

Всероссийская олимпиада школьников по английскому языку.

Школьный этап. 2025-2026 уч. год.

Задания для участника (9-11 классы)

*Время выполнения– 155 минут. Максимальное количество баллов – 86 баллов*

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| <b>LISTENING - 15 баллов (1 балл за правильный ответ), 25 минут</b> |
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**Task 1. You will hear people talking in several different situations. For questions 1-8, choose the most appropriate answer. The recording will be played TWICE. Write your answers on a separate answer sheet.**

**1** You hear a girl talking about a new film.

Why does she want to see it?

**A** to have a better understanding of the novel it is based on

**B** because her friends have recommended it

**C** because she likes action films

**2** You hear a man talking about a car journey he made recently.

Where was the biggest traffic jam?

**A** coming out of London

**B** near the airport

**C** getting off the motorway

**3** You hear a woman talking about a present.

What was she given?

**A** a piece of clothing

**B** some jewellery

**C** a drawing

**4** You hear a boy talking about his favourite footballer.

Which team does he play for?

**A** Arsenal

**B** Liverpool

**C** Birmingham

**5** You hear a man booking theatre tickets by phone.

How much will they cost altogether?

**A** £73

**B** £75

**C** £78

**6** You hear a woman talking about moving to Scotland.

How did she feel when she met her neighbours?

**A** pleased they were so friendly

**B** annoyed because she couldn't understand their accent

**C** surprised that they treated her like a foreigner

**7** You hear a radio advertisement for a museum.

What period does the special exhibition deal with?

**A** the 1940s

**B** the 1920s

**C** the 1950s

**8** You hear two friends talking about a television programme they have both seen

What sort of programme was it?

**A** a quiz show

**B** a documentary

**C** a soap opera

**Task 2. You will hear part of a radio interview with a law student called Mark Stone, talking about his life at university. For questions 9-15, choose the best answer A-C. The recording is played TWICE. Write your answers on a separate answer sheet.**

**9** Why did Mark decide to study at Gramwell University?

**A** It offers a very good course in his subject.

**B** His parents advised him to go there.

**C** It is near where he grew up.

**10** When Mark arrived at Gramwell, he was surprised by

**A** the weather.

**B** the architecture.

**C** the atmosphere.

**11** What does Mark say about his studies?

**A** It is difficult to manage his time well.

**B** It is less demanding now than it used to be.

**C** It is worth studying hard.

**12** Why did Mark get a part-time job?

**A** He wanted experience working as a librarian.

**B** He had to cover the cost of his accommodation.

**C** He was getting bored in his spare time.

**13** What does Mark say about his lecturers?

**A** They like to communicate with students.

**B** They are hard to get to know.

**C** They only occasionally want to see students.

**14** What does Mark say about his friends at Gramwell?

**A** Most people he knows study law.

**B** They study a variety of different subjects.

**C** The subjects they study are more interesting than law.

**15** How does Mark feel about his social life?

**A** He wishes he could go to more parties.

**B** He worries about wasting time.

**C** He believes he studies better after doing sport.

**Task 1. Read the following text about architecture. Complete questions 1-7 with the most appropriate answer A-G. Then, complete questions 8-14 by answering YES, NO, or NOT GIVEN according to the text. Write your answers on a separate answer sheet.**

### **The beauty of age**

**A** Architecture is a direct and substantial representation of history and place. By preserving historic structures, we are able to share the very spaces and environments in which the generations before us lived. Historic preservation is the visual and tangible conservation of cultural identity. Architecture is one aspect of our heritage with which we can interact and adapt. Some buildings have specific historic context and must be meticulously and exactly preserved. Most buildings, however, must be lived in, interacted with and maintained by the public. These buildings change with us, thus recording a piece of each generation's story. We have an obligation to respect this community resource and preserve it for future generations. Preservation works within the established history and location of cities and towns to build on the rich culture already at hand.

**B** In addition to solidifying a community's past, preservation can help strengthen a community's future. Historic buildings help create vibrant, cultural downtowns that draw tourism, art, festivals, and other activities which in turn draw investment, revenue, and economic growth. A dynamic historic downtown can be the centrepiece of community life: a place to shop, invest, create and live. Simultaneously, preservation can be a tool to boost the economy and quality of life. Local residents benefit through interpretive components such as learning and recreational activities that complement an historic site's didactic offerings and illustrate a special meaning between its past, present and future. The more the community is involved, the more attractive and effective an area will become for locals and visitors.

**C** In the past, historic preservation has been considered a luxury practice, but in recent years, research of the economic and public benefits has revealed that it is a powerful tool in sustaining local economy, creating jobs, and even generating capital. The aesthetic, cultural and historical benefits of preservation are well

known, but now, communities are realising that there are positive economic effects also.

**D** A number of studies have been conducted throughout the United States in recent years, analysing the economic benefits of historic preservation on property values. The results, on both state and local levels, have consistently reported that properties in historic districts appreciate significantly faster than comparable properties not located in historic districts. Property value is determined by the buyers and sellers of the market and when dealing with historic properties, those buyers and sellers must recognise the significance of the historic properties in order for the value to remain high. Studies have given evidence that we, as a society, value those buildings and homes that represent our collective history. These findings make investment in historic properties economically beneficial.

**E** Historic districts do have aesthetic stipulations, but they are not intended to hinder property owners. Bylaws help ensure that the character of the neighbourhood remains intact. The stability provided by these standards usually raises property values because investors can be assured that the historic nature of the district will remain intact. According to Donovan D. Rypkema, a scholar from Columbia University in the field of preservation economics, local district preservation commissions can have a positive effect, 'It has been found that when a local district has the greatest positive impact on property values four variables are usually in place: clear, written design guidelines for the affected properties; staff for the preservation commission; active educational outreach by the staff and commission to property owners, real estate brokers, architects, builders, etc.; and consistent and predictable decisions by the commission.'

**F** Unfortunately, the international style of architecture, for all the beauty of its best work, had the damaging effect of making our cities more uniform and bland. In its debased form of concrete and glass slabs, it can be seen from Aberdeen to Plymouth, New York to Caracas and Sydney to Kuala Lumpur. Post-modernism has an equally patchy record, though contemporary buildings like the Ark in Hammersmith, looming like an ocean liner over an inner urban motorway, are encouraging. It shows that even basic amenities can be a joy to look at and use. But while the pendulum of architectural fashion has swung back towards traditional materials, local character is still under threat from the standardised corporate style

of commercial interests. The chain stores, with their expensively designed images, dominate British towns, making them look increasingly indistinguishable — and dull. People enjoy difference, variety and individuality. They love the drama of the unplanned townscape, where buildings old and new, good and not so good, tell their own long story of the town.

**G** There are many positive examples of developments across the world. In Baltimore, development was triggered by the city council in the late 1950s, followed by a programme of architectural competitions and the establishment of aesthetic criteria in planning to increase quality. Lowell, widely seen as the first US industrial town based on cotton and textiles, was in decline in 1970. It initiated 22 heritage projects re-furbishing warehouses to create museums, heritage and visitor centres, shops and restaurants. This was presented as an “urban cultural park” (the Lowell National Historical Park) and is now considered to have been very successful in changing the image of Lowell, and attracting tourists. Placing arts at the centre of redevelopment may be one way to maintain beauty and uniqueness in a city.

### **QUESTIONS 1-7**

The Reading Passage has seven paragraphs, A-G. Which paragraph contains the following information?

- 1** Laws protecting old buildings maintain the standard of an area as a whole.
- 2** Building prices rise quicker in old areas.
- 3** Appropriate town planning creates cultural and other facilities that draw visitors.
- 4** Residents should help protect their own area.
- 5** Preserving buildings allows us to build on our cultural past.
- 6** Previously, local communities did not realize preserving buildings was important.
- 7** People prefer cities to be unique.

## QUESTIONS 8-14

Do the following statements agree with the claims of the writer in the Reading Passage?

**Write:**

**YES** if the statement agrees with the claims of the writer

**NO** if the statement disagrees with the claims of the writer

**NOT GIVEN** if it is impossible to say what the writer thinks about this

**8** We should not change the use of old buildings.

**9** Historic areas often have modern uses.

**10** Communities frequently want to change old areas.

**11** Keeping historic areas can be good for people's finances today.

**12** Communities don't understand the benefits of preserving old buildings.

**13** All modern architecture is not beautiful.

**14** Beauty was a factor considered in the regeneration of Baltimore

**Task 2. Read the article about a young climber. Several sentences have been removed from the article. Choose from the sentences A-H the one which best fits the gap 15-21. There is one extra sentence included which you should not use. Write your answers on a separate answer sheet.**

**'Cool' kid climbs to glory as US sport cultivates child stars**

Scott Cory sounds just like an ordinary 13-year-old kid. His favoured description of pretty much anything is simple: 'cool'.

Yet Scott is a genius. **15.....** Many expect him one day to be hailed as the world's greatest natural rock climber in a sport for the super fit and very brave. Not that that bothers Scott. 'It is really fun. It's cool,' he told The Observer.

Scott is one of a number of ever younger athletes in the United States. **16.....** They have raised worries about the welfare of youngsters thrust into the limelight at a tender age.

Scott already holds numerous records, including being the youngest climber to scale the peaks of Half Dome and El Capitan in Yosemite National Park: among the most famous 'big wall' climbs in the world. The ascent on Half Dome usually takes top adult climbers three days. **17.....** Now he is planning a charity climb of both peaks within 24 hours. He will climb a total of 4,900 feet of rock – almost four times the height of the Empire State Building.

Scott got his first commercial endorsement deal at the age of eight. **18.....** Despite going to school every day, he is already a professional athlete in one of the world's most dangerous sports.

Tyanna Madsen, aged six, created a storm this month when she deadlifted 45 kilogrammes in a competition. **19.....** Despite health experts – including the American Pediatric Association – warning that children lifting weights can put their health at risk, Tyanna's achievements, which could put her in The Guinness Book of Records, have caused a media frenzy second only to that surrounding 14-year-old soccer player Freddy Adu. **20.....** Freddy, whose parents are from Ghana, will play with professional Washington football team DC United next season. Media pundits compare Freddy's talent to that of Brazilian genius Pelé.

Scott's parents want their son to keep studying and to see a possible future outside climbing. 'He has a brother and a sister who keep him down to earth real easy. **21.....** joked his proud father Jim.

**A** Now, among many other sponsors, North Face pays for him to travel to climb and supplies him with its equipment.

**B** Last week the boy became the youngest professional in a top-level American sport for more than 100 years.

**C** He is the 'wunderkind' of the climbing world, who as a teenager has already mastered some of the planet's toughest climbs.

**D** There are increasing numbers of child sports stars.

- E They include a six-year-old weightlifter and a 14-year-old football professional.
- F She became involved in the sport at three.
- G They tell him all the time how useless he is.
- H Scott did it in one.

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| USE OF ENGLISH - 30 баллов, 40 минут |
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**Task 1. For questions 1-10 fill in the gaps with the correct words to form idioms related to trees, flowers, bushes and animals. Write your answers on a separate answer sheet.**

1. She's a shrinking ..... and rarely speaks in meetings.
2. Lack of communication is the ..... of the problem in our company.
3. Don't quit your job just because the ..... seems greener elsewhere.
4. We need to address the ..... in the room — the missing budget report.
5. She decided to take the ..... by the horns and confront her boss.
6. Stop beating around the ..... and tell me what happened.
7. If you think I'm responsible, you're barking up the wrong ..... .
8. You shouldn't complain about the free tickets; don't look a gift ..... in the mouth.
9. Don't ask too many questions; curiosity killed the ..... .
10. He ..... -picked the easiest tasks from the project list.

**Task 2. Match the names of some famous people given below with their short biographies. More answers are given than needed. Write your answers on a separate answer sheet.**

|                                                                                                              |                      |
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| 11. Exposed the hardships of Victorian society through powerful storytelling and memorable characters, using | A. Winston Churchill |
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| fiction to advocate for compassion and social justice.                                                                                                                                                      |                    |
| 12. Commanded Parliament's army during the English Civil War and later governed as Lord Protector, establishing a short-lived republican rule in a traditionally monarchical nation.                        | B. Mary Shelley    |
| 13. Led Britain through World War II with stirring speeches and steadfast resolve, later earning the Nobel Prize in Literature for historical writings that chronicled the nation's struggles and triumphs. | C. Isaak Newton    |
| 14. Transformed the steam engine into a practical power source, fueling industrial progress and ushering in a new era of technological and economic change.                                                 | D. Charles Dickens |
| 15. Formulated the laws of motion and universal gravitation, laying the foundation for classical physics and shaping modern science for centuries to come.                                                  | E. James Watt      |
|                                                                                                                                                                                                             | F. David Cameron   |
|                                                                                                                                                                                                             | G. Oliver Cromwell |
|                                                                                                                                                                                                             | H. Henry VIII      |

**Task 3. Fill in the gaps with the given expressions. Use each expression only ONCE. Write your answers on a separate answer sheet.**

**A** jot down

**B** sink in

**C** make up

**D** copying out

**H** get your hands on

**I** work out

**J** flicking through

**K** draw up

**E** stick to

**F** keep you going through

**G** against the clock

**L** wear yourself out

**M** work your way through

**N** come up

**O** stay up

The most important thing is to **16)** \_\_\_\_\_ a timetable for revision, and then **17)** \_\_\_\_\_ it.

Study in blocks of about twenty minutes, with five-minutes breaks, and don't work all the time. Then you won't **18)** \_\_\_\_\_, and you'll have time for things to **19)** \_\_\_\_\_.

Just **20)** \_\_\_\_\_ your books and notes isn't very helpful. Well, **21)** \_\_\_\_\_ some notes on what you're reading, and **22)** \_\_\_\_\_ quizzes or memory aids, such as cards with key words on. Even **23)** \_\_\_\_\_ is more effective than just reading.

So, **24)** \_\_\_\_\_ all the past papers you can **25)** \_\_\_\_\_. Practice answering questions **26)** \_\_\_\_\_. It's also helpful to try to **27)** \_\_\_\_\_ which topics tend to **28)** \_\_\_\_\_ regularly, and focus on them.

Look after yourself! The night before the exam, don't **29)** \_\_\_\_\_ all night; try to get a good night's sleep. And on the actual day, eat something that will **30)** \_\_\_\_\_ the exam, such as eggs or pasta.

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| <b>WRITING - 20 баллов, 45 минут</b> |
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You're in a busy kitchen of an expensive restaurant. What story do your ears tell about where you are right now? Describe your surroundings using only the sense of hearing. Describe the noises/sounds that you find pleasing to your ears. Describe the noises/sounds that you find unbearable. Use the following expressions:

- popping off
- timer buzzing

Write your descriptive essay in an appropriate (neutral) style. Write 200-250 words.

