ВСЕРОССИЙСКАЯ ОЛИМПИАДА ШКОЛЬНИКОВ
АНГЛИЙСКИЙ ЯЗЫК. 2026–2027 уч. г.
МУНИЦИПАЛЬНЫЙ ЭТАП. 10–11 КЛАССЫ

Максимальный балл за работу – 100.

LISTENING
Time: 15 minutes (15 points)

Задание 1.

Task 1

*For items **1–10** listen to a talk by Jessica White, a volunteer, and decide whether the statements (**1–10**) are **TRUE** (**A**), or **FALSE** (**B**) according to the text you hear. You will hear the text **twice**.*

1. Jessica found out about the turtle conservation programme while she was searching the Internet with her mother.
A) True B) False

2. Jessica decided to work on the mainland because she didn't want to be isolated from the mainland.
A) True B) False

3. Jessica was accepted onto the programme because she had previous experience in conservation.
A) True B) False

4. The fitness tests included a swimming component, since much of the work took place in the water.
A) True B) False

5. Jessica's team worked night shifts because female turtles come ashore to nest at night.
A) True B) False

6. Other volunteers worked the same night shifts as Jessica's team.
A) True B) False

7. During a shift, volunteers could walk up to 15 kilometres on soft sand and work in high humidity.
A) True B) False

8. Jessica enjoyed the high humidity but found the heat uncomfortable.

A) True B) False

9. Most of the volunteers had taken part in the programme on more than one occasion.

A) True B) False

10. Jessica said she would be willing to volunteer again because she found the experience rewarding.

A) True B) False

Task 2

*For items **2–6** listen to a conversation. Choose the correct answer (**A, B** or **C**) to answer questions **2–6**. You will hear the text **only once**.*

Задание 2. At the beginning of the conversation, Emma feels

A) worried about the weather.
B) enthusiastic about the trip.
C) anxious about the long hike.

Задание 3. What does Tom suggest they do regarding the cable car?

A) He suggests they should buy tickets on the day.
B) He suggests they should avoid using it to save money.
C) He suggests they should get tickets before they go.

Задание 4. What is NOT TRUE about Tom's brother?

A) He went to the mountains recently.
B) He found the queues to be very long.
C) He advised them to go there by car.

Задание 5. Why does Emma want to have a picnic instead of eating at the restaurant?

A) She doesn't like the food there.
B) She doesn't have a lot of money at the moment.
C) She wants to save time for more hiking.

Задание 6. Tom offers to pay for the lunch because

A) he wants to celebrate his own birthday.
B) he thinks it’s fair since he chose the restaurant.
C) he hasn't given Emma a birthday gift yet.

READING
Time: 45 minutes (20 points)

Task 1

*For items **7–16**, read the passage below and choose option **A, B, C** or **D** which best fits according to the text.*

From the page to the paddock: how I finally became a Saddle Club girl

Leila Latif, a freelance writer, describes how taking up horse riding in her thirties turned a childhood fantasy into a practice that keeps her grounded, present, and grateful to be alive.

Growing up, I thought of myself as a horse girl through and through. I had never set foot near a stable, but my imagination was fully inhabited by the equestrian world thanks to a steady diet of library books: the wholesome Pony Pals and Saddle Club series gave way, in time, to the more dramatic Thoroughbred novels set among the racing yards of Kentucky. Curiously, it never once crossed my mind to ask for actual lessons.

In place of riding, I pestered my parents for a succession of other pursuits – acting, cross-country running, orchestral instruments, karate, choir, squash – with an enthusiasm that consistently outstripped any natural ability. My mother had high hopes for tennis, hopes that were dashed when I proved unable to return a single serve. The coach was eventually informed, with some indignation, that the problem was medical rather than motivational. By the time volleyball arrived in secondary school, she had run out of excuses: after five weeks she stopped driving me to matches, citing the shame as too much to bear.

None of this discouraged me in the slightest. I have always taken the view that incompetence is no barrier to enjoyment, and that the whole point of a hobby is to remain a hobby – something pursued for pleasure, not as another arena in which to demonstrate competence. In my early twenties I made myself a pledge: one new pastime per year, no obligation to continue beyond twelve months, the only requirement being a willingness to stay curious. The list has since included bladesmithing and, on my twenty-seventh birthday, a learn-to-ski package, where I bonded with the one other woman of my age on the beginners' slope.

In early 2022 the moment finally came to honour the oldest item on my list. Two tube changes and a twenty-minute walk from my front door, I arrived at a paddock in borrowed boots, ready to confront my equestrian fantasy. The reality was physically demanding and rather loud – an instructor's commands filling the arena at a volume I hadn't encountered since childhood.

Post ride, my fingers were numb from the lack of blood circulation, my muscles burned and the thick, dark mud on the backs of my calves. Did it feel magical? I spent an hour sitting multiple feet up in the air, was yelled at by an

instructor – shorten the reins, leg on, lean back, arms down, leg on, leg on, LEG ON! – as I trotted around the arena in a shameful attempt at a circle. However, the discomfort was beside the point. Something clicked, and I kept going back.

I came to understand that horses, as prey animals, are acutely sensitive to the emotional state of whoever is handling them. Tension travels down the reins. This biological fact had an unexpected consequence: in order to ride well, I had to become genuinely calm, watching my breath, my posture and the present moment rather than whatever was occupying my mind on the journey over. Whatever weight I carried into the stables had invariably lifted by the time I dismounted.

As my confidence grew, I set my sights on hacking – pleasure riding through open countryside – and specifically on a route through Richmond Park that had acquired a near-mythical reputation among riders in London. Getting there required an early start and a cross-city journey shared with night-shift workers heading home, but the reward was the park at its quietest: deer crossing the path, the city skyline visible on clear mornings, and the occasional gallop across open ground that made the whole elaborate effort feel entirely worthwhile.

Задание 7. What does Leila suggest about the origins of her passion for horses?

A) It was nurtured solely through fiction rather than any hands-on involvement.
B) It grew out of regular visits to a stable near her home.
C) It developed gradually after she received a gift from her parents.
D) It was sparked by a friend who introduced her to the sport.

Задание 8. What does the story of the tennis lessons imply about Leila's mother?

A) She was determined to find evidence that her daughter had genuine athletic potential.
B) She found it hard to acknowledge that sport simply was not her daughter's strength.
C) She was reluctant to invest money in activities with uncertain outcomes.
D) She preferred to take professional advice before drawing her own conclusions.

Задание 9. How does Leila view the annual commitment she made to herself in her twenties?

A) As an increasingly burdensome routine that she struggles to keep up with.
B) As a structured programme designed to help her build expertise over time.
C) As a source of material she could later draw on in her professional writing.
D) As an opportunity to explore unfamiliar territory without any obligation to succeed.

Задание 10. What can be inferred about the instructor's teaching style?

A) It relied mainly on quiet encouragement.
B) It focused heavily on discipline and constant correction.
C) It allowed students to learn independently.
D) It prioritised enjoyment over technical accuracy.

Задание 11. What does Leila suggest about the riding lesson experience?

A) The instructor tried to make the lesson entertaining.
B) The physical discomfort made her regret attending.
C) The experience was difficult, yet unexpectedly rewarding.
D) She immediately felt confident while riding.

Задание 12. What did Leila discover about the psychological effects of riding?

A) It gave her a level of physical endurance she had not achieved through other pursuits.
B) It introduced her to a circle of people she had not expected to connect with.
C) It deepened her appreciation of the green spaces available within the city.
D) It required to achieve an inner quiet that nothing else had managed to produce.

Задание 13. What does the text suggest about the way a horse responds to the person riding it?

A) It reacts more reliably to firm instruction than to the rider's overall demeanour.
B) The rider's internal condition directly influences the animal's behaviour.
C) It remains largely unaffected by whoever happens to be in the saddle.
D) A skilled rider can conceal their anxiety well enough to prevent any disruption.

Задание 14. What does Leila mean by "whatever weight I carried into the stables"?

A) The physical strain of managing a large and powerful creature.
B) The amount of equipment she had to bring along for each session.
C) The mental and emotional load accumulated over the course of ordinary life.
D) The sense of obligation she felt towards the horse in her care.

Задание 15. What does Leila's account of the Richmond Park rides communicate?

A) The considerable effort of getting there was more than repaid by the experience.
B) She found the commute across the city almost as invigorating as the ride.
C) She had come to prefer open urban spaces to more remote countryside.
D) The technical challenge of outdoor riding had caught her off guard.

Задание 16. Which of the following best captures the tone of the text as a whole?

A) Melancholy and regretful, regretting the years spent without discovering the hobby sooner.
B) Gently ironic and affectionate, blending a bit of self-mockery with delight.
C) Impartial and reflective, weighing the merits and drawbacks of equestrian sport.
D) Didactic and encouraging, making the reader to follow a similar path.

Задание 17.

Task 2

*For items **1–10,** read the passage below and choose which of the sentences **A–K** fit into the numbered gaps in the text. There is one extra sentence which does not fit in any of the gaps.*

More than just a run: parkrun has taken the world by storm

Picture the scene: it is 8:55 on a Saturday morning, the air is cold, and most sensible people are still in bed. Yet here you are, standing in a park with hundreds of strangers, grinning in your trainers before the whistle blows. **(1)** _____.

The idea was born in Bushy Park, London, in October 2004, when a keen runner named Paul Sinton-Hewitt organised a simple timed five-kilometre run for thirteen friends. **(2)** _____. Today, parkrun events are held at over 2,500 locations in more than 20 countries.

(3) _____. Volunteers scan it at the finish line, and your time is posted online within hours. **(4)** _____.

One of the most remarkable things about parkrun is its radical inclusivity. Elite athletes share the course with pensioners, parents pushing buggies, and dog walkers. **(5)** _____. This openness has made it especially valuable for people who have historically felt unwelcome in competitive sport. **(6)** _____.

The physical and mental health benefits of regular participation are well-documented. Research shows that parkrunners experience sustained improvements in cardiovascular fitness, and those with conditions such as anxiety and depression are especially likely to report improved mental wellbeing. **(7)** _____.

Beyond individual health gains, parkrun has become a powerful force for community building. **(8)** _____. Volunteering is equally important: every event depends on a rotating team of helpers who scan barcodes, direct runners, and cheer people across the finish line. **(9)** _____.

The organisation has also extended its reach to younger generations through junior parkrun, a 2-kilometre Sunday event for children aged four to fourteen. **(10)** _____. In an era when loneliness and inactivity are among society's biggest challenges, that free Saturday morning jog may just be one of the most radical ideas of the century.

A) There is no last place, no qualifying standard, and no upper age limit – only a starting line that anyone can cross.
B) Nobody who signed up that October morning could have predicted just how far or how fast the idea would spread.
C) Crucially, the event is entirely free of charge – there is no entry fee, no subscription, and no catch.
D) Whether you walk, jog, or sprint, you will always find someone beside you moving at exactly the same pace.
E) Welcome to parkrun – the free, weekly 5 km event that has quietly changed millions of lives.
F) Research shows that volunteers experience even greater gains in wellbeing and sense of belonging than participants who only run.
G) Joining could not be simpler: you register once on the parkrun website and receive a personal barcode that is yours for life.
H) Designed to be non-competitive and welcoming for whole families, these Sunday-morning events give children aged four to fourteen their first taste of regular physical activity.
I) Older adults and people living with long-term health conditions, for instance, consistently report that parkrun gave them a reason to exercise when nothing else had.
J) Its weekly rhythm gives participants a social anchor: a dependable Saturday-morning ritual they can share with neighbours, friends, and strangers alike.
K) In fact, a growing number of GPs in the UK now formally prescribe parkrun as part of treatment plans for conditions such as type 2 diabetes and depression.

USE OF ENGLISH
Time: 60 minutes (40 points)

Задание 18.

Task 1. (15 points)

***For items 1–15**, 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. Use letter "V" as a tick. If a line has a word which should **not** be there, write the word in a given space. There are two examples at the beginning (**0 and 00**).*

Example:

0	***V***
00	***had***

0	Edna, Mr. Smeeth's daughter, annoyed him these days. He had been very fond of her when she was a child — and, for that matter, he was still fond of her — but now she had arrived at what seemed to him a very silly, awkward age.	***V***
00	She had a way of acting, of looking, of talking, all had acquired fairly recently, that irritated him. An outsider might have come to the conclusion that Edna looked like a slightly soiled and cheapened elf.	***had***
1	She was between seventeen and eighteen, a smallish girl, thin about the neck and above shoulders but with sturdy legs. She had a broad snub nose and greyish-greenish-bluish eyes set rather wide apart.	
2	She had left school as soon as she could, and had wandered in and out of various jobs, the latest and steadiest of them being one as if assistant in a big draper's shop. At home now, being neither a child nor an adult, neither dependent nor independent, she was at her worst.	
3	She would not eat properly; she did not want to help her mother, to do a bit of washing-up, to tidy her room; and it was only now when one of her silly little friends called, when she was going out, she suddenly sprang into a vivid personal life of her own and became eager and vivacious.	
4	This contrast, as such sharp as a sword, sometimes angered, sometimes saddened her father, who could not imagine how his home appeared in the eyes of this fretful, secretive and ambitious adolescence.	

5	These changes in Edna annoyed and worried him by far more than they did Mrs. Smeeth, who only took offence when she had a solid grievance, and turned a tolerant, sagely feminine eye on what she called Edna's "airs and graces".	
6	Left to himself, Mr. Smeeth slowly knocked out his pipe in the coal-scuttle and then stared into the fire, brooding. He was always catching himself grumbling about the children now, and he did not want to be a grumbling father.	
7	He had enjoyed them when they were young, but now, although there were times when he felt a touch of pride, he could no longer understood them. George especially, the elder of the two, and once a very bright promising boy, was both a disappointment and a mystery.	
8	George had had opportunities he himself had never had. But George had shown an inclination from the first, to go his own way, which seemed to Mr. Smeeth so a very poor way. He had no desire to stick to anything, to serve somebody faithfully, to work himself steadily up to a good safe position.	
9	He simply tried one thing after one another, selling wireless sets, helping some pal in a garage, and though he always contrived to earn something and appeared to work hard enough, he was not, in his father's opinion, getting anywhere.	
10	He was only twenty, of course, and there was time, but Mr. Smeeth, who knew very well that George would continue to go on his own way without any reference to him, did not see any possibility of an improvement.	
11	The point was, that to George, there was nothing wrong, his father was well aware of the fact that he could not make him see there was anything wrong. That was the trouble with both his and children.	
12	There was obviously nothing bad about either of them; they compared very favourably with other people's boys and girls; and he would have been quick to defend them; but nevertheless, they were growing up to be men and women he could not understand, just as if they were foreigners.	
13	The truth was, of course, that Mr. Smeeth's children were not foreigners, simply because they belonged to a younger generation that existed in a different world.	
14	Mr. Smeeth was perplexed because he applied to them standards they did not recognize. They were the product of a changing civilization. They were the children of either the Woolworth stores and the moving pictures.	

15	Their world was at once larger and shallower than that of their parents. They were being less English, more cosmopolitan. Mr. Smeeth could not understand George and Edna, but a host of youths and girls in New York, Paris and Berlin would have understood them at a glance.	

Task 2. (10 points)

*For items **19–28**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** Use **from three to five** words. The number of words is specified in the brackets. **Do not use** short forms. Please mind both grammar and spelling. There is an example at the beginning (**0**).*

Example: **0.** The pool isn't deep enough to swim in.
too
The pool ____ _____ _____ _____ swim in. (4 words)

0	**is too shallow to**

Задание 19. Clara said that she had not seen the missing letter.
HAVING
Clara _____ _____ _____ the missing letter (3 words).

Задание 20. A short meeting of the cast will take place after today's rehearsal.
BY
Today's rehearsal ____ ___ ___ ___ a short meeting of the cast (4 words).

Задание 21. I'll be happy to show you round the sights of my city when you come to visit me.
TAKE
It will be a ____ ____ ____ ____ _____ a sightseeing tour of my city when you come to visit me (5 words).

Задание 22. Rousseau painted fabulous pictures of the rainforest although he had never travelled outside Europe.
SPITE
Rousseau painted fabulous pictures of the rainforest ___ ____ ____ ____ ____ travelled outside Europe (5 words).

Задание 23. It is thought that one in every five people cannot control how much they spend.
UNABLE
One in every five people is thought ___ ____ ____ ____ ____ their spending under control (5 words).

Задание 24. My passport needs renewing because I'm going abroad this summer.
GET
I need __ ___ ___ ___ ___ because I'm going abroad this summer (5 words).

Задание 25. We didn't stay long at the party because it was very noisy.
SO
If there ___ ___ ___ ____ ___ noise, we might have stayed longer at the party (5 words).

Задание 26. The number of people applying for university grants fell last year.
FALL
There was __ __ __ __ ___ of people applying for university grants last year (5 words).

Задание 27. Mr Conrad's son is becoming quite well known as an artist.
NAME
Mr Conrad's son is making ___ ___ ____ ____ himself as an artist (4 words).

Задание 28. By the time we got to the sale, every book had been sold.
SINGLE
By the time we got to the sale, there __ __ __ ___ book left (4 words).

Задание 29.

Task 3. (10 points)

*For items **1–10** read the text below. Use the word given in capitals to form a new word that fits in the space in the same line. There is an example at the beginning **(0)**.*

Example:

0	mostly

Millennials at work: four stereotypes - and why they are **(0)** ____ wrong. Generation Y has been labelled a bunch of lazy job-hoppers who expect everything on a plate. The truth is very different.	MOST

Millennials will make up half of the global workforce by 2050. Although **(1)** ____ are not helpful, broadly speaking members of this generation, born between 1980 and 1994 and also known as Generation Y, are more plugged into a global network than their predecessors.	GENERALISE
1. Millennials set the bar too high because of a sense of **(2)** ____. Millennials are not willing to settle for mediocre careers – they're working hard to find work that they are passionate about.	ENTITLE
It is this desire to match personal values with work that marks out Generation Y. There's an **(3)** ____ element in the way Gen Y chooses to work: 'I'm not willing to give up most of my life for this because I'm a human being that wants to be happy.'	EXISTENCE
2. Millennials are lazy. Millennials got so many participation trophies growing up that a recent study showed that 40% believe they should be promoted every two years, **(4)** ____ of performance.	REGARD
Millennials naturally see things slightly differently. **(5)** ____ doesn't make sense to people used to working on the move. That's not laziness, that's just working smarter, as millennials may see it.	PRESENT
3. Millennials work to live rather than live to work. As a student Ann-Victoire Meillant co-wrote *From Millennials with Love* a collection of experiences of her peers in the workplace. "What we found in our research and from **(6)** ____. is that we didn't like the phrase work/life balance, but instead were talking about work/life integration."	CONTRIBUTE
4. Millennials are compulsive job-hoppers. Just as millennials enter the workforce in greater numbers, there is a stack of literature characterising them as job-hopping, **(7)** ____, deluded narcissists.	NEED
Tanya de Grunwald, the author of *How to Get a Graduate Job Now*, said attitudes about job loyalty were formed early in a millennial's career. If they find a good job fast after graduation, they are keen to progress within their current organisation, rather than seeking roles **(8)** ____.	EXTERNAL
Graduates whose career gets off to a bumpier start – say with a string of **(9)** ____, temp work or freelance work – tend to develop a tougher attitude towards their employer.	INTERN
So millennials are cautious. They understand that this job might not be forever and they need to develop themselves, grow, and pursue **(10)** ____ so that they are not just reliant on one particular institution."	EMPLOYMENT

Задание 30.

Task 4. (10 points)

*For items **1–10**, match the items **1–10** to the phenomena **A–N**. There are some extra phenomena which do not match.*

1. lovey-dovey
2. A hedge between keeps friendship green
3. glitterati
4. Keep your mince pies peeled!
(*rhyming slang*)
5. wishy-washy
6. "The Garden of England"
7. "Red Rose County"
8. The grass is always greener (on the other side of the fence)
9. Mind the apples! (*rhyming slang*)
10. pied-à-terre

A) Other people's circumstances or belongings always seem more desirable than one's own.
B) used to warn somebody about rogue fruit
C) a small apartment or house, often in the centre of a city or town, that is not your main home but which you own and stay in sometimes
D) Lancashire
E) Kent
F) too romantic behaviour
G) expressing love and emotions in a silly way
H) Friendships are more likely to be successful when there is a level of space and privacy between the friends.
I) Watch your step!
J) Watch your step on the stairs!
K) Watch carefully and continuously for something!
L) rich, famous and fashionable people
M) someone who does not have clear ideas and seems unable to decide what they want
N) Suffolk

WRITING
Time: 60 minutes (20 points)

You see the following notice in an English youth magazine and decide to send your story.

Stories Wanted
Write a story for our magazine. The story must end with the sentence:
As the clock struck midnight, Emma realised that the hardest journey was not the one across the ocean, but the one she had to make within herself.
The story must include:

- a title
- an old diary
- a conflict between two close friends

Write 200-250 words (the title is included in the word count).