

ВСЕРОССИЙСКАЯ ОЛИМПИАДА ШКОЛЬНИКОВ
ПО АНГЛИЙСКОМУ ЯЗЫКУ 2023 г.
МУНИЦИПАЛЬНЫЙ ЭТАП. 10 КЛАСС

Listening (script)

Task 1. Part 1. For questions **1-5**, listen to the first part of a lecture about early forms of money and barter in the United States. Match the forms of money and barter (**1-5**) to the information about them (**A-F**). There is one letter you do not need to use. You will hear the recording only once.

Now you have 30 seconds to look through the items.

[pause 30 seconds]

Now we begin.

Lecturer: Good morning, everyone, my talk today is about the early history of money in the United States. And I'd like to start by looking at how trade was conducted before the early settlers arrived. Most people agree that there wasn't money in the sense we understand it today. In most cases, there were different sorts of barter systems. However, we know that elsewhere in the Americas, in Mexico, for example, the Aztecs did sometimes use gold as ... mmm ... a kind of currency. Basically, they would barter different goods and use the gold dust, which was kept in see-through quills and so it was visible, ... to make up the difference if one item to exchange was worth significantly more. Another form of payment was cocoa beans, which were used in sacks with thousands of beans by the Aztecs to make very large payments.

In North America and Canada, a system called potlatch existed among Native Americans. Essentially, a potlatch was a kind of party where the host would demonstrate his wealth by giving away as much of it as possible. People took it in turns to host the potlatch and competed to give their possessions away, so in the end everyone in the community was provided for. Potlatch was, in fact, temporarily made illegal in Canada as it was not thought to contribute to the work ethic. But doing so had exactly the opposite effect because it removed people's motivation to earn money.

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Wampum, which was later adopted as a currency by the settlers, wasn't a currency to begin with. Wampum are beads made from seashells, and they were certainly very valuable among American Indians. The right shells were not easy to find and the beads were time-consuming and difficult to make, so this gave them a commodity value. They would certainly have been used in bartering. The settlers, however, used them as a form of money. In fact, the workers who built the city of New York were paid in wampum. There were many alternative currencies used in the past.

Another form of currency was tobacco. Tobacco leaves were used as currency in and around the colony of Virginia for about 200 years. They were not the most practical of currencies though, as the leaves tended to fall apart quite quickly, and gradually, certificates representing tobacco held in warehouses started to be used instead – in effect, a kind of paper money.

Now you have 15 seconds to check your answers.

[pause **15** seconds]

Part 2. For questions **6-10**, listen to the second part of the lecture. Complete the summary filling in the gaps (**6-10**) with one word or number. You will hear the recording only once.

Now you have 30 seconds to look through the items.

[pause **30** seconds]

Now we begin.

Lecturer: In later years, other forms of paper currency started to be issued. In 1690, Massachusetts was the first colony to issue notes to pay soldiers. The notes could be exchanged for gold or silver, but were also accepted as legal tender. Other colonies followed suit, and, as time went on, the British government tried to prevent the colonies from issuing paper money.

That was partly because they didn't want to lose control, but also because some colonies were issuing so much that it was causing very high inflation. This obviously worried the British government. In fact, it culminated in the complete banning of all

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colonial paper money in 1764, which was one of the main reasons behind the American Revolution. During the Revolution, America produced a flood of paper money, which was worth less and less, and although in the short-term it did provide the necessary finance, it inevitably led to hyperinflation. By the end of the war, American finances were in chaos and in 1790, the dollar was established for the first time as a national currency.

The hope was that by replacing all the different states' currencies, some stability could be achieved. However, there was a great shortage of gold and silver and the government was forced to accept the use of foreign gold and silver coins, particularly Spanish dollars, as legal tender as well. Gradually these were phased out, but American silver dollars are still legal currency, though you don't see many of them around these days. There were also ten dollar coins, known as eagles because of the bird printed on them, which were in circulation right up until the 1930s ...

Now you have 15 seconds to check your answers.

[pause **15** seconds]

Task 2. Part 1. You will hear five short extracts in which university students are talking about doing voluntary work on wildlife projects. Decide whether the statements **11-15** are **T (true)** or **F (false)**, according to the information in the recording.

Now you have 30 seconds to look through the items.

[pause **30** seconds]

Now we begin.

Speaker 1: Some students do this sort of work for ulterior motives: it looks good on their CVs or there are opportunities for making friends and networking. I have no problem with that, but I had more altruistic motives. I mean, the number of wild hedgehogs is falling dramatically and something should be done about it. For me, this was another way of helping an organisation that relies totally on voluntary

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contributions. It was a bit of a blow to discover I had to pay rent for my room, though. They could've told me that beforehand. Anyway, the regular voluntary staff at the rescue centre need summer holidays like everybody else, so overall, I was happy to step in.

Speaker 2: Members of my family have been helping out on local wildlife projects for as long as anyone can remember, but I thought it was time to ring the changes. Building conservation is quite a specialised area and I was keen to master some of the techniques. Unfortunately, despite all the hype on the website, the charity was really only looking for casual labour. They had full-time staff doing the interesting stuff and, sadly, volunteers didn't get much of a look-in. I mean, I can't fault the package – the hostel was adequate, and with three meals a day provided, I wasn't out of pocket at all – but I think they should've done more to stretch us intellectually as well as physically.

Speaker 3: The trouble with the water-quality project wasn't so much the training – we had two days at the beginning that went into every last detail of the relevant health-and-safety legislation – I mean, thorough isn't the word! No, it was more that, after that, you were pretty much on your own; scary stuff for a bunch of undergraduates looking to enjoy the summer break without adding to their student loan burden! As it turned out, we used our initiative and did OK. And with hindsight, I can see I picked up some useful fieldwork skills that won't go amiss on my CV. Cooking over a campfire was a first for me though, as was sleeping in a tent, but I lived to tell the tale.

Speaker 4: I knew that volunteering on the turtle project in Central America would be a life-changing experience. You know, I'd get to do hands-on fieldwork that could feed into my own research back at college – I might even get to use the actual statistics. Anyway, I have no argument with the project – it more than fulfilled all my expectations, but I came away wondering if such important work should be entrusted to volunteers. I mean, for some of the students there, it was just one long

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holiday – with free board and lodging next to the beach. Despite all the training and support available, you couldn't ask them to do any serious work – they just weren't up for the challenge.

Speaker 5: I had very low expectations of life in the rainforest. I knew the hostel would be basic and the food pretty unpalatable, so I was ready for all that. But I did think we'd be given more advice about what to do if we got sick. Like, the friend I went out with cut his leg quite badly, but there was no book where you could record what had happened, what treatment he'd been given. On projects back home, they're pretty strict about stuff like that. We'd been recommended this project as one where you could really get in with the resident botanists, which could lead to interesting volunteering opportunities in the future – and they were very welcoming.

Now you have 15 seconds to check your answers.

[pause **15** seconds]

Part 2. Now you will hear the recording again. For questions **16-20** match the speakers (**1-5**) to the reasons for disappointment about the experience (**A-G**). There are two reasons you do not need to use.

Now you have 30 seconds to look through the items.

[pause **30** seconds]

Now listen again.

[text repeated]

Now you have 20 seconds to complete the task and transfer your answers to the answer sheet.

[pause **20** seconds]

This is the end of the Listening Task.