

ВСЕРОССИЙСКАЯ ОЛИМПИАДА ШКОЛЬНИКОВ ПО
АНГЛИЙСКОМУ ЯЗЫКУ 2024 г.
МУНИЦИПАЛЬНЫЙ ЭТАП. 9-11 КЛАСС.

Script:

Task 1. You are going to hear an interview with a psychologist on a radio show. Choose the best answer (A, B or C). You will hear the recording twice. Now you have 30 seconds to look through the items.

[Pause.]

Now we begin.

Presenter: Here on the Human Side today we are talking to psychologist Dr Andrew Linn about apologizing and why we find it so hard to say we are sorry. Dr Linn, welcome to the show.

Dr Linn: Thank you for having me.

Presenter: So, Dr Linn, we all know everyone makes mistakes and that no one is perfect, but why do we find it difficult to own up to our mistakes and then apologize for them?

Dr Linn: There are different reasons for this, but perhaps the simplest one is that really no one likes to admit they're wrong. People also don't like being rejected, so they don't apologize because they are worried that the other person won't accept their apology.

Presenter: So they are just happy to put up with a situation which they know is not right rather than deal with it?

Dr Linn: That's right. So some people worry about the other person not accepting the apology, but others feel it is a sign of weakness to apologize. In both cases, people would rather not feel that way, so they just won't say sorry even to a friend or a family member if they have fallen out with them.

Presenter: What are some of the other reasons we don't like apologizing?

Dr Linn: For some people it's all about power and being in control. They think that if they apologize, they will lose that. Sometimes issues with apologizing can be put down to experiences in a person's childhood: perhaps a child was criticized a lot by their parents while they were growing up and felt they never lived up to their parents' expectations. As they get older, they can take two approaches to this to avoid all the

negative associations from childhood. One is to try and avoid situations where they may end up having to apologize at all. This is a very difficult strategy to get away with because it is completely unrealistic. The other, simpler approach is to avoid admitting they have made mistakes or come up with excuses time after time not to apologize.

Presenter: So, what is the best way to overcome issues like this?

Dr Linn: It's quite simple really; the person who is wrong needs to ask for forgiveness from the person who is right. Apologies are difficult, but they are also a good way to build relationships and to stop relationships breaking down completely. The hardest thing for us is to admit that we have hurt someone's feelings or caused them emotional pain. We then need to take responsibility for our actions and deal with it. If we don't do this, we won't be able to go on and have good relationships.

Presenter: Isn't that easier said than done?

Dr Linn: Yes, it is, but if everyone decided they weren't going to take responsibility for things they had done wrong or find the time to get round to apologizing for their mistakes we would all be in a bit of a mess! There would be a lot of mistrust amongst people and we probably wouldn't have many friends.

Presenter: That doesn't sound good.

Dr Linn: No, it doesn't. Apologizing is all about showing the people you love that you really do care. Admitting your mistakes and putting things right is far more important than being right all of the time.

Presenter: Thank you, Dr Linn.

Now you have 30 seconds to check your answers.

[Pause.]

Now listen again.

[Text repeated.]

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

[Pause.]

Task 2

Part 1. You will hear part of a radio documentary about a dessert. For questions, fill in the gaps with two-three words you will hear in the recording. Dates can be written in words or in numbers. You will hear the recording in Part 1 of Task 2 for the first time and in Part 2 of Task 2 for the second time.

Now you have 30 seconds to look through the items.

[pause 30 seconds]

Now we begin.

Pavlova is a meringue-based dessert named after the Russian ballet dancer Anna Pavlova. It is a cake similar to meringue with a crispy crust and soft, light inner. The dessert is believed to have been created to honour the dancer during or after one of her tours to Australia and New Zealand in the 1920s. Where it was created and the nationality of its creator has been a source of argument between the two nations for many years, but research indicates New Zealand as the source. The dessert is a popular dish and an important part of the national cuisine of both countries and is frequently served during celebratory or holiday meals such as Christmas lunch. All currently available research suggests the recipe originated in New Zealand. Keith Money, a biographer of Anna Pavlova, wrote that a chef in a hotel in Wellington, created the dish when Pavlova visited there in 1926 on her world tour. Professor Helen Leach, a culinary anthropologist at the University of Otago in New Zealand, has researched the pavlova, and has compiled a library of cookbooks containing 667 pavlova recipes from more than 300 sources. Her book, *The Pavlova Story: A Slice of New Zealand's Culinary History*, contains a timeline of pavlova history which gives 1935 for the first Australian pavlova recipe and 1929 for the recipe in the rural magazine NZ.

Dairy Exporter Annual. It has been claimed that Bert Sachse originated the dish at the Esplanade Hotel in Perth, Australia in 1935. A relative of Sachse's wrote to Leach suggesting that Sachse possibly got the year wrong when dating the recipe, but Leach replied they wouldn't find evidence for that, 'simply because it's just not showing up in the cookbooks until really the 1940s in Australia.' Of such arguments Matthew Evans, a restaurant critic for the Sydney Morning Herald said it

was unlikely a definitive answer about the pavlova's origins would ever be found. 'People have been doing meringue with cream for a long time, I don't think Australia or New Zealand were the first to think of doing that,' he said. Pavlova is made by beating egg whites to a very stiff consistency before folding in caster sugar, white vinegar, cornstarch, and sometimes vanilla, and slow-baking the mixture similarly to meringue. This makes the outside of the pavlova a crisp crunchy shell, while the interior remains soft and moist. The pavlova's internal consistency is thus completely different from that normally associated with meringue, having more of a soft marshmallow texture. This difference is due to the addition of cornstarch, the use of which is the defining feature of a pavlova recipe. Pavlova is traditionally decorated with a topping of whipped cream and fresh fruit, such as strawberries and kiwifruit. Raspberry is a popular topping in the United Kingdom, with the tartness of raspberries contrasting with the sweetness of sugar. Factory-made pavlovas can be purchased at supermarkets and decorated as desired. A commercial product is available that includes pre-mixed ingredients for baking the meringue shell, requiring only the addition of water and sugar. Te Papa, New Zealand's national museum in Wellington, celebrated its first birthday in February 1999 with the creation of the world's largest pavlova, named 'Pavzilla', cut by the Prime Minister of New Zealand of the time, Jenny Shipley.

Now you have 15 seconds to check your answers.

[pause 15 seconds]

Now listen to the recording again

[Text repeated.]

Part 2. Listen to the recording again. For questions, decide whether, according to the recording, the statements are true (T) or false (F).

Now you have 30 seconds to look through the items.

[pause 30 seconds]

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

[pause 20 seconds]

This is the end of the Listening task.