

Уважаемые участники!

Вам предстоит выполнить задания отборочного этапа конкурса по английскому языку. Отборочный этап включает следующие разделы: работа с видеоматериалом страноведческого содержания, чтение, лексико-грамматические задания и творческое письменное высказывание объёмом 200-220 слов. Время прохождения всех испытаний – 2 часа 30 мин.

Для успешного выполнения заданий первого раздела конкурса рекомендуется предварительно ознакомиться с информацией по следующим темам: Anglo-Saxon England, the Legend of King Arthur, Tintagel Castle. Часть вопросов основана на документальном фильме ‘Arthur: King of the Britons’ на английском языке; продолжительность отрывка – 25 мин. с начала фильма.

[URL: <https://www.youtube.com/watch?v=dsLaiTrjZh0&t=1599s>]

В тестовых заданиях отвечайте на вопросы точно, обращайтесь внимание на правописание, избегайте лишних пробелов и других случайных знаков. Выполняя творческую письменную работу, исключите заимствования из текстов других авторов. В конкурсе принимают участие только оригинальные эссе.

HISTORY AND CULTURE OF GREAT BRITAIN

1. Complete the statements with the correct information.

If a real-life warrior king named Arthur existed, he lived

- in Roman Britain
- in the Early Middle Ages**
- in the 12th century
- in the Renaissance

At the time of Arthur the island of Great Britain was called

- Albion
- Camelot
- England
- Britannia**

Considering the period when Arthur supposedly lived, he was fighting to protect the Britons from the invading

- Anglo-Saxons**
- Romans
- Vikings
- Irish, Picts, and Scots

The story of Arthur circulated for many centuries and was first popularised by ... , a Welsh cleric.

- Merlin
- **Geoffrey of Monmouth**
- Uther Pendragon
- Richard Harris

According to Geoffrey of Monmouth, Tintagel in the north of Cornwall was

- Arthur's summer residence
- the place where the Legend of King Arthur was written down
- the location of Camelot
- **Arthur's birthplace**

Archaeological research at Tintagel revealed that

- **although the castle was built only in the 13th century, the site had been occupied earlier, and in the 5th century there had been an important port and royal stronghold**
- the ruins belong to a castle built after the Legend of King Arthur was written down, so it is a mistake to believe that Arthur could have ever stayed there
- in the Dark Ages the site was inhabited by people who knew Latin, so there must have been a remote monastery there
- it was used as a fortress where an important person, probably a king, was conceived

In the legend, King Arthur got his first sword

- by casting it himself
- from Merlin, his tutor and adviser
- **by pulling it out of a stone**
- from his mother, Igraine

According to archaeologist Francis Pryor, this part of the legend is

- a complete fantasy
- dubious because swords had not been cast in the island yet
- cannot be verified because the craft of sword casting has not survived
- **based on a real craft practised at that time**

When Arthur became a full-grown man, he needed

- **a new sword fit for a king**
- two swords
- a sword with magic powers
- a sword from underwater

Archaeologists in Britain confirm that

- a sword has been recovered from the bottom of the legendary lake, which may well have been Arthur's sword
- countless blades have been found in different lakes and rivers, suggesting that Arthur was not the only powerful warrior of that period
- the discovery of swords underwater is not unusual as warriors had to go on long journeys crossing many rivers and lakes
- **there could have been a rite of passage, which included placing swords in water, and this rite lies at the root of the legend**

As Richard Harris explains, Arthur was able to win the advancing army in a series of heroic battles because

- the Romans helped him with soldiers and weapons
- **he knew how to move his troops quickly across the country using the remaining Roman roads**
- a lot of Britons joined him and ambushed the invaders all along the front line
- he had castles built all over the island

2. Complete the following summary of the legend with the necessary information. Use only one word in each gap.

The Legend of King Arthur

According to folklore, Arthur became king of the Britons when he was only a **1** _____ [boy/kid/child]. He was the son of King Uther Pendragon of Britain. When King Uther died, all the knights went to Church to pray that God would help them find a new king. As they left the church, they saw a huge stone in the churchyard. A sword was stuck fast in it, and the golden letters on the sword said that whoever could pull it out would be **2** _____ [king]. All the knights tried to pull it out, but no one could move it.

Months later, the knights were having a tournament. Sir Kay, one of the knights, forgot to bring his sword. So he sent Arthur, his **3** _____ [squire/stepbrother/foster brother/foster-brother], home to get it. When Arthur could not find it, he pulled out the sword in the churchyard instead and brought it to Sir Kay. The knights did not want to have a ruler so young, but they had to accept Arthur.

Later King Arthur married **4** _____ [Guinevere/Guenevere/Guenever], the daughter of the king of Carmalide. They lived in a castle at **5** _____ [Camelot], where the bravest knights also stayed. All the knights had places at the Round **6** _____ [Table/table], which had been made by **7** _____ [Merlin], the magician, Arthur's tutor and advisor. Because it was round, there was no head and no foot, and all the knights were **8** _____ [equal]. The most famous knights were Sir Lancelot, Sir Gawain, Sir Tristram, Sir Galahad, and Sir Percivale. The knights rode out from the castle on horseback to their many adventures. They killed wicked knights and saved many

beautiful ladies. Sir 9 _____ [Lancelot] was the strongest knight of all. No one was able to defeat him. Sir Galahad, his son, was the purest knight. He was allowed to see the Holy 10 _____ [Grail].

King Arthur was killed by his 11 _____ [nephew/bastard son/illegitimate son], Sir Modred, who rebelled against him. The two armies met at a place called Camlan, and Modred was defeated. But as Modred was dying, he struck Arthur with his sword. Arthur knew that he was dying too, and he wanted to return his magic sword, called 12 _____ [Excalibur], to the Lady of the 13 _____ [Lake]. He gave his sword to Sir Bedivere and told Sir Bedivere to throw the sword into the lake beside the battlefield.

Arthur was carried away on a boat by three fairy queens in black hoods. They carried him away to the magic island of 14 _____ [Avalon/Avallon], from where it was said he would one day 15 _____ [return/come back].

READING

1. Read the article. Decide in which paragraph the ideas below are expressed. Choose from the paragraphs (A-D). The paragraphs may be chosen more than once.

The Science of Persuasion

Why are some people more persuasive than others? We bring together some insights into science of persuasion.

A. Studies into persuasion suggest that you should avoid engaging in argument when your mental batteries are running low. Conversely, if you're trying to be persuasive, strike when your target is running low on mental energy. An American researcher, Edward Burkley, studied the impact of cognitive exhaustion on the resistance levels of 78 students. The plan was to try to persuade them to accept one month's summer holiday instead of three. Half the students came to the study fresh. But the other half first had to complete a self-control task in which they wrote down all thoughts that came into their heads while suppressing any thoughts about a white bear. This task, Burkley argued, would use up some of their reserves of self-control. He found that the students who had performed the white bear task were less resistant to the idea of giving up two months of holiday.

B. Two other researchers, Rosanna Guadagno and Robert Cialdini, compared the persuasive power of online communication with face-to-face meeting. They had a group of students discuss the introduction of new exams. The group was split into pairs of the same sex. Unbeknown to the subjects, each pair included an accomplice of the experimenters whose role was to argue in favour of the idea. Half the discussions took place in an online chatroom, the other half face-to-face. While overall men rated the proposals similarly whether they participated in the electronic or face-to-face sessions, women in face-to-face sessions were more easily persuaded than those who only took part online. Guadagno and Cialdini suggest this is because groups of women tend to form communal bonds and reach agreement. Electronic communication disrupts the

exchange of social cues women use to establish a communal bond and is therefore less conducive to persuasion. On the other hand, groups of men typically try to establish their competence and independence, but online communication can help them suppress competitive urges that hamper persuasion.

C. Persuasion may have as much to do with how you say something as with what you are saying. And the less time the listener is allowed to think about the content, the more the style of delivery matters. At least, those are the findings of two marketing professors who decided to tease style and substance apart. John Sparks and Charles Areni asked 118 undergraduates to read a transcript of a testimonial about a scanner. In one version, the transcript included hesitations like ‘I mean’ and ‘ummm’; in the other, there were none. They also gave half the students enough time to read it thoroughly, while the others got just 20 seconds, to see how limiting a person’s understanding of the substance would alter the persuasiveness of the style. The researchers found that style was important. When hesitant language was used, people were less easily convinced that this was a scanner worth buying – even when it was a better scanner at a lower price. Style was especially important, the researchers found, when time was limited. ‘If you can’t pay attention to what the speaker is saying,’ Sparks says, ‘you pay attention to how they say it.’

D. Much study has gone into how emotions aid persuasion. The best known and most studied is fear. It serves well in campaigns that try to steer you clear of certain activities, like smoking. But fear doesn’t always work, says Professor Monique Mitchell Turner, and over time, people become more resistant to scare tactics. The same applies to guilt. It can be effective, but not once people clue into the fact that they’re being manipulated. Worse, it has to be carefully calibrated: too much and people resist. ‘We don’t want people telling us we’re bad people,’ says Turner. Anger, however, can be constructively harnessed. First, people have to be convinced that the issue is relevant to them, that it affects them, their children or their community. At that point, says Turner, you need to hammer home what’s wrong with the world as it is. Once you have got people worked up, you can offer them a way to remedy the situation.

- A positive, confident attitude helps you to be more convincing. **C**
- People can be more easily persuaded when they are tired. **A**
- Some people respond more positively to personal contact than to online interaction. **B**
- How to say something may be as significant as the words you use. **C**
- Certain tactics may fail once people understand what you are trying to do. **D**
- Highly competitive people may be easier to persuade in person. **B**
- Asking your target to perform a mental task before you approach your main subject can have an effect on them. **A**
- There are significant gender differences in the way people communicate. **B**
- Making people feel bad about themselves is not an effective means of persuasion. **D**
- A person is more susceptible to persuasion if their ability to regulate their thoughts is limited. **A / C**

2. Read the paragraphs and put them in the correct order to form an article.

Negotiating Animal Rights

2 What exactly these different parties mean by this, and to what extent this is translated into practice, is another matter. From within the research industry, decent treatment typically means keeping animal pain and distress to a minimum; avoiding unnecessary experiments, such as those that duplicate research findings; and using non-sentient animals when possible. From the farther end of the animal rights spectrum, the issue is not just that we sometimes inflict pain and suffering on the animals we use, but that we use them at all. From their perspective, treating sentient animals simply as a means to human ends, like any other item of laboratory equipment, is unacceptable no matter how carefully they are treated.

5 It is still true, in general, that humans routinely inflict pain and suffering on animals, across a whole range of different contexts, including those in which there is a genuine commitment to 'decent treatment'. This is where the concept of rights comes into its own. The term 'rights' is used in a variety of ways, but the core idea is that a right is like a protective fence around an individual. Rights protect those things that are fundamental for the animal (human or otherwise) to lead a life of basic quality. Thus, animal rights would protect those things established as fundamental to good animal welfare – the five freedoms.

4 This all sounds straightforward enough. But in fact, given the way we currently keep and use animals, translating the five freedoms into practice is extremely challenging. This is especially true of the freedom to perform behavior in their natural repertoires. The use of animals in research falls short perhaps most consistently with regard to this last freedom. While in some countries the research industry is fairly conscientious about limiting suffering with the use of anaesthesia, the majority of research animals are kept in barren cage environments, in isolation from other animals of their own kind.

7 The capacity for responsibility should, in any case, be irrelevant. Given that rights are granted to protect fundamental quality of life, the prerequisite for having them is, surely, the capacity to have a quality life. This is a capacity that humans and many other animals share, and it can be present whether or not a creature has the capacity to take responsibility for their behaviour.

1 The animal rights movement confronts us with an important critique on a range of human practices that involve the use of animals, raising genuinely difficult ethical concerns. However, we don't need the language of rights to argue that having brought non-human animals into human social and economic systems, we should treat them

decently. Most parties in the debate over the use of animals in medical and scientific research agree that sentient animals (those capable of experiencing pain and pleasure) are owed such treatment.

6 Combine the idea of animal rights with the five freedoms, and we have a powerful interpretation of what the decent treatment of animals, in any context, should actually involve. Assuming that we are going to carry on using animals, then they should enjoy the five freedoms. There are vociferous opponents of extending rights to animals. A common argument is that rights go with responsibilities. In other words, a person can't be given rights unless they can be held responsible for respecting the rights of others. Animals cannot be held responsible; therefore animals cannot have rights. But rights are not withdrawn from humans who, for whatever reason, have a restricted capacity for responsibility (for example, human babies). So why should they be withheld from non-human animals for the same reason?

3 The whole institution of animal-dependent research is held to be profoundly unjust, and a parallel is sometimes drawn to slavery. It's argued that as with slavery, the ethically appropriate action isn't simply to tidy up the institution by reducing suffering; the only ethically sound course of action is to abolish the practice altogether. From this perspective the decent treatment of animals means that they shouldn't be used as means to our ends at all. A powerful way of moderating between those who are for and those who are against the use of animals for human ends is through the five freedoms: freedom from hunger, thirst, fear, suffering and freedom to perform behaviour in their natural repertoires. The latter refers to the range of behaviours that animals perform if unrestricted, like grooming, flying, nesting, spending time with other animals of the same species, digging and so on.

USE OF ENGLISH

1. Choose the best word to complete the sentences.

The view from our hotel window was

- brehtaking**
- engrossing
- enthralling
- inspired

Although the basic plot of the film is rather ... , the locations are delightful, and the acting is first class.

- ill-conceived**
- nail-biting
- hideous
- brilliant

Esther was wearing a(n) ... scarlet dress and jacket.

- spine-tingling
- stunning**
- inspired
- absorbing

I find films with gratuitous violence totally

- trivial
- repulsive**
- impractical
- inflamed

I saw her grandmother in town wearing a ... hat.

- ill-conceived
- mediocre
- ridiculous**
- pointless

This is a very ... device for crushing garlic without having to peel it first.

- atrocious
- ingenious**
- ravishing
- enchanting

This kind of painting is very ... – there's nothing original about it at all.

- monstrous
- grotesque
- miffed
- hackneyed**

2. Read the text below. Use the word given in capitals to form a word that fits in the gap.

The lives of celebrities are coming **1 increasingly INCREASE** under the close scrutiny of the public at large. One consequence of this trend is that it can sometimes be difficult for people in the spotlight to force genuine and lasting **2 relationships RELATION** with others. When it comes to making friends, celebrities have a **3 tendency TEND** to pick other celebrities, for example. This is not **4 unexpected EXPECT**, of course, given the nature of the social circles in which such people move, and given the fact that one of the attractions of the celebrity lifestyle is **5 supposedly SUPPOSE** the opportunity it offers to rub shoulders with the rich and famous.

Very often, however, an air of **6 tension TENSE** can hang around a high-profile friendship, where an outward show of affection actually masks an underlying **7 rivalry**

RIVAL. In the celebrity world, friends clearly have to be chosen with **8 considerable CONSIDER** care. There needs to be a degree of mutual **9 admiration ADMIRE** combined with equal standing in the eyes of the outside world, so that there is no question of one friend appearing to be in the shadow of another. How else can we explain the **10 existence EXIST** of close friendships between stars who, in any other situation, would have very little in common?

3. Collocate the expressions with words from the list below. Drag the words from the list to their correct places. Use the words only once. There are two extra words.

- | | | |
|---|---------------|-------------------------------|
| 1 | to curb | your anger |
| 2 | to thwart | somebody's hopes |
| 3 | to jeopardise | your future |
| 4 | to covet | somebody's possessions |
| 5 | to conform | to society's ideas |
| 6 | to entice | somebody into wrongdoing |
| 7 | to repel | somebody with your appearance |
| 8 | to avenge | somebody's death |

4. For the following sentences fill in the missing preposition or adverb.

on off to over of

- 1 She took the cover **off** the sofa and had it cleaned.
- 2 I don't think he'll take **on** the new project unless we offer him more money.
- 3 After he retired, he took **to** gardening as a way of passing the time.
- 4 He's such an aggressive person that nobody really takes **to** him.
- 5 Mark was sent home from school because someone saw him taking **off** the Headmaster.
- 6 Mr. Johnson's son is going to take **over** as Chairman of the board.
- 7 After a slow start, their new line of cosmetics has begun to take **off**.
- 8 They've decided to take **on** at least twenty new sales people this year.
- 9 The rebels took **to** the mountains after their leader had been captured.
- 10 The amateur boxer was hesitant to take **on** such an experienced fighter.

5. Complete the following sentences using the idioms. Drag the idioms to their correct places. There are two extra idioms.

- 1 Jane is a bit of a **dark horse** – she never talks about her family, and no one knows much about her past.
- 2 I didn't know what my life in this city would be like - I just took **a leap in the dark**.
- 3 After months of unemployment, the actor had been offered a small part in a TV film, and felt he could at last see **light at the end of the tunnel**.

4 Despite everyone's warnings, I trusted them completely, and it was only when they failed to pay me that I began **to see the light**.

5 My sister would never be happy in the country – she loves the **bright lights**, and all her friends are in London, too.

WRITING

A youth channel is looking for talented and creative young people with excellent research and writing skills. To apply and participate in the competition you need to write an essay.



Look at the photographs from a person's social media profile. You do not know anything about the person, or when and where the photographs were taken. Rely on the photographs and use your imagination to describe the person. Follow this plan.

- Write a short introduction
- Describe the person's appearance and character traits
- Mention his / her possible occupation, hobbies and interests
- Describe the person's social life
- Decide whether you would like to interview him / her or not. What would you talk about? What questions would you ask?

In your descriptive essay do not forget to use vivid language, refer to the photographs, and express your ideas in a clear and logical way.

Write 200-220 words in the space below.