

LISTENING 9-11

Time: 25 minutes

Maximum points – 20

Listen to a text about learning languages and do the following tasks. You will hear the text **twice**. Now you have some time to read the tasks **(1-20)**.

For items **1-6** choose the correct option (*A, B, C or D*).

1 According to Anthony, what differentiates the current state of the English language from the past?

- A More people are speaking perfect English globally.
- B There are more native English speakers worldwide.
- C Large numbers of non-native speakers are shaping new forms of English.
- D Only specific groups need to learn English nowadays.

2 How does Anthony describe the nature of errors made by many non-native users of English?

- A The errors occur when attempting to discuss highly technical topics.
- B The errors reflect insufficient linguistic skills among professionals.
- C The errors indicate low-quality teaching standards worldwide.
- D These are minor errors unimportant for simple communication purposes.

3 Anthony says that little attention is paid to problems with using English because ...

- A mistakes are inevitable.
- B people prefer to focus on the positive aspects.
- C emphasising the negative aspects would overshadow the benefits of a common language.
- D all of the above.

4 Regarding teaching English, Anthony says that ...

- A most learners achieve sufficient competence based on personal needs.
- B higher teaching standards would ensure perfect English use globally.
- C being taught by native speakers enables most learners to be genuinely fluent using the language.
- D with excellent teaching and learning, perfect fluency and accuracy are attainable.

5 What conclusion does Anthony draw concerning the spread of English?

- A Only natives benefit from increased English usage.
- B It presents unique opportunities and challenges simultaneously.
- C The English dominance isn't such a good thing.
- D It causes numerous problems and misunderstandings between nations.

6 Anthony says that misunderstandings caused by inaccurate English ...

- A are only caused by non-native speakers.
- B are to be expected and can occur even among native speakers.
- C are nonexistent among native speakers.
- D only happen in written communication.

For items 7-20 do the tasks about the **words, expressions or grammar structures** from the audiotext.

For items 7-8 decide which **three fixed phrases (a-m)** from the text could complete each sentence, though with slight nuances (the **definitions** are provided). You have **more** phrases than necessary. Write **three letters** for each item.

a these days	b not only ... but (also)	c a big deal	d in a way	e a big issue
f to varying degrees	g bear in mind	h a hot topic	i for one reason or another	
j to a small extent	k revolve around	l (get) bent or broken	m bound to (do)	

7 Privacy in social media has become for internet users. (*a current subject that causes a lot of disagreement / discussion; smth that people think is important, usu. because it is exciting or makes them worried; an important problem people are discussing or arguing about*)

8, technology has changed education for the better. (*in a particular aspect of smth; indicates that smth is not entirely true, or implies minimal impact; highlights differences across cases*)

Some of the idioms and fixed phrases below have been misused. Check the groups of three sentences (items 9-10) for mistakes. If there's no mistake, put a tick (✓) next to the sentence; if there is a mistake, put a cross (✗). E.g. 0 ✗ ✗ ✓

0 In strictly grammar terms, the phrase 'less people' should be 'fewer people' since 'people' is countable, but this distinction is often ignored in everyday usage. ✗

In generally, Japanese cars are very reliable and breakdowns are rare. ✗

She was acting entirely in her own interest(s). ✓

9 He enjoyed interacting with all manners of different people.

The survey has a margin of error of 2.5 per cent.

Overnight, she became the talking of the town (= very famous).

10 An aid programme was established to oil the wills of economic reform in the region.

The advantages far outway the disadvantages.

You don't have to do anything about it now ... just bare it in mind.

For questions 11-14 match the words/phrases with the definitions (A-I) and then the gapped sentences (a-i) where they can be used. You have more options than necessary.

E.g. 0 J i

Word or phrase	Definition	Example sentence
0 to put it simply	A in any way; to any degree	a Biggest does mean best.
11 so what	B used to emphasize that you strongly disagree with smb, or to refuse permission	b 'Was it any good?' 'No, (= quite the opposite).'
12 the fact (of the matter) is (that)...	C (<i>informal</i>) used to show that you think smth is not important, especially after smb has criticized you for it	c I didn't enjoy it
13 mm/mmm	D used to show that what you are saying is not surprising or is generally known or accepted	d, I'm not so sure that's a good idea.
14 not necessarily	E used to say that smth is possibly true but not definitely or always true	e A new car would be wonderful but we can't afford one.

	F (<i>exclamation</i>) used when continuing a conversation after a break; or when you are stopping to consider your next words	f if nobody else agrees with me?
	G (<i>exclamation</i>) the way of writing the sound that people make to show that they are listening to smb or that they agree, they are thinking, they like smth, they are not sure, etc.	g she'd have been grateful for my help (= but she wasn't).
	H used to emphasize a statement, especially one that is the opposite of what has just been mentioned	h, after that we went camping in the mountains.
	I used to suggest or give smth as an example or a possibility	i 'There won't be anywhere to park.' '.....' (= I had not thought of that)
	J in a way that is easy to understand	j, the business must change or it will go under.

15 Uncover the clues and **combine the parts** to form the words for the given **definitions**.

E.g. 0 between; among

These English prepositions of place are easily confused.

0A To refer to *two things which are clearly separated*, think of a *black and yellow flying insect that can sting*; add an adjective with the meaning (*British English, informal, disapproving*) *very pretty, in a way that you find unpleasant and silly; appearing sentimental*; and the 14th letter of the English alphabet. between (bee + twee + N)

0B To talk about *things not clearly separated because they are part of a group or crowd or mass of objects*, think of the indefinite article; add the abbreviation for the first working day of the week; and the abbreviation for a unit for measuring weight. among (a + Mon. +g)

There are a number of words in English for *effect* or *result*.

15A Combine the prefix (*in adjectives, adverbs and nouns*) with the meaning *not; the opposite of* and a *formal agreement between two or more people, groups or countries, esp. one in which they agree to help each other to get the powerful effect that smth has on smb/smith*: He has had a lasting on the lives of many of his students.

15B For the *final result of a series of events* (Syn. *outcome*) combine the adverb '*towards or in a higher position*' with the *act of firing a gun; the sound this makes*: The of it all was that he left college and got a job.

15C Combine the prefix (*in verbs and related nouns, adjectives and adverbs*) '*again*' with the small word *used to express the cost or amount of smth for each person, number used, distance travelled, etc.* and *mispronounced cloth bags filled with soft material or feathers used, for example, to make a seat more comfortable to get (rather formal) indirect and usually bad results of an action or event that may happen some time afterwards*: The collapse of the company will have for the whole industry.

Future teachers prepared sentences **16-20** to illustrate some **grammar or vocabulary points** based on the script, but made a few **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. 0 The plural form *researches* is sometimes used in British English (BrE), but is much less frequent: *What have their researches shown?* ✓

E.g. 00 We use *weather or not* to say that it is not important which of two possibilities is true. ✗

16 The pronunciation of a form of smth that is slightly different from an earlier form or from other forms of the same thing is usually /'vɜ:ʃn/ in BrE and /'vɜ:rʒn/ in AmE.

17 Unlike *which*, *whom* and *whose*, we can't use *that* with the preposition immediately before it in relative clauses: *situations in ~~that~~ which only native speakers use the language*; but we can use *who* or *whom*, although *whom* is much more common in writing than in speaking: *speakers for who(m) English isn't their first language*. In non-defining relative clauses, we can also leave out the relative pronoun when it is the complement of a preposition. When we do this, we always put the preposition at the end of the relative clause: *This may result in misunderstandings I'm talking about*.

18 We use *little* and *a little* with uncountable nouns. We use *few* and *a few* with plural countable nouns. *Little* and *few* have negative meanings. *Lots of* is still felt to be informal, especially in *British English*, so in formal writing it is better to use *much*, *a great deal of* or *a large amount of*.

19 The form *the* of the definite article is pronounced /ðə/ before consonant sounds: *the /ðə/ language, the /ðə/ problems*; and /ði/ before vowels: *the /ði/ English language, the /ði/ other reason, the /ði/ upshot, the /ði/ university*.

20 The verb *arise* means (rather formal) (especially of a problem or a difficult situation) *to happen; to start to exist* (Syn. *occur*): Questions naturally *arouse* as to who was responsible.

Transfer the answers to the answer sheet.

READING 9-11

Time: 35 minutes

Maximum points – 20

Read the text below about the English language vocabulary and do the tasks (1-20). For items 1-10, choose from the sentences or sentence parts (a-r) the ones which fit logically into the numbered gaps in the text. You have more options than necessary.

Words, words, words...

I use hundreds, maybe even thousands of different words every day. Many of them have been part of my vocabulary since early childhood, but the words that fascinate me are the other ones, the ones that didn't even exist a few years ago. As the world changes, the vocabulary that we use moves on, too. In fact, experts tell us that at least (1) Have you ever stopped to wonder where they come from and why they have the meanings that they do?

The range and diversity of the English vocabulary is a reflection of the colourful political and cultural history of the English-speaking peoples over the centuries. It's no surprise that some of the new words come from another language, but I was amazed to find out that Modern English, (2), has taken about 80% of its vocabulary from other sources: mostly from French and Latin, but also from an incredible 350 other languages. How come 80 per cent of English vocabulary is not Germanic at all?

Latin was once an important influence, introducing everyday words to do with plants and animals, food and drink, buildings, household objects and many other domains like religion and learning. Old Norse – the language the Vikings spoke – provided another source of words in the Anglo-Saxon period.

But the Latin and Norse elements in English are small compared with the huge impact of French in the Middle Ages – (3) Anglo-Saxon words could not cope with the unfamiliar domains of expression introduced by the Normans, such as law, architecture, music and literature. People had no alternative but to develop new varieties of expression, adopting continental models and adapting traditional genres to cope with the French way of doing things. The early Germanic vocabulary, reflecting an Anglo-Saxon way of life, gave way to a French view of the world which affected all areas of life, from food to law. The new words usually replaced the old ones, but more often the old words survived, sometimes developing a different meaning or stylistic use.

The flow of loanwords into the language, and the range was greatly increased by the global spread of English. From the 17th century on, (4) as the British Empire grew and English began to be adapted to meet the communicative demands of new cultures.

The process of borrowing continues today, largely motivated by economic and cultural factors. Some of these loanwords are used because there is no existing word in English to cover the meaning. In Britain, we now watch Japanese *manga* cartoons, eat the Greek dish *kleftiko*, and blow a South African *vuvuzela* to cheer on a football team. (5) People think Italian coffee tastes better than the coffee traditionally drunk in Britain, so they often use the Italian word *americano* to order a black coffee in a café.

Vocabulary is different from other areas of language, such as grammar and spelling, in that it offers us a direct insight into the social milieu, ways of thinking and cultural innovations of a period of history. We encounter emerging professions and monitor progress in science and technology. Whenever we switch on a computer or mobile, we do things that were unheard of a few decades ago. Sometimes, the new language that we need for technology evolves by giving new meanings to old words. *Hack* used to mean *chop* or *kick* and this usage carries on today. But as the internet developed, the word also started to be used with the metaphorical meaning ‘access someone else’s computer illegally’. (6)

Examining the techniques of word formation is fascinating. A Germanic language element can be combined with an element from another language, such as French or Latin. Words can be reduplicated, shortened or abbreviated. Names can become words – first names, surnames, place-names and product names. There are new compounds of existing words, for example, *cloud computing* (computer resources delivered over the internet) and *digital footprint* (the record left on the internet of all your online activity). And then there are those useful things, prefixes. Instead of receiving an old-fashioned card bought in a shop and sent in the mail, I might now receive an *e-card* bought in an *e-shop* and sent by *email*. While *e-* is an abbreviation of ‘electronic’, *cyber-* means ‘to do with the internet’: we often hear about *cybercrime* and *cyberbullies* in *cyberspace*. (7) When email became popular, the mail with envelopes and stamps seemed very slow, so it got a new name: *snail mail*.

English speakers, for the most part, delight in bending and breaking the rules when it comes to word creation. Shakespeare was one of the finest word-benders, showing everyone how to be daring in the use of words. *Undeaf* is one of those words which must be a genuine Shakespearean coinage. Sometimes words are invented by comedians and scriptwriters for comic reasons. (8) Take the adjective *big*, add on the prefix *en-* or *em-* and the suffix *-en*, and you have the funny-sounding word *embiggen*. Just as *ensure* means ‘make sure’ and *widen* means ‘make wider’, *embiggen* means ‘make bigger’. There are now more than 300,000 mentions of the word on the internet, in contexts ranging from fan fiction to physics!

Do you need more proof that English is a playful and innovative language, whose speakers love to use their imaginations in creating new vocabulary, and who are prepared to depart from tradition when coining words? When my friends are worrying about their exams, so I might tell them to *chillax* (chill out + relax). If my parents keep on complaining about the clothes on my bedroom floor, I can say that I’m using a new storage system: a *floordrobe* (floor + wardrobe). I might even slip on a *mankini* (man + bikini) next time I go to the beach, but don’t hold your breath! Blending two words together like this enables us to create lots of fun new words, particularly in informal English. (9) *Soz* is a word that’s short for ‘sorry’ and *yolo* stands for ‘you only live once’. I sometimes use it as an excuse for doing something a bit crazy, for example, ‘I’ve just bought some £400 trainers ... yolo!’

Do you know your nouns from your verbs? Don’t be too sure. (10) Nouns can easily be converted into verbs because in English, unlike in many other languages, verbs don’t have to have a special verb ending. These days I *friend* (make friends with) people online and watch sportspeople *medalling* (winning a medal) in the Olympics. This can even work with brand names. If I need to look up some information, I’ll *google* it.

All these changes in English vocabulary are great fun to listen out for and you might even want to make up some new words yourself. Go on, give it a try – it’s so *fantabulous*!

- a) Abbreviations and acronyms also become informal words in their own right
 - b) the geographical horizons of the language steadily expanded
 - c) a consequence of the dominance of French power in England after 1066
 - d) Other words are adopted even when there's an existing English alternative, because the foreign word sounds superior or more sophisticated in some way
 - e) The invention of printing led to a gradual standardization of spelling and grammar
 - f) 4,000 new English words are coined every year
 - g) The thirteenth-century meaning of *kill* was *hit*, but its meaning has become stronger over time through a process known as hyperbole
 - h) which has evolved from Old English
 - i) a result of the Roman invasion after 43AD
 - j) There's often a need to rename the old technology, too
 - k) 2,000 old words disappear annually
 - l) The original language spoken in the British Isles was Celtic
 - m) that has evolved from Anglo-Saxon
 - n) This new meaning is now so ubiquitous that no one today thinks of it as a metaphor
 - o) Several important factors affected the development of English in the fifteenth and sixteenth centuries
 - p) The TV show *The Simpsons* has concocted several new words, and one in particular is gaining in popularity
 - q) Words that have been used for aeons* as one part of speech often start to crop up as a different part of speech
 - r) Britain controlled a huge empire – over one quarter of the land surface of the earth
- **(formal) extremely long periods of time; thousands of years*

Language puns

Using existing words is easy; coming up with brand-new ones requires genius – or desperation!

Some words are invented just to embiggen our vocabulary.

A pun is a humorous use of a word or phrase that has several meanings or that sounds like another word. This is a well-known joke based on a pun: “*What’s black and white and red (= read) all over?*” “*A newspaper.*”

The text abounds in language terms, for example, you can *invent*, *create*, *coin*, or *concoct* new words, but only *coin* can be used in the pun: “When new words about money are *coined*, they really *make cents* in the language bank”. For items 11-20 identify the language terms for which the definitions are provided, and use them in the puns. Study the examples (0, 00) first.

E.g. 0 Adjectives 00 mentions

Definitions	Puns
0 words that describe a person or thing	 spice up life! Without them, everything would taste bland.
11 other languages or areas that you borrow words or elements from	English takes vocabulary from so many, it's basically a word buffet.
12 the conventional or habitual way a particular word in a language, or a language in general, is used	The of "literally" has literally changed – now it means 'figuratively'!
13 the English language in the form it has been in since about 1500	 is so trendy, even Shakespeare would say, "To tweet or not to tweet?"
14 nouns, adjectives or verbs made of two or more words or parts of words, written as one or more words, or joined by a hyphen	Chemistry and language both love – one mixes atoms, the other mixes words! are word marriages – sometimes they're a perfect match!
15 the English language before about 1150, which is very different from modern English	 is like the grandpa of languages – a little hard to understand but full of stories.
16 represents fully or appropriately describes something	This word really the meaning – it's like a linguistic umbrella!
17 the process of creating a new word by combining parts of two words	 "breakfast" and "lunch" gave us "brunch" – the tastiest word fusion! It was born because breakfast couldn't decide if it wanted to be late or early.
18 short forms of a word, phrase, etc.	Don't let confuse you; they're just lazy versions of real words!
19 making something change from one form (e.g. word class) to another	 nouns into verbs isn't magic – it's linguistics!
20 words from another language used in their original form	 are like language tourists – they visit and sometimes stay forever. I tried to borrow some from French, but they wanted interest!
00 an act of referring to smb/smt in speech or writing	There are so many of "selfie" online, it's practically word famous. Google searches don't lie – if you want proof, check!

Transfer the answers to the answer sheet.

USE OF ENGLISH 9-11

Time: 60 minutes

Maximum points – 40

Task 1

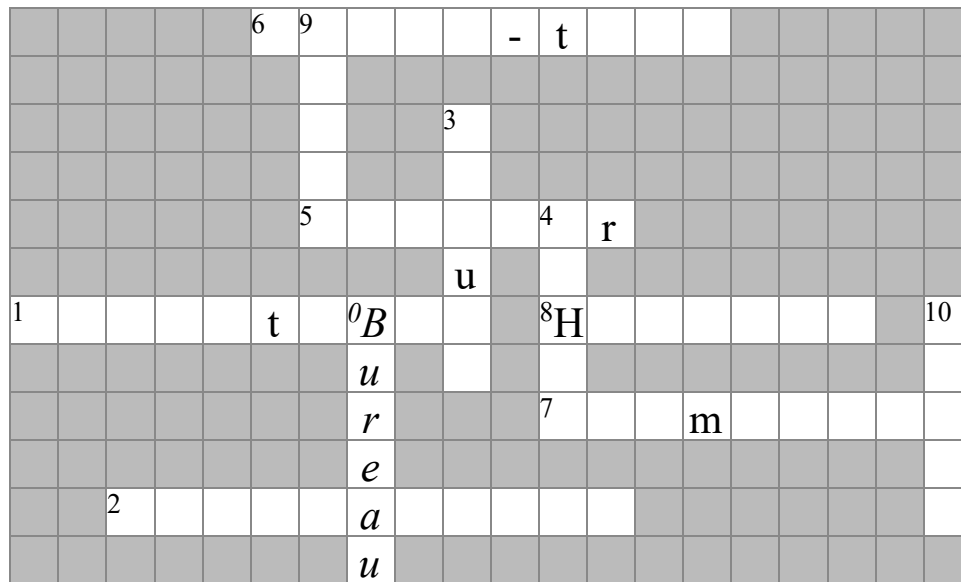
The United Nations General Assembly proclaimed 2026 **the International Year of Volunteers for Sustainable Development** to recognize volunteers and their vital contributions on a global stage. Only through collective action and solidarity can we summon the strength to address the challenges that affect us all. For items 1-10 read the text about voluntary work and complete it by doing the crossword.

Voluntary work

Voluntary work is work that you do not get paid for and usually involves doing things to help other people, especially the elderly or the sick, or working for a charity or similar organization. Most 1) *(helping people who are poor or in need)* organizations rely on volunteers who don't get paid, and thousands of Americans and British people give many hours of their time to doing some form of social work or organizing 2) *(aimed at persuading people/organizations to give money for smth)* events to support the work. Volunteering is especially popular in the US and the reasons for this may be found in basic American 3) *(beliefs about what is right and wrong and what is important in life)* such as the Protestant 4) *(a system of moral principles or rules of behaviour)*, the idea that work improves the person who does it, and the belief that people can change their condition if they try hard enough.

People usually enjoy volunteering, as they choose jobs close to their personal interests. For instance, people who like animals may volunteer in an animal 5) *(a building that provides a place to stay, or protection for animals who were badly treated)*, where they take care of animals that have been treated badly. Some voluntary work is 6) *(happening, existing, or continuing for only a little time)*, for example, when people from a 7) *(all the people who live in a particular area, country, etc.)* get together to create a park. Other work is longer term, such as that of the US organization 8) *(the place where a particular type of animal/plant is normally found)* for Humanity, which builds houses for poor people. Parents often volunteer at their children's schools, and do things like building a play area or raising money for new equipment. Young people are also encouraged to do voluntary work. Schoolchildren visit old people in hospitals or 9) *(places where people who cannot care for themselves live and are cared for by others)*, and students at college often raise money for charities. In the US young people over 18 can take part in *AmeriCorps*, a government programme that encourages them to work as volunteers for a period of time, with the promise of help in paying for their education later. Older Americans who do not work may spend much of their free time volunteering.

In Britain a lot of voluntary work is directed towards supporting the country's social services. The 10) *(connected with/belonging to the king or queen of a country)* *Voluntary Service* and other organizations run a meals on wheels service in many parts of Britain, providing prepared meals for people who are unable to cook for themselves. The *Citizens Advice e.g. 0)* *(a (government) organization or a business that collects or provides information on a particular subject)* **Bureau**, which offers free advice to the public on a wide range of issues, is run mainly by volunteers, and the *Blood Transfusion Service* relies on voluntary blood donors to give blood for use in hospitals. Political parties use volunteers at election time, and Churches depend on volunteers to keep buildings clean.



Task 2

In **2025** we celebrate the **Year of the Defender of the Fatherland** in Russia to honour both modern heroes and our ancestors, who crushed Nazism and fought for the Fatherland in different historical periods. For items 11-16 match the names of the great Russian heroes with their short descriptions (a-k). There are more descriptions than necessary. *E.g. 01 _*

0 Kuzma Minin and Dmitry Pozharsky	a fighter pilot known for his incredible escape aboard a stolen bomber from a Nazi concentration camp on the Baltic island of Usedom, Hero of the Soviet Union (HSU)
11 Dmitry Donskoy	b general and hero of the Napoleonic Wars, distinguished himself at battles of Austerlitz (1805) and Borodino (1812), where he heroically commanded left flank despite being mortally wounded
12 Mikhail Kutuzov	c Civil War commander, statesman, triple HSU
13 Pyotr Bagration	d saint and war hero, the first Prince of Moscow to openly challenge Mongol authority in Russia, famous for leading Muscovite forces against the Golden Horde at the Battle of Kulikovo Field (1380)
14 Denis Davydov	e first Soviet pilot to direct his burning aircraft on a ground target, HSU
15 Fyodor Ushakov	f Soviet sniper, killed 412 enemy soldiers and officers, including 6 snipers, hero of the Battle of Stalingrad
16 Vasily Zaytsev	g Soviet marshal, double HSU, oversaw the main Soviet battle operations of the Eastern Front during the Great Patriotic War, commanded the Moscow Victory Parade of 1945
	h Commander-in-Chief of Russian Forces, hero of the Russo-Turkish War (1787–1792), defeated Napoleon's Grande Armée during French invasion of Russia in 1812, turning the tide of the Napoleonic Wars
	i Soviet sniper, the most successful female sniper in history, credited with 309 kills
	j the most illustrious Russian admiral of the 18th century, saint, won the battles of Fidonisi, Kerch Strait, Tendra and Cape Kaliakra during the Russo-Turkish War (1787–1792), did not lose a single ship in 43 battles
	k general, guerilla fighter and soldier-poet of the Napoleonic Wars, invented a genre of hussar poetry noted for its hedonism and bravado
	l national heroes, merchant and prince, who led Russia's struggle for independence against Poland-Lithuania during the Time of Troubles

Task 3

The **United Nations** declared **2025** as **the International Year of Glaciers' Preservation**, to raise global awareness about the critical role of glaciers, snow and ice in the climate system and the hydrological cycle, as well as the far-reaching impacts of rapid glacial melt. 2025 is also **the 500th anniversary of the Northern Sea Route (NSR)**. 500 years ago, the Russian diplomat Dmitry Gerasimov put forward the idea of a way to get from Europe to China through the “cold seas”. The Arctic, northernmost region of Earth, is the land of ice and snow. ‘Ice’ and ‘snow’ are parts of many idiomatic words/phrases. For items 17-22 complete the sentences by adding *ice* or *snow* to the given words (you may have to add other words). The definitions are provided. For synonyms (marked with a slash /) write at least one option. To separate answers to two parts of the same question, use a semicolon (;).

snow	+	water cream flake bunny queen maiden moon eater cool cold thin
ice		put bound in on up under as no

E.g. 0 Another name for *chinook* – a warm dry southwesterly wind blowing down the eastern slopes of the Rocky Mountains is ‘.....’; while a traditional name for a full moon occurring in February is ‘.....’ . snow eater; snow moon

E.g. 00 To be (walking/treading/skating) means be doing smth that is dangerous or involves risks; or to be in a delicate situation in which you are likely to upset smb or cause trouble; however, cut (with smb) means have no influence or effect on smb, not persuade them to change their opinion / decision. on thin ice; no ice

17 A beautiful but aloof (= not friendly, interested or involved) woman can be described as a(n) /; while a devotee of winter sports; someone (esp. a young woman) who is not very experienced at skiing, or who goes on a skiing holiday only for the social life is a(n)

18 (informal, derogatory) The generation of people who became adults in or after the 2010s, viewed as being less resilient and more prone to taking offence than previous generations is generation.

19 Another name for *brain freeze*, a sharp pain in the front or at the side of the head that people sometimes feel when they are somewhere very cold or when they have eaten smth cold; also an occasion when smb cannot think clearly, or cannot remember smth is a(n) headache.

20 If you describe someone as/, you are emphasizing that they do not allow their emotions to affect them or that they lack feeling and friendliness. If you describe smb as / having in one's veins, you admire them because they are calm and do not show emotion in difficult situations.

21 If people or vehicles are/....., they cannot go anywhere because of heavy snow. If you have more things, especially work, than you feel able to deal with, you are with smth.

22 The phrase means (of drink or food) kept cold in a container; also (of a plan, project, etc.) postponed, not being dealt with now; waiting to be dealt with at a later time.

Task 4

For items **23-28** look at the **descriptions** of **fictional, folkloric or mythical characters** who **personify winter, snow or ice**, and choose the appropriate **letter (A-L)** for each item.

A) Jack Frost **B)** Mister Freeze **C)** Abominable Snowman, or Yeti **D)** Father Frost (Morozko) **E)** The Grinch **F)** The Ghost of Christmas Past, The Ghost of Christmas Present, The Ghost of Christmas Yet-To-Come **G)** The White Witch **H)** *Old Man Winter* **I)** *Ded Moroz (Grandfather Frost)* **J)** *Snegurochka (the Snow Maiden)* **K)** The Snow Queen **L)** Father Christmas (also Santa, Santa Claus)

E.g. 0 H 00 I 000 J

Fictional, folkloric or mythical character	
0, a colloquial name for the personification of the winter season itself. He is often portrayed as bent over and covered in rags or furs, his beard and hair long to show his great age. In Russia he is known as <i>Morozko</i> .	H
23, a character from <i>The Chronicles of Narnia</i> who brings eternal winter to Narnia. After the film versions (2005, 2008 and 2010) of the books (by C.S. Lewis (1898-1963), a British author, born in Northern Ireland, who also wrote serious historical works and science fiction novels), Tilda Swinton was lauded for her chilling portrayal of the character.	
24, first appeared in Dickens's classic novel, <i>A Christmas Carol</i> , originally published in 1843. One is a white-robed figure of indeterminate age who appears to remind you of previous years. Another one resembles Santa and wears a fur-lined green robe and holds a large torch. The most fearsome creature resembles the Grim Reaper with his spooky hooded cloak.	
00, a Slavic fictional character akin to Father Christmas, a kind, gentler gift-giver. His name translates as "Old Man Frost". He wears long robes of pale blue, and his head is adorned with a furred hat or a crown with a snowflake motif. He brings presents to children on New Year's Eve, and often delivers them in person.	I
25, a mythical monster resembling a large, hairy, apelike being supposed to inhabit the Himalayas at the level of the snow line. Though reports of actual sightings of the creature are rare, certain mysterious markings in the snow have traditionally been attributed to it.	
26, a winter spirit known for bringing frost and cold weather. He's often seen as a youthful counterpart to another personification of winter, and has mischievous qualities. Much of how we imagine him today comes from the poem by 19th century poet Hannah Gould, although it wasn't named thus at the time of publication.	
27, coming all the way from the mystical Whoville, this grouchy green creature has a heart 'two sizes too small'. He's the perfect symbol for the Christmas grouch and goes to show that festivities and a little kindness can cheer up even the most troubled and lonely of hearts. One of Dr Seuss's (the name used by the US writer and artist Theodor Seuss Geisel (1904-91) for his popular series of children's books) most famous characters, he is known for trying to spoil Christmas before eventually falling in love with this most wonderful time of the year.	
28, a Batman villain who uses ice-based technology and is known for his obsession with making things turn to ice.	
000, is said to be the daughter (or, variously, granddaughter) of Ded Moroz, who, in silvery blue robes and a furry hat, accompanies him on his mission to bring presents at winter time. There is another, darker origin to the character. Some say she was a statue carved from snow by an old couple who could not have children. She went to play with the other local children as they jumped over a fire, but when it was her turn to jump, she melted away. The play by A.N. Ostrovsky (1873) was adapted as an opera by Nikolay Rimsky-Korsakov, and V.M. Vasnetsov designed costumes and stage sets for the opera.	J

Task 5

Snow/Ice Quiz. For items 29-34 answer the questions about words or word combinations containing *snow* or *ice*. There can be more than one correct answer. To separate answers to two parts of the same question, use a semicolon (;).

E.g. 0 If you combine a word denoting an extensive view, scenery, or a picture or representation of such a view with ice and snow you'll get impressive scenes or views of an area covered in snow/ice. T (icescape, snowscape)

00 What is a *snow train*? **A)** a train that takes passengers to and from a winter resort area or **B)** a sleigh driven by a team of flying reindeer that carries Santa. And which of these is not only used for travelling on ice but also as a game or activity to introduce people to each other so that they feel more relaxed together? **A)** iceboat **B)** ice yacht **C)** icebreaker **D)** ice anchor A; C

29 True or false? The *ice caps* are layers of ice permanently covering the North and South Poles; *ice sheets* also mean thick areas of ice, esp. those in Antarctica and Greenland. A large area of permanent snow/ice can also be described as *snow/ice field*; while snow that is still in its natural state and has not been used or changed by people is *virgin snow*.

30 True or false? This bird can turn into (US informal) a person who spends the winter in a warmer climate, esp. an old person from the north of the US, or from Canada, who spends the winter in the south; while the ball you throw at smb/smith in a game can turn into a leader of the revolt or a serious problem by increasing rapidly and uncontrollably.

31 True or false? A device to facilitate walking on deep snow is a *snowblade*, *snowshoe* or *ice foot*. *Snowshoes* are also alternatives to socks to put Christmas presents in. Also, both *snowboard cross* and *snowdrift* are winter competitions over a narrow course with lots of turns and jumps.

32 A scientific research station or base in the Arctic or Antarctic is an **A)** icehouse **B)** ice station; while shelters made in the snow, usually on the side of a hill or mountain, are **A)** snowshed **B)** snow hole **C)** snow cave **D)** ice cave.

33 *Snow job* means **A)** an attempt to trick smb or to persuade them to do smth, or to support smth by telling them things that are not true, or by praising them too much or **B)** the process of clearing away snow from paths or cars; while *snow day* means **C)** a day when children do not go to school, and sometimes adults do not go to work to clear the streets in the neighbourhood from snow or **D)** a day when schools and/or businesses are closed because there is too much snow for people to be able to get to school or work.

34 The shapes made of/in snow/ice, esp. by children are **A)** snowman **B)** ice giant **C)** snow angel **D)** snow devil; while a well-known phrase such as a quotation or proverb that has been changed in different ways by many speakers and/or writers, for example 'When in Buenos Aires' and 'When in Copenhagen', adapted from the proverb 'When in Rome (do as the Romans do)' is a **A)** snowclown **B)** snowclone.

Task 6

The year **2026** (April 21, 2026 to be exact) will mark what would have been the **100th anniversary** of Her Majesty **Queen Elizabeth II**. For items **35-40** check the **events** below and **cross out** the ones which **contain mistakes**. For the items below (**35-40**) write six years for which **some** facts in the descriptions are **distorted**.

0 1947 00 2020 35 36 37 38 39 40

Timeline of HM Queen Elizabeth II's life and reign

21 April 1926	Princess Elizabeth Alexandra Mary Windsor is born to Elizabeth (née Bowes-Lyon), later called the Queen Mother, and Albert, Duke of York, the second son of King George V and Queen Mary, the future King George VI. She was third in line to the throne behind her father and Edward, Prince of Wales.
11 December 1936	Edward VIII abdicates so that he can marry American divorcee Wallis Simpson. Bertie, the Duke of York, is formally proclaimed King George VI. Princess Elizabeth is now heiress presumptive.
20 November 1947	Princess Elizabeth marries Lt Philip Mountbatten, her third cousin at Westminster Abbey. He is thenceforth known as the Duke of Edinburgh, or Prince Philip of Wales. (of Wales)
14 November 1948	Prince Charles, now King Charles III, is born.
6 February 1952	King George VI dies in his sleep and Elizabeth II succeeds to the throne. She is in Kenya when her father dies – the first British monarch since George I to be out of the country at the time of succession.
2 June 1953	Coronation of Elizabeth II (aged 27) at Westminster Palace in the first televised coronation service.
1956	Outbreak of the Crisis involving Britain, France, Israel, and Egypt over control of the Channel Tunnel.
21 June 1969	First broadcast of <i>The Crown</i> , a documentary with unprecedented access to the family's daily life.
29 July 1981	Prince Charles and Lady Diana Spencer marry in St Paul's Cathedral, London.
21 June 1982	Diana gives birth to Prince William, now Prince of Wales.
April 1993	Windsor Castle is opened to the general public for the first time to help fund the restoration of Buckingham Palace, partly destroyed by fire the previous year.
6 May 1994	The Queen and the French prime minister, François Mitterrand, open the Channel Tunnel.
1998	Good Friday Agreement in Northern Ireland. Scotland and Wales vote for their own Assemblies.
4 August 2000	Queen Elizabeth, the Queen Mother, celebrates her 100th birthday.
9 April 2005	Prince Charles marries his second wife Camilla Parker Bowles in a civil ceremony at Windsor's Guildhall and she is given the title the Duchess of Cornwall (now the Queen of Hearts). The Queen attends the service of blessing held for the couple at St George's Chapel.
9 September 2015	The Queen surpasses her great-great-grandmother, Queen Elizabeth I (the record set in 1896), and becomes Britain's longest ever reigning monarch.
2020	The United Kingdom leaves the UN. (UN)
8 September 2022	The Queen dies peacefully at Balmoral Castle aged 96.

Transfer your answers to the answer sheet!

WRITING 9-11

Time: 60 minutes

Maximum points - 20

“Russia is a riddle wrapped in a mystery inside an enigma.”

– *Winston Churchill* (1874–1965),

British statesman, military officer, and writer,

Prime Minister of the UK (1940–1945, 1951–1955)

In November 2025 President Vladimir Putin supported the idea of declaring 2026 the Year of Unity of Russia’s peoples. Following the news, you had a class discussing on the concept of ‘Russianness’, a complex concept that refers to the characteristics, culture, and identity associated with Russia’s people and shaping our national identity.

Following the discussion, your teacher asked you to give a 2–3-minute speech for the students of the School English Club on what it means to be Russian. Write the text for your speech on the topic of Russianness. Give it a title.

Express your own views, covering the following points in your speech:

Give your definition of Russianness.

What role does history play in shaping Russianness?

How does the unity of Russia’s multi-ethnic peoples reflect the concept of Russianness?

To make your speech engaging and memorable, follow **a structured format** with a clear introduction, body, and conclusion; and of course, use **connectors**;

use **original ideas** about the topic and give **reasons** for your opinion;

back up points with **examples** using your background knowledge or your own experience;

use neutral or generally informal **tone**; draw your listeners in by **addressing** them directly;

include at least three common features of speeches (underline them in your text):

the ‘rule of three’ (presenting information in lists of three);

a rhetorical question;

a quote / proverb;

some humour, or a personal anecdote / a good story;

repeated phrases for emphasis.

Write your speech covering the points above on the answer sheet in about 200-300 words, including your own title.

DO NOT quote from the input.

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