

## Отборочный этап II тур

### 10-11 классы

#### Блок 1

Read the text. Ten words have been removed from the text. Fill the gaps with the words from the list. Among the words there are ten that do not fit any of the gaps.

cites	having	overworked
discourage	kept	play
disdain	letter	putting
disqualified	making	quoted
distressed	managing	statement
down	out	withheld
educate	overloaded	

#### Cheating in Exams: REPORT

##### Introduction

The purpose of this report is to highlight reasons why students cheat in exams and their views on the subject. Also what would be considered a 'fitting punishment' for cheating and what could be done to 1. ... this behaviour in the future.

19

##### Why do students cheat?

Some students cheat because they're busy or lazy and want to get good grades without 2. ... in the effort. Others might feel that they can't pass without cheating.

Another reason is pressure from parents to get good grades and be 'top of the class'. Some students are 3. ... with extra activities outside school and are just too exhausted and burnt 4. ... ; so, to avoid disappointing their parents they choose to cheat instead.

It could also be a case of a student being sick or upset about something the night before the exam.

##### What are the students' views?

The majority feel that it is an immoral way of achieving a goal and it's wrong to break the rules. Several students 5. ... "you are not cheating the teacher or the school, you are actually cheating yourself."

Many viewed it as embarrassing and shameful. While a handful of cheaters thought that they were being clever!

What would be a 'fitting punishment'?

In the case of a student cheating, the results should be **6.** ... and no final certificate should be issued initially. The candidate should be informed and asked to give a **7.** ... . All the information should be carefully considered by whoever is responsible for the exam administration.

Before a student is **8.** ... , a procedure should be designed to ensure that all decisions are consistent, fair and based on the fullest information available.

What can be done to discourage cheating?

Students should be encouraged to talk to a teacher if they are facing any problems **9.** ... their studies.

We can give positive guidance for students and parents alike on the importance of a healthy balance between school, study and out of school activities.

Choosing to **10.** ... fair and honest can help students to succeed and feel proud!

## Блок 2

Read the text. Ten words/phrases have been removed from the text. Fill the gaps with the words/phrases from the list. Among the words there are ten that do not fit any of the gaps.

a resounding	no two	out there
and deliver	not two	overshadowing
and dispatch	offer	overwhelming
down on	offering	unusual end
emphatic	on offer	unusual spectrum
hereafter lie	on proposal	up to
herein lay	out and out	

Last week's careers fair was, by all accounts, **1.** ... success. With over fifty local and international education institutes, **2.** ... over two hundred different courses, the event was attended by almost five hundred young people.

The courses **3.** ... varied hugely – there really was something for everyone, which was one of the fair's biggest strengths. It is important for young people to realise what a wide range of options they actually have as there can be so much focus on university and traditional subjects – like English, History, Law or Maths – that, for those who are not interested in taking this route, it can seem like there is nothing **4.** ... for them. There were several courses at the careers fair which were at the more **5.** ... of the scale, such as Aircraft Maintenance and Repair, Criminology and Textiles and Surface Design. Such courses cover the types of topics which young people might have an interest in, without realising that it is possible to study them - and **6.** ... the strength of the careers fair. It introduced young people to the many opportunities which they never knew they had.

Careers fairs allow school leavers to learn about the variety of options which they have for their future – not only the different types of courses, but also the specific details of these courses, as they get the chance to speak to representatives from each educational institute. **7.** ... courses are ever the same, as it is **8.** ... the individual institute to design **9.** ... the course and this will depend upon the faculty members - they will teach what they specialise in. Learning about the details of what a course involves is particularly important for young people as they need to be sure that it is the right course for them. Perhaps the only disadvantage of having such a large and diverse careers fair is that it can be quite **10.** ... – there are so many differed courses to discover that many people become focused on just one or two subjects that they think they want to study, making it easy to miss the potential of other, more unusual, courses.

### Блок 3

You are going to read an extract from an article. Find ten words in the text which will fit the gaps of the following sentences. The words should fit the new contexts in both meaning and grammar. They have the same graphic form as the one in the original text.

Example:

**Original text:** <...> He told us not to write more than three sides.<...>

**Answer: 0.** In every dispute he always sides with my mother.

Frankenstein's monster says to his creator, Victor Frankenstein: I am thy creature, and I will be even mild and docile to my natural lord and king, if thou wilt also perform thy part, the which thou owest me. Oh, Frankenstein, be not equitable to every other, and trample upon me alone, to whom thy justice, and even thy clemency and affection, is most due. Remember that I am thy creature: I ought to be thy Adam . . . .

We must either only create robots sufficiently simple that we know them not to merit moral consideration—as with all existing robots today—or we ought to bring them into existence only carefully and solicitously.

Alongside this duty to be solicitous comes another, of knowledge—a duty to know which of our creations are genuinely conscious. Which of them have real streams of subjective experience, and are capable of joy and suffering,

or of cognitive achievements such as creativity and a sense of self? Without such knowledge, we won't know what obligations we have to our creations.

Yet how can we acquire the relevant knowledge? How does one distinguish, for instance, between a genuine stream of emotional experience and simulated emotions in an artificial mind? Merely programming a superficial simulation of emotion isn't enough. If I put a standard computer processor manufactured in 2015 into a toy dinosaur and program it to say "Ow!" when I press its off switch, I haven't created a robot capable of suffering. But exactly what kind of processing and complexity is necessary to give rise to genuine human-like consciousness? On some views—John Searle's, for example—consciousness might not be possible in any programmed entity; it might require a structure biologically similar to the human brain. Other views are much more liberal about the conditions sufficient for robot consciousness. The scientific study of consciousness is still in its infancy. The issue remains wide open.

If we continue to develop sophisticated forms of artificial intelligence, we have a moral obligation to improve our understanding of the conditions under which artificial consciousness might genuinely emerge. Otherwise we risk moral catastrophe—either the catastrophe of sacrificing our interests for beings that don't deserve moral consideration because they experience happiness and suffering only falsely, or the catastrophe of failing to recognize robot suffering, and so

unintentionally committing atrocities tantamount to slavery and murder against beings to whom we have an almost parental obligation of care.

We have, then, a direct moral obligation to treat our creations with an acknowledgement of our special responsibility for their joy, suffering, thoughtfulness and creative potential. But we also have an epistemic obligation to learn enough about the material and functional bases of joy, suffering, thoughtfulness and creativity to know when and whether our potential future creations deserve our moral concern.

1. I didn't do anything to ... a felony investigation.
2. The ... of wars always stay in the memory of those who have survived.
3. She lost ... because she hadn't eaten anything during the day.
4. How can your decision be fair or ... if you made all these changes without my agreement?
5. If you leave, it will be ... to admitting your guilt.
6. James Joyce and Virginia Woolf utilized a narrative technique called ... of consciousness to show the feelings and thoughts of their characters without any interruption.
7. He always ... all my actions with suspicion.
8. This ... has been performed countless times by the greatest rock singers of our time.
9. State and church should never be fused into a single ... .
10. She takes every chance to demonstrate her ... authority over her teenage daughter.

## Блок 4

**You are going to read a poem. Match the following definitions with the words used in the text. There are ten extra definitions that do not correspond to the meaning of the words in this context.**

Christmas Trees

BY ROBERT FROST

(A Christmas Circular Letter)

The city had withdrawn into itself  
And left at last the country to the country;  
When between whirls of snow not come to lie  
And whirls of foliage not yet laid, there drove  
A stranger to our yard, who looked the city,  
Yet did in country fashion in that there  
He sat and waited till he drew us out  
A-buttoning coats to ask him who he was.  
He proved to be the city come again  
To look for something it had left behind  
And could not do without and keep its Christmas.  
He asked if I would sell my Christmas trees;  
My woods—the young fir balsams like a place  
Where houses all are churches and have spires.  
I hadn't thought of them as Christmas Trees.  
I doubt if I was tempted for a moment  
To sell them off their feet to go in cars  
And leave the slope behind the house all bare,  
Where the sun shines now no warmer than the moon.  
I'd hate to have them know it if I was.  
Yet more I'd hate to hold my trees except  
As others hold theirs or refuse for them,  
Beyond the time of profitable growth,  
The trial by market everything must come to.  
I dallied so much with the thought of selling.  
Then whether from mistaken courtesy  
And fear of seeming short of speech, or whether  
From hope of hearing good of what was mine, I said,

“There aren’t enough to be worth while.”

“I could soon tell how many they would cut,  
You let me look them over.”

“You could look.

But don’t expect I’m going to let you have them.”

Pasture they spring in, some in clumps too close  
That lop each other of boughs, but not a few  
Quite solitary and having equal boughs  
All round and round. The latter he nodded “Yes” to,  
Or paused to say beneath some lovelier one,  
With a buyer’s moderation, “That would do.”  
I thought so too, but wasn’t there to say so.  
We climbed the pasture on the south, crossed over,  
And came down on the north. He said, “A thousand.”

“A thousand Christmas trees!—at what apiece?”

He felt some need of softening that to me:

“A thousand trees would come to thirty dollars.”

Then I was certain I had never meant  
To let him have them. Never show surprise!  
But thirty dollars seemed so small beside  
The extent of pasture I should strip, three cents  
(For that was all they figured out apiece),  
Three cents so small beside the dollar friends  
I should be writing to within the hour  
Would pay in cities for good trees like those,  
Regular vestry-trees whole Sunday Schools  
Could hang enough on to pick off enough.  
A thousand Christmas trees I didn’t know I had!  
Worth three cents more to give away than sell,  
As may be shown by a simple calculation.  
Too bad I couldn’t lay one in a letter.  
I can’t help wishing I could send you one,  
In wishing you herewith a Merry Christmas.

withdraw	a cluster, as of trees or plants	1.
	a coin and unit of money worth 1% of the main unit of money in many countries, for example of the US dollar or of the euro	2.
drive	a roof that rises steeply to a point on top of a tower	3.
	a short form of the word 'century'	4.
spire	land or a field that is covered with grass and is used for cattle, sheep etc to feed on	5.
	the circumstances of your life, work	6.
bare	the sound made by somebody putting their feet down very heavily	7.
	the very least amount of something that you need to do something	8.
dally	to become or to make something less bright, rough or strong	9.
	to become quieter	10.
clump	to extend upward, tapering to a point; shoot up or rise in	11.
	to fell (a tree or trees) by the impact of another felled tree	12.
pasture	to make the effect of something seem less unpleasant or severe, or to become less unpleasant or severe	13.
	to operate a vehicle so that it goes in a particular direction	14.
soften	to remove all the things from a place and leave it empty	15.
	to spend some time in a place, on your way to somewhere else	16.
strip	to take money out of a bank account	17.
	to take off your clothes or take off someone else's clothes	18.
cent	to take too much time making a decision	19.
	without the natural, conventional, or usual covering	20.



## Блок 5

Use the Latin and Greek stems to form English words that fit in the numbered spaces in the text. The words should fit the gaps in both meaning and grammar.

- the word comes either from Latin ML *veronix*, *veronica* meaning “an odourous resin” or from Greek *Berenike*, name of an ancient city in Libya (modern Benghazi) credited with the first use of this substance. The town was named for Berenike II, queen of Egypt. The figurative meaning in English was first recorded in the 16<sup>th</sup> century
- the word comes from a Germanic word *bælg* (Anglian) meaning “leather bag, purse, pouch, pod, husk, bellows” and later evolved to mean a part of the body
- the word comes from Latin *contra* meaning “opposite, against” and *vertere* meaning “to turn”
- the word comes from Latin *dīrigere* meaning “to guide”
- the word comes from Latin *quālis* meaning “of what kind” and *facere* meaning “to make”

Word-of-mouth has catapulted this movie into the international headlines, and it is refreshing to think that, even in today’s big-money world, a film played out by a cast of unknowns, the financing of which was a day-to-day struggle, can still shock and humble the cigarmoking executives of the mainstream movie industry and become such an **1.** ... success. David Jackson’s big-screen **2.** ... debut certainly pulls no punches; this is a raw depiction of life in the underworld; there is no attempt to glamorise or romanticise here; what we see is the **3.** ... truth. It’s dog-eat-dog and some of the content is, well, there’s no other way of putting it, quite gruesome. But making it seem so real was an inspired decision by Jack-son. And while that may result in fairly heavy censoring of the potential viewership - expect an 18 rating - his documentary-style journey into the dark **4.** ... of society is right on the money. Jack Sturret’s fictitious character, Max Reeves, is particularly bone-chilling. A brilliantly **5.** ... piece of movie-making.

## Блок 6

You are going to read an extract from a conversation between two people.

**Comment** on the following aspects of the conversation.

**M: Last night, Tom, about twelve. We caught the night boat from Malmo. Jos said it was a bit late to telephone neighbours.**

**D: Did you have a good time? What's Lapland like? I've never been there. It's just beautiful, Tom, I can't tell you. Great rocks of pink granite. Thick dark forests carpeted with deep moss and wild strawberries and lily of the valley. Sudden glimpses of red log cabins and bright blue water. Fields of brilliant yellow.**

**M: I thought Lapland would be quite different—wilder, more rugged? And is it true, all that talk of the Midnight Sun?**

1. What is the subject of the conversation?
2. What was the beginning of the conversation? Think of **one sentence** that started the conversation.
3. Who are the people having the conversation? Explain why you think they are related in this way. Provide at least **two reasons**.
4. Where does the conversation take place? Explain why. Provide at least **one reason**.
5. When does the conversation take place? Explain why. Provide at least **one reason**.
6. How is each interlocutor feeling throughout the conversation? Provide at least **one reason** for each interlocutor.
7. What might be the end of the conversation? Think of **two sentences** that the conversation might end in.

28

Ваш комментарий **должен**

- продемонстрировать умение проанализировать и понять ситуацию общения, воссоздать контекст общения
- содержать логичные связи и структурные элементы связного текста
- быть оформлен как целостный текст
- быть написан в нейтральном и академическом стиле (кроме воссозданных реплик, которые необходимо оформить в соответствии с ситуацией общения)
- быть написан в пределах **150-180 слов**
- продемонстрировать достаточный для полного раскрытия темы уровень лексики
- соответствовать нормам грамматики английского языка
- соответствовать нормам сочетаемости английского языка

Ваш комментарий **не должен**

- содержать заимствования из ранее опубликованных источников, включая ресурсы, размещенные в сети Интернет (в случае обнаружения заимствований работа снимается с конкурса)
- содержать повторы, тавтологичные фразы