

**ВСЕРОССИЙСКАЯ ОЛИМПИАДА ШКОЛЬНИКОВ
ПО АНГЛИЙСКОМУ ЯЗЫКУ
МУНИЦИПАЛЬНЫЙ ЭТАП
2023–2024 учебный год
9–11 классы**

**LISTENING
Time: 20 minutes**

Task 1

You are going to hear a man talking about an activity he organises called orienteering. For questions 1–10, complete the sentences. In each line you must use between one and three words that you hear in the recording.

1. Orienteering can take place in small, managed locations like a (2 words)
2. Participants have to follow each stage of the course in the (2 words)
3. Courses are coded to identify the level of difficulty. (1 word)
4. Less challenging courses are popular with people who are accompanied by (2 words)
5. The courses begin at to make sure people work out the route on their own. (2 words)
6. You will need a in order to follow the course. (1 word)
7. A whistle is important as it is sometimes hard to get a good (3 words)
8. An emit card is used to your time at each stage of the course. (1 word)
9. You should think about wearing to protect your legs from getting scratched. (2 words)
10. This Saturday there is an to an orienteering event. (1 word)

Task 2

You are going to hear part of a radio interview with a man called Simon, who is a usability expert. For questions 11–17, choose the correct answer (A, B or C).

11. How does Simon explain the meaning of usability?
 - a. It considers design from different points of view.
 - b. It focuses on the use of an object.
 - c. It focuses on the attractiveness of an object.
12. What does Simon say about the design of the traditional potato peeler?
 - a. People think it is too complicated.
 - b. It is not as easy to use as modern versions.
 - c. It is still popular.
13. What was the problem with the cash machine?
 - a. The instructions were difficult to read.
 - b. The instructions were in the wrong order.
 - c. There were too many instructions.
14. What area of usability is Simon no longer involved in?
 - a. household appliances
 - b. software
 - c. websites

15. What does Simon think is the main cause of poor web design?

- a. Planning is carried out too quickly.
- b. There are technical problems.
- c. The design is too simple.

16. What does Simon say about most companies now?

- a. They do not realise the importance of good design for websites.
- b. They appreciate the need to keep their customers happy.
- c. They offer training in usability.

17. According to Simon, what kind of people enter the field of usability?

- a. computer programmers
- b. people who have just finished university
- c. people from other areas of work

READING

Time: 25 minutes

Task 1

Read this extract from a book about how babies explore the world around them. Complete each sentence (18–23) with the correct word from the box.

How babies think

The similarities between babies and scientists become particularly vivid when we consider how babies learn about things. In science, and even in ordinary life, we look beyond the surfaces of the world and try to infer its deeper patterns. We look for the underlying, hidden causes of events. We try to figure out the nature of things.

It's not just that we human beings can do this; we need to do it. We seem to have a kind of explanatory drive, like our drive for food. When we're presented with a puzzle, a mystery, a hint of a pattern, something that doesn't quite make sense, we work until we find a solution. In fact, we intentionally set ourselves such problems, like crossword puzzles, video games or detective stories. As scientists, we may stay up all night in the grip of a problem, even forgetting to eat, and it seems rather unlikely that our salaries are the sole motivation.

We see this same drive to understand the world in its purest form in children. Human children in the first three years of life are consumed by a desire to explore and experiment with objects. In fact, we take this for granted as a sometimes exhausting fact of parenting. We childproof our houses and say, with a sigh, that the baby is 'always getting into things'.

From the time human babies can move around, they are torn between the safety of a grown-up embrace and the irresistible drive to explore. Toddlers in the park seem attached to their mothers or fathers by invisible bungee cords: they venture out to explore and then, in a sudden panic, race back to the safe haven, only to venture forth again some few minutes later.

Seen from an evolutionary point of view, children's exploratory behaviour is rather peculiar. Not only do babies expend enormous energy in exploring the world, their explorations often endanger their very survival. The explanation seems to be that, for our species, the dangers of exploration are offset by the benefits of learning. The rapid and profound changes in children's understanding of the

world seem related to the ways they explore and experiment. Children actively do things to promote their understanding of disappearances, causes and categories.

Fortunately, these aspects of the physical world are so ubiquitous that babies can do their experiments quite easily and for the most part safely. The cot, the house, the garden are excellent laboratories. For instance, we can see babies become interested in, almost obsessed with, hiding-and-finding games when they are about a year old. Babies also spontaneously carry out solo investigations of the mysterious Case of the Disappearing Object.

We once recorded a baby putting the same ring under a cloth and finding it 17 times in succession, saying ‘all gone’ each time. In our experiments, babies often begin by protesting when we take the toy to hide it. But after one or two turns, they often start hiding the toy themselves or give the cloth and toy to us with instructions to hide it again. Eighteen-month-olds, who are not renowned for their long attention span, will play this game for half an hour.

By the time babies are one or two years old, they will quite systematically explore the way one object can influence another object, for instance experimenting with using a rake to pull a toy towards them. The toy itself isn’t nearly as interesting as the fact that the rake moves it closer.

A key aspect of our developmental picture is that babies are actively engaged in looking for patterns in what is going on around them, in testing hypotheses and in seeking explanations. They aren't just amorphous blobs that are stamped by evolution or shaped by their environment or moulded by adults.

- 18. Crossword puzzles
- 19. Salaries
- 20. Parents
- 21. Young children
- 22. The benefits of learning
- 23. Children’s experiments

- A. may try to prevent exploration.
- B. may compensate for the risks that exploration involves.
- C. show that our development is determined by evolution and environment.
- D. satisfy our need to look for explanations.
- E. may be ways of understanding relationships between objects.
- F. do not always demonstrate the value of exploration.
- G. are probably not an adequate reason for exploring.
- H. provide insight into successful ways to explore.
- I. may alternate attempts to explore with a return to safety.

Task 2.

Read this passage and answer the questions (24–28) by choosing the correct letter, A, B, C or D.

This website is designed to explore how the experience, diagnosis and treatment of illness has changed over time, and to show some of the many ways illness has been understood by humans. Several questions are explored: How has medical practice changed over time? How is medicine related to culture? How have names for illness changed over time? How does viewing our own medical practices from a historical perspective change how we understand our current, familiar practices? It is our hope that you will leave the site with a broader appreciation of the relationship of medicine to culture, and an understanding that our own medical practices look different when seen in a historical context.

In exploring this site, we ask you to grapple with a fundamental, radical idea: that illness, the feeling and experience of being sick, is itself a historical object. Illness and medicine are not static phenomena. Different people in different time periods can experience, understand and treat similar

groups of symptoms very differently. Cycles of fevers and chills may be identified as being a particular disease, part of a general pattern of seasonal health or an internal struggle of opposing yet complementary forces. These are more than just descriptions; they influence the actual experience of having illness, and strongly influence the treatment. A body that is out of balance feels pain in a manner that is subjectively different from a body fighting a battle against an external attacker. We believe that illness changes over time. Thus, to fully understand illness, we need not just biological explanations, but also historical explanations. We need both medicine and the history of medicine.

Related to this radical idea is a second. This is the notion that illness, and the medical responses to illness, are intimately related to cultural worldviews. How we see the world structures how we experience and shape the world we live in. What makes particular responses seem reasonable emerges from specific cultural values. The judgements about what medical practices are effective and sensible are value judgements made in the context of broader cultural beliefs about how the world works, our place in that world, and what is morally good and bad. Our aim is to help you understand why blood-letting, for instance, now considered unacceptable, was a rational and sensible healing activity in the early 19th century.

One of the great values of this approach is that it can help us better understand our own medical practice as intimately related to our cultural worldview and better understand the unstated assumptions that guide it. Understanding that medical practice has changed over time and is directly connected to cultural values gives us power to examine it in a new light. Nothing about our current practices is inevitable, and as citizens, we should feel empowered to demand that medicine be responsive to current human needs.

Finally, it is easy to read the history of medicine as one of constant progression, leading from barbaric roots to a sophisticated and universally correct scientific approach as embodied in current medical practice. We believe that this notion is problematic. First, a lack of knowledge that we have today did not mean that medicine in other time periods and cultures was wrong. Based on cultural values and contemporary knowledge, other cultures developed advanced treatments that were effective and sensible for their people, although they may be considered barbaric nowadays. Similarly, in a century or two, our own medical practices may seem backward and nonsensical. It is not the case that former practices have led simplistically to our own superior knowledge.

24. According to the first paragraph, the website is intended to show that

- a. in the past, many illnesses were diagnosed wrongly.
- b. medicine should be examined in connection with culture.
- c. we have unrealistic expectations of medical practice.
- d. changes in living conditions have led to the development of new illnesses.

25. What point is illustrated by the reference to fevers and chills (line 18)?

- a. How an illness is interpreted affects how it is experienced.
- b. Illnesses are influenced by climate and environment.
- c. We need more accurate biological explanations of illnesses.
- d. Our bodies are constantly under attack from illnesses.

26. What point is made in the third paragraph?

- a. In certain cultures, the factual basis of illnesses is not recognised.
- b. Medical practices have improved over time.
- c. Illness can influence our perceptions of the world.
- d. We judge past medical practices by inappropriate criteria.

27. What recommendation is made in the fourth paragraph?
- We should be satisfied with current medical practice.
 - Medical practice should be explained to non-specialists.
 - We should value medicine more highly.
 - Medical practice should develop to meet our requirements.

28. What assumption is criticised in the last paragraph?
- There are considerable differences between cultures.
 - Illnesses are better understood today than in the past.
 - Current medical practices will be seen differently in the future.
 - Too little research is being carried out into the treatment of certain diseases.

USE OF ENGLISH

Time: 35 minutes

Task 1

For questions 29–35, read the text below. Write the correct form of the word given in capitals at the end of some of the lines to fill the gap in the same line. There is an example at the beginning (0).

Example: (0) *Iranian*

RUSSIAN LANGUAGE DEPARTMENTS MAY APPEAR IN IRANIAN UNIVERSITIES

(0) students can start studying Russian next year, RTVI reports. Abbas Moslem, the (29) to the Eurasian Business Council on Iran, believes that the first Russian language department may appear after the New Year. According to him, without such faculties it is impossible to build strong bilateral (30) in various fields. **IRAN ADVISE RELATE**

He also added that he himself is obtaining (31) for three Iranian universities to begin teaching Russian there. **PERMIT**

Schoolchildren in Iran will be able to study Russian as well. By (32) of the Council of Higher Education, it will also be (33) for them to study Italian, German, Chinese and French. Previously, they were offered to study English and Arabic. **DECIDE POSSIBLE**

Now English is no longer compulsory, and Arabic is required to be studied only in primary school as the language of the Koran. For other students, (34) Arabic courses will be (35) **CONVERSATION OPTION**

Task 2

For items 36–41, 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. You must use between two and five words, including the word given. Write only the missing words. Do **not** use contractions (e.g. *isn't*). Here is an example (0).

Example:

0. A very friendly taxi driver drove us into town.

DRIVEN

We a very friendly taxi driver. (5 words)

The gap can be filled by the words 'were driven into town by', so you write:

..... **were driven into town by**

36. Because Alice was finding her book very interesting, she didn't hear the doorbell ring.

ABSORBED

Alice was her book that she didn't hear the doorbell ring.
(3 words)

37. We missed the train because we didn't leave home early enough.

IF

We wouldn't have missed the train home early enough.
(4 words)

38. I'm sure Diane can solve this maths puzzle.

CAPABLE

I'm sure Diane this maths puzzle. (4 words)

39. I'll lend you my bike, but only if you look after it.

LONG

I'll lend you my bike care of it. (5 words)

40. 'I don't want to help you with your homework, Sam,' said his sister.

WILLING

Sam's sister said she him with his homework. (5 words)

41. I'm not going to miss my best friend's party!' Mary told her mother.

DETERMINED

Mary told her mother that she to her best friend's party.
(4 words)

Task 3

For questions 42–48, think of one word only which can be used appropriately in all three sentences. Here is an example.

Example:

0. They say the new minister is a lovely person and very to talk to.

My neighbours have not had a very life, but they always seem cheerful.

It's enough to see why the town is popular with tourists.

Example: 0. easy

42. As part of the new camping skills course, boy scouts will learn how to use safely.

I'm looking for a job that my qualifications and ambitions.

He's such a keen fan, he even goes to all the away

43. I used to hate living in a large city, but I've to like it now.

The number of stores in the town has from 80 to over 150.

I've some leeks and carrots in my garden this year.

44. The lawn was laid out in the of the figure eight.
When you have completed the, hand it in at the desk.
Extensive studies have shown that no of life can exist on the planet Mercury, as daytime temperatures are too high.
45. I aside some money each month until I had enough to buy a nice camera.
He asked me to my objections down on paper.
It's broken into so many pieces, it'll be impossible to it back together again.
46. You have to wrap the bandage enough so that it really supports your ankle.
They're raising three kids on one small salary so money is very
Although employees were used to working to schedules, they knew that they would have to do overtime to meet the latest deadline.
47. Coventry 1–1 with United in the semifinal.
A car up outside and a few moments later the doorbell rang.
I'd seen them together so often, I the logical conclusion that they were husband and wife.
48. This latest scandal has doubts about his suitability for the post.
Her parents died when she was a baby and she was by her grandparents.
He the window and leaned out.

Task 4

Match the items 49–55 to the descriptions A–G.

UK artist		Style and artworks	
49.	William Turner	A	A famous English artist. As a fashionable portrait painter he continued the tradition of Van Dyck; he himself preferred landscape painting, in which he followed the Dutch masters, but contributed his own strong feeling for his native countryside. The chief quality of his work is its freshness and lightness of touch. Among his best-known portraits is that of Mts Siddons, who was the leading tragic actress of her time.
50.	Paul Nash	B	An England-based street artist, political activist and film director whose real name and identity remain unconfirmed and the subject of speculation.
51.	Thomas Gainsborough	C	An English artist, considered to be one of the greatest English landscape painters. He often took the countryside of East Anglia as his subject. His paintings (e.g. <i>The Haywain</i> , 1821), show his detailed observation, and he is famous for his cloud studies.
52.	William Blake	D	An English painter, illustrator and photographer. He was a war artist in the First and Second World Wars. His early work included scenes of destruction in a Modernist style. In the 1930s he was influenced by surrealism, as can be seen in his pictures of the Battle of Britain.
53.	John Constable	E	An English painter. He specialized in landscapes and seascapes whose most characteristic feature is their treatment of light. Among his best-known pictures are <i>The Shipwreck</i> (1805), <i>The Death of Nelson</i> (1808), <i>Frosty Morning</i> (1813).

54.	Banksy	F	An English artist whose paintings are all drawn in a very simple style as if done by a child. His work gave us a fascinating insight into the 20th century of Britain, especially in the industrial North West.
55.	L.S. Lowry	G	An English artist and poet. His poetry expressed a romantic idealism and his belief in the imagination. His vivid creative imagination is also evident in his highly original paintings, such as those for the <i>Book of Job</i> (1826). He was a professional engraver, and also painted in watercolour; he illustrated his own works, which he produced by his own process of 'illuminated printing'.

WRITING

Time: 40 minutes

You recently saw this notice in an international magazine.

LOCAL REPORTERS WANTED

We're looking for people to send us reports on what has been happening in their village, city or region **over the past year**. Tell us about important events in your local area. We'll publish some of the reports in a special section.

In your report you should:

- explain what events are normally available for people in your area
- describe 2–3 events which were really popular with the locals over the past year
- recommend ways in which your local authorities can improve the quality of the events that they offer to the public

Write your report in 180–200 words in an appropriate style.