

**Муниципальный этап всероссийской олимпиады школьников  
по английскому языку  
2025–2026 учебный год  
9–11 классы**

**Письменный тур**

*Уважаемый участник олимпиады!*

Вам предстоит выполнить письменные задания муниципального этапа всероссийской олимпиады школьников по английскому языку. Время выполнения заданий письменного тура – **100 минут**. Максимальная оценка за правильное выполнение заданий письменного тура – **80 баллов**.

Выполнение заданий целесообразно организовать следующим образом:

- внимательно прочитайте формулировку задания;
- напишите правильный вариант ответа в листе ответов;
- после выполнения всех заданий еще раз удостоверьтесь в правильности

Ваших ответов;

– если потребуется корректировка ответа, то неправильный вариант ответа зачеркните и рядом напишите новый.

Ответы должны быть занесены в листы ответов черными гелевыми или капиллярными ручками. Проверке подлежат только листы ответов.

При оценке тестовых заданий, где необходимо определить один правильный ответ, 0 баллов выставляется за неверный ответ и в случае, если отмечены несколько ответов или все ответы (в том числе правильный).

Задания письменного тура считаются выполненными, если Вы вовремя сдаете их на проверку.

Во время выполнения заданий письменного тура запрещено:

- свободно передвигаться по аудитории;
- общаться с другими участниками олимпиады;
- указывать персональные данные, делать случайные пометки или рисовать на листах ответов;
- пользоваться тетрадями, учебниками, словарями, справочной литературой, а также любыми электронными устройствами, служащими для передачи, получения или накопления информации (телефон, планшет, смарт-часы, диктофон и др.).

Вы можете выходить из аудитории только в сопровождении дежурного, при этом работа остается в аудитории. Время ухода и возвращения записывается дежурным на оборотной стороне листа ответов. Выход из аудитории по уважительной причине не дает Вам права на увеличение времени выполнения заданий.

Организатор в аудитории вправе удалить участников, нарушивших процедуру проведения олимпиады.

## LISTENING (20 minutes)

Listen to the presentation about unusual British festivals and do TASKS 1–3. You will hear the recording **two times**. You have 3 minutes to read TASKS 1–3.

**TASK 1** Mark the statements true (T), false (F), or not stated (NS) according to what you hear.

- 1 The Burning of the Clavie Festival starts at midnight. \_\_\_\_\_
- 2 It is believed that pieces of the burnt clavie ward off evil spirits. \_\_\_\_\_
- 3 The Up Helly Aa Festival shares a common feature with the Burning of the Clavie. \_\_\_\_\_
- 4 On Shrove Tuesday people compete by pulling on opposite ends of a rope. \_\_\_\_\_
- 5 Cheese Rolling involves chasing a wheel of cheese to the bottom of a hill. \_\_\_\_\_
- 6 The winner of the World Championship Snail Racing receives a prize of money. \_\_\_\_\_
- 7 Usually the garden snail is used in the World Championship Snail Racing. \_\_\_\_\_
- 8 Both the Newent Onion Fayre and the Black Pudding Throwing Championship are speed eating contests. \_\_\_\_\_
- 9 The World Gurning Championship dates back to the 13th century. \_\_\_\_\_
- 10 Burning the Clocks is a celebration of the longest night of the year. \_\_\_\_\_

**TASK 2** Complete the sentences with the missing information. For each question, write **one** or **two words** used in the presentation.

- 11 While some of the unusual British festivals are relatively modern, others are of \_\_\_\_\_ origin.
- 12 During the Up Helly Aa people set fire to the \_\_\_\_\_ that they first carry through the streets of their town.
- 13 Running with a(n) \_\_\_\_\_ and tossing a pancake at the same time is part of Shrove Tuesday celebration.
- 14 After the World Championship Snail Racing snail owners and observers are invited to a party and \_\_\_\_\_.
- 15 Those who want to get the Best Gurner title at the World Gurning Championship should be prepared to make the \_\_\_\_\_ of all.

**TASK 3** Match the locations and the festivals A–G. There are two extra festivals you do not need to use.

- |                         |       |                                           |
|-------------------------|-------|-------------------------------------------|
| 16 Gloucestershire      | _____ | A The Burning of the Clavie Festival      |
| 17 Lancashire           | _____ | B Cheese Rolling                          |
| 18 The Shetland Islands | _____ | C The World Championship Snail Racing     |
| 19 Norfolk              | _____ | D Burning the Clocks Festival             |
| 20 Scarborough          | _____ | E Shrove Tuesday                          |
|                         |       | F The Black Pudding Throwing Championship |
|                         |       | G The Up Helly Aa Festival                |

**TRANSFER YOUR ANSWERS TO THE ANSWER SHEET**

## READING (30 minutes)

**TASK 4** Read the blog post and choose A, B, C, or D to answer the questions.

Things haven't been so easy at home in the last couple of years. I'd like to think I'm old enough and wise enough to know that it's almost certainly because I'm a teenager now. Teenagers complain to their friends about their parents. And I think we can be pretty certain that the parents do the same about their kids. I argue with mine. We don't talk as much as we did when I was a kid. It's not that this is the way I want it – I'd prefer it if we never argued, but found a way to talk about what was bothering us. That would be so much better, not just for me and my mum and dad, but for any teenager and their family. So I've been reading a lot – books like *The Teenage Brain* and lots of online stuff – and I'm sure that if people understood what goes on inside a teenager's mind, half of the arguments over the dinner table wouldn't even start in the first place. So I'd like to share what I've learnt.

There are so many things that parents **have a go** at their teenagers for that it's almost impossible to know where to start. So let's just pick mornings. Mornings are for sleeping for as long as you need to, or at least as long as you can. Every teenager knows that. But not parents – they think that we should get up at 7.30 just because they get up at 7.30, ready for another busy day. So who's right? Well, the science says that an adolescent's body clock isn't programmed in the same way, and is on a schedule about three hours behind that of older adults (that means both going to bed and getting up).

Another issue that parents make a big deal about is tidiness. Clothes dumped on the bathroom floor, an old plate of food under the bed, house keys lost. OK, I admit, I've been guilty of all of these things recently (but at least I owned up!). Sorting stuff like this takes planning, and the way the teenage brain develops means that it's just not our strong point. The brain develops a chemical called myelin, and it's created over time. Until it's fully developed in all parts of the brain, it does unfortunately mean that even very bright teens can do really unreasonable things. So just bear with us guys!

Because the teenage brain goes through all sorts of changes, sometimes teenagers can get angry. This usually makes parents angry. Which makes us angrier, which... OK, you get the picture. But parents need to understand more about what's going on inside our heads. Like, there might be a perfectly understandable (to us) reason why we don't want to do that maths homework this instant. So, try and understand! Don't always respond to us by getting angry. Calm down, **count to ten**, and think twice.

Communication. That's a big one. Sure, teens and parents need to hang out together too, not live in separate worlds. But I'm 16, so the topics of conversation I was into when I was 11 don't work for me now. Same for all kids my age. The sooner parents realise that, the better. It's not that we stop loving them just because we're in our teens, it's just that we need more space to grow up and find out who we are. Here's a tip – if there's something that needs to be discussed, do it on a car journey. Whether it's the whole family together or just two of you, the fact that you're in a car means that you're gazing ahead, rather than staring at each other. For me, it just makes it easier to talk somehow, because I sometimes feel they're judging me if they're observing me. Try it. It works!

- 21** What change does the writer mention in family relationships during the teenage years?
- A** Decreased communication between parents and children.
  - B** Teenagers having more trust in their friends than their parents.
  - C** Parents becoming overly supportive of their teenagers.
  - D** Teenagers becoming cleverer than their parents think they are.
- 22** What action has the writer taken to better understand his teenage experience?
- A** He has been reading books and online resources about teenagers.
  - B** He has started discussing his problems with his friends.
  - C** He has found a way to talk about what bothers him with his parents.
  - D** He has started writing a blog about his teenage experience.
- 23** What does the writer mean when he says that parents ‘have a go’ at their teenagers in paragraph two?
- A** Parents shout at them.
  - B** Parents distract them.
  - C** Parents punish them.
  - D** Parents criticise them.
- 24** Why shouldn’t parents be surprised if their teenagers sleep late?
- A** Many teenagers find their busy schedule tiring.
  - B** Some teenagers need more hours of sleep than adults.
  - C** Teenagers prefer not to be seen by anyone in the mornings.
  - D** It’s natural for teenagers to have different sleep patterns from adults.
- 25** In the third paragraph, how does the writer feel about tidiness?
- A** He agrees that he is messy.
  - B** He thinks tidiness is overrated.
  - C** He believes his room is generally neat and clean.
  - D** He claims he has become more responsible about keeping his room tidy.
- 26** The writer admits that teenagers tend to be very ... .
- A** honest
  - B** disorganised
  - C** confident
  - D** stubborn
- 27** What does the writer mean when he advises parents to ‘count to ten’ in paragraph four?
- A** Do not react too quickly.
  - B** Repeat what you have said.
  - C** Find a reason for this behaviour.
  - D** Do not tell teenagers things they already know.
- 28** The writer explains that ... .
- A** it is natural that teenagers love their parents less than they did as children
  - B** teenagers want to talk about different things as they mature
  - C** it is important for teenagers to spend more time away from their parents
  - D** parents cannot maintain conversations on the topics teenagers are interested in
- 29** Car journeys are a good opportunity to speak because ... .
- A** no one will interfere as the vehicle provides privacy
  - B** when travelling we tend to feel calmer and more positive
  - C** the speakers don’t need to look at each other
  - D** parents and teenagers cannot avoid each other when they are in the same car

- 30 Why has the writer posted this blog entry?
- A To help families get along better.
  - B To explain why his parents annoy him.
  - C To encourage parents to read more books.
  - D To suggest that it is important for teenagers to learn to understand their parents.

**TASK 5** Read six short paragraphs. For each question below, choose from the paragraphs A–F. The paragraphs may be chosen **more than once**.

*In which paragraph does the writer...*

- 31 explain how some travellers approach a journey?
- 32 say how he understands what motivated him to make certain choices?
- 33 mention visits that failed to make a great impact on him?
- 34 accept that his advice will not always be followed?
- 35 give examples of how objects people value can be sources of inspiration?
- 36 say a particular distinction is crucial?
- 37 advise following up interests rather than trying to do unusual things?
- 38 emphasise thorough preparation for trips?
- 39 explain that something is bound to have a lasting effect?
- 40 say that people sometimes fail to recommend the most interesting places?

**A** Looking back at my travel biography, I realise I’ve subconsciously used trips to do things I dreamt of being able to do as a child. I created a road trip itinerary around the area of New York where one of my favourite singers grew up, based on the lyrics he wrote about his hometown. I drove along the roads he sings about in his songs, got coffee at his favourite café, and walked into the music room of his old high school. I even met a guy who used to live across the street from him and remembered hearing him practise the piano. I’ll never perceive those songs the same way again.

**B** It’s time to play with what makes up ‘travel’. The goal isn’t being ‘different’ in what you do, it’s being personal. Seriously, what do you like? Find ideas by looking at the ‘most played’ songs in your music player, documentaries you have seen recently, or those old keepsakes you keep in a box under your bed. That chunk of volcano lava your dad got you when you were six? That old video of a band you still enjoy? Anything can turn into a makeshift guidebook if you approach it the right way.

**C** It takes outsider eyes to really ‘see’ a place. I would have never found unexcavated ruins in the backwaters of Bulgaria or drunk coffee at classic farm-town diners in the Great Plains area of the US if I had passively relied on advice I got from locals on the ground. If we’re being honest – at least in America – doing so often means being steered toward shopping malls, and cafés that are part of global chains. How did I find these places? I was visiting as a travel writer. That means not travelling ‘like a local’, but in the company of locals – a subtle, but fundamental difference.

**D** Why do this? It’s empowering. It’s memorable. It builds on things that are already dear to you and introduces you to things you never knew you were looking for. It’s also fun. You might not want to travel like a travel writer on every trip you take, but you should try at least once – as if the technique itself were a ‘once in a lifetime’ destination.

**E** Travel writers – at least good ones – don’t just drop into Bogota or Brussels to see what happens, as fun as that can be. They do as much research as they can, devouring novels, articles, TV shows, and films about where they’ll be going to track down an angle, a hook or a mythology that grabs them. Then they use that angle as a lens that sets them on a path. And that path can lead to unexpected, marvelous things.

**F** I’ve spent a dozen years doing research for travel guidebooks, articles, and videos on trips that have taken me to cities and stilt towns in Siberia, abandoned kingdoms in Burma, even my own hometown. And while I’m likely to remember the local people I meet more vividly than the history museums I breeze through, I’ve learnt there’s a resource that’s better than anyone else you’ll ever meet on your travels: you.

### TRANSFER YOUR ANSWERS TO THE ANSWER SHEET

#### USE OF ENGLISH (20 minutes)

**TASK 6** Decide which answer, A, B, C, or D, best fits each gap in the text below.

This popular seaside resort on the south coast of England is so **41** \_\_\_\_\_ to London it has sometimes been called ‘London by the sea’. It is one of the United Kingdom’s top ten beach destinations and was recently **42** \_\_\_\_\_ the UK’s Green Capital. Brighton has also always had a reputation **43** \_\_\_\_\_ being very stylish and fashionable and in particular ‘funky’. It’s a very cool place and has plenty to **44** \_\_\_\_\_ every kind of visitor.

Those interested in history or architecture should **45** \_\_\_\_\_ the Brighton Pavilion. Originally a farmhouse, the Pavilion was **46** \_\_\_\_\_ into an exotic seaside home for the Prince Regent, who later became King George IV, between 1815 and 1822. It’s a beautiful mixture of Indian and classical architecture and is quite **47** \_\_\_\_\_ in style. For fantastic shopping you should **48** \_\_\_\_\_ an afternoon walking through the lanes; you’ll find all sorts of unusual shops there. If you want fun and good food you should visit the famous Victorian pier. This stretches out over the sea and is **49** \_\_\_\_\_ of life. There are amusement arcades, cafés, and shops as well as places to try some very **50** \_\_\_\_\_ fish and chips.

- |           |                      |                      |                     |                      |
|-----------|----------------------|----------------------|---------------------|----------------------|
| <b>41</b> | <b>A</b> next        | <b>B</b> close       | <b>C</b> convenient | <b>D</b> like        |
| <b>42</b> | <b>A</b> singled out | <b>B</b> voted       | <b>C</b> elected    | <b>D</b> decided     |
| <b>43</b> | <b>A</b> to          | <b>B</b> for         | <b>C</b> of         | <b>D</b> with        |
| <b>44</b> | <b>A</b> offer       | <b>B</b> give        | <b>C</b> suggest    | <b>D</b> invite      |
| <b>45</b> | <b>A</b> visit       | <b>B</b> go          | <b>C</b> look       | <b>D</b> sightsee    |
| <b>46</b> | <b>A</b> transmitted | <b>B</b> transferred | <b>C</b> altered    | <b>D</b> transformed |
| <b>47</b> | <b>A</b> unique      | <b>B</b> single      | <b>C</b> alone      | <b>D</b> solo        |
| <b>48</b> | <b>A</b> pass        | <b>B</b> have        | <b>C</b> waste      | <b>D</b> spend       |
| <b>49</b> | <b>A</b> complete    | <b>B</b> whole       | <b>C</b> full       | <b>D</b> plenty      |
| <b>50</b> | <b>A</b> real        | <b>B</b> authentic   | <b>C</b> true       | <b>D</b> genuine     |

**TASK 7** Complete the idioms in the sentences below with the correct place names as in the example. There are two extra place names which you do not need to use.

- A Yorkshire
- B Waterloo
- C Coventry

- ~~D Brighton~~
- E Newcastle

- F Cheshire
- G Glasgow

*Example:* She arrived at the party with more front than D , introducing herself to everyone and making a grand entrance.

- 51 We definitely don't need to bring any toys when we go over their house – they have so many that bringing more would be like carrying coals to \_\_\_\_\_ .
- 52 'Dad's smiling like a \_\_\_\_\_ cat, isn't he?' – 'Oh yeah. Watching you try to fix the bike all by yourself is his entertainment for the day!'
- 53 I was sent to \_\_\_\_\_ by the other students after I refused to help them cheat in the exam.
- 54 The underdog team met their \_\_\_\_\_ in the championship game and lost to the best team in the league.

**TASK 8** Complete the idioms in the sentences below using the pictures. For each sentence, use **between two and four words**.



A



B



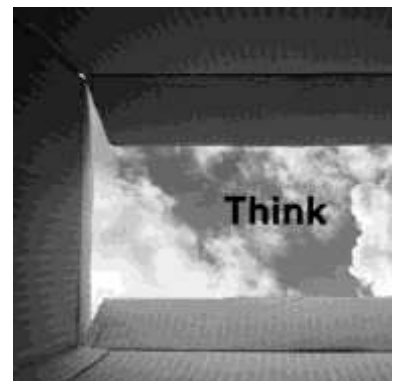
C



D



E



F

- 55 He's turned into a real (Picture A) \_\_\_\_\_ since he subscribed to this new sports channel.

- 56 Don't burn the (*Picture B*) \_\_\_\_\_ – you are trying to do too many things and don't get enough sleep.
- 57 She didn't want to get into a fight, so she decided to button (*Picture C*) \_\_\_\_\_ .
- 58 Right now forget the details and take a look at the (*Picture D*) \_\_\_\_\_ .
- 59 If you say there is an (*Picture E*) \_\_\_\_\_ , you mean that there is an obvious problem or difficult situation that people do not want to talk about.
- 60 Never be afraid to be creative and think (*Picture F*) \_\_\_\_\_ !

### TRANSFER YOUR ANSWERS TO THE ANSWER SHEET

### WRITING (30 minutes)

**TASK 9** There are numerous books that have been adapted for the big screen. Sometimes the film version fails to grasp the atmosphere of the book, but quite often we enjoy watching a good film and experience the story differently. They say a picture paints a thousand words, but the reverse can also be true. Choose a book and its film adaptation and **write a review** (150–190 words) using the plan below.

- Name the book and its author; summarise the plot of the book.
- Compare the book and the film: what does the film get right? what does it get wrong? what is cut out or added?
- Express your overall impression of the book and the film. Give recommendations – who might the book and / or the film be interesting for?



Do not forget to include an opening and closing comment.

### WRITE ON THE ANSWER SHEET