



**Муниципальный этап
Всероссийской олимпиады школьников
в 2022-2023 учебном году**

<i>Предмет</i>	<i>Класс</i>	<i>Дата</i>	<i>Время начала</i>	<i>Время окончания</i>
Английский язык	9-11	25.11.2022	11.00	

LISTENING

Time: 20 minutes

Score: 10 points

You are going to listen to a lecture. For items 1-10 fill in the gaps with not more than three words as you listen. You will hear the text twice.

Professor: This week I'll be introducing you to the field of 1) _____, which is an area that studies the interrelationship between human behavior and environments.

We know that our need for space and our reactions to perceived invasion of our space are different for men and women. Males often object to face-to-face invasion. Sitting directly across from a male is often more offensive to them than sitting next to him. However, females often object to 2) _____. This has to do with competition versus affiliation goals. Males are expected to compete and women to affiliate.

What we know is that, because these gender differences exist, you can also look at where people put their belongings. Belongings are often placed to avoid invasion. Females will often place their books or belongings to the side of them in 3) _____ in order to force people to have to make another kind of invasion. Males, on the other hand, will often put things across from them to indicate that they are taking up the space in front of them to prevent face-to-face invasion.

Equally important, we know that when males mark their territory, these markers are taken very seriously. If you enter an office and you believe that a male is in that office, you will respect the desk and office space and 4) _____. However, females' offices tend to be invaded and manipulated; that is, people will move things on the desk, play with objects on the



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desk, take up their office space, choose a different seat, move the chairs, and so on. In short, the gender of the owner affects our reaction to his or her territory.

We know that people engage in 5) _____, and males have larger territories than females. This begins when they are children. If you ask young children, who perhaps have just received a bike and have begun to explore the neighborhood using the sidewalks, you will find that the male children are often able to map out a much larger area of the place in which they play than females. Females typically draw perhaps their block or the houses across the street, but not much beyond that, whereas males will often draw three or four blocks, sometimes even a six-block radius around their own home.

You can also look at yourself in terms of whether or not you are territorial. Often when you go to a restaurant and the server puts your plate in front of you, you can't help but touch it. This is why they always warn you the plate is hot, because they know your instinct is to touch the plate. The next time you eat out, try very hard not to touch the plate. It's very difficult to 6) _____ so, and now that I've made you aware, maybe you'll see just how territorial you really are.

This is a way of 7) _____. In a rural area such as Parksford, you often feel that you have enough space and you aren't being threatened, so there's no need to be territorial. There is also no reason to feel like you might be invading someone else's territory. However, in Philadelphia, you can maintain a 8) _____ by not making eye contact with others. It's even considered polite, and when people do make eye contact, it's often thought to be strange, weird, or 9) _____.

Another form of visual intrusion is the ability to see or be seen, this is usually



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seen as stressful. Restaurants or offices have been made to give a sense of privacy. However, even though they add barriers or other clear panels, this does not decrease 10) _____ or give anyone a sense of privacy.

TRANSFER YOUR ANSWERS INTO THE ANSWER SHEET



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USE OF ENGLISH

Time: 30 minutes

Score: 20 points

Task. *There are words for the particular noises that animals make. Read the poem and fill in each gap with one verb from the table below that best describes the noise the animals make. In the list of words there is one adjective! Use the verbs in the required grammatical form.*

In Praise of Fish

Cats 0) <u>purr</u>	Mice 6) _____	
As they lick their fur;	Sheep 7) _____ –	Wolves 14) _____,
Horses 1) _____,	So do goats;	Dogs will 15) _____
Donkeys 2) _____;	A frog 8) _____.	With a vicious snarl
Hounds 3) _____	Most birds 9) _____,	If you steal their meal.
At the bloody ground	Some screech.	Fish don't 16) _____,
Horrible sound,	But fish can't speak,	As a queen bee does.
Barking hounds,	Thank Heavens.	Ducklings 17) _____,
Snapping and yapping.	Unlike fish,	And bulldogs 18) _____
Tails wagging.	Snakes 10) _____,	At the postman's boots.
Lions 4) _____	And like it or lump it,	Owls 19) _____,
If they hurt their paw.	Elephants 11) _____	But a fish is
Hawks 5) _____	Pigs 12) _____,	20) _____,
If they hurt their claw.	Flies 13) _____,	Thanks Goodness.
But fish don't talk,	But fish are dumb,	
Thank the Lord.	Thanks God.	

Purr squeak howl quack hiss neigh bay bleat growl buzz squawk snap
hoot mute roar croak trumpet hum cheep grunt bray



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READING

Time: 30 minutes

Score: 15 points

Text 1. Read the text and do the tasks.

EDUCATION NOW AND THEN

A. The education of our young people is one of the most important aspects of any community, and ideas about what and how to teach reflect the accepted attitudes and unspoken beliefs of society. These ideas change as local customs and attitudes change, and these changes are reflected in the curriculum, teaching and assessment methods, and the expectations of how both students and teachers should behave.

B. Teaching in the late 1800s and early 1900s was very different from today. Rules for teachers at the time in the USA covered both the teachers' duties and their conduct out of class as well. Teachers at that time were expected to set a good example to their pupils and to behave in a very virtuous and proper manner. Women teachers should not marry, nor should they 'keep company with men'. They had to wear long dresses and no bright colours and they were not permitted to dye their hair. They were not allowed to loiter downtown in an ice cream store, and women were not allowed to go out in the evenings unless to a school function, although men were allowed one evening a week to take their girlfriends out if they went to church regularly. No teachers were allowed to drink alcohol. They were allowed to read only good books such as the Bible, and they were given a pay increase of 25c a week after five years of work for the local school.

C. As well as this long list of 'dos' and 'don'ts', teachers had certain duties to perform each day. In country schools, teachers were required to keep the



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coal bucket full for the classroom fire and to bring a bucket of water each day for the children to drink. They had to make the pens for their students to write with and to sweep the floor and keep the classroom tidy. However, despite this list of duties, little was stipulated about the content of the teaching, nor about assessment methods.

D. Teachers would have been expected to teach the three 'r's - reading, writing, and arithmetic - and to teach the children about Christianity and read from the Bible every day. Education in those days was much simpler than it is today and covered basic literacy skills and religious education. They would almost certainly have used corporal punishment such as a stick or the strap on naughty or unruly children, and the children would have sat together in pairs in long rows in the classroom. They would have been expected to sit quietly and to do their work, copying long rows of letters or doing basic maths sums. Farming children in country areas would have had only a few years of schooling and would probably have left school at 12 or 14 years of age to join their parents in farm work.

E. Compare this with a country school in the USA today! If you visited it today, you would see the children sitting in groups round large tables, or even on the floor. They would be working together on a range of different activities, and there would almost certainly be one or more computers in the classroom. Children nowadays are allowed and even expected to talk quietly to each other while they work, and they are also expected to ask their teachers questions and to actively engage in finding out information for themselves, instead of just listening to the teacher.

F. There are no rules of conduct for teachers out of the classroom, and they are not expected to perform caretaking duties such as cleaning the classrooms or making pens, but nevertheless their jobs are much harder than they were in the 1900s.



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Teachers today are expected to work hard on planning their lessons, to teach creatively, and to stimulate children's minds, and there are strict protocols about assessment across the whole of the USA. Corporal punishment is illegal, and any teacher who hit a child would be dismissed instantly. Another big difference is that most state schools in western countries are secular, so religious teaching is not part of the curriculum.

G. These changes in educational methods and ideas reflect changes in our society in general. Children in western countries nowadays come from all parts of the globe and they bring different cultures, religions, and beliefs to the classroom. It is no longer considered acceptable or appropriate for state schools to teach about religious beliefs. Ideas about the value and purpose of education have also changed and with the increasing sophistication of workplaces and life skills needed for a successful career, the curriculum has also expanded to try to prepare children for the challenges of a diverse working community. It will be interesting to see how these changes continue into the future as our society and culture grows and develops.

Task 1. Choose the correct heading for each paragraph A-G from the list of heading below. There is one extra:

1. Students as Classroom Researchers
2. Increasing Teacher Expectations
3. Teachers as School Cleaners
4. Teachers' Income
5. Education as a Preparation for Working Life
6. Teaching as a Mirror of Societal Beliefs
7. Expectations of Early Teachers



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8. A Basic Curriculum

A	B	C	D	E	F	G

Task 2. Choose the correct letter. Some questions may have MORE THAN ONE correct answer.

- 8. In the early 1900s, women teachers were**
- allowed to get married after five years.
 - not allowed to read the Bible at school.
 - allowed to go to school events.
 - allowed to wear colourful dresses.
- 9. In the early 1900s, teachers did not have to**
- sweep the floor and fill the coal bucket.
 - ask the students to do group work.
 - teach reading, writing, and arithmetic.
 - teach about the Bible and Christianity.
- 10. In the early 1900s, the children**
- sat in order and were not allowed to speak in class.
 - were not smacked if they were naughty.
 - stayed at school until they were at least 15.
 - learned how to speak a foreign language.
- 11. Nowadays, children**
- must sit: quietly and work by themselves.
 - have access to computers.



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- c. may not ask the teacher questions.
- d. must do research after school, not in school time.

12. Nowadays, teachers

- a. must plan their classes carefully,
- h. have strict assessment plans to follow.
- c. may smack naughty children.
- d. teach children to think for themselves.
- e. insist on silence in the classroom.
- f. may not smoke after work hours.
- g. may not teach about religion in state schools.

8	9	10	11	12

Text 2. Read the text and do the tasks.

THE TASTE OF OUR FOOD

What are your favourite foods? Do you like pizza, hamburgers, roast pork, or sweet cakes and cookies? Chances are that, whatever you like best, it has a strong taste and a salty, sweet or savoury flavour. People generally like to eat tasty foods, and this can create potential health problems, especially with the consumption of fast or processed food. Fast food traditionally contains a lot of salt or sugar, because this is a cheap way to make food taste good and it encourages people to buy more cookies, chips, and soft drinks, for example. However, people are becoming increasingly aware of the dangers of an unhealthy diet, and the manufacturers of processed food know that sales will increase if they can advertise that their product



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has less salt or sugar. They also know that if their product tastes bland or boring, no amount of health benefits will make it a popular choice with consumers, and they will lose money if their product is not popular. However, a new technology is currently being developed that may allow fast food manufacturers to reduce salt and sugar without sacrificing taste.

If you stick out your tongue and look in the mirror, you will see that it is covered with tiny bumps. These bumps are called taste buds and they are the receptors in our skin that allow us to taste different kinds of foods. There are five different taste receptors, for sweet, salty, sour, bitter, and savoury flavours. When we are born, we have a lot of these on the roof of our mouth as well as on our tongue, but as we get older, we lose taste buds, which is why older people find it harder to taste things. Adults typically have about 10,000 taste buds, but older people may have as few as 5,000. We have more receptors for bitter tastes than for any others; researchers think that this may be because these taste buds warn us if food is poisonous.

The food that we eat contains natural chemicals that fit into the different shaped receptors on our tongues; for example, sweet foods trigger the sweet receptors. The technology to mimic, or copy, these natural flavours with chemicals such as aspartame has been in existence for a long time, and aspartame is a common ingredient in many diet soft drinks and other diet products. While aspartame allows us to experience a sweet taste without eating sugar, it also has disadvantages. Firstly, many people do not like its bitter aftertaste, and secondly, some people say that it is bad for health if taken in large quantities.



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However, a new technology is being developed that may be an improvement on artificial sweeteners and other chemicals. Taste enhancers target the taste receptors on our tongues, and they make us more sensitive to sweet, sour, or salty tastes. Just a few molecules of a taste enhancer could double the sweetness effect of a teaspoon of sugar, or the salty effect of a teaspoon of salt. This means that instead of using artificial chemicals to make food tasty, food manufacturers could use half the quantity of the real substance and a tiny quantity of taste enhancer to make the food taste good. This has the potential to save food manufacturers money by replacing large quantities of sugar and salt with tiny amounts of chemicals. It could also benefit our health if we can eat food that tastes good and is low in sugar and salt.

Taste enhancers have other advantages, too. People generally do not like bitter tasting food, but reversing this technology so that the bitter taste receptors are blocked instead of stimulated may reduce the bitter taste of some healthy foods. This means, for example, that people may be persuaded to eat more soy protein.

Taste enhancer technology is very new to the marketplace, and as yet it is not widely used, but it has the potential to make a significant change to the processed food industry and to improve the healthiness of many fast foods.

Task 3. Choose the correct letter A-C for each question.

- 13. Manufacturers know that their sales will improve**
- a. if their food tastes bland or boring.
 - b. if they tell people they have reduced the sugar and salt.
 - c. if they tell people they have increased the sugar and salt.



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14. The artificial sweetener that manufacturers add to food is

- a. a chemical,
- b. a diet product,
- c. a natural flavour.

15. Instead of using artificial chemicals to make food taste better, manufacturers could

- a. add double the quantity of taste enhancer.
- b. add half the quantity of taste enhancer.
- c. add a very small quantity of taste enhancer.

TRANSFER YOUR ANSWERS INTO THE ANSWER SHEET



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WRITING

Time: 30 minutes

Score: 10 points

One of the video-blogs you've seen recently suggests visiting Moscow, Saint-Petersburg, Kazan, advertising their well-known places of interest. Write a feedback to the blogger, the author of the video, sharing your response to the video. In your message:

- *say what you think about the video*
- *suggest making a video about Novosibirsk and Novosibirsk region*
- *give at least 3 reasons why the blogger should make a video about Novosibirsk and Novosibirsk region.*

Write 100-140 words.

Use the ANSWER SHEET for writing!

Keys**LISTENING**
Score: 10 points

1	environmental psychology
2	adjacent invasion
3	a vacant seat
4	seating arrangement
5	territorial behavior
6	refrain from doing
7	maintaining space
8	sense of privacy
9	cause for concern
10	visual intrusion

READING
Score: 15 points**Task 1**

A	B	C	D	E	F	G
6	7	3	8	1	2	5

Task 2

8	9	10	11	12
c	b	a	b	a b d g

Task 3

13	14	15
b	a	c

USE OF ENGLISH**Score: 20points**

1)	Neigh
2)	Bray
3)	Bay
4)	Roar
5)	Squawk
6)	Squeak
7)	Bleat
8)	Croaks
9)	Cheep
10)	Hiss
11)	Trumpet
12)	Grunt
13)	Hum
14)	Howl
15)	Growl
16)	Buzz
17)	Quack
18)	Snap
19)	Hoot
20)	Mute

ВНИМАНИЕ! Под номером (8) глагол должен стоять в форме Present Simple, ед.ч.! Если форма другая, то даже при правильно выбранном глаголе за пункт (8) выставляется «0»!

WRITING - КРИТЕРИИ ОЦЕНИВАНИЯ

Максимальное количество баллов: 10

Внимание! При оценке 0 по критерию "РКЗ" выставляется общая оценка 0.

РЕШЕНИЕ КОММУНИКАТИВНОЙ ЗАДАЧИ (3 балла)	ОРГАНИЗАЦИЯ И ЯЗЫКОВОЕ ОФОРМЛЕНИЕ ТЕКСТА (максимум 7 баллов)			
	Организация текста (2 балла)	Лексика (2 балла)	Грамматика (2 балла)	Орфография и пунктуация (1 балл)
<p>3 балла: коммуникативная задача полностью выполнена, соблюдено следующее:</p> <p>Решение коммуникативной задачи: Коммуникативная задача полностью выполнена: Стиль нейтральный. Это не письмо другу!!!</p> <ul style="list-style-type: none">- Есть комментарий о видео- Есть предложение блогеру снять видео о Новосибирске и области- Есть три причины, объясняющие почему блогер должен это сделать <p>Объем работы либо соответствует заданному, либо отклоняется от заданного не более, чем на 10% (в сторону увеличения – не больше 154 слов) или на 10% в сторону уменьшения (не меньше 90 слов). объем высказывания (100-140 слов)!</p>				

<p>2 балла Коммуникативная задача выполнена частично – текст стило. Однако в работе не выполнен 1 из перечисленных выше аспектов, ИЛИ По аспекту 3 даны две причины, объясняющие почему блогер должен снять видео о Новосибирске</p>	<p>2 балла Текст правильно разделен на абзацы. Логика построения текста не нарушена. Есть обращение и заключительная фраза</p>	<p>2 балла В работе имеются 1 – 2 лексические ошибки.</p>	<p>2 балла Участник демонстрирует грамотное и уместное употребление грамматических структур. Работа имеет 1 – 2 грамматические ошибки.</p>	
<p>1 балл Коммуникативная задача выполнена частично – в основном составленный текст соответствует задаче. Однако в работе не выполнен аспект 1 ИЛИ 2 И По аспекту 3 даны две причины, объясняющие почему блогер должен снять видео о Новосибирске, ИЛИ По аспекту 3 дана только одна причина, объясняющая почему блогер должен снять видео о Новосибирске, ИЛИ не выполнены аспекты 1 И 2 и по аспекту 3 даны как минимум две причины</p>	<p>1 балл Имеются отдельные нарушения логики или абзацного членения текста (1-2 нарушения). И/ ИЛИ нет обращения ИЛИ заключительной фразы</p>	<p>1 балл В работе имеются 3 - 4 лексические ошибки.</p>	<p>1 балл В работе имеются 3 - 4 грамматические ошибки.</p>	<p>1 балл В работе имеются 1-4 орфографические и/или пунктуационные ошибки.</p>
<p>0 баллов Коммуникативная задача не выполнена. Нарушен формат письма, или содержание написанного текста не отвечает заданным параметрам. ИЛИ не выполнены аспекты 1 И 2 и по аспекту 3 дана одна причина. Или: Объем менее 90 слов.</p>	<p>0 баллов Имеются многочисленные нарушения логики или абзацного членения текста (3 и более нарушений). И/ ИЛИ нет обращения и заключительной фразы</p>	<p>0 баллов В работе имеются многочисленные лексические ошибки (5 и более).</p>	<p>0 баллов В работе имеются многочисленные грамматические ошибки (5 и более).</p>	<p>0 баллов В работе имеются многочисленные орфографические и/или пунктуационные ошибки (5 и более).</p>

Script 9-11 класс

Professor: Welcome to Lesson 15, Module 1, of Environmental Psychology.

This week I'll be introducing you to the field of environmental psychology, which is an area that studies the interrelationship between human behavior and environments. *Environment* refers to the natural environment such as parks, natural resources, and outdoor settings and built environments, or those structures and spaces which are constructed rather than those that occur naturally. Today, we'll be concentrating on characteristics of behavior and our connection to the space around us, focusing on gender, eye contact, and our need for privacy.

We know that our need for space and our reactions to perceived invasion of our space are different for men and women. Males often object to face-to-face invasion. Sitting directly across from a male is often more offensive to them than sitting next to him. However, females often object to adjacent invasion. This has to do with competition versus affiliation goals. Males are expected to compete and women to affiliate.

It's not necessary to affiliate with someone who is sitting across from you, but if someone sits next to you, it's often felt that you should engage in some affiliative behavior, if you're a female. If you're a male, on the other hand, an adjacent invasion is not as important as a face-to-face, or across from you, invasion.

When males and females try to approach one another, this can often lead to miscommunication. Females will often sit next to men in an adjacent seat, trying to make contact, but males do not even see this as approaching them because they're used to face-to-face invasion for people who matter. They typically ignore those who sit adjacent. Females have exactly the opposite view.

What we know is that, because these gender differences exist, you can also look at where people put their belongings. Belongings are often placed to avoid invasion. Females will often place their books or belongings to the side of them in a vacant seat in order to force people to have to make another kind of invasion. Males, on the other hand, will often put things across from them to indicate that they are taking up the space in front of them to prevent face-to-face invasion.

In addition, we mark our territory with our belongings, for example, putting your

jacket on the chair next to you. or putting your book on the table in the space that you feel belongs to you. In fact, 83 percent of students sit in the same seat all semester during a large lecture course. This is quite remarkable. There's nothing really about that seat specifically that makes it theirs, but we have this very territorial behavior ingrained in us.

Equally important, we know that when males mark their territory, these markers are taken very seriously. If you look at desks, office space, and seating, you'll find that you behave in a very different way depending on to whom the office belongs. If you enter an office and you believe that a male is in that office, you will respect the desk and office space and seating arrangement. However, females' offices tend to be invaded and manipulated; that is, people will move things on the desk, play with objects on the desk, take up their office space, choose a different seat, move the chairs, and so on. In short, the gender of the owner affects our reaction to his or her territory.

Another study that shows this reaction to how seriously we respect people's territories is called the jacket study. In this study, researchers put a clearly feminine or clearly masculine jacket on a chair when no one else was around. They then measured who would sit where and why. If it was a male jacket, people kept their distance; they sat several chairs away. However, if it was a female jacket, people often would move the jacket or turn it in to lost and found. They didn't see it as a marker.

We know that people engage in territorial behavior, and males have larger territories than females. This begins when they are children. If you ask young children, who perhaps have just received a bike and have begun to explore the neighborhood using the sidewalks, you will find that the male children are often able to map out a much larger area of the place in which they play than females. Females typically draw perhaps their block or the houses across the street, but not much beyond that, whereas males will often draw three or four blocks, sometimes even a six-block radius around their own home.

You can also look at yourself in terms of whether or not you are territorial. Often when you go to a restaurant and the server puts your plate in front of you, you can't help but touch it. This is why they always warn you the plate is hot, because they know your instinct is to touch the plate. The next time you eat out. try very hard not to touch the plate. It's very difficult to refrain from doing so, and now that I've made you aware, maybe

you'll see just how territorial you really are.

Eye contact is also an indicator of how we feel about personal space. One study of eye contact was conducted in post offices in three environments. Researchers looked in Parkersford (a rural community), Bryn Mawr (a suburban town), and Philadelphia (a big city) and found that males and females within each community typically engage in eye contact at the same level. However, both genders were less likely to make eye contact in the city, moderately likely to do so in Bryn Mawr, and most likely to do so in Parkersford. That is, in Parkersford at the post office, you're expected to look at everyone, say hello even. However, in Philadelphia, you should not make very much eye contact, and only about 10 percent of people did.

This is a way of maintaining space. In a rural area such as Parkersford, you often feel that you have enough space and you aren't being threatened, so there's no need to be territorial. There is also no reason to feel like you might be invading someone else's territory. However, in Philadelphia, you can maintain a sense of privacy by not making eye contact with others. It's even considered polite, and when people do make eye contact, it's often thought to be strange, weird, or cause for concern.

Another form of visual intrusion is the ability to see or be seen, this is usually seen as stressful. Restaurants or offices have been made to give a sense of privacy. However, even though they add barriers or other clear panels, this does not decrease visual intrusion or give anyone a sense of privacy. What we know about college students is that those who drop out are more likely to be students who had to live in dorms with roommates and use communal bathrooms and showers. So, if you need an argument for getting your own apartment, this could be it.