

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

ПО АНГЛИЙСКОМУ ЯЗЫКУ

КЛАСС 10

ШИФР 54-10-А9-1

Listening

Task 1

You will hear people talking in eight different situations. For questions 1 – 8, choose the best answer (A, B or C).

1. You hear a young man talking about his hobby of rock climbing. How does he feel about it?

- + A satisfied with his level of expertise
B concerned about doing a dangerous sport
C proud when he copes with difficult conditions

2. You hear a public announcement at a family theme park. What does the announcement contain?

- + A a change to a timetable
B details of a new attraction
C instructions about a location

3. You hear two people talking about a course they have attended. What was the topic of the course?

- + A book illustration
B journalism
C publishing

4. You hear two people talking about a film they have both seen. What do they agree about?

- + A The story wasn't very original.
B Reviews of the film weren't accurate.
C The message wasn't very positive.

5. You hear a man being interviewed about a new project he has set up in his home town. What is the purpose of the project?

- + A to reduce the amount of litter on a town's streets
B to increase the inhabitants' awareness of recycling
C to stop shopkeepers using plastic bags for customers' purchases

6. You hear a man talking on the radio about salespeople. What does he say about them?

A They take pride in forming good relationships with buyers.

B They keep one objective in mind at all times.

C They prefer people they think are easy to sell to.

7. You hear two friends talking about a student website. What do they agree about it?

A It is visually attractive.

B It has a lot of useful advertisements.

C It is easy to navigate round.

8. You hear a chef talking about taking part in a cookery competition. What did he find surprising?

A how nervous he felt

B how rushed he felt

C how tired he felt

Task 2

You will hear part of a radio interview with an author called Mickey Smith, who is talking about becoming excellent at sport. For questions 9 – 15, choose the best answer (A, B or C).

9. When asked about his theory on talent, Mickey says that

A he is doing further research with other people.

B he realises some people disagree with him.

C he has not yet fully proved his ideas.

10. Mickey believes that outstanding football players

A have better levels of concentration than other players.

B are aware of the positions of other players on the pitch.

C are faster runners than other players.

11. How did Mickey feel when he first became successful at gymnastics?

A convinced he had a natural aptitude for the sport

B conscious that others in his area didn't have the same chances

C lucky to have had one of the best training routines

12. Mickey says that the motivation to continue training for long periods of time

A develops at an early age in people who become experts.

B depends on your personal attitude towards success.

C does not come naturally to most people.

13. Mickey says that coaches working with young people need to understand that

A children and adults have different thought processes.

B young people have a built-in drive to succeed in areas like sport.

C it is important to focus on mental rather than physical techniques.

14. Mickey says that many people who play sport don't bother to try hard because

- Ⓐ they feel incapable of reaching the same levels as sports stars.
- + Ⓑ they don't have time to put in the necessary effort.
- + Ⓒ they are not confident in their ability to deal with success.

15. According to Mickey, what can cause some sports people to fail at important events?

- + Ⓐ They haven't trained enough.
- + Ⓑ They are inexperienced at dealing with pressure.
- Ⓒ They can become too aware of their actions.

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Reading

Task 1

You are going to read a part of the autobiography of a surfing instructor. For questions 1 – 9, choose from the sections (A – E). The sections may be chosen more than once.

In which section does the writer mention

1. feeling satisfaction that her determination resulted in better performance?
2. the problem of having to wait for conditions to be favourable for surfing?
- 3 a change which helped her to pursue her hobby?
- 4 continuing to surf even when the conditions were unfavourable?
- 5 the pleasure she gets from seeing others succeed?
- 6 being aware that it would take time for her abilities to be recognised?
- 7 her enthusiasm for the sea being recognised by someone else?
- 8 an admission that she doesn't think about what she is doing when surfing?
- 9 not being concerned that she stood out from others?

question	1	2	3	4	5	6	7	8	9
section	C	D	A	B	E	C	A	E	B

Walking on waves

Sarah Whiteley talks about her love of surfing and how it began.

A My journey to the sea began when I was tiny. My mum, who used to surf then, would sit me on one of her old boards and push me into the little waves in a few centimetres of water. We both soon realised I had an unstoppable appetite for the waves, something which has never faded. Soon after that we moved to a house which was almost on the beach. I could literally walk out of the garden into the sea. Living by the sea is something you never take for granted if you surf. I open the curtains in the morning and my heart leaps as I see the long perfect lines of waves rolling into the bay.

B Being the only girl in the water when I was learning to surf never bothered me because I'd always been trying to keep up with an elder brother who was exceptionally good at sports. So there I was, a tiny little thing, itching to better my surfing by checking out other surfers and looking for new moves. I was surfing four times a day in the summer holidays, before and after school right through the winter months as the temperatures dropped and the sea was really wild. I just couldn't get enough of it.

C Things started to get competitive as I got older and stronger. I was tackling more challenging waves: faster, more powerful and more dangerous, but I was gaining confidence and building up my experience, and it was really rewarding to see myself improving. And that's when the boys started to notice me, and they weren't too sure how to cope with it. They seemed to think along the lines of 'She's only a girl – she won't manage that wave, so I'll get in there and show her how to do it.' Convincing them that I could hold my own in the waves wasn't going to happen overnight.

D Over time and after a few hair-raising moments, I made some friends and mutual respect blossomed between me and the guys who spent all their time in the waves with me. When I started pulling off some good moves on my surfboard and throwing a bit of spray on the waves, they began giving me a bit of credit, so that if I was going out when the surf was really big, they would shout out instructions to make sure I had the best chance. They knew I wasn't messing about and that I was going for it out there. Things got really interesting when I went in for competitions. In fact, I entered every national surfing competition over ten years. Competition surfing can be extremely frustrating, since you can never guarantee waves at a certain time on a certain day, and there's vast amounts of hanging around.

E Now I've set up a surf school and I've got a whole new perspective. When you start teaching something, you have to learn for yourself again. Everything you've been doing instinctively without really noticing for the last fifteen years has now got to be passed on, and it gets surprisingly detailed and tricky in parts. But it's been fantastic introducing so many people to the sport, and it's even better when you get to see their big grins when they stand up for the first time and ride a wave into the shore. Surfing has taken me all over the world and now it feels like it's brought me home again.

Task 2

You are going to read an article about a woman who trains actors in fighting skills. For questions 10 – 15, choose the answer (A, B, C or D) which you think fits best according to the text.

Kombat Kate

James Stanton meets 'Kombat Kate' Waters, who trains theatre actors in how to 'fight' on stage
There must be few occasions when it would be really rude to refuse an invitation to head-butt someone you've just met! But I'm in one of those right now. I'm in a rehearsal room in a theatre with a group of actors, facing up to stage fighting director Kate Waters. I've already dragged her around the room and slapped her on the arm. Now she wants me to head-butt her. But fear not, this is all strictly pretend!

'Imagine there's a tin can on my shoulder,' she says. 'Now try to knock it off.' I lower my head as instructed, then lift it sharply, aiming for the imaginary can, hoping desperately that I don't miscalculate the angle and end up doing damage to her face. To my amazement, I get it right. 'That was good,' says Waters. 'Now maybe try it again without smiling.'

Waters, known in the industry as Kombat Kate, is showing me how actors fight each other without getting hurt, and that includes sword-fighting. (She inspires fierce devotion: when I tweet that I'm meeting Waters, one actress friend responds: 'She's amazing. She taught me how to be a secret service agent in two days.')

Perhaps the most famous play Kate has worked on recently was called *Noises Off*. She taught the cast how to fall down stairs without breaking any bones. One of the fight scenes is fairly close, Kate tells me, to the one we're trying out now. 'I've just slowed it down a bit,' she says tactfully, before inviting me to throw her against the wall. I obey, making sure I let go of her quickly, so she can control her own movement. Push your opponent too hard, and they will hit the wall for real. I

watch her hit the wall before falling to the ground. She's fine, of course. 'That's my party trick,' she says with a grin. 'Works every time.'

Once the lesson is over Kate tells me how she became one of only two women on the official register of stage fight directors. Already a keen martial arts expert from childhood, Kate did drama at university, and one module of her course introduced her to stage combat. When she made enquiries about the possibility of teaching it as a career, she was told about the register and the qualifications she'd need to be accepted onto it.

Line 22 It was **no small order**: as well as a certificate in advanced stage combat, she would need a black belt in karate and proficiency in fencing, a sport she'd never tried before.

But she rose to the challenge and taught the subject for several years at a drama college before going freelance and becoming a fight advisor for the theatrical world. The play she's working on is Shakespeare's *Richard III*. This involves a famous sword fight. With no instructions left by the great playwright other than – Enter Richard and Richmond: they fight, Richard dies – the style and sequence of the fight is down to Kate and the actors.

'I try to get as much information as possible about what a fight would have been like in a particular period,' Kate explains. 'But because what I'm eventually doing is telling a dramatic story, not all of it is useful. The scene has to be exciting and do something for the audience.'

Ultimately, of course, a stage fight is all smoke and mirrors. In our lesson, Kate shows me how an actor will stand with his or her back to the audience ahead of a choreographed slap or punch. When the slap comes it makes contact not with skin but with air: the actor whacks his chest or leg to make the sound of the slap.

In the rehearsal room, I can't resist asking Kate how she thinks she would fare in a real fight. Would she give her attacker a hard time? She laughs, 'Oh, I'd be awful,' she says. 'I only know how to fake it.' I can't help thinking, however, that she's just being rather modest.

10 In the first paragraph, the writer is aware of

- A a critical attitude from Kate.
- B the concern of the other actors.
- C the need to reassure his readers.
- D having been in a similar situation before.

11 How does the writer feel when Kate mentions the tin can?

- A worried about hurting Kate
- B relieved that Kate is just pretending
- C concerned that it may injure his head
- D convinced that he won't take it seriously enough

12 When Kate and the writer repeat the fight scene from *Noises Off*, we learn that

- A the writer isn't sure of his instructions.
- B Kate has adapted it slightly for the writer to try.
- C the writer is initially unwilling to do it.
- D Kate has to react quickly to a mistake the writer makes.

13 What does the phrase 'no small order' (line 22) tell us about stage combat?

- A Kate knew she would love learning about it.
- B It is something very few people ever perfect.
- C Studying it required a lot of obedience and respect.
- D Qualifying to teach it would be a long and difficult process.

14 What does the writer tell us about the sword fight in the play Richard III?

- A Its details need to be made up.
- B It's a particularly challenging scene to do.
- C Its action is conveyed through spoken words.
- D It is widely agreed to be the most exciting of its kind.

15 What does 'it' refer to in line 31?

- A information
- B a fight
- C a particular period
- D a dramatic story

Use of English

Task 1

For questions 1 – 10, read the text below and think of the word, which best fits each gap. Use only one word in each gap. Write the word in a gap. There is an example at the beginning (0).

From black pepper to chilli pepper

In the 15th century, Europeans knew nothing of the chilli pepper, but they held black pepper in high regard and had used it in cooking (0) **since** Greek and Roman times. Ships travelling east brought the black pepper from the Spice Islands in South East Asia but this (1) **was** a long time. In 1492, Christopher Columbus was asked to find a shorter route to the Spice Islands, going westwards (2) **so** than eastwards, and so he set (3) **off** from Spain across the Atlantic Ocean.

Columbus didn't succeed (4) **in** finding the Spice Islands but he (5) **did** manage to discover the Americas. There he (6) **discovered** another pepper; the chilli, which had (7) **been** used in cooking in South America for thousands of years. Soon (8) **after** Columbus's discovery, large quantities of chillies were being shipped back to Spain from the Caribbean. Later, people realised that chillies (9) **could** actually grow in southern Europe and it wasn't long before fresh chillies were (10) **on** sale in European markets.

Task 2

For questions 1 – 8, read the text below and decide which answer (A, B, C or D) best fits each gap

The oldest leather shoe in the world

Archaeologists (1) **found** that a perfectly preserved 5,500-year-old shoe has been discovered in a cave in Armenia in south-west Asia. It is (2) **believed** to be the oldest leather shoe ever found. The shoe was made of a single piece of leather, stitched at the front and back, and was shaped to fit the wearer's foot. It had been (3) **covered** with grasses, either for warmth or to make sure it kept its shape.

'The shoe is relatively small but we can't say for (4) **sure** whether it was worn by a man or a woman,' says Dr Ron Pinhasi, an archaeologist on the research (5) **team**. 'We thought at first that it was about 600-700 years old because it was in such good (6) **condition**.' Shoes of this type from later periods have turned (7) **up** in archaeological excavations in various places in Europe, and shoes of a very similar design were still being used on the Aran Islands off

the west coast of Ireland as (8) .A⁺.... as the 1950s. It's (9) ..D⁺.... a style which (10) .B⁻.... popular for thousands of years.

- | | | | | |
|----|---|---|---|--|
| 1 | <input checked="" type="radio"/> A report | <input type="radio"/> B describe | <input type="radio"/> C inform | <input type="radio"/> D tell |
| 2 | <input type="radio"/> A accepted | <input checked="" type="radio"/> B regarded | <input type="radio"/> C assessed | <input type="radio"/> D believed |
| 3 | <input type="radio"/> A stuffed | <input type="radio"/> B loaded | <input checked="" type="radio"/> C pushed | <input type="radio"/> D blocked |
| 4 | <input type="radio"/> A clear | <input checked="" type="radio"/> B specific | <input type="radio"/> C true | <input type="radio"/> D certain |
| 5 | <input type="radio"/> A class | <input type="radio"/> B force | <input type="radio"/> C team | <input checked="" type="radio"/> D company |
| 6 | <input type="radio"/> A place | <input checked="" type="radio"/> B shape | <input type="radio"/> C feature | <input type="radio"/> D size |
| 7 | <input type="radio"/> A over | <input type="radio"/> B into | <input checked="" type="radio"/> C up | <input type="radio"/> D about |
| 8 | <input checked="" type="radio"/> A recently | <input type="radio"/> B lately | <input type="radio"/> C presently | <input type="radio"/> D immediately |
| 9 | <input type="radio"/> A correctly | <input type="radio"/> B exactly | <input type="radio"/> C precisely | <input checked="" type="radio"/> D obviously |
| 10 | <input type="radio"/> A held | <input checked="" type="radio"/> B stood | <input type="radio"/> C remained | <input type="radio"/> D lasted |

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Writing

Write an answer to one of the questions 1 – 2 in this part. Write your answer in 200 – 220 words in an appropriate style

1. A group of British teachers is going to visit your school for two days. The aim of their trip is to learn about how technology is used in education in your country. You have been asked to write a report for the group leader. Your report should:

- include information about how technology is used to teach different subjects
- recommend which lessons the teachers should watch to see technology being used.

Write your **report**.

2 You see this announcement on an English-language website:

Reviews wanted

Courses

Have you been on a course recently? Please tell us about it! It could be any type of course, like a sports course, photography course or language course. What were the classes like? What was the most interesting thing you learned? Would you recommend the course to other people? The best reviews will be published in next month's magazine. Write your **review**.

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Анна Суров
предмет

ШИФР 54-10-АЯ-1

Writing №1

Dear group leader,

I am pleased to provide you with a report on how technology is used in education at our school, as well as some recommended lessons that your group can attend during your visit.

At our school, technology is integrated into the teaching of various subjects to enhance the learning experience of our students. For example, in science classes, students use interactive simulators and virtual labs to conduct experiments. In math classes, students have access to online resources and educational applications that provide personalized practice.

I recommend that your group attend a few lessons to see the technology in action. First, I suggest attending a social studies lesson where students use multimedia presentations and digital maps to learn about historical events and geographical regions. In addition, I recommend watching a foreign language lesson where students use digital language learning platforms and communication tools to practice their language skills in real world.

In general, our school strives to use technology to improve the learning experience of our students in various subjects. We look forward to sharing our experience with your group and also learning from you.

Sincerely,
Varvara

