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ЗАДАНИЯ ЗАКЛЮЧИТЕЛЬНОГО ЭТАПА
ОЛИМПИАДЫ «Я – БАКАЛАВР»
ДЛЯ ОБУЧАЮЩИХСЯ 5-11 КЛАССОВ
2023/2024 учебный год

66

ПО АНГЛИЙСКОМУ ЯЗЫКУ

КЛАСС 11

ШИФР 61-11-АА-2

Task 1 Listening

9

Вы услышите 3 истории. Определите, какие из приведённых ниже утверждений соответствуют содержанию историй (1 – True), какие не соответствуют (2 – False) и о чем в историях не упоминается (3 – Not stated). В поле ответа впишите одну цифру, которая соответствует номеру ответа. Вы услышите запись дважды.

1. The guy at the supermarket felt like he had done a good deed.
2. The woman and her two friends went to the concert using the free tickets.
3. There was a note in the car explaining that the person needed the car for an emergency.
4. The detective in charge of the case found a valid reason for the poisoning.
5. The guy at the supermarket reminded the elderly woman of her deceased son.
6. The old woman didn't make many purchases.
7. The guy in the second story was rushed to the hospital by helicopter.
8. The car was returned by the police.
9. The old woman had a photo of her son.
10. The guy from Japan was poisoned while he was doing sports.

1	2	3	4	5	6	7	8	9	10
1	2	1	2	1	3	3	2	3	1

Task 2 Writing

8

Предложите свои варианты завершения каждой истории.

11. Story 1:

Once she got home and saw a young woman standing on her porch. There was a deliciously-looking blueberry pie in her hands. Turned out it was her new neighbor that borrowed the car. The neighbor apologized again and suggested to go out for a lunch on weekend. After that lunch and several other meetings they became really good friends. That's how the stolen car brought a wonderful person to that woman's life.

12. Story 2: They worked out that the man wasn't poisoned on purpose. He just accidentally ate some fried pork that was cooked a long time ago and turned bad. Because of that he had an upset stomach and food poisoning.

13. Story 3:

But then he realised how lonely and sad this old woman must

feel he decided to come back and talk to her. He suggested to help her around the house sometimes instead of her son. So now he is visiting her every week, brings groceries and helps to clean the house.

Task 3 Reading

Прочтите текст и выберите правильные ответы на вопросы.

The gadget generation

Children today would find it hard to imagine life without mobile phones, iPods, computer games and the Internet, and there are very few who aren't technically literate and skilled at using them. Technology has advanced rapidly, particularly over the last decade, and gadgets and gizmos will have an ever-increasing influence on children's lives. A survey of young people between the ages of eight and 18 in America showed that the average time children spend using electronic gadgets has risen dramatically, to around seven hours and 38 minutes a day. And some are consuming up to 10 hours' electronic content a day, because they use more than one gadget at the same time.

Technology has without question improved the quality of children's lives. Children's television can be informative as well as entertaining, and in schools, computers are increasingly used as an aid to learning. Educational software frequently offers children the chance to work together, take turns, discuss and solve problems, and all computer games help to improve motor skills and hand-eye co-ordination. Computers and the Internet offer children a sense of empowerment, and provide them with the tools and information needed to solve problems or find things out. Texting, emailing and blogging all drive children to be more experimental with the written word. A recent British survey showed that children who use technology are much more confident about their writing skills. Technology also has a social role. Over 25% of British eight to eleven-year-olds who have a computer are members of an online social network like Facebook or Bebo. They make new friends and chat online, and consider this important, although it can also have downsides. Furthermore, good computer skills are essential in today's job market, so the more confident children are with computers, the greater the advantage they will have when looking for a job.

Despite these considerable advantages, the press contains almost daily reports of the negative effects that technology has on children. There is a widely held opinion that technology makes children lazy. While this isn't technically true, it can reduce or replace the opportunity for physical activity for some children. But is there an even darker side? Dr. Susan Greenfield believes so. She thinks that spending too long in cyberspace can actually alter the chemistry of the brain. As some children spend between six to nine hours daily staring at a screen, she thinks that their minds are developing differently. The more we play games, the more we are focused on the process and the thrill of attaining the goal. When we win at something, a chemical called dopamine is released in the brain, which makes you feel happy and so becomes addictive. What does not count here is the meaning and content - what does the game mean? Who are the characters in the game and why are they there? This is another level of understanding and reasoning that the brain needs and which is omitted in many computer games. Or Greenfield is concerned that if we don't do enough of the right type of thinking, our brains could become less able to function on all levels.

Doctors also feel that the safe, ordered, two-dimensional computer world does not help children operate in the messy, emotional, three-dimensional real world. Dealing and challenges, helps children to develop their own sense of self and identity. Computer games cannot help children with everyday reality and can actually hinder their ability to deal with it. Many children have seemingly become addicted to their computers and their cyberworld, and this has led to the first technology rehab clinic being set up in Britain. The clinic not only controls computer access for child addicts, but also offers psychological help to improve these children's confidence and face-to-face verbal skills. The message from psychologists seems to be clear. While banning computer games is clearly not an option, too much of anything is not a good thing. But how much is too much and who decides? Psychologists say that two hours of gadget time a day is more than

enough, but does that include homework, listening to music, and emails to friends, for example? Is it up to parents, schools, or the government? And what do young people themselves think?

14. The US survey showed that

- A. every child spends over seven hours with gadgets.
- B. children spend more time on gadgets than ever before.
- C. most children use two gadgets at one time.
- D. American children spend more time with gadgets than other children.

15. According to the text, technology

- A. can help children develop mentally and physically.
- B. is the best tool for teaching children in school.
- C. is used by children principally for entertainment and fun.
- D. encourages children to work harder.

16. According to the text, what is another important advantage that computer skills give children?

- A. They help them to use social networking sites.
- B. They help with future employment.
- C. They make them better at talking.
- D. They make them more confident with people.

17. How does Dr. Greenfield feel about computer games?

- A. She thinks they stop children exercising.
- B. She thinks they are harmless fun.
- C. She thinks they are potentially dangerous.
- D. She thinks they are good, because they produce a useful chemical.

18. According to some doctors, computer games can

- A. give children a false sense of reality.
- B. help children understand the real world.
- C. prevent children from having emotions.
- D. help children deal with other people.

19. According to the text, the advice from psychologists is that children

- A. can spend more time on gadgets, if it involves listening to music.
- B. shouldn't do their homework on a computer.
- C. should stop playing computer games altogether.
- D. should never spend longer than a couple of hours a day with gadgets.

14	15	16	17	18	19
B	A	B	C	A	D

Task 4 Vocabulary $5 \times 2 = 10$

Заполните пропуски (20 - 29), вписав в каждый пропуск подходящие по смыслу фразовые глаголы.

20. She's ~~rising~~ ^{come up} with some amazing scheme to double her income. +
21. We're working to ^{set up} the list of possible suspects. -
22. Our dishwasher ^{broke down} just a month after the guarantee had expired. +
23. They ^{turned off} the electricity last week. +
24. What if their plan doesn't ^{work out}? +
25. In a flash, the prince ^{turned out} a frog. -
26. More research on the subject needs to be _____ . -
27. That tiny radiator doesn't ^{give away} much heat. -
28. She's determined that her students will not ^{mess up} with plagiarism. -
29. I ^{put up} with her tantrums for 30 years. +

Task 5 Grammar 4

Найдите ошибки в предложениях. Запишите в таблицу исправленный вариант.

30. Political and economic crises is frequent for Africa.
31. She has done a lot of researches lately.
32. The police is investigating the robbery.
33. Two weeks are not too much waiting for something you really want.
34. This species have green and white spots.
35. The train is leaving in five minutes.
36. Have you ever been in the UK?
37. Let's have a snack while we'll be watching the movie.
38. I wonder how much does it cost?
39. He hardly ever does homework, doesn't he?

30 +	crises Political and economic crises are frequent for Africa.
31 +	She has done a lot of research lately.
32	The police is investigating it
33 +	Two weeks is not too much waiting for something you really want.
34 +	These species have green and white spots.
35	
36 +	Have you ever been to the UK?
37 +	Let's have a snack while we are watching a movie.
38 +	I wonder how much it costs?
39	

Task 6 Country study $3 \times 2 = 6$

Соотнесите правителей (A-H) с описанием периода их правления (40-45). Два имени вам не понадобятся.

- A. William I (1066-1087)
- B. Queen Victoria (1837-1901)
- C. Queen Elizabeth I (1558-1603)
- D. James I (1603-1625)

E. George VI (1936-1952)

F. Henry VIII (1509-1547)

G. Queen Anne (1702-1714)

H. Charles I (1625-1649)

40. 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.

41. 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.

42. 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.

43. At the age of 12, he/she 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/her reign.

44. 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.

45. 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.

40	+	41	-	42	+	43	-	44	-	45	+
E		D		F		H		G		B	

Task 7 Writing

Напишите продолжение истории (200-250 слов). Используйте одну из предложенных пословиц в качестве иллюстрации морали истории.

Finish the following story:

Amidst the vibrant town of Brooksville, Alex found himself torn between two paths: embracing a scholarship for an Ivy League education or staying close to support his ailing grandmother.

Write 150-200 words. Use one of the given proverbs to illustrate the moral of the story.

1. "Actions speak louder than words."
2. "The early bird catches the worm."
3. "Don't count your chickens before they hatch."
4. "A stitch in time saves nine."
5. "Where there's a will, there's a way."

Alex didn't know what to do. He's just received an acceptance letter in the Ivy League education scholarship. ~~He waited~~ He's been waiting for it for so long! But it seemed like he'd have to leave his dreams behind. At this moment he had to stay in Bracksville to support his ailing grandmother.

Alex didn't want to choose between these ~~two~~ two paths. Long-awaited scholarship would have let him to graduate without tuition debts and find a job with high salary. But on the other hand there was ~~his~~ his dear grandma who needed him.

Alex decided to ask his friends for some advice. Some of them said that he had to go ~~stay~~ studying because it was a unique opportunity. While others insisted on staying with grandma.

Everything became so difficult and twisted, that Alex started to have a headache. But then his mind lit up with the ultimate decision. He was going to decline the scholarship but would try to apply for it the following year. His grandmother was much more important to him.

So, one year later, when his grandmother was doing good and no longer needed his support, Alex ~~again~~ tried for scholarship again. And he got in! Where there's a will, there's a way.