

LISTENING 9-11

Time: 25 minutes

Maximum points – 20

President Vladimir Putin declared 2024 **the Year of the Family** in Russia. 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 **‘hyper-parenting’** and do the following tasks. You will hear the text **twice**. Now you have some time to read the tasks. For items **1-6** choose the correct option.

- 1 What is a characteristic of hyper-parenting?**
 - A Prioritizing children’s happiness above all else.
 - B Prioritizing children’s success above all else.
 - C Providing children with a balanced and healthy lifestyle.
 - D Giving children too much freedom and autonomy.
- 2 What is a common activity that hyper-parenting children are often involved in?**
 - A Sports
 - B Music lessons and Art classes
 - C Languages and Maths
 - D All of the above
- 3 Hyper-parenting is**
 - A only a problem in the United States.
 - B only a problem in the UK.
 - C a problem in both the US and the UK.
 - D only a problem for middle-class families.
- 4 What is a contributing factor to the hyper-parenting phenomenon?**
 - A Societal pressures and expectations.
 - B Economic pressures and expectations.
 - C Parental love and devotion.
 - D Children’s natural desire to succeed.
- 5 Hyper-parenting is**
 - A a new phenomenon.
 - B not a new phenomenon.
 - C has become more widespread in recent years.
 - D both B and C.
- 6 What is a common effect of hyper-parenting on children’s college experience?**
 - A They are more likely to be successful in college.
 - B They are more likely to struggle in college due to a lack of self-management skills.
 - C They are more likely to drop out of college.
 - D They are more likely to attend a top university.

For items **7-20** do the tasks about the **words and expressions** from the audiotext.

There are a lot of **fixed phrases, phrasal verbs, idioms and metaphorical uses** of language in the recording. For items **7-11** check the sentences **for mistakes**, crossing out the word used inappropriately (these sentences are NOT from the recording). The **definitions** are there to help you.

7 His Winnie-takes-all business tactics shut out would-be competitors (*a situation in which only the top performer receives all the rewards, benefits, or recognition, while others receive nothing*).

8 By encouraging creativity and fostering a supportive environment, the new program aims to uncock all potential in the students, allowing them to thrive and excel in their unique talents (*(informal) to release or unveil; unleash*).

9 One chain started offering vegan options and the others quickly followed suite (*to act or behave in the way that somebody else has just done*).

10 Come on, this is a party. Why don't you just relax and enjoy yourself? Light up! (*(informal) used to tell smb to become less serious or worried about smth, and make an effort to be more relaxed and happy*).

11 Cheating will bring die consequences (*(formal) very serious or extreme; (informal) very bad*).

For items **12-14** decide on the correct **confusable synonym** to be used in each sentence. Write the words in the order they must be used in the explanations.

*E.g. Affect or effect? '.....' means 'to have an influence on smb / smth': Does television children's behaviour?; while '.....' means '(formal) to achieve or produce': They hope to a reconciliation. **affect effect***

12 Admit or acknowledge? '.....' mean 'to agree, often unwillingly, that smth is true': *It was a stupid thing to do, I*; while '.....' means '(rather formal) to accept that smth exists, is true or has happened': *She refuses to the need for reform.*

13 Goal or objective? '.....' means '(rather formal) smth that you are trying to achieve': *What is the main of this project?; while '.....' is often long-term, and relates to people's life and career plans or the long-term plans of a company or organization: He continued to pursue his of becoming an actor.*

14 Worried or concerned? '.....' is usually used when you are talking about a problem that affects another person, society, the world, etc.: *Local residents are over the impact of the project; while '.....' can be used for this or for more personal matters, when you think about unpleasant things that might happen / have happened and feel unhappy and afraid: I was (that) I would fail the exam.*

The difference between **pronunciation and spelling** in English causes a lot of confusion. For items **15-16** write **the correct spellings** of the **transcribed words**.

15 After a long week of classes and /,ekstrəkə'rikjələ(r)/ activities, she felt a deep /ɪg'zɔ:stʃən/ that made it hard to concentrate on her studies and had to make an appointment with the school /saɪ'kɒlədʒɪst/

16 His increasingly /ɪk'sentrik/ behaviour sounded alarm bells; but he was unbothered by the consequence of standing out in a crowd and objected to the /,benɪ'fɪʃl/ effects of the medication prescribed by the /saɪ'kærətɪst/.....

For items **17-19** provide the **realia** from the recording for the **clues** below.

E.g. An industrial city in the US state of New York, located at the eastern end of Lake Erie is ; and a North American bison (= a large wild animal of the cow family that is covered with hair) is a **Buffalo** **buffalo**

17 A north-eastern US state which was one of the 13 original states, also known as the Empire State, whose capital city is Albany, is ; while a state in the northern central US on the Canadian border, which has more than 10 000 lakes, and is also called the North Star State and the Gopher State, whose capital city is St Paul, is

18 The abbreviation for *a written record of your education and the jobs you have done, that you send when you are applying for a job* in British English is '.....', from Latin 'course of life'; while in American English they use '.....' for the purpose.

19 The abbreviation for *a person who has been trained in medical science, whose job is to treat people who are ill or injured; or a person who has received the highest university degree* is ; while (esp. British English) the abbreviation for *a doctor who is trained in general medicine and who works in the local community, not in a hospital* is

20 There are some **gaps** in the paragraph below. Put the adverbs from the recording in their places so that they **match the definitions**. Several examples are given. Write the numbers of the adverbs you used in the order they should appear in the text.

1 simply **2 not necessarily** **3 really** **4 apparently** **5 completely** **6 increasingly**
7 definitely **8 entirely** **9 previously** **10 currently** **11 frantically** **12 eternally**

As I stood at the edge of the cliff, I **really** (used to say that sm is certain; or emphasize smth you are saying or an opinion you are giving) felt the fear rising up inside me. I (done in a hurried way and in a state of excitement or confusion; in a way that is almost out of control because of extreme emotion) searched for a way to climb back down, but the rocks were (more and more all the time; more often or to a greater degree) slippery. I had **eternally** (in a way that lasts forever or for a very long time) dreamed of reaching the top, but now I was (used to say you have read or been told smth although you are not certain it is true; used to say that smth seems to be true, although it is not certain) stuck. I **definitely** (in a way that is certain or that shows that you are certain; a way of emphasizing that smth is true and that there is no doubt about it) didn't want to fall, but I was **entirely** (in every way possible; completely; with nothing lacking) unsure of what to do. **Previously** (before the present time or the time referred to), I had been so confident, but (at the present time; now), I was **completely** (used to emphasize another word or phrase; in every way possible; in every part) paralyzed with fear. I **simply** (used to emphasize a statement; completely or as much as possible; just; only) closed my eyes and took a deep breath, hoping that somehow, someway, I would (used to say that smth is possibly true but not definitely or always true) have to face my worst fears.

Transfer the answers to the answer sheet.

READING 9-11

Time: 35 minutes

Maximum points – 20

Read the *New York Times* article on raising a **child prodigy** and do the tasks (1-20). For items 1-7 mark each sentence as **T** (true), **F** (false) or **NS** (not stated) according to the information in the text.

1 Karl Rosenberg was a normal child who developed exceptional abilities later in life.

2 Two factors that make life more challenging for child prodigies like Karl are isolation from other children their age and difficulty in finding an appropriate school.

3 The article suggests that although parents can select new areas of interest for their children, highly intelligent children do best when they are allowed to pursue their natural interests.

4 Karl's favourite subjects in school are Art and Mathematics.

5 Most classrooms don't have enough resources to meet the educational needs of exceptionally bright children.

6 Karl's favourite hobbies now are the Internet and playing the musical instruments.

7 Karl's long-term career goal is to become an architect or a scientist.

There are **some words missing** in the text.

For items 8-12 provide the necessary **realia**. The **clues** are given. There are a number of examples (**E.g.**).

For items 13-15 **uncover** the clues and **combine** the two parts to form the words that fit the gaps. Both the **meanings of the parts** as well as **the definitions** for the **complete words** are given. The **number** of letters is **specified**. Study the examples in the text first (**0, 00**).

Look carefully at lines marked 16-20, each of which **contains a misused word**. Write down the **correct word** for each line on your answer sheet. There are a number of similar examples in the text (**e.g.**).

Not Like Other Kids

Last summer, after serious *e.g. fought* thought, Toby Rosenberg announced to his friends and family that he was changing his name. “Toby,” he felt, was “a little boy’s name.” Instead, he would be called Karl, like his father before him. His **16)** school excepted the switch. His parents had no argument. Toby – now Karl – was five years old.

And he had a point: regardless of his age, Karl has never been a little boy. At 14 months, he began to read *e.g. allowed* aloud from the posters he viewed from his stroller. It would be another full year before he talked on his own; but once he did, he spoke fluent English and Polish (his mother, Anna, is from Krakow) and several other languages. He trained himself to write Japanese after studying the label on a bottle. He taught himself the Hebrew alphabet after seeing the characters on a dreidel, a type of toy. Last year, after seeing a book in a museum shop on **17)** ancient Egypt, he compelled a dictionary of hieroglyphics. The impression you get when you first meet Karl is that of a **(0)** _ _ _ _ _ (a written work published in printed or electronic form +suffix (sometimes disapproving) having the nature of; like = interested in reading and studying, rather than in more active or practical things) **book+ish = bookish** teenager, a middle-aged diplomat, and a talkative grandmother trapped together in the body of a first-grader.

“You don’t know what it’s like with Karl,” his father says, laughing tiredly. Karl *E.g.* (abbreviation for Senior; used after the name of a man who has the same name as his son, to make it clear who is being referred to) **Sr.** was once an artist, and is now a website designer. He spends at least an hour every afternoon in the family’s one-bedroom **(8)** (one of the five boroughs of New York City, an industrial port, with a bridge over the East River / Think of a small river + a first name for girls) apartment

18) droughting sketches and submitting them to his son’s *e.g. erities* critiques.

“He stands behind me and tells me to draw things over and over to his specifications,” Karl says. “If he’s not on the Internet, he’s here, issuing commands over my shoulder. We just want to encourage his interests and support him any way we can. Nobody in this household is trying to tell him what to do.” Which is just as it should be.

Experts offer parents of child prodigies this advice about raising their gifted children:

1. Don’t overstructure your child’s life. Experts advise parents of hyper-intelligent children that, instead of filling their time with planned activities, they should try not to be too controlling. “Profoundly gifted kids are highly curious and **19)** likely to peruse all kinds of interests with great passion,” says Sandra Berger, a gifted-education specialist for more than 20 years. “It’s best to let the child’s interests be your guide.”

2. Provide as many learning opportunities as possible. Parents should strive to introduce their children to a wide variety of subjects. They should take them on field trips and museum tours; moreover, the child’s normal environment should be treated as an experiential playground. It was reportedly his early walks in the woods with his father that alerted Richard Feynman, the Nobel-prize-winning

physicist, to the complexity of life. For Karl, it was drives past the **E.g.**
(a historic US town in south-eastern Virginia. It was settled in 1633 as Middle Plantation but soon named after an English king / Think of William III and (American English, informal) a town or city) **Williamsburg** Bridge that **e.g. picked** **piqued** his avid interest in construction.

Such interests can prove a distraction. When he was taking his Educational Records Bureau exam in January, Karl spent much of the allotted time lecturing the test-givers on the unusual architecture of the **(9)**
(a skyscraper on East 42nd Street in New York, named after a large US car. It was completed in 1930 and was then the tallest building in the world), which was visible through the classroom window. When the examiners tried to summarize Karl's irregular score, they mentioned his "most **(13)** _ _ _ _ _ (a short piece of writing to help you remember something + (formal) having the qualities that deserve somebody/something = deserving to be noticed or to receive attention because it is unusual, important or interesting) fund of knowledge."

Of course, even without a standardized-test score, Karl's parents know he's a genius. On the other hand, they know that they should never, ever use that term.

3. Avoid calling your child a genius. "There are three reasons the label could only be unhelpful," says Dr. Jack Shonkoff, an expert on early childhood development. "One, it puts an enormous burden on the kid that he or she will have trouble living up to. Two, it's a **(14)** _ _ _ _ _ (a group of similar things that belong together in some way + towards or in a higher position = a situation in which somebody tricks you or makes it seem as if you have done something wrong) for other people – relatives, teachers – to be disappointed in the kid's future performance. And three, it serves to set the child apart from other children." Shonkoff says that extremely talented kids are **(00)** _ _ _ _ _ (a fat grey and white bird with short legs, common in cities and also living in woods and fields where people shoot it for sport or food + (about a golf ball) hit into a hollow in the ground that you must get the ball into = put into a particular group or type, often unfairly, without thinking deeply enough (Syn. categorized or labelled)) **pigeon** + **holed** = **pigeonholed**, or stereotyped, enough already. They don't need a label to isolate them even more.

4. Don't expect your child to be popular. Combating social isolation may be the greatest challenge for those raising exceptionally intelligent kids. Karl has had a typically **(15)** _ _ _ _ _ (prefix (in adjectives, verbs and related nouns) higher; upwards; towards the top of something + an area of land that is higher than the land around it, but not as high as a mountain = difficult to win and taking a lot of effort over a long period of time) battle finding a school – let alone a circle of friends – that can contain him. At three years old, he was asked to leave his preschool program at the local **E.g.** (an organization that was established in Britain in 1844 and now operates in many countries and provides hostels and social and sports activities (the abbreviation for 'Young Men's Christian Association') **Y.M.C.A.** His teachers thought that his obvious boredom was a bad influence on the other children. After a search, his parents discovered the East **(10)** (the island that forms the main borough of New York City, and is between the Hudson River and the East River. It contains many of New York's most famous landmarks, including the Empire State Building, Broadway and Fifth Avenue, Central Park and Harlem. The island is named after a native North American people who once lived there / Think of an adult male human + a piece of clothing made to fit the head + the brown colour that

somebody with pale skin gets when they have been in the sun) School for Bright and Gifted Children, but the independent school soon closed. Karl then transferred to a first-grade class at a public school. He was immediately promoted to its accelerated program, but his social life lagged far behind.

It's no surprise. Adults tend to make friendships on the basis of shared interests and coincidental pursuits. Similarly, highly gifted children seek out friends like themselves, rather than falling into groups according to age or grade. "These kids just aren't likely to be part of a huge gang in the lunchroom," Berger says.

5. Don't sacrifice educational advancement to give your child a "normal" upbringing. Holding children back from upper-level grades and early college won't help them socially. On the contrary, it will frustrate them – and their teachers. "These kids will exhaust the resources of any normal classroom," Berger says. "Six-, seven-, and eight-year-olds who are interested in aerospace technology shouldn't be stuck in homeroom*." (**the room where children gather to start the school day and to wait for activities*)

Karl's extensive pursuits could exhaust just about anyone. He's played the piano since he was three. Two years later he requested a violin, and his parents managed **20)** to borrow one. In addition, the family's apartment was cluttered with Karl's drawings of **(11)** (*a very large British passenger ship which in 1912 sank on its first voyage across the Atlantic after hitting an iceberg. There were not enough lifeboats for all the passengers and over 1 500 people died / Think of the older gods in Greek mythology who were defeated in a battle with Zeus*), which he reimagined as a medieval galleon, with his floor sculpture of Moscow's **(12)**

..... (*a historic Orthodox church located in Red Square of Moscow, one of the most iconic and recognizable cultural symbols of Russia and a major tourist attraction of the city. It is famous for its colorful onion-shaped domes, each of which is unique. Today, the Cathedral is a museum and a UNESCO World Heritage Site / Think of a plant with shiny green leaves that smell sweet and are used in cooking as a herb; or of a first name for boys*) reconfigured as an ancient Irish church and with the whirling presence of Karl himself.

Preparing to present his well-illustrated, self-assigned report on the

E.g. (*a statue at the entrance of New York harbour, given to the US people by France in 1886, which represents a female figure carrying a book of laws in one hand and a torch in the other*) **Statue of Liberty**, he announced to his family: "The architect was Frédéric-Auguste Bartholdi; Auguste – I mean – did you hear that? A-goose. I said goose!" He bursts into giggles, and for the moment, at least, Karl **E.g.** (*abbreviation, used, especially in the US, after the name of a man who has the same name as his father, to make it clear who is being referred to*) **Jr.** is completely happy and six years old.

Transfer the answers to the answer sheet.

USE OF ENGLISH 9-11

Time: 60 minutes

Maximum points – 40

Task 1

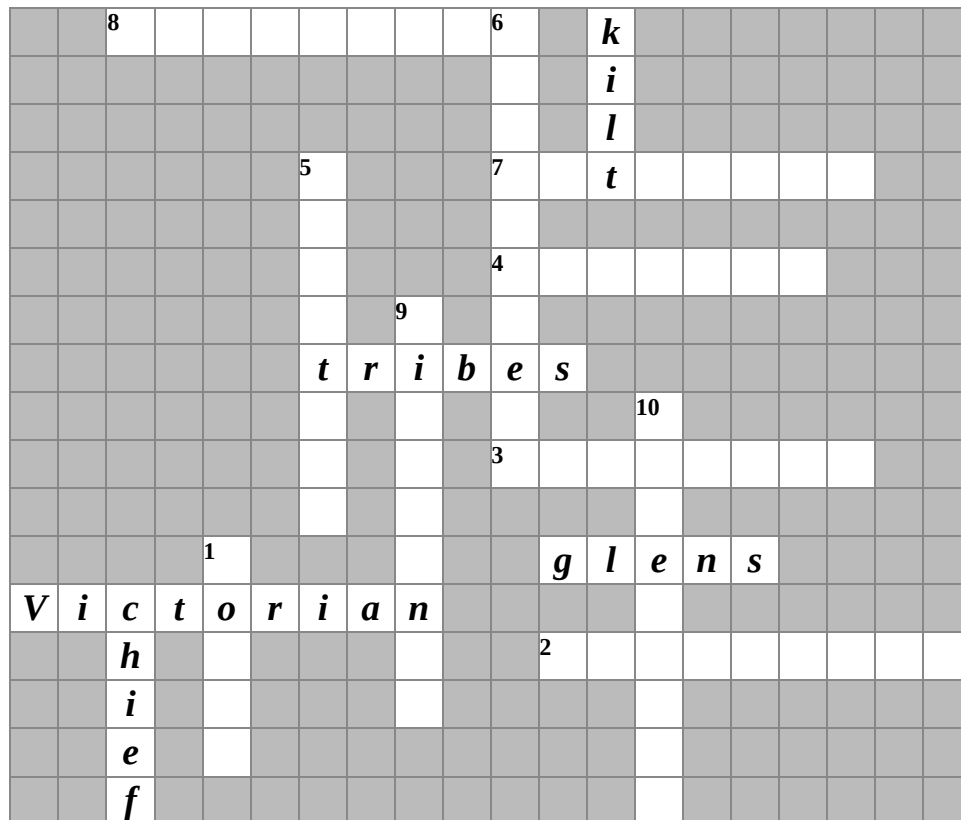
Read the text about **clans** and for items **1-10** complete it by doing the **crossword**. Several words are provided.

Clans

A clan is a Scottish social group whose members usually claim to come from the same family. In the 11th century, *e.g. (social groups in a traditional society consisting of people with the same language, culture, religion, etc., living in a particular area and often having one leader)* **tribes** living in Scotland divided into small clans that settled round **1)** *((in Scotland) lakes or narrow areas of sea almost surrounded by land)* and *e.g. (deep narrow valleys, especially in Scotland or Ireland)* **glens**, and on the islands. Among the most powerful were the Campbells and the MacGregors of Argyll, the MacLeods and the MacDonalds of the Western Isles, the MacKays of Caithness and the Stewarts of Appin. The *e.g. (a leader of a people or community)* **chief** of each clan had complete **2)** *(the power to give orders to people; the power or right to do something)*. Clansmen were known by the name of their father, and this was shown by adding *Mac-* to the beginning of the father's name. Many Scottish **3)** *(names shared by all the members of a family (written last in English names))* begin with *Mac-*. Being a member of a clan did not in fact depend on sharing the same name, and many clan members were not **4)** *(belonging to the same family; connected with something / somebody in some way)* to the chief, but were **5)** *(allowed to become a member of a group)* to the clan as **6)** *(people who help or encourage somebody by saying or showing that you agree with them)*.

A tartan *e.g. (a knee-length skirt made of tartan cloth that is traditionally worn by Scottish men)* **kilt** was an important part of a clansman's traditional clothing, but individual tartan **7)** *(regular arrangements of lines, shapes, colours, etc. for example as a design on material, carpets, etc.)* were not associated with a particular clan until *e.g. (connected with the period from 1837 to 1901 when Queen Victoria was queen in the UK)* **Victorian** times. Today, Scotsmen generally only wear kilts on special **8)** *(special events, ceremonies or celebrations)*.

Clans are still important in Scotland, especially in the **9)** *(the high mountain region of Scotland)*. Many people outside Scotland, especially in the US, are proud of having Scottish **10)** *(people in your family who lived a long time ago)* and being members of a clan.



Task 2

A **dynasty** is a **series of leaders** of a country who all belong to the same family; a period of years during which members of a particular family rule a country; and **a group or family that controls** a particular business or organization for a long time. For items **11-17** look at the **descriptions** of **Russian, American** and **British family dynasties**. Choose the appropriate **family (A-G)** for each **description (11-17)**. Several examples are given. (Some clues were left out.) *E.g. 0 J 00 I 000 H*

A) Rothschild family B) Golitsyn family C) Dolgoruky family D) Adams family E) Forbes family F) Rockefeller family G) Stroganov Family H) Trubetskoy Family I) Ryabushinsky Family J) Straus family

Time period and brief description	Family Dynasty
0 <u>Straus family</u> , Jewish American immigrant family whose members prospered as owners of Macy's department store in New York City and distinguished themselves in public service and philanthropy. There they established the merchandising firm L. and Sons. Isidor and his wife, Ida, perished aboard the ocean liner Titanic in 1912.	J
11 , prominent American family whose philanthropy and influence on such fields as business, banking, politics, health care, education, conservation, and the arts over several generations helped shape the modern United States. The best-known members of the family include: John D(avison) , Sr., (1839–1937), US businessman, industrialist and philanthropist, who became very rich as the owner and President of the Standard Oil Company, and gave about \$500 million of his own money for good causes. He established the Foundation and the University of Chicago (1892);	

his son John D(avison), Jr., (1874–1960), US capitalist and philanthropist; and his son Nelson (Aldrich) (1908–79), US politician, governor of New York State, the 41st Vice-President of the US (1974–77). He tried and failed three times to be the Republican Party candidate for President. The phrase <i>be (as) rich as</i> means <i>to be extremely wealthy</i>.	
12, wealthy Russian family of merchants, probably of Tatar origin, famous for their colonizing activities in the Urals and in Siberia in the 16th and 17th centuries. Throughout the 18th and 19th centuries the family produced statesmen and other eminent persons who continued the tradition of service. They also became famous for their services to Russian art. Their patronage and commissions resulted in the building of many churches and in the creation of a school of icon painting in the 16th and 17th centuries, which introduced the techniques of miniature painting as well as rich ornamentation and colouring and an extensive use of gold leaf. Russian State University of Design and Applied Arts (..... University) informally named is one of the oldest Russian schools for the industrial, monumental and decorative art and design.	
00 Ryabushinsky Family, family of wealthy Russian industrialists. Descended from peasants, they successfully invested in textiles, land, and banking in the 19th and early 20th centuries. They were prominent in liberal politics prior to the Russian Revolution in 1917. Mikhayl Y. purchased a fabric store in Moscow in 1844 and two years later opened a cloth factory. His sons, Pavel and Vasily Mikhaylovich, expanded the business.	I
13, Massachusetts family with deep roots in American history who could trace its lineage to the first generation of Puritan settlers in New England, whose members made major contributions to the nation's political and intellectual life for more than 150 years. John (1735–1826), perhaps the most profound political philosopher of the Revolutionary and early national periods of U.S. history, also served as the country's second president (1797–1801) after being the country's first vice-president. He was a leader in forming the Declaration of Independence. His son, John Quincy (1767–1848), the sixth president of the US. He had had more success earlier as Secretary of State, helping to write the Monroe Doctrine and adding Florida as a state.	
14, the name of a British family of businessmen and politicians, originally from Germany, the most famous of all European banking dynasties, dating back as a banking house to the late 18th century, which for some 200 years exerted great influence on the economic and, indirectly, the political history of Europe. In addition to banking and finance, the businesses have encompassed mining, energy, real estate, and winemaking. From the early 19th century the family has been known for its considerable charitable activities, particularly in the arts and education. Nathan Mayer (1777–1836) opened the bank of N M and Sons in London in 1798, and became a British citizen in 1804. His son Lionel Nathan (1808–79) became the first Jewish Member of Parliament in 1858. Lionel's son Nathaniel Mayer (1840–1915) became the first Jewish person to be made a life peer, in 1885.	
15, Russian princely family who claimed descent from Rurik, the legendary founder of the first Russian state. They produced well-known statesmen, military leaders, and men of letters. Yury Alekseyevich (d. 1682) was a high-ranking nobleman and military commander, who achieved a number of victories in the Russo-Polish War of 1654–57; guardian of the child tsar Fyodor Alekseyevich. Yakov Fyodorovich (1639–1720) was a close associate of Peter I the Great.	
16, U.S. publishing family. Bertie Charles (1880–1954) emigrated from Scotland to the U.S. in 1904. He founded magazine, a business and finance magazine, in 1917. It is best known for its lists of various categories of businesses and people, such as the400, a list of the 400 richest Americans.	

17, Russian noble family descended from the 14th-century Lithuanian grand duke Gediminas. Three members played prominent roles as statesmen around the time of Peter I the Great (r. 1682–1725). Vasily was chief adviser to Peter's regent, Sophia Alekseyevna. Boris (1654–1714) was court chamberlain (1676) and Peter's tutor; he helped to place Peter on the throne and was associated with the major achievements of Peter's early reign. Dmitry (1665–1737) held several posts under Peter from 1697 but opposed Peter's reforms and in 1724 was deprived of all public duties. In 1727 he became a member of the Supreme Privy Council, which governed for Peter II until his death (1730).	
000 <u>Trubetskoy Family</u>, Russian noble family of considerable influence in the 19th century. One of its members, Sergey Petrovich (1790–1860) was a prominent Decembrist and one of the organizers of the movement. Close to N.M. Muravyov in his views, he was declared the group's leader on the eve of the December 14 uprising in 1825 but failed to appear. He was consequently arrested and sentenced to death, but the sentence was commuted to hard labour for life. In 1856 he was included in the amnesty. Other prominent family members are Sergey Nikolayevich (1862–1905), a religious philosopher and publicist, the editor of a philosophical journal, and the author of several historical and philosophical studies, and his brother Evgeny Nikolayevich (1863–1920), also a religious philosopher and a follower of V.S. Solovyov. The linguist Nikolay Sergeyevich (q.v.; 1890–1938) was the son of S.N.	H

Task 3

Family Quiz. For items **18-26** answer the questions about **collocations and realia** containing **family words**.

18 A family structure in which parents and their male children with their families, grandparents, uncles, aunts and cousins live together in one house and are considered as a single unit is

A) joint family **B)** blended family **C)** extended family **D)** nuclear family

19 The first family is

A) the present King (Charles III) and his family **B)** the family of the President of the United States **C)** the family of the governor of a US state **D)** both B and C

20 True or false? 'Poster child' is similar to 'designer baby' and describes a child who works as a model and participates in fashion shows and baby showers. They are in a way similar to 'trophy wife' and 'model wife' who also describe women in the fashion business.

21 True or false? Baby Ruth, Aunt Jemima and Mother's Pride are all nicknames of characters from a popular children's book.

22 True or false? A person who gives advice to people with personal problems in articles that appear regularly in a magazine or newspaper or on a website is 'advice columnist' in the US and 'agony aunt / uncle' in the UK.

23 The group of people who wrote the US's most important political document, the Constitution of the United States (in 1787), is called

A) Fathers 4 Justice **B)** the Pilgrim Fathers **C)** the Founding Fathers **D)** Sons of Liberty

24 The US, or its government, sometimes represented by an image of a tall, thin man with a white beard and a tall hat is

A) Uncle Sam **B)** Uncle Ben **C)** Uncle Tom **D)** Uncle Remus

25 Boomerang kid (*also* boomerang child) is

A) (*informal*) an adult child who returns home to live with their parents after a period of being at university or living away from home **B)** a child born in Australia **C)** a child born in New Zealand **D)** an active child keen on sport and games

26 A group of seven traditional women's (or in the past women's) universities in the eastern US with high academic standards and a high social status is called

A) Big Sisters **B)** The Seven Sisters **C)** Daughters of the American Revolution **D)** United Daughters of the Confederacy

Task 4

Many **family members** appear in **books** by **Russian, British or American authors**. Match the **fictional characters (27-33)** with their short **descriptions (a-l)**. You have **more** descriptions than necessary. Some clues were left out. *E.g. 0 l 00 h*

Character	Description
0 Mother Goose	a also called <i>Three Witches</i> , the creatures who prophesy the destinies of the main characters in Shakespeare's <i>Macbeth</i> . The term was first used by Scots writers as a nickname for the Fates of Greek and Roman mythology. Through its appearance in Raphael Holinshed's <i>Chronicles</i> , the expression passed to William Shakespeare.
27 Bennet family	b a fictional character, who first appeared in 1911, the protagonist of a series of detective stories by the British writer G.K. Chesterton , a Roman Catholic priest, with a penetrating mind, a gift for careful observation, and a deep understanding of human evil, who solves detective mysteries.
28 Big Brother	c the title character in the antislavery novel by Harriet Beecher Stowe _____'s <i>Cabin</i> (published in 1852). Stowe made the main character an exemplar of virtue and dignity, who is far superior in character to the white slaveholders portrayed. In the mid-20th century, however, the main protagonist became a figure of controversy, since the long-suffering and saintly character came to be seen as submissive and spineless. The name is sometimes used as an insult to describe an African American who behaves in a way that shows too much respect for white people.
29 Father Brown	d fictional characters, who made their first appearance in 1904, two sets – the older pair named Bert and Nan, the younger Freddie and Flossie – who are featured in an extended series of children's books by American author Laura Lee Hope (a collective pseudonym for many writers, including Harriet S. Adams).
30 Forsyte family	e fictional characters in Jane Austen's novel <i>Pride and Prejudice</i> (1813). The father of the family is an intelligent but eccentric and sarcastic man who is fond of his two oldest daughters – especially his favourite, Elizabeth – but scorns the rest of the family. He does not care for society's conventions and mocks his wife's obsession with finding suitable husbands for their 5 daughters.

31 Rostov family	f the dictator of the totalitarian empire of Oceania in George Orwell's novel <i>Nineteen Eighty-Four</i> (1949), in which the leader of the government had total control over the people. The slogan '_____ is watching you' reminded people that he knew everything they did. The term has come to signify government control of and intrusion into individual lives.
32 Uncle Tom	g featured characters in Jane Austen's novel <i>Sense and Sensibility</i> (1811). The widowed mother and her three daughters – Elinor, Marianne, and Margaret – are impoverished by the death of Mr. _____ and by the selfishness and neglect of his heir, who is his son by his first wife. The two older sisters represent opposite temperaments: Elinor, the oldest, is "sensible," rational, and capable of exercising self-restraint, whereas Marianne, who shares her mother's temperament, is emotional and impulsive.
33 Weird Sisters	h fictional characters, the central figures in Fyodor Dostoyevsky's novel (1879–80)
00 Karamazov brothers	i principal characters of the novel <i>War and Peace</i> (1865–69) by Leo Tolstoy . The elderly dictatorial Prince Nikolay is the father of Prince Andrey and Princess Marya.
	j fictional characters, members of one of the central families in the epic novel <i>War and Peace</i> (1865–69) by Leo Tolstoy . The family is headed by the Count, a well-meaning but ineffectual nobleman who manages his business affairs poorly. The Countess, who arranges advantageous marriages for her children, is pretentious and shallow. The eldest daughter, Vera, is rigid and formal. By contrast, her sister, Natasha, is a beautiful young woman of great personal charm. The older son, Nikolay, is a handsome and principled man who loves his impoverished cousin Sonya but accedes to pressure to find a wealthy, titled bride. The romantic younger son, Petya, is swept away by patriotic fervour and dies a pointless death in an unnecessary military encounter.
	k fictional upper-middle-class English family created by John Galsworthy in a series of novels, written between 1906 and 1921. They tell the story of Soames, a lawyer, and his family from the 1880s to the 1920s. At the beginning they build a house in London, but after 40 years of difficult and complicated relationships there is nobody living in it.
	l an old woman who is supposed to have written nursery rhymes. She is shown in pictures as a woman with a pointed nose and chin riding on the back of a flying goose. She first appeared in two books published in London, in 1768 and 1781, some of the verses were probably written by Oliver Goldsmith . The name comes from part of a French expression which means 'old wives' tales'.

Task 5

Confusables refer to words which are **easily confused** because they are very similar (in spelling, pronunciation, or meaning). For items **34-37 complete** each sentence with two appropriate **confusable words**, one of which is a ‘family’ word. (There can only be one letter difference.)

E.g. After discovering she was a direct descendant of a famous _____, a mystic who could predict the future, Emily felt a strange connection to her _____, who shared an uncanny resemblance to their ancient ancestor. **sibyl ... sibling**

34 I think my _____ has gone to _____ himself in the back garden.

35 As an _____ to a large fortune, he had an _____ of mystery about him.

36 My _____ encouraged me to go _____ in my education, but I was happy with my current degree.

37 The gardener spent hours pulling _____ from the garden, making it a perfect spot for the couple who _____ there next weekend.

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. “Imagine all the people **live** life in peace. You may say that I’m a dreamer, but I’m not the only one. I hope someday you’ll join us and the world will be as **won**.”
John Lennon (1940–80), an English singer and guitar player with The Beatles **living one**

“Peace is always beautiful.” **Walt Whitman** (1819–1892), Poet, the USA

38 “Victory at all costs, victory in spite all terror, victory how ever long and hard the road may be; for without victory, there is no survival.” **Winston Churchill** (1874–1965), one of Britain’s greatest statesmen, Prime Minister of the UK during the Second World War

39 I like to believe that people in the long run are going to do more to promote peace then our governments. Indeed, I think that people want peace so much that one of these days governments would better get out of the way and let them have it.
Dwight D. Eisenhower (1890–1969), the 34th President of the USA (1953–61) and a famous general, the Supreme Commander of the Allied Forces in the Second World War

40 “Peace does not mean an absence of conflicts; differences will always be there. Peace means to solve these differences through peaceful means; through dialogue, education, knowledge; and through human ways.” **Tenzin Gyatso** (1940–present), the 14th Dalai Lama, Religious leader, Tibet

Transfer your answers to the answer sheet!

WRITING 9-11

Time: 60 minutes

Maximum points - 20

You have recently participated in a class discussion on **the importance of providing a nurturing environment for gifted children**.

Here are some of the questions raised in the discussion:

Parents and educators play a crucial role in supporting gifted children by providing the necessary environment, support and resources to nurture their exceptional talents.

All children should have the right to realize their highest potential. Most require a supportive environment to reach their full potential.

What can a family do to encourage a child's mental development? How can parents create a positive environment for their highly intelligent children? How can parents support their child's exceptional abilities while also promoting social and emotional development?

How can educators create an environment that supports gifted children? How can schools and educators accommodate the needs of exceptionally intelligent children?

Following the discussion, you were offered to participate in a **competition** in which students have to express their views on **the role of parents and educators in supporting gifted children's exceptional abilities**.

Express your own views, covering the following points:

- how you understand the concept of 'gifted children'; what support they need to reach their full potential;
- discuss the importance of parental involvement and support in the development of gifted children;
- discuss the role of educators in identifying exceptional abilities and creating a challenging learning environment; provide examples of successful programs / strategies for supporting gifted children;
- emphasize the importance of collaboration between parents and educators in supporting child prodigies;
- use original ideas about the topic and give reasons for your opinion; to illustrate your reasons, provide examples, using your background knowledge, as well as examples from your own experience;
- summarize the main points and reiterate the importance of both parental and educational support for gifted children.

Write your **competition entry** covering the points above on the **answer sheet** in about **200-250 words**, including **your own title**. **DO NOT quote from the input**.

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