

**Федеральное государственное бюджетное образовательное учреждение
высшего образования
Российская академия народного хозяйства и государственной службы
при Президенте Российской Федерации**

**Олимпиада школьников РАНХиГС по Иностранному (английскому) языку
2023 – 2024 учебный год
10 – 11 класс
Отборочный этап**

Task 1. Listen to the stand-up comedy and answer the following multiple-choice questions.

Максимальный балл — 6 баллов. За каждый правильный ответ 0.5 балла.

1. According to the speaker, how are traffic lights viewed in his African homeland?
 - a) As a decoration at intersections.
 - b) As a strict rule to follow.
 - c) As a suggestion rather than a command.**
 - d) As a modern innovation.
 - e) As an effective way to control traffic.

2. What does the man from New York trust when crossing the street?
 - a) The speed of the truck.
 - b) His instincts and quick reflexes.
 - c) The pedestrian signal.**
 - d) The sound of the traffic around him.
 - e) The truck driver's awareness.

3. How does the speaker's attitude towards crossing the street change after walking with the man for several blocks?
 - a) He becomes more cautious and waits longer.
 - b) He avoids crossing the street altogether.
 - c) He starts crossing confidently, without looking.**
 - d) He only crosses the street when there's no traffic, regardless of the light.
 - e) He becomes reliant on other people to guide him.

4. How did Trevor describe his experiences of coming to the U.S. over the years?
 - a) He lived in the U.S. permanently without any breaks.
 - b) He visited occasionally and saw America in "snapshots."**
 - c) He only visited once before moving there permanently.
 - d) He had been there continuously for ten years without any breaks.
 - e) He only visited during political events.

5. What did the woman from Birmingham, Alabama want Trevor to tell her about?
- a) His experiences with police in the U.S.
 - b) His comedy tours around the U.S.
 - c) The motherland, Africa.**
 - d) His personal life and upbringing.
 - e) The political situation in the U.S.
6. What was a major shift Trevor observed in 2016 regarding white Americans?
- a) They wanted to visit Africa for the first time.
 - b) They suddenly became interested in Africa due to Donald Trump's rise in popularity.**
 - c) They started attending his comedy shows more frequently.
 - d) They became less interested in international matters.
 - e) They started protesting against African visitors.
7. What is the primary reason given by the person with a British accent for voting for Brexit?
- a) They want to create better trade deals.
 - b) They believe the country's economy is failing.
 - c) They want Britain back from immigrants.**
 - d) They are concerned about international relations.
 - e) They dislike the European Union's policies.
8. Why does the speaker suggest that people from tropical climates didn't try to conquer the world?
- a) They were more peaceful by nature.
 - b) They didn't have the resources to do so.
 - c) Their beautiful weather made them content.**
 - d) They were isolated from other nations.
 - e) They lacked ambition compared to other countries.
9. How does the Caribbean-accented speaker initially suggest colonizing the world?
- a) By singing Calypso songs everywhere.
 - b) By force.
 - c) By making everyone dance Calypso.**
 - d) By trading.
 - e) By teaching.
10. Why does the comedian find colonization to be a strange concept?
- a) Because the colonizers simply visit other lands.
 - b) Because the colonizers force the people to become like them.**
 - c) Because the colonizers always bring gifts.
 - d) Because the colonizers ask for permission before taking over.
 - e) Because the colonizers always speak the same language as the colonized.

11. How does the Indian character respond when the British officer tells him about their God?
- a) He immediately accepts the British god.
 - b) He becomes curious and wants to learn more.
 - c) He lists several Indian gods and gets confused.**
 - d) He says they already have one true God.
 - e) He offers a gift to the British officer's god.
12. What criticism does the Indian character have about the British officer's appearance?
- a) That he looks too muscular.
 - b) That he looks tanned.
 - c) That he has a weird hairstyle.
 - d) That he's translucent and looks unhealthy.**
 - e) That he's too short.

Task 2. Listen to the stand-up comedy, write down the topics which were mentioned and explain why each joke is funny based on its main message. Write 30-50 words for each point.

Максимальный балл — 15 баллов

- A. African Wildlife
- B. Great Britain
- C. Hip-Hop and Rap Culture
- D. Food and Culinary Traditions
- E. Brexit
- F. Traffic lights
- G. Caribbean Tourism
- H. British Royal Family
- I. Black Americans
- J. Nationalism
- K. Mobile Phone Apps
- L. Caribbean Dance Forms
- M. British Empire

KEY:

B. -

E. -

F. -

I. -

J. -

N.

Критерии оценивания:

5 баллов за правильно указанные темы (по 1 баллу за каждую правильно указанную тему)

10 баллов за объяснения:

Грамматика

5 баллов — лексический компонент ответа участника соответствует уровню C1

4 балла — лексический компонент ответа участника соответствует уровню B2

3 балла — лексический компонент ответа участника соответствует уровню B1

2 балла — лексический компонент ответа участника соответствует уровню A2

1 балл — лексический компонент ответа участника соответствует уровню A1

Лексика

5 баллов — лексический компонент ответа участника соответствует уровню C1

4 балла — лексический компонент ответа участника соответствует уровню B2

3 балла — лексический компонент ответа участника соответствует уровню B1

2 балла — лексический компонент ответа участника соответствует уровню A2

1 балл — лексический компонент ответа участника соответствует уровню A1

Task 1-2. Скрипт к аудированию

You know what fascinates me about New York... is how much people trust the **traffic lights**. I have never seen anything like it. You must remember, I come from an African country. And all over Africa, we have **traffic lights**. But we don't use them. All right? It's less of a command and more of a suggestion. It's not "Stop!" It's "Stop?" It's almost like an African traveled the world, saw that other people have traffic lights and then just brought them back, but didn't know what they were for. The guy was like, "Guys, guys, guys. We need to get traffic lights. Ah?" People were like, "What for?" "It's for the intersection. It adds atmosphere." No one actually knew what it was about. We don't care about the lights, and we don't trust the lights. But in New York— I've never seen it— people trust that light with their lives. I was walking in the streets one day. I was walking next to this man. I'll never forget this. We're standing there on the sidewalk, and the light changes in our favor. And I looked to the side, and there was this truck that is barreling down the road. And I'm looking at the truck. And as soon as the light changes, the guy next to me, he steps out into the road. Instinctively, I stuck my hand out to protect him. I was like, "Yo, dude, there's a truck." And he was like, "It's okay. We've got the light." I said, "Yeah, and he has a truck. In a game of rock-paper-scissors, you lose." But he was so confident. He was like, "We've got the light. Let's go." And he walked out. He didn't just walk out. He stared that truck driver down as he was crossing. Just looking at him. Like, "I've got the light. You know I've got the light. You know I've got that light." I was running behind him, all apologetic. "I'm sorry, I didn't know. He— I'm sorry. I would have stopped— I've never done this before." I walked with that man for 12 blocks. And let me tell you, I have never been imbued with the confidence of another human being the way I was with him. I started that day... thinking and pondering before stepping out. And after a few blocks with him, I started believing. And after eight blocks, it was the only way I knew how to live. I had my phone out. I was tweeting and texting. I didn't play games. I'd be looking down, look

up. The light would change, and I was out. I didn't care if a truck or a train was coming towards me. I was out! Because I've come to realize, in America, if you got the white man on your side, you can do whatever you like. You just roll.

What an exciting time it's been. I couldn't have chosen a better time to come and live in the United States. Huh? What an exciting time. I'm surprised that, with everything that's happened, it hasn't all burned down. I've been coming to the United States, on and off, visiting for almost ten years. And... what was great about visiting on and off was I got to experience America in snapshots. You know, I would feel what the people were feeling. I would get an idea of what the populace was going through. And... I'll never forget how every time I came to America... one of the biggest things I noticed was how **black Americans** were having a tough time. I remember the first time I came out. I was staying on the West Coast, and I met a young African American man in Compton. And we were hanging out at a comedy club. This guy, he looked over at me and he's like, "Hey, yo, Trevor. You the dude from Africa, man?" I said, "Yeah, yeah. I'm one of them, yeah." He's like, "Yo, man. I can't front, B. It's an honor to meet you, man. Yo, I always wanted to meet a dude from Africa. You're an OG, man. You're an OG." I was like, "Thank you." He was like, "Yeah, man. You know how hard it is out here for a black man? Dude, I can't front, man. You can't get no jobs, man. The cops be on your ass all the time, man. I'm fittin' to go to Africa myself, man. Yo, I'm gonna go to Africa with you, man. I'm going with you, B." And I was like, "Yeah, you should buy the ticket, we can roll. Let's go." I connected with him that day. I felt something. Fast-forward, a few years later. I remember I met... a beautiful black woman. Down South, I was doing shows in Birmingham, Alabama. This woman came up to me after the show. She connected with me instantly. She was like, "Trevor, baby. Can I just tell you right now? I ain't never met a stranger I felt so connected to. When you talk about Africa, when you say those things, I'm like, 'Oh, man, oh, Lord, I wish I could go with you.' Tell me all about the motherland, baby. I want to go to a place I can call my own. I want to go to a place where people don't look at me like I don't belong. Tell me all about Africa, baby. Tell me all about it." And I could feel what she was saying. And I knew that people weren't having a good time. And then you fast-forward... to 2016. I'll never forget that moment when Donald Trump... closed the lead, had a one-in-two chance of being President of the United States. And for the first time in my life, I had white Americans coming up to me, going, "So, Trevor, tell me about Africa. What's going on out there? It's, uh- [laughs] Sounds like a plan, am I right? What is it, motherland? Motherland, yeah. Yeah. I should come with you. Ali boma ye. Count me in, buddy." And it's not just America as well. It's not just America. You know, a lot of Americans were shocked by that rhetoric, but if you expanded your view, you realized that the rise of **nationalism** is taking place all over the world. In Austria, in Australia. In England. That was what **Brexit** was all about. Right? They made it seem like it was about the economy, but it wasn't. The truth was it was fundamentally people who wanted their country back. It never went anywhere. But they still wanted it back. I saw people on the news, talking to the BBC.

[British accent] "That's why I'm voting for Brexit, right? Because this bloody country is going to the dogs. Right? This bloody country. And I want Britain back. That's why we voted for Brexit, because we want Britain back!" From who? From who? Britain is, like, 95% white. Who do you want it back from? People say the weirdest things, the craziest things. "These

bloody immigrants come over here. They're up to no good, right? I hate these bloody immigrants. They need to go back to where they came from." -But why do you hate them so much? -"I'll tell you why I hate them. Because they're not even trying to be British. That's why. They don't even try to be British. They come here. They bring their own bloody culture. They bring their own food, spit their own bloody languages, try to take over the whole bloody place." That sounds British to me.

If there's one country... if there's one nation in the world, that has no right to complain about immigration, it's Great Britain. If there's one nation in particular. You do understand, they created the problem that they are now dealing with. They went out and colonized the world. At one point, half of the globe was controlled by the **British Empire**. Do you understand how insane that is? They went around colonizing from pillar to post. People didn't care about them. No one was trying to find the British. The British were the ones traveling the world, telling everyone of their existence, knocking on doors. "Hey, we're the British. Follow us." It's basically ancient Twitter, that's what that was. I'm not saying the British are bad people, by the way. I understand that colonization was something that was popular at one time. Many European countries participated in it. But the British were the best. They were the best. It's not because they were bad. I think— I blame it on the weather. That's what I think happened. I think they have bad weather, and bad weather makes you a bad person. Yeah, because if you think about it, there was no one from a tropical climate who was trying to take over the world. You don't ever hear stories of Caribbean conquerors. Yeah, there's no stories of, like, Troy The Terrible from Trinidad. You don't hear these stories. There's no need for that. When the weather is horrible, you want to go somewhere else and take it from somebody. If you're living in a beautiful paradise, you have no need to leave. Could you imagine that scene? Just some random handsome guys hanging out on a beach in the Caribbean, one looking at the other out of nowhere.

[Caribbean accent] "Darius. Darius!" "What, Troy?" "I was thinking, bro. Stay with me here. I was thinking, right? We should build boats, sail around the world and force everyone to dance Calypso." It wouldn't happen. It just wouldn't happen. The British colonized with class. They went all over the globe. And colonization— we read it about it now, and it seems normal 'cause it's in the history book. They colonize. When you think about colonization, it's the strangest thing you can think about. 'Cause conquering is one thing. You go to another country, you take what's theirs. You want more— you take the land. You take the resources. You kill the people. That I understand. But colonization— I don't condone. I understand. But colonization is strange, because you go there, and you don't just take over. You then force the people to become you. That is such a strange concept when you think about where the British did it. I mean, they did it in Africa. You know, they did it in Asia. And think about in India. Those cultures could not be more diametrically opposed. And out of nowhere, the British just decided to roll up. Imagine what the Indians must have felt like on that day. Minding your own business. Walking through a field. Next thing you know, the British showed up on horseback.

[imitates clapping hooves]

[imitates bugle call] “Hear ye, hear ye! By order of Her Majesty the Queen, we have arrived! “You over there! What is the name of this land?”

[Indian accent] “This land over here? This is called India.” “Well, my good man, I am here to tell you that India is now under the British Empire.” “And I’m glad that I can tell you that India is exactly where it was yesterday.” “No, no. I feel you’re not understanding what I’m saying. I’m letting you know that we are here to colonize you by order of the Queen.” “Who is the Queen?” “The Queen. The Queen of England, the Ruler of Great Britain. She who was ordained by God.” “Which god?” “God. The one true God.” “There are many gods, my friend. What is the name of your god?” “There is only one God. And his name is God, and you, too, shall worship him.” “You want me to worship a god, but you don’t want to tell me his name? What are you talking about? There are many gods. There is Shiva. There’s Lakshmi. There’s Hari Krishna. There are many gods! What is the name of your god?” “His name is God!” “You don’t know the name of your god?” “It’s just God!” “Is it like Mommy or Daddy? You want me to worship your god, but you don’t want to tell me his name? How am I going to pray to him? What do I do? Every morning, I wake up and I pray: ‘Oh, dear God, I was hoping that maybe, God, you could help me— No. Sorry, not you. Other god. No, no, other god. No, no. Wrong god. No, God. I was trying to talk— No, no. You’re right. I should have asked for your first name. No, God. No, other god, please. No, behind that god. No, not you today, God. Other god. Right. He told me you would know who I was talking to. No, other god, please. That god on the— No, no. That god, you—’ Then I wonder why my prayers are not getting answered.” “How dare you speak to me like that? Do you know who I am?” “No, because you never introduced yourself.” “I have come here representing **Great Britain**.” “And I have never heard of Great Britain. Who gave you that name?” “Well— well, we did.” “You called yourselves ‘great’? Isn’t that a little presumptuous? Shouldn’t you wait for other people to tell you how great you are? Shouldn’t you just go around the world and just do good things, good things? Then people go, ‘Oh, my God, Britain, look how great you are!’” “Well, I beg to differ. I believe we could do it because we knew instinctively, we are Great Britain!” “Well, in that case, welcome to Great India.” “No, it doesn’t work like that! How dare you speak to me like this!” “You’re the one who dares to speak to me, okay? I was here, minding my own business in my land. You came over here, riding on your skinny cow, telling me that things are going to change. I don’t know who you are. All I know is you are clearly crazy.

You’re not feeling too right. I didn’t want to say anything, but you look like you’re going to faint. In fact, it looks like you have died last week. Okay? Something is very wrong with your skin. You’re not looking good. Maybe you should come down. We have a curry, talk about this.” “What are you talking about? I look quite normal!” “You do not look normal. I have never seen anybody with that complexion in my life, okay? You look like you’re playing hide-and-seek with the sun your entire life. I don’t know what is happening, but that is not how a person should look. I can see your veins pumping through your skin right now. You know how creepy that is? Pumping, pumping, pumping. If I was your doctor, I don’t need X-ray machine. I go, ‘What is problem? It is your kidney. How do I know? Because you’re translucent. That is how I know.’” “Damn you! We are going to run this country whether you like it or not!” “We are not going to do anything you tell us. You’re a madman.” “We are going to take it!” “You’re

not taking—” “We’re going—” [imitates gunshot] “She’s all yours. Take, take. You don’t play nice. Take.”

And that’s how the British took over.

Task 3. Read this account of a prison breakout, and then choose one of the words or phrases below to fill each gap.

Максимальный балл — 10 баллов (по 1 баллу за каждый правильный ответ)

Вариант 1

Two criminals broke **a**_____ Birmingham Prison early this morning, and they are still on the run. Robert Bohol, one of the police officers **b**_____ the incident, gave the following statement: “The two men had been complaining of severe stomach pains. We now know that they were not ill, but unfortunately prison staff **c**_____ their story, believing that the men had **d**_____ a virus or some other illness. On their way to a nearby hospital in an ambulance, the men somehow managed to escape when the vehicle stopped at traffic lights.

To be honest, the story doesn’t add **e**_____ How can prison staff **f**_____ so easily? One or more prison employees must have helped the men, and we are doing everything we can to **g**_____ this mystery up.” A fellow prisoner has told reporters that he knew about the plan. “I thought it was a crazy idea, but they were determined to **h**_____ it. I can’t believe they **i**_____ it off” Police say that the men are not dangerous, but that the public should **j**_____ anybody behaving suspiciously.

made for	come up against	broke	along	blow
up	fell for		called	clear
into	go through with		come up for	come up
brush	in		go into	do away with
in	looking into		have been taken in	eaten up
take in	off		did	fall for
gone down	pulled		looked into	have taken in
add	stand up for		make up for	look out for
took for	were for		out	out of
gone into			picked up	were taken in

KEY: a) out of b) looking into c) fell d) picked up e) up f) have been taken in g) clear h) go through with i) pulled j) look out for

Task 3. Read this text about a childhood memory, and then choose one of the words or phrases below to fill each gap.

Максимальный балл — 10 баллов (по 1 баллу за каждый правильный ответ)

Вариант 2

I **a** _____ on a farm, with four brothers and sisters. We all got on very **b** _____, and I have many happy memories. When we were young we believed in Santa Claus, a man in red clothes with a big white beard who comes once a year to give **c** _____ presents to children who have been good. Every year, our uncle Duncan would **d** _____ as Santa and give us presents. When he did this, we believed he was the real Santa, and we all looked forward **e** _____ this visit very much.

One year, we were waiting at home for Santa to **f** _____, and when we heard a loud knock on the door we opened it in excitement. But this year our visitor was different. He **g** _____ the same red clothes, but it was unmistakably our uncle Duncan. He had forgotten to **h** _____ the big white beard he wore to disguise his face! It was that day that I realized that Santa Claus wasn't real at all; it was just a story that had been **i** _____ children. We were upset at first, but we **j** _____ when we saw the presents he had brought for us!

arrive up	am brought up	dress along	dress for
brought up	checked out	go up	each other
cheered up	come up	got over	for
dress up	dress down	grew	had them on
much	in	had on	made up for
of	make up for	making up for	out
put away	put off	off	put up with
to make up for	to	on	set off
up	was having them on	put on	turn up
was having on	well	together	was grown up

KEY: a) grew b) well c) out d) dress up e) to f) turn g) had on h) put on i) made up j) cheered up

Task 3. Read this text about an unexpected event at a London bank, and then choose one of the words or phrases below to fill each gap.

Максимальный балл — 10 баллов (по 1 баллу за каждый правильный ответ)

Вариант 3

During a regular working day in the bustling heart of the city, two enthusiastic individuals audaciously entered a prominent London bank. Their intention was clear, but not to the onlookers – to **a** _____ a daring publicity stunt, aiming to garner attention for their newly-launched YouTube channel. Sarah Millen, a bank staff member **b** _____ the situation, explained: “These individuals **c** _____ as typical customers, but soon kicked up a fuss, claiming they had found a hidden treasure in one of the bank lockers. It took a while to **d** _____ what was truly happening. At first, we mistook them as real threats.

However, later on, they e_____ their prank as just a joke for their channel. Their prank, honestly, didn't f_____."

The police were immediately g_____, and the duo was taken into custody for questioning. "Honestly, they should have h_____ their plans more thoroughly. This is a bank, not a stage," remarked the bank's manager. The following week, news of the incident i_____) in the local papers, becoming the talk of the town. Sarah added, "I hope they j_____ their mistakes from this incident. It could have gone terribly wrong."

break down	grow up for	pull of	tried to put aside
brought in	hold up	pulled in	tried to write off
called in	kick-start	ran across	turn up for
came across	line up	rolled out	turned out
carry of	make up for	set up	turned out
come up for	measure up	stand up	was digging into
contemplated	mulled over	stumbled upon	was looking into
decode	panned out	thought through	was peeking into
drawn in	played out	tried to brush off	was probing into
figure out	pondered over	tried to laugh off	wrap around

KEY: a) carry of b) was looking into c) came across d) figure out e) tried to brush off f) stand up g) brought in h) thought through i) turned out j) make up for

Task 3. Read this text about an unexpected meeting of two college friends, and then choose one of the words or phrases below to fill each gap.

Максимальный балл — 10 баллов (по 1 баллу за каждый правильный ответ)

Вариант 4

While vacationing in Edinburgh, Lily unexpectedly a_____ an old college friend, George. Eagerly, they b_____ catching up at a nearby café. As they sipped their tea, Lily was c_____ by the revelation that George had d_____ a career as a detective, pursuing a mysterious case involving missing artifacts from the local museum. The main suspect, a renowned artist, had e_____ just days earlier.

George, f_____ a picture of a unique pendant on his phone, explained that it could be the g_____ solving the puzzle. Their chatter was suddenly h_____ when George spotted the suspect sketching the pendant at a nearby table. Swiftly, they hatched a plan where Lily would i_____ a conversation as a distraction while George discreetly informed the local authorities.

Their collaborative effort proved effective, and by evening, news j_____ about the recovered artifacts, thanks to an unplanned reunion and sharp detective instincts.

broken up	drifted off	picked on	settled for
brushed against	entry to	poured out	sliced through
bumped against	flowed out	pulling up	slipped away
caught onto	grabbed at	pushed aback	spread out
chose for	key to	ran into	start off
cut into	launch into	ripped apart	stepped into
decided on	leaked away	rolled out	strike up
door to	lifting out	seeped out	taken aback
drawing up	opted into	set aback	taken up
drawn aback	path to	set about	yanking up

KEY: a) ran into b) decided on c) taken aback d) taken up e) slipped away f) pulling up g) key to h) broken up i) strike up j) spread up

Task 3. Read this text about an unexpected meeting of two college friends, and then choose one of the words or phrases below to fill each gap.

Максимальный балл — 10 баллов (по 1 баллу за каждый правильный ответ)

Вариант 5

Growing up in the heart of the countryside, my siblings and I **a**_____ with numerous adventures at our fingertips. Our days were often spent devising plans and seeking new thrills. One summer, my younger brother and I **b**_____ with the idea of building a secret hideout. As we **c**_____ the woods, we **d**_____ an old treehouse, hidden amidst the tall trees. Seeing its potential, we **e**_____ to make it our secret clubhouse. Over the next few weeks, the treehouse **f**_____ with stories, trinkets, and memories. However, as autumn **g**_____, a surprise awaited us. Old Mr. Higgins from the neighboring farm **h**_____ near our hideout. He shared tales of how this treehouse had **i**_____ as a sanctuary for his children. He graciously **j**_____ us to keep using it, emphasizing the importance of creating memories.

acted	closed up	piled up	turned down
appeared	dell into	put in	turned up
approached	drew near	ran into	ventured into
asked	encouraged	roamed across	walked upon
beckoned	filled up	served	wandered over
brimmed over	laid out	set out	went up
called	lit up	stood	were brought
came up	looked in	stopped by	were given
came up	neared	strolled around	were looked up
checked out	passed by	stumbled upon	were taken up

KEY: a) were brought b) came up c) roamed across d) stumbled upon e) set out f) brimmed over g) drew near h) stopped by i) served j) encouraged

Task 4. Categorize the following sentences into five groups.**Максимальный балл — 8 баллов****Вариант 1**

1. After the long hike, I felt absolutely zonked and just collapsed on the couch.
2. Be careful not to bump your conk when closing the door.
3. Being in the scorching sun, I was completely tuckered out, feeling like a deflated balloon abandoned in the desert.
4. It's no bother.
5. C'on love, there's no need for all the waterworks.
6. Her fashion sense is always on point; she's got the bee's knees for style.
7. It's a breeze.
8. I had a peng meal at that fancy restaurant last night; the flavors were incredible.
9. After waiting for hours with no explanation, I felt utterly scunnered by the airline's lack of communication.
10. The music was so loud it hurt my tabs.
11. I tried the new dessert at the bakery, and it was sick; I've never tasted anything so delicious.
12. He took a nasty fall and hit his bounce on the pavement.
13. It's a cakewalk.
14. Look at that lad, he is proper bealing.
15. It's child's play.
16. The concert we attended last weekend was wicked; the band's performance was mind-blowing.
17. She had her hand over her gob in shock.
18. She is roaring all the time, what's up with it?
19. That punch left a bruise on his mug.
20. She partied so hard at the festival that she's been running on fumes for days.
21. The long-haul flight left passengers feeling utterly cream cracked when they arrived at their destination.
22. Yeah, when I saw her yesterday, she was sobbing her little heart out.
23. That new movie we watched was absolutely ace; I can't wait to see it again.
24. It's a doddle.
25. Yeah, she can't stop balling her eyes out.

TIRED	CRYING	BODY PARTS	GOOD	EASY
1. _____	6. _____	11. _____	16. _____	21. _____
2. _____	7. _____	12. _____	17. _____	22. _____
3. _____	8. _____	13. _____	18. _____	23. _____
4. _____	9. _____	14. _____	19. _____	24. _____
5. _____	10. _____	15. _____	20. _____	25. _____

KEY:**tired:** 1, 3, 9, 20, 21**crying:** 5, 14, 18, 22, 25**body parts:** 2, 10, 12, 17, 19**good:** 6, 8, 11, 16, 23**easy:** 4, 7, 13, 15, 24**Критерии оценивания:**

8 баллов — 22 - 25 правильных ответов

7 баллов — 19 - 21 правильных ответов

6 баллов — 16 - 18 правильных ответов

5 баллов — 13 - 15 правильных ответов

4 балла — 10 - 12 правильных ответов

3 балла — 7 - 9 правильных ответов

2 балла — 4 - 6 правильных ответов

1 балл — 2 - 3 правильных ответов

0 баллов — 1 правильный ответ

Task 4. Categorize the following sentences into five groups.**Максимальный балл — 8 баллов****Вариант 2**

1. Why is she always roaring like that?
2. This book is ace; I couldn't put it down once I started reading.
3. After that all-nighter, I was running on fumes and had to red-eye it to work.
4. The theme park was wicked; we enjoyed every ride and attraction.
5. It's no bother.
6. The loud music at the concert hurt my tabs.
7. The kids put on quite a show with their waterworks.
8. Wear a helmet to protect your bounce when riding a bike.
9. That homemade lasagna she cooked was sick; it was the best I've ever had.
10. It's child's play.
11. She had her hand over her gob to stifle her laughter.
12. After the intensive exam preparation, Jane was mentally cream cracked.
13. He had a grin on his mug after winning the game.
14. Last night's party was wild; I got totally zonked from dancing and staying up late.
15. It's a doddle.
16. I've never seen him so bealing before.
17. I was scunnered by the constant rain during our vacation; it felt like it never stopped.
18. I had a peng day exploring the city; I discovered so many cool places.
19. His guitar skills are the bee's knees; he can play any song with precision.
20. He slipped and hit his conk on the ice.
21. He felt overwhelmed, and there he was, sobbing his heart out.
22. It's a cakewalk.
23. It's a breeze.

24. As the professor droned on with his monotonous lecture, the students in the lecture hall grew tuckered out, their eyelids heavier than anvils.
25. After the movie, she started balling her eyes out.

TRIED	CRYING	BODY PARTS	GOOD	EASY
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

KEY:

tired: 3, 12, 14, 17, 24

crying: 1, 7, 16, 21, 25

body parts: 6, 8, 11, 13, 20

good: 2, 4, 9, 18, 19

easy: 5, 10, 15, 22, 23

Критерии оценивания:

- 8 баллов — 22 - 25 правильных ответов
- 7 баллов — 19 - 21 правильных ответов
- 6 баллов — 16 - 18 правильных ответов
- 5 баллов — 13 - 15 правильных ответов
- 4 балла — 10 - 12 правильных ответов
- 3 балла — 7 - 9 правильных ответов
- 2 балла — 4 - 6 правильных ответов
- 1 балл — 2 - 3 правильных ответов
- 0 баллов — 1 правильный ответ

Task 4. Categorize the following sentences into five groups.

Максимальный балл — 8 баллов

Вариант 3

1. Cover your tabs when it's windy outside.
2. It's no bother.
3. He accidentally bumped his bounce on the low doorway.
4. He was bealing when they lost the game.
5. The cold wind turned her mug red.
6. Following the marathon, John's legs were so cream cracked that he could barely walk.
7. He was scunnered by the repetitive and monotonous tasks at his job.
8. We found a peng spot on the beach to watch the sunset; it was breathtaking.
9. He worked tirelessly on the project, leaving him completely zonked by the end of the week.
10. After that all-nighter, I was running on fumes and had to red-eye it to work.
11. I tasted the chef's special dish, and it was sick; the flavors were out of this world.
12. It's a doddle.
13. It's okay to cry sometimes; he was just sobbing his heart out.
14. The play had an emotional ending that led to a lot of waterworks in the audience.
15. Don't be surprised if she starts balling her eyes out during the sad parts.
16. It's a cakewalk.
17. Keep your gob shut during the meeting.
18. She's roaring again; I wonder what's bothering her.
19. The art exhibition was the bee's knees; the paintings were incredibly detailed.
20. It's child's play.
21. The children played so vigorously at the playground that they were all tuckered out by the time the sun set, resembling a pile of worn-out ragdolls.
22. The fall left a mark on his conk.
23. The new video game is ace; I've been playing it for hours.
24. It's a breeze.
25. Their live performance was wicked; the energy in the crowd was electrifying.

TRIED	CRYING	BODY PARTS	GOOD	EASY
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

KEY:**tired:** 6, 7, 9, 10, 21**crying:** 4, 13, 14, 15, 18**body parts:** 1, 3, 5, 17, 22**good:** 8, 11, 19, 23, 25**easy:** 2, 12, 16, 20, 24**Критерии оценивания:**

8 баллов — 22 - 25 правильных ответов

7 баллов — 19 - 21 правильных ответов

6 баллов — 16 - 18 правильных ответов

5 баллов — 13 - 15 правильных ответов

4 балла — 10 - 12 правильных ответов

3 балла — 7 - 9 правильных ответов

2 балла — 4 - 6 правильных ответов

1 балл — 2 - 3 правильных ответов

0 баллов — 1 правильный ответ

Task 4. Categorize the following sentences into five groups.**Максимальный балл — 8 баллов****Вариант 4**

1. You've got some food on your gob.
2. When she heard the news, she couldn't help but start balling her eyes out.
3. It's no bother.
4. We were all scunnered when the concert was canceled at the last minute.
5. The view from the mountaintop was peng; we could see for miles.
6. The music festival we attended was wicked; the atmosphere was unforgettable.
7. The mechanic spent hours trying to fix the vintage car, and by the end of the day, he was utterly tuckered out, his hands smeared with grease.
8. It's a breeze.
9. That action movie was ace; the stunts and special effects were top-notch.
10. The loud music at the party rang in my tabs.
11. Why do you keep roaring like that? Can we talk about it?
12. The homemade cookies were sick; they melted in my mouth.
13. It's a doddle.
14. The accident left a scar on his mug.
15. She ducked to avoid hitting her bounce on the doorframe.
16. After the breakup, she spent hours sobbing her heart out.
17. The warm bath and soothing music left me feeling zonked, ready for a good night's sleep.
18. Mary had been on her feet for hours, and by the end of the shift, she was cream cracked.
19. It's a cakewalk.
20. I told him there's no need for all the waterworks, but he couldn't hold back his tears.
21. Her dance moves are the bee's knees; she's got an incredible sense of rhythm.
22. He got a sunburn on his conk at the beach.

23. The deadline is near, and I'm running on fumes trying to get this project done.
 24. It's child's play.
 25. Bealing about the situation won't change anything.

TRIED	CRYING	BODY PARTS	GOOD	EASY
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

KEY:

tired: 4, 7, 17, 18, 23

crying: 2, 11, 16, 20, 25

body parts: 1, 10, 14, 15, 22

good: 5, 6, 9, 12, 21

easy: 3, 8, 13, 19, 24

Критерии оценивания:

8 баллов — 22 - 25 правильных ответов

7 баллов — 19 - 21 правильных ответов

6 баллов — 16 - 18 правильных ответов

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4 балла — 10 - 12 правильных ответов

3 балла — 7 - 9 правильных ответов

2 балла — 4 - 6 правильных ответов

1 балл — 2 - 3 правильных ответов

0 баллов — 1 правильный ответ

Task 4. Categorize the following sentences into five groups.

Максимальный балл — 8 баллов

Вариант 5

1. It's a breeze.
2. After a grueling day at the construction site, Joe felt cream cracked from head to toe.
3. The fireworks display was wicked; the colors and patterns were impressive.
4. During the heartfelt reunion, they were all sobbing their hearts out.
5. He bent down to tie his shoe and accidentally hit his bounce.
6. I tried the spicy ramen at the new restaurant, and it was sick; it had the perfect level of heat.
7. His grin lit up his whole mug.
8. It's a doddle.
9. I don't know how I'll stay awake; I'm running on fumes and caffeine.
10. If that movie is sad, she'll be balling her eyes out for sure.
11. His basketball skills are the bee's knees; he can make incredible shots.
12. The concert was so loud it rang in my tabs.
13. She had a mischievous smile on her gob.
14. If you don't get enough rest, you'll wake up feeling zonked and groggy in the morning.
15. It's no bother.
16. He's always bealing when his team loses.
17. It's a cakewalk.
18. She worked tirelessly on her novel all night, eventually becoming tuckered out and staring at the blank screen in a daze.
19. This smartphone is ace; it's got all the latest features and a stunning display.
20. She's roaring at the top of her lungs; it's hard to ignore.
21. It's child's play.
22. The cold weather made his conk turn red.
23. The emotional speech triggered the waterworks in the audience.
24. The ice cream we had was peng; the flavors were unique and refreshing.
25. The never-ending traffic jam left commuters feeling scunnered and frustrated.

TRIED	CRYING	BODY PARTS	GOOD	EASY
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

KEY:

tired: 2, 9, 14, 18, 25

crying: 4, 10, 16, 20, 23

body parts: 5, 7, 12, 13, 22

good: 3, 6, 11, 19, 24

easy: 1, 8, 15, 17, 21

Критерии оценивания:

8 баллов — 22 - 25 правильных ответов

7 баллов — 19 - 21 правильных ответов

6 баллов — 16 - 18 правильных ответов

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2 балла — 4 - 6 правильных ответов

1 балл — 2 - 3 правильных ответов

0 баллов — 1 правильный ответ

Task 5. Complete the second sentence so that it has a similar meaning to the first sentence, using the key word in CAPITAL LETTERS. Do not change the word given. You must use between three and eight words, including the word given.

Максимальный балл — 10 баллов (по 1 баллу за каждый правильный ответ)

Вариант 1

1. My boss says I can use his car whenever I want to, as long as I'm careful.

DISPOSAL

My boss _____, so long as I'm careful.

2. James realised that he could never be an architect.

CUT

James realised _____ an architect.

3. I'm sick of that programme; I've watched it too often.

OFF

I've _____; I've watched it too often.

4. I only came to see you.

SOLE

My _____ you.

5. Not many people went to the last match of the season.

TURNOUT

There _____ the last match of the season.

6. Victory was stolen from the sprinter at the finish of the race.

ROBBED

The sprinter _____ line.

7. They remain close friends, despite having had many arguments.

FALLEN

They _____ have had many arguments.

8. Don't you think there is an odour of burnt meat in the kitchen?

SMELL

Doesn't _____ kitchen?

9. Some people accept that life is full of problems.

RESIGNED

Some people _____ full of problems.

10. He will not be put off taking that trip to China.

DETER

Nothing _____ trip to China.

KEY:

1. ... says his car is at my disposal...
2. ...that he wasn't cut out to be...
3. ... gone off that programme...
4. ...sole reason for coming was to see...
5. ...was a poor turnout at...
6. ...was robbed of victory at the finishing...
7. ...haven't fallen out although they...
8. ...it smell of burnt meat in the...
9. ...are resigned to life being/the fact that life is...
10. ...wil deter him from taking that...

Task 5. Complete the second sentence so that it has a similar meaning to the first sentence, using the key word in CAPITAL LETTERS. Do not change the word given. You must use between three and eight words, including the word given.

Максимальный балл — 10 баллов (по 1 баллу за каждый правильный ответ)

Вариант 2

1. Neil is unreliable and often breaks his promises.

GOES

Neil is unreliable and _____ promises.

2. Virtue is of little value in a corrupt government.

COUNTS

Virtue _____ government.

3. Reality shows on TV are extremely popular at the moment.

FLAVOUR

Reality shows on TV _____ at the moment.

4. He behaved in an incomprehensible way at the party.

BEYOND

His _____ comprehension.

5. I consider him my worst enemy.

LOOK

I _____ enemy.

6. May is bound to pass her exam.

FOREGONE

It _____ her exam.

7. He owes his life to that surgeon.

INDEBTED

He _____ life.

8. There wasn't a single ticket left for the concert so we couldn't go.

SELL-OUT

The _____ couldn't go.

9. You have the ability to do really well in your career if you make an effort.

MIND

You could do really well _____ it.

10. I expected the film to be good, but it wasn't at all.

LIVE

The film _____ at all.

KEY:

1. ...often goes back on his...
2. ...counts for little in a corrupt...
3. ...are flavour of the month...
4. ...behaviour at the party was beyond (our)...
5. ...look upon him as my worst...
6. ...is a foregone conclusion that Mary will pass...
7. ...is indebted to that surgeon for saving his...
8. ...concert was a complete sell-out, so we...
9. ...in your career if you put your mind to...
10. ...didn't live up to my expectations...

Task 5. Complete the second sentence so that it has a similar meaning to the first sentence, using the key word in CAPITAL LETTERS. Do not change the word given. You must use between three and eight words, including the word given.

Максимальный балл — 10 баллов (по 1 баллу за каждый правильный ответ)

Вариант 3

1. A cup of tea is the most refreshing drink of all.

MATCH

There's _____ as a refreshing drink.

2. John took my place while I was at the dentist's.

STOOD

John _____ at the dentist's.

3. Most people know that becoming an actor is difficult.

COMMON

It _____ is difficult.

4. In my opinion, computers are more trouble than they're worth.

HINDRANCE

In my opinion, computers _____ help.

5. Those gates must be locked before we leave the premises.

PRIOR

We _____ the premises.

6. We want to breathe new life into this project.

REJUVENATE

We _____ project.

7. That football team has won every match this season.

UNBEATABLE

That _____ this season.

8. Even though Simon rarely has a lot of money, he always buys his mum a birthday present.

SHOT

However _____ his mum a birthday present.

9. The climbers will try to reach the summit again in the morning.

ANOTHER

The climbers will _____ in the morning.

10. It is incredible how he managed to survive.

BEYOND

It's _____ to survive.

KEY:

1. ...nothing to match tea...
2. ...stood in for me while I was...
3. ...is common knowledge that becoming an actor...
4. ...are more of a hindrance than a...
5. ...must lock the gates prior to leaving...
6. ...want to rejuvenate this...
7. ...football team has been unbeatable...
8. ...short of money Simon is he always buys...
9. ...make another attempt to reach the summit...
10. ...beyond belief how he managed...

Task 5. Complete the second sentence so that it has a similar meaning to the first sentence, using the key word in CAPITAL LETTERS. Do not change the word given. You must use between three and eight words, including the word given.

Максимальный балл — 10 баллов (по 1 баллу за каждый правильный ответ)

Вариант 4

1. She speaks French quite well.

COMMAND

She _____ French.

2. When he speaks, he gives you the impression that he is a really hard-working student.

THINK

To _____ a very hard-working student.

3. Vanessa practices the violin nearly every day.

BY

Scarcely _____ the violin.

4. He realised how much he cared for her only when she had been away for a long time.

MADE

Her _____ how much he cared for her.

5. It would have taken a miracle to save the paintings from the fire.

OF

Nothing _____ the paintings from the fire.

6. Each new generation is given the family jewels.

DOWN

The _____ generation.

7. The government received many criticisms concerning their new housing policy.

FEW

The government came _____ of their new housing policy.

8. He was given an honorary medal by the military.

CONFERRED

An honorary medal _____ by the military.

9. She claimed she handed in her resignation as a result of provocation.

PROVOKED

She claimed _____ her resignation.

10. Is there enough ice cream for everyone, or shall I go and buy some more?

ROUND

Is there _____, or shall I go and buy some more?

KEY:

1. ...has quite a good command of...
2. ...hear him speak you would think he is...
3. ...a day goes by without Vanessa practicing...
4. ...prolonged absence made him realise...
5. ...short of a miracle would have saved...
6. ...family jewels are handed down to each new...
7. ...in for a good few criticisms...
8. ...was conferred upon him...
9. ...she was provoked into handing in...
10. ...enough ice cream to go round...

Task 5. Complete the second sentence so that it has a similar meaning to the first sentence, using the key word in CAPITAL LETTERS. Do not change the word given. You must use between three and eight words, including the word given.

Максимальный балл — 10 баллов (по 1 баллу за каждый правильный ответ)

Вариант 5

1. I knew the project would not succeed from the start.

DOOMED

I knew the project _____ from the start.

2. Laurence's car became his most prized possession when he first bought it.

JOY

Laurence's car became _____ he first bought it.

3. It's quite likely that they will consider our offer too low.

WELL

They _____ too low.

4. Those of us at the back couldn't hear most of the play.

TO

Most of the play _____ those of us at the back.

5. The reason for his resignation is still not known.

CAUSED

We _____ resign.

6. This essay shows a slight improvement on the last.

MARGINALLY

This essay _____ the last.

7. Susie couldn't stop crying when her pet rabbit died.

FLOODS

Susie _____ her pet rabbit died.

8. I couldn't work out what he was trying to say, could you?

DRIVING

I couldn't work out _____, could you?

9. Martin cannot go any higher in his career.

PINNACLE

Martin _____ his career.

10. My husband will be angry when I tell him.

ROOF

My husband will _____ when I tell him.

KEY:

1. ...was doomed to failure/to fail...
2. ...his pride and joy when...
3. ...may well consider our offer...
4. ...was inaudible to...
5. ...still do not know what caused him to...
6. ...is marginally better than..
7. ...was in floods of tears when...
8. ...what he was driving at...
9. ...has reached the pinnacle of...
10. ...hit the roof...

Task 6. Each of the following sentence pairs contains variations in punctuation. Examine them closely, and explain how punctuation changes the meaning of each sentence.

Максимальный балл — 20 баллов (по 1 баллу за каждое правильное объяснение)

Вариант 1

1.

a) While meandering through the bustling streets of Rome, Clara, entranced by the rich history, often stopped to sketch the ancient ruins.

b) While meandering through the bustling streets of Rome, Clara entranced by the rich history often stopped to sketch the ancient ruins.

2.

a) For my thesis, I've deeply analyzed the works of my mentors, Keats, and Eliot.

b) For my thesis, I've deeply analyzed the works of my mentors, Keats and Eliot.

3.

a) The ancient manuscript, if correctly interpreted, could reshape our understanding of history.

b) The ancient manuscript if correctly interpreted could reshape our understanding of history.

4.

a) After a decade of rigorous research in the dense rainforests, Dr. Hargreaves, a renowned botanist, unveiled a new plant species.

b) After a decade of rigorous research in the dense rainforests, Dr. Hargreaves a renowned botanist unveiled a new plant species.

5.

a) "I vehemently disagree," she asserted, "with the premise of your argument."

b) "I vehemently disagree," she asserted with the premise of your argument.

6.

- a) The newly-discovered artifact suggests a previously-unknown civilization.
- b) The newly discovered artifact suggests a previously unknown civilization.

7.

- a) Not only does he appreciate the nuances of classical music; he also composes his pieces.
- b) Not only does he appreciate the nuances of classical music, he also composes his pieces.

8.

- a) "Upon reading the complex novel, 'Journey's End'," Mark pondered its deeper meanings.
- b) "Upon reading the complex novel", Journey's End, Mark pondered its deeper meanings.

9.

- a) His collection includes paintings from Asia (particularly Japan) and Africa.
- b) His collection includes paintings from Asia, particularly Japan, and Africa.

10.

- a) "Could you believe," he whispered, "that it's already midnight?"?
- b) "Could you believe," he whispered, "that it's already midnight"?

KEY:

1.

In (a), Clara, who is generally entranced by Rome's rich history, stops to sketch.

In (b), it suggests that during her meanderings, due to her enchantment with the history, she stopped to sketch. (Use of Commas to Clarify Modifiers)

2.

In (a), the writer analyzed the works of their mentors as well as separate works by Keats and Eliot.

In (b), it implies the writer's mentors are Keats and Eliot. (Serial Comma)

3.

In (a), the statement implies the manuscript has potential importance.

In (b), the emphasis is on the interpretation's correctness being the determining factor. (Commas to Highlight Conditional Phrases)

4.

In (a), Dr. Hargreaves, known as a renowned botanist, unveiled a new species.

In (b), it seems the unveiling was done on a renowned botanist. (Appositive Commas)

5.

In (a), she's asserting her strong disagreement with the argument's premise.

In (b), it sounds like she's using the premise of the argument to assert her disagreement. (Comma Placement with Quotation Marks)

6.

In (a), the hyphens emphasize that the artifact is recently discovered and the civilization is previously not known.

In (b), it seems the artifact, which is new, suggests a prior civilization that's unfamiliar.
(Hyphenating Compound Adjectives)

7.

In (a), the semicolon provides a stronger division between two closely related independent clauses.

In (b), the thoughts are more closely connected. (Semicolon vs. Comma to Link Related Clauses)

8.

In (a), Mark read a novel named "Journey's End".

In (b), the sentence suggests Mark went on a journey's end after reading a complex novel.
(Nested Punctuation for Clarity)

9.

In (a) gives the information about Japanese paintings as an aside.

In (b) integrates the detail about the Japanese paintings more directly into the sentence.
(Parentheses vs. Commas for Additional Information)

10.

In (a), he's asking if you can believe the fact he's expressing in a whispered tone.

In (b), it's a softer, less direct inquiry about the time. (Nested Punctuation)

Task 6. Each of the following sentence pairs contains variations in punctuation. Examine them closely, and explain how punctuation changes the meaning of each sentence.

Максимальный балл — 20 баллов (по 1 баллу за каждое правильное объяснение)

Вариант 2

1.

a) On her whirlwind trip to the mystical landscapes of Greece, Sophia, captivated by its legendary tales, frequently paused to pen down her thoughts.

b) On her whirlwind trip to the mystical landscapes of Greece, Sophia captivated by its legendary tales frequently paused to pen down her thoughts.

2.

a) In crafting my dissertation, I delved into the theories of pioneers, Turing, and Shannon.

b) In crafting my dissertation, I delved into the theories of pioneers, Turing and Shannon.

3.

- a) When confronted with the sprawling beauty of the Sahara, one, under the spell of its vastness, might feel an overwhelming sense of insignificance.
- b) When confronted with the sprawling beauty of the Sahara, one under the spell of its vastness might feel an overwhelming sense of insignificance.

4.

- a) Beyond the daunting mountains of Tibet, Dr. Lawson, a passionate archaeologist, discovered remnants of an ancient civilization.
- b) Beyond the daunting mountains of Tibet, Dr. Lawson a passionate archaeologist discovered remnants of an ancient civilization.

5.

- a) Attending the international symposium in Berlin was essential for Alice, a budding physicist, to unveil her groundbreaking research.
- b) Attending the international symposium in Berlin was essential for Alice a budding physicist to unveil her groundbreaking research.

6.

- a) Eleanor told Sophie, her sister was coming to the party tonight.
- b) Eleanor told Sophie her sister was coming to the party tonight.

7.

- a) The immersive exhibit showcases works from artists, both emerging and established, from the European renaissance period.
- b) The immersive exhibit showcases works from artists both emerging and established from the European renaissance period.

8.

- a) The best-selling book, according to critics, offers a fresh perspective on medieval history.
- b) The best-selling book according to critics offers a fresh perspective on medieval history.

9.

- a) Attending the gala, especially in the vibrant city of Rio, was a once-in-a-lifetime experience for the young musician.
- b) Attending the gala especially in the vibrant city of Rio was a once-in-a-lifetime experience for the young musician.

10.

- a) After years of exploration in the Arctic regions, the revelations included – among other findings – traces of an ancient settlement.
- b) After years of exploration in the Arctic regions, the revelations included: among other findings, traces of an ancient settlement.

KEY:

1.

In (a), Sophia, who is always captivated by Greece's legendary tales, pauses to write.

In (b), her pausing to write is directly because of her current enchantment with the tales. (Use of Commas to Clarify Modifiers)

2.

In (a), the writer is studying the theories of some pioneers and separate theories by Turing and Shannon.

In (b), Turing and Shannon are described as the pioneers. (Serial Comma)

3.

In (a), the general sensation of being overwhelmed by the Sahara is highlighted.

In (b), the immediate experience of its vastness prompts the feeling of insignificance. (Commas to Amplify Emphasis)

4.

In (a), Dr. Lawson, who is known to be a passionate archaeologist, made a discovery.

In (b), his passion for archaeology is highlighted as the reason for the particular discovery. (Commas to Define a Subject)

5.

In (a), Alice, who is known as a budding physicist, needed to attend the symposium.

In (b), her budding status in the field of physics seems the direct reason she had to attend. (Commas to Define a Subject)

6.

In (a), Eleanor informs Sophie that Eleanor's own sister will be coming to the party.

In (b), Eleanor is relaying a message to Sophie that Sophie's sister will be attending. (Ambiguity Due to Comma Omission)

7.

In (a), the exhibit contains works from all kinds of artists of the European renaissance period.

In (b), there's a direct emphasis on the diversity of artists (emerging and established) from that period. (Parenthetical Commas)

8.

In (a), it's implied that critics universally acclaim the book's fresh perspective on medieval history.

In (b), the best-selling book that critics are talking about offers a fresh perspective — it's unclear if all critics approve it or just some. (Parenthetical Commas)

9.

In (a), the significance of Rio in making the gala special is emphasized.

In (b), attending the gala in Rio seems inherently special without the emphasis on Rio's vibrancy. (Commas for Amplification)

10.

In (a), the dashes emphasize the inclusion of traces of an ancient settlement among various findings.

In (b), the colon introduces the specific revelation from the "among other findings" phrase, which alters the emphasis and structure. (Dashes for Emphasis vs. Colon for Introduction)

Task 6. Each of the following sentence pairs contains variations in punctuation. Examine them closely, and explain how punctuation changes the meaning of each sentence.

Максимальный балл — 20 баллов (по 1 баллу за каждое правильное объяснение)

Вариант 3

1.

a) In the heart of the Amazon rainforest, many tribes, unknown to the outside world, have thrived for centuries.

b) In the heart of the Amazon rainforest, many tribes unknown to the outside world have thrived for centuries.

2.

a) Rebecca, not her sister, was responsible for the event's success.

b) Rebecca not her sister was responsible for the event's success.

3.

a) Without further studies, one could argue, the theory remains unconvincing.

b) Without further studies one could argue the theory remains unconvincing.

4.

a) The conference will host experts in quantum physics, neuroscience, and Dr. Feldman, a renowned geneticist.

b) The conference will host experts in quantum physics, neuroscience and Dr. Feldman, a renowned geneticist.

5.

a) The ancient castle is, according to legend, haunted.

b) The ancient castle is according to legend haunted.

6.

a) Oliver recommended visiting Berlin, a city rich in history, to gain a deeper understanding of European politics.

b) Oliver recommended visiting Berlin a city rich in history to gain a deeper understanding of European politics.

7.

- a) Artists, musicians, and dancers joined the festival.
- b) Artists, musicians and dancers, joined the festival.

8.

- a) Students who failed the test and didn't attend the seminar must retake the course.
- b) Students who failed the test, and didn't attend the seminar, must retake the course.

9.

- a) Jenny is keen to travel to Paris more than her brother.
- b) Jenny is keen to travel to Paris more than her brother is.

10.

- a) For Clara, diving deep into literature, especially Russian classics, was a form of therapy.
- b) For Clara diving deep into literature, especially Russian classics, was a form of therapy.

KEY:

1.

In (a), there are many tribes in the Amazon, and some of them are unknown to the outside world.

In (b), the emphasis is on many tribes that are all unknown to the outside world. (Use of Commas to Clarify Modifiers)

2.

In (a), it's clear that Rebecca, and not her sister, was responsible.

In (b), the lack of commas can cause confusion about who was truly responsible. (Use of Commas for Emphasis)

3.

In (a), the statement implies that without more studies, the theory is not convincing.

In (b), it suggests that one could argue that without more studies, the theory remains unconvincing. (Commas to Highlight Conditional Phrases)

4.

In (a), it seems like there are three separate entities: experts in quantum physics, experts in neuroscience, and Dr. Feldman.

In (b), Dr. Feldman is grouped with the neuroscience experts, which can be confusing. (Serial Comma)

5.

In (a), the legend claims the castle is haunted.

In (b), the lack of commas makes it unclear and can be interpreted as the castle's purpose is to haunt the legend. (Commas to Clarify Information)

6.

In (a), Berlin is clearly defined as a city rich in history.

In (b), without the commas, the sentence's flow feels rushed, and the emphasis on Berlin's historical richness is somewhat diminished. (Commas for Amplification)

7.

In (a), three distinct groups (artists, musicians, and dancers) joined the festival.

In (b), it suggests only two groups, with musicians and dancers being a single combined group. (Serial Comma Misuse)

8.

In (a), the students who both failed the test and didn't attend the seminar need to retake the course.

In (b), it suggests that all students who failed the test must retake the course, and separately, those who didn't attend the seminar also need to retake it. (Restrictive vs. Nonrestrictive Clauses)

9.

In (a), Jenny wants to travel to Paris more than she wants her brother to travel.

In (b), Jenny's eagerness to travel to Paris is being compared to her brother's eagerness. (Ambiguity in Comparison)

10.

In (a), Clara has a general love for literature with a special inclination towards Russian classics.

In (b), the absence of the comma might suggest that Clara specifically dives deep into Russian classics as therapy. (Commas to Clarify Modifiers)

Task 6. Each of the following sentence pairs contains variations in punctuation. Examine them closely, and explain how punctuation changes the meaning of each sentence.

Максимальный балл — 20 баллов (по 1 баллу за каждое правильное объяснение)

Вариант 4

1.

a) At the summit, the leaders of France, India, and Brazil discussed global challenges.

b) At the summit, the leaders of France, India and Brazil discussed global challenges.

2.

a) Surprisingly, the ancient texts, once deciphered, revealed a progressive society.

b) Surprisingly the ancient texts, once deciphered, revealed a progressive society.

3.

a) The exhibition features paintings from Picasso, the famous sculptor, and rare artifacts.

b) The exhibition features paintings from Picasso, the famous sculptor and rare artifacts.

4.

- a) After the floods, the communities, though devastated, came together.
- b) After the floods the communities, though devastated, came together.

5.

- a) James, who was raised in Sweden but educated in Germany, has a unique perspective on European politics.
- b) James who was raised in Sweden, but educated in Germany, has a unique perspective on European politics.

6.

- a) The manager promised to help, but he didn't deliver on that promise.
- b) The manager promised to help but didn't deliver on that promise.

7.

- a) Among the attendees were the mayor, Alice, and Bob.
- b) Among the attendees were the mayor, Alice and Bob.

8.

- a) She told her brother, Frank, to finish his chores.
- b) She told her brother Frank to finish his chores.

9.

- a) She insisted, despite her busy schedule, on meeting the delegates personally.
- b) She insisted despite her busy schedule on meeting the delegates personally.

10.

- a) The manager said the meeting was scheduled for Monday, June 5, and the report would be due then.
- b) The manager said the meeting was scheduled for Monday, June 5 and the report would be due then.

KEY:

1.

In (a), leaders from three separate countries – France, India, and Brazil – are discussing.
In (b), the leaders from India and Brazil seem grouped together, suggesting they may represent one entity or alliance. (Serial Comma)

2.

In (a), the element of surprise applies to the entire sentence.
In (b), it seems only the ancient texts are surprising, not their content. (Commas with Introductory Elements)

3.

In (a), the exhibition showcases paintings from Picasso, some works from a famous sculptor, and rare artifacts.

In (b), Picasso is being incorrectly described as both a painter and a sculptor. (Misplaced Modifier)

4.

In (a), the entire community is affected by the floods, but they unite.

In (b), the emphasis is on the fact that it was the devastated communities specifically that united post-floods. (Commas for Emphasis)

5.

In (a), James has two distinct experiences: being raised in Sweden and educated in Germany.

In (b), the emphasis is more on the contrast between being raised in Sweden and getting an education in Germany. (Commas with Nonrestrictive Elements)

6.

In (a), there's a clear separation between the promise and the lack of delivery.

In (b), the flow suggests a stronger connection between the promise and its betrayal. (Comma with Coordinating Conjunction)

7.

In (a), there are three separate individuals: the mayor, Alice, and Bob.

In (b), Alice could be interpreted as the mayor, making it seem like there are only two people, Alice (who is the mayor) and Bob. (Ambiguity due to Serial Comma)

8.

In (a), the commas around "Frank" indicate that she has only one brother, and his name is provided as additional information.

In (b), without the commas, it implies that she might have more than one brother, and she is specifically addressing the one named Frank. (Commas for Appositives)

9.

In (a), her insistence on meeting the delegates is emphasized and her busy schedule is additional information.

In (b), the absence of commas could lead to ambiguity about whether her insistence was specifically due to her busy schedule. (Commas to Set Off Parenthetical Elements)

10.

In (a), the report is due on June 5th, the same day as the meeting.

In (b), it's ambiguous; the report might be due on a different day than the meeting. (Clarifying Dates with Commas)

Task 6. Each of the following sentence pairs contains variations in punctuation. Examine them closely, and explain how punctuation changes the meaning of each sentence.

Максимальный балл — 20 баллов (по 1 баллу за каждое правильное объяснение)

Вариант 5

1.

- a) After completing the poignant story, "Edge of Dreams," Sarah felt a surge of emotions.
- b) After completing the poignant story, Edge of Dreams, "Sarah felt a surge of emotions."

2.

- a) The art exhibit showcased pieces from the Renaissance... notably Da Vinci's works... and the Baroque period.
- b) The art exhibit showcased pieces from the Renaissance, notably Da Vinci's works, and the Baroque period.

3.

- a) "It's astonishing," he exclaimed, "how time flies!"
- b) "It's astonishing," he exclaimed how "time flies!"

4.

- a) The exploration was led by Dr. Carter, a reputed archaeologist, into the heart of the desert.
- b) The exploration was led by Dr. Carter a reputed archaeologist into the heart of the desert.

5.

- a) She delivered a heart-felt speech at the ceremony.
- b) She delivered a heart felt speech at the ceremony.

6.

- a) The elixir, if brewed correctly, could grant eternal youth.
- b) The elixir if brewed correctly could grant eternal youth.

7.

- a) He adored the artistry of ballet; he even took classes secretly.
- b) He adored the artistry of ballet, he even took classes secretly.

8.

- a) Walking by the serene lakeside, James, lost in thought, began to jot down a poem.
- b) Walking by the serene lakeside, James lost in thought began to jot down a poem.

9.

- a) In his study, he consulted the theories of Freud, Jung, and Adler.
- b) In his study, he consulted the theories of Freud, Jung and Adler.

10.

- a) The Eiffel Tower – often seen as a symbol of love – is located in Paris.
- b) The Eiffel Tower, often seen as a symbol of love, is located in Paris.

KEY:

1.

In (a), Sarah completed a story named "Edge of Dreams."

In (b), it suggests that the story titled "Edge of Dreams" contains the phrase "Sarah felt a surge of emotions." (Nested Punctuation for Clarity)

2.

In (a), ellipses are used to indicate a pause or omission, which may suggest a contemplative tone or missing information.

In (b), commas provide a straightforward presentation of details. (Using Ellipses to Indicate an Omission or Pause)

3.

In (a), he's exclaiming about the passage of time.

In (b), it seems like he's exclaiming about a phrase or saying "time flies!" (Comma Placement with Quotation Marks)

4.

In (a), Dr. Carter, known as a reputed archaeologist, led the exploration.

In (b), the exploration appears to be led into an archaeologist. (Appositive Commas)

5.

In (a), the hyphen emphasizes that the speech was delivered with deep emotion.

In (b), it could be inferred that she delivered a heartfelt sentiment during her speech. (Hyphenating Compound Adjectives)

6.

In (a), the statement highlights the elixir's potential power.

In (b), the emphasis is on the correctness of the brewing process. (Commas to Highlight Conditional Phrases)

7.

In (a), the semicolon provides a distinct break between two related thoughts.

In (b), the two ideas are presented more fluidly. (Semicolon vs. Comma to Link Related Clauses)

8.

In (a), James, who was deep in thought, began writing.

In (b), it implies that as he was walking and becoming lost in thought, he began to write. (Use of Commas to Clarify Modifiers)

9.

In (a), he consulted the theories of three separate individuals: Freud, Jung, and Adler.

In (b), it could be inferred that Jung and Adler collaborated on theories. Serial Comma

10.

In (a), dashes are used to provide a dramatic pause, making the information about the Eiffel Tower's symbolism stand out.

In (b), commas are used to smoothly integrate the same information into the main narrative, providing less emphasis on the parenthetical element. (Parenthetical Elements with Dashes vs. Commas)

Task 7.

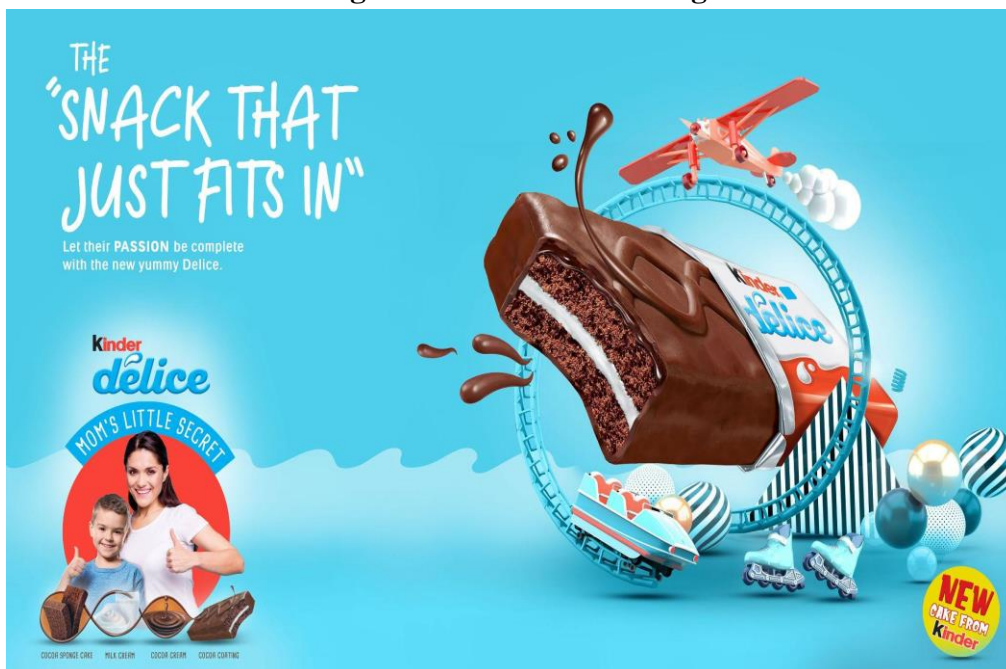
ADVERTISING WARS

You are given an image of a product from Brand X, which is currently iconic and popular in its segment. Study its USP. Your goal is to devise a marketing campaign for a competing product by Brand Y.

Максимальный балл — 15 баллов

Вариант 1

1. Come up with the description of a poster for Brand Y's product that emphasizes its superior features. Include:
 - Product name
 - Slogan
 - Distinctive design elements
2. Invent a memorable catchphrase for Brand Y's product.
3. Write a Marketing Strategy Essay (250-300 words):
 - Describe your poster, the rationale behind your poster and slogan choices.
 - Discuss how this will give Brand Y an advantage over Brand X.



Критерии оценивания:**Содержание:**

3 балла — содержание предоставленного участником ответа полностью соответствует заданию

2 балла — содержание предоставленного участником ответа частично соответствует заданию

1 балл — содержание предоставленного участником ответа не соответствует заданию олимпиады

Оригинальность:

2 балла — представленный ответ носит оригинальный характер, изложенная идея — неординарна и нетривиальна.

1 балл — представленная идея носит популярный и общепринятый характер.

Лексика:

5 баллов — лексический компонент ответа участника соответствует уровню C1

4 балла — лексический компонент ответа участника соответствует уровню B2

3 балла — лексический компонент ответа участника соответствует уровню B1

2 балла — лексический компонент ответа участника соответствует уровню A2

1 балл — лексический компонент ответа участника соответствует уровню A1

Грамматика:

5 баллов - грамматический компонент ответа участника соответствует уровню C1

4 балла — грамматический компонент ответа участника соответствует уровню B2

3 балла — грамматический компонент ответа участника соответствует уровню B1

2 балла — грамматический компонент ответа участника соответствует уровню A2

1 балл — грамматический компонент ответа участника соответствует уровню A1

Task 7.**Advertising Wars**

You are given an image of a product from Brand X, which is currently iconic and popular in its segment. Study its USP. Your goal is to devise a marketing campaign for a competing product by Brand Y.

Максимальный балл — 15 баллов

Вариант 2

- 1. Come up with the description of a poster for Brand Y's product that emphasizes its superior features. Include:**
 - **Product name**
 - **Slogan**
 - **Distinctive design elements**
- 2. Invent a memorable catchphrase for Brand Y's product.**
- 3. Write a Marketing Strategy Essay (250-300 words):**
 - **Describe your poster, the rationale behind your poster and slogan choices.**
 - **Discuss how this will give Brand Y an advantage over Brand X.**



Критерии оценивания:

Содержание:

3 балла — содержание предоставленного участником ответа полностью соответствует заданию

2 балла — содержание предоставленного участником ответа частично соответствует заданию

1 балл — содержание предоставленного участником ответа не соответствует заданию олимпиады

Оригинальность:

2 балла — представленный ответ носит оригинальный характер, изложенная идея — неординарна и нетривиальна.

1 балл — представленная идея носит популярный и общепринятый характер.

Лексика:

5 баллов — лексический компонент ответа участника соответствует уровню C1

4 балла — лексический компонент ответа участника соответствует уровню B2

3 балла — лексический компонент ответа участника соответствует уровню B1

2 балла — лексический компонент ответа участника соответствует уровню A2

1 балл — лексический компонент ответа участника соответствует уровню A1

Грамматика:

- 5 баллов - грамматический компонент ответа участника соответствует уровню C1
- 4 балла — грамматический компонент ответа участника соответствует уровню B2
- 3 балла — грамматический компонент ответа участника соответствует уровню B1
- 2 балла — грамматический компонент ответа участника соответствует уровню A2
- 1 балл — грамматический компонент ответа участника соответствует уровню A1

Task 7.

Advertising Wars

You are given an image of a product from Brand X, which is currently iconic and popular in its segment. Study its USP. Your goal is to devise a marketing campaign for a competing product by Brand Y.

Максимальный балл — 15 баллов

Вариант 3

1. Come up with the description of a poster for Brand Y's product that emphasizes its superior features. Include:
 - Product name
 - Slogan
 - Distinctive design elements
2. Invent a memorable catchphrase for Brand Y's product.
3. Write a Marketing Strategy Essay (250-300 words):
 - Describe your poster, the rationale behind your poster and slogan choices.
 - Discuss how this will give Brand Y an advantage over Brand X.



Критерии оценивания:**Содержание:**

3 балла — содержание предоставленного участником ответа полностью соответствует заданию

2 балла — содержание предоставленного участником ответа частично соответствует заданию

1 балл — содержание предоставленного участником ответа не соответствует заданию олимпиады

Оригинальность:

2 балла — представленный ответ носит оригинальный характер, изложенная идея — неординарна и нетривиальна.

1 балл — представленная идея носит популярный и общепринятый характер.

Лексика:

5 баллов — лексический компонент ответа участника соответствует уровню C1

4 балла — лексический компонент ответа участника соответствует уровню B2

3 балла — лексический компонент ответа участника соответствует уровню B1

2 балла — лексический компонент ответа участника соответствует уровню A2

1 балл — лексический компонент ответа участника соответствует уровню A1

Грамматика:

5 баллов - грамматический компонент ответа участника соответствует уровню C1

4 балла — грамматический компонент ответа участника соответствует уровню B2

3 балла — грамматический компонент ответа участника соответствует уровню B1

2 балла — грамматический компонент ответа участника соответствует уровню A2

1 балл — грамматический компонент ответа участника соответствует уровню A1

Task 7.**Advertising Wars**

You are given an image of a product from Brand X, which is currently iconic and popular in its segment. Study its USP. Your goal is to devise a marketing campaign for a competing product by Brand Y.

Максимальный балл — 15 баллов

Вариант 4

- 1. Come up with the description of a poster for Brand Y's product that emphasizes its superior features. Include:**
 - **Product name.**
 - **Slogan.**
 - **Distinctive design elements.**
- 2. Invent a memorable catchphrase for Brand Y's product.**
- 3. Write a Marketing Strategy Essay (250-300 words):**
 - **Describe your poster, the rationale behind your poster and slogan choices.**
 - **Discuss how this will give Brand Y an advantage over Brand X.**



Критерии оценивания:

Содержание:

3 балла — содержание предоставленного участником ответа полностью соответствует заданию

2 балла — содержание предоставленного участником ответа частично соответствует заданию

1 балл — содержание предоставленного участником ответа не соответствует заданию олимпиады

Оригинальность:

2 балла — представленный ответ носит оригинальный характер, изложенная идея — неординарна и нетривиальна.

1 балл — представленная идея носит популярный и общепринятый характер.

Лексика:

5 баллов — лексический компонент ответа участника соответствует уровню C1

4 балла — лексический компонент ответа участника соответствует уровню B2

3 балла — лексический компонент ответа участника соответствует уровню B1

2 балла — лексический компонент ответа участника соответствует уровню A2

1 балл — лексический компонент ответа участника соответствует уровню A1

Грамматика:

5 баллов - грамматический компонент ответа участника соответствует уровню C1

4 балла — грамматический компонент ответа участника соответствует уровню B2

- 3 балла — грамматический компонент ответа участника соответствует уровню B1
2 балла — грамматический компонент ответа участника соответствует уровню A2
1 балл — грамматический компонент ответа участника соответствует уровню A1

Task 7.

Advertising Wars

You are given an image of a product from Brand X, which is currently iconic and popular in its segment. Study its USP. Your goal is to devise a marketing campaign for a competing product by Brand Y.

Максимальный балл — 15 баллов

Вариант 5

1. Come up with the description of a poster for Brand Y's product that emphasizes its superior features. Include:
 - Product name.
 - Slogan.
 - Distinctive design elements.
2. Invent a memorable catchphrase for Brand Y's product.
3. Write a Marketing Strategy Essay (250-300 words):
 - Describe your poster, the rationale behind your poster and slogan choices.
 - Discuss how this will give Brand Y an advantage over Brand X.



Критерии оценивания:

Содержание:

- 3 балла — содержание предоставленного участником ответа полностью соответствует заданию
2 балла — содержание предоставленного участником ответа частично соответствует заданию

1 балл — содержание предоставленного участником ответа не соответствует заданию олимпиады

Оригинальность:

2 балла — представленный ответ носит оригинальный характер, изложенная идея — неординарна и нетривиальна.

1 балл — представленная идея носит популярный и общепринятый характер.

Лексика:

5 баллов — лексический компонент ответа участника соответствует уровню C1

4 балла — лексический компонент ответа участника соответствует уровню B2

3 балла — лексический компонент ответа участника соответствует уровню B1

2 балла — лексический компонент ответа участника соответствует уровню A2

1 балл — лексический компонент ответа участника соответствует уровню A1

Грамматика:

5 баллов - грамматический компонент ответа участника соответствует уровню C1

4 балла — грамматический компонент ответа участника соответствует уровню B2

3 балла — грамматический компонент ответа участника соответствует уровню B1

2 балла — грамматический компонент ответа участника соответствует уровню A2

1 балл — грамматический компонент ответа участника соответствует уровню A1

Task 8. Complete the gaps by providing the names of renowned people to create a cohesive historical narrative. Here are the possible historical figures' names you may use to fill in the gaps. Some of them may be repeated several times.

Максимальный балл — 5 баллов (по 1 баллу за правильно указанное имя, повторы не считаются)

Вариант 1

Ferrex	Joan of Navarre	Judon	Count Konigsmark	George V
Edward VIII	William II	Elizabeth II		Roger Mortimer
Walter Tirel	Richard I	George II	Suffering Stephen	
	John Marshall	Dorothea	Isabella	Henry II
Mark Phillips	Henry IV	Henry V		Edward II
	Edward III	Porrux	George I	William

- Princes **1.**___ and **2.**___ argued with each other as to who should take over the throne of their father, Gorboduc. **3.**___ killed **4.**___ in an outburst of brotherly love - so their mum, Queen **5.**___, killed **6.**___.
- The big bad bully **7.**___ decided to go hunting one day. The arrow-maker brought him six new arrows. He picked the best four and gave two to the knight, **8.**___. 'It's only right that the sharpest arrows should go to the sharpest shot!' A letter arrived from the Abbot of

Gloucester. It warned the king that there was danger if he left the safety of the castle. **9.**___ ignored the warning and set off into the New Forest. He waited quietly by a deer track for an animal to come along. **10.**___ stood at the other side of the track. Sure enough a deer trotted down the path. Sharp-shot **11.**___ missed! But the arrow flew across the path and hit the king in the chest, killing him instantly. (It could have been worse ... **12.**___ could have hit the poor little deer!) To this day, no one is sure if it was an accident or murder.

KEY:

1. Ferrex
2. Porrux
3. Porrux
4. Ferrex
5. Porrux
6. William II
7. Judon
8. Walter Tirel
9. William II
10. Walter Tirel
11. Walter Tirel
12. Walter Tirel

- Princes **1. Ferrex** and **2. Porrux** argued with each other as to who should take over the throne of their father, Gorboduc. **3. Porrux** killed **4. Ferrex** in an outburst of brotherly love - so their mum, Queen **5. Judon**, killed **6. Porrux**.
- The big bad bully **7. William II** decided to go hunting one day. The arrow-maker brought him six new arrows. He picked the best four and gave two to the knight, **8. Walter Tirel**. 'It's only right that the sharpest arrows should go to the sharpest shot!' A letter arrived from the Abbot of Gloucester. It warned the king that there was danger if he left the safety of the castle. **9. William II** ignored the warning and set off into the New Forest. He waited quietly by a deer track for an animal to come along. **10. Walter Tirel** stood at the other side of the track. Sure enough a deer trotted down the path. Sharp-shot **11. Walter Tirel** missed! But the arrow flew across the path and hit the king in the chest, killing him instantly. (It could have been worse ... **12. Walter Tirel** could have hit the poor little deer!) To this day, no one is sure if it was an accident or murder.

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Максимальный балл — 5 баллов (по 1 баллу за правильно указанное имя, повторы не считаются)

Вариант 2

Ferrex	Joan of Navarre	Judon	Count Konigsmark	George V
Edward VIII	William II	Elizabeth II		Roger Mortimer
Walter Tirel	Richard I	George II	Suffering Stephen	
	John Marshall	Dorothea	Isabella	Henry II
Mark Phillips	Henry IV	Henry V		Edward II
	Edward III	Porrux	George I	William

- **1.**___'s coffin was carried through the streets on a horse-drawn carriage. The crown stood on top of the coffin. During the bumpy journey the crown fell off and rolled into the gutter. 'A bad sign!' some people said. Sure enough, the next king, **2.**___, gave up the throne after a few months. The crown was repaired - **3.**___ never wore it.
- **4.**___ was fighting against **5.**___, leader of Miserable Matilda's forces. They agreed a truce. But **6.**___ wanted some guarantee that John wouldn't break the truce. So **7.**___ sent his six-year-old son, **8.**___, as a hostage. 'If I break the truce then you can kill my son!' **9.**___ promised. What did **10.**___ do? He broke the truce without a second thought! After all, he had three other sons back at home! 'Your son shall hang!' **11.**___ threatened. 'Go ahead,' **12.**___ shrugged. The happy little boy was led out to a nearby tree, not knowing what was planned. He saw one of the guards with a fine new javelin and asked if he could play with it. **13.**___ was touched. But he had to hang the boy, otherwise **14.**___ would see **15.**___ as a weak man. His own men might even lose respect for him.

KEY:

1. George V
2. Edward VIII
3. Edward VIII
4. Suffering Stephen
5. John Marshall
6. Suffering Stephen
7. John Marshall
8. William
9. John Marshall
10. John Marshall
11. Suffering Stephen
12. John Marshall
13. Suffering Stephen
14. John Marshall
15. Suffering Stephen

- **1. George V's** coffin was carried through the streets on a horse-drawn carriage. The crown stood on top of the coffin. During the bumpy journey the crown fell off and rolled into the gutter. 'A bad sign!' some people said. Sure enough, the next king, **2. Edward VIII**, gave up the throne after a few months. The crown was repaired - **3. Edward VIII** never wore it.
- **4. Suffering Stephen** was fighting against **5. John Marshall**, leader of Miserable Matilda's forces. They agreed a truce. But Suffering **6. Suffering Stephen** wanted some guarantee that John wouldn't break the truce. So **7. John Marshall** sent his six-year-old son, **8. William**, as a hostage.

'If I break the truce then you can kill my son!' **9. John Marshall** promised. What did **10. John Marshall** do? He broke the truce without a second thought! After all, he had three other sons back at home! 'Your son shall hang!' **11. Stephen** threatened. 'Go ahead,' **12. John Marshall** shrugged. The happy little boy was led out to a nearby tree, not knowing what was planned. He saw one of the guards with a fine new javelin and asked if he could play with it. **13. Suffering Stephen** was touched. But he had to hang the boy, otherwise **14. John Marshall** would see **15. Suffering Stephen** as a weak man. His own men might even lose respect for him.

Task 8. Complete the gaps by providing the names of renowned people to create a cohesive historical narrative. Here are the possible historical figures' names you may use to fill in the gaps. Some of them may be repeated several times.

Максимальный балл — 5 баллов (по 1 баллу за правильно указанное имя, повторы не считаются)

Вариант 3

Ferrex	Joan of Navarre	Judon	Count Konigsmark	George V
Edward VIII	William II	Elizabeth II		Roger Mortimer
Walter Tirel	Richard I	George II		Suffering Stephen
	John Marshall	Dorothea	Isabella	Henry II
Mark Phillips	Henry IV	Henry V		Edward II
	Edward III	Porrux	George I	William

- **1.____** died and his body was carried to the grave in an open coffin. His hated son, **2.____**, arrived to meet the procession. As **3.____** leaned over the coffin, blood spurted from the nose of his dead father. 'His angry ghost doesn't want his son here!' the people muttered.
- **4.____**'s wife, **5.____**, was suspected of being a witch. Her priest accused her of plotting to kill her stepson, **6.____**, by witchcraft - no one is sure why - and she was imprisoned without a trial for four years. She was released and lived quietly for another 15 years. Still, when she died, the Chronicle of London reported her death and added that all the lions in the Tower of London died in the same year'.

KEY:

1. Henry II
2. Richard I
3. Richard I
4. Henry IV
5. Joan of Navarre
6. Henry V

- **1. Henry II** died and his body was carried to the grave in an open coffin. His hated son, **2. Richard I**, arrived to meet the procession. As **3. Richard I** leaned over the coffin, blood spurted from the nose of his dead father. 'His angry ghost doesn't want his son here!' the people muttered.
- **4. Henry IV's** wife, **5. Joan of Navarre**, was suspected of being a witch. Her priest accused her of plotting to kill her stepson, **6. Henry V**, by witchcraft - no one is sure why - and she was imprisoned without a trial for four years. She was released and lived quietly for another 15 years. Still, when she died, the Chronicle of London reported her death and added that all the lions in the Tower of London died in the same year'. The suggestion was that the lions were her helpers from hell. When she died they had no reason to live.

Task 8. Complete the gaps by providing the names of renowned people to create a cohesive historical narrative. Here are the possible historical figures' names you may use to fill in the gaps. Some of them may be repeated several times.

Максимальный балл — 5 баллов (по 1 баллу за правильно указанное имя, повторы не считаются)

Вариант 4

Ferrex	Joan of Navarre	Judon	Count Konigsmark	George V
Edward VIII	William II	Elizabeth II		Roger Mortimer
Walter Tirel	Richard I	George II		Suffering Stephen
	John Marshall	Dorothea	Isabella	Henry II
Mark Phillips	Henry IV	Henry V		Edward II
	Edward III	Porrux	George I	William

- An English lady once visited **1.____** in Germany. She found **2.____**'s wife, Queen Caroline, whipping one of their children. 'Ah,' **3.____** said. 'You English have no good manners because you are not brought up properly.' The whipping was **4.____**'s idea of bringing children up 'properly'.
- **5.____**'s wife, **6.____**, was one of the most evil of the Brit queens ever to rule. She wanted rid of the king (**7.____**) so her son, **8.____**, could take over the throne. But she didn't want any signs of violence to show that hubby **9.____** had been murdered. First she got her boyfriend, **10.____**, to raise an army and attack **11.____**. When **12.____** had captured the king, **13.____** ordered **14.____** to be thrown in jail. Underneath the jail the corpses of dead prisoners were left to rot. She hoped **15.____** would die from an infection. He didn't. He was then left to

starve. He didn't. **16.**___ then sent a message to the jailers. It seemed a harmless enough message. In fact it was a code. It meant, 'Kill him!' First they smothered the king with cushions, then pushed a hot poker into his bowels from underneath so the entry wound was not too easy to spot. That certainly did the trick. **17.**___ gave **18.**___ a lovely funeral and even went along herself.

KEY:

1. George II
2. George
3. George
4. George
5. Edward II
6. Isabella
7. Edward II
8. Edward III
9. Edward II
10. Roger Mortimer
11. Edward II
12. Roger Mortimer
13. Isabella
14. Edward II
15. Edward II
16. Isabella
17. Isabella
18. Edward II

- An English lady once visited **1. George II** in Germany. She found **2. George II's** wife, Queen Caroline, whipping one of their children. 'Ah,' **3. George II** said. 'You English have no good manners because you are not brought up properly.' The whipping was **4. George II's** idea of bringing children up 'properly'.
- **5. Edward II's** wife, **6. Isabella**, was one of the most evil of the Brit queens ever to rule. She wanted rid of the king (**7. Edward II**) so her son, **8. Edward III**, could take over the throne. But she didn't want any signs of violence to show that hubby **9. Edward II** had been murdered. First she got her boyfriend, **10. Roger Mortimer**, to raise an army and attack **11. Edward II**. When **12. Roger Mortimer** had captured the king, **13. Isabella** ordered **14. Edward II** to be thrown in jail. Underneath the jail the corpses of dead prisoners were left to rot. She hoped **15. Edward II** would die from an infection. He didn't. He was then left to starve. He didn't. **16. Isabella** then sent a message to the jailers. It seemed a harmless enough message. In fact it was a code. It meant, 'Kill him!' First they smothered the king with cushions, then pushed a hot poker into his bowels from underneath so the entry wound was not too easy to spot. That certainly did the trick. **17. Isabella** gave **18. Edward II** a lovely funeral and even went along herself.

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Максимальный балл — 5 баллов (по 1 баллу за правильно указанное имя, повторы не считаются)

Вариант 5

Ferrex	Joan of Navarre	Judon	Count Konigsmark	George V
Edward VIII	William II	Elizabeth II		Roger Mortimer
	Walter Tirel	Richard I	George II	Suffering Stephen
	John Marshall	Dorothea	Isabella	Henry II
Mark Phillips	Henry IV		Henry V	Edward II
	Edward III	Porrux	George I	William

- The daughter of **1.____**, Princess Anne rode for the 1976 British Olympic Eventing team in Montreal. She didn't fall off (well, not that time) but she did fall in. She fell in love with fellow-rider Captain **2.____** and married him.
- Prince **3.____** married **4.____**. He had lots of girlfriends and he thought that was all right. Then he heard that **5.____** had a boyfriend. That was most definitely not all right! The man she had been flirting with was the handsome **6.____**. Her friends knew what was going on and went running to **7.____** with the story. Fine friends they turned out to be! Prince **8.____** ordered the count to leave the country the next day and never return. 'See him one more time,' the treacherous friends urged **9.____**. 'Give him just one goodbye kiss.' **10.____** said, Yes. Bring him to my room.' The fiendish friends smirked and set about their work. **11.____** came to say farewell. He kissed the lonely **12.____**'s hand, then marched off into exile. He was never seen again ... well, that's not strictly true. **13.____** had **14.____** kept a prisoner in that palace. Later, much later, after **15.____** and **16.____** died, the palace was rebuilt.

KEY:

1. Elizabeth II
2. Mark Phillips
3. George I
4. Dorothea
5. Dorothea
6. Count Konigsmark
7. George I
8. George I
9. Dorothea
10. Dorothea
11. Count Konigsmark
12. Dorothea
13. George I
14. Dorothea
15. George I

16. Dorothea

- The daughter of **1. Elizabeth II**, Princess Anne rode for the 1976 British Olympic Eventing team in Montreal. She didn't fall off (well, not that time) but she did fall in. She fell in love with fellow-rider Captain **2. Mark Phillips** and married him.
- Prince **3. George I** married **4. Dorothea**. He had lots of girlfriends and he thought that was all right. Then he heard that **5. Dorothea** had a boyfriend. That was most definitely not all right!

The man she had been flirting with was the handsome **6. Count Konigsmark**. Her friends knew what was going on and went running to **7. George I** with the story. Fine friends they turned out to be! Prince **8. George I** ordered the count to leave the country the next day and never return. 'See him one more time,' the treacherous friends urged **9. Dorothea**. 'Give him just one goodbye kiss.' **10. Dorothea** said, Yes. Bring him to my room.' The fiendish friends smirked and set about their work. **11. Count Konigsmark** came to say farewell. He kissed the lonely **12. Dorothea's** hand, then marched off into exile. He was never seen again ... well, that's not strictly true. **13. George I** had **14. Dorothea** kept a prisoner in that palace. Later, much later, after **15. George I** and **16. Dorothea** died, the palace was rebuilt.

Task 9. Respond to the questions by matching them with the corresponding answers.

Максимальный балл — 6 баллов (1 балл за каждый правильный ответ)

Вариант 1

1. Name the James Bond film where a prosperous villain plots to contaminate the U.S. treasury reserves.
2. Name the famous painting by the English artist Thomas Gainsborough.
3. What are many Britons said to have if they are particularly good at gardening?
4. What is the term for an office worker?
5. What is used as a symbol of breast cancer awareness?
6. Who is the victim in the British edition of the Cluedo board game?



KEY: 1C 2D 3B 4A 5E 6F

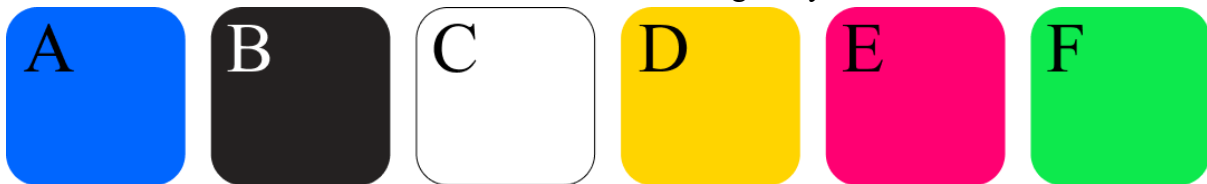
1. Name the James Bond film where a prosperous villain plots to contaminate the U.S. treasury reserves - **Goldfinger**
2. Name the famous painting by the English artist Thomas Gainsborough. - **The Blue Boy**
3. What are many Britons said to have if they are particularly good at gardening? - **Green fingers**
4. What is the term for an office worker? - **White Collar Worker**
5. What is used as a symbol of breast cancer awareness? - **Pink ribbon**
6. Who is the victim in the British edition of the Cluedo board game? - **Dr. Black**

Task 9. Respond to the questions by matching them with the corresponding answers.

Максимальный балл — 6 баллов (1 балл за каждый правильный ответ)

Вариант 2

1. Name the classic British hit song from Procol Harum.
2. Name the classic English rock band that has sold more than 675 million albums.
3. What does an act selling 400,000 singles in Britain receive?
4. What precious stone, notably featured in a diadem adorned by Queen Elizabeth II and various British royal family members, is esteemed for its radiant hue?
5. What was the colour of the Owl and the Pussycat's boat.
6. Which television character's dogsbody is Baldrick?



KEY: 1C 2E 3D 4A 5F 6B

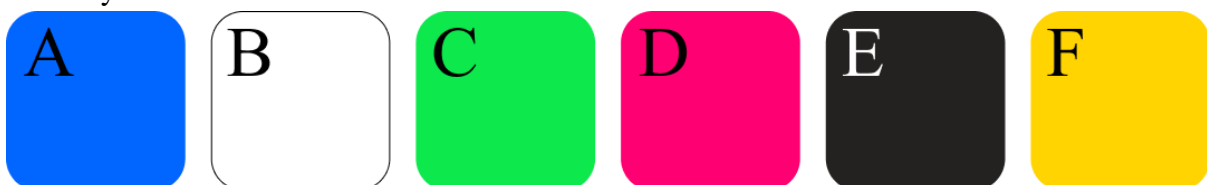
1. Name the classic British hit song from Procol Harum. - **A Whiter Shade Of Pale**
2. Name the classic English rock band that has sold more than 675 million albums. - **Pink Floyd**
3. What does an act selling 400,000 singles in Britain receive? - **A Gold Disc**
4. What precious stone, notably featured in a diadem adorned by Queen Elizabeth II and various British royal family members, is esteemed for its radiant hue? - **Blue Sapphire**
5. What was the colour of the Owl and the Pussycat's boat. - **Pea Green**
6. Which television character's dogsbody is Baldrick? - **Blackadder's**

Task 9. Respond to the questions by matching them with the corresponding answers

Максимальный балл — 6 баллов (1 балл за каждый правильный ответ)

Вариант 3

1. Name the area in the West Midlands that is to the north and west of Birmingham.
2. Name the popular puppet pugs which first appeared on the BBC in 1957.
3. What is the stall that old ladies rush to when the doors to the jumble sale are opened?
4. What is the term for a prestigious British radio station that focuses on playing classic hits from the 1960s, 1970s, and beyond?
5. What name is given to an undeveloped area of countryside that neighbours an urban area?
6. Which boy band featured the singers Lee Ryan, Simon Webbe, Duncan James and Anthony Costa?



KEY: 1E 2D 3B 4F 5C 6A

1. Name the area in the West Midlands that is to the north and west of Birmingham - **Black Country**
2. Name the popular puppet pugs which first appeared on the BBC in 1957 - **Pinky and Perky**
3. What is the stall that old ladies rush to when the doors to the jumble sale are opened? - **White Elephant**
4. What is the term for a prestigious British radio station that focuses on playing classic hits from the 1960s, 1970s, and beyond? - **Gold Radio**
5. What name is given to an undeveloped area of countryside that neighbours an urban area? - **Green Belt**
6. Which boy band featured the singers Lee Ryan, Simon Webbe, Duncan James and Anthony Costa? - **Blue**

Task 9. Respond to the questions by matching them with the corresponding answers.

Максимальный балл — 6 баллов (1 балл за каждый правильный ответ)

Вариант 4

1. Name the classic children's novel by English author Anna Sewell.
2. Under what name did the television channel which broadcasts comedy films and programmes launch on 1st November 1992?
3. What iconic area in London is known for its connections with the British film industry and has been the location for many film premieres?
4. What is Cilla Black's real name?
5. Which charity was founded in 1897 for the welfare of animals?
6. Name the classic British confectionery item, traditionally enjoyed at the seaside, has a twist of two colors and is often flavored with peppermint.



KEY: 1B 2A 3D 4E 5F 6C

1. Name the classic children's novel by English author Anna Sewell. - **Black Beauty**
2. Under what name did the television channel which broadcasts comedy films and programmes launch on 1st November 1992? - **UK Gold**
3. What iconic area in London is known for its connections with the British film industry and has been the location for many film premieres? - **Green Park**
4. What is Cilla Black's real name? - **Priscilla White**
5. Which charity was founded in 1897 for the welfare of animals? - **Blue Cross**
6. Name the classic British confectionery item, traditionally enjoyed at the seaside, has a twist of two colors and is often flavored with peppermint. - **Pink Rock Candy**

Task 9. Respond to the questions by matching them with the corresponding answers

Максимальный балл — 6 баллов (1 балл за каждый правильный ответ)

Вариант 5

1. In which literary work for younger readers is the narrative presented through the eyes of a horse, detailing its own experiences and journey?
2. In English folklore, what is the ghostly figure of a woman that is said to be an omen of death?
3. Name the animated character, known for his silent antics, had a theme tune composed by a British composer, Henry Mancini.
4. What is the creamy milk originally from the Channel Islands sometimes called?
5. What is the location famous for runaway weddings?
6. What is the name of the blue-and-white flag hoisted by a ship in port when it is ready to sail?



KEY: 1D 2E 3F 4B 5A 6C

1. In which literary work for younger readers is the narrative presented through the eyes of a horse, detailing its own experiences and journey? - **Black Beauty**
2. In English folklore, what is the ghostly figure of a woman that is said to be an omen of death? - **The White Lady**
3. Name the animated character, known for his silent antics, had a theme tune composed by a British composer, Henry Mancini - **Pink Panther**
4. What is the creamy milk originally from the Channel Islands sometimes called? - **Gold top milk**
5. What is the location famous for runaway weddings? - **Gretna Green**
6. What is the name of the blue-and-white flag hoisted by a ship in port when it is ready to sail? - **Blue Peter**

Task 10. Read the text and answer the multiple-choice questions.

Максимальный балл — 5 баллов

Вариант 1

The Human Genome Project: Writing the book of life

In 1990, the United States National Institutes of Health (NIH) and the Department of Energy, in collaboration with partners in 18 countries, embarked on the Human Genome Project (HGP), the most ambitious venture undertaken since the Manhattan Project to develop the atom bomb or the Apollo project to put a man on the moon. At an estimated cost of \$3 billion to complete the task by 2005, leading scientists and researchers in the field of molecular biology set out to identify all 30,000 to 40,000 genes belonging to the human genome and to map the location of the three billion base pairs of DNA—in other words, to write the Book of Life. This definitive

resource was intended to lead to the understanding of genetic diseases, the creation of effective pharmaceuticals and medical treatments, and the alleviation and prevention of human suffering due to genetically transmitted diseases. In order to serve all of humankind and prevent control by any scientific, corporate, or national interest, all information was to be stored in public electronic databases and made freely and readily accessible to anyone who required it.

Historical background

Throughout history, people have turned to mythology, folklore, and religion for explanations of life's origins, and to this day there are many who firmly believe what has been written in religious books and passed down from generation to generation. With the advent of the Age of Reason in the eighteenth century and scientific advances in the nineteenth century, however, the quest for deeper knowledge could be satisfied by digging for empirical evidence and putting it to empirical test.

In 1865, Gregor Mendel, an Austrian monk who had been experimenting for eight years with garden peas, announced to the scientific community that specific characteristics, or traits, were transmitted from parent to offspring in an organized and predictable manner. Along with Charles Darwin's theory of natural selection and evolution as stated in his 1859 publication, *On the Origin of Species*, Mendel's work set the stage for the science of genetics to become the preeminent explanation of where life comes from. With the help of improved microscopes, scientists discovered the existence and structure of cells containing chromosomes. In the early 1900s, experiments with fruit flies revealed that chromosomes located in the cell's nucleus were made up of genes. The *Drosophila*, commonly called the fruit fly, was the first living organism to be genetically mapped. In 1944, Oswald Avery identified genes in bacteria as genetic messengers made of deoxyribonucleic acid (DNA). In 1953, James Watson and Francis Crick discovered the double helix structure of DNA, for which they received the Nobel Prize nine years later.

With each groundbreaking discovery, molecular biologists were able to form an ever clearer picture of the mechanics of life. To crack the code of life, prominent scientists proposed compiling a comprehensive genetic map of a human being. Simpler organisms, such as the fruit fly and bacteria, had already been genetically mapped, but due to technical limitations, attempts with human genes had produced crude versions lacking precise detail. To duplicate, analyze, and store human DNA on the scale that was being proposed, more sophisticated tools and advanced technology would have to be developed.

In the 1980s, technology was making great strides. The development of recombinant DNA technology enabled researchers to split long strands of DNA into fragments and to splice and copy specific genes for study. Rapid advances in the 1960s and 1970s had produced machines like the polymerase chain reaction (PCR) machine, or DNA amplifier, that could duplicate DNA faster and cheaper. Developments in computer technology, in particular the invention of the silicon semiconductor chip, had made it possible for huge amounts of data to be analyzed at greater speeds and stored on more compact, portable, and affordable personal computers. Finally, the Internet provided a means for institutions to share and distribute information quickly and widely.

At the same time, the world was becoming more genomic. The discovery of the gene that led to Huntington's disease and the Federal Drug Administration's approval of synthetic insulin, bio-technology's first pharmaceutical product, ignited hopes that once the genetic causes could

be determined of such debilitating diseases as muscular dystrophy, cystic fibrosis, and sickle-cell anemia, effective drugs and treatments for cancer and heart disease would eventually follow. Emerging biotechnology companies were making headlines, and their stocks were soaring on Wall Street. In general, biologists agreed that the project could be accomplished, but not everyone believed that it should be done.

Despite ethical considerations and doubts that the project would bring about the desired results, widespread enthusiasm for the project's immense potential led to a series of meetings and conferences in 1986 and 1987 to set goals, to estimate the required outlay in money, time, and human resources, and to generate information for the government agencies and institutions that would provide the financial resources. When the U.S. Congress allocated funding to the NIH and the Department of Energy, the Human Genome Project was on its feet.

In September 1999, the Human Genome Project announced that 200 scientists working on three continents had assembled 25 percent of the entire genetic sequence. By February 2001, the HGP had published its first draft of 90 percent of the human genome in special issues of *Science* and *Nature*. In April 2003, two years ahead of schedule, the project succeeded in completing the sequencing of 99 percent of human genes to 99.99 percent accuracy, with 341 gaps. Even before its completion, the Human Genome Project and the information disseminating from it were opening doors in the fields of medicine, energy, the environment, agriculture, bioarchaeology, anthropology, and forensics.

Medical benefits

The Human Genome Project's ultimate goal was to provide fundamental genetic information that would lead to the treatment, and eventually the eradication, of many of the 4,000 genetic diseases and defects that afflict humans. As diagnostic genetic tests become more sophisticated and available, doctors will eventually put together genetic profiles for patients, determine their risk for disease, and make diagnoses before individuals become sick-or before they are even born. With the focus on preventing disease, doctors can begin to provide genetic counseling to families who want to understand their genetic background, as well as to couples who are planning a family. Advances in computer hardware and software will allow doctors to analyze biological samples more quickly and cost-effectively and to transfer the information to patients' computerized files, which they will then carry with them on computer chips. On the basis of this information, it will be possible to predict an individual's susceptibility to drugs and to environmental factors that are responsible for allergies.

The HGP will revolutionize not only how doctors treat patients but also how medical therapy is delivered, particularly in the emerging field of pharmacogenomics. An online article published on the Human Genome Project Information website predicts that up to 3,000 new drugs will have been developed, tested, and marketed by 2020. These products will generate sales in the billions of dollars for biotech and pharmaceutical companies, as researchers use genome targets to design and customize more effective drugs with fewer side effects, to eliminate adverse drug reactions in patients, and to make intervention more precise and successful. In addition, inexpensive vaccines will be engineered to activate the immune system without causing infections. In the long run, these improvements are expected to reduce the overall cost of health care. Although areas such as the cloning of organs for transplants have yet to be fully explored, the potential for life-saving and life-enhancing advances is vast and exciting.

Ethical, legal, and social issues

Although the Human Genome Project's picture of human health in the future appears rosy and immensely hopeful, it has its darker side. From the outset, the HGP specified as one of its goals the need to examine the ethical, legal, and social issues (ELSI) involved in making genetic information available. Between three and five percent of HGP's annual budget was allocated for this purpose. If the HGP is to serve humankind as intended, laws and regulations must prevent abuse and misuse of this information.

At the forefront of ELSI was the concern that employers and insurers could discriminate against employees and deny coverage on the basis of genetic test results. In May 2008, the Genetic Information Nondiscrimination Act (GINA) made it illegal for employers, insurers, courts, schools, and other entities in the United States to discriminate on the basis of genetic information. The potential for social stigmatization of individuals on the basis of their genetic makeup and the ensuing psychological suffering cannot be overlooked or minimized.

Sensitive issues of privacy, confidentiality, and ownership of genetic information that can only be dealt with through strict legislation are accompanied by philosophical and ethical issues. Scientists now know the location of genes on a chromosome, but it will take further research before they understand how genes work and how environmental factors come into play. This complexity makes it extremely difficult, if not impossible, for anyone to predict the outcome of what critics call tampering with nature or playing God. Although the idea of creating designer babies may seem attractive to some, the birth of a genetic elite brings to mind the practice of eugenics and the disastrous attempts of past regimes to create a superior race. Without clear ethical guidance, humankind's progress could end up in territory we should never have set foot in.

The Genomic Era

Regardless of the direction in which the Human Genome Project will take humans in the future, it has already ushered in the Genomic Era, and there is no turning back. One comfort lies in the fact that the completion of the Human Genome Project is really only the beginning of a long and uncertain journey of studying, interpreting, and applying the information it has amassed. How wisely that information is applied, or not applied, will determine the Human Genome Project's real value.

1. What is the main objective of the Human Genome Project mentioned in the text?

- A) To explore the history of genetic diseases
- B) To create the definitive resource for understanding human genetics
- C) To develop advanced computer technology
- D) To replicate the Apollo project for space exploration

2. Who is responsible for making it illegal to discriminate based on genetic information in the United States, as mentioned in the text?

- A) The Department of Energy
- B) The Human Genome Project
- C) The Genetic Information Nondiscrimination Act (GINA)
- D) The U.S. Congress

3. What technological advancements played a crucial role in the success of the Human Genome Project?

- A) Improved microscopes
- B) Recombinant DNA technology
- C) The development of the silicon semiconductor chip
- D) The Internet

4. According to the text, how might the Human Genome Project impact the field of pharmacogenomics?

- A) By eliminating adverse drug reactions in patients
- B) By increasing the cost of healthcare
- C) By creating designer babies
- D) By discouraging the development of new drugs

5. Why is there concern about the ethical, legal, and social issues (ELSI) associated with the Human Genome Project?

- A) Due to the potential for social stigmatization
- B) Because of a lack of government funding
- C) To encourage employers to discriminate based on genetic test results
- D) To promote the development of designer babies

6. What is the significance of the "Genomic Era" mentioned in the text?

- A) It marks the end of all genetic research
- B) It symbolizes the completion of the Human Genome Project
- C) It signifies a new era of studying and applying genetic information
- D) It suggests the beginning of space exploration

7. What is the purpose of allocating three to five percent of the Human Genome Project's budget to ELSI issues?

- A) To promote the development of genetic discrimination
- B) To fund further genetic research
- C) To examine the ethical, legal, and social issues related to genetic information
- D) To encourage genetic testing

8. What was the significance of Gregor Mendel's work in the history of genetics?

- A) He was the first to map human genes
- B) He discovered the double helix structure of DNA
- C) He laid the groundwork for the science of genetics by explaining the transmission of traits from parent to offspring
- D) He developed the Genetic Information Nondiscrimination Act (GINA)

9. What did James Watson and Francis Crick discover in 1953?

- A) The existence of genes in bacteria
- B) The location of genes on a chromosome
- C) The double helix structure of DNA
- D) The process of genetic counseling

10. What major objectives did the Human Genome Project aim to achieve, as mentioned in the text?

- A) To launch a mission to the moon
- B) To prevent control by any scientific, corporate, or national interest
- C) To compile a comprehensive genetic map of a human being
- D) To exclusively store information in private electronic databases

KEY:

- 1. B) To create the definitive resource for understanding human genetics
- 2. C) The Genetic Information Nondiscrimination Act (GINA)
- 3. B) Recombinant DNA technology
- 4. A) By eliminating adverse drug reactions in patients
- 5. A) Due to the potential for social stigmatization
- 6. C) It signifies a new era of studying and applying genetic information
- 7. C) To examine the ethical, legal, and social issues related to genetic information
- 8. C) He laid the groundwork for the science of genetics by explaining the transmission of traits from parent to offspring
- 9. C) The double helix structure of DNA
- 10. C) To compile a comprehensive genetic map of a human being

Критерии оценивания:

5 баллов — 9-10 правильных ответов

4 балла — 7-8 правильных ответов

3 балла — 5-6 правильных ответов

2 балла — 3-4 правильных ответа

1 балл — 1-2 правильных ответа

0 баллов — 0 правильных ответов

Task 10. Read the text and answer the multiple-choice questions.

Максимальный балл — 5 баллов

Вариант 2

DNA fingerprinting: Condemning evidence

Anyone who watches television shows like CSI: Crime Scene Investigation will be familiar with DNA fingerprinting's importance in modern crime-solving. The day-to-day work of police detectives, crime scene investigators, and forensic technicians may not be as glamorous as it appears on television; nor can blood, saliva, hair, or skin samples be collected, analyzed, and matched to a suspect in 45 minutes. In any case, without DNA evidence and the technology that has evolved around its detection, many violent offenders would still be on the loose and innocent people would be executed or imprisoned for crimes they did not commit.

Before DNA arrived on the scene, digital fingerprints were the key to determining an individual's identity. The ridges and loops of fingerprints were first discovered in 1686 by an Italian anatomy professor, but it was not until 1892 that an Argentine police official identified a woman as the murderer of her two sons from a bloody fingerprint left on a doorpost. Fingerprints soon made their way into the criminal justice systems of England and the United States, where they were used to keep a record of convicted criminals. Although fingerprints are an infallible means of identification, careful criminals can avoid leaving them at a crime scene. On the other hand, DNA, which is present in every human cell even though invisible to the naked eye, is nearly impossible to remove completely, particularly in cases involving violent, unpremeditated crimes.

DNA testing would not be where it is today without the discoveries of British geneticist Alec Jeffreys and American biochemist Kary Mullis. In the early 1980s, Jeffreys developed the process of restriction fragment length polymorphism (RFLP) to locate polymorphic regions of a DNA strand where the greatest variation from person to person occurs. In 1984, he succeeded in photographing radioactive DNA fragments with X-ray film. The resulting image resembled a bar code, and the genetic sequence was unique to an individual, the only exception being identical twins.

In 1987, RFLP was used for the first time in the investigation into the rape and murder of two young girls. The first suspect, who had confessed to the earlier murder but denied the second, was released after his DNA failed to match the semen stains left on the victims' clothing. From January to July 1987, police collected saliva samples from 4,582 males between the ages of 17 and 34, but they could not catch the killer until a woman reported that she had overheard a man in a tavern tell his friends how he had been intimidated into giving a sample under the killer's name. The perpetrator was arrested, tested, and convicted.

While Alec Jeffreys was carrying out his lengthy research, Kary Mullis worked out, one night in 1983, an ingenious method to increase the amount of DNA available for testing. Polymerase chain reaction (PCR) analysis, for which Mullis received the Nobel Prize in chemistry in 1993, made it possible to create billions of copies of DNA in a matter of seconds and at low cost. Whereas RFLP tests produced more conclusive matches and a more complete picture of a DNA fingerprint, PCR could generate far more material from minute samples. Together, the two techniques would revolutionize forensic science.

Before DNA testing became a standard feature of the criminal justice system, legal hurdles had to be cleared. The same year that DNA fingerprinting solved its first criminal case in England, an accused rapist in the United States was also convicted on the basis of DNA evidence. This seemingly foolproof tool quickly made a stir in the media and the courts, where it went largely uncontested by defense lawyers, judges, and juries. The right to a fair trial regardless of a defendant's guilt or innocence is a fundamental right in any democratic society that operates under the rule of law. DNA evidence, however, was making it difficult for lawyers to defend their clients and for the courts to guarantee a fair trial to anyone implicated in a crime on the basis of DNA fingerprinting. Faced with such powerful physical evidence, defense lawyers could prove reasonable doubt only by questioning how the DNA evidence had been collected, handled, and analyzed.

At the time, private DNA testing laboratories were springing up in the United States. Without standardization or scientific evaluation of their methods, these companies were engaged more in competing for dominance in a very profitable field than in ensuring the quality of their services. In the case of *People v. Castro*, defense lawyers Barry Scheck and Peter Neufeld challenged Lifecodes' analysis of the dried blood found on their client's watchband and sought to have the results excluded from testimony. A Frye hearing determined that Lifecodes had done a sloppy job of obtaining the evidence and had misinterpreted the results. Consequently, the evidence was excluded and the case against Jose Castro was dismissed. Later, Castro admitted to the two murders for which he had stood trial, which proved that the testing laboratory and its methods and not DNA evidence, were unreliable.

In the late 1980s, DNA testing achieved legitimacy with the involvement of governmental agencies. The Federal Bureau of Investigation (FBI), in collaboration with the National Institutes of Health, had been doing its own research, and in 1988, the FBI Crime Lab, established in the 1920s, included DNA evidence techniques in its services and provided analysis to law enforcement agencies free of charge. The Royal Canadian Mounted Police (RCMP) had also set up its own DNA testing facilities, and joint American-Canadian efforts brought about much-needed standards.

In the meantime, the controversy over DNA testing was still raging in the media, and lawyers Scheck and Neufeld were fighting for a moratorium on DNA evidence. In 1992, a two-year federally funded National Research Council study recommended that DNA evidence continue to be used in courts, and in 1994, the scientific and law enforcement communities agreed that DNA evidence should be considered legitimate and admissible in court. With further support for DNA fingerprinting in Great Britain, the controversy was defused, standards were implemented, research was stimulated, and a program was introduced in the United States to educate court judges about genetics and DNA testing.

The widespread acceptance of DNA fingerprinting led to the establishment of DNA data-bases, beginning in Great Britain, where DNA evidence had been more widely embraced from the start. Since the mid-1980s, the British government had been investing funds in a nationwide computerized database of DNA evidence from crime scenes and convicted criminals. Most violent offenders are repeat offenders, and by comparing DNA samples to available data, police investigators were able to solve both cold cases and recent crimes.

In the United States, a law passed in 1994 laid the groundwork for the formation of a nationwide database. Another three years passed, however, before eight states combined their databases

into the National DNA Index System (NDIS). Within a few months, 300 previously unsolved violent crimes were cleared up. Further advances in DNA fingerprinting technology and its success rate culminated in the formation of the Combined DNA Index System (CODIS), and DNA profiles were assembled from federal, state, and local systems. By 1998, CODIS housed DNA fingerprints from 250,000 convicted criminals and evidence from the scenes of 4,600 violent crimes. In addition to computerized databases, DNA fingerprinting technology reduced the probability that someone other than the suspect had the same fingerprint from 1 in 1,000 to 1 in 26 billion.

DNA fingerprinting was not only bringing criminals to justice, but was also freeing wrongly convicted persons from long prison sentences. Predominantly poor African-American males in their mid-twenties (at the time of conviction) are frequently accused and found guilty, particularly in cases involving sexual assault, as a result of mistaken identity, police misconduct, careless forensics, an incompetent defense, or a false confession made under pressure. DNA evidence has been used by the Innocence Project, founded in 1992 at the Benjamin N. Cardozo School of Law at Yeshiva University by Barry Scheck and Peter Neufeld, to exonerate hundreds of wrongfully convicted people. From 1989 to 2012, DNA evidence freed 292 men, 17 of whom were facing execution. Another 15 had been sentenced to life. DNA testing gave these men their lives back, and in 142 of these cases, the real perpetrator was found.

Despite DNA fingerprinting's usefulness, significant issues temper its success. Over the years, massive amounts of DNA evidence have been collected, but a lack of funding, qualified staff, and time has created huge backlogs of unprocessed information. DNA fingerprinting requires a high level of expertise and accuracy, and when testing is not properly carried out, violent offenders can go free to commit more crimes. The mishandling and possible contamination of evidence can still present a major problem, as was evident in the controversial 1994 double-murder case against O. J. Simpson in Los Angeles. DNA evidence and DNA databases have become so vital to the criminal justice systems that politicians and police authorities have proposed requiring all persons who have been arrested and charged to give DNA samples, regardless of their guilt or innocence. Civil liberties organizations vigorously oppose such measures as an invasion of privacy and warn of the dangers should such private information ever be released to employers or insurance companies.

While lawmakers debate the legal uses of DNA fingerprinting, the science will continue to prove itself outside the crime lab and court of law. Already, DNA fingerprinting has been used to establish paternity and family relationships, to identify the remains of soldiers reported missing in action, to match organ donors with potential recipients, and to protect endangered animal and plant species. Population geneticists working with the Human Genome Diversity Project have been using DNA testing to study genetic differences within the human population in hopes of reconstructing human history. In the future, DNA fingerprinting will trace not only what we have done, but more importantly, where we come from and who we are.

1. What is the text primarily discussing?

- A) The history of fingerprinting
- B) The science behind DNA fingerprinting
- C) The impact of DNA fingerprinting on crime-solving
- D) The controversy surrounding DNA evidence

2. In which country was the first use of DNA fingerprinting in a criminal investigation mentioned in the text?

- A) Italy
- B) Argentina
- C) England
- D) United States

3. Who made significant contributions to the development of DNA fingerprinting techniques?

- A) Italian anatomy professor
- B) Canadian scientists
- C) British geneticist Alec Jeffreys and American biochemist Kary Mullis
- D) Argentine police official

4. Which scientific technique made it possible to create billions of copies of DNA in seconds?

- A) RFLP
- B) PCR
- C) X-ray film
- D) Genetic sequencing

5. How did DNA fingerprinting affect defense lawyers' ability to provide a fair trial for their clients?

- A) It made it easier for defense lawyers to prove their clients' innocence.
- B) It had no impact on defense lawyers.
- C) It made it difficult for defense lawyers to create reasonable doubt.
- D) It led to more opportunities for defense lawyers to challenge the evidence.

6. Why was there controversy over DNA testing in the late 1980s and early 1990s?

- A) The technology was still unproven.
- B) DNA evidence was too expensive to use in court.
- C) Defense lawyers were unwilling to use DNA evidence.
- D) Standards and scientific evaluation of testing methods were lacking.

7. How did the involvement of governmental agencies affect the legitimacy of DNA testing?

- A) It led to the exclusion of DNA evidence in court.
- B) It had no impact on the use of DNA evidence.
- C) It contributed to the scientific evaluation of testing methods.
- D) It made DNA evidence more controversial.

8. What did the National Research Council recommend in its two-year study?

- A) A moratorium on DNA evidence
- B) The exclusion of DNA evidence from court
- C) The continued use of DNA evidence in courts
- D) The ban on private DNA testing laboratories

9. How did DNA databases contribute to the success of DNA fingerprinting?

- A) By increasing the likelihood of mistaken identity
- B) By creating backlogs of unprocessed information
- C) By solving cold cases and recent crimes
- D) By limiting the use of DNA evidence

10. What are the potential concerns raised regarding the collection of DNA samples from all individuals arrested and charged?

- A) Invasion of privacy and the release of private information
- B) Increased efficiency in solving crimes
- C) Improved accuracy in DNA testing
- D) Protection of civil liberties

KEY:

1. C) The impact of DNA fingerprinting on crime-solving
2. B) Argentina
3. C) British geneticist Alec Jeffreys and American biochemist Kary Mullis
4. B) PCR
5. C) It made it difficult for defense lawyers to create reasonable doubt.
6. D) Standards and scientific evaluation of testing methods were lacking.
7. C) It contributed to the scientific evaluation of testing methods.
8. C) The continued use of DNA evidence in courts
9. C) By solving cold cases and recent crimes
10. A) Invasion of privacy and the release of private information

Критерии оценивания:

5 баллов — 9-10 правильных ответов

4 балла — 7-8 правильных ответов

3 балла — 5-6 правильных ответов

2 балла — 3-4 правильных ответа

1 балл — 1-2 правильных ответа

0 баллов — 0 правильных ответов

Task 10. Read the text and answer the multiple-choice questions.

Максимальный балл — 5 баллов

Вариант 3

Healing circles: A gentler justice

Life is a process of continuous change, and with change comes conflict. We have only to read a newspaper or watch the news on television to see the signs: vandalism, rioting, theft and robbery, hate crimes and bullying, drive-by shootings and gang warfare, drunk driving and road rage, mass killings, sexual assault, and many other offenses. In response to incidents of violence, we hear an outcry from the public and politicians for more police, tougher laws, and stiffer sentences.

FBI statistics show that from 2010 to 2011, violent crime in the United States fell by four percent. Nevertheless, the criminal justice system remains backed up, resulting in delayed, drawn-out, and even dismissed court cases. In the process, victims and the surviving families of victims feel abandoned by the courts. Racial and disadvantaged minorities, who are frequently the first to be arrested and who often receive inadequate legal representation and stiffer sentences, feel targeted, victimized, and criminalized. Although it is based on the principle of due and fair process, the criminal justice system pits right against wrong, prosecution against defense, plaintiff against accused – and the outcome is punishment rather than restitution. To bridge the gap between the legal system and the community, First Nations peoples and local justice officials in the Yukon Territory of Canada turned in the 1980s to the ancient aboriginal tradition of healing circles.

Originating with the indigenous peoples of North America, healing circles – also called talking, or peacemaking circles – have been used for centuries to repair harm and rebuild peace in the community. In First Nations culture, the circle symbolizes life and the natural cycles that connect all living things. When people gathered, they traditionally sat in a circle around a fire to tell stories. As a vehicle for communication, the circle has evolved into an inclusive, non confrontational, and safe place for participants to share their experiences and their pain, as well as to resolve conflicts in a way that benefits everyone.

How healing circles work

According to the guiding philosophy of healing circles, helping individuals in need serves everyone involved in the process. By harnessing collective wisdom, the circle produces solutions of value to the broader community. In keeping with the belief that everyone and everything are connected, all participants are treated equally and respectfully and are given equal opportunity to speak in an open, honest dialogue. The objectives of healing circles are as follows:

- To support victims of a crime or harmful behavior
- To determine by consensus the appropriate sentence and to assist the offender in fulfilling the obligations of the sentence
- To reinforce the community's ability to prevent crime

Healing circles can be adapted to family situations, schools, the workplace, government agencies, churches, clubs, organizations, and prisons, and they embrace all ages, races, and walks of life. Whenever people need to make decisions, to resolve disagreements, to deal with

harm done to others, to engage in teamwork, to learn from each other, or to celebrate, healing circles guide people toward achieving a greater understanding of each other and the issues.

The victim, offender, and community members sit in a circle without tables. The circle is opened by a facilitator, or keeper, in a ceremony that establishes the circle as a sacred place and makes the transition from daily life to the framework of the healing circle. One or more facilitators ensure that the participants follow the guidelines and maintain respect, and that each member feels safe to speak from the heart. Although the facilitators do not take an active part in the dialogue, they ask questions, make suggestions, and refocus the group in order to steer the process toward an outcome.

Healing circles follow a four-stage process:

1. The request for a healing circle is assessed, and if the situation is deemed suitable, all parties must be willing to take part.
2. The participants are informed, prepared, and trained in the process.
3. The circle is convened and consists of honest dialogue leading to some form of resolution. When the circle convenes, the group's first task is to establish relationships, which involves getting acquainted, building trust through sharing values and vision, and creating a sense of unity within the group. The second task is to set guidelines as to how participants will conduct themselves during the circle.
4. In the follow-up, progress is monitored to ensure that the decisions of the circle are carried out, that agreements are upheld, and that mistakes or failures are corrected.

A unique feature of talking circles is the use of a talking piece. The facilitator introduces an object of special meaning or symbolism, such as an eagle's feather, a stone, a crystal, or a figure, then passes it to the person on his or her left. Continuing in a clockwise direction, members of the circle take turns talking. Only the person holding the talking piece may speak, and he or she can choose to remain silent while holding the talking piece or pass it on without speaking. No one may attack or interrupt the person in possession of the talking piece, or use abusive, confrontational, or insulting language. Not only does the talking piece slow the conversation to a reflective, deliberate pace, but it empowers the speaker and gives the listeners time to reflect and respond thoughtfully rather than in anger or haste. In the process, the talking piece acts like a shuttle that weaves the group together in a fabric of truth.

In healing circles, participants are encouraged to tell their stories. A valued tradition in First Nations culture, storytelling communicates life experiences in a way that people can relate to emotionally and spiritually. Stories awaken compassion in people's hearts more readily than advice or judgment that is handed down or imposed by an outside authority.

At the conclusion of the healing circle, the group reaches a consensus decision that everyone can live with. Consensus decisions are arrived at through exploring the issues and possible solutions rather than through debate, argument, and persuasion. The decision can also include assigning responsibilities to participants to ensure that the decision is carried out. A closing ceremony recognizes the participants' efforts, reconfirms their interconnectedness, and expresses hope for the future.

Types and applications of healing circles

In *The Little Book of Circle Processes: A New/Old Approach to Peacemaking*, author Kay Pranis identifies nine types of healing circles:

1. Talking circles allow participants to exchange stories and explore issues without the necessity of arriving at a consensus.
2. Circles of understanding focus on getting at the underlying causes of a conflict or behavior, and generally do not concern themselves with decision making.
3. Healing circles provide support for people who have been victims of trauma or loss, and can include a plan of support.
4. Sentencing circles combine members of the community and the criminal justice system, as well as the offender, the victim, and the victim's family. The purpose is to examine the motive and circumstances that led to a crime, in addition to its harmful impact on the victim and the victim's family. Determined by consensus, the sentence can include responsibilities for its implementation and monitoring. Sentencing circles also determine ways to prevent the recurrence of a crime.
5. Support circles help people through times of personal loss or difficulty.
6. Community-building circles strengthen relationships and develop a common purpose.
7. Conflict circles aim to arrive at a consensus decision that will resolve a dispute.
8. Reintegration circles help repair relationships and reconcile estranged parties, or assist an individual to reenter the community after a period of incarceration.
9. Celebration, or honoring, circles recognize the accomplishments of community members and share their joy and success.

Challenges, rewards, and widespread adoption

Based on the simple concept of caring for others in need as we would have them care for us, the practice of healing circles comes with its challenges. Achieving justice is a time-consuming process in the traditional legal system, and healing circles are no exception. Participants must be trained and fully committed not only to a lengthy and painful process, but also to its aftermath. During the circle, they must put aside personal prejudices and learn to speak the truth and to listen with an open heart. When laymen and professionals have been raised and educated in a society that encourages competition, confrontation, and separation, making the shift to cooperation, sensitivity, and spiritual connection can be very difficult. Also, since consensus decisions require the agreement of all participants, some members may feel pressured to give in to the group.

No human process is perfect, but when healing circles and restorative justice, as they are known in their broader sense, succeed, the rewards outweigh the challenges. Since there are neither winners nor losers and participants have a vested interest in the outcome, everyone is more likely to work together to see a decision through. A 2007 metastudy of research conducted into restorative justice from 1986 to 2005 found that victims were able to resume a normal life and to sleep at night; that offenders were neither abusive toward their victims, nor were they likely to reoffend; and that the community felt more secure.

In 1991, Chief Judge Barry Stuart of the Territorial Court of Yukon introduced sentencing circles into the justice process in northern Canada. Since then, First Nations people have been training nonnative professionals in the use of healing circles, and they have met with success in the provinces of Saskatchewan and Manitoba. Since the 1980s, the Hollow Water First Nation Community Holistic Healing Circle in Hollow Water, Manitoba, has used healing circles to deal with cases involving alcoholism and sexual abuse. In 1996, the healing circle was applied for the first time in the United States in the Mille Lacs Circle Sentencing Project

on the Mille Lacs Indian reservation in Minnesota. In various settings and situations involving both juvenile and adult offenders all over the world, healing circles and restorative justice are making their way from an ancient tradition to a modern worldwide movement, ultimately ensuring that justice serves all.

1. According to the text, what is the primary concern when dealing with conflict and violence in society?

- A) Increasing police presence
- B) Toughening laws
- C) Delayed court cases
- D) Finding alternatives to punishment

2. The text mentions the decrease in violent crime in the United States. What does it state is the ongoing issue in the criminal justice system?

- A) A lack of police resources
- B) Increasing rates of violence
- C) Court cases being dismissed
- D) Victims feeling abandoned by the courts

3. How do healing circles aim to bridge the gap between the legal system and the community?

- A) By promoting more police involvement
- B) By focusing on punishment rather than restitution
- C) By utilizing indigenous traditions to resolve conflicts
- D) By emphasizing delayed court cases

4. What is the primary objective of healing circles, as mentioned in the text?

- A) To target racial and disadvantaged minorities
- B) To speed up court proceedings
- C) To resolve conflicts in a way that benefits everyone
- D) To advocate for tougher laws

5. According to the text, what is the significance of the circle in healing circles?

- A) It represents punishment and restitution
- B) It symbolizes the natural cycles of life
- C) It serves as a table for discussions
- D) It is used for ceremonial purposes

6. How does the talking piece function in a healing circle?

- A) It accelerates the conversation pace
- B) It empowers the facilitator to speak
- C) It weaves the group together in truth
- D) It allows multiple people to speak at once

- 7. What is the role of facilitators in healing circles?**
- A) To actively participate in the dialogue
 - B) To make decisions on behalf of the participants
 - C) To maintain respect and guide the process
 - D) To hold the talking piece throughout the circle
- 8. What is the purpose of a closing ceremony in a healing circle?**
- A) To pass the talking piece to the next person
 - B) To make consensus decisions
 - C) To recognize participants' efforts and reconfirm their interconnectedness
 - D) To introduce an object of special meaning
- 9. The text mentions different types of healing circles. Which type focuses on arriving at a consensus decision to resolve a dispute?**
- A) Healing circles
 - B) Circles of understanding
 - C) Sentencing circles
 - D) Community-building circles
- 10. According to the text, what has been the outcome of the application of healing circles and restorative justice?**
- A) An increase in competition and confrontation
 - B) A decrease in societal security
 - C) Positive results for victims, offenders, and the community
 - D) Challenges that outweigh the rewards

KEY:

- 1. D) Finding alternatives to punishment
- 2. C) Delayed court cases
- 3. C) By utilizing indigenous traditions to resolve conflicts
- 4. C) To resolve conflicts in a way that benefits everyone
- 5. B) It symbolizes the natural cycles of life
- 6. C) It weaves the group together in truth
- 7. C) To maintain respect and guide the process
- 8. C) To recognize participants' efforts and reconfirm their interconnectedness
- 9. D) Community-building circles
- 10. C) Positive results for victims, offenders, and the community

Критерии оценивания:

5 баллов — 9-10 правильных ответов

4 балла — 7-8 правильных ответов

3 балла — 5-6 правильных ответов

2 балла — 3-4 правильных ответа

1 балл — 1-2 правильных ответа

0 баллов — 0 правильных ответов

Task 10. Read the text and answer the multiple-choice questions.

Максимальный балл — 5 баллов

Вариант 4

Near-death experience: Fact or fantasy?

We know for certain what happens to our bodies when we die, but is physical death the end of our existence, or does some part of us—our spirit or our soul—go on living? What shape or form do we take, and how does our life continue? Are we transported to another place called heaven or hell, nirvana or paradise? Do we await judgment before we can return to an earthly life, or do we move on to a higher level of consciousness? Must we suffer for sins we have committed in the past, or are we rewarded for our good deeds? These questions have preoccupied human beings almost as long as we have been able to think and ponder the meaning of life and death. Religions have evolved to relieve people of their fear of death, and philosophers have contemplated the perplexing nature of our human existence. Regardless of the theories, beliefs, and explanations, death remains the greatest unsolved mystery.

Despite resurrections, the appearance of ghosts, and other reports of the dead returning to visit Earth, death is irreversible; that is, no one can physically die and come back to tell their tale. Throughout history, however, there have been numerous incidents in which people have been pronounced dead as the result of a serious illness, an accident, or a suicide attempt, but have not actually died. While they hovered between life and death, many claim to have left their bodies and caught a glimpse of what it is like on the other side. These near-death experiences (NDEs) have been extensively documented, and there is plenty of scientific proof to conclude that NDEs do in fact occur.

The phenomenon of NDEs goes as far back as ancient Greece and Rome, but it is only since the 1970s that these rare experiences have become the subject of scientific research. In his book *Life After Life*, published in 1975, Dr. Raymond Moody introduced 50 cases of individuals who described having vivid out-of-body experiences after almost dying. Dr. Moody coined the term near-death experience, defining it as "any conscious perceptual experience which takes place during... an event in which a person could very easily die or be killed (and even may be so close as to be believed or pronounced clinically dead) but nonetheless survives and continues physical life." Dr. Moody's best seller resulted in lively interest in the topic, and research-based books and publications in prestigious medical journals followed. In the early 1980s, reputable organizations such as the International Association for Near-Death Studies and the Near Death Experience Research Foundation were established to carry out clinical investigations into NDEs.

Death occurs when a person's breathing stops and the heart goes into cardiac arrest long enough to prevent blood from flowing to the brain. After 10 to 20 seconds, brain activity ceases, consciousness is lost, and the person is pronounced clinically dead. There are cases, however, of people who have been revived, and it is these survivors who have reported consistently similar experiences, regardless of age, gender, religion, race, marital status, education, occupation, cultural background, social class, geographic location, and medical condition. According to research, five percent of Americans have had an NDE, but because people will often not tell doctors out of fear of not being taken seriously, the percentage could be higher. A 1980 Gallup poll determined that eight million adults in the United States had had an NDE;

by 1990, the number had increased to twenty million. It is also estimated that 35 percent of all people who have a close brush with death will have an NDE.

Although NDEs can differ in specific content and intensity, they follow a common pattern and contain any of 10 to 12 elements that have been compiled from historical reports, experiments, and extensive interviews and surveys. An NDE does not have to include all elements to be classified as an NDE.

1. Out-of-body experience. The person leaves the physical body and hovers in the room or is transported to another location.
2. Elevated sensual awareness. The person's senses are sharper, and the person experiences intense colors, sounds, feelings, and perceptions. Thinking is also clearer, and the person can experience three-dimensional awareness.
3. Intensely positive feelings. Since the majority of NDEs are positive in nature, people experience extraordinary peace and joy.
4. Entering or going through a tunnel. This and the experience in No. 5 are the most widely recognized elements of an NDE.
5. Seeing a bright light. The person encounters, or is bathed in, brilliant light.
6. Reunion with dead relatives or mystical beings. The person is surrounded or greeted by loved ones, who extend a feeling of welcome and security; these relatives appear younger and in perfect health. Sometimes, the person meets what are referred to as angels.
7. An altered sense of time or space. The experience seems to last longer than the actual period in which the person is clinically dead, and the person may travel what seems to be a long distance.
8. A life review. The person sees his or her life passing before their eyes as if in a movie. This review provides the opportunity to reevaluate actions and the impact they have had on others. Sometimes, the person is able to see into his or her future.
9. Visiting unearthly places. These locations include beautiful natural environments or magnificent cities, all of which have otherworldly, supernatural features.
10. Acquiring knowledge. The person gains insight or learns valuable lessons.
11. Coming to a barrier. The person reaches a boundary where he or she must make a final choice between life and death.
12. Returning to the body. During the NDE, most people wish to continue in death, but they come to understand the need to return to fulfill their life's purpose or they are told by relatives or mystical beings to go back.

As strange as these elements may seem, NDEs can be scientifically verified. The cases of children, including very young children, who have had NDEs provide strong supporting evidence. Because children have neither preconceived notions nor previous knowledge of death or an afterlife, they cannot fake an experience that shares so many elements with adult NDEs. Furthermore, people who have been blind from birth have described visual experiences of color, shape, and form during NDEs that they could never have "seen" if their experience had not been real. Although they were under anesthesia, NDEers have accurately described objects unknown to them and located them in a place they could not possibly have observed in an unconscious, immobile state. While on the operating table, one woman described a pair of running shoes lying on the roof of the hospital building; this was later confirmed. The profound life-changing effect that NDEers carry with them also testifies to the validity of their

experience. After having an NDE, individuals are said to be changed people. They tend to be more religious, more aware of how short life is, more determined to live their life fully, and less afraid of death. They become more caring and show increased concern for others to the point of making personal sacrifices. Surely no one can be so deeply affected by an event that has never happened to them.

Seeing, or experiencing, is believing, and for anyone who has neither had an NDE nor encountered a person who has, accounts of NDEs sound unbelievable. Particularly where angels, mystical beings, cities of gold, and fantastic otherworldly aspects are involved, one is inclined to dismiss NDEs as figments of the imagination or wacky products of NewAge wishful thinking. Skeptics call upon science to dispute NDEs as physiological and neurological anomalies that occur while the person is under the influence of anesthesia or lacks oxygen. Memories, mistaken for a life review, could be triggered by electrical discharges in the brain as it undergoes trauma. Rather than addressing the whole experience itself, skeptics and disbelievers have challenged only individual aspects of NDEs, and their arguments fail to explain how it is possible that so many people who have no connection to each other can fabricate the same story.

In the final analysis, whether we believe in NDEs or not depends on our conception of the human body and human life. Are we biological machines with finite life spans, or are we temporary manifestations of a greater spiritual life force? Regardless of our standpoints on this very complex subject, NDEs can stimulate thought on the meaning of death and offer insights into the possibility of an afterlife. If NDEs can teach us to accept death without fear, then NDEs can do humanity a great service.

As for what really happens when or after we die, there is only one way we'll ever find out.

1. According to the text, what question has intrigued human beings for a long time?

- A) How long does an NDE typically last?
- B) Can NDEs be verified scientifically?
- C) What is the nature of life and death?
- D) How do children experience NDEs?

2. What is the purpose of organizations like the International Association for Near-Death Studies and the Near Death Experience Research Foundation?

- A) To publish books and articles about NDEs
- B) To conduct clinical investigations into NDEs
- C) To educate the public about NDEs
- D) To provide medical care to NDE survivors

3. Which of the following is NOT a common element of a near-death experience (NDE), as mentioned in the text?

- A) Meeting angels or mystical beings
- B) Visiting earthly places
- C) A sense of altered time and space
- D) Returning to the body

4. According to the text, what makes NDEs particularly compelling when experienced by children?

- A) Children have more vivid NDEs
- B) Children have preconceived notions about death
- C) Children are less likely to describe NDE elements
- D) Children lack preconceived notions about death and the afterlife

5. What is the central challenge posed by skeptics and disbelievers regarding NDEs, as stated in the text?

- A) They question the authenticity of the NDEs themselves.
- B) They argue that NDEs are purely physiological or neurological.
- C) They challenge the existence of angels and mystical beings.
- D) They dispute the idea of an afterlife.

6. According to the text, how do individuals who have had NDEs tend to change in their outlook on life?

- A) They become less religious and more skeptical.
- B) They become more fearful of death.
- C) They are unchanged by the experience.
- D) They tend to be more caring and less afraid of death.

7. What is the text's overall view regarding NDEs and their significance?

- A) NDEs are purely the result of imagination.
- B) NDEs are wacky products of New Age thinking.
- C) NDEs can stimulate thought on the meaning of death and offer insights into the possibility of an afterlife.
- D) NDEs have no impact on people's lives.

8. What does the text suggest about the belief in NDEs and the concept of life and death?

- A) Belief in NDEs requires a belief in angels.
- B) Belief in NDEs contradicts the idea of an afterlife.
- C) Belief in NDEs can lead to a more accepting view of death.
- D) Belief in NDEs undermines scientific understanding.

9. What is the primary message conveyed by the last sentence of the text?

- A) We can find out the truth about NDEs through scientific research.
- B) NDEs can teach us to accept death without fear.
- C) The mystery of life and death will never be solved.
- D) The concept of NDEs is entirely unproven.

10. What is the term used to describe the intensified senses and feelings during a near-death experience (NDE), as mentioned in the text?

- A) Elevated sensual awareness
- B) Out-of-body experience
- C) Life review
- D) Barrier crossing

KEY:

1. C) What is the nature of life and death?
2. B) To conduct clinical investigations into NDEs
3. B) Visiting earthly places
4. D) Children lack preconceived notions about death and the afterlife
5. A) They question the authenticity of the NDEs themselves.
6. D) They tend to be more caring and less afraid of death.
7. C) NDEs can stimulate thought on the meaning of death and offer insights into the possibility of an afterlife.
8. C) Belief in NDEs can lead to a more accepting view of death.
9. C) The mystery of life and death will never be solved.
10. A) Elevated sensual awareness

Критерии оценивания:

5 баллов — 9-10 правильных ответов

4 балла — 7-8 правильных ответов

3 балла — 5-6 правильных ответов

2 балла — 3-4 правильных ответа

1 балл — 1-2 правильных ответа

0 баллов — 0 правильных ответов

Task 10. Read the text and answer the multiple-choice questions.

Максимальный балл — 5 баллов

Вариант 5

Genetically modified organisms: Breadbasket or Pandora's box?

Imagine a tomato that doesn't lose its flavor when it's refrigerated, a potato that doesn't absorb oil when it's deep-fried, or a peanut that doesn't cause fatal allergic reactions. And what if plants and animals could deliver vaccines and pharmaceuticals in addition to vital nutrients? Are these foods just the product of someone's wild imagination, or can biotechnology create tastier, more appealing, and more nutritious foods? And if so, are genetically engineered superfoods all that they're cracked up to be?

For thousands of years, farmers have been using low-tech forms of genetic manipulation to modify plants and animals. From experience, farmers understood that plants and animals with desirable qualities produced offspring with the same traits. By mating superior animals or collecting seed from the best plants, farmers could improve their livestock and increase crop yields. In the mid-nineteenth century, Gregor Mendel's experiments with garden peas

transformed traditional breeding practice into the science of genetics and sowed the seeds of an agricultural revolution.

The first of many scientists to apply Mendel's findings to commercial crop development was Dr. John Garton, who invented the process of multiple cross-fertilization of crop plants in England. Gartons Agricultural Plant Breeders became the first plant-breeding business; its first commercial product was Abundance Oat, bred from a controlled cross in 1892. Between 1904 and World War II, Nazareno Strampelli experimented with wheat hybrids in order to significantly reduce Italy's dependence on grain imports. In 1943, Norman Borlaug, an American agronomist, humanitarian, and Nobel laureate, conducted agricultural research in Mexico To develop high-yielding varieties of cereal grains. His efforts led to the "Green Revolution, which increased world food production into the 1970s through the distribution of hybridized seeds, the expansion of irrigation, the modernization of agricultural management, the development of more efficient farm machinery, and the introduction of synthetic fertilizers and pesticides.

At the same time, government institutions, universities, crop science industry associations, and private companies were competing to come up with harder, higher-yielding hybrids that were resistant to disease, pests, and harsh climate conditions. In the 1970s and 1980s, breakthrough research in molecular biology provided scientists with the necessary tools to alter organisms at the cellular level. In 1972, scientists discovered the ability of restriction enzymes to identify genes and cut them out of a chromosome. That same year, researchers at Stanford University succeeded in splicing DNA fragments from different organisms. Three years later, the discovery of another group of enzymes, or ligases, made splicing genes easier. Further research into restriction enzymes revealed that once an inserted gene was accepted by its host organism, it could also be replicated when cells divided.

Genetic engineering, or recombinant DNA technology, was able to achieve with precision and efficiency what traditional breeding could never have accomplished: the creation of a transgenic organism that contained genes from another organism. The first to make it onto the cover of a magazine (the December 1982 issue of Nature) was a rat-sized transgenic mouse engineered with a rat gene for growth. The food industry, of course, had a strong interest in biotechnology, and the U.S. government gave genetic engineering technology the green light by providing grants for research into genetic manipulation of food crops. The early 1980s saw a proliferation of biotechnology companies in the fields of agriculture and pharmaceuticals, where the potential successes of recombinant DNA promised to be as lucrative as they were innovative.

By the mid-1980s, recombinant DNA technology moved from the laboratory into fields and markets. In 1986, The first transgenic tobacco crops were grown in the United States and France, and by 1997, 10 percent of corn and 41 percent of soybeans in the U.S. were grown from genetically engineered seeds. The next crops to be modified were herbicide- and insect-resistant canola, cotton, potatoes, squash, and tomatoes. Chymosin, the first genetically engineered food to receive, in 1990, Food and Drug Administration (FDA) approval, began to replace rennet in the production of cheese. Three years after being approved for sale in 1994, the genetically engineered hormone bovine somatotropin (BST) was given to about 30 percent of dairy cows in the United States to increase milk production. In 2006, 10.3 million farmers in 22 countriesplanted 252 million acres of transgenic crops. The main producers of genetically

engineered (GE) crops are the United States, Argentina, Brazil, Canada, India, China, Paraguay, and South Africa. In the future, the cultivation of GE crops is expected to increase dramatically in developing countries.

At first glance, the benefits of genetic engineering speak overwhelmingly in its favor, particularly when one considers that the United Nations predicts that, in 2050, there will be 9.2 to 10.5 billion mouths to feed on a planet with finite agricultural land. Supporters of biotechnology argue that genetic engineering can ensure an adequate food supply from crops that will mature earlier, contain more nutrients, resist pesticides and herbicides used to control insects and weeds, and produce higher yields. Researchers have had less success with animals due to the complexity of animal genes, the high cost of working with livestock, and the slow rate of animal reproduction, but genetic engineering has succeeded, for example, in improving the wool production of merino sheep in Australia. The birth of Dolly, the first cloned sheep, in 1997 showed that remarkable progress can be made.

The most serious issue surrounding genetically engineered foods is their safety. GE crops are grown in monocultures and require heavy use of pesticides and herbicides. Despite recommended safety limits, pesticides and herbicides leave residues on plants harvested and processed for human consumption. Exposure to organophosphorus, glufosinate ammonium, and glyphosate has been proven to cause neurotoxicity, disruption of the endocrine system, immune system suppression, cancer, and other serious health problems. GE foods themselves have not been around long enough for their health effects to be thoroughly studied, let alone scientifically determined. Scientists may be able to turn genes off or to transfer them from one organism to another, but no one knows exactly how genes interact or what long-term effects these interactions could have. To date, very few studies have been published on the safety of GE foods, and since tests are conducted by the companies who develop and sell the products, the reliability of their findings is questionable.

In the meantime, governments have done little to regulate GE products and the companies who develop and market them. Shortly after BST was approved in the U.S., the Pure Food Campaign and some producers of milk products opposed it as detrimental to human and animal health, but their protests failed to bring about changes in the law. Food safety comes under the jurisdiction of the Department of Agriculture and the FDA, who evaluate the final product rather than the process that creates it. Since genes are considered to occur naturally and genetic modification is regarded as an extension of traditional agricultural breeding methods, GE foods are not subject to the same degree of regulation as either artificial additives and preservatives or potentially allergenic substances. Despite activist campaigns for stricter controls and labeling laws in the U.S. and growing public resistance to GE products, the regulatory system tends to side with powerful food and pharmaceutical companies. In Europe, on the other hand, public opinion views genetically engineered organisms with skepticism and caution. In addition to the European Union's strict labeling laws, France and five other European countries proceeded in 2011 to ban genetically modified organisms on their soil.

Another sensitive issue in the debate is the long-term impact of GE crops on the environment. Heavy use of herbicides and pesticides leads to the emergence of more resistant weeds and pests. In addition to being toxic to humans, these chemicals harm or kill birds, insects, butterflies, bees, and other animals and threaten biodiversity, which is essential to maintaining balance in nature. Monocultures that employ industrial farming methods result in

contamination of soil and groundwater, as well as depletion of soil nutrients, while large-scale irrigation depletes water resources.

So-called terminator crops that have been engineered for male sterility threaten both the environment and family farms. Sterile crops cannot produce seed, which means that farmers who used to save and replant seed are forced to buy new seed each planting season. Because plants reproduce through cross-pollination, the danger of transgenic contamination of non-GE crops and wild species can be neither avoided nor controlled, and the spread of sterile genes could be devastating. In 2011, 60 family farmers, seed businesses, and organic agricultural organizations filed a lawsuit against Monsanto, turning the tables on a multinational giant that has been in the habit of bringing patent infringement suits against farmers. These plaintiffs claimed that their crops had been contaminated by Monsanto's seeds. The number of lawsuits against companies like Monsanto has been growing.

Healthy crops can grow only in healthy environments. A significant number of farmers all over the world have been turning to sustainable agriculture in the form of organic, ecological, and biological agriculture as an economic, environmental, and socially viable means of boosting food production and protecting their livelihood. Contrary to the argument that organic farming produces low yields, studies have shown that agroecological practices not only increase yields, but also improve soil quality, reduce pests and diseases, restore traditional breeds and varieties, and result in better-tasting, more nutritious foods.

Of all the applications that genetic research has come up with, biotechnology and genetic engineering will likely remain the most controversial. The amount of time, energy, and money that has already been invested indicates that genetic engineering is here to stay, but the associated health and environmental risks coupled with social, philosophical, and ethical issues will continue to fuel the debate. Battles between companies claiming their right to do business and small farmers and producers defending their right to reject GE products will be lost and won in court. Biotechnological research will produce successes and failures, and studies will show positive and negative findings on both sides. In the end, the future will be decided by everyday consumers, who will choose what kind of food they put on their tables and into their mouths.

1. What is one potential benefit of genetically modified tomatoes mentioned in the text?

- A) Resistance to pesticides
- B) Improved flavor when refrigerated
- C) Faster growth
- D) Increased yield

2. Who is often responsible for conducting safety tests on genetically engineered (GE) foods?

- A) Independent research institutions
- B) Regulatory government agencies
- C) The companies that develop and sell the products
- D) Environmental organizations

- 3. What is the main concern about the environmental impact of GE crops mentioned in the text?**
- A) Reduced biodiversity
 - B) Increased water resources
 - C) Improved soil quality
 - D) Enhanced cross-pollination
- 4. What are "terminator crops," as discussed in the text?**
- A) Crops engineered to produce seeds
 - B) Crops that grow in sterile environments
 - C) Crops resistant to herbicides
 - D) Crops developed for male sterility
- 5. How do most European countries view genetically engineered organisms, according to the text?**
- A) With enthusiasm and support
 - B) With skepticism and caution
 - C) With excitement and eagerness
 - D) With indifference and neutrality
- 6. What is the purpose of terminator crops, as mentioned in the text?**
- A) To improve crop yields
 - B) To protect the environment
 - C) To reduce seed costs for farmers
 - D) To enhance the taste of crops
- 7. What is the potential impact of heavy pesticide and herbicide use on the environment, as discussed in the text?**
- A) Increased biodiversity
 - B) Reduced water contamination
 - C) Emergence of more resistant pests and weeds
 - D) Improved soil nutrient levels
- 8. Why have some farmers filed lawsuits against companies like Monsanto, as mentioned in the text?**
- A) To seek compensation for crop damage
 - B) To support genetic engineering
 - C) To protect the environment
 - D) To challenge patent infringement claims

9. What alternative agricultural practices are mentioned in the text as an economic and environmentally friendly means of food production?

- A) Agroecological practices
- B) Industrial farming methods
- C) Monocultures
- D) Hybrid crop production

10. According to the text, who ultimately has the power to shape the future of genetic engineering and biotechnology?

- A) Government regulatory agencies
- B) Biotechnology companies
- C) Independent research institutions
- D) Everyday consumers

KEY:

- 1. B) Improved flavor when refrigerated
- 2. C) The companies that develop and sell the products
- 3. A) Reduced biodiversity
- 4. D) Crops developed for male sterility
- 5. B) With skepticism and caution
- 6. C) To reduce seed costs for farmers
- 7. C) Emergence of more resistant pests and weeds
- 8. A) To seek compensation for crop damage
- 9. A) Agroecological practices
- 10. D) Everyday consumers

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1 балл — 1-2 правильных ответа

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