

**ВСЕРОССИЙСКАЯ ОЛИМПИАДА ШКОЛЬНИКОВ
ПО АНГЛИЙСКОМУ ЯЗЫКУ
(2023 -2024 учебный год)
Муниципальный тур
(9-11 классы)**

LISTENING (10 points)

Task 1

Listen to the interview with Luke talking about London life. Choose the correct answer. You will hear the recording ONCE. Before you listen, you have 30 seconds to read the task. You can do the task while listening.

1. How does Luke feel about living in London?
 - a) He delights in it.
 - b) He detests it.
 - c) He delights in it and he detests it.
 2. How long has Luke been living in London?
 - a) For about 5 years.
 - b) For about 15 years.
 - c) For about 50 years.
 3. What does Luke say about Hackney, the area where he lives now?
 - a) It's hectic.
 - b) It's quiet.
 - c) It's fashionable.
 4. How often does Luke visit central areas like Trafalgar Square and Oxford Street?
 - a) Frequently.
 - b) Hardly ever.
 - c) Never.
 5. For Luke, what is the worst thing about living in London?
 - a) It's teeming with tourists.
 - b) It's busy and hectic.
 - c) The restaurants are overpriced.
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Task 2

Listen to the interview again. Complete the sentences with a missing word or phrase (1-3 words). You can do the task while listening. Before you listen, you have 30 seconds to read the task.

1. I live slightly ...and it takes me half an hour to get into town.
2. The downside is there's a lack of stillness and
3. Where I live, there's a bit of ..., it's like a small village.
4. London is one constant
5. ... is always packed.

TRANSFER YOUR ANSWERS TO THE ANSWER SHEET

READING (15 points)

Time: 30 minutes

Task I

Read the text "What are Biorhythms?" and match each word in bold in the text with a word with a similar meaning:

- | | |
|-----------------------------------|---|
| 1. alert | a) interested
b) talkative
c) lively
d) hungry |
| 2. be all fingers and pies | a) be frightened
b) be awkward and clumsy
c) be astonished
d) be devastated |
| 3. be on a short fuse | a) be aware of dangers
b) feel ill at ease
c) feel inferior
d) fly into a rage |
| 4. turbulent | a) disturbed
b) painful
c) uncomfortable
d) sick |
| 5. resistant to | a) open to
b) protected against
c) apprehensive about
d) concerned with |

At the beginning of the 20th century, medical scientists made a surprising discovery: that we are built not just of flesh and blood but also of time. They were able to demonstrate

that we all have an internal ‘body clock’ which regulates the rise and fall of our body energies, making us different from one day to the next. These forces became known as biorhythms; they create the ‘highs’ and ‘lows’ in our everyday life.

The idea of an internal ‘body clock’ should not be too surprising, since the lives of most living things are dominated by the 24-hour night-and-day cycle. The most obvious feature of this cycle is the way we feel tired and fall asleep at night and become awake and **alert** during the day. If the 24-hour rhythm is interrupted, most people experience unpleasant side effects. For example, international aeroplane travelers often experience ‘jet lag’ when travelling across time zones. People who are not used to shift work can find that lack of sleep affects their work performance.

As well as the daily rhythm of sleeping and waking, we also have other rhythms which last longer than one day and which influence wide areas of our lives. Most of us would agree that we feel good on some days and not so good on others. Sometimes we are **all fingers and thumbs** but on other days we have excellent coordination. There are times when we appear to be accident-prone, or when our temper seems to be **on a short fuse**. Isn’t it also strange how ideas seem to flow on some days but at other times are apparently non-existent? Musicians, painters and writers often talk about ‘dry spells’.

Scientists have identified the following three biorhythmic cycles: physical, emotional and intellectual. Each cycle lasts approximately 28 days and each is divided into a high-energy period and a low energy period of equal length. During the high-energy period of a physical biorhythm we are more **resistant to illness**, better coordinated and more energetic; during the low energy period we are less resistant to illness, less well coordinated and tire more easily. The low period puts energy into our ‘batteries’ for the next high period.

The ‘critical’ or weakest time is the time of changeover from the high-energy period to the low energy period, or vice versa. This ‘critical’ time usually lasts a day. On the critical day of a physical biorhythm, there is a greater chance of accident and illness.

Human experience is always individual and we each have our own biorhythmic experiences. Some people experience such enormous physical turbulence on their ‘physically critical’ days that they have to go to bed. Accidents appear to happen so frequently during **turbulent** biorhythms that some car insurance companies in Japan have issued biorhythm forecasts to policyholders in order to cut down the number of costly incidents.

Task II

Read the text once again and mark the statements 6-15 T (true), F (false) or NS (not stated).

6. The interruption of the 24-hour rhythm results in most people suffering from unfavourable results of the situation.
7. Lack of sleep can impact on work performance of people who are accustomed to working shifts.
8. During the so-called ‘dry spells’ creative people tend to be more efficient.
9. On the critical day of an emotional biorhythm people appear to be less accident-prone or illness-prone.

10. Japanese car insurance companies provide their policy holders with biorhythm forecasts to diminish the number of pricey incidents.

Task III

Read a magazine article in which a psychologist talks about teenagers' bedrooms. For each of the questions, choose the answer (A, B, C or D) which you think fits best according to the text

TIDY YOUR ROOM NOW!

As a psychologist, my view on teenagers' bedrooms is quite straightforward. Personal space is very important in adolescence and privacy should be respected. If a teenager has his or her own room, then this space is for that teenager to arrange as he or she wishes. On no account should parents be tempted to tidy a teenager's room. If arguments arise, patience and understanding are required on both sides. Unfortunately, this doesn't always happen. Let's take the example of a typical English teenager called Tim. He and his Mum fell out about the untidy state of his room because they were looking at the problem from two completely different points of view. This is what Tim had to say:

Bedrooms are incredibly important when you're a teenager. Everyone needs space, but at that time you need it most of all. I don't mind Mum coming into my room as long as she knocks. The problem is that she goes round looking for things to put away and saying things like 'Tidy room, tidy mind'. I tell her I don't want a tidy mind. She thinks it's strange that although I'm hoping to study Interior Design at college, I don't seem to bother about my own room at home. But what she fails to understand is that I like the mess. It's interesting watching it grow, because it's full of shapes and patterns. I like my Mum, but when she goes on at me about tidying my room, I just get more determined not to do anything about it. My advice to parents would be to leave their teenagers' rooms till they are so bad that it's impossible to walk in. Then the kids will have to tidy up.

And of course, Tim is right. In my experience, teenagers left to live in their own mess will eventually reach the stage where they clean it up. We have to remember that this is an important period of experimentation for them and they need to make their own decisions about things. Parents' anxiety never solves anything during this period and it can actually have the effect of making things worse.

Things are better now for Tim and his Mum, although this is still not a subject which they can laugh about. Tim is just as messy, and still doesn't want his Mum cleaning his room. She, however, came to realise that it was better not to interfere and so she has ignored the problem for the last six months. Tim, meanwhile, has taken to cleaning his own room once a week. His Mum daren't ask him why or say how pleased she is in case he stops. Although it seemed like a big problem at the time, it looks like Tim and his Mum have found a solution.

11. What point does the psychologist make about teenagers in the first paragraph?
- A. They are often unreasonable.
 - B. They should respect their parents.

- C. They need their own private space.
 - D. They should keep their rooms tidy.
12. Why does Tim get annoyed when his mother comes into the room?
- A. She doesn't knock before entering.
 - B. She makes comments about the state of the room.
 - C. She expects him to know where things are.
 - D. She takes away the things that he needs.
13. How does Tim feel about his bedroom?
- A. He's too lazy to tidy it up.
 - B. He's guilty about not looking after it.
 - C. He's pleased with how it looks.
 - D. He doesn't see it as his responsibility.
14. What does 'it' in the line 55 refer to?
- A. a period
 - B. an experiment
 - C. an effect
 - D. a feeling
15. Why is Tim's bedroom tidier now?
- A. He has developed a new routine.
 - B. His mother has changed her attitude.
 - C. His mother is now allowed to clean it.
 - D. He has reached an agreement with his parents.

TRANSFER YOUR ANSWERS TO THE ANSWER SHEET

USE OF ENGLISH (20 points)

Time: 20 minutes

Task 1. For items 1-8, read the text below and think of a word that best fits each gap. Use only one word in each gap.

Have you ever been waiting in line at the grocery store, when a song pops into your head? Not the whole song, but a fragment of it that plays and replays until you find yourself unloading the vegetables in time to the (1)... . You've been struck by an (2)..., and you're not alone. About a quarter of people (3)... them several times a day.

This (4)... is one of the mind's great mysteries. We don't know (5)... why it's so easy for tunes to get (6)... in our heads. From a psychological perspective, earworms are an example

of mental imagery. This imagery can be visual, or it can be auditory. Earworms are a special form of auditory imagery because they're involuntary.

A remarkable feature of earworms is their tendency to get stuck in a loop, repeating again and again for minutes or hours. Also remarkable is the role of repetition in sparking earworms. Songs tend to get stuck when we listen to them recently and repeatedly. If repetition is such a (7)..., then perhaps we can (8)... our earworms on modern technology.

Task 2. For items 9-20, read the text below and decide which option (A, B, C or D) best fits each gap.

Being a teenager is unique to humans. Animals develop directly from childhood to being an adult. They skip the teenage years (9)... So why do humans go (10)... this stage? Scientists have proposed several explanations for this: some believe long human lifespans have simply made (11)... for this growth phase. Others think these years are needed to learn about the (12)... ways in which humans behave socially.

In one study, teenagers and adults were shown photos of people's faces. Everyone was asked to (13)... the feelings their expressions represented. The results surprised the researchers. One of the pictures was of someone with the clear look of fear on their face. All of the adults in the test were able to (14)... this correctly, but the teenagers believed the face was (15)... surprised or angry. Using scanning equipment, scientists could (16)... which parts of the brain were active during the experiment. The adults used part of their brain called the frontal cortex. This is the area we use for thinking carefully about something in order to make a decision. In contrast, the teenagers' brain activity was in the amygdala, the region that (17)... our instant reactions, which are often emotional. The older the teenagers in the group, the more they used the frontal cortex. (18)..., it seems that throughout these years, the brain is still developing.

The teenage years are a time of great change for the brain and a time when young people can start to develop to their (19)... potential as they move towards (20)....

9	A generally	B altogether	C at once	D all together
10	A through	B by	C though	D tough
11	A room	B space	C up	D for

12	A rough	B different	C hard	D complex
13	A watch	B point out	C identify	D describe
14	A remember	B recognize	C realize	D register
15	A neither	B other	C either	D otherwise
16	A observe	B research	C advertise	D remark
17	A manufactures	B charges	C handles	D reflects
18	A although	B nevertheless	C therefore	D however
19	A complete	B total	C clear	D full
20	A midlife	B adulthood	C adolescence	D teens

WRITING (10 points)

Time: 30 minutes

You see the following notice in your school English-speaking on-line magazine.

Articles wanted!
A special photograph!

Tell us about the photo, which is important to you. Write an article describing the photo; explaining where and when it was taken; mentioning why it is so special to you.
We will publish the most interesting articles next week.

Remember to:

- include a headline;
- describe feelings and emotions;
- use at least one idiom and underline it in the text;
- express your ideas in a clear and logical way;
- make an impressive ending.

Write 120-140 words.