

LISTENING 9-11

Time: 35 minutes

Maximum points – 40

Task 1

Listen to a radio programme about **old English words used in set phrases** today, and do the following tasks. You will hear the text **twice**. Now you have **some time** to read the tasks.

For questions **1-5** choose the correct options (**A, B, C** or **D**).

- 1 The verb *wend* was used in Old English
A instead of *go*.
B instead of *went*.
C with a different meaning to *go*.
D as well as *go*.
- 2 *Deserts* in the phrase *get your just deserts* means
A sweet foods eaten at the end of a meal.
B something pleasant you deserve.
C something unpleasant you deserve.
D a place criminals were sent to in the past.
- 3 The meaning of *ride roughshod over someone* is
A to hurt someone's feelings.
B to physically hurt someone.
C to hurt someone unintentionally.
D to hurt someone intentionally.
- 4 Today the word *fro* is used in
A one set phrase.
B two set phrases.
C several set phrases.
D many set phrases.
- 5 The word *lurch* was originally the French name for
A a competitive sport.
B a form of free-time entertainment.
C a serious punishment.
D an argument.

For questions **6-10** complete the following sentences with the **idiomatic expressions** that David described (these sentences are NOT from the recording). You may need to change some pronouns and the grammatical form of verbs.

6 She was gazing out the window, rocking rhythmically _____ .

7 She felt she had been _____ by her colleagues when they all said they couldn't do the presentation with her that afternoon.

8 Who gave them the power to _____ the law?

9 The family of the victim said that the killer had got _____ when he was jailed.

10 The thieves were _____ heavily through the dark back streets to the docks, laden like mules.

The students, future teachers, prepared sentences **11-17** to illustrate some **grammar and vocabulary points** based on the text script, but made some **spelling, pronunciation or grammar mistakes**. Act as their teacher and **check** their sentences. If the sentence is **correct**, put a tick (✓); if it contains a **mistake**, put a cross (✗).

11 You double 'r' to form *preferred*, *occurred* and *preference*.

12 *Learned* and *burned* are examples of irregular verbs.

13 Both *go to prison* or *go to the prison* are correct, although the meanings are different.

14 The sentence '*I may decide to become a teacher, that is why I will have to study hard to pass the exams well, in that case I will be able to go to university*' illustrates the use of commas and relative pronouns in non-defining relative clauses.

15 The pronunciation of 'use' in Past Simple is /ju:zd/, e.g. *I used /ju:zd/ to be blonde*.

16 *In the end* means *after a long period of time or series of events; after everything has been considered*, e.g. *You can try your best to impress the interviewers but in the end it's often just a question of luck*.

17 *Desert* and *dessert*, *feeling* and *filling*, *board* and *bored* are confusable words.

Task 2

In science the credit goes to the man who convinces the world, not the man to whom the idea first occurs. **Sir Francis Darwin** (1848-1925), a British botanist

Listen to a text about **three inventions** which shaped the future, and the following tasks. You will hear the recording **twice**. Now you have **some time** to read the tasks. For the **timeline** below **match** the **dates (18-24)** with the **mixed-up events (A-G and a-g)** putting the two parts together. For each question (18-24) write two letters on your answer sheet. *E.g.* **0 H h**

Inventions that shaped the future

Date	Event	
0 1712	A Joseph Swann patented	a patented their telegraph device.
18 1769	B Thomas Edison filed a patent for	b a system of long-distance communication.
19 1825	C Samuel Morse formed	c received a patent for his steam engine.
20 1837	D William Cooke and Charles Wheatstone	d his single-wire telegraph device.
21 1845	E Morse received a patent for	e an incandescent lamp.
22 1847	F Morse started work on	f his light bulb.
23 1876	G James Watt	g a company to install telegraph lines from New York to other cities.
24 1879	H <i>Thomas Newcomen's</i>	h <i>steam engine appeared.</i>

Answer questions **25-30** about the inventions (for the *steam engine* write **A**, for the *telegraph* – **B**, for the *light bulb* – **C**), and their inventors (for *Watt* write **W**, for *Morse* – **M**, and for *Edison* – **E**). In some cases, **more than one** answer is necessary.

Which invention ... ?

25 was based on knowledge that had existed for a long time _____

26 was born out of tragedy _____

27 was based on an earlier design _____ and _____

Which inventor ... ?

28 cooperated with other inventors _____

29 personally organized public access to their invention _____ and _____

30 gave their name to something connected with their invention _____ and _____

For questions **31-40** do the tasks about **the words and phrases** from the text.

31 Name the period in the 18th and 19th centuries in Europe and the US when machines began to be used to do work, and industry grew rapidly

32 Join *a colour* and *a very common family name* in Britain and the US (sometimes used by people who do not want their real names to be known) to get *a person whose job is to make and repair things made of iron, especially horseshoes* _____

33 Unscramble the letters to complete the sentence: I'm sure we can come to some _____ BLOKREAW arrangement ((*of a system, an idea, etc.*) *that can be used successfully and effectively; practical*) to give you _____ STATINN access to your money (*happening immediately*).

For **34-36** decide whether the statements are **true (T)** or **false (F)**.

34 The combination 'ou' in *roughly*, *although* and *amount* is pronounced differently each time.

35 In the words *transport* and *perfect* the 1st syllable is always stressed; while the noun *patent*, the verb *patent* and the adjective *patent* have different stress patterns.

36 'Effective' and 'efficient' mean the same and cannot be used in one sentence: **We must meet members' needs in the most efficient and effective ways possible.*

For **37-39** decide which **two fixed phrases (a-i)** from the audiotext could complete each sentence (the **definitions** are provided). You have **more** phrases than necessary. Write **two letters** in the correct order for each item on your answer sheet.

a try one's hand at (doing) something **b** pave the way for something / someone
c devote oneself to somebody/something **d** set up **e** join forces with someone
f shape the future **g** only to do something **h** be around **i** put in place

37 Last week he (*to do smth such as an activity or a sport for the first time*) golf (*used to mention smth that happens immediately afterwards, especially smth that is surprising, disappointing, etc.*) find out that he was a poor player.

38 (*to work together in order to achieve a shared aim*) the best scientists in the field, he (*to give most of your time, energy, attention, etc. to smb/smith*) doing research into cancer treatment.

39 Your device is (*to create a situation in which smb will be able to do smth or smth can happen*) new breakthroughs in the field and is helping to (*to have an important influence on the way that smb/smith develops*) of this country.

40 Misused adverbs. The **adverbs** in the sentence are **mixed-up**, put them in their places so that they **match the definitions**. Write their numbers in the correct order.

1 *Eventually* (*used to correct smb in a polite way*), she had **2** *vigorously* (*not very often*) done that before as she was **3** *actually* (*used when you are stating an opinion that you believe you could give reasons to support*) the quietest person ever, but that day, **4** *rarely* (*at the end of a period of time or a series of events*), she **5** *arguably* (*in a way that is very active, determined or full of energy*) denied all the accusations.

Transfer the answers to the answer sheet.

READING 9-11

Time: 40 minutes

Maximum points – 40

Task 1

The year **2023** was declared **the Year of the Teacher and Mentor** in order to recognize the special status of teachers. This decision speaks of the high status of these specialists in our society and the importance of their work and is another important step towards enhancing the prestige of the teaching profession. Read the three texts on **the secondary education systems** and do the tasks (1-20).

Secondary education

Secondary education is the second stage traditionally found in formal education, typically beginning about age 11 to 13 and ending usually at age 15 to 18. The distinction between elementary education and secondary education has gradually become less marked, not only in curricula but also in organization. The proliferation of middle schools, junior schools, junior high schools, and other divisions has produced systems with more than two stages. We will sketch briefly the educational patterns of the Soviet system and those of the UK and the US because of their wide influence throughout the world.

For items **1-8** complete the text about **the British school system** with the appropriate **realia** from the box below (**a-o**). Choose one item **once only**. There are **some extra items** which you do not have to use. *E.g. 0 p*

- | | | |
|--------------------|-------------------------------------|----------------|
| a) Eton and Harrow | b) Trinity School and Winsor School | c) sixth-form |
| d) eleventh-form | e) state | f) gymnasium |
| g) grammar | h) dependent | i) independent |
| j) optional | k) vocational | l) selective |
| m) elective | n) A-levels | o) GCSE |
| p) comprehensive | | |

The British system

Great Britain's current system of secondary education is the successor to a slightly older system that assigned students at age 11 to one of three types of schools by means of selection tests. From the 1950s and '60s these schools were gradually replaced by a single type of school called a **(0)p.....** school, which admits children irrespective of ability or aptitude and which offers both academic and **(1)** programs under one roof.

In Britain the first stage of education is called primary education and includes students from ages 5 (4 in Northern Ireland) to 11 (12 in Scotland). About 90 percent of students then attend comprehensive schools. These schools are organized in various ways, serving ages 11 to 18; 11-12 to 16; or 12-14 to 16-18. Most of the remaining students receive secondary education in secondary modern or **(2)** schools (these being remnants of the old tripartite school system), to which they are assigned after **(3)** procedures at age 11.

The Education Reform Act 1988 established a national curriculum and regular assessment of performance for children of ages 5 to 16 in all (4) schools in England and Wales. Similar legislation was passed in Northern Ireland in 1990. In England, Scotland, and Wales parents have a statutory right to express preference for a specific school.

Those students seeking university entrance must successfully complete a series of examinations that result in the General Certificate of Education. These examinations have two levels: (5) (formerly “ordinary”) and advanced. Entry to a university requires a prescribed combination of passes on both levels in such subjects as English, foreign language, science, and mathematics. The (6) curriculum (i.e., that of the last two years of secondary school) is largely oriented toward preparation for the advanced-level examination and provides intense specialization.

In Britain a small, separate, but highly significant group of (7) schools also exists. These primary and secondary schools are financially self-supporting. The best known of such schools are the “public schools,” some of which, notably (8), have long maintained a distinguished reputation. These schools for centuries have prepared students academically for higher education, typically at the universities of Oxford and Cambridge, and ultimately for leadership in British life. Although a controversial element in British education and frequently accused of reinforcing invidious social distinctions, these institutions remain popular.

For items 9-13 put the following parts in the **correct order** to complete a paragraph summarizing **the Soviet system of secondary education**.

9 10 11 12 13

The Soviet system

The contemporary nations that once formed the U.S.S.R. have an educational pattern that differs distinctively ...

of from that just described. The first stage of education takes place in an eight / nine-year general-education school. After graduating

- a)** into an occupation. Most critical for students wishing to continue their education is the selection at 17 or 18 years of age for higher education. The universities and higher institutes admit only 15 to 20 percent
- b)** throughout the last few years of general-education school. Many of those leaving school go directly
- c)** for the pupils and place them into increasingly differentiated programs of study
- d)** from secondary school, students, if qualified, have a number of options open to them,
- e)** including polytechnical and various vocational or technical schools. Education authorities attempt to provide prolonged guidance

... of the graduates of the secondary-level institutions.

For items **14-20** complete the text about the **US school system** with the appropriate **linkers and reference words (a-m)**. Some of them won't be used. **0 n**

a) <i>despite</i>	b) <i>although</i>	c) <i>however</i>	d) <i>this is why</i>	e) <i>therefore</i>				
f) <i>other</i>	g) <i>others</i>	h) <i>all</i>	i) <i>as</i>	j) <i>such as</i>	k) <i>like</i>	l) <i>i.e</i>	m) <i>e.g</i>	n) <i>thus</i>

The U.S. system

Historically, the United States has made little distinction between primary and elementary education – **(14)**, between those lower schools that prepared students for advanced (or higher) education and those schools that merely provided literacy and some general education for larger groups of children. This heritage has led in the United States to a single system of elementary and secondary education for the great majority of its students.

In the United States, education is the responsibility of the individual states; **(15)**, some variation in structure exists. Typically, **(16)**, students at the age of 13 or 14 enter a neighbourhood secondary school; the education there usually lasts for four years, and the students graduate at age 18 on average.

In the United States, more than 80 percent of the secondary-age groups attend secondary school. The American goal for decades has been to provide secondary education for **(17)** within a single type of institution popularly referred to **(18)** the comprehensive high school. **(19)** the precise meaning of this term is frequently not clear, comprehensive schools usually include a broad program of general and specialized curricula and accommodate a wide range in the academic abilities of the pupils. **(0)** ... **n** ..., in the same American secondary school, some students plan to pursue university study and **(20)** seek terminal secondary education.

Task 2

The President declared the years **2022-2031** the **Decade of Science and Technology**. Read the text about **genetic engineering** and do the following tasks **(21-40)**. For items **21-28** decide in which paragraph (**A-G**) the writer mentions the following (if the statement does not match any paragraph, write **N** (none)):

- 21** the ethical problem in relation to genetic engineering?
- 22** that our society is becoming similar to the one in *Gattaca*?
- 23** that when a gene changes or is missing, it can make people suffer from diseases and disabilities?
- 24** why Vincent won't realize his ambitions?
- 25** why genetic engineering is a logical step for society?
- 26** that with the entire DNA sequence of human beings known, scientists are now able to cure some diseases and prevent others?
- 27** laws which could enforce genetic engineering?
- 28** that some diseases are inherited and are the result of genetic disorders?

There are **some words missing** in the text. For items **29-31** **unscramble the words** and complete the gaps. **The first letter** of each word is **in its place**; the **clues** are provided. For items **32-33** choose the correct **transcription**. Look carefully at lines marked **34-40**, each of which contains **a mistake**. It is either a **misused word** (a **confusable pair** instead of the correct word), or a **misused prefix**. Write down the correct word for each line on your answer sheet.

The devil is already at the door, cleverly disguised as an engineer.

Jeremy Rifkin (1945-), an American economic and social theorist, writer, public speaker, political advisor, and activist

GATTACA

by Daniel Allott

0) A In a scene from the science fiction film *Gattaca**, a genetic ~~councillor~~ counsellor speaks with a young couple about the child they'd like to have. The couple's first child, Vincent, was diagnosed immediately after birth with several **00) ~~inabilities~~ disabilities** including a heart defect **32 a)** [/'di:fekt/] **b)** [/dɪ'fekt/] that puts his life **000) expectancy ECCTEANXPY** (*the number of years that a person is likely to live*) at just 30.2 years. So the couple decide to genetically engineer their second child. The geneticist explains that after screening hundreds of embryos, they are left with two healthy boy embryos and two healthy girl embryos. 'All that remains is to select the most **29** _____ **CIEMPOTBAL** (*able to be used together, live, or work successfully with smth or smone else*) candidate,' he tells them.

B They decide they want another boy, a playmate for Vincent. Reading a report, the geneticist says, 'You have specified hazel eyes, dark hair and fair skin.' He then goes on to explain that he has already got rid of genes which might cause problems, things **34)** such as premature boldness, short-sightedness, deafness, aggression or obesity. The mother interrupts: 'We didn't want ... I mean, diseases, yes, but...'

35) Her husband says, 'Right, we were just wandering if it's good just to leave a few things to chance.'

The geneticist smiles and says, 'You want to give your child the best possible start. Believe me, we have enough imperfection built in already. Your child doesn't need any additional burdens. Keep in mind this child is still you, only the best of you.'

C The couple agree, and their second son, Anton, is the near genetically perfect son they had hoped for. In the past people used to leave things to chance, but in *Gattaca*'s world few parents want to risk producing children who become members of an underclass called 'invalids'. Anton's older brother, Vincent, wants to become an astronaut but because of his genetic profile he is labelled as an **33** 'invalid' **a)** [/ɪn'vælɪd/] **b)** [/'ɪnvəlɪd/] and can only work as a cleaner. As a result, there is a lot of pressure on parents to genetically engineer their children.

36) D Set in the ‘not too distant future,’ the film, which starred Ethan Hawke, Uma Thurman, and Jude Law, was released on October 24, 1997. Today advances in reproductive and genetic medicine might well lead to the type of society *Gattaca* warned against, a society where a drop of blood decides where you can work, who you should marry and what you can achieve. In 2003 the Human Genome Project **37)** increased our understanding of the genetic routes of human traits. Currently, thanks to genetic screening, couples can learn a great deal about their children before they are born. Experts predict that we will be able to screen embryos for eye and hair colour within a few years. Within a decade it may also be possible to predict behavioural conditions such as depression and addiction.

E Some people believe this new technology is changing parents’ attitudes toward **38)** their children. ‘The attitude of parents may shift from preconditional acceptance to critical **30** _____ **SUNITCRY** (*careful and complete examination* **SYNONYM** *inspection*),’ warned the Council on Bioethics in 2003. ‘The **39)** very first act of parenting now becomes not the irreserved welcoming of an arriving child, but the judging of his or her fitness, while still an embryo, to become their child.’ Arthur Caplan, head of the Division of Bioethics at New York University, believes that American culture encourages this desire for genetic perfection: ‘There’s going to be demand in a society oriented toward doing well, toward perfection, toward the value of the best you can be, even a society that says, ‘I want a better life for my child than I had for myself.’ So somebody’s going to say ‘Why won’t I test my kids, to give them a better life than I had?’

F Given all these changes, how long will it be before mothers feel they have to modify the genes of their ‘imperfect’ babies? How long until those who do not get tested will be regarded as immoral? At some point the government might come along and say ‘It’s so expensive to have disability, here’s our policy: You can’t have a baby unless you have genetic testing.’

40) G Genetic engineering rises many questions, and most of us are troubled by the idea of ‘playing God’. Many people believe that children are gifts which should be appreciated as they come to us, not **31** _____ **CIMMIDOOTES** (*(formal) things that are useful or have a useful quality*) to be manufactured. Genetic engineering fails to appreciate the value of human difference, and that is an important part of what it means to be human.

*The 1997 film *Gattaca* was not a huge box office success, but it received positive reviews from critics and has since become a cult science fiction film. The letters in the film’s title (G, A, T and C) are the initial letters of the four bases of DNA that make up our genetic code: *guanine*, *adenine*, *thymine* and *cytosine*.

Transfer the answers to the answer sheet.

USE OF ENGLISH 9-11

Time: 60 minutes

Maximum points – 40

Task 1

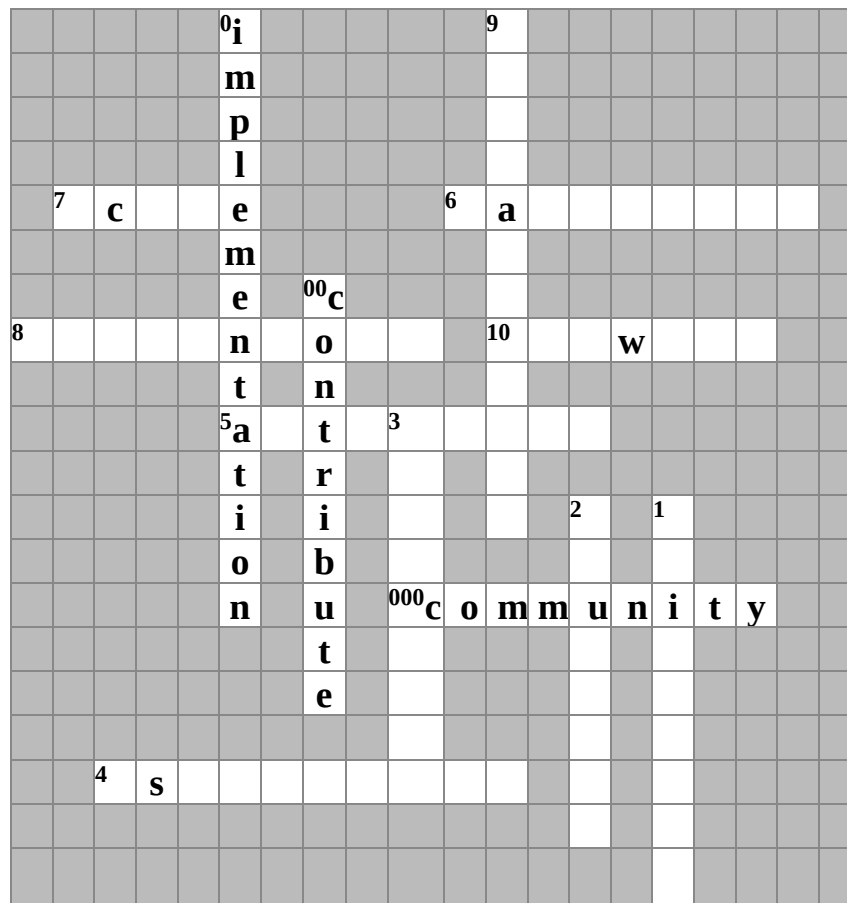
In **2024**, the Russian **Academy of Sciences** will celebrate its **300th anniversary**. This commemorative date is significant not only for the scientific community, but for the entire country due to the Academy's role as the country's main scientific institution. Read the text about the **Russian Academy of Sciences** and for items **1-10** complete it by doing the **crossword**. Some words and letters are provided.

Academy of Sciences

Academy of Sciences, in full **Russian Academy of Sciences** (RAS), highest scientific society and **1)** *(most important; main)* coordinating body for research in natural and social sciences, technology, and production in Russia. The organization was established in St. Petersburg, Russia, on February 8 (January 28, Old Style), 1724, by Peter I the Great, and was opened in 1725 by his widow, Catherine I, as the Academy of Sciences and Arts. Since 1999 the date of the academy's **2)** *(starting a new institution or organization; establishment)*, February 8, has been observed as a national day of science.

The Academy sees its major goals in the organization and **0)** *(the act of making smth that has been officially decided start to happen or be used)* of basic and applied scientific research into problems of natural, technical, human and social sciences with the **3)** *(smth that you are trying to achieve; goal)* of obtaining new knowledge about the laws of natural, social and human development to **00)** *(increase, improve or add to smth)* to the technological, economic, social and cultural development of Russia. The functions of RAS include expert **4)** *(the act of judging or forming an opinion about smb/smth)* of domestic and global basic and applied research, as well as the development of a research roadmap for different fields of Russian science.

RAS enjoys great **5)** *(the power to influence people because they respect your knowledge or official position)*, both in the world scientific **000)** *(a group of people who share the job, etc.)* and at all levels nationwide. The Academy **6)** *(makes smth continue at the same level, standard, etc.)* relations with scientific societies and associations some of which date back to the 19th century. These include the Russian Geographical Society, the Russian Physiological Society named after I.P. Pavlov, the Russian Philosophical Society, the Vavilov Society of Geneticists and Breeders and a **7)** *(a set or group of 20 or approximately 20)* of other similar organizations. The societies carry out **8)** *(very great; huge and remarkable)* work on coordinating scientific research, attracting scientists and practical researchers to the solution of pure and applied problems. Much effort is made by scientific societies and associations to promote and **9)** *(spread ideas or statements that are used in order to influence people and gain support)* knowledge about the latest developments in science and technology. Like the Academy itself, these organizations have branches across Russia's regions as well as a wide **10)** *(a closely connected group of people, companies, etc. that exchange information, etc.)* of international connections.



Task 2

Words have meaning and names have power. (Author Unknown)

Surnames into words

(based on D. Crystal's *The Story of English in 100 Words*)

Names and surnames are important in word-making. Science, in particular, recognises achievements in this way. Many terms in anatomy, physiology and medicine reflect their discoverers, such as the *Eustachian tube* between throat and ear (named after Bartolomeo Eustachio (died 1574), the Italian anatomist who identified and described it). When diseases are person-named, they are usually shortened. So *Parkinson's disease* (named after James Parkinson (1755-1824), English surgeon) becomes *Parkinson's* and *Alzheimer's disease* (named after Alois Alzheimer (1864-1915), the German neurologist who first identified it) becomes *Alzheimer's* (it is also identified by an initial letter: *the big A*).

There are some **units of measurement, physical quantities, or specific terms** widely used in scientific and engineering contexts that **coincide with** the names of **scientists**. The nouns refer to the scientists who made pioneering contributions to the fields of physics and engineering, and their names are used to honour their work and legacy. For the definitions in **11-15** choose the appropriate **words** from the list of fundamental **physical units and constants (a-k)** and match them with the **scientists** after whom they are named (**A-K**).

0 a unit for measuring electrical power **I** **L**

11 a unit for measuring radioactivity

12 a unit of energy

13 a unit of force in the International System of Units (SI), equal to the force that moves a mass of one kilogram one metre in one second

14 a unit for measuring the frequency of sound waves, equivalent to one cycle per second

15 a unit for measuring temperature, equal in size to one degree Celsius, but the scale of temperature starts at absolute zero and water freezes at 273.15

physical units / constants	named after
a) amp (<i>also ampere</i> (abbr. A))	A Alessandro Volta (1745-1827), the Italian physicist, credited with inventing the first electric battery, known as the voltaic pile. His work laid the foundation for modern electrical science
b) Celsius (<i>also centigrade</i>) (abbr. C)	B Heinrich Hertz (1857-94), the German physicist and pioneer of radio communication, who conducted pioneering experiments in electromagnetic waves, confirming the existence of radio waves and contributing significantly to the development of wireless communication
c) curie (abbr. Ci)	
d) Fahrenheit (abbr. F)	C André-Marie Ampère (1775-1836), the French physicist and mathematician known for his work in electromagnetism. He formulated Ampère's circuital law, which describes the relationship between electric current and magnetic fields
e) hertz (abbr. Hz)	D Georg Simon Ohm (1789-1854), the German physicist and mathematician, who formulated Ohm's law, which relates the voltage, current, and resistance in electrical circuits. His work was fundamental to the development of electrical theory
f) joule (abbr. J)	
g) kelvin (abbr. K)	E Blaise Pascal (1623-62), the French mathematician, physicist and religious philosopher, who made significant contributions to the fields of mathematics and physics, including work on pressure and fluid mechanics
h) newton (abbr. N)	F Anders Celsius (1701-1744), the Swedish astronomer and physicist who invented the temperature scale, originally known as the centigrade scale
i) ohm (symbol: Ω)	G Gabriel Daniel Fahrenheit (1686-1736), the German physicist and engineer, who invented the mercury-in-glass thermometer and developed the Fahrenheit temperature scale
j) pascal (abbr. Pa)	H Marie Curie (1867-1934), the Polish-born French physicist and chemist, pioneer of radioactivity, who conducted groundbreaking research and discovered the elements polonium and radium
k) volt (abbr. V)	
l) watt (abbr. W)	

	I Sir Isaac Newton (1642-1727), the English mathematician and physicist, known for discovering Newton's Laws, which explained the relationships between force, mass and movement. Many people know the story that he discovered the idea of gravity (= the force that attracts things towards the centre of the planet) when he saw an apple fall from a tree in his garden. He also discovered differential calculus, a branch of mathematics, at the same time as Leibniz discovered it in Germany, and made important discoveries about the nature of light and colour. He was made a knight in 1705. J Lord Kelvin (also known as William Thomson) (1824-1907), the British Scottish-Irish physicist and natural philosopher, who made important contributions to thermodynamics and the study of heat and proposed the Kelvin temperature scale K James Joule (1818 -1889), the English physicist who conducted experiments that established the law of conservation of energy. His work contributed to the development of the first law of thermodynamics L James Watt (1736-1819), the Scottish engineer and inventor, whose work played an important part in the development of the steam engine. His designs for engines improved on those in existence at the time because they used much less fuel. Watt's engines were the first to be suitable for use in factories and were therefore one of the major advances in industry that led to the Industrial Revolution
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Task 3

Russian science and technology have evolved significantly, with contributions in areas like space exploration, mathematics, nuclear technology, and more. **The Nobel Prizes** are widely regarded as the most prestigious awards given for intellectual achievement in the world. For items **16-19** match the Soviet and Russian **Nobel laureates (A-L)** with the **fields of science** they represent (the **number** of prizes for each category is **stated**; some **examples** are given). (Please note that there are many more noteworthy figures in Russian science throughout history.)

From our ancestors come our names, but from our virtues our honors. (Proverb)

Soviet and Russian Nobel laureates

Science	16 physiology/medicine (2)	17 chemistry (2)	18 physics (7)	19 economics (1)
Scientists		<i>B</i>	<i>A D E K</i>	

A Konstantin Novoselov (Russia/U.K.) (2010) **B** Alexei Ekimov (Russia/U.S.) (2023)
C Leonid Kantorovich (1975) **D** Pavel Cherenkov, Ilya Frank, Igor Tamm (1958)
E Nikolay Basov, Aleksandr Prokhorov (1964) **F** Nikolay Semyonov (1956)
G Ivan Pavlov (1904) **H** Zhores Alferov (2000) **I** Pyotr Kapitsa (1978)
J Ilya Mechnikov (1908) **K** Vitaly Ginzburg (2003) **L** Lev Landau (1962)

Task 4

An “**anagram**” is a word or phrase that is made by arranging the letters of another word or phrase in a different order. For items **20-23 complete** the sentences with the missing ‘**Education words**’ by **unscrambling the anagrams** contained in the sentences. Some **clues** are provided.

E.g. 0 He refused to _____ in the room which was dark and dusty. (**dusty**) **study**

20 I painted a rat in my _____ class.

21 Listening to tapes, the children were offered to cut and _____ paper hats (*to make something by sticking pieces of paper together*).

22 The school rucksack is too heavy to lift – our high school _____ will have to drag it. ((*AmE*) a person who has completed their school studies)

23 He was a coarse-grained ((*figurative*) lacking manners, education, etc.) farmer who could hardly appreciate _____ poetry.

Task 5

Confusables refer to words which are easily confused because they are very similar, although they have **different spelling and meaning**. For items **24-27 complete** each ‘**education**’ sentence with two appropriate **confusable words**.

E.g. 0 She received several _____ on her excellent English and the correct use of _____ ((*grammar*) a word or phrase, especially an adjective or a noun, that is used after linking verbs such as *be* and *become*, and describes the subject of the verb). **compliments complements**

24 I had to _____ the sums on the board, and I got about half the answers _____.

25 The main _____ of the lecture is that I realise now how television can _____ children’s behaviour.

26 Do you think he has a _____ for languages or that was just a sudden _____ of passion for English?

27 An hour later, I had to _____ that I knew all the answers on the test, _____ the last one.

Task 6

There is **one spelling** and **one grammar mistake** in each of the **Education quotes** below. For items **28-30** write the corrections **in the order** they should appear in the sentence.

E.g. 0 Spending money on higher education is like spending it on defense. You suspect half of it is **waisted**, but you cannot tell **what** half. Simon Jenkins (1943-), a British author, a newspaper columnist and editor **wasted** **which**

28 The great thing, then, in all education, is to make our nervous system our ally instead our enemy. **William James** (1842-1910), an American philosopher, psychologist, educator _____

29 Bachelor's degrees make pretty good placemates if you get 'em laminate. **Jeph Jacques** (1980-), an American cartoonist, musician, illustrator, writer _____

30 Human history becomes more and more a race among education and catastrophe. **H. G. Wells** (1866-1946), an English writer _____

Task 7

The Commonwealth of Independent States (CIS) declared **2024 the Year of the Volunteer Movement**. This implies all the most positive things that volunteers can accomplish for people and residents of CIS countries. For items **31-35 match the realia** denoting the names of the **Russian, British and American charities (31-35)** with their **descriptions (A-I)**. You have **more** descriptions than necessary. *E.g. 0 J*

Charity is a virtue of the heart, and not of the hands.

Joseph Addison (1672-1719), an English essayist, poet, playwright, and politician

Charities	Descriptions
0 Charity Nochlezhka 31 the ASPCA 32 Comic Relief 33 Podari Zhizn 34 Goodwill Industries (also Goodwill) 35 Oxfam	A a Russian charity that provides help for children with special needs. The organization's mission is to help build an inclusive society that is open to people with disabilities and special needs, through encouraging play and creation of free support services for affected families. It was founded in 2004 by model and actress Natalia Vodianova in response to the trauma she witnessed among children who had survived the 2004 Beslan School siege. B one of Britain's largest and best-known charities that helps people in poor countries. It was set up in 1942 to send food to people in Greece. It now works mainly in developing countries, sending help when there is an emergency, and working with governments on projects to help poor people. The charity runs shops in most British towns and cities, where new and second-hand clothes, books, etc. are sold to raise money for the charity. C a US non-profit organization, begun in 1902 by Edgar Helms. It provides training and employment for people who find it hard to get work, for example because they have a disability or medical condition or because they have committed crimes in the past. It collects money by asking people to give clothing and household items which are then sold in special stores.

	D a British charity established in 1966 to help people who have nowhere to live, either by finding homes for them or by providing places in cities where they can sleep at night. It also acts as a pressure group to try to influence the government to do more to help people without homes. E a US charity that works to protect animals and to prevent them being treated in a cruel way. It also runs centres where people can adopt animals that have no owner, and provides veterinary services and advice on pet care. The charity began in 1866 and is the oldest organization of this type in America. Its main offices are in New York. F a Russian non-governmental charitable organization founded in 2006. The main goal of the foundation is treatment, support and rehabilitation of children and young adults with oncological, hematological and other life-threatening conditions in Russia and CIS. G a British charity organization that was started in 1985 by a group of comedy actors to raise money for poor people and people with special disadvantages. Once every two years there are comedy programmes on television in which the actors and presenters ask people to send money for various charities. On the same day people do silly or funny things to raise money. H a British charity that provides help, services and accommodation for people with learning difficulties and leads campaigns to defend their rights. It was originally established in 1946 and got its present name in 1969. I a British charity that has worked to prevent all kinds of cruel treatment of children since 1884. It operates a 24-hour national phone helpline and online service to give help and advice to children and parents, as well as anyone worried about the safety of a child. It works closely with social workers, doctors and police officers. J a Russian NGO helping homeless people. It works in Saint Petersburg and Moscow. It started in 1993 publishing newspaper <i>Put Dmoi</i> (originally <i>Na Dne</i>) sold by homeless.
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Task 8

The UN has designated **2024** as the International **Year of Camelids** (camels, llamas, alpacas, vicuñas and guanacos). The Year is meant to raise the public's awareness of the significant role of camelids in protecting ecosystems, conserving biodiversity, assuring food security and adapting to climate change. For items **36-40** use the **clues** below to get **words or word combinations** containing **camel** or **hump**.

0) C a m e l f o r d

a town and civil parish in north Cornwall, England, United Kingdom, situated in the River Camel valley northwest of Bodmin Moor

36)

exclamation, the way of writing the sound that people use to show they do not believe smth or do not approve of it

37)

in legends about ancient Britain, the wonderful and magic place of King Arthur, and the Knights of the Round Table. Some people believe it was in what is now Winchester; others think it was in Somerset, Cornwall or Caerleon in south-east Wales; a name used to refer to the White House when John F. Kennedy was president.

38)

*a large egg-shaped character in a popular nursery rhyme and in **Through the Looking Glass** by Lewis Carroll who has a strange and clever conversation with Alice*

39)

*(especially BrE) (also BrE, informal **sleeping policeman**) a raised area across a road that is put there to make traffic go slower*

40)

(also spelt with additional e)

*an obsolete word for **giraffe**, a portmanteau word (invented by combining the beginning of one word and the end of another and keeping the meaning of each, coined, in this sense, by Lewis Carroll in **Through the Looking Glass**) of 'camel' and 'large cat' with yellow-brown fur and black spots, from an ancient belief of early outsiders who visited Africa (the ancient Greeks and Arabs) that it was a hybrid of the two! By the 16th century, it featured in English heraldry, and from the 17th century it was illustrated in woodcuts. The word is used in the original title of one chapter of M. Twain's **The Adventures of Huckleberry Finn**, possibly inspired by Edgar Allan Poe's **Four Beasts in One**, which also uses the word.*

Transfer your answers to the answer sheet!

WRITING 9-11

Time: 45 minutes

Maximum points - 20

Your teacher has recently used the quotation “*It has been claimed that genetic engineering is like nuclear science, as both confer a power on humans for which they are psychologically and morally unprepared*” by Darrel R. J. Macer, a specialist in Bioethics, to start a class discussion on the **ethics of genetic engineering**.

In the 21st century, significant progress in the development of gene-editing tools brought new urgency to long-standing discussions about the ethical and social implications surrounding the genetic engineering of humans and raised significant ethical concerns, particularly regarding its potential use to alter traits such as intelligence and beauty. The 1997 film *Gattaca* presents a negative vision of a world in which there are clear distinctions between ‘valid’ genetically-engineered people and ‘invalid’ non-genetically-engineered people. This vision is often referred to by those who oppose genetic engineering.

Can you name any practical applications for genetic engineering?

What do you think are the main advantages and disadvantages of human genetic engineering?

Do you think it’s wrong for doctors and scientists to create ‘designer babies’ by manipulating their genes? Why? / Why not?

Do you think parents should have a right to ‘play God’ and genetically engineer their children? Why might parents want to engineer the genes of their future children?

Do you think there will be laws forcing people to have genetically engineered children in the future? Why / Why not?

Would you genetically engineer a child if this gave them a better chance in life?

If you could modify your genes and change your character, which things would you change? How would your life be different because of the changes made?

Following the discussion, you were offered to participate in a **competition** in which students have to express their views on **the subject of genetic engineering**.

Respond to the points raised and **express your own views**, with reference to the **existing advances in technology** and **your predictions about future developments**.

Cover the following points:

- how you understand the concept of ‘genetic engineering’ and what its main purposes should be;
- to illustrate your reasons, provide examples from the existing technological developments and your expectations about the future, using your background knowledge, as well as personal examples;
- use original ideas about the topic and give reasons for your opinion; emphasize the controversy of genetic engineering.

Write your **competition entry** covering the points above on the **answer sheet** in about **180 – 200 words**, including **your own title**. **DO NOT quote from the input**.

Don’t forget to check and transfer your answers to the answer sheet.