

LISTENING 7-8

Time: 25 minutes

Maximum points – 22

President Vladimir Putin declared 2024 **the Year of the Family** in the Russian Federation. The primary aim of this decision is to promote state policies related to **family protection** and the **preservation of traditional family values**.

Listen to a text about **a couple from different cultural backgrounds** do the following tasks. You will hear the text **twice**. Now you have some time to read the tasks.

For questions **1-7** decide if the statements are true (**T**) or false (**F**).

1 The Paz family has been living in their current house for more than a decade.

2 Their eldest child is still at school.

3 Neither Gerry nor Michele was born in the USA.

4 Gerry is older than Michele.

5 Gerry looks forward to the end of the working day because he wants to spend time with his family.

6 The major challenge the family face is helping their oldest child, who suffers from autism

7 The Paz family does not participate in any activities that help others.

**autism a condition affecting brain development that can be severe or mild. People with autism can find it difficult to communicate and form relationships, and may show repeated or limited patterns of thought and behaviour.*

For items **8-22** do the tasks about the **words, expressions or grammar structures** from the audiotext.

For items **8-12** **join** the words in list **A** to the words in list **B**. Then **complete the text summary**. You have **more** words in the lists than necessary. Study the examples first.

A	B
play back for close open import export grand great her his fund re near far	standing manager ward wards grounds ant wasp up minded knit sewn son children babies age year it this raising rising search by away

Gerry and Michele, the parents of one daughter and three sons, come from diverse cultural **8)** The family is *e.g. 0)* ... **close-knit** (*close+knit*), with Gerry's parents, Victor and Lola, living **9)** and playing an **10)** role in the family's life. Lola and Victor teach their **11)** about their Peruvian cultural identity. Michele is grateful for her in-laws' involvement in their lives, and is eager to learn about her Filipino *e.g. 00)* ... **heritage** (*her+it+age*) to pass it on to her children. The family enjoys being together and cherishes their time spent as a unit. They actively support Gerald, who has autism, by providing special help and participating in autism **12)** *e.g. 000)* ... **fundraising** (*fund+raising*) events like the Northern New Jersey autism walk.

Check statements **13-15** for **mistakes**, and write the correct word which is needed in each sentence instead of the wrong one.

E.g. The family help ~~rise~~ money for research into autism. **raise**

13 Michele was adapted when she was only 6 days old.

14 Michelle's mother-in-law is an amazing Peruvian food cooker.

15 Lola cooks different kinds of Peruvian dishes and a lot of the staff is delicious.

For items **16-18** solve the **puzzles** and write the complete words.

16 Unscramble the letters to get *a small animal with short ears and no tail, often kept as a pet; or a person used in medical or other experiments* IGUANE GIP

17 To complete the informal phrase which means *to tell somebody something that is not true, especially as a joke* think of a child: *I was only _ _ _ ding.*

18 To complete the sentence 'The idiom *go / walk down the aisle* means *to get _ _ _ ried*' think of the abbreviation for the 3rd month of the year.

The students, future teachers, prepared the sentences **below (19-21)** to illustrate some **grammar and vocabulary points** based on the text script, but made **some 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 (✗).

E.g. The sentence *The Paz family live in Mahwah* is grammatically correct, although the word '*family*' is used in the singular. ✓

19 In *BrE* you can use *elder* and *older*, *eldest* or *oldest* to speak about people, especially members of the same family; but you cannot say '*elder than*': *my elder / older sister; the elder / older of the two children; I'm the eldest / oldest in the family.*

20 We use *the* with the names of countries, e.g. *the Philippines, the United States (the USA), the Russia, the UK.*

21 The structures *see smb do* and *see smb doing* are used interchangeably: *E.g. I saw her fall / falling on some broken glass.*

22 From the list given below, which phrasal verbs are used in the audiotext with the meaning "*to give or teach something to your children or people younger than you, who will then give or teach it to those who live after them, and so on*"?

a) come (over) from b) grow up c) give up d) pass smth on (to smb / onto smb)
e) look after f) pass smth down to smb g) walk away h) go back to i) come back
j) hang out k) walk in

Transfer the answers to the answer sheet.

READING 7-8

Time: 30 minutes

Maximum points – 18

Read the article below. There're some incomplete **adjectives** in the text. Sort them out by **unscrambling the missing part** (the **clues** are provided in the text; some examples are given), and write them down in the necessary places in the table. Then **match** each group of adjectives (**1-4**) with each **position** in the family (**A-D**). (Write the letter next to the number and then the unscrambled adjectives next to them on the answer sheet.)

A the only child **B** the oldest child **C** the middle child **D** the youngest child

Personality	Position in the family
1 ch _ _ _ ing, re b e l l ious, dis _ _ _ _ _ ized, im _ _ _ ure, o u t going	
2 responsible, am _ _ _ ious, anxious, sensible, i n s e c u r e	
3 sel _ _ _ _ , organized, self- _ _ _ _ fident, _ _ de _ _ _ _ dent, sp o i l t, im p a t ient	
4 sensitive, rel _ _ _ d, _ _ am _ _ _ ious, sym _ _ _ _ etic, sociable	

Read the article again and for gaps **5-10** complete it with **reasons (a-p)**. You have **more** options than necessary.

- a they grew up ignoring the needs of their siblings
- b they grew up between older and younger brothers and sisters
- c it's easier for them to break the rules – by the time they were born, their parents were more relaxed about discipline
- d their parents punish them more often than other children
- e their parents took them to special classes when the second child arrived
- ~~f their parents were more relaxed themselves by the time the second child arrived~~
- g they always give their siblings everything they were presented with
- ~~h they are given everything they ask for~~
- i they have always been the baby of the family
- j other siblings can always rely on them
- k they spend a lot of time with children from other families
- l they spend a lot of time with adults
- m they've never had to sort out problems with other brothers and sisters
- n their parents haven't taught them to sort out problems
- o when the second child was born, they lost some of their parents' attention, and maybe they felt rejected
- p when the second child was born, their parents felt more anxious

There're some **misspelt words** in the text that **do not make sense** (the lines are marked 11-15). Find the misspelt words, **write them down** with the **correct words** next to them. You have **some examples** of similar corrections in the text.

E.g. ~~god~~ good ~~luck~~ lack

11

12

13

14

15

Apart from reasons, there are some other **functions** which different **conjunctions, adverbs and linking words** perform in the text and the optional sentence parts. **Complete** the table by sorting out the words and phrases below into the correct **category** (16-18). You have **more** linkers than necessary. Some columns are already complete.

nowadays, that is, possibly, so, also, on the negative side, when, maybe, because, than, probably, by the time, who, what, for the same reason, and, or, in general, on the other hand, this is the way, both ... and, as, especially

Making predictions / Expressing likelihood / Making an opinion sound less definite	Adding more points / Giving alternatives	Talking about time	Making contrasts	Emphasizing a point
16,,	both ... and, also, and, or	nowadays, when, by the time	on the other hand, on the negative side	17
Clarifying / Rephrasing or being more exact about something	Summarizing / Concluding	Giving reasons / Expressing cause	Making comparisons	Making general statements
18	so	because, for the same reason, as	than	in general

How birth order influences your personality

11) Nowadays, it is an excepted fact that our position in the family – that is, whether we're an oldest child, a middle child, a youngest child, or an only child – is possibly the strongest influence there is on our character and personality. So what influence does it have?

The oldest child

__ __ __ __ born (*happening or coming before all other similar things or people*)

F i r s tborn children often have to look after their younger brothers and sisters, so they're usually sensible and responsible as adults. They also tend to be am __ __ __ ious (*a small amount or piece of something*) and they make god-~~good~~ leaders. On the negative side, oldest children can be __ __ se __ __ __ __ (*prefix+a medicine or medical treatment*) **i n s e c u r e** and anxious. This is because (5)

The middle child

Middle children are more rel _ _ _ d (*a tool with a wooden handle and a heavy metal blade, used for cutting up wood, cutting down trees, etc.*) than the oldest children, probably because **e.g. f _**. They're usually very sociable – the kind of people who get on with everybody. They are also usually sensitive to what other **12)** people need, because **(6)** For the same reason, they're often quiet good at sorting out arguments, and they're always sym _ _ _ _ etic (*a way or track that is built or is made by the action of people walking*) to the ones on the **13)** losing side, or in general, to people who are having problems. On the other hand, middle children can sometimes be _ _ am _ _ _ ious (*prefix + a small amount or piece of something*), and they can ~~luck~~ lack direction in life.

The youngest child

Youngest children are often very _ _ _ going (*prefix meaning 'away from'*) o u t going and ch _ _ _ ing (*a body part*). This is the way they try to get the attention of both their parents and their older brothers and sisters. They are often more re _ _ _ _ ious (*a hollow metal object, often like a cup in shape, that makes a ringing sound when hit by a small piece of metal inside it*) re b e l lious, and this is probably because **(7)** They can also be im _ _ _ ure (*a small piece of thick carpet or strong material that is used to cover part of a floor*) and dis _ _ _ _ _ ized (*a part of the body that has a particular purpose, such as the heart or the brain; part of a plant with a particular purpose*), and they often **14)** depend too much on other people, because **(8)**

The only child

Only children usually do very well at school, because they have a lot of contact with adults. They get a lot of love and attention from their parents, so they're _ _ de _ _ _ dent (*a prefix + an instrument made of plastic or metal used for writing with ink*), as they spend so much time by themselves. And because **(9)** ..., they're often very organized. Only children can sometimes be sp _ _ _ t (*a thick liquid that is found in rock underground*) s p o i l t, because **e.g. ... h _** by their parents. They can also be quite sel _ _ _ _ (*a creature that lives in water, breathes through gills, and uses fins and a tail for swimming*) and get im _ _ _ ient (*a gentle friendly touch* **15)** *with your open hand*), im p a t ient especially when things go wrongly. This is because **(10)**

Transfer the answers to the answer sheet.

USE OF ENGLISH 7-8

Time: 50 minutes

Maximum points – 40

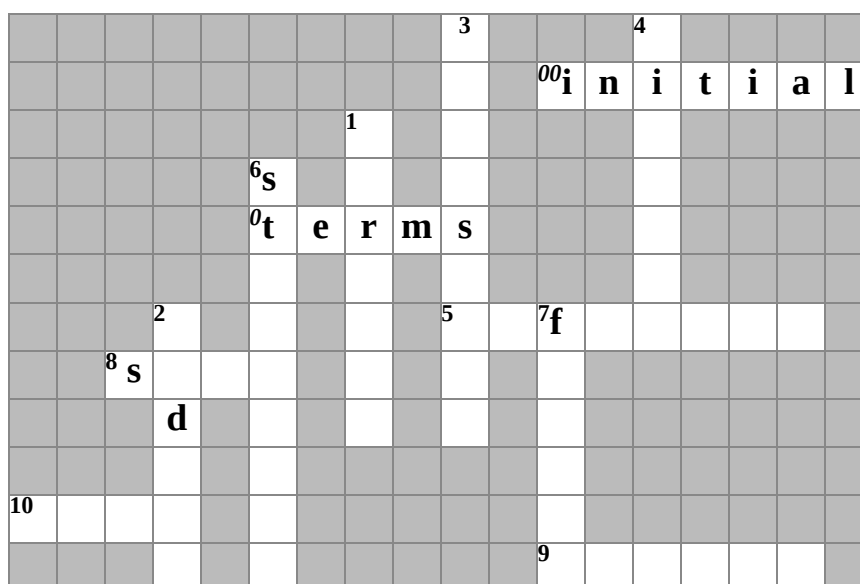
Task 1

Read the text about **British and American names** and for items 1-10 complete it by doing the **crossword**. Some words and letters are provided.

Names

Apart from their **1)** *(a name shared by all the members of a family (written last in English names))* or last name, most British and American children are given two personal names by their parents, a first name and a **2)** *(in a position between the beginning and the end of smth) name*. These names are sometimes called **3)** *(based on or believing the teachings of Jesus Christ) names* or given names. Some people have only one given name, a few have three or more. Friends and members of a family who are of **4)** *(like smb/smith but not exactly the same) age* usually call one another by their first names. Young people often call their aunts and uncles and sometimes even their parents by their first names. Outside the family, the expression *be on first name* **0)** *(ways of expressing yourself or of saying smth)* **terms** suggests that the people concerned have a friendly, **5)** *(relaxed and friendly; not following strict rules of how to behave or do smth) relationship*, although it is also very common for **6)** *(people you do not know)* to call each other by their first names.

When writing their name Americans commonly give their first name and their middle **00)** *(the first letter of a person's first name or middle name)* **initial**, for example George M Cohan. Both given names are used in full only on **7)** *(very correct and suitable for official or important occasions)* occasions, for example when people get married. In Britain many people **8)** *(write your name on a document, letter, etc. to show that you have written it, that you agree with what it says, or that it is real)* their name on forms etc. using the initials of both their given names and their surname, for example, J E Brooks, but may write Joanna Brooks at the end of a **9)** *(a written, typed or printed message that is put in an envelope or attached to an email and sent to smb)*. The **10)** *(complete; with nothing missing)* name (= all names one has) is usually only required on official forms.



Task 2

A **dynasty** is a series of leaders of a country who all belong to the **same family**; and a period of years during which members of a particular family rule a country. For items **11-17** look at the **timeline** of Russian and **British dynasties**. **Complete** the table by choosing the appropriate **dynasty (A-G)** for each **description (11-17)**. Some clues in the descriptions were left out. Several examples are provided.

A) House of Windsor B) Romanov Dynasty C) House of Hanover
D) Rurik Dynasty E) House of Tudor F) House of Stuart G) House of Normandy
H) House of Saxe-Coburg-Gotha I) Plantagenet: House of Lancaster
J) Plantagenet: House of York K) House of Plantagenet

Time period and brief description	Dynasty or House
11 (862–1598) the ruling dynasty of Kievan Rus, a medieval East Slavic state, and, later, Muscovy from the 9th to the 16th century. Founded by a Varangian prince, who had been invited by the people of Novgorod (c. 862); the dynasty ruled over a vast territory that included present-day Russia, Ukraine, Belarus, and parts of Poland and Lithuania. The Dynasty played a significant role in the development of Eastern Orthodox Christianity, the establishment of the Grand Duchy of Moscow, and the eventual formation of the Russian Empire. Notable rulers of the dynasty include Vladimir the Great, who introduced Christianity to Kievan Rus, and Ivan III, who united the warring principalities and laid the foundation for the Russian state.	
12 (1066–1154) the English royal dynasty founded by William I the Conqueror (reigned 1066–87), who defeated the English King Harold II at the Battle of Hasting and conquered England in 1066, a process known as the Conquest. During this period, feudalism was introduced, a strong centralized government was established, and French became the language of government, and this caused many new words to be added to the existing English language.	
0 (1154–1399) the royal house of England, whose line descended from the union between Geoffrey, count of Anjou in France (died 1151), and the empress Matilda, daughter of the English king Henry I. The Anjou family symbol was the plant broom, a bush with small yellow flowers. During this period, England expanded its territories in France, and the Magna Carta was signed. Notable monarchs of this dynasty include Henry II, who established a strong monarchy, and Edward I, who conquered Wales and established English dominance over Scotland. (1399–1461) a cadet branch of the house of Plantagenet, descended from John of Gaunt, Duke of During the rule of Henry VI, the Wars of the Roses began between the Lancastrians and the Yorkist, which resulted in the creation of a new royal house. Defeated by the house of, the royal house passed on its claims to the Tudor dynasty. (1461–1485) a younger branch of the house of Plantagenet dynasty, descended from Edward III's fifth son, Edmund of Langley (1341-1402), 1st duke of In the 15th century, they took the throne from the house of The Wars of the Roses between the two houses continued until Richard III's death at the Battle of Bosworth Field in 1453. The marriage of Henry VII, the first Tudor king, to the daughter of Edward IV, merged the house of with the house of Tudor.	K - I - J

13 (1485–1603) the English royal dynasty of Welsh origin, which gave five sovereigns to England: three kings and two queens. During this period, England broke away from the Catholic Church, and the Church of England was established. Notable monarchs of this dynasty include Henry VIII (with his six wives) and Elizabeth I, who defeated the Spanish Armada.	
14 (1603–1649) (1660–1714) the name of the royal family that ruled Scotland from 1371 and England & Scotland from 1603. When Elizabeth I of England died without any children in 1603, her relative James VI of Scotland became also James I of England. Their reign was interrupted in 1649 by the establishment of the Commonwealth (1649-60) but was restored in 1660 and continued until 1714. Notable monarchs of this dynasty include James I, who unified the crowns of England and Scotland, and Charles I, who faced the English Civil War.	
15 (1613–1917) the ruling house of Russia from 1613 until the Russian Revolution of February 1917. After Fyodor I died in 1598, Russia endured 15 chaotic years known as the Time of Troubles (1598–1613), which ended when a zemsky sobor (“assembly of the land”) elected Michael as the new tsar. Thus the dynasty was established. Over the next three centuries, 18 tsars took the Russian throne, including notable rulers such as Peter the Great, Catherine the Great, Alexander I, and Nicholas II. The Dynasty came to an end with the execution of Nicholas II and his family in 1918 during the Russian Revolution.	
16 (1714–1901) the British royal house of German origin, descended from George Louis, the leader of the German state of, who succeeded to the British crown, as George I, in 1714. George became the king because there was no heir to Queen Anne, and the leaders of were related to King James I through his granddaughter Sophia. During this period, England established its dominance in India, and the British Empire was established. Notable monarchs of this dynasty include George I, who established the dynasty, and Victoria, who established the British Empire.	
00 (1901–1917) the name of the British royal family from the beginning of the rule of King Edward VIII in 1901. The name originally belonged to Victoria’s German-born husband, Albert, prince consort of Great Britain and Ireland, Edward VII’s father. During World War I public feeling against Germany caused King George V to declare by royal proclamation (July 17, 1917) that all descendants of Queen Victoria in the male line who were also British subjects would adopt the surname	H
17 (1917–present) the name of the ruling British royal family since 1917, when the name was officially changed from During this period, England faced World War I and World War II, and the modern British monarchy was established. Notable monarchs of this dynasty include George V, who changed the royal surname to, and Elizabeth II, who reigned for 70 years.	

Task 3

For questions **18-23** complete the following **idioms** with the ‘**family words**’ in the appropriate form. The **definitions** of the idioms are provided.

E.g. Press here and Bob’s your! ((*British English, informal*) used to say how easy and quick it is to do a particular task) It’s disappeared. **uncle**

18 He was so tired after all his hard work, he slept like a ((*informal*) to sleep very well).

19 He thought the work would be’s play ((*informal*) to be very easy to do).

- 20 Necessity is the _____ of invention ((saying) a difficult new problem forces people to think of a solution to it).
- 21 This is a district where old crafts are handed down from father to _____ (from one generation of a family to the next).
- 22 William C. Lowe was the real _____ of modern computing and a very important figure in IBM's ranks (the man who was responsible for starting something).
- 23 'It's a sarcophagus. Dig it good and wide,' he said. 'Go teach your _____ to suck eggs,' said Leshka, and waved him away with a show of irritation ((British English, informal) to give advice about something to someone who actually knows more about it and can already do it better than you can).

Task 4

There're many books with family relationships in the title. Complete the Russian, British and American book titles (24-30) and match them with their authors (a-j). Some examples are given. (For each item write the missing word and the letter next to it.)

24 '..... Tom's Cabin'	a Ivan Turgenev
25 '.....-Long-Legs'	b Maxim Gorky
26 'The Karamazov'	c Charles Dickens
0 'Sister Carrie' d	d Theodore Dreiser
27 '..... and Sons'	e Harriet Beecher Stowe
28 'Three '	f Raymond Briggs
29 '..... Fedya, His Dog and His Cat'	g Eduard Uspensky
00 'Mother' b	h Jean Webster
000 'Father Christmas' f	i Anton Chekhov
30 'Dombey and '	j Fyodor Dostoevsky

Task 5

Unscramble the seven 'family words' **hidden** in the sentences (31-37). (The sentences give you some **insights into** realia and unfamiliar words.)

E.g. We watched Bob **ride** a bike from one corner of the yard to the other. **bride**

31 'Make the first step, D'Ebro*', the reassuring** voice made him feel less worried.

*Charles Abraham D'Ebro (1850–1920) was a London-born architect who designed many important buildings in Melbourne, Victoria, Australia during the late Victorian and early Edwardian periods. Many of these buildings are now preserved under heritage laws.

** making you feel less worried or uncertain about something

32 Pat wins every championship she participates in.

33 “Get it with cou-cou*”, Sindbad** said, “which is made with corn meal and okra, to create the national dish.”

*a preparation of boiled corn meal and okras, stirred to a stiff consistency with a cou-cou stick, eaten in the Caribbean

**(in The Arabian Nights’ Entertainments) a citizen of Baghdad who acquired great wealth in the course of seven fantastic voyages

34 Working for Third Gear, 3GR, Ann Young had a successful career.

35 Thus, ‘Band One’ changed its name to ‘The Band’.

36 The moth* eradicated**, the disease is likely to disappear, too.

*a flying insect with a long thin body and four large wings, like a butterfly, but less brightly coloured, which fly mainly at night and are attracted to bright lights

**got rid of something completely, especially something bad

37 Seen from the airplane, Phewa Lake*, is very picturesque.

*a freshwater lake in Nepal

Task 6

President Vladimir Putin proposed to declare **2025** in the Commonwealth of Independent States (CIS) **the Year of the 80th anniversary of Victory** in the Great Patriotic War – **the Year of Peace** and Unity in the Fight against Nazism.

There are two **mistakes** in each of the **Peace and Victory quotes** below. For items **38-40** write the corrections **in the order** they should appear in the sentence.

E.g. “Peace can not be kept by force; it can only be acheived by understanding.”
Albert Einstein (1879–1955), a physicist, born in Germany, who was possibly the greatest scientist of the 20th century cannot achieved

“If we have no peace, it is because we have forgotten that we belong to each other.”
Mother Teresa (1910–1997), Religious leader, Ottoman Empire, Macedonia, India

38 “The Red Army and Navy and the hole Soviet peoples must fight for every inch of Soviet soil, fight to the last drop of blood for our towns and villages ... onward, to victory!” **Joseph Stalin** (1878–1953), Soviet politician who ruled the Soviet Union from the mid-1920s until his death in 1953

39 “One day we must come to see that peace is not merely a distant goal that we sick, but that it is a means by that we arrive at that goal. We must pursue peaceful ends through peaceful means.” **Martin Luther King, Jr.** (1929–1968), the most important leader of the US civil rights movement, who was active in the struggle to win more rights for African Americans

40 “Peace begins when a hungry are feed.” *Unknown author*

Transfer your answers to the answer sheet!

WRITING 7-8

Time: 45 minutes

Maximum points – 20

You have had a class discussion on **the role of modern families**.

Here are some ideas put forward in the discussion:

Although the form and role of the family are changing, it is still the cornerstone on which modern societies are built.

Family relationships play an integral part in making us who we are.

Closer family ties can help children immerse in their culture, grasp their heritage, building a strong sense of identity.

Engaging with cultural heritage creates lasting memories and reinforces family ties, allowing younger generations to appreciate their family's history.

Passing on Russian culture to children and grandchildren is essential for fostering strong family ties and instilling a sense of identity.

Following the discussion, you were offered to participate in a **competition** to discuss ***the importance of passing on your culture to your children and grandchildren***.

Write a **competition entry** describing the aspects of Russian culture which are important to pass on.

Cover the following points in your **competition entry**:

Russian culture serves as a vital link between grandparents, parents, and children, fostering shared family traditions and national customs.

Apart from your parents, who has had the greatest input in your upbringing? What roles do grandparents play in family life in your culture and in your own family?

Give examples of national customs and family traditions that you feel are most important to pass on.

Draw a conclusion.

Remember to

- engage the reader with your introduction showing you understand the topic;
- use original ideas about the topic and give reasons for your opinion; provide examples from your own family or using your background knowledge;
- sum up your views in the conclusion.

Write your **competition entry** covering the points above on the **answer sheet** in around **150 – 200 words**, including **your own title**.

Write in your own words.

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