

Всероссийская олимпиада школьников 2026-2027 учебный год
Школьный этап. Английский язык, 7-8 класс, задания
Время выполнения 60 мин. Максимальное кол-во баллов – 55

LISTENING

Time: 10 minutes. Maximum points – 10

Task 1. Listen to the first part of the lecture and decide which statements 1–10 are True (T), False (F) or Not Stated (NS). You will hear the text twice.

- + F 1. Moscow was in a bad location for trading.
- + NS 2. A lot of foreign merchants wrote about the riches of Muscovy.
- T 3. Constantinople remained the center for the Orthodox Church in the second half of the 15th century.
- + NS 4. The Kremlin was built in the 14th century.
- + T 5. Dmitry Donskoy got his nickname because of his victory over the Mongol-Tatars.
- T 6. In 1380 Dmitry led the Russian army to confront the Horde near the River Volga.
- + T 7. The great Russian icon painters created their masterpieces in Moscow.
- T 8. Dmitry Donskoy founded a monastery in honor of his victory over the Horde.
- NS 9. Andrei Rublyev met Dmitry several times.
- + F 10. In 1453 Moscow fell to the Turks.

= 6

Transfer your answers to the answer sheet.

READING

Time: 15 minutes. Maximum points – 15

Task 1. The people below want to visit a museum this weekend. There are descriptions of eight museums.

Decide which museum would be the most suitable for the people below.

- 1 **Lisa** is doing a history project at school. She wants to visit a general history museum before she decides what period of history to study. She's like to have a look at all the different times in history worldwide.
- 2 **Marcus** is going to a big museum with his family this weekend. He doesn't usually go to museums because he gets bored easily, but he's very interested in space. Marcus hopes they'll go to a museum that has plenty of equipment for him to use.
- 3 **Ben**, aged 8, and **Erica**, aged 12, are going to a museum with their aunt, **Marilyn**. Ben and Erica love learning new things and they really like doing creative activities. Luckily, Marilyn likes these things, too! She wants to find a museum that they can all enjoy together.
- 4 **Yoko** is interested in art and craft. She'd like to go to a small museum where she can see things being made and buy some unusual gifts for her friends.
- 5 Brother and sister, **Robert and Meg**, are trying to find out about the history of their great grandparents. They want to know more about what life was like for ordinary people in the 1920s and 1930s.

MUSEUMS

3 A City Museum

This weekend: dinosaur drawing for children aged 4 to 8 (adults, please stay, you can take part in the activities, too). Making a pyramid and watching a video about ancient Egypt for children aged 9 to 10. For children aged 12, we have tablets with the new museum app *Imagine*: you can look at sites where dinosaur bones have been found as if you were there, you can select tools to use and even make real discoveries. Every activity is free of charge.

B Transport Museum

We have exhibitions on transport through the ages from ancient Greece to the 21st century. A great place to visit if you like trains, planes and automobiles! Don't miss it! It's a wonderful journey through history.

4 C The Glass Place

Read about the history of glass-making. Watch a glass-making demonstration and visit the gift shop where you can buy amazing glass items, including jewellery. Our new collection has just arrived. There are earrings, bracelets and rings. All designs are original and unique.

5 D History Museum: Looking Back

Looking Back is a special exhibition that explores the history of the past 100 years looking at houses, schools, shops, work and developments in transport. There are recordings in each exhibit with interviews with local people who tell their stories. If you ever wondered what life was like in the past, come and visit this spectacular exhibition.

2 E Fun Science

Learn about science and have fun at the same time. Do experiments and find out things for yourself. Try the rocket simulator or watch a 3D film on stars and planets. Interact with sound, electricity, light and the elements at the different science fun labs and collect stamps on your science passport. When you reach the exit, you can get a Fun Young Scientist badge for your backpack.

1 F Time Museum

If you enjoy global history, come and visit us! Start by exploring the ancient world of Egypt and end by watching a video about Asia's most recent inventions. You can access timelines for specific regions with our new software. This interactive learning experience will let you travel through time. There's something for everyone.

G Chocolate Museum

Watch a video about the history of chocolate, then visit the shop and choose from our huge selection of chocolate items. A great place for the whole family.

H Natural History: Dinosaurs

We have a new exhibition of moving dinosaur models for adults and young people. Not recommended for children aged eight and under as the dinosaurs are very noisy and a bit frightening!

Task 2. Read the text about the Statue of Liberty, and for questions 1 to 10, choose the correct answers.

The arm of Liberty

The Statue of Liberty is probably the most famous icon of the USA. It was built to celebrate the end of slavery, and later became a symbol for freedom among immigrants. The statue depicts

Libertas, the Roman goddess of liberty. And the torch she carries high above her outstretched arm represents a light that guides people along the path to freedom. Interestingly, however, Liberty looks different from the way the designer first intended.

The idea for the statue came from a poet, Édouard de Laboulaye. When the American Civil war ended, he wanted to commemorate the end of the slave trade with a gift. He and other people who opposed slavery raised money and hired a sculptor, Frédéric-Auguste Bartholdi, to design the statue. Bartholdi later employed the French engineer, Gustave Eiffel, to devise its structure. Eiffel, who would subsequently build the famous tower in Paris, was already a well-known designer of railway bridges. So he knew how to build robust structures that are flexible and safe in strong winds. This feature was necessary because the winds in New York harbor are extremely strong. Today, the top of her torch swings over 15cm when the wind is blowing at 50 miles per hour.

Eiffel designed the statue to be built around a massive metal skeleton, similar to the Eiffel tower. Huge pieces of copper were fixed onto this to form its shape. Until recently, two copies of the plans were believed to exist. But recently, a third copy was discovered, which revealed some interesting information. In 2018, a map dealer bought some historic papers at an auction in Paris, which included original plans, calculations, and drawings of the statue. At first, the documents were too fragile to read. But after special treatment, the papers clearly showed that Eiffel's plans had been changed by Bartholdi with red ink. Liberty's arm, which was thick and vertical in Eiffel's drawing, was adjusted to be slimmer, less upright, and generally more attractive than Eiffel's design.

The changes in the plans are dated July 28, 1882, after the construction of the tower had begun. We don't know what Eiffel thought of Bartholdi's changes. By then, Eiffel was working on other projects, and only his assistants were working with Bartholdi in New York. Maybe Bartholdi thought he could make the changes because Eiffel was not there and would not complain. However, the changes made the arm not only more attractive but also weaker, which has created problems over the years. At first, visitors could climb a ladder to the torch in Liberty's arm, but in 1916, there was an explosion on a nearby island. It damaged the statue and made it unsafe, and the stairway to the torch has been closed ever since. During restoration work in the 1980s, engineers noticed that the structure inside Liberty's head, shoulders, and arm were different from how they were shown on Eiffel's plans. They thought that the builders had made mistakes, but some historians believed that Bartholdi had changed Eiffel's design. The newly discovered papers confirm those theories.

6. The Statue of Liberty was constructed to welcome immigrants to the USA.

☐ True ☒ False +

7. Édouard de Laboulaye paid for the statue with his own money.

☐ True ☒ False +

8. Gustave Eiffel designed the Statue of Liberty before designing the Eiffel Tower.

☒ True ☐ False +

9. Eiffel failed to consider strong winds when designing the Eiffel Tower.

☐ True ☒ False +

10. Three known copies of Eiffel's plans of the Statue of Liberty exist today.

☐ True ☒ False -

11. Eiffel planned for Liberty to hold her torch more vertically than it is today.

☒ True ☐ False +

12. Eiffel worked with Bartholdi on the construction of the Statue of Liberty.

☒ True ☐ False

13. The new arm design is not as strong as Eiffel's original design.

☒ True ☐ False

14. People have not been allowed to climb the arm since 1916.

☒ True ☐ False

15. In the 1980s, engineers noticed that the arm did not match Eiffel's plans.

☒ True ☐ False

Transfer your answers to the answer sheet.

USE OF ENGLISH

Time: 15 minutes. Maximum points – 20

Task 1. For items 1-10, read the text below and decide which option (A, B, C or D) best fits each gap.

I grew up in a small town called Yorksville, just outside of Boston. It is one of those average places you sometimes see in the movies: a bit dull but quiet and peaceful at the same time. I clearly remember the people who lived in my street – the nicest folks you can imagine.

I had a lot of friends there and I enjoyed (1)... with them after school. With my best friend Tom, we would read comics all the time and secretly listen to CDs from my dad's collection.

I was never much of an athlete. I mean, I tried to (2)... some exercise at least once a week to keep fit. I started jogging but I was too lazy and gave it (3)... in the end. Besides, Yorksville (4)... be very windy in winter and jogging in this kind of weather is no pleasure at all, believe me.

We (5)... living in a small flat when my brother was born. We all needed more space, so my parents decided to move to (6)... detached house. My father found a great place in the suburbs, and decided to buy it even (7)... it was in poor condition. He renovated the house with the help of his friends and made it look as good (8)... new. I remember very well the day we moved in because I had broken (9)... with Amy, my girlfriend, the day before.

My parents still live there – the town has got bigger and it is quite busy right now. A few modern housing estates (10)... over the years and a new shopping mall was opened last month, so Yorksville is no longer the quiet town it used to be.

1.	A playing	B play	C to play	☒ D to playing
2.	A make	B making	☒ C do	D doing
3.	A in	B away	C out	☒ D up
4.	A should	☒ B can	C must	D ought to
5.	A had been	B was	☒ C were	D are
6.	A -	B the	☒ C a	D an
7.	☒ A though	B despite	C however	☒ D but
8.	A like	☒ B as	C but	D though
9.	A down	☒ B up	C away	D round
10.	A was built	B were built	C are being built	☒ D have been built

Task 2. Read the dialogue between Randy and Lester and replace the marked words and expressions with idioms or phrasal verbs. The first one is done for you as an example.

Example answer: 0 A

“What’s the matter? (0) Why are you not saying anything?” demanded Randy. “Tell me where we’re going tonight.”

“Just (11) wait,” said Lester. “I told you it’s a surprise. It will (12) make you really happy when we get there. In the meantime, (13) stop disturbing me.”

“I can’t (14) do anything about it,” said Randy. “I’ve been (15) so excited all day.”

“I have to (16) continue working hard until I finish my chores,” said Lester. “Then we can (17) go.”

“Well, (18) focus on your work then and finish,” said Randy. “I’m (19) going to die of curiosity.”

“(20) Help me, then,” said Lester.

0	A	Has the cat got your tongue?
16	B	get off my back
13	C —	take off
12	D +	knock your socks off
19	E +	about to burst with
15	F +	on pins and needles
20	G +	lend me a hand
11	H +	hold your horses
17	I —	get on the ball
	J —	help it
18	K —	keep my nose to the grindstone

-5

Transfer your answers to the answer sheet.

WRITING

Time: 20 minutes. Maximum points – 10

Write a story about the most unusual day of your summer holidays this year. In your story you should mention:

- the place where the story happened;
- the main characters of the story;
- the feelings you had;
- the lesson you got from the story.

You should write 90-160 words.

In this year my summer holidays started in Vine Wood hills. Me and my friend Jim go to camping. That was the great adventure! We have seen bear, ~~go to~~ ^{went} fish, get the photo of us and elephants, ~~feeding~~ ^{met} wolves, ~~meet~~ ^{met} the aliens, ride on zebras, ~~playing~~ ^{ok} with frogs, speaking with giraffe and mystery owl. Next we ~~go~~ ^{went} to roads. we ~~meet~~ ^{met} with Eddy, and we go to a ride. We riding on motorcycles to the most fantastic places, but Jim broke the wheel on the middle of the ~~our~~ way. So we replace it with wooden one, and finally get to the biggest mountain in our city. And the most useful lesson what we get is - never be scared of asking other help!

126 - words

unoro = 385.

35 + 15.

+ 15.

+ 1
= 65

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32 + 6

LISTENING

38

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

9

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
- 2. the way our linguistic capacity evolved
- 3. physical evidence of the human language development
- + B-4. human language is a unique phenomenon
- 5. the tiny change that separates us from monkeys
- 6. experts fully understand how languages developed
- + B-7. the grammar of dolphin language follows the same rules as human language
- + C-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

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

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

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

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

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.

2

Transfer your answers to the answer sheet.

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) B might share the use of English as a common language, the (3) C 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) A on smiles across cultures, the researchers found that smiling individuals were considered (7) B 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) C inappropriate, although eye contact within a gender could (12) C 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
---	---

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

0-E 13-G 14-I 15-C 16-H 17-A

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
---	---

0 F	No one was ever able to hate him. He received this privilege when he was born. He was the god of peace.	A.	Perun <i>Extra</i>
18 G	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 <i>Extra</i>
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.	D.	Anubis
		E.	Cupid <i>Extra</i>
		F.	Shiva
		G.	Freyr

Transfer your answers to the answer sheet.

WRITING

Time: 40 minutes. Maximum points – 10

Comment on the following proverb:

"A bird may be known by its song"

Write 160–240 words.

Follow the plan:

- explain how you understand the proverb;
- give examples to illustrate your reasons, using your personal experience or background knowledge;
- make a conclusion.

Transfer your answer to the answer sheet.

Every bird is unique. Some of them have a blue or red collar, some have short or long claws. But the ~~most~~ biggest difference is of course their "voices". Parrots have a more "craeking" voice, mocking birds have a loud and gorgeous voice, sparrows have a ~~qui~~ quiet voice. But what's ~~mean~~ ^{it's} ~~mean~~ ^{mean} as a proverb? ~~That~~ ^{It's} means that someone, or something can be recognized because of his ~~it's~~ patterns.

For example: I have a 10th year brother, and he is very unlucky and can't hold something in his hands like a normal other humans, and often cups or mugs fall down. If I sitting in my room, and then hear a breaking of glass, ~~that's~~ ^{that's} mean that he dropped something again. That sound ~~is~~ ^{it's} his ~~sound~~ "song", and I can recognize my brother thanks for that. I hate that sound, but it's still ~~his~~ ^{it's} helps me to recognize him.

Another nice example ~~is~~ ^{is} my cat. ~~She~~ ^{It's} is very active, and love to destroying chairs. If we can see damaged chair, we know who was did that.

As a conclusion I want to say that in english exists a lot of different proverbs, that helps to describe situation. It's very rich language, but not the most.

3 + 2 + 1 + 1 + 1

6

7

197