

*Содерж. Н.*  
ВСЕРОССИЙСКАЯ ОЛИМПИАДА ШКОЛЬНИКОВ  
ПО АНГЛИЙСКОМУ ЯЗЫКУ 2021–2022 уч. г.  
ШКОЛЬНЫЙ ЭТАП. 7–8 КЛАССЫ

**Part 1**  
**Listening (10 minutes)**  
**Maximum points – 5**

*8-A-1.*

*Listen to the dialogue between Mark and Jennifer. Then complete the sentences with a word or an expression from the text. Mind your spelling. You will hear the text twice.*

*Now you have 15 seconds to read the sentences.*

1. It costs \_\_\_\_\_ to buy a house in Beverly Hills.
2. I knew that I would never become a pilot but I still looked at the flying school entrance requirements out of \_\_\_\_\_.
3. Philip was happy that he could \_\_\_\_\_ to buy this expensive car.
4. To see additional information on our website, \_\_\_\_\_ down.
5. My school is \_\_\_\_\_ from my home.

*Op.*

**Part 2**

**Reading (25 minutes)**

***Maximum points – 10***

***Read the text below and do the tasks after it.***

**Hurricane Katrina and New Orleans**

(1) Hurricane Katrina has been called one of the worst natural disasters in the history of the United States. (2) When the storm struck in 2005, no place was harder hit than New Orleans, Louisiana. (3) The wind tore off roofs and wooden **siding** like it was peeling an orange. (4) Then, the worst disaster of all happened.

(5) New Orleans is about five feet below sea level. (6) A series of **levees** protect the city from flood waters that might come in from lakes and the ocean. (7) But on August 29 and 30 the levees broke, and water flowed into the city. (8) Soon 80 percent of the city was covered in **filthy** water. (9) The water tossed cars around like toys, and homes floated from one place to another.

(10) After the storm, there was no drinking water or electricity. (11) There was little food and no way to get around except by boat. (12) The storm **snuffed** out the life of the city like it was blowing out a candle.

(13) Many people left New Orleans before the storm, but others did not. (14) Some older people wanted to stay and **brave** the storm while they had with Hurricane Betsy forty years earlier. (15) Others were too poor to pay for transportation out of harm's way. (16) Many people watched the storm on television.

(17) People crowded together in the Superdome sports stadium and the New Orleans convention center for safety. (18) Others sought high places like highway overpasses and bridges. (19) When the storm ended, everyone had to be **bused** or flown out of the city until it was safe to return. (20) Many people from New Orleans moved to other parts of the United States until their city could be put back together.

### Task 1. Questions 1–6

*Use context clues to guess the meaning of the following words from the text and connect them to their meanings. There are two extra meanings you do not need to use.*

1	siding	A	taken somewhere by bus
2	levee	B	extremely or unpleasantly dirty
3	filthy	C	to deal with dangerous or difficult things
4	snuffed	D	having a lot of things to do
5	brave	E	material that covers the outer walls of a building
6	bused	F	a wall built to stop the river from overflowing
		G	showing no fear of something scary
		H	put out a flame by covering it with something

### Task 2. Questions 7–10

*This text has some mistakes. Choose the right option to make it sound better.*

#### 7. What change should be made in sentence 14?

- A. Change earlier to ago
- B. Change had to did
- ✓ C. Change while to as
- D. Nothing needs to be changed

#### 8. Which sentence does not belong in paragraph 4?

- A. Sentence 13
- B. Sentence 14
- C. Sentence 15
- ✓ D. Sentence 16

#### 9. Which transition phrase should be added to the beginning of sentence 17 to improve the last paragraph?

- A. In spite of the storm,
- B. Of course,
- ✓ C. During the storm,
- D. As a matter of fact,

**10. The author wants to add a new paragraph to the text. Which topic should be added after the last paragraph to keep the text focused on the main idea?**

- A. Information about Hurricane Betsy which happened in 1965.
- ✓ B. Why scientists decided to give hurricanes women's names.
- ✓ C. What New Orleans looks like now – 15 years after Katrina.
- D. Other big cities that suffered in 2005 from Hurricane Katrina.

*8 points*

**Part 3**  
**Use of English (35 minutes)**  
***Maximum points – 35***

**Task 1**

*Read the text below and choose the word that fits best for each space. The first one is done for you.*

**Example answer:**      0      A      B      C      D

**Life on Jupiter's Icy Moon**

Jupiter is the (0) \_\_\_\_\_ planet in our solar system. It (1) \_\_\_\_\_ up of many different kinds of gases. It is (2) \_\_\_\_\_ big that 1,300 Earths (3) \_\_\_\_\_ fit inside Jupiter! It also has 63 moons. Some of (4) \_\_\_\_\_ moons are like small planets, and (5) \_\_\_\_\_ are pieces of frozen rock and ice. Studying Jupiter's moons has helped scientists (6) \_\_\_\_\_ more about the solar system. But the moon that scientists (7) \_\_\_\_\_ in most is Europa.

The conditions on Europa (8) \_\_\_\_\_ it the most likely place in the solar system, (9) \_\_\_\_\_ Earth, to have life. It (10) \_\_\_\_\_ in a layer of ice, and some scientists believe a liquid ocean lies (11) \_\_\_\_\_ the icy surface. If this is true, Europa may have simple forms of life in (12) \_\_\_\_\_ oceans. The creatures on Europa would probably be (13) \_\_\_\_\_ to see without a microscope. But the idea of (14) \_\_\_\_\_ at all living on Europa is very exciting.

Right now, we cannot (15) \_\_\_\_\_ Europa because it is too cold and too far away to send people (16) \_\_\_\_\_. The spacecrafts and robots we have are not (17) \_\_\_\_\_ to land on the surface. But scientists have big plans. In the future, they hope to send one robot to melt some of the ice on Europa's surface, and (18) \_\_\_\_\_ robot to swim through its oceans. (19) \_\_\_\_\_ information that these robots gather could change what we (20) \_\_\_\_\_ about life on Earth.

	A	B	C	D
0	<i>largest</i>	<i>larger</i>	<i>large</i>	<i>much larger</i>
1	makes	made	<u>is made</u> ✓	has made
2	<u>so</u> ✓	as	such	enough
3	must	<u>could</u> ✓	may	<del>should</del>
4	it	<u>its</u> ✓	it's	<del>it is</del>
5	another	other	<u>others</u> ✓	either
6	<u>learn</u> ✓	learnt	has learnt	will learn
7	interest	is interested	will interest	<u>are interested</u> ✓
8	<u>make</u> ✓	is made	will make	are made
9	unlike	<u>besides</u> ✓	with	without
10	covers	covered	has covered	<u>is covered</u> ✓
11	above	over	around	<u>beneath</u> ✓
12	that	this	<u>these</u> ✓	theirs
13	<u>too small</u> ✓	small enough	so	such
14	nothing	<u>anything</u> ✓	something	no one
15	expand	explain	<u>explore</u> ✓	expect
16	their	heir	here	<u>there</u> ✓
17	too strong	strong yet	<u>strong enough</u> ✓	so strong
18	<u>another</u> ✓	other	others	another's
19	An	A	-	<u>The</u> ✓
20	thought	<u>think</u> ✓	were thought	thinking

## Task 2

You are given two groups of three words. You need to choose the two words that relate to the prompt words in the same way. There is an example done for you:

Example:

red is to (blue, colour, face)  
as **cucumber** is to (green, long, food)

Answer: red is to **colour** as **cucumber** is to **food**

21. **camera** is to (digital, colour, photograph)  
as **toaster** is to (bread, toast, crumbs)

*camera is to photograph as toaster is to toast* ✓

22. **dog** is to (fur, bite, bark)  
as **snake** is to (poison, hiss, slither)

*dog is to bark as snake is to hiss* ✓

23. **day** is to (light, time, week)  
as **month** is to (thirty, long, year)  
*day is to week as month is to year ✓*
24. **mile** is to (walk, distance, long)  
as **gram** is to (kilogram, weight, measure)  
*mile is to distance as gram is to weight ✓*
25. **library** is to (books, quiet, town)  
as **school** is to (students, textbooks, lessons)  
*library is to books as school is to students ✓*

### Task 3

*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 (26) **wait**,” said Lester. “I told you it’s a surprise. It will (27) **make you really happy** when we get there. In the meantime, (28) **stop disturbing me**.”

“I can’t (29) **do anything about it**,” said Randy. “I’ve been (30) **so excited** all day.”

“I have to (31) **continue working hard** until I finish my chores,” said Lester. “Then we can (32) **go**.”

“Well, (33) **focus on your work** then and finish,” said Randy. “I’m (34) **going to die of curiosity**.”

“(35) **Help me**, then,” said Lester.

✓ 28	A	Has the cat got your tongue?
✓ 32	B	get off my back
✓ 28	C	take off
✓ 34	D	knock your socks off
✓ 29	E	about to burst with
✓ 35	F	on pins and needles
✓ 26	G	lend me a hand
✓ 33	H	hold your horses
✓ 30	I	get on the ball
✓ 31	J	help it
	K	keep my nose to the grindstone

33 points

41 p.