and teachers say peer pressure, societal attitudes, and school system limitations are major factors. Immigrant families face the risk that their cultural and linguistic heritage might be lost if children reject their home language. Tiffany's mother, Susanne Dvorak, experienced this firsthand. When she and her husband Dieter moved from Germany to New Zealand six years ago, they wanted to raise their two-year-old daughter as bilingual.

They created a German-speaking environment at home while Tiffany learned English at nursery. However, when Tiffany started school, she stopped speaking German for two to three months and responded mostly in English. Dieter began speaking English to Tiffany, while Susanne continued in German. Today, Tiffany sometimes responds in English, sometimes mixes English and German, but rarely confuses the two languages at school. Her English is fluent, while her German is still developing.

Professor Halford notes that it is normal for children to refuse their home language when they begin socialising with peers. In monolingual societies like New Zealand, children often use bilingualism to explore their identity and differentiate themselves from their parents.

She recommends that parents do not pressure children to speak a specific language but continue using it themselves, allowing children to accept it in their own time.

Cathie Elder emphasizes that immigrant parents should speak only languages they can use well, providing rich language experiences. Even if children want to speak the local language, exposure to any language at home is important for development.

Children also vary in attitudes toward learning languages. Susanne's two-year-old son, Danyon, is already showing balanced skills in German and English. Tiffany, although mainly passive in German now, has the potential to develop active bilingual skills later. Similarly, Ani Powell may not currently want to speak Maori but can still understand it and will likely use it when ready. Joanne Powell highlights that understanding another language opens the door to another culture.

Adults also benefit from bilingualism. Donna Chan, a 25-year-old marketing specialist at IBM, moved from Hong Kong to New Zealand at age four. She recalls refusing to speak Chinese at school but now values being bilingual. Her language skills helped her at work; for example, she attended a trade fair in Hong Kong because she could speak Chinese.

Overall, bilingualism provides children with cognitive, social, and professional advantages. However, societal attitudes, peer pressure, and school practices can limit its development in English-speaking countries. Parents are advised to provide consistent exposure to the home language, respect their child's identity, and encourage language use without pressure.

By fostering bilingualism, children gain better intelligence, creativity, and problem-solving skills, and they are more likely to learn further languages easily. They also retain a connection to their cultural heritage while benefiting from opportunities in a globalized world.

Task 1. Identify whether the statements are true or false.

1. New Zealand is unusual among English-speaking countries because the majority of its native population speaks only one language.
2. About 16% of New Zealand's bilingual population are the descendants of Maori tribes.
3. Ani Powell does not see the benefits of her ability to speak the other language.
4. Being bilingual is appropriate in European countries.
5. Bilingual kids always study better than their monolingual peers.
6. There is a lot of space for the development of bilingual children in English-speaking schools.
7. The article provides an example of a bilingual kid who mixes two languages in the speech.
8. The immigrant parents should stop speaking their native language as soon as they acquire the relevant proficiency in the local one.
9. All children show similar behavior patterns in a bilingual environment.
10. Bilingualism is beneficial to young generation only.

Task 2. Choose the correct answer for each question.

1. **What does it mean for New Zealanders to meet someone who speaks a language other than English?**
 - A. to meet a person who is different
 - B. to meet an ordinary person
 - C. to meet a person born abroad
 - D. to meet a well-educated person
2. **What is the reason for New Zealand parents to abandon their native language and switch to English at home?**

- A. not to make their children feel embarrassed
 - B. not to be different from European families
 - C. not to prevent their kids of belonging to the community
 - D. not to harm their children's intelligence
3. **Who strongly supports the idea of positive impact of bilingualism on children's general intelligence?**
- A. Tiffany Dvorak
 - B. Cathie Elder
 - C. Ani Powell
 - D. Donna Chan
4. **How does bilingualism affect children's creativity?**
- A. negatively
 - B. positively
 - C. neutrally
 - D. no evidence
5. **What way to preserve their language heritage does Professor Halford suggest to immigrant families?**
- A. push their kids to speak their native language at home
 - B. encourage their kids to switch to English everywhere
 - C. giving their own example of speaking their mother tongue
 - D. explain to their kids how important it is to save their difference
6. **Who has the most productive bilingual skills at this moment?**
- A. Ani Powell
 - B. Tiffany Dvorak
 - C. Danyon Dvorak
 - D. none of the kids
7. **Who had an opportunity to visit a marketing event thanks to her native language?**
- A. Cathie Elder
 - B. Brigitte Halford
 - C. Dieter Dvorak
 - D. Donna Chan
8. **Who has never refused to speak their native language?**
- A. Ani Powell
 - B. Tiffany Dvorak
 - C. Danyon Dvorak
 - D. Donna Chan
9. **Which of these benefits are NOT provided by bilingualism?**
- A. better development of critical thinking
 - B. more promising career opportunities
 - C. capacities to acquire new languages
 - D. easier communication with peers at school
10. **What is the author's attitude to bilingualism?**
- A. The author believes there is no place for bilinguals in modern English-speaking societies.
 - B. The author doubts the value of raising children bilingually in an English-speaking world.
 - C. The author supports the benefits of staying bilingual under any circumstances.
 - D. The author insists on preserving immigrants' native language and culture.

III тур. Творча робота. Максимум 50 балів

WRITING

Writing Comprehension Test for 11th Form Students

Word limit: 180–210 words

Maximum score: 50 points

Write an essay regarding **one of the topics suggested**. Choose the one that you think you are most capable of writing about. Then begin writing your essay on the pages provided. When you finish, close your papers, lay down your pen, and wait for us to collect your test materials.

Topics:

1. **Bridging the Generation Gap: Voices of Parents and Teenagers**
 - Why do misunderstandings between generations often occur?
 - How do modern technologies influence family communication?
 - What values should unite parents and children today?
2. **Global Citizenship in the 21st Century**
 - What does it mean to be a responsible global citizen today?
 - How can young people contribute to solving global problems?
 - Can national identity coexist with global responsibility?
3. **Artificial Intelligence and Human Values**
 - Can artificial intelligence replace human creativity and emotions?
 - What ethical challenges arise from the development of AI?
 - How should education respond to the growth of intelligent technologies?

Критерії оцінювання

1. **Обсяг та дотримання вимог (слова, час, формат) – 0–5 балів**
(150–180 слів, артиклі та прийменники враховуються) – відповідність кількості слів, акуратність в оформленні, дотримання інструкцій.
2. **Повнота розкриття теми – 0–10 балів**
Враховуються аргументованість, логічність і відповідність темі творчої роботи.
3. **Організація тексту та структура – 0–7 балів**
Враховується наявність усіх необхідних структурних елементів (вступ, основна частина, висновки) та різноманіття використаних засобів зв'язності.
4. **Лексична насиченість – 0–10 балів**
Враховується різноманітність вжитих словникових одиниць, використання ідіоматичних і сталих виразів.
5. **Граматична правильність – 0–10 балів**
Враховується правильність побудови речень, вживання часових форм, артиклів, прийменників, складність вжитих конструкцій (дієприкметникових і дієприслівникових зворотів, узгодження часів, складних речень).
6. **Орфографія й пунктуація – 0–5 балів**
Враховується правильність написання слів і дотримання пунктуаційних правил.
7. **Креативність та оригінальність – 0–3 бали**
Виставляється вибірково за оригінальність твору: використання епіграфу, цитат, цікавих прикладів або творчих елементів, авторських стилістичних прийомів.