Федеральное государственное бюджетное образовательное учреждение

высшего образования Башкирский государственный педагогический университет им. М. Акмуллы

Заключительный этап Всероссийской олимпиады школьников и студентов организаций СПО «Акмуллинская олимпиада» по «Английскому языку»

**10-11 классы, СПО**

**1 вариант**

(2024-2025 уч. год)

**LISTENING**

**Time: 15 minutes**

**Task 1**

*For items* ***1–10****, listen to a passage from a lecture and decide whether the statements (1–10) are*

*TRUE* ***(A)****, or FALSE* ***(B)*** *according to the text you hear. You will hear the text* ***twice****.*

**1**. Activities of rich industrialised countries are aimed at helping poor people in developing countries.

A) True B) False

**2**. Changes in sea level may threaten the life of small island states.

A) True B) False

**3**. Egyptians living in the coastal areas are threatened by flooding.

A) True B) False

**4**. Food security is a problem in some dry tropical countries.

A) True B) False

**5**. Northern hemisphere countries suffer the most from the air pollution.

A) True B) False

**6**. Measures aimed at the modification of the impact of climate change may be very costly.

A) True B) False

**7**. People should learn to care about the lives of people of future generations.

A) True B) False

**8**. We can be satisfied with the achievements in dealing with the climate change on the international scene.

A) True B) False

**9**. We as individuals can’t add to the reductions of the greenhouse gas emissions.

A) True B) False

**10**. Energy efficiency measures include less use of private cars.

A) True B) False

**Task 2**

*For items* ***11–15****, listen to the dialogue. Choose the correct variant (A, B or C) to answer questions 11–15. You will hear the text only* ***once****.*

**11**. The first photo Mike saw in the old photograph album was that of…

A) his wife as a baby.

B) his wife’s sister Paula

C) his wife’s mother.

**12**. In the photo of Paula she was with her…

A) mother.

B) sister.

C) boyfriend.

**13**. When Mike says “she takes after you” he means that Paula …

A) looks like his wife.

B) behaves like his wife.

C) tries to mock his wife.

**14**. What does Mike think about the hat his wife’s mother is wearing in the photo?

A) It’s too old.

B) It looks strange.

C) It’s very fashionable.

**15**. What does Mike’s phrase “you’ll probably look like her…” suggest?

A) He doesn’t like the way his wife’s mother looks now.

B) He thinks about hats his wife would wear in twenty years.

C) He thinks that Paula would look nice in twenty years

***Transfer your answers to the answer sheet***

**READING**

**Time: 40 minutes**

**Task 1**

***For items 16 - 25****, read the passage below and choose option* ***A, B, C*** *or* ***D*** *which fits best according to the text.*

1. It’s Monday afternoon and Kate Turner is teaching a class of 11- and 12- year-olds French. Last week they wrote a set of descriptive sentences about animals and today they’re going to turn their descriptions into picture books.
2. “Once you’ve finished with your sentences, you’re going to illustrate them to reflect what you’ve written,” she tells the class.

Silence.

“Any questions?” A hand pops up.

“Do we have to draw the pictures? Can’t we just write the sentences?”

“You need to draw the pictures as well. You’re making a picture book, remember?”

“But I can’t draw, Miss.”

1. A ripple of agreement spreads around the room. Heads shake. One boy goes under his desk and refuses to come out for 10 minutes. Kate spends the lesson encouraging and cajoling them to give it a try.
2. The trouble is, they’re right. Most of them can’t draw. Their illustrations wouldn’t look out of place in a reception classroom when kids are four or five and just start school. Cats, cows, pigs and mice all appear the same – round heads and bodies drawn with four stick legs poking out. And it isn’t just this particular class. With few exceptions, the pattern is repeated in every year group that we all teach. And this is already middle school.
3. According to the primary national curriculum, we should be teaching children to become “proficient in drawing”. But what’s going on in actuality? “There just aren’t enough hours in the day,” says the school principal. “And that’s the end of that.”
4. It’s not just art. Music is sidelined too, as are languages. Children are removed from French lessons for extra reading and writing interventions; school productions are shelved due to lack of practice time; opportunities for drama are reduced to the odd English lesson.
5. And why is it all happening? Teachers are under pressure to improve outcomes for reading, writing and maths, particularly in year groups where SATs (standard assessment tests) are the only tool for assessing children.
6. Most teachers find themselves in that position, being forced to make changes to timetables they’d rather not. Every January they would sit down together with their colleagues and take a red pen to the timetable they’d carefully crafted in September, replacing music with extra comprehension or swapping French or any other foreign language for additional spelling sessions.
7. In a recent survey, 97% of the union’s teachers agreed that SATs preparation did not support children’s access to a broad and balanced curriculum, saying the time taken to prepare children for assessment in maths and English has squeezed out other subjects and activities. The problem doesn’t stop when our children leave primary. The proportion of 13 up to 15- and 16-year-olds taking subjects like music and drama has fallen to its lowest level in 10 years. The study of modern foreign languages at GCSE**1** is also in decline.
8. Most teachers feel strongly that our schools are missing a trick. Feversham Primary Academy in Bradford recently made headlines for its focus on teaching the arts, particularly music, drama and art into every part of the school day. Seven years ago Feversham was in special measures and making headlines for all the wrong reasons. Today it is rated “good” by Ofsted and is in the top 10% nationally for pupil progress in reading, writing and maths, according to the most recent data.
9. Improving outcomes aside, Kate Turner and lots of other teachers worry about the message we’re sending our children when we push arts and languages into the background. They say we’re creating a gulf between children whose parents can afford to take them to private music lessons, language clubs or the theatre, and those whose access comes mainly through the school curriculum.
10. But more than all this, we should all remember an Einstein quote – the one that says that if you judge a fish by its ability to climb a tree it will spend its life thinking it is stupid. There are children who struggle to read but come to life on the stage. There are those who just can’t concentrate at other lessons but will sit and paint for an hour without leaving their seat. If our schools are only interested in children’s progress and attainment in a limited range of subjects, how can we ever hope to build on the potential of those whose strengths lie elsewhere?
11. The trouble is that creativity, increased confidence or a love of the arts aren’t easily measured through standardized tests, data analysis or league tables. Maybe that’s why, ultimately, certain subjects are sidelined. Perhaps this may sound idealistic, but this is an issue that bothers teachers today. And it should bother school leaderships and government too.

**1** The **General Certificate of Secondary Education** (**GCSE**) is an academic qualification, generally taken in a number of subjects by pupils in secondary education in England, Wales and Northern Ireland.

**16**. In Kate Turner's classroom the kids are tasked to

A) write sentences using words denoting animals.

B) create pictures to accompany their writings.

C) write sentences to illustrate the given pictures.

D) create a picture book for the whole class.

**17**. What is the kids' reaction like to the task they get?

A) They are unwilling to do it.

B) They eagerly agree to fulfill the task.

C) They encourage each other to do it.

D) They stay indifferent to the task.

**18**. The words *“reception classroom”* in Paragraph 4 refer to

A) the class Kate Turner is teaching.

B) the opening class of a new subject.

C) the first class in primary school.

D) the class that starts a new academic year.

**19**. What sentence sums up Paragraph 6?

A) Teaching basic skills is given priority over creative classes.

B) French classes need more hours to practice writing and reading.

C) Drama classes are taught in the English language only.

D) Language classes should be substituted by drama and music classes.

**20**. Which sentence is NOT TRUE about the way teachers deal with their timetables?

A) Teachers are not eager to change the timetables they made at the start of the academic year.

B) Teachers integrate extra classes to prepare students for SATs into their timetables.

C) Teachers have to adjust their timetables for students to achieve better scores at exams.

D) Teachers have to substitute a number of classes in favour of SATs subjects.

**21**. According to the research, the situation with arts and languages in primary and secondary school

A) has greatly improved

B) has got much worse.

C) has remained the same.

D) has got slightly better.

**22**. The example of Feversham Primary Academy shows that

A) the focus on creativity has improved results across the school.

B) any school can find a way to teach arts as part of their curriculum.

C) Ofsted will encourage teaching arts on a daily basis at school.

D) the school is largely praised by the printed media

**23**. Teachers think that limiting arts and language classes

A) leaves more time for family communication.

B) gives students more free time.

C) divides students into social strata

D) provides students with more choice.

**24**. What is the meaning of the quote by A. Einstein?

A) We can’t judge everyone on the same scale.

B) Children should try themselves in different fields.

C) Some children have an inborn talent for the arts.

D) There are students who never succeed at school.

**25**. What is the main idea expressed in the text?

A) The main aim of schools is to get top results at exams by all means.

B) Schools should have an individual approach to every student.

C) Art, music and drama should be optional subjects at school.

D) Standardized tests should not be used for assessing students' abilities and skills.

**Task 2**

***For items 26 - 35,*** *read the passage below and choose which of the sentences* ***A–K*** *fit into the numbered gaps in the text. Write the correct letter* ***in boxes 26 - 35*** *on your answer sheet. There is one extra sentence you don’t need to use.*

The аrt of porcelаin production is like а little fаmily secret for every country аnd city where porcelаin fаctories аre locаted. **26.** *.*

Gzhel is the nаme of the trаditionаl Russiаn crаft of production of porcelаin аnd pottery items – dishes, tiles аnd other decorаtive elements and pieces.

**27.** *.* The region forms the so-called "Gzhel bush." Pottery production and then later porcelain manufacturing here is based on the presence of porcelain clay, perfectly suitable for these purposes.

Gzhel’s ceramic production has a long history. Archaeological research shows the first pottery appeared here already in the 14th century. **28.** *.*

In the 17th century Tsar Aleksey Mikhailovich learned about Gzhel’s superb clay – and large-scale production started. **29.** *.* The quality of the jars was thoroughly controlled.

**30.** *.* In the beginning of the 19th century, the first large porcelain factory was founded in the village of Novo-Kharitonovo in 1810 by a local merchant and his two sons, who later took the family name Kuznetsov and established a famous dynasty of porcelain kings.

The crafters of Gzhel region have always produced not only tableware, but a wide range of different utilitarian and decorative items – porcelain figurines, boxes, vases, candlesticks, ashtrays, clocks and even small genre sculptures.

**31.** *.* For example: traditional tea-drinking, beauties walking or sitting at work, hens, roosters, birds and so on. All works are all truly hand-made! The artist paints every cup or vase with a brush. **32. \_\_\_\_\_\_\_\_\_***.*

Today we know Gzhel porcelain as traditionally designed in all shades of blue.

**33.** *.* Painting is made by special cobalt paints which are put on the raw unglazed porcelain pieces. **34. \_\_\_\_\_\_\_\_\_\_\_\_***.* Then the painted products are placed in the high-temperature ovens. As a result of burning the cobalt painting, almost black before burning, becomes bright and vivid blue. **35. \_\_\_\_\_\_\_\_\_***.* This technique helps to protect the painting very well.

|  |
| --- |
| **A**) Then the products are coated with glaze and are burnt for a second time. |
| **B)** The rapid development of Gzhel painting took place between the latter half of the 18th century and the first half of the 19th century. |
| **C)** This fancy blue painting on white background is the uniting and distinguishing feature of all Gzhel porcelain products. |
| **D)** That is why there are no two similar works, each one being really unique and keeping the style of its creator. |
| **E)** According to the order issued by the tsar, Gzhel became an exclusive supplier of special jars for pharmacies in Moscow where medicines were made and kept. |
| **F)** To be more precise, Gzhel is the name of the region close to Moscow which includes about 27 villages and small towns. |
| **G)** The Soviet government took every care to preserve the traditional arts and crafts. By the beginning of the 20th century Gzhel's potteries were back on their feet again. |
| **H)** In Russia there are a lot of types of traditional porcelain too, and one of these types is the world-famous Gzhel. |
| **I)** These works depicted animals and people in action, even entire scenes of rural or urban life. |
| **J)** Initially the cobalt paints are dark grey in colour and consequently all the drawings are grey too. |
| **K)** “Nowhere have I seen clay whiter than this,” exclaimed a medieval chronicler. |

***Transfer your answers to the answer sheet***

**USE OF ENGLISH**

**Time: 40 minutes**

**Task 1**

*For items* ***36 - 42****, read the text below and then select the correct answer,* ***A, B, C*** *or* ***D*** *to fill in the gap.*

**The effect of the temperature**

Many people believe that office conditions can influence our work. For a **36**\_\_\_\_\_\_ time achieving a comfortable room temperature in hot climates was a constant struggle. Research discovered an obvious fact: finding an office temperature to **37**\_\_\_\_\_\_ everyone all the time is basically impossible. “Part of the problem is trying to work out the “correct” temperature. It depends **38**\_\_\_\_\_\_\_ what you’re measuring,” said researcher David House.

One study **39**\_\_\_\_\_\_ at the impact of the room temperature on worker productivity, by tracking the activity of managers in an office. **40**\_\_\_\_\_\_ it measured the activity of just nine women, the results were impressive. At 25°C they were typing non-stop with an error rate of just 10%. When the temperature dropped to 20°C, they were half as productive, more than doubling the number of mistakes.

But it’s not quite that simple. When students in the other study were asked to solve a math problem in either a cool or a warm room, the group in the cooler room **41**\_\_\_\_\_\_ in this task twice as often. It means that complex decisions are more difficult when we’re warm. When the temperature is above 27°C, we’re not so good at mathematics.

In fact, the room temperature can do more than influence your productivity –– it can change the way you think. Warm environments are better for creative thinking, while cooler workplaces are thought to **42**\_\_\_\_\_\_ people active during repetitive or monotonous tasks.

**36**. A) huge B) high C) big D) long

**37**. A) please B) amuse C) enjoy D) prefer

**38**. A) in B) from C) on D) for

**39**. A) observed B) looked C) watched D) glanced

**40**. A) Although B) Moreover C) Therefore D) However

**41**. A) fulfilled B) managed C) achieved D) succeeded

**42**. A) stay B) gain C) keep D) hold

**Task 2**

*For items* ***43 - 50****, complete the second sentence so that it has a similar meaning to the first sentence, using the word given.* ***Do not change the word given.*** *Use* ***from three to five*** *words.* ***The number of words you should put in the gap is specified in each case****.* ***Do NOT use contracted forms.*** *There is an example at the beginning (****0****)*

**Example: 0.** “Let’s go to the cinema on Sunday,” said Ann.

**wanted**

Ann to the cinema on Sunday. *(4 words)*

***wanted us to go***

**0**

**43**. The professor said that his assistant had given away the secret formula.

# ACCUSED

The professor away the secret formula. (*5 words*)

**44**. They say a multinational company owns this factory.

# SAID

The factory by a multinational company. (*5 words*)

**45**. I think they did not plan this.

# MIGHT

They this. (*4 words*)

**46**. He will probably win the race.

# LIKELY

He the race. (*4 words*)

**47**. She woke up early so that she could catch the 5:30 train.

# ORDER

She woke up early the 5:30 train. (*4 words*)

**48**. Martin realised that he could never be an athlete.

# BORN

Martin realised that he an athlete. (*5 words*)

**49**. The teacher advised him to study harder.

# WERE

“If , study harder”, said the teacher. (*5 words*)

**50**. They are launching a new product these days.

# IS

A new product these days. (*3 words*)

**Task 3**

***For items 50-55****, match the two columns to make English proverbs. In the right column, there are three extra phrases you don’t need to use. There is an example at the beginning.*

|  |  |
| --- | --- |
| **0** | **E** |

|  |  |  |  |
| --- | --- | --- | --- |
| **0** | Necessity is | **A** | cannot change its spots. |
| **51** | Actions speak | **B** | than sorry. |
| **52** | A cat in gloves | **C** | better than no bread. |
| **53** | Half a loaf is | **D** | gets the worm. |
| **54** | Better safe | **E** | the mother of invention. |
| **55** | The leopard | **F** | the best policy. |
|  |  | **G** | louder than words. |
|  |  | **H** | than never. |
|  |  | **I** | catches no mice. |

***Transfer your answers to the answer sheet***

**WRITING**

**Time: 40 minutes**

Comment on the following statement.

*One should read about historical sites before sightseeing.*

**What is your opinion? Do you agree with this statement?**

Write 200 – 250 words.

Use the following plan:

− make an introduction (state the problem)

− express your personal opinion and give 2 – 3 reasons for your opinion

− express an opposing opinion and give 1 – 2 reasons for this opposing opinion

− explain why you do not agree with the opposing opinion

− make a conclusion restating your position

**Answer sheet**

**Listening**

**Task 1**

|  |  |
| --- | --- |
| **1.** |  |
| **2.** |  |
| **3.** |  |
| **4.** |  |
| **5.** |  |
| **6.** |  |
| **7.** |  |
| **8.** |  |
| **9.** |  |
| **10.** |  |

**Task 2**

|  |  |
| --- | --- |
| **11.** |  |
| **12.** |  |
| **13.** |  |
| **14.** |  |
| **15.** |  |

**Reading**

**Task 1**

|  |  |
| --- | --- |
| **16.** |  |
| **17.** |  |
| **18.** |  |
| **19.** |  |
| **20.** |  |
| **21.** |  |
| **22.** |  |
| **23.** |  |
| **24.** |  |
| **25.** |  |

**Task 2**

|  |  |
| --- | --- |
| **26.** |  |
| **27.** |  |
| **28.** |  |
| **29.** |  |
| **30.** |  |
| **31.** |  |
| **32.** |  |
| **33.** |  |
| **34.** |  |
| **35.** |  |

**Use of English**

**Task 1**

|  |  |
| --- | --- |
| **36.** |  |
| **37.** |  |
| **38.** |  |
| **39.** |  |
| **40.** |  |
| **41.** |  |
| **42.** |  |

**Task 2**

|  |  |
| --- | --- |
| **0** | **wanted us to go** |
| **43.** |  |
| **44.** |  |
| **45.** |  |
| **46.** |  |
| **47.** |  |
| **48.** |  |
| **49.** |  |
| **50.** |  |

**Task 3**

|  |  |
| --- | --- |
| **0** | **E** |
| **51.** |  |
| **52.** |  |
| **53.** |  |
| **54.** |  |
| **55.** |  |

**Writing**