

Всероссийская олимпиада школьников 2026-2027 учебный год
Школьный этап. Английский язык, 9-11 класс, задания
Время выполнения 90 мин. Максимальное кол-во баллов – 55

LISTENING

Time: 10 minutes. Maximum points – 10

Task 1. *For items 1–10 listen to the text about cooperative learning and decide whether the statements 1–10 are TRUE (T) or FALSE (F) according to the text you hear. You will hear the text twice.*

The speakers say that:

1. The idea of cooperative learning is that students are empty containers which a teacher fills with knowledge.
☒ A. TRUE B. FALSE
2. In today's changing world the teacher's role is simply to feed information to students.
☒ A. TRUE ☒ B. FALSE
3. Students need the skills to find the information in libraries and on the Internet.
☒ A. TRUE B. FALSE
4. Cooperative learning encourages responsibility, tolerance and helpfulness towards others.
☒ A. TRUE B. FALSE
5. In cooperative learning classes, students work individually.
☒ A. TRUE ☒ B. FALSE
6. In cooperative learning, the teacher is the helper, not the master.
☒ A. TRUE B. FALSE
7. The cooperative learning is considered to be group work.
☒ A. TRUE ☒ B. FALSE
8. Brett Melville, a pupil, thinks that in their class they never discuss issues and problems in detail.
☒ A. TRUE ☒ B. FALSE
9. Lynne Gedye, a teacher, thinks the children's response to cooperative learning was amazing.
☒ A. TRUE B. FALSE
10. Cooperative learning turns the classroom from a competitive arena into a place where learning facts and life skills is fun and effective.
☒ A. TRUE B. FALSE

Transfer your answers to the answer sheet.

READING

Time: 20 minutes. Maximum points – 15

Task 1. *Read the text about the ways humans evolved language. For questions 1-10, match the statements with the parts of the text (A–E). The parts may be chosen more than once.*

Which part of the text states (that) ...

- ✓ A- 1. what we know about the history of language is not enough
- E 2. the way our linguistic capacity evolved
- ✓ C 3. physical evidence of the human language development
- ✓ B 4. human language is a unique phenomenon
- D 5. the tiny change that separates us from monkeys
- ✓ A 6. experts fully understand how languages developed
- ✓ B 7. the grammar of dolphin language follows the same rules as human language
- D 8. brain size is not the only factor in determining language capability
- ✓ D 9. the language of very young children has something in common with the way our prehistoric ancestors may have spoken
- ✓ E 10. the role of genes in language capacity is not yet clear

A G

Thanks to the field of linguistics we know much about the development of the 5,000 languages in existence today. We can describe their grammar and pronunciation and see how their spoken and written forms have changed over time. For example, we understand the origins of the Indo-European group of languages, which includes Russian, Hindi and English, and can trace them back to tribes in Europe in about 3000 BC. So, we have mapped out a great deal of the history of language, but there are still areas we know little about.

B 7u

We know that human language is far more complex than that of even our nearest and most intelligent relatives like chimpanzees. We can express complex thoughts, convey subtle emotions and communicate about abstract concepts such as past and future. And we do this following a set of structural rules, known as grammar. Do only humans use an innate system of rules to govern the order of words? Perhaps not, as some research may suggest dolphins share this capability because they are able to recognize when these rules are broken.

C 53

We need to look at how our brains are different from other animals. This relates to more than just brain size; it is important what other things our brains can do. And for this there are very few physical clues; artefacts left by our ancestors don't tell us what speech they were capable of making. One thing we can see in the remains of early humans, however, is the development of the mouth, throat and tongue. By about 100,000 years ago, humans had evolved the ability to create complex sounds.

D 9b.

Our brains became able to make our mouths produce vowel and consonant sounds, and we developed the capacity to invent words to name things around us. These were the basic ingredients for complex language. The next change would have been to put those words into

sentences, similar to the “protolanguage” children use when they first learn to speak. No one knows if the next step – adding grammar to signal past, present and future, for example, or plurals and relative clauses – required a further development in the human brain or was simply a response to our increasingly civilized way of living together. Between 100,000 and 50,000 years ago, though, we start to see the evidence of early human civilization, through cave paintings for example; no one knows the connection between this and language. Brains didn't suddenly get bigger, yet humans did become more complex and more intelligent.

E w 2.

Are there genes that mutated and gave us language ability? Researchers have found a gene mutation that occurred between 200,000 and 100,000 years ago, which seems to have a connection with speaking and how our brains control our mouths and face. Monkeys have a similar gene, but it did not undergo this mutation. So, it's too early to say how much influence genes have on language.

Task 2. For items 11-15, read a section from a short story and choose the best answer for the questions below.

Sam squinted against the sun at the distant dust trail raked up by the car on its way up to the Big House. The horses kicked and flicked their tails at flies, not caring about their owner's first visit in ten months. Sam waited. Mr. Carter didn't come out here unless he had to, which was just fine by Sam. The more he kept out of his boss's way, the longer he'd have a job.

Carter came by later while Sam was chopping wood. Carter lifted his hat as if he were waiting for an appointment with the town priest, and then removed it completely as if he were talking to his mother. He pulled out a pile of paper from his back pocket and held it out.

“Don't pick up your mail often, do you?”

Sam took it without a glance and dropped the envelopes onto the bench.

“Nice work fixing those fences,” Carter said finally.

“I'll be back to the beginning soon,” Sam said. It wasn't a complaint. A fence that took a year to repair meant another year's work to the man who did it well.

“Don't you ever want to take a holiday?”

“And go where?” A holiday meant being back out in the real world, a place even people like Carter travelled to escape from. Sam's escape was his reality and he wasn't going back.

Mr. Carter wiped the sweat from the back of his neck. The damp patches on his shirt drew together like shapes in an atlas. His skin was already turning ruddy in the June sun. Otherwise he had the indoor tan of a man that made money while other people did the work.

“I've brought my son with me on this trip. He's had some trouble at school”. Mr. Carter's eyes flicked up, blinked rapidly and then shifted back to the hat occupying his hands. “Not much trouble out here for a young boy”. He attempted a laugh but it came out like a dog's bark.

The two men looked towards the northern end of the property. It stretched as far as the eye could see. Even the fences were barely visible from where they stood. However bored and rebellious a teenage boy might get, it wasn't possible to escape on foot. Sam looked at the biggest of the horses, kicking at the ground with its heavy hooves. Could the boy ride? There was a whole load of trouble a good rider could get into out here, miles away from anyone. But maybe there was even more trouble for someone who knew nothing about horses and wanted to get away from his father.

11. Why does Sam NOT take holidays from work?

- A. He feels safer on the farm.
- B. He can't afford it.
- C. He hasn't finished repairing the fences.
- ☒ D. He doesn't know where to choose.

12. *What can we guess about Mr. Carter?*

- ☒ A. He works hard.
- B. He's rich.
- C. He has tanned skin.
- D. He loves horses.

13. *What does Sam think Carter's son might do during his stay at the farm?*

- ☒ A. He might leave on foot.
- ☒ B. He might do something dangerous while riding.
- C. He might break the fences.
- ☒ D. He might get into trouble with the neighbours.

14. *How does Mr. Carter feel while he's talking to Sam in this scene?*

- A. Angry
- B. Impatient
- C. Excited
- ☒ D. Nervous

15. *Why has Mr. Carter come to his house?*

- A. Because he wants to give Sam his mail.
- ☒ B. Because he needs to check on the work on the fences.
- C. Because his son has had problems at school.
- D. Because his son needs a holiday.

Transfer your answers to the answer sheet.

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USE OF ENGLISH

Time: 20 minutes. Maximum points – 20

Task 1. For items 1-13, read the text below and decide which option (A, B, C or D) best fits each gap.

Much of today's business is conducted across (1) b borders, and while the majority of the global business (2) a might share the use of English as a common language, the (3) a and expectations of business communication might differ greatly from culture to culture.

A so-called "smile of respect" is seen as insincere and is often regarded with suspicion in Russia. Yet in countries like the United States, Australia and Britain, smiling is often (4) d as a sign of openness, friendship and respect, and is frequently used (5) b.

In a piece of research (6) d on smiles across cultures, the researchers found that smiling individuals were considered (7) c intelligent than non-smiling people in countries such as Germany, Switzerland, China and Malaysia. However, in countries like Russia, Japan, South Korea and Iran, pictures of smiling faces were rated as less intelligent than the non-smiling ones. Meanwhile, in countries like India, Argentina and the Maldives, smiling was (8) b with dishonesty.

An American or British person might be (9) d their client in the eye to show that they are (10) c full attention to what is being said, but if that client is from Japan or Korea, they might find the direct eye contact awkward or even disrespectful. In the Middle East, eye contact across genders is (11) a inappropriate, although eye contact within a gender could (12) b honesty and truthfulness.

1	A multinational	B international	C transnational	D cross-cultural
2	A community	B company	C society	D association
3	A needs	B wants	C nuances	D reasons
4	A suggested	B found	C analyzed	D interpreted
5	A to break the habit	B to break the ice	C to break the rules	D to break the word
6	A done	B found	C reviewed	D guessed
7	A many	B much	C more	D most
8	A considered	B associated	C understood	D based
9	A cheating	B seeing	C finding	D looking
10	A giving	B making	C paying	D getting
11	A considered	B associated	C understood	D based
12	A justify	B dignify	C signify	D clarify

Task 2. For items 13-17, match the two columns to make English proverbs. In the right column, there are three extra phrases you don't need. There is an example at the beginning

O	E
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0	Necessity is	F	A x	cannot change its spots.
13	Actions speak	G	B x	than sorry.
14	A cat in gloves	I	C x	better than no bread.
15	Half a loaf is	C	D x	gets the worm.
16	Better safe	B	E x	the mother of invention.
17	The leopard	A	F x	the best policy.
			G. x	louder than words.
			H x	than never.
			I x	catches no mice.

Task 2. For items 18-20, match the names of Gods and the descriptions of them. In the right column,

there are three extra names you don't need. There is an example at the beginning

0	G
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0 G	No one was ever able to hate him. He received this privilege when he was born. He was the god of peace.	A.	Perun
18 E	He was a primordial god, a contemporary of Chaos, in existence long before Cronus and Zeus. He came out of the egg, which formed the earth and sky when it broke in two.	B.	Hephaestus
19 D	As a jackal-god, he was often represented with a human body and the head of a jackal or dog. He was the god of the desert and the necropolis.	C.	Dionysus
20 C	He is often represented as being in a chariot drawn by panthers and decorated with ivy and vines.	x D.	Anubis
		E.	Cupid
		F.	Shiva
		x G.	Freyr

Transfer your answers to the answer sheet.

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1000 August 10 "A"

Listening.

- 6.-A ✓
- 7.-B ✓
- 8.-B ✓
- 9.-A ✓
- 10.-A ✓

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Reading.

- 6.-A ✓
- 7.-B ✓
- 8.-D ✓
- 9.-D ✓
- 10.-E ✓

- 11.-D ✓
- 12.-A ✓
- 13.-B ✓
- 14.-D ✓
- 15.-B ✓

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Use of English.

- 1-b ✓
- 2-a ✓
- 3-a ✓
- 4-d ✓
- 5-b ✓

- 6-d ✓
- 7-c ✓
- 8-b ✓
- 9-d ✓
- 10-c ✓

- 11-a ✓
- 12-b ✓
- 13-G ✓
- 14-I ✓
- 15-c ✓

- 16-B ✓
- 17-A ✓
- 18-E ✓
- 19-D ✓
- 20-c ✓

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Writing.

"A bird may be known by its song", I think this proverb is not about birds and their songs, but about people and their talents. At first this proverb seems meaningless, but if you'll think about you'll understand it, because if bird does not sing, people will not notice it. The same situation is in human world: if person doesn't show his or her talent, this person can be unnoticed till his or her death.

For example, one girl could sing and she did it very well, she really talented, but she was very shy and didn't tell about it anyone and at that time she wanted to be a famous singer. But because her shyness she became a doctor and was unhappy. So if she was little bit braver, she would become famous and would be doing her favourite thing all her life.

So this proverb is not about birds or their songs, but about talent, people and that they should be braver in showing their talent.

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