

ВСЕРОССИЙСКАЯ ОЛИМПИАДА ШКОЛЬНИКОВ
ПО АНГЛИЙСКОМУ ЯЗЫКУ 2025 г.
МУНИЦИПАЛЬНЫЙ ЭТАП. 9-11 КЛАСС

LISTENING (20 points)

Time: 20 min

Task 1. You will hear an interview with someone who runs a company called The Perfume Shop, which sells perfume in a group of shops in the UK. For questions 1-7, choose the best answer (A, B or C). You will hear the recording twice.

1. Which of these statements summarizes Jo's sales philosophy?
 - A) People care about what they buy.
 - B) Names don't sell products.
 - C) People are more important than products.
2. What do we learn about the 'Fish principles'?
 - A) They are used by many companies.
 - B) They emphasize enjoyment of work.
 - C) Jo was told about them by some fish sellers.
3. Jo says that one of 'the Fish principles' concerns
 - A) thinking of enjoyable activities for staff.
 - B) deciding to be enthusiastic about your job.
 - C) persuading customers to buy.
4. Which of the following is true about perfume, according to Jo?
 - A) It has special connections for some people.
 - B) People aren't often given the right advice about it.
 - C) Many people find it hard to decide which one they like best.
5. What problem did the girl in the shopping centre have?
 - A) She hadn't been able to find the perfume she wanted.
 - B) She had used up all of a certain perfume.
 - C) She thought she wouldn't be able to buy a certain perfume.
6. Jo's main intention when she spoke to the girl was
 - A) to give her some good news.

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B) to sympathize with her problem.

C) to sell her some perfume.

7. Jo says that the man who came into one of The Perfume Shop's stores

A) became a regular customer.

B) wanted a perfume that was no longer available.

C) was amazed when she sent him a bottle of her own perfume.

Task 2.

Part 1. You will hear part of a radio documentary about a dessert. For questions 8 -13, fill in the gaps with two-three words you will hear in the recording. Dates can be written in words or in numbers. You will hear the recording in Part 1 of the task for the first time and in Part 2 of the task for the second time.

8. The dessert is believed to have been created to honour Anna Pavlova during or after one of her tours to Australia and New Zealand in _____.

9. Professor Helen Leach, _____ at the University of Otago in New Zealand, has researched the pavlova, and has compiled a library of cookbooks.

10. It has been claimed that Bert Sachse _____ at the Esplanade Hotel in Perth, Australia in 1935.

11. Pavlova is made by _____ to a very stiff consistency before folding in caster sugar, white vinegar, cornstarch, and sometimes vanilla, and slow-baking the mixture similarly to meringue.

12. Raspberry is a popular topping in _____.

13. A commercial product is available that includes pre-mixed ingredients for baking the meringue shell, requiring only the addition of _____.

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Part 2. Listen to the recording again. For questions 14-20, decide whether, according to the recording, the statements (14-20) are true (T) or false (F).

14. Pavlova is a meringue-based dessert named by the Russian ballet dancer Anna Pavlova.
15. Currently available research cannot suggest which country the recipe originated in.
16. This popular dessert is always part of celebratory meals such as Christmas lunch.
17. Helen Leach has collected books with more than 650 pavlova recipes.
18. Matthew Evans, a restaurant critic for The Sydney Morning Herald, did not think that the original pavlova recipe would ever be found.
19. Pavlova has a soft marshmallow texture inside with a crunchy shell outside.
20. The world's largest Pavlova dessert is made annually at Te Papa, New Zealand's national museum in Wellington.

TRANSFER YOUR ANSWERS TO THE ANSWER SHEET

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READING (20 points)

Time: 30 min

Task 1. Read the descriptions of 6 different courses for teenagers. For questions 1-8, match the texts (A-F) to the questions (1-8). The texts can be used more than once.

Which course/courses offers/offer

1. to teach students to use their time and modern technology effectively?
2. to train students to sound convincing?
3. to practise cooperating with others and maintaining the necessary contacts?
4. a special activity for students to reflect upon their individual progress and accomplishments?
5. to provide public speaking and presentation skills practice in front of the audience?
6. to explore and cope with their feelings as well as talk about their feelings with others?
7. to develop one's presentation skills together with critical reasoning?
8. to inform students about the importance of gestures and posture?

A *"Success Through Skills Development"* is a comprehensive course that teaches students how to develop and utilize skills that will allow them to achieve their goals and success in their respective careers. The course provides students with a framework for identifying and overcoming barriers to achieving their goals, including setting ambitious objectives, building strong networks, and maximizing their time and effort. Students will learn about effective project management, decision-making, and time management skills, as well as techniques for leveraging technology and collaborating with teammates. The session concludes with a series of team-building activities with further reflection and evaluation of one's personal achievements during the course. This course is ideal for individuals who want to build lasting relationships, develop their career expertise, and achieve their full potential.

B *"Emotional Intelligence"* is a comprehensive course that teaches students how to understand and manage emotions. Unlock the secrets of emotional intelligence and emotional intelligence skills! We teach students how to identify, manage, and express emotions effectively, improving their overall well-being and relationships. Emotional intelligence is crucial for successful personal and professional lives, and our course teaches students how to develop and utilize these skills. By immersing themselves in meaningful learning experiences, students develop their emotional intelligence skills and

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improve their overall well-being. We will work on developing their emotional awareness and skills through various activities and exercises. The course finishes with a series of discussions and reflection sessions to help students navigate life challenges and identify areas for further growth. Join us for an unforgettable journey towards emotional maturity and success!

C "*Personal Growth*" is the course that everyone needs! Find the answers to life's most pressing questions and personal growth questions in our comprehensive personal growth course. We provide students with tools and techniques to overcome obstacles and identify one's strengths and weaknesses. Throughout the course students develop resilience, self-confidence, and growth mindset. A special session will be aimed at speech and public speaking skills. Students will practise delivering speeches, presentations, and debates in front of groups of different ages and backgrounds. This course is perfect for individuals who seek to deepen their understanding of themselves and their purpose in life. Join us to find personal fulfilment and achieve success!

D "*The Art of Learning*" – the most useful course ever! Unleash your creativity and unlock the true potential of your mind with our unique creative workshop! We believe that learning should be fun and rewarding, and we strive to create an environment where students can thrive. From the start students will engage in lectures, presentations, and debates related to topics such as leadership, teamwork, and problem-solving. Our comprehensive creative workshop offers a range of challenging and rewarding activities that help students develop their creative and analytical skills as well as their ability to get the message across.

Whether you're a beginner or a seasoned pro, we invite you to join us in this journey towards self-discovery. You will also work on developing your critical thinking and problem-solving skills by completing tasks related to learning materials. The course concludes with a session where students will describe their experience writing a review of their own progress. Discussion of future strategies for further learning will also be included. Join us for a transformative experience that will change your perspective on learning forever!

E "*Language and Communication Skills for Young Leaders*"

Overall, the course is designed to equip students with the language and communication skills they need to effectively lead in their respective fields. Practical sessions will provide students with valuable hands-on experience that will help them develop their language and communication skills and become more confident and effective leaders.

This course is designed for individuals who want to develop their language and communication skills as well as leadership skills. It teaches students how to effectively

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communicate with the audience, using the language that is clear, concise, and persuasive. Students will also learn about effective negotiation strategies, teamwork, and presentation skills. The course invites its participants to participate in networking events, seminars, and workshops to build their network of contacts and collaborators. It will help students develop their networking skills, teamwork skills, and effective collaboration skills. This course is ideal for individuals who want to develop their leadership skills and build their future careers successfully.

F "Speak Your Mind: A Comprehensive Course on Public Speaking"

This course is designed for individuals who want to improve their public speaking skills and become confident and articulate speakers. It teaches students techniques for mastering the art of speech, including essentials of effective body language, clear delivery, and effective audience response. Students will also study communication styles, audience engagement, and effective questioning. Effective writing session includes working on creating written documents, letters, and reports that convey clear messages. This session will help students develop their writing skills, organizational awareness, and effective communication skills. This course is perfect for those who are looking to expand their horizons and improve their public speaking abilities.

For questions 9-13, read the text again and decide whether, according to the text, the statements (9-13) are true (T) or false (F).

9. The course on public speaking will teach students to work with social networks effectively.
10. There will be a writing session in the course on the art of learning which will teach students to write reviews.
11. The course on emotional intelligence allows students to do some tasks to change their emotional state for the better.
12. There is only one course that aims at teaching to distribute one's time effectively.
13. The course on personal growth encourages the students to do hard but fulfilling activities.

Task 3. Read the text. For questions 14-20, choose a, b, c or d.

In the last few decades, London has undergone a gastronomic revolution, evolving from a city known for its traditional and often mundane cuisine to a hub of culinary innovation and diversity.

As London toasts itself as the world's most exciting gastronomic city, it is amazing to remember just how recently it was catapulted to the top table. Even 30 years ago, most

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Britons presented with a plate of salmon sushi, with its silky texture and delicate flavours, would have sent it back to the kitchen and wondered what possessed the chef to send out the fish so obviously undercooked. Steak tartare, a dish made from finely minced raw beef, seasoned with various spices and sauces, was often sent back as well. A Caesar salad? That would presumably have been something that Roman emperors ate. Yes, you could get something that called itself a curry in most towns. Also sweet-and-sour pork. Italian restaurants still carried an air of exoticism, with their waiters waving pepper mills the size of baseball bats. The stereotypical British holidaymaker abroad was the one who, when offered garlic bread would shriek. 'What? Garlic bread? Garlic? Bread? Am I hearin' you right? Garlic bread? No, thank you, I've got some sliced white in my case; that'll do me.'

'Tell me what you eat,' said the French gastronome Jean-Anthelme Brillat-Savarin, 'and I will tell you what you are.' Even two or three decades after the end of the war, when the rigour of rationing was losing its grip, Britons must have been beige. Because the food they ate came in shades of brown, long before paint manufacturers made that a fashionable colour palette.

As recently as 1974, retailers were handing out leaflets explaining that while an avocado pear might sound like a fruit, it was best eaten with lemon juice or vinaigrette. 'Don't approach a courgette with fear and trepidation,' it urged. 'For your first attempt at cooking them, simply simmer in salted boiling water.' Dentists must have been able to afford second homes after the introduction of pistachios: so many customers tried to eat them with their shells that eating instructions eventually had to be included.

As travel and trade across Europe became freer, as cheaper air fares brought America and Asia within tourist budgets, British palates grew more adventurous and discerning. Where once it was hard to get a good cup of coffee, now coffee-drinkers demand their beans come not just from a particular country, but from a specific coffee bush. Visit a restaurant today and the waiter will mention, as if it mattered, that the salt on the table is sourced from the Himalayas and the pepper from Madagascar.

The kitchen has become the heart of the middle-class home. Cookery programmes continue to captivate TV audiences, even if we watch them while waiting for our Thai green curry ready-meal in the microwave to ping. Cookbooks are the only books that many people buy. Recipes in newspapers include ingredients that, three decades ago, would have required new trade routes to be introduced to facilitate their import. Now, no supermarket that stocked only one type of tomato could survive. In short, we have become a nation of gourmets celebrating the joy of food.

14. In the first paragraph, the writer expresses surprise at

- a) the current reputation of British cooking
- b) British people's aversion to eating raw food

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- c) how quickly British people's tastes have changed
- d) British people's ignorance of foreign dishes

15. According to the writer, in the past, British tourists abroad were renowned for

- a) sampling the local cuisine
- b) often bringing their own food with them
- c) arguing with waiters about the quality of the food
- d) refusing to eat any bread

16. In the third paragraph, the writer criticizes the British food of the past because

- a) it always looked the same
- b) it always involved the same ingredients
- c) it was always cooked in the same way
- d) it always tasted the same

17. The stories in the fourth paragraph illustrate that when new food products became available in the 1970s Britain, people

- a) didn't want to try them
- b) didn't like the look of them
- c) didn't know how to prepare them
- d) thought they were ridiculously overpriced

18. According to the writer, with the expansion of international travel, the British have become more interested in

- a) eating out
- b) having more professional service
- c) how healthy their food is
- d) where their food comes from

19. The writer concludes that the British today are

- a) trying out more recipes.
- b) showing more interest in food
- c) relying more on traditional ingredients
- d) spending more time on food shopping

20. Choose the best heading for the text.

- a) Where to eat out in London
- b) Sourcing ingredients for the perfect dish
- c) The changing tastes of the British
- d) Eat well; be healthy

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USE OF ENGLISH (20 points)

Time: 20 min

Task 1. Read the text and fill in the gaps in the idioms (1-8) with the words fitting in the crossword below. The numbers of the crossword clues correspond to the numbers of the gaps in the text. In points 1 and 6 you need the plural forms of the nouns.

The 19th Century Britain

The 19th century was a time of rapid change and progress. Great Britain was expanding by leaps and (1) ____, with new technologies and industries emerging at the drop of a hat. It was a time when people were starting from (8) ____ and taking risks to strike it rich.

One of the key industries that emerged during this time was the railway industry. The early birds who invested in this industry were able to get the jump on others and make a fortune. They knew the industry inside out and were able to drive hard (6) ____ when negotiating deals.

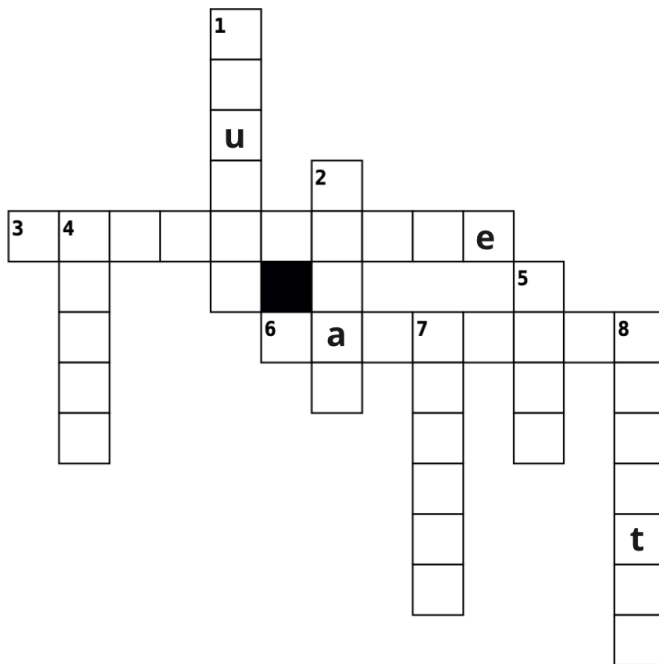
However, not everyone was successful in their ventures. Some start-ups failed due to stumbling blocks such as a lack of funding or competition from copycat businesses. But those who were able to fit the bill and adapt to changing circumstances were able to put their noses to the (3) ____ and succeed.

The country was full (2) ____ ahead with its industrial revolution, but there were also challenges to overcome. Workers faced difficult working conditions and long hours, and many had to (5) ____ or swim in order to survive. Despite these challenges, the country continued to (4) ____ for the moon and push forward with its progress.

In order to succeed, it was important to have one's ears to the (7) ____ and know what was happening in the industry and the market. Those who were able to take the bull by the horns and play things by ear were often the most successful.

Overall, the 19th century in Britain was a time when people had to work hard and be creative in order to succeed. Today, we can learn from the lessons of the past and continue to drive progress and innovation in our own lives and industries.

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Across

3. a large round stone that turns like a wheel and is used for sharpening knives and tools.
6. something bought or offered at a low price (a noun in the plural form)

Down

1. long or high jumps (a noun in the plural form)
2. the hot mist that forms when water boils
4. to move your arm and hand to take or touch something
5. to disappear below the surface of a mass of water
7. the surface of the earth
8. a small shallow cut

Task 2. Fill in the gaps (9-14) with the words below, choosing a, b, c, or d

Soft skills are crucial for success in today's job market, _____(9) technical skills. They refer to interpersonal abilities that enable individuals to interact effectively with others.

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Communication, teamwork, leadership, problem-solving, time management, ____ (10), and conflict resolution are examples of soft skills.

Good communication is critical for building relationships with colleagues and clients. Effective teamwork is also essential for achieving organizational goals. Leaders inspire and motivate others to achieve their best ____ (11) by setting goals, ____ (12) tasks, providing feedback, and creating a positive work environment.

Problem-solving, decision-making, and time management are vital skills at all ____ (13). Adaptability is valuable as well, especially in today's rapidly changing business environment. Conflict resolution skills are essential for dealing with difficult situations constructively, finding common ____ (14), and resolving disputes amicably.

Employers are looking for individuals who possess a combination of technical and soft skills. Those who can demonstrate their ability to communicate, collaborate, lead, problem-solve, manage time, adapt, and resolve conflicts effectively will be in high demand.

- | | | | | |
|-----|----------------|-----------------|----------------|----------------|
| 9. | a. bordering | b. except | c. alongside | d. with |
| 10. | a. rigidity | b. adaptability | c. resilient | d. conform |
| 11. | a. performance | b. account | c. application | d. operation |
| 12. | a. rejection | b. recommending | c. delegating | d. advancement |
| 13. | a. capacities | b. footings | c. ranks | d. levels |
| 14. | a. ground | b. reason | c. mind | d. tract |

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Task 3. For items 15-20, match the King or Queen of England/Great Britain (A-H) to the description of their reign (15-20). There are two names you do not need to use.

description	monarchs, dates of reign
15. He/she came to the throne when their brother unexpectedly abdicated; provided leadership and strength during the Second World War; during his/her reign the Commonwealth of Nations replaced the British Empire.	A. William I (1066-1087)
16. Born in Normandy, a northern region of France, he/she later became one of Britain's most influential monarchs; won his/her crown at the Battle of Hastings, thus putting an end to the Anglo-Saxon era; imposed a new aristocracy on England that was French in language and culture; during his/her early reign commissioned the White Tower, the central structure of the Tower of London.	B. Queen Victoria (1837-1901)
17. Presided over the beginnings of the English Renaissance and the English Reformation; separated England from the Catholic church and declared himself/herself Head of the Church; notorious for having six spouses two of whom were executed; left a dangerously complicated succession problem.	C. Queen Elizabeth I (1558-1603)
18. At the age of 12, he became King of Scotland; later on gained the English throne; struggled throughout his reign to create a united and prosperous realm of Great Britain under the Stuart dynasty. The Gunpowder Plot took place during his reign.	D. James I (1603-1625)
	E. George VI (1936-1952)
	F. Henry VIII (1509-1547)
	G. Queen Anne (1702-1714)
	H. Charles I

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19. He/she was a great lover of the arts and spent large sums on paintings; refused to accept the demands for a constitutional monarchy; fought the armies of English and Scottish parliaments in the English Civil War; became the first British monarch in history to be tried, convicted and executed for high treason.	(1625-1649)
20. He/she was said to own an empire so large that the sun never set on it; his/her reign was one of the longest in British history; the era of this monarch is associated with the Industrial Revolution, economic progress and the expansion of the British Empire.	

WRITING (20 points)

Time: 50 min

You see the following notice in an online English magazine for teenagers.

Send us a story!

We are looking for stories for our English magazine for young people. Your story must begin with this sentence:

When Max opened the letter, he was so excited that he started dancing around the room.

Your story must include:

- a journey
- a meeting.

Remember to:

- give a title to your story;
- use one idiom and two phrasal verbs of your choice in the correct form in your story;

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- include direct and indirect speech;
- give two or more details describing the journey and two or more facts describing the meeting;
- describe feelings and emotions more than once.

Underline the required idiom and phrasal verbs in your story.

Write 220—250 words (the title is included in the word count).

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