

Серия «НА ПУТИ К ЭФФЕКТИВНОЙ ШКОЛЕ»

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А.Н. Цветкова**

## **PRACTICE MAKES PERFECT**

Сборник упражнений для подготовки  
к государственной итоговой аттестации  
по английскому языку

Вологда - 2022

Департамент образования Вологодской области  
Вологодский институт развития образования

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«Practice Makes Perfect» представляет собой сборник заданий и рекомендаций, предназначенный для учеников 10–11-х классов и учителей английского языка. Цель данного сборника упражнений – помочь учащимся усовершенствовать навыки и умения, необходимые для сдачи ЕГЭ по английскому языку. Построение материала и разнообразие заданий позволяют учителю использовать наряду с традиционными формами обучения новые: технологии коммуникативного обучения, разноуровневого обучения, индивидуализации обучения, критического мышления. Авторы пособия в течение многих лет являются ведущими и старшими экспертами предметной комиссии ЕГЭ по английскому языку Вологодской области.

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## PART 1. PRACTISE READING ALOUD

### Употребительные слова, читающиеся не по правилам

Do [du:], [də], does [dʌz], done [dʌn], don't [dəʊnt], won't [wəʊnt], gone [gɒn], love [lʌv], have [hæv], [həv], says [sez], said [sed], son [sʌn], should [ʃʊd], would [wʊd], could [kʊd], were [wə:], women ['wɪmɪn]

**Exercise 1.** Прочитайте следующие фразы и предложения, обращая внимание на слова-исключения:

A) Do you love me? B) Were you there? C) Gone with the wind d) Don't go there. E) That's what he says. F) What have you done? G) What would you do? H) He said good-bye. I) You should go. J) I could have done it. K) She won't tell her son. L) Does he know those women?

### Чтение сочетаний с 'gh'

- ❖ Сочетание **gh** в большинстве случаев не произносится. Исключения: enough [i'naʃ], laugh [lɑf], tough [tʌf], rough [rʌf].
- ❖ Сочетание **igh** читается как [ai]: high [haɪ], might [maɪ].
- ❖ Сочетание **eigh** читается как [ei]: weigh[wei], eight [eit]. Исключение: height [haɪ].
- ❖ Сочетание **ough** на конце односложных слов читается как [əʊ]: though [ðəʊ], в безударных слогах как [ə]: thorough ['θʌrə], borough ['bɜrə]. Исключение: through [θru:].
- ❖ Сочетание **ought**, **aught** читается как [ɔ:t]: thought [θɔ:t], caught [kɔ:t]

**Exercise 2.** Прочитайте слова, обращая внимание на сочетание **gh**.

A) Night, light, fight, taught, brought, tough, neigh, rough, thought, fought, weight, through, borough, enough, sight, sought, freight, ought, height, daughter, a well-thought-through thought.

B) Прочитайте шутку:

Yes, English can be weird. It can be understood through tough thorough thought, though.

### Чтение сочетаний 'wa', 'wo' в закрытой позиции

- ❖ Сочетание **war** читается как [wɔ:]: war, warn, ward
- ❖ Сочетание **wor** читается как [wɜ:]: word, work, worm
- ❖ Сочетание **wa/wha** + согласная, кроме **r**, читается как [wɔ:]: want, wash

**Exercise 3.** Прочитайте слова, обращая внимание на чтение гласной после 'w':

War, warrior, warm, ward, swarm, warden, word, work, worm, world, worst, worse, worth, worthy, want, wash, watch, what, wasp, was, wall.

### Чтение слов со словоизменительными суффиксами

(-s, -es, -er/-est, -ing, -ed)

- ❖ Наличие у слова словоизменительного (грамматического) суффикса не меняет основных правил чтения данного слова, то есть те слоги, которые были открытыми в исходной форме, остаются открытыми, ударение остается на том же слоге, что и в исходной форме, и т.п.

- ❖ Суффикс *-s/-es* (множественного числа существительных и 3 лица единственного числа глаголов в Present Simple) произносится следующим образом:
  - [s] после глухих согласных: *trips, tents, stops, books*;
  - [z] после звонких согласных и гласных: *bags, cleans, cities, carries*;
  - [ɪz] после шипящих, *x* и *s*: *buses, boxes, washes, catches, bridges*.
- ❖ Суффикс *-ed* (времени Past Simple и причастия II) произносится:
  - [t] после глухих согласных: *stopped, packed, passed, washed*;
  - [d] после звонких согласных и гласных: *carried, played, planned, covered*;
  - [ɪd] после *t* и *d*: *wanted, needed, parted*;
  - при добавлении суффикса *-ed* к глаголам, оканчивающимся на *g* (*-ge*), эта буква не произносится: *cover* [ˈkʌvə] – *covered* [ˈkʌvəd].
- ❖ При добавлении суффиксов сравнения прилагательных *-er/-est* и суффикса причастия I *-ing* к словам, в исходной форме оканчивающимся на *g*, эта буква произносится: *cover* [ˈkʌvə] – *covering* [ˈkʌvərɪŋ]; *clever* [ˈklevə] – *cleverer* [ˈklevərə] – *cleverest* [ˈklevəɪst]

**Exercise 4.** Прочитайте слова, обращая внимание на грамматический суффикс *-s*:

*Story – stories; car – cars; go – goes; plate – plates; fox – foxes; play – plays; clean – cleans; watch – watches; stop – stops; take – takes; pass – passes; give – gives; piano – pianos; potato – potatoes; blue – blues; measure – measures; pressure – pressures; catch – catches; freeze – freezes; make – makes; patch – patches; wash – washes; tax – taxes; bridge – bridges; page – pages; cage – cages; leave – leaves; bus – buses.*

**Exercise 5.** Прочитайте слова, обращая внимание на грамматический суффикс *-ed*:

Clean – cleaned; stop – stopped; want – wanted; cover – covered; play – played; watch – watched; need – needed; cry – cried; barter – bartered; jog – jogged; seed – seeded; abridge – abridged; greet – greeted; shudder – shuddered; crash – crashed; punch – punched; tax – taxed; wonder – wondered; text – texted; linger – lingered; plead – pleaded; call – called; spot – spotted; screen – screened; invite – invited; demonstrate – demonstrated.

**Exercise 6.** Прочитайте слова, обращая внимание на чтение буквы г перед различными грамматическими суффиксами:

Clear – clearer – clearest – cleared – clearing; fear – feared – fearing; dear – dearer – dearest; mirror – mirrored – mirroring; share – shared – sharing; pair – paired – pairing; inspire – inspired – inspiring; clever – cleverer – cleverest; poor – poorer – poorest; glare – glared – glaring; explore – explored – exploring; prefer – preferred – preferring; offer – offered – offering.

### Frequently Confused Sounds

[s], [z] and [θ], [ð]

sink – think

sin – thin

zip – this

**Exercise 7.** Read the words paying attention to the sounds [s], [z], [θ], [ð]:

sin – thin	mouse – mouth	tick – thick	tell them
sink – think	miss – myth	torn – thorn	take this pen
sinks – things	worse – worth	taught – thought	give them tea
saw – thaw	force – forth	toad – throat	these things
sum – thumb	face – faith	tug – thug	with both of them

**Exercise 8.** Read the sentences paying attention to the sounds [s], [z], [θ], [ð]:



- A thousand thanks to you both.
- I'll tell the truth, the whole truth and nothing but the truth.
- That's neither here nor there.
- Then there's another thing.
- There's nothing like leather.
- I'd do anything rather than that.
- I don't wish them other than they are.
- This fish has a thin fin; that fish has a fat fin. This fish is a fish that has a thinner fin than that fish.

[v] and [w]

vine – wine

vain – wane

visit – with

**Exercise 9.** Read the words paying attention to the sounds [v] and [w]:

vile – while	vain – wane	waves
vent – went	veil – whale	equivalent
vine – wine	vary – wary	very well
veal – wheel	verse – worse	winter vacation
vie – why	vest – west	whispers – vary

**Exercise 10.** Read the sentences paying attention to the sounds [v] and [w]:

- Very clever of him.
- I've never heard of Steve.
- I've lost the love of my life.
- I've given Victor best of advice.
- Victor is on active service in the Navy.
- We see what we wish to.

- One never knows with the weather.
- We wondered where we were.
- The sweater will wear very well.
- The weather was so wet.
- No sweat without some sweat.
- The work went on without interruption.

### Connected Speech

In connected speech we link a lot of the words together, so it sounds like *welinkalotofthewordstogether*.

Articles, prepositions, pronouns, conjunctions and other functional words are unstressed and linked to the nearest stressed word. For example,  
a \_lot\_ of \_cars; read\_ it; help\_ me; fire\_ and \_ice; in\_ the\_ car

Exercise 11. Read the poems paying attention to linked words (stressed words are in bold).

English

Speak\_ it

Write\_ it

Read\_ it

You know,

You really

Need\_ it

Don't forget

First you close\_ it

Then you lock\_ it

And\_ put the key

back\_ in your pocket!

In connected speech, the sound [d] in the word “and” is often dropped, especially before consonants: “and” is pronounced as “an”. However, “d” is usually pronounced before vowels.

For example, Mom an(d) Dad, come an(d) go, boys an(d) girls, puppies an(d) kittens, London an(d) Paris, Britain and Ireland, the Queen and I, Mary and Anne

**Exercise 12.** Read the poems paying attention to the pronunciation of “and” before consonants

You and me  
you an(d) me  
cakes an(d) tea  
bread an(d) cheese  
twos an(d) threes  
this an(d) that  
thin an(d) fat  
left an(d) right  
day an(d) night  
now an(d) then  
where an(d) when

Linking 'r': in connected speech the sound 'r' at the end of the word is pronounced if the next word starts with a vowel sound. For example, Peter<sub>ɹ</sub> and Alice, there<sub>ɹ</sub> is, there<sub>ɹ</sub> are, where<sub>ɹ</sub> is, were<sub>ɹ</sub> able, for<sub>ɹ</sub> example, for<sub>ɹ</sub> instance

Exercise 13. Read the phrases paying attention to the linking 'r'

My family and other<sub>ɹ</sub> animals;

Where<sub>ɹ</sub> is my ticket?

Where<sub>ɹ</sub> are my glasses?

What is there<sub>ɹ</sub> in the bag?

Who is there<sub>ɹ</sub> in the room?

For<sub>ɹ</sub> example, Peter<sub>ɹ</sub> and Mary

There<sub>ɹ</sub> are only two of us

We'll be together<sub>ɹ</sub> again

Exercise 14. In which of these sentences will the linking 'r' be pronounced?

Find and underline it. Practise reading the sentences.

1. Where are you going?
2. Where shall we go?
3. Where did I put my coat?
4. I don't know where I put my coat.
5. Have another biscuit.
6. Have another apple.
7. They're all coming with us.
8. They're coming with us.
9. Are you sure?
10. Are you sure about that?

## Reading Practice

### Text 1

Read the text silently. Make sure you understand it. Look up the pronunciation of difficult words in the dictionary.

The Writing Ball was invented in 1865 in Denmark. It was a machine for typing onto paper. The inventor spent a lot of time working on its design. For example, he made sure all the keys were placed in the best positions for typing quickly. The machine even used electricity for typing faster. There was one problem, however: you could not see the paper as you were typing. Nevertheless, the Writing Ball was sold all over Europe and was quite successful.

Practise reading the text aloud, phrase by phrase, making pauses between the lines and stressing the words in bold:

The **Writing Ball**  
was invented in 1865 in Denmark.  
It was a **machine**  
for **typing onto paper**.  
The inventor spent a lot of time  
**working on its design**.  
For **example**,  
he made sure all the keys  
were placed in the **best positions**  
for **typing quickly**.  
The **machine even used electricity**

for typing faster.

There was **one problem, however:**

you could **not see the paper**

as you were **typing.**

Nevertheless,

the **Writing Ball**

was **sold all over Europe**

and was **quite successful.**

### Text 2

Read the text silently. Make sure you understand it. Look up the pronunciation of difficult words in the dictionary.

Many people assume that video games have a negative effect on young people. A lot of time in front of a screen is bad for the mind and the body, they believe. Newspaper headlines often express the same opinion – and combat games cause the most concern because of the violence. But is there any evidence for this view? According to a report in *American Psychologist*, the truth is not so simple. Playing video games is sometimes good for children's education, health and social skills.

Practise reading the text aloud, phrase by phrase, making pauses between the lines and stressing the words in bold:

**Many people assume that video games have a negative effect on young people.**

**A lot of time in front of a screen is bad for the mind and the body, they believe.**

**Newspaper headlines often express the same opinion – and combat games cause the most concern because of the violence.**

**But is there any evidence for this view?**

**According to a report in *American Psychologist*, the truth is not so simple.**

**Playing video games is sometimes good for children's education, health and social skills.**

### **Text 3**

Read the text silently. Make sure you understand it. Look up the pronunciation of difficult words in the dictionary.

On a clear night, you can often see meteors – space rocks – as they fall towards the Earth. Each rock is smaller than an apple, but they look as bright as stars in the night sky, so people call them 'shooting stars'. Larger meteors are much rarer, but their effects are much more spectacular. In 2013, a meteor exploded in the sky above the

city of Chelyabinsk in Russia. Scientists compared the Chelyabinsk meteor to an earlier – and much bigger explosion: The Tunguska Event.

Practise reading the text aloud, phrase by phrase, making pauses between the lines and stressing the words in bold:

On a clear night,  
you can often see **meteors**  
– space rocks –  
as they **fall** towards the Earth.  
**Each rock**  
is **smaller** than an apple,  
but they **look** as bright as stars  
in the night sky,  
so **people** call them ‘shooting stars’.  
**Larger meteors**  
are **much rarer**,  
but their effects  
are **much more** spectacular.  
In 2013,  
a **meteor** exploded in the sky  
above the city of Chelyabinsk in Russia.  
**Scientists compared**  
the Chelyabinsk meteor  
to an earlier –  
and **much bigger** explosion:  
The Tunguska Event.



## PART 2. PRACTISE YOUR GRAMMAR

### Questions

#### Yes/No Questions (General Questions)

Auxiliary – Subject – Main Verb – the rest of the sentence
--

He is playing tennis – Is he playing tennis?

You will join us – Will you join us?

You have seen Katy today – Have you seen Katy today?

Tom could meet me at the station – Could Tom meet me at the station?

You should be eating ice-cream now – Should you be eating ice-cream now?

I can take my dog with me – Can I take my dog with me?

#### Present Simple/ Past Simple Questions

You get up at 6 o'clock – Do you get up at 6 o'clock?

Mary has 5 kids – Does Mary have 5 kids?

He plays tennis – Does he play tennis?

Sam went to school – Did Sam go to school?

#### Questions with 'to be' as the main verb

You are a student – Are you a student?

He is happy – Is he happy?

I am late – Am I late?

He was a scientist – Was he a scientist?

They were at home – Were they at home?

There is a book on the table – Is there a book on the table?

There are many students in the group – Are there many students in the group?

#### Exercise 1. Write Yes/ No questions

1. Sara is James's sister. 2. Simon is listening to the radio. 3. He has brought the books. 4. I can call you later. 5. He must help Jane. 6. We will be at home tomorrow.

7. It was snowing all day yesterday. 8. Santa Claus lives on the North Pole. 9. I should bring special clothes. 10. They bought enough bread. 11. You have seen this film. 12. There is a minimum age to join the club. 13. Special clothes will be provided. 14. You provide special clothes. 15. I need special clothes. 16. A swimming pool is available. 17. I can rent a boat at your camping site. 18. You had a good time on holiday. 19. You saw Keira last summer. 20. You got a good mark for your project.

### WH-Questions (Special Questions)

Question Word – Auxiliary – Subject – Main Verb – the rest of the sentence
--

He works in an office – Where does he work?

He has known her for 4 years – How long has he known her?

He is listening to the radio – What is he listening to?

He met Mary at the station – Who did he meet?

The course lasts for 5 weeks – How long does the course last?

I can bring a pen and a notebook to the exam – What can I bring to the exam?

### Special Questions to the Subject

WHO/WHAT – Verb – the rest of the sentence
--

Mary is taking a shower – Who is taking a shower?

Tom brought me a flower – Who brought me a flower?

“Batman Returns” is on at the cinema – What is on at the cinema?

The radio was invented by Alexander Popov and Guillermo Marconi – What was invented by Popov and Marconi?

The parents can take the children home. – Who can take the children home?

Exercise 2. Ask Present Simple questions to the following sentences beginning with the words in brackets.

1. My brother lives in a small town in the North. (Who? Where? What kind?)
2. J.K. Rowling writes interesting books for children and adults. (Who? What? What kind? Who ... for?)
3. The train to Manchester goes every hour. (Which? How often?)
4. Martha goes to the gym on Friday. (Who? What? Where? When?)
5. Thomas studies Engineering at University. (What? Where?)
6. Bill drives an old car because he has no money for a new one. (Who? What kind? Why?)
7. Carla's children speak four languages fluently (Who? Whose? How many? How?)
8. They live 25 kilometers from Novosibirsk. (Where? How far?)
9. Uncle Bob listens to country music. (Who? What kind?)
10. Her son usually has macaroni and cheese for lunch. (Who? What? When?)

**Exercise 3.** Ask WH-questions to the underlined parts of the following sentences using the Present Continuous.

1. It is raining heavily outside.
2. They are trying to translate this exercise.
3. He is drinking tea in the garden.
4. Cinema audiences are declining now.
5. She's listening to the rock music.
6. You are trying to persuade him, but he won't listen.
7. They've moved to a new house and are buying new furniture.
8. You are constantly mispronouncing this word because you're inattentive.
9. None of them is taking part in the discussion: they are not ready.
10. Ellen is reading a book on the veranda.
11. No one is trying to help him: he doesn't like it.

**Exercise 4.** Put questions to all parts of the sentence.

1. He has told us about his adventures.
2. I have found my glasses now.
3. I have put my things in the room next to yours.
4. The cat has been asleep most of the day.
5. She has lived in Petersburg for five years.
6. Her husband has never seen this awful letter.
7. I have written a letter to your mother to tell her your good news.

**Exercise 5.** Use the prompts to write Present Perfect Continuous questions.

1. You / study for the exam? – Yes.
2. How long / they / live in Hong Kong? – Three years
3. She / wait / long? – No.
4. They / practise / the piano? – Yes.
5. How

long / he / playing that game? – Two hours. 6. You / sit / there all day? – No. 7. How long / it / snow? – Half an hour. 8. He / eat / chocolate? – Yes.

**Exercise 6.** Complete the question for each answer using the Past Simple.

### **The Industrial Revolution in Britain**

1. When did ...? – Industrial Revolution happened during the second half of the 18th century in Britain.
2. How...? – Work changed with the building of large factories.
3. What...? – The first factories produced iron, steel, and textiles.
4. What...? – New technology encouraged the production of more ships, and railway equipment.
5. What power...? – Factories used steam power.
6. What...? – These factories required lots of coal for the steam engines.
7. Where...? – Manufacturers constructed their factories close to coal mines.
8. Why...? – They decided to do this because it was expensive to transport coal.
9. What else...? – Factories also needed limestone and iron ore for the manufacture of steel.
10. Where...? – Industry in the UK developed near the coal fields of South Wales, the Midlands, north-east England and central Scotland.

### **Revising the tenses**

**Exercise 7.** Choose the correct form (the Present Simple or the Present Continuous).

1. The river Nile *flows / is flowing* into the Mediterranean.
2. My parents *are living / live* in Moscow.
3. He usually *stays / is staying* at the Baltimore Hotel when he is in London.
4. Don't forget to take your umbrella. It *rains / is raining* outside.
5. I *am leaving / leave*. Good night.
6. My dad is a teacher, but he *doesn't work / is not working* at the moment.
7. The boy *does / is doing* his homework now.
8. They *seldom quarrel*

*/ are quarrelling.* 9. The Earth *moves / is moving* round the Sun. 10. Now they *are crossing / cross* the street. 11. Birds *fly / are flying* to warm countries in autumn. 12. The children often *laugh / are laughing* at their funny little friend. 13. She always *talks / is talking* to him on the telephone. 14. – What *does your sister do / is your sister doing?* – She's a lawyer.

**Exercise 8.** Fill in the Present Perfect or the Present Perfect Continuous of the verbs in brackets.

1. She (walk) in the park since morning. It's time to have dinner, but she (not / come) back yet. 2. She (read) the book for 3 days and (read) 300 pages already. 3. – I'm not through with this test yet. – How long you (write) it? 4. Harry (clean) his room since 8 a.m. and he (not finish) yet. 5. I (wash) the dishes after yesterday's party in the kitchen since we had breakfast. 6. Why are you out of breath? You (run)? 7. James Gordon started acting in Hollywood in 2016. He (act) for 6 years, and he (appear) in 3 films. 8. Why is there blood on your hand? You (cut) it? 9. I (live) in this city for 15 years, and I always (want) to buy a new flat closer to the centre. 10. – Why, isn't it you, Masha? I (not / see) you for ages. – Yes, right. How's life?

**Exercise 9.** Complete the sentences in each pair with the Present Perfect or the Past Simple form of the verbs in brackets. Change the position of adverbs if necessary.

1. a) I \_\_\_\_\_ this book when I was a child. b) I \_\_\_\_\_ this book; it is rather interesting. (read) 2. a) I \_\_\_\_\_ him in the summer. b) I \_\_\_\_\_ him since the summer. (not / see) 3. a) The building of the new theatre \_\_\_\_\_ last spring. b) The building of the new theatre \_\_\_\_\_ already. (begin) 4. a) I \_\_\_\_\_ the letter yesterday b) I just \_\_\_\_\_ the letter. (post) 5 a) She \_\_\_\_\_ everything in the evening. b) At last she \_\_\_\_\_ everything; now she can go to bed. (do) 6. a) My watch was all right at 9, but at 10 it \_\_\_\_\_. b) My watch was all right at 9, but now it \_\_\_\_\_. (stop) 7. a) Last year he \_\_\_\_\_ in the very centre of the city. b) He never \_\_\_\_\_ in the very centre of the city. (live) 8. a) He \_\_\_\_\_ the Hermitage two days ago. b) I already \_\_\_\_\_ the Hermitage, now I want to go to the Russian Museum. (visit)

9. a) He \_\_\_\_\_ a moment ago. b) He just \_\_\_\_\_. (leave) 10. a) I \_\_\_\_\_ to the Dean during the break. b) I \_\_\_\_\_ to the Dean as yet. (not / speak) 11. a) They \_\_\_\_\_ on Sunday. b) Ring them up, they \_\_\_\_\_. (return) 12. a) Yesterday the weather \_\_\_\_\_. b) Put on your coat, the weather \_\_\_\_\_. (change)

**Exercise 10. Underline the correct form.**

1. While he *took / was taking* a bath, Archimedes *discovered / was discovering* the principles of density and buoyancy. 2. When Edouard Benedictus, a French scientist, *worked / was working* in his laboratory, he *dropped / was dropping* a glass bottle which had some plastic inside — and *invented / was inventing* safety glass. 3. Columbus *arrived / was arriving* in America while he *tried / was trying* to reach the Far East. 4. Alexander Fleming *discovered / was discovering* penicillin by accident while he *looked / was looking* at some old experiments. 5. While Hiram Bingham *climbed / was climbing* in the mountains of Peru in 1911, he *discovered / was discovering* the lost city of Machu Picchu. 6. While Isaac Newton *sat / was sitting* under an apple tree, an apple *fell / was falling* on his head, and he *understood / was understanding* gravity. 7. While Dr Harry Coover *tried / was trying* to invent a new kind of plastic, he *made / was making* a very soft substance which *stuck / was sticking* things together. It was Superglue. 8. While he *observed / was observing* the Moon through his telescope, Galileo *realized / was realizing* that it had mountains and craters.

**Exercise 11. Complete the sentences using the Past Simple or the Past Perfect forms of the verbs in brackets. Change the position of adverbs if necessary.**

1. When I (come) home, Mother already (cook) dinner. 2. When Father (return) from work, we already (do) our homework. 3. When the teacher (enter) the classroom, the pupils already (to open) their books. 4. Kate (give) me the book which she (buy) the day before. 5. Nick (show) the teacher the picture which he (draw). 6. The boy (give) the goats the grass which he (bring) from the field. 7. The mother (see) that Nick (not/wash) his hands. 8. The teacher (understand) that Lena (not/do) her homework. 9. I (know) that my friend (not/yet/come). 10. Tom (return) from the cinema at five

o'clock. 11. Tom (return) from the cinema by five o'clock. 12. I (finish) my homework at seven o'clock. 13. I (finish) my homework by seven o'clock. 14. He (think) that he (lose) the money. 15. Ann (tell) me that she (see) an interesting film.

**Exercise 12.** Complete the sentences with the Present Perfect, Past Simple, Past Continuous or Past Perfect form of the verbs in brackets.

1. They (tell) me yesterday that you (get) an excellent mark. 2. When you (receive) a letter from your friend? 3. Our grandmother (cook) dinner from twelve till three yesterday. 4. Look! What beautiful flowers she (buy)! 5. They (travel) along the coast of Africa last year. 6. We (not/see) each other for ages. 7. They (eat) all the apples which I (bring). 8. After the children (have) dinner, they (go) for a walk. 9. Last summer we (live) in the country and (go) to the river every day. 10. My sister (spend) a lot of money yesterday. 11. She is so upset: she (lose) the key to the front door. 12. By the 1st of September all the children (return) from the country. 13. Columbus (discover) America more than 500 years ago. 14. Columbus (not/know) that he (discover) America. 15. Although Ivan the Terrible (write) letters to Queen Elizabeth I, they (never/meet). 16. He (live) in London for three years, and then he (move) to Paris.

**Exercise 13.** Use clauses of time or condition instead of underlined parts of the following sentences. Make some changes if necessary. Pay attention to the use of tenses.

Model: Maybe the weather will be fine tomorrow and I'll go to the park: *If the weather is nice tomorrow, I will go to the park*

1. I'll call my father and he will help me to translate this sentence. 2. He will lend me his laptop and I'll type this article. 3. He will take this medicine and will be all right. 4. You smoke a lot so you will have headaches. 5. We'll go to the Baltic Sea and bathe a lot there. 6. He will put the key into the box and you will find it there quite easily. 7. She will pass her exams successfully and go to the South. 8. Your classes will

be over, so come to the cinema with me. 9. We'll come in time and find them there.  
10. I'll book the tickets and let you know about it.

**Exercise 14. Change into Indirect Speech.**

1. "I'll see you tomorrow," said Sally. 2. "We haven't been to London since last Saturday," said Emma. 3. "Tom can't speak French," said Wendy. 4. "I'll get a holiday job next summer," said Kylie. 5. "We can play tennis tomorrow," said Jake. 6. "Kate has decided to study medicine," the teacher said. 7. "I won't tell anyone what Josh has done," said Andy.

**Exercise 15. Fill in the correct tense:**

Dear Granny,

I (receive) your e-mail last Monday, but couldn't find the time to answer it.  
I (be) very busy lately. Three days ago I (fail) my History exam as I (miss) a lot of classes and (not/ catch up) with the material. So now I have to work hard! Right now I (sit) in my room. I (sit) at my desk for 5 hours doing my homework. If I (pass) the exam next Thursday, I (come round) to see you at the weekend.

Love, Jason

**Exercise 16. Fill in the correct active or passive forms:**

1. The old fireplace (replace) in this room recently. 2. In 1964 Martin Luther King (win) the Nobel Peace Prize. He (kill) some years later. 3. The cartoon character Mickey Mouse (create) by Walt Disney. 4. – Is the turkey ready? – Not yet, it (cook) right now. 5. Teachers (give) a new pay rise recently. 6. A painting by Van Gogh (steal) from the Central Art Gallery last night. 7. There is a curious series of crimes going on in the city. The thieves (take) only papers. The money and the jewellery (not steal). 8. I couldn't use my car on Friday. It (fix). 9. Yesterday was my birthday. I (give) very nice presents. 10. By the time we got home, everything was quiet. The children (put) to bed already. 11. When the guests came, the food (already/cook), and the kettle (boil). 12. When the television (invent)? Who (invent) it? 13. Somebody (cover) my eyes with



a scarf, and I (lead) into the room. I (ask) a lot of questions I didn't know how to answer before they (decide) I didn't know anything, and after an hour's interrogation I (set free). 14. From here you can see the new bridge which (still/ build). It (finish) next May. 15. We didn't go to the party because we (not invite).

**Exercise 17. Fill in the correct active or passive forms:**

#### The History of Stamps

In 1840, The Penny Stamp Act (become) law. Under this law, letters (pay for) by weight. Previously, people (pay) according to the distance or the number of sheets. Also, according to this law, it (be) compulsory to pay for the postage in advance. This (not/ always/ do) before, and often people had refused to pay for the letters delivered to them. Stamps (introduce) in 1840 as an easy way to check that postage (pay). As Britain (be) the first country to use the stamps widely, the country's name (not/write) on them. It remains so even today. However, the head of the ruling monarch (appear) on every stamp.

**Exercise 18. Fill in the correct active or passive forms:**

Mrs. Johnson was over 80, but she still (drive) her car. She (love) driving fast and often boasted that she (never/ punish) for breaking the traffic rules. Then one day a police car (follow) her and the officer (see) her pass a red light without stopping. When Mrs. Johnson came before the judge in court, he said that she (be) too old to drive a car and the reason why she (not/stop) at the red light most probably was because her eyes (be) too weak with age. When she (hear) it, Mrs. Johnson (take) a needle and a thread out of her bag, and (put) the thread through the eye of the needle at the first try. Then she (give) the needle and the thread to the judge, saying, 'Now it (be) your turn!' The judge (make) several attempts, but still (can/not / do) it. The judge said that the case against Mrs. Johnson (dismiss) if she (promise) that she (never / miss) a red light again.

## Describing Statistics. Comparative Structures

*What's your favourite fruit? – Pears (4%), grapes (5%), apples (5%), oranges (10%), bananas (25%)*

Grapes are as popular as apples.

Pears are slightly less popular than apples.

Oranges are more popular than apples.

Bananas are much more popular than apples.

Oranges are 5% more popular than apples.

Oranges are twice as popular as apples.

Apples are half as popular as oranges.

Bananas are 5 times as popular as grapes / 5 times more popular than grapes.

Pears are the least popular fruit.

Bananas are by far the most popular fruit.

**Exercise 19.** Read the short texts describing opinion poll results. Make a list of useful phrases and structures to present the data.

\*\*\*\*

American football has lost some of its popularity but is still the champion of U.S. spectator sports – picked by 37% of U.S. adults as their favorite sport to watch. The next-most-popular sports are basketball, favored by 11%, and baseball, favored by 9%. The 9% of Americans who mention baseball as their favorite sport to watch is the lowest percentage for the sport since Gallup first asked the question in 1937. Americans named baseball as the most popular sport in 1948 and 1960, but football claimed the top spot in 1972 and has been the public's favorite ever since.

Soccer now nearly matches baseball's popularity. 7 percent say it is their favorite sport to watch, the highest that sport has registered to date. Only once before have at least 7% of Americans named a sport other than football, basketball or baseball as their favorite – and that was auto racing in 1997. (Auto racing is now down to 2% of mentions.)

\*\*\*\*

According to a 2018 Gallup poll, 5% of U.S. adults consider themselves to be vegetarian.

Nonwhite Americans (9%) are three times as likely as white Americans (3%) to describe themselves as vegetarian.

11% of self-identified liberals identify as vegetarian, compared with 2% of conservatives and 3% of moderates.

Vegetarianism is less prevalent among older Americans: 2% of adults aged 55 and older say they adhere to a vegetarian diet, compared with 8% of 18- to 34-year-olds and 7% of 35- to 54-year-olds.

\*\*\*\*

Students and school-leavers see self-employment as a route to a high income and family time, our analysis has shown.

One in five (20%) 16- to 21-year-olds say it is likely they will be self-employed at some point in the future.

Those in their late teens and early 20s rate an interesting job and job security as most important for their future career. However, family time and a high income emerge as motivating factors for those who wish to be self-employed, compared with those who do not.

Our data show that approximately one in ten (9%) 22- to 30-year-olds are self-employed after leaving education. They earn less than employees on average, sometimes having worked longer hours.

\*\*\*\*

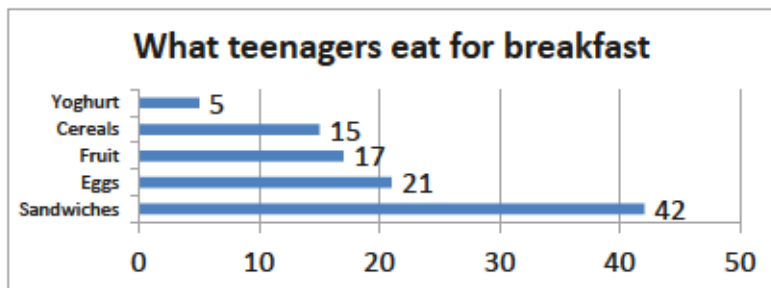
There is widespread concern about the potential negative impacts of spending too much time online, especially for young people. Governments in the US, Canada and Australia have advised parents to limit their children's screen time. However, young people feel the internet supports their relationships, health and wellbeing in many ways. More than half of young people (53%) say online life has a positive impact on their relationships with friends (whereas 6% say online life has a negative impact and 41% say there is no impact) – though this has dropped from 58% last year.

\*\*\*\*\*

Four in 10 Americans think some UFOs that people have spotted have been alien spacecraft visiting Earth from other planets or galaxies. Half, however, believe all such sightings can be explained by human activity or natural phenomena, while an additional 9% are unsure. These findings are based on a Gallup poll conducted in July 2021.

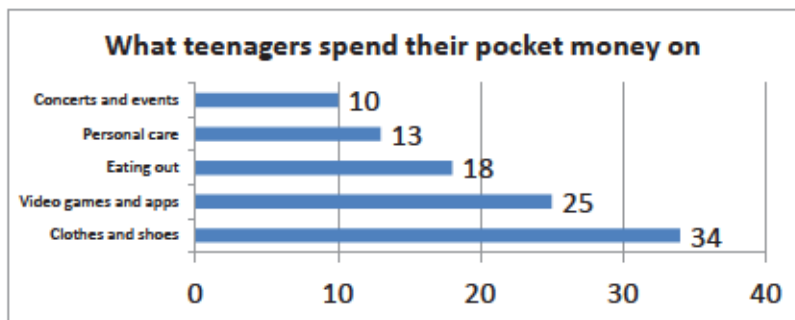
While Americans are still inclined to think UFOs are *not* alien spacecraft, close to half believe alien life forms exist *beyond Earth*. A June 2019 poll found 49% of Americans believing there are "people somewhat like ourselves" living on other planets. A much larger percentage, 75%, said that "life of some form" exists elsewhere in the universe.

Exercise 20. Match to make true sentences about the diagram

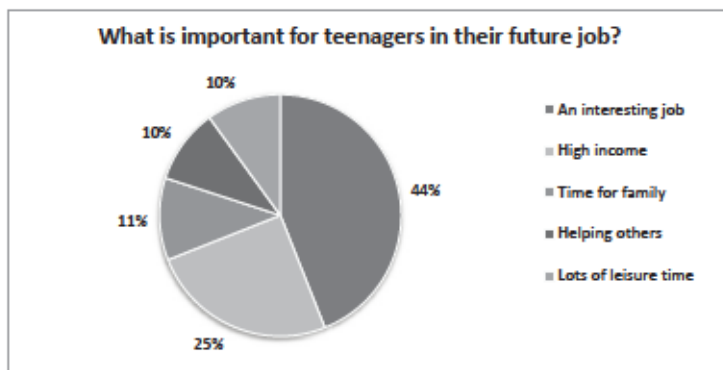


<ol style="list-style-type: none"> <li>1. Eggs are much more popular</li> <li>2. The percentage of people eating yoghurt is much smaller</li> <li>3. Three times as many people eat cereals</li> <li>4. Fruit is 4 percent less popular</li> <li>5. More than one in five teenagers</li> <li>6. Cereals are almost as popular</li> </ol>	<ol style="list-style-type: none"> <li>a. as fruit</li> <li>b. as yoghurt</li> <li>c. than eggs</li> <li>d. than yoghurt</li> <li>e. eat eggs for breakfast</li> <li>f. than the percentage of those eating fruit</li> </ol>
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**Exercise 21.** Look at the chart and write sentences to describe and compare the data



**Exercise 22.** Look at the pie chart and write sentences to describe and compare the data



### PART 3. PRACTISE YOUR SKILLS

#### Exercise 1.

A) Read the text. Some of the text is missing. Ask questions about the missing information.

Christine Smith left school in 1976. She studied (1) \_\_\_\_\_ (What?) at Leeds University and then got a job at (2) \_\_\_\_\_ (Where?). When she was in America, she met (3) \_\_\_\_\_ (Who?) at a party at the White House. He worked for (4) \_\_\_\_\_ (Who?). They started going out together and they got married (5) \_\_\_\_\_ (When?). They now have (6) \_\_\_\_\_ (How many?) children. Christine and her husband now live (7) \_\_\_\_\_ (Where?). She works for (8) \_\_\_\_\_ (Who?) and he is writing (9) \_\_\_\_\_ (What?). Christine wants to get in touch with (10) \_\_\_\_\_ (Who?) and promises to reply to all emails.

B) Now read the text and answer your questions.

Christine Smith left school in 1976. She studied business management at Leeds University and then got a job at the United Nations in New York. When she was in America, she met Adam at a party at the White House. He worked for the British Embassy. They started going out together and they got married two years later. They now have seven children. Christine and her husband now live in West London. She works for the International Red Cross and he is writing his second novel. Christine wants to get in touch with old school friends and promises to reply to all emails.

Exercise 2. Read the advertisements. Complete the direct questions and then answer your questions.

1. Beautiful? We have a beautiful room for a beautiful person in our flat near London Bridge. £750 per month. Call David and Gavin on 0803 731887.
  - a. Where \_\_\_\_\_ located?
  - b. How much \_\_\_\_\_ cost per month?
  - c. How many rooms \_\_\_\_\_ in the flat?

2. Experienced teacher offers private English lessons. All levels (beginners – advanced). Mary Sharp 0307 741789.
- d. What lessons \_\_\_\_\_ offer?
- e. What levels \_\_\_\_\_ offer?
3. Kung Fu classes. Monday 7.30 – 8.30. Get fit and make friends at the same time. Stuart. Tel: 0308 569258.
- f. Which day of the week \_\_\_\_\_ take place?
- g. When \_\_\_\_\_ start?
- h. When \_\_\_\_\_ over?
- i. How long \_\_\_\_\_ last?
4. New friends. English gentleman would like to meet new people from all over the world. Interests: cinema, concerts, pubs, learning languages. Patrick Trotter 0406 258456.
- j. What interests \_\_\_\_\_ have?
- k. Who would \_\_\_\_\_ to meet?
5. Notting Hill, single room in house near Underground station. No pets. £600 per month + bills. 0705 423651 Ask for Mike.
- l. Where \_\_\_\_\_ located?
- m. What kind of \_\_\_\_\_ it?
- n. Are pets \_\_\_\_\_ ?
- o. What \_\_\_\_\_ per month?
- p. \_\_\_\_\_ included into the price?
6. Student needed for general hotel work. Good pay and free accommodation. No experience necessary. Regent Hotel 0308 741852.
- q. What kind of \_\_\_\_\_ offer?
- r. \_\_\_\_\_ free?
- s. \_\_\_\_\_ good?
- t. \_\_\_\_\_ necessary?

7. Temporary work. We are urgently looking for temporary staff for shops, restaurants and offices in this area. Call now. Sayers Recruitment and Training. 0870 852456.
- u. What kind of \_\_\_\_\_ offer?
  - v. What places \_\_\_\_\_ offer?
  - w. Where \_\_\_\_\_ the places located?
8. Thursday evening conversation classes in central London. All languages! Come and talk! Call 0287 569985 for more information.
- x. Which day of the week \_\_\_\_\_ take place?
  - y. What kind of \_\_\_\_\_ provide?
  - z. Where \_\_\_\_\_ take place?

**Exercise 3.** Read the advertisement. Say whether the statements below are true or false. Then answer the questions.

Time to relax! Come and join our lunchtime yoga class with experienced yoga teacher Davina Bridge! When? Every Tuesday at 1.30 p.m. Where? Meeting Room 7. How much? £10 for four 30-minute classes. What to bring? Comfortable clothes. Davina will provide the yoga mats. How to join? Write to Sam at Sam.Holden@example.com. We can only take a maximum of 20 in the room, so book now!

Statements:

1. Sam Holden is the yoga teacher. True / False
2. The yoga class is once a week. True / False
3. The class is at lunchtime in room 7. True / False
4. You need to bring yoga mats to the class. True / False
5. The class can't take 22 people. True / False
6. You need to call Sam Holden if you want to join the class. True / False

Questions:

1. Which day of the week does the yoga class take place?



2. How many classes can you take for £10?
3. What time will the class end?
4. What kind of clothes do you need to wear to the class?
5. What do you need to send to Sam if you want to join?
6. When should you book if you want to join?

**Exercise 4. Read Texts A-C. Answer the questions. Complete the invitation with prepositions.**

A. maria! leaving party for sean nxt sat 20 at meeting house club east st. 8 till late!  
tell everyone. c u there! luv b x

B. Hi Joe,

Sean's leaving next week, so I'm giving a big party for him at the weekend (Sat) at the Meeting House Club on East Street. Everyone will be there! There will be free food and drink and great music too. It starts at 8.00.

Hope you can come. See you there.

All the best

Boris

C. Dear Mr. Johnson,

I am giving a party for Sean Wilson on Saturday, May 20<sup>th</sup> and I know he would be very pleased if you could come. He is leaving us to go travelling around the world, so this is an opportunity for us all to say goodbye and wish him luck.

The party is at the Meeting House Club at 17 East Street, London and is from eight until one. Food and drink are provided, and there will be some live music, so it should be a good night out.

Please let me know if you can come. We look forward to seeing you there.

Yours sincerely,

Boris Walker

Questions:

- 1) What type of text is each one?  
a) a letter b) an E-mail c) a text message?

2) Which text is written to:

a) a good friend b) a work colleague c) an acquaintance

Invitation

Please come _____
Sean Wilson's leaving party
_____ Saturday, May 20 <sup>th</sup>
_____ 8.00 p.m. _____ 1.00 a.m.
_____ The Meeting House Club
_____ 17 East Street, London

Let's Talk About Food

Exercise 5. Complete the table. Then read the newspaper article from The Moscow Times and fill the gaps with the appropriate words from the table. Answer the questions.

verb	noun	adjective
invent	invention inventor inventiveness	inventive
X	fame	
X	importance	
X		childish
	favour	
adapt		
X	health	
marvel		
hesitate		

## Medovik: Russia's Famous and Mysterious Honey Cake

*No one knows when and where this cake was invented.*

By Pavel and Olga Syutkin

July 23, 2022

What is Russia's most f\_\_\_\_\_ dessert? Most people would answer without a moment's h\_\_\_\_\_: medovik (honey cake). It brings us back to our c\_\_\_\_\_ – it's comforting and homey. Why do we love it so much? What is the secret to its appeal? Of course, it's the main ingredient that gives it flavor and aroma – honey. We also love it because it's the taste of gingerbread, which has been passed down over the centuries and become part of our genetic make-up.

The recipe for medovik is usually passed down from generation to generation. It can be made in endless variations: nutty, caramel, and chocolate. It's a blank slate for experimentation.

Chefs in Moscow restaurants also like to add something of their own to the recipe. Earlier, they even organized entire medovik festivals. Some added banana puree to the batter, others prunes. Chefs put truffles in the frosting, or decorated it with meringue and honeycomb, and even with gold leaf. There were all sorts of exotic versions, such as liver medovik: chicken liver pâté between cake layers with fig jam on top. Where are all these rich versions now?

In short, medovik is m\_\_\_\_\_. The only question is about its origins. Medovik is not at all native to our cuisine, but it's a talented a\_\_\_\_\_ of a foreign cake that appealed to Russians' taste for honey. It was made frequently in the 20th century. But its heyday was during the Soviet period, when it became everyone's f\_\_\_\_\_ homemade treat.

This is i\_\_\_\_\_: it was a homemade cake. It was not served in any cafeteria or restaurants in the Soviet Union. It was not included in official collections of recipes for catering, or even in the "Book of Tasty and H\_\_\_\_\_ Food." It might surprise you that the first recipe for medovik in Soviet cookbooks was only in 1960.

Today you can find medovik in the best restaurants. But it's still most delicious when your mother or grandmother makes it and you eat it at their table.

Questions:

- 1) Do you like Russian cuisine? Why or why not?
- 2) What is your favourite Russian dish? Can you cook it?
- 3) Do you cook sometimes? What ingredients do you need to cook your favourite dish?
- 4) How long does it usually take you to cook your favourite dish? Does anybody help you?
- 5) Do you like foreign food? What dishes do you like most of all?
- 6) Do you like to taste new and unusual food? Why or why not?
- 7) Do you prefer home-made food? Why or why not?
- 8) Do you like healthy food? What is the difference between healthy and unhealthy food?
- 9) What did you prefer at the age of 10, vegetables and fruit or sweets and cakes? What do you prefer now?
- 10) Have your food preferences changed much since you were a child? Why or why not?
- 11) Do you have a cookery book at home? Do you often use it?

**Exercise 6.** Read the text. For 1–7 choose the correct word. Answer the questions. Learn the idiom.

### **It's Good News for Those Who Like Black Tea**

*2 cups a day is linked to a modest increase in longevity*

*By John Johnson*

When it comes to the potential health benefits of tea, the green variety tends to get all the glory. However, a large new observational study suggests that black tea also does good things for those who drink it, 1) \_\_\_\_\_ the *Guardian*. The study in the *Annals of Internal Medicine* found that those who drink two or more 2)

\_\_\_\_\_ a day might live a bit longer than those who don't, per the AP. Specifically, researchers from the National Cancer Institute 3) \_\_\_\_\_ that these "higher intake" drinkers of tea have a 9% to 13% lower risk of mortality, a modest but statistically significant figure.

"These findings suggest that tea, even at higher levels of intake, can be part of a healthy diet", the 4) \_\_\_\_\_ conclude in the study. The tea's temperature, or whether people added milk or sugar, didn't 5) \_\_\_\_\_. The US researchers used a large database in the UK, given the popularity of black tea there. The UK Biobank allowed them to follow nearly 500,000 tea drinkers ages 40 to 69 for about 11 years.

The study can't prove cause and effect, only that researchers 6) \_\_\_\_\_ a possible connection between tea drinking and longer lives. "Observational studies like this always raise the question: Is there something else about tea drinkers that makes them 7) \_\_\_\_\_?" Marion Nestle, a professor of food studies at New York University, tells the AP. "I like tea. It's great to drink. But a cautious interpretation seems like a good idea."

- 1 a) reports b) says c) tells d) answers
- 2 a) glasses b) cups 3) bottles 4) jars
- 3 a) found b) invented c) learnt d) discovered
- 4 a) researchers b) customers c) consumers d) academicians
- 5 a) mean b) suggest c) denote d) matter
- 6 a) saw b) looked c) observed d) stared
- 7 a) healthier b) kinder c) happier d) stronger

Questions:

- 1) Do you prefer tea to coffee?
- 2) How many cups of tea do you have a day?
- 3) What blends of tea do you know?
- 4) Do you take sugar in your tea?
- 5) Do you use teabags or make tea in the teapot?

**Idiom:** *not somebody's cup of tea* (informal) not what somebody likes or is interested in. What is the meaning of the sentences below?

- An evening at the opera isn't everyone's cup of tea.
- He's nice enough but not really my cup of tea.

**Exercise 7.** What are the advantages and disadvantages of cooking at home, as opposed to eating out? List as many as you can. Use some of the connectives below:

*To start with,*

*To begin with,*

*Besides,*

*Also,*

*Moreover,*

*Furthermore,*

*In addition,*

*What is more,*

*However,*

*Nevertheless,*

*On the one hand – On the other hand*

**Exercise 8.** You have received an e-mail from Alice, your English-speaking pen-friend, who writes:

*... I love learning about new cultures. Do you agree that national cuisine is one of the keys to a foreign culture? Why or why not? What is your favourite Russian dish? Do you and your family eat mostly Russian or international dishes, like pasta and sandwiches?*

*Oh, I've almost forgotten to tell you I decided to develop better eating habits...*

Write back to Alice, answering her questions.

Ask her 3 questions about her healthy eating habits.

Write 100–140 words.

## Let's Talk About Films

**Exercise 9.** Complete the table. Then read the newspaper article from The Moscow Times and fill the gaps with the appropriate words from the table. Answer the questions.

verb	Noun	adjective
X	poet	
animate		
succeed		
differ		
X		kind
vary		
X	day	
X		friendly
X	fur	

### More Than Kiddie Cartoons: Russian Animation in the 21st Century

Our picks for some of the most innovative animation in Russia today.

By Anastasia Akulinina

Updated: Feb. 19, 2022

The history of Russian animation dates back to 1906, when the choreographer of the Mariinsky Theater in St. Petersburg, Alexander Shiryayev, created the first puppet cartoon.

In 1935, Russia's prolific animation studio Soyuzmultfilm was founded as a Soviet response to Disney. Its inception was allegedly initiated by Joseph Stalin and has since produced over 1,500 cartoons.

Among some of Soyuzmultfilm's masterpieces are such classics as the 1971 "Cheburashka," a story about a f\_\_\_\_\_ creature with large ears who arrived in the Soviet Union inside a box of oranges; "Hedgehog in the Fog," (1975) a stop-motion,

p\_\_\_\_\_ masterpiece that is often considered the best a\_\_\_\_\_ film of all time; and “Well, Just You Wait!,” Russia's very own “Tom and Jerry,” released in 1969.

Soviet animation was financed by the state, and when the system collapsed after the dissolution of the Soviet Union and screens were full of imported cartoons, Russian a\_\_\_\_\_ struggled to survive. But now Russian animators are producing a new generation of award-winning films for children and adults. Here are some of the best recent animation films made in Russia today, from big-budget, full-length commercial films to independent animated shorts.

#### “Masha and the Bear” (2009–)

“Masha and the Bear” is hands down the most popular animated series in Russia today. It tells a story of an unlikely f\_\_\_\_\_ between a quiet, good natured bear who is also a retired circus performer, and a rowdy little girl named Masha. The plots are inspired by a Russian folktale that is also titled “Masha and the Bear,” and in every episode the characters embark on amusing adventures.

#### “Smeshariki” (2004–)

Another commercially s\_\_\_\_\_ Russian animated series is “Smeshariki.” The series depicts nine intelligent, round-shaped characters, who resemble v\_\_\_\_\_ animals and live in their own peaceful valley, solving d\_\_\_\_\_ problems harmoniously. The Smeshariki represent d\_\_\_\_\_ generations and use a set of signature expressions. Unlike most cartoons, the show has no traditionally negative characters, emphasizing the importance of friendship and k\_\_\_\_\_.

Questions:

1. What was your favourite cartoon when you were 6 years old? Why did you like it? Do you still watch it from time to time?
2. Did you prefer Russian or foreign cartoons when you were a child? Why?
3. How often do you go to the cinema? Who do you go with?
4. Do you prefer watching a new film in the cinema or at home? Why?



5. Why do young people prefer going to the pictures to watching a new film at home?
6. What film have you seen recently? Did you like it? What impressed you most of all?
7. What kinds of film do you like or dislike? Why?
8. What type of film do you prefer, a thriller or a comedy? Why?
9. Would you like to be an actor? Why or why not?
10. Do you prefer to read a book or to watch a film based on the book? Why?
11. What's your favourite film? What is it about? Why do you think your friend will enjoy it?

**Exercise 10.** What are the advantages and disadvantages of watching foreign films in the original, as opposed to watching them in translation? List as many as you can. Use some of the connectives below:

*To start with,*

*To begin with,*

*Besides,*

*Also,*

*Moreover,*

*Furthermore,*

*In addition,*

*What is more,*

*However,*

*Nevertheless,*

*On the one hand – On the other hand*

**Exercise 11.** Study the table with the results of some opinion polls about reasons why teenagers go to the cinema. Write two paragraphs analyzing the table: select and report 2–3 facts; and then make 1–2 comparisons where relevant and give your comments

## REASONS WHY TEENAGERS GO TO THE CINEMA

To see a new film before it is available online	35%
To enjoy special effects	28%
To spend time with friends	21%
It's a special event	9%
Someone bought tickets for them	7%

### Let's Talk About Travelling

**Exercise 12.** Match the descriptions and the tourist attractions. Then answer the questions

1. The Great Wall of China	a. It's strange because everything's a lot smaller than you expect from seen the photos. It must be a little bit scary to be out here at night and they say it gets surprisingly cold. We still don't really know how they made the sides so straight. It's a shame you can't climb to the top because the view must be great
2. Egyptian Pyramids	b. It seems an incredible feat of building these days. It must have taken them forever to get all those stones into position. Just walking along the top is tiring enough! Knowing it was there when it was finished must have given the people a feeling of safety and security
3. Stonehenge	c. It used to be the largest and the strongest fortress. The walls, 732 meters long and 7 meters thick, were constructed in 1654-80. They incorporate parts of the earlier citadel, which helped to withstand the siege in 1612. The vast walled area comprises two separate priories

4. Kirillo-Belozersky Monastery	d. I think the area was used for religious purposes. People probably came from miles around to see the stones. We still don't know how they managed to get the huge, heavy ones to balance on top like that.
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Questions:

1. Which writer says they have seen the pictures of the monument before?
2. Which writer says they think people used to travel far to visit the monument?
3. Which writer says they got to the top of the monument?
4. Which writer says they weren't expecting the temperature?
5. Which writer says they couldn't get to the top of the monument?
6. Which writer says they have visited both parts?
7. Have you visited any monument described in Texts 1-4? What impressed you most?

Exercise 13. Read the article and say if the sentences are True or False. Then ask 10 questions about the text.

#### THE RUINS OF MACHU PICCHU

For centuries, the Inca city of Machu Picchu was lost in the jungle. Then, in 1911, the American explorer, Hiram Bingham, discovered the ruins of the city. It is one of the most extraordinary places in the world. The city ruins, the Inca bridge, the mountain views and the beautiful river valley below are all absolutely breathtaking.

Today it is also one of the most popular tourist destinations in the world. Many people choose to follow the Inca Trail, a centuries-old path of 43 km that takes three or four days on foot. Others take the train and then a bus for the last part of the journey.

Now a hotel company is going to build a cable car to the top of Machu Picchu. "The cable car is good news for Machu Picchu," says a company spokesman. "There are going to be a lot more tourists and that means more jobs for local people. Looking after the ruins is expensive. With the extra money, we can spend more on looking after them."

However, the plan is not popular in Peru. Ana Redondo, a tour guide, explains the problem. "There are already more than 300000 tourists that go to Machu Picchu every year. The Inca Trail is crowded and dirty with old tea bags and water bottles everywhere. The new cable car is going to bring 400 tourists every hour! The company is also going to build a large hotel and tourist centre with souvenir shops, fast food restaurants and so on. It is the end of Machu Picchu". Ana is an activist who belongs to an organization that wants to save Machu Picchu. She says that the organization is going to stop the company's plans. "Tomorrow we are meeting government ministers. Next week some people from UNESCO are coming here to look at the plans. Next month we are organizing an international conference. We are not going to stop until the cable car idea is dead.

1. Machu Picchu was built in 1911.
2. It is extremely popular with tourists.
3. The only way to Machu Picchu is on foot.
4. Ana Redondo thinks there are too many tourists.
5. Tourists leave their rubbish on the Inca Trail.
6. Ana thinks the cable car is good for Machu Picchu.
7. Ana's organization is trying to stop the cable car.

**Exercise 14.** Read the article on the left. Ask questions about each residence according to the plan on the right and answer them:

#### **Grandfather Frost and His Five Russian Residences**

Reindeer, sled dogs, bison and Snow Maidens share his homes.

By Yulia Skopich

Dec. 31, 2021

<p>Ded Moroz (Grandfather Frost) is the Russian brother of Santa Claus. But unlike his Western gift-bearing brother, Grandfather Frost doesn't have one residence. He has five. And you and your family can visit them all.</p> <p><b>Veliky Ustyug (Vologda region)</b></p> <p>This is the official residence of Ded Moroz in Russia, which welcomes visitors all year round. There is a throne hall, a museum, a workshop, a post office, and a souvenir shop in the little house. Children have a full day of performances, games, competitions, and meetings with fairy-tale characters. They can visit the house of crafts and go on rides. During the winter holidays, New Year's events are held every day.</p>	<ul style="list-style-type: none"> <li>- number of residences</li> <li>- location</li> <li>- activities</li> <li>- season</li> <li>- fairy-tale characters</li> </ul>
<p><b>Kuzminki (Moscow region)</b></p> <p>Ded Moroz has a quaint pied-a-terre not far from the capital in Kuzminki with special craft houses for children, a special well and a mill. The "Path of Fairy Tales" is dotted with sculptures of Russian and foreign fairy tale characters. There are workshops on the territory where you can, for example, paint gingerbread or Christmas tree ornaments. The Moscow estate of Ded Moroz runs several different programs for individual family visitors and groups. For example, kids get to meet with the man himself in the "Hello, Ded Moroz!" program. In the interactive program "In Search of Desire" children go through all three towers on the estate, learning how Ded Moroz prepares for the holiday and helping the Snowman find his heart's own desire. They also stop in the post office and office of Ded Moroz, visit the little house of Snegurochka (the Snow Maiden) and a fairy tale library.</p>	<ul style="list-style-type: none"> <li>- location</li> <li>- activities</li> <li>- workshops</li> <li>- number of programs</li> </ul>

<p><b>Toksovo (Leningrad region)</b></p> <p>The residence of Ded Moroz in the Leningrad region is in the Zubrovnik park, where local bison roam the hills in the snow. Visitors can choose among three holiday programs. “New Year’s Miracles” is the program for little children age 7 to 10 years old. It’s an interactive quest, and the kids get to take sleigh rides or ride a horse before a tea party. Children age 10 or older can join “Christmas in Zubrovnik.” They meet Ded Moroz and Snegurochka, ride in a sleigh or on horseback and have a tour to the farm and stables. Families of up to four people get their own program. Snegurochka takes the parents and children around the zoo and lets the children feed the animals. Later they visit Ded Moroz, help Snegurochka decorate the New Year’s tree and learn a traditional dance around it.</p>	<ul style="list-style-type: none"> <li>– region</li> <li>– activities</li> <li>– number of programs</li> <li>– minimum age for each program</li> <li>– animals</li> </ul>
<p><b>Chalna (Republic of Karelia)</b></p> <p>Talviukko is the Karelian Ded Moroz, whose sleigh is pulled not just by horses or reindeer but by sled dogs. Guests to his residence in Karelia can meet him and Lumikki (Karelian Snegurochka), take a ride a husky-drawn sled, visit a Sami village and a reindeer farm, and sample Karelian dishes. In Lumikki’s home, children can learn about the folk customs, national rituals, and games of Karelia.</p>	<ul style="list-style-type: none"> <li>– location</li> <li>– activities</li> <li>– animals</li> </ul>

<p><b>Sharkan (Republic of Udmurtia)</b></p> <p>Udmurtia also has its own Ded Moroz – Tol Babai. He wears a lavender colored robe, because from ancient times this color was considered the color of wealth and prosperity among the Udmurts. Over the New Year's holidays, he and other mythological figures in Udmurtia receive guests, treating them to national dishes and drinks. Families can also enjoy tube sledding, snowmobiles, ATVs, and horses, ancient folk games and rituals.</p>	<p>– region</p> <p>– color of Tol Babai's robe</p> <p>– activities</p>
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**Exercise 15.** Answer the following questions. Use 2–3 sentences to answer each question

1. What parts of your country do tourists go?
2. What time of year do tourists come to your region?
3. What is the region you live in famous for?
4. What places of interest do you recommend to visit in your country / region?
5. Are you fond of travelling?
6. Men have travelled ever since they first appeared on earth. Why do people travel?
7. Why do people take a camera with them? What do they usually photograph?
8. What do we see and learn while travelling?
9. What means of travel do you know? Which of them do you prefer? Why?
10. Some people prefer to travel on their own and hate travelling in a group. What about you?
11. How do you pass the time when you are travelling a long way?
12. What Russian cities and towns have you visited? What have you seen there?
13. What countries would you like to visit? Why?
14. Would you like to travel to exotic places? Why? Why not?

## Let's Talk About Camping

**Exercise 16.** Read the text carefully and insert the articles where necessary. Then do the tasks below:

### IS CAMPING AN EXCITING WAY OF SPENDING A HOLIDAY?

Camping is \_\_ popular way of spending \_\_ holiday. It has so much to offer. You enjoy \_\_ absolute freedom. You don't think about booking \_\_ hotels in advance. There are no \_\_ hotel breakfasts. If you don't like \_\_ place, you can get up and go. You can stay in \_\_ one place as long as you can. You sleep in \_\_ open air. It's so exciting to arrive at \_\_ site, put up \_\_ tent and start getting \_\_ meal ready. You can use \_\_ gas stove and your tent can have \_\_ kitchen and \_\_ porch. \_\_ Portable furniture is light and comfortable.

You are always active and close to nature. Thanks to \_\_ camping you can see \_\_ really beautiful places which you can't reach by \_\_ train or by \_\_ bus. Imagine yourself beside \_\_ clear stream in \_\_ forest. \_\_ Night is falling, \_\_ everything is peaceful, \_\_ fire is crackling and \_\_ nice song is heard.

\_\_ Camping provides you with \_\_ real change from every-day living. You get up earlier, go to \_\_ bed earlier, develop \_\_ good appetite. You make \_\_ friends with \_\_ many people and sometimes they become your friends for \_\_ life.

Some people say that there are \_\_ lots of inconveniences connected with camping: you can be bitten to death by \_\_ mosquitoes, you must live on \_\_ canned food, freeze in \_\_ sleeping-bag, carry huge \_\_ weights on your back. But all \_\_ inconveniences are not very important for \_\_ people who look forward to \_\_ few precious weeks in \_\_ year when they can really adopt \_\_ completely different way of \_\_ life. For them \_\_ camping holiday is \_\_ true recreation and \_\_ real enjoyment.

**A. Make up questions based on the word combinations below to which the text would give the answer**

- Popular holiday
- Stay in some place



- Gas stove and tent
- Train or bus
- Night and fire
- Get up and go to bed
- Mosquitoes and cold
- Recreation and enjoyment

**B. Answer the questions giving your own opinion**

Have you ever been camping?

Does the description of a camping day and choices sound exciting to you?

Does the way the night at a camp is described attract you?

What opportunities can a camping event provide you with?

What inconveniences are referred to in the text?

What feelings can a camper adopt while camping?

What would make you and your friends go camping?

**Exercise 17.** Think of as many advantages and disadvantages of camping as you can using the word combinations below:

- Booking in advance
- Every-day living
- Places you can't reach
- Imagine yourself
- On your back
- Precious weeks
- Look forward for
- True recreation

**Exercise 18.** Rate different camping activities (4–5 options). Add the adjectives below to the rating level and give some arguments for the reasons of your choice.

*boring funny interesting silly useful fascinating relaxing fanciful*

### Exercise 19. Translate into English

1. В походе вас могут укусы комары, вы должны питаться консервами, мерзнуть в спальном мешке, нести тяжелый рюкзак, но люди, которые получают большое удовольствие от отдыха на природе, готовы мириться (put up) с неудобствами похода. 2. Портативная плита очень удобна в походе. 3. Не нужно много времени, чтобы поставить палатку. 4. В походах обычно едят суп и кашу с консервами. 5. Для некоторых людей поход – это возможность жить совсем другой жизнью, это драгоценная возможность настоящего отдыха.

Exercise 20. Think of some problems that might arise while camping. Give possible solutions. Use some of the following phrases:

*One possible problem that might arise is...*

*There could be a problem*

*It is quite likely/ highly probable / unlikely ...*

*One way to deal with the problem could be...*

*This problem could be solved by...*

*A useful suggestion would be to...*

*This would help to...*

*As a result, ...*

Exercise 21. Read the article and do the tasks below.

A campsite tale: <https://www.ultimatecampresource.com/campfire-stories/funny-campfire-stories/a-tale-of-two-pets/>

#### A TALE OF TWO PETS

I remember it was about that time that Jim Sloane used to work at the YMCA. Now that was a character. He was, in my opinion, an unusual individual who was interested in some rather exotic subjects. The most unusual thing about him was his pet, (rumored to have been captured somewhere in Africa) which reminded me of a piece of granite with eyes, which he called Teddy. Teddy typically just sat there, doing nothing, but sometimes it lifted a lower edge of its mouth and sucked in powdered

sugar. That was all it ate. No one ever saw it move, but every once in a while it wasn't where people thought it was. There was a theory that it moved when no one was looking.

Tim Bellamy, a lifeguard, constantly ridiculed poor Teddy, saying mean and nasty things about it. Bellamy's pet looked like an iguana, and to me, at least, was the ugliest looking thing that you would ever want to see. He called this 'iguana' by the unlikely name of Dolly.

Well, one day Sloane had had enough of these comments, and challenged Bellamy to a race. His Teddy against Bellamy's Dolly. And to make things a bit more interesting, he suggested a rather hefty wager on the outcome, which Bellamy quickly agreed to. Soon everyone got into the act. Every one of them bet on Dolly. At least it moved. Sloane covered it all. He'd been saving his salary for some time (for some exotic project, no doubt) and put every penny of it on Teddy.

The race course was set in the basement garage. At one end, two bowls were set out, one with powdered sugar for Teddy, and another with ground meat for Dolly. Dolly started off at once and began moving along the floor slowly toward the meat. All in attendance cheered it on.

Teddy just sat there without budging.

"Sugar, Teddy. Sugar." said Sloane, pointing. Teddy did not move. It looked more like a rock than ever, but Sloane did not seem concerned.

Finally, when Dolly had 'ran' half-way across the garage, Sloane said casually to Teddy, "If you don't get out there, Teddy, I'm going to get a hammer and chip you into pebbles."

That was when people realized how truly different Teddy was. Sloane had no sooner made his threat when Teddy just disappeared from its place and re-appeared smack on top of the sugar.

Sloane won, of course, and he counted his winnings slowly and luxuriously.

Bellamy said bitterly, "You knew that it would do that."

"No, I didn't," said Sloane, "but I knew he would win. It was a sure thing."

"How come," said Laverty.

"It's an old saying everyone knows. Sloane's Teddy wins the race."

**A. Choose the best answer:**

**A. The author thinks that Teddy moved when no one was looking**

- 1) ... because some people say it moved in the darkness
- 2) ... because it was an unusual pet caught somewhere in Africa
- 3) ... as it sometimes disappeared from the place where people expected it to be
- 4) ... it lifted the lower edge of its mouth before moving

**B. Tim Bellamy ridiculed Teddy**

- 1) ... whenever he had a chance to do it
- 2) ... saying some things to compare it with his pet Dolly
- 3) ... as he wanted everyone to participate in betting
- 4) ... as it really looked nasty and ugly.

**C. Sloane challenged Bellamy to race**

- 1) ... as he expected everyone to collect a hefty wager
- 2) ... as he was sure of the outcome
- 3) ... as he had had enough of his mean comments
- 4) ... to make thing a bit more interesting

**D. When the race course was set, all in attendance cheered it on**

- 1) ... when Dolly started to move
- 2) ... as Teddy sat there without budging
- 3) ... as Sloan put every penny of his savings on Dolly
- 4) ... because everyone was in the basement garage

**E. Sloane was sure of Teddy victory because**

- 1) ... Teddy was quick and able to move when no one saw
- 2) ... he knew of Teddy's talents
- 3) ... he was sure of the saying "slow and steady wins the race"
- 4) ... Teddy was sure to be afraid of Sloane's threat

**B. Make sure you understand the sentences:**

- Now that was a character
- ...rumored to have been captured somewhere in Africa
- ...by the unlikely name of Dolly
- Soon everyone got into the act
- Sloane covered it all
- All in attendance cheered it on.
- Sloane did not seem concerned
- Sloane had no sooner made his threat
- ...and re-appeared smack on top of the sugar.
- he counted his winnings slowly and luxuriously
- Sloane's Teddy wins the race.

**Let's Talk About Technology and Inventions**

**Exercise 21.** The text contains no articles. Can you suggest where they are missing? Are there any options? The text also contains some extra words. Find them and cross them out.

**TECHNOPHOBIA**

It so seems that almost everyone today has mobile phone and computer at home so far. Technology has simply become part of our everyday lives. We use so many computerized things, we hardly even notice them anymore. What would we do without them? Surprisingly though, not everyone feels so comfortable with technology. And I'm not talking about high tech futuristic inventions. Many people are scared of learning to use computer. Other people still don't understand for how to set up on their mobile phone or operate their DVD player. Technology makes some people nervous. They don't like it! Sooner or later, these people will have to join up computer revolution. Eventually everyone everywhere will have to live with technology, whether they were like it or not. There won't be choice because whole world will operate and

communicate using technology. So if you've got technophobia, now is at time to overcome your fears!

**Answer the questions and prove your point of view with 2 or 3 arguments.**

Do you ever feel any doubts about using modern technology?

Do you know any people who are technophobic?

Is it possible to live in the modern world without using technology?

How much do you rely on the modern gadgets?

**Exercise 22.** Give some advantages and disadvantages of relying on different gadgets. Use some of the connectives below:

*To start with,*

*To begin with,*

*Besides,*

*Also,*

*Moreover,*

*Furthermore,*

*In addition,*

*What is more,*

*However,*

*Nevertheless,*

*On the one hand – On the other hand*

**Exercise 23.** What problems might arise when relying on modern technology? Give some possible solutions to these problems. Use some of the following phrases:

*One possible problem that might arise is...*

*There could be a problem*

*It is quite likely/ highly probable / unlikely ...*

*One way to deal with the problem could be...*

*This problem could be solved by...*

*A useful suggestion would be to...*

*This would help to...*

*As a result, ...*

**Exercise 24.** You have received an e-mail from Simon, your English-speaking pen-friend, who writes:

*... I'm doing a project about different inventions. What do you think is the most useful modern gadget and why? Should schools be gadget-free zones? Are Russian teenagers interested in becoming engineers and inventors?*

*By the way, we bought an ultra-modern kitchen device! It a fantastic thing!...*

Write back to Simon, answering his questions.

Ask him 3 questions about his new kitchen device.

Write 100–140 words.

**Exercise 25.** Read the text carefully and insert the articles where necessary. Then do the tasks below:

#### WINGS OF SIKORSKY

\_\_\_ more than 80 years after \_\_\_ aviation pioneer Igor Sikorsky fled his native Russia and was erased from \_\_\_ official Soviet history, he was finally acknowledged in Moscow as \_\_\_ outstanding designer of \_\_\_ planes and helicopters.

110 years after his birth his achievements were shown at \_\_\_ Moscow Polytechnical Museum. \_\_\_ first time information about Sikorsky's work was readily available to \_\_\_ average Russian. \_\_\_ exhibit included photographs, large scale models, \_\_\_ copy of his original Russian pilot's license from 1911 and correspondence with his close friend, \_\_\_ composer and \_\_\_ pianist Sergei Rakhmaninov.

"This is \_\_\_ chance for \_\_\_ Russian people to look at and review \_\_\_ piece of history that was forbidden to them until now."

In 1912 Sikorsky was \_\_\_ chief engineer for \_\_\_ imperial government's aircraft factory in St. Petersburg. He flew on \_\_\_ May 13, 1913 in "The Grand", \_\_\_ world's first four-engine airplane. At \_\_\_ time, he and his invention were famous throughout Russia and he was honored by \_\_\_ Tsar Nicholas II. But when \_\_\_ Bolsheviks overthrew \_\_\_ government, \_\_\_ man known as "Mr. Aviation" fled \_\_\_ country.

After spending some time in \_\_\_ France, he arrived in \_\_\_ New York on \_\_\_ March 30, 1919. He took \_\_\_ job teaching mathematics to \_\_\_ other emigres. Four years later, he started the Sikorsky Aero Engineering Corp. at \_\_\_ New York farm. Later \_\_\_ company became subsidiary of what is today United Technologies Corp. \_\_\_ company first built flying boats, aircraft capable of water landing that were used in \_\_\_ early days of transatlantic flights.

In \_\_\_ 1931 Sikorsky patented \_\_\_ design for \_\_\_ helicopter. His invention, with \_\_\_ single large main rotor and \_\_\_ small tail rotor, flew for \_\_\_ first time on \_\_\_ September 14, 1939.

His helicopters were used in all five branches of \_\_\_ armed forces in \_\_\_ USA, and, of course, they were \_\_\_ key weapon for \_\_\_ Soviet Union as well. Today, Sikorsky helicopters are used by \_\_\_ military services and \_\_\_ commercial operators in more than 40 countries. Buried in \_\_\_ Russian cemetery in Stratford, Sikorsky always wanted to return to his homeland.

#### **A. Make up and answer the questions using the text**

1. When ... Sikorsky ... to leave the country
2. Who ... the father of aviation ... to acknowledge
3. Where ... achievements ... to show
4. What ... visitors ... to see
5. What ... company ... to start
6. What kind ... company ... build
7. When ... Sikorsky ... patent
8. Where ... helicopter ... to use
9. Where ... Sikorsky ... to return



**B. Fill in prepositions or adverbs where necessary**

1. More than 80 years \_\_\_ aviation pioneer Igor Sikorsky left \_\_\_ his native Russia and was erased \_\_\_ official Soviet history.
2. Sikorsky was finally acknowledged \_\_\_ Moscow as an outstanding designer \_\_\_ planes and helicopters.
3. His achievements were shown \_\_\_ the Moscow Polytechnical Museum.
4. The first time information \_\_\_ Sikorsky's work was readily available \_\_\_ the average Russian.
5. The exhibit included photographs, large scale models a copy \_\_\_ his original Russian pilot's license \_\_\_ 1911 and correspondence his close friend, composer and pianist Sergei Rakhmaninov.
6. This is a chance \_\_\_ the Russian people to look \_\_\_ and review a piece \_\_\_ history that was forbidden \_\_\_ them \_\_\_ now.
7. \_\_\_ 1912 Sikorsky was chief engineer \_\_\_ the imperial government's aircraft factory \_\_\_ St. Petersburg.
8. He flew \_\_\_ May 13, 1913 \_\_\_ "The Grand", the world's first four-engine airplane.
9. \_\_\_ the time, he and his invention were famous \_\_\_ Russia and he was honored \_\_\_ Tsar Nicholas II.
10. When the Bolsheviks overthrew the government, \_\_\_ the man known \_\_\_ "Mr. Aviation" left the country.
11. \_\_\_ spending some time \_\_\_ France, he arrived \_\_\_ New York \_\_\_ March 30, 1919.
12. He took a job teaching mathematics \_\_\_ to other émigrés.
13. The company became subsidiary \_\_\_ what is today United Technologies Corp.
14. The company first built flying boats, aircraft capable \_\_\_ water landing that were used \_\_\_ the early days \_\_\_ transatlantic flights.
15. \_\_\_ 1931 Sikorsky patented a design \_\_\_ the helicopter.

16. His invention flew \_\_\_ the first time \_\_\_ September 14, 1939.
17. Today, Sikorsky helicopters are used \_\_\_ military services and commercial operators \_\_\_ more than 40 countries.
18. Sikorsky is buried \_\_\_ a Russian cemetery \_\_\_ Stratford.
19. He always wanted to return \_\_\_ his homeland.

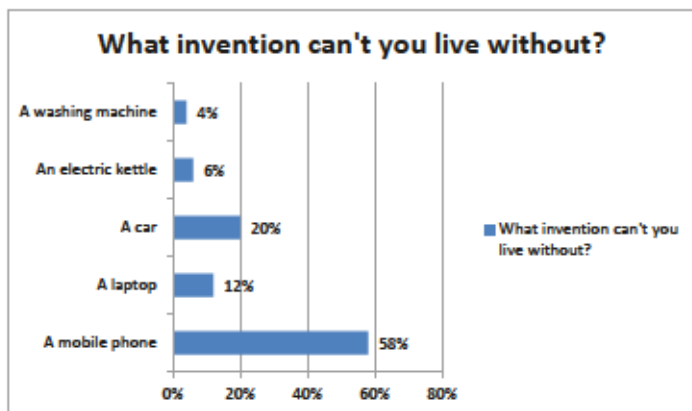
**C. You want to arrange a visit to the Moscow Polytechnical Museum. Make up questions to find the following information.**

- exhibit Sikorsky's work
- friends correspondence
- forbidden history
- subsidiary company
- design of a helicopter
- the armed forces in many countries
- key weapon

**D. Prove that (give 2–3 arguments for each statement)**

- Sikorsky was the father of aviation
- Sikorsky had to flee the country
- Sikorsky was a great manager
- Sikorsky's legacy is still meaningful.

**Exercise 26.** Study the diagram with the results of some opinion polls about modern inventions young people can't live without. Write two paragraphs analyzing the diagram: select and report 2–3 facts; and then make 1–2 comparisons where relevant and give your comments:



### Let's Talk About Science

**Exercise 27.** Read the text. Fill in the parts of the text (a-h) in the correct gaps (1–8).

#### We May Have Underestimated Goldfish

Study finds they have good memory

By John Johnson

Ani DiFranco once sang about how goldfish have no memory and thus the "little plastic castle" in their bowl is a surprise to them every time they see it. She may have given goldfish a bad rap. A new study out of Oxford University suggests 1) \_\_\_\_\_, reports the BBC. Researchers discovered this through an experiment in which they trained the fish to swim nearly 28 inches 2) \_\_\_\_\_. The fish did so in a narrow tank marked with vertical stripes, and at first researchers would provide an external signal (such as waving their hand) to prompt the fish to turn around at the right distance.

The researchers found 3) \_\_\_\_\_, the fish could still figure out the right distance to travel, apparently by using the vertical stripes on the tank as a guide. The researchers made the latter conclusion because

4) \_\_\_\_\_, the fish would travel an incorrect distance before turning back.

“Goldfish are clearly not stupid at all, 5) \_\_\_\_\_ based on the flow of objects passing by as they swim, like stripes on their tanks,” says lead researcher Dr. Adelaide Sibeaux. “Even when I left for a week for Christmas, and came back to restart the study, 6) \_\_\_\_\_” The study, 7) \_\_\_\_\_, explains how the feat is related to a navigational behavior known as “optic flow” and how goldfish apparently process things differently than other animals, 8) \_\_\_\_\_, to measure distance.

- a) as they have a good memory for distance
- b) to get a tasty reward
- c) that goldfish actually have a pretty sharp memory
- d) including humans
- e) if they subsequently manipulated the distance between the stripes
- f) that when they removed the hand-waving cue
- g) which appears in the *Proceedings of the Royal Society B* journal
- h) they knew how to do it.

**Exercise 28.** Reorganize the sentences in the correct order and read a short text. Pay attention to -ing/-ed adjectives.

- 1) Zoe was delighted, but it was also very moving for her to see her message again after twenty-three years, and she cried when she read it.
- 2) To pass the time, she decided to write a message in a bottle and drop it into the sea.

- 3) Twenty-three years later, she was amazed to get a reply from someone in the Netherlands.
- 4) In 1990, Zoe Lemon was on a ferry, sailing from Hull in England to Germany.
- 5) The journey was long and tiring and ten-year-old Zoe soon got bored.
- 6) It's astonishing that the bottle didn't break,' said Zoe.
- 7) She was going on holiday with her family.
- 8) 'It will be interesting if someone finds it,' she thought. Then she forgot about the bottle completely.
- 9) He wrote to the address on the message, where Zoe's parents still live.
- 10) A man was walking on the beach and was surprised to find Zoe's bottle in the sand.
- 11) Her five-year-old son thinks it is all very exciting and wants to put a message in a bottle himself!

Complete each pair of sentences with -ing/-ed adjectives from the text:

- 1 a) His music is deeply \_\_\_\_\_.
- b) I was too \_\_\_\_\_ even to speak.
- 2 a) It is \_\_\_\_\_ to think that the director is only 23.
- b) I was \_\_\_\_\_ to hear that Chris had won first prize.
- 3 a) It was a cold, wet day and the children were \_\_\_\_\_.
- b) The movie was so \_\_\_\_\_ I fell asleep.
- 4 a) My legs are \_\_\_\_\_.
- b) I've had a very \_\_\_\_\_ day.
- 5 a) It was a really \_\_\_\_\_ match.
- b) Are you getting \_\_\_\_\_ about your holiday?
- 6 a) I'm \_\_\_\_\_ to see you here.
- b) He gave a quite \_\_\_\_\_ answer.
- 7 a) It's \_\_\_\_\_ to think that only a few years ago he was a completely unknown actor.
- b) The doctors were \_\_\_\_\_ at the speed of her recovery.
- 8 a) It is always \_\_\_\_\_ to hear other people's point of view.
- b) He didn't seem very \_\_\_\_\_ in what I was saying.

**Exercise 29.** Read the text carefully. Do the tasks below.

### 2,500 YEARS AGO PEOPLE KNEW THE EARTH WAS ROUND

It is generally thought that the concept of a round Earth is a principle that was hard-won by science in the face of stiff opposition. There is a well-known image of Christopher Columbus (1451–1506) holding up an egg to illustrate the roundness of the Earth to skeptical onlookers. However, the truth is that most educated people since the days of the Greek were convinced that the world is round.

It is said that Pythagoras was the first to suggest that the Earth is round about 525 BC. The suggestion was made on philosophical grounds — the sphere was considered to be the perfect shape. Later, Aristotle had convincing evidence that the Earth is round. He noted that as one travelled north or south while observing the night sky, visible stars disappeared beneath the horizon behind and new stars appeared over that horizon ahead. He also noted that when ships sailed out to sea, regardless of the direction, they always disappeared from sight hull first. On the other hand, ships heading towards land always showed their masts first as they came over the horizon. All of these observations could be explained only by assuming that the earth was a sphere.

The idea of a rotating Earth was much less easily established. The Greek philosopher Heraclides of Pontus suggested in 350 BC that the Earth rotates on its axis but most ancient and medieval scholars refused to accept this idea.

**A. Explain what the words in bold refer to**

**B. Explain the meaning of the adjectives below and reproduce the context they were used in**

hard-won   stiff   skeptical   educated   convinced   perfect   convincing  
visible   heading   rotating

**C. What information was new / evident / surprising / interesting / significant / entertaining in the text? Give 2–3 arguments why.**

**D. For your history class you want to arrange a dispute on the shape of Earth. Make up the questions to find the following information.**

- well-known image of Columbus
- skeptical onlookers
- Pythagoras about 525 BC
- consider the perfect shape
- Aristotle evidence
- regardless the direction
- established idea
- Heraclides of Pontus in 350 BC
- the Earth rotates

**Exercise 30. Word-building. Fill in the suitable word related to the word in brackets**

1. What was Alfred's Nobel greatest (achieve)?
2. I'd like to invent something that is (benefit) to people in developing countries, like a water purifying system, for example.
3. You're very (create). You should be an artist!
4. Recent (develop) in medicine helps people to live longer and happier lives.
5. For every problem there is usually a (solve).
6. People learned about the earth's axis of (rotate) in ancient times.
7. A crowd of (look) gathered at the scene of the crash.
8. This kind of evidence is philosophically (convince).

**Exercise 31. What problems might arise when people do not trust modern science? Give some possible solutions to these problems. Use some of the following phrases:**

*One possible problem that might arise is...*

*There could be a problem*

*It is quite likely/ highly probable / unlikely ...*

*One way to deal with the problem could be...*

*This problem could be solved by...*

*A useful suggestion would be to...*

*This would help to...*

*As a result, ...*

### Let's Talk About Education

**Exercise 32.** Look at the picture. Read the text, complete it with the correct articles. Then answer the questions below.

This is \_\_ classroom in \_\_ primary school in South Korea. \_\_ classroom is very high-tech. There are some students on the floor. They are playing with a robot dog. Is there \_\_ teacher? Yes, there is, but \_\_ teacher is a robot! It is difficult to find English teachers in South Korea, so they are starting to use robots instead. \_\_ robot can speak, and correct pronunciation. Are \_\_ robots popular with \_\_ students? Chung Cha, \_\_ girl on the right, says, "The robots are fun, but I think \_\_ real teacher is better. I hope robots don't replace teachers because I want to study languages at university and be \_\_ English teacher one day!"





Questions:

- 1) What is unusual about the photo?
- 2) Would you like to learn English in a classroom like this? Why? Why not?
- 3) Was your school well equipped?
- 4) Did you have any problems with discipline?
- 5) How many lessons a day did you have?
- 6) Did you spend much time on your homework?
- 7) What was your favourite subject?
- 8) Were there any subjects you were bad at?
- 9) What subjects do you think should be studied at school?
- 10) Why is it necessary to study systematically?
- 11) Is it better to study in the evening or in the morning?
- 12) Should there be different schools for boys and girls?

Exercise 33. Read the text. What do the words in bold mean?

### KIDS ARE BORED TO DEATH BY LEARNING

Arthur Godsil, headmaster of a **high-profile fee-paying** secondary school in south Dublin has something on his mind other than **academic** process. He is concerned about the growing number of his students, who, even with a 10-to-1 pupil-teacher ratio, one of the state's lowest, are unable to deal with the basic **demands** of a secondary-level **curriculum**.

He says the school provides a significant amount of personalised support for children with what are called "specific learning difficulties". These cover the reading problems, **difficulties** with concentration, attention, **verbal reasoning** and **comprehension**.

Mr. Godsil believes the way children are being raised in the Ireland of the 1990s is **inhibiting** their academic and social development. He mentions such factors as the pressures on working parents; the extraordinary range of **leisure activities** and constant

entertainment available to children; the passivity of TV-dominated households; and the very high expectations children have in a new affluent society.

A few miles further north, Paul Meaney, principal of Marian College, boy's school, takes in a much broader mix of students. He talks about a contrast between the tempo of the electronic home and the traditional school. The computer culture is very fast, and teenage boys play sophisticated computer games at a high speed.

If you don't like something on one of Ireland's 25 TV channels, you zap to something else. He compared this to the teacher with his chalk and teenagers sitting in rows in old-fashioned classrooms designed for industrial age. In the face of such contrasts, the student's concentration level in class may suffer.

**A. Word-building. Fill in the suitable form related to the word in brackets**

Medical techniques are becoming more (to sophisticate) all the time.

Fighting (to concentrate) around the towns to the north.

You have to do well (academy) to get into medical school.

He had very little (school).

The school (curriculum) sometimes cannot be compared across different countries.

He went on to become (head) of a school in Bath.

From birth to age 5, a child's brain (develop) rather rapidly.

**B. Answer the questions:**

Do you like your classes at school? Why/why not?

Does new technology influence school studying?

What worries your teachers and Headteacher at school? Why do you think so?

Do you think fee-paying schools provide better education? Why/why not?

Is it necessary to have optional subjects at school? Why/why not?

Is it beneficial for a pupil to have any extracurricular activities? Why/why not?

Does the positive schooling experience influence the future profession choice?

Why/why not?

**Exercise 34.** Read the following quotations. Rate them from the one you agree with the most to the one you agree with the least. Explain your choice.

- Compare the phrases where relevant.
- Explain what you think they mean.
- What is your attitude to education?
- An investment in knowledge pays the best interest. – Benjamin Franklin
- The roots of education are bitter, but the fruit is sweet. – Aristotle
- Education is what remains after one has forgotten what one has learned in school. – Albert Einstein
- Live as if you were to die tomorrow. Learn as if you were to live forever.  
— Mahatma Gandhi
- Develop a passion for learning. If you do, you will never cease to grow.  
– Anthony J. D’Angelo

**Write a paragraph proving your point of view on any of the quotes above**

**Exercise 35.** Are there any problems that can arise with the process of education? Describe as many as you can and suggest a way out of each.

Use some of the following phrases:

*One possible problem that might arise is ...*

*There could be a problem*

*It is quite likely/ highly probable / unlikely ...*

*One way to deal with the problem could be ...*

*This problem could be solved by ...*

*A useful suggestion would be to ...*

*This would help to ...*

*As a result, ...*

**Exercise 36.** Read the text and do the tasks below.

CHINESE GIRL WHO SWEEPS FLOORS  
SO SHE CAN ENTER CAMBRIDGE

Five nights a week, Meggie Gan pins back her hair, puts on an apron and works as a school cleaner. On a wage of £ 4.03 an hour, the 18-year old girl from China sweeps floors, stacks chairs, empties bins and washes out toilets.

She does this work willingly in the knowledge that the work will help her to pay for her education. Now she is studying on a scholarship of £ 9.500 a year at Bruton School for Girls in Somerset. She has just been offered a place at Cambridge, but the fee and living costs for a foreign student will be £14.000 a year. That's why she works every weekday evening as a cleaner at her school and does a restaurant waitress's job in the holidays.

"I am tired sometimes," – said Meggie, who has been in England less than 18 months. "But it is a hard year for everyone who wants to go to university. And I think it has made me a more experienced and mature person. I am also proud I am making money for myself and my mother back home."

Three years ago Meggie sent letters to a dozen schools in England. "I began studying English at the age of six," she wrote. "I don't have any difficulties in studying academic subjects in English, and could be treated as normal English students. My father died of cancer and my mother's income is not enough to pay all the school fees. As I consider myself a good student, I hope I can get a scholarship."

Meggie's letter impressed Bruton school, and she was offered a place. She flew to England on a one-way ticket paid for by her mother's life savings.

In several years Meggie is expecting to come back to China where there will be lots of work for her.

**A. Are the sentences true, false or not stated?**

1. Meggie is a student in England.
2. Meggie's mother earns enough money to pay the school bills.
3. Meggie works willingly.
4. Meggie will become a mature person after living in England.

5. Meggie is never tired of studying.
6. Meggie is sometimes tired of work as a school cleaner.
7. Meggie started to send letters to Bruton school three years ago.
8. Meggie hopes to get a scholarship as she is courageous.
9. Meggie is expecting to return to native town one day.

Correct the sentences which are wrong.

**B. Answer the questions:**

1. Who is the main character of the story?
2. What steps did the girl take to get to University?
3. Describe the character of this Chinese girl.
4. What words describe her best? Give an argument for each characteristic:  
*hard-working; smart; courageous, ambitious, cunning, determined, resourceful, single-minded, resolved*
5. Retell the text using the words in bold.

**C. Put the questions that Meggie could ask in her letters to the schools:**

- pay for the education
- number of pupils on a scholarship
- to study to offer a place at college
- the fee and living costs
- academic subjects in English
- get a scholarship

**Exercise 37.** What are the advantages and disadvantages of studying abroad?

Use some of the connectives below:

*To start with,*

*To begin with,*

*Besides,*

*Also,*  
*Moreover,*  
*Furthermore,*  
*In addition,*  
*What is more,*  
*However,*  
*Nevertheless,*  
*On the one hand – On the other hand*

**Exercise 38.** Use the word given in the brackets to form a word that best fills the space.

#### SCHOOL REPORT

Margaret started English Literature this term, and I am afraid that her 1 \_\_\_\_\_ (to introduce) to the subject has not been entirely 2 \_\_\_\_\_ (success). She has not shown much enthusiasm, and does not always pay 3 \_\_\_\_\_ (to attend) in the class. Her 4 \_\_\_\_\_ (to assign) are often 5 \_\_\_\_\_ (to read), because she is so untidy, and because of her 6 \_\_\_\_\_ (fail) to check her work thoroughly. She failed to do any 7 \_\_\_\_\_ (revise) before the end of term test, and had poor results. She seems to have the 8 \_\_\_\_\_ (mistake) idea that she can succeed without 9 \_\_\_\_\_ (study). She has also had many 10 \_\_\_\_\_ (absent) and has frequently arrived late for class. This has resulted in several 11 \_\_\_\_\_ (punish). Although Margaret is a 12 \_\_\_\_\_ (gift) student in some respects, she has not had a 13 \_\_\_\_\_ (satisfy) term.

#### Let's Talk About the Ecology

**Exercise 39.** Read the text and do the tasks below

#### THE CURSE OF THE MOTOR CAR

We are all familiar with the story of Frankenstein, the professor who created a monster that eventually led to his own destruction. It can so happen that mass-

produced car, which was born in the early part of this century, is set to strangle us in the next.

Just think of an awful impact that the car has had on modern life. Lives in many big cities have become miserable because of traffic jams, noise and pollution from cars.

It is the young who have been put most at risk. It has become far too dangerous to let children cycle freely on the roads. There was an enormous increase in the number of asthma cases and respiratory problems among children.

Of course, we don't say that we can turn back the clock and ban the car. We have to find imaginative solutions to our transport needs if we don't want to choke to death.

One of such solutions is producing more efficient engines which demand less fuel and which are much cleaner.

Besides, public transport such as reliable trains and buses should get a greater investment.

And what can we do as individuals? First and foremost we need to get rid of the mentality that we cannot do without a car and that it is a reflecting success and status in society. Fifty years ago it was unusual for a family to have a car. Now it is becoming norm. We should make changes in our lifestyles and walk or use bicycles for shorter journeys.

**A. Make sure you know the words in bold.**

**B. Put the adverbs into the order of appearance in the text:**

besides / eventually / first and foremost / just / now it is becoming / one of ... / of course

• What functions do they have in the text? Can you reproduce the text by using their list?

**C. Try to guess the meaning of these words:**

asthma, reflection, individual, norm, risk, monster, respiratory, investment

**D. Write questions to get these answers:**

1. It is the story of Frankenstein, the professor created a monster that eventually led to his own destruction.

2. Life in many big cities have become miserable because of traffic jams, noise and pollution from cars.

3. No, we can't ban the car.

4. We have to find imaginative solutions to our transport needs if we don't want to choke to death.

5. First and foremost, we need to get rid of the mentality that we cannot do without a car and that it is a reflection of our success and status in society.

6. No, fifty years ago it was unusual for a family to have a car.

7. We should make changes in our lifestyles and walk or use bicycles for shorter journeys.

**E. Answer the questions about yourself. Use 2-3 sentences to answer each question.**

- Can you imagine the world without cars? Why / why not?
- Have you ever tried to drive? Why / why not?
- How often does your family use a car? Why / why not?
- What alternative means of transport to a family car can you name?
- Is it possible to get rid of traffic jams? Why / why not?
- What futuristic means of transport can you suggest for invention?
- Do you think the mankind will ever be able to solve the transport problems?

Why/why not?

**Exercise 40.** What are the advantages and disadvantages of using public transport as opposed to a car? Use some of the connectives below:

*To start with,*

*To begin with,*

*Besides,*

*Also,*

*Moreover,*



*Furthermore,*  
*In addition,*  
*What is more,*  
*However,*  
*Nevertheless,*  
*On the one hand – On the other hand*

**Exercise 41.** What problems might arise when more people start using a bicycle to get around the city? Think of any solutions to these problems.

Use some of the following phrases:

*One possible problem that might arise is ...*

*There could be a problem*

*It is quite likely/ highly probable / unlikely ...*

*One way to deal with the problem could be ...*

*This problem could be solved by ...*

*A useful suggestion would be to ...*

*This would help to ...*

*As a result, ...*

**Exercise 42.** You have received an e-mail from Norman, your English-speaking pen-friend, who writes:

*... We had a discussion about environmental problems at school. What do you think the greatest environmental problem is and why? What is the situation like with recycling where you live? Do you and your friends always try to find environmentally-friendly ways of doing everyday things?  
By the way, I'm going to join a volunteering program in summer...*

Write back to Norman, answering his questions.

Ask him 3 questions about his volunteering program.

Write 100-140 words

## Let's Talk About Money

Exercise 43. Read the text carefully and insert the articles where necessary. Then do the tasks below

### AN ALTERNATIVE CINDERELLA

Once upon \_\_\_ time there were \_\_\_ three sisters who lived with \_\_\_ their widowed father. \_\_\_ two eldest ran \_\_\_ beauty parlour and \_\_\_ clothes shop. They were \_\_\_ both interested in finding \_\_\_ rich husband. \_\_\_ youngest daughter, whose name was Cinderella, looked after \_\_\_ house. Her father did not want her to start \_\_\_ business as he wanted someone to look after him. Cinderella did not mind as she was doing \_\_\_ correspondence course in \_\_\_ accountancy and \_\_\_ marketing.

\_\_\_ one day Cinderella decided to enter \_\_\_ competition in \_\_\_ woman's magazine because it offered \_\_\_ some good cash prizes. If she won one of them, it would help her finance \_\_\_ setting up of her own restaurant.

Around that time \_\_\_ newspapers were full of \_\_\_ stories about \_\_\_ big party that was going to be held at \_\_\_ palace. It was said that \_\_\_ Prince wanted to find \_\_\_ wife and settle down. From \_\_\_ moment they heard about \_\_\_ ball, \_\_\_ two eldest sisters spent \_\_\_ days and \_\_\_ days trying to make themselves look \_\_\_ beautiful. As for \_\_\_ Cinderella, she wondered what all this fuss was about and didn't have \_\_\_ slightest interest in \_\_\_ ball.

\_\_\_ one morning, while she was doing some work for \_\_\_ accountancy course, there was \_\_\_ knock at \_\_\_ door. She opened it and saw \_\_\_ extraordinary woman standing there with \_\_\_ ridiculous-looking tiara on her head. \_\_\_ woman who called herself \_\_\_ Fairy Godmother, or G for short, told Cinderella that she had won \_\_\_ first prize in \_\_\_ magazine competition. She would have to dress up in \_\_\_ fine clothes and go to \_\_\_ palace where she'd spend \_\_\_ night at \_\_\_ ball and be photographed for \_\_\_ woman's magazine.

\_\_\_ big day arrived, and \_\_\_ shiny Rolls Royce came to pick her up. \_\_\_ man from \_\_\_ car hire firm said he was only on \_\_\_ duty until \_\_\_ midnight. \_\_\_ Moments

later \_\_\_ woman arrived bringing \_\_\_ fur coat and \_\_\_ diamond necklace which would be Cinderella's just for \_\_\_ evening.

\_\_\_ palace turned out to be cold and draughty and \_\_\_ king was \_\_\_ man with \_\_\_ sad smile. He was almost \_\_\_ bankrupt. Cinderella felt sorry for \_\_\_ man and suggested \_\_\_ lots of ways of making \_\_\_ money: re-organising \_\_\_ kitchens, opening \_\_\_ palace to \_\_\_ public and so on.

The prince took \_\_\_ one look at Cinderella and asked her to dance. She kicked off her \_\_\_ glass slippers, which were killing her, and joined him on \_\_\_ dance floor. By this time it had turned \_\_\_ midnight. \_\_\_ car hire man drove away and \_\_\_ woman came to collect \_\_\_ fur coat and \_\_\_ necklace. Soon afterwards, Cinderella left \_\_\_ palace and hitch-hiked \_\_\_ home.

\_\_\_ following day \_\_\_ newspapers were full of \_\_\_ big story about \_\_\_ prince who had fallen for \_\_\_ beautiful and mysterious girl who had disappeared from \_\_\_ palace. Her glass slippers, which she had left behind, were \_\_\_ only clues that would lead him to her. When Cinderella read \_\_\_ news, she was absolutely furious. Nevertheless, she saw quite \_\_\_ lot of \_\_\_ prince because she started work at \_\_\_ palace as \_\_\_ financial advisor. In \_\_\_ no time at all \_\_\_ palace was making \_\_\_ profit again. Naturally, Cinderella refused to marry \_\_\_ prince but she decided to help him cut down on his drinking and involved him in \_\_\_ useful social work in \_\_\_ community.

#### A. Make sure you know the words

investing

expenses

afford

thrive

household

allowance

value

budget

assess

saving

Exercise 44. Read the text below and find out whether the following are true or false:

- It is the parents who help their children to deal with money
- It is a financial advisor that should teach the parents how to deal with money
- It is the tradition of the family that teaches how to deal with money
- It is the kids, who look at their peers, who decide how they would deal with money
- It is the household duties that are to be considered when deciding on the sum of money given to a kid
- It is better to solve all the money questions by the principle "One size fits all"

### MONEY TALK

Do you remember how you first started learning about money? Setting up a lemonade stand? Selling Girl Scout cookies? Or maybe just watching how your parents dealt with household expenses? Our upbringing plays a big part in shaping our relationship with money "because our kids see and do everything that we do," says financial expert Jen Hemphill.

It's a lesson she learned firsthand. When she was young, Hemphill's family moved from Colombia to the U.S., and money was often tight. Hemphill carried that "we can't afford it" attitude into her adult life – until she realized just how much that mindset was limiting her family's ability to financially grow and thrive. Now, as a financial counselor, Hemphill helps other people take control of their own money stories and helps parents in finding their family's healthy money mindset.

Money can feel like a taboo topic in a lot of households. Hemphill says the only way to win is to have regular family discussions about money in which everyone in the household is included. A lot of parents might want to leave younger children out of money conversations, but Hemphill says these talks don't have to be serious or scary. Sharing positive money stories is an easy, casual way to help your family normalize thinking about and discussing financial planning. She suggests setting aside time at

least once a month for a family money talk in which everyone gets a say and can contribute to the family's financial goals.

If you are unsure about what to discuss, you need to start slow. Including kids of all ages in small acts of financial decision-making in the real world is a great way to keep the whole family actively money minded. If you're at the grocery store, says Hemphill, you could try giving your 5-year-old the opportunity to pick the bread you're going to buy from a few options and then talk to the child about their reasoning. Or if you're out going back-to-school shopping, you could do some price comparisons with your tween to help grow the child's saving muscles.

### **An allowance isn't one size fits all**

The essential element when deciding about an allowance, is to remember "you know your kid best." There are parents who don't agree with assigning financial value to essential household duties, and others who find an allowance to be a great motivator. From there, parents should first look at their own budgets and assess how much money they could afford. Then, to decide on a right offering, think about what your child needs money for. When you've settled on your when, why and how much, make sure the terms of the allowance are clear-cut: Will it be tied to chores, behavior or neither? Are the children required to save a certain amount? For older kids, could you offer more in allowance and then make them responsible for buying some of their own necessities? An allowance can be a powerful learning tool, because it gives your child the opportunity to manage their own money and still have you to guide them if they fail.

### **Start saving as early as possible**

Savings is the most important financial habit to instill early on, advises Hemphill. If you can make saving a regular part of life when kids are young, she says, it'll "be a no-brainer" when it's time for them to fly the coop. You can start with kids as young as toddler age, says Hemphill, by using a good old-fashioned piggy bank!

### **Don't wait – it's never too late**

When parents lack confidence or control of their own financial situation, they can be less willing to talk about money with their children. But if you wait until your finances are perfect before teaching kids about money, “then you're doing a disservice to your kid.”

<https://www.npr.org/2021/07/27/1021262899/finance-money-tips-kids-families-conversations>

#### **A. Answer the questions:**

- When is our attitude to money shaped?
- What can limit healthy money mindset?
- What can positive money stories normalize?
- How to keep all the family actively money minded?
- What three questions do parents have to answer to decide on a right money offering?
- Are the household chores or behavior to be tied the allowance?
- What makes an allowance a learning tool?
- Why is it important to instill savings as a habit?
- Why can parents be unwilling to talk to their kids about the money?

#### **B. What is meant by the author of the article? Choose the best answer**

- 1) carried the attitude into the adult life
  - a) Continued to follow the rule after she became a grown up
  - b) Brought some memories with her
  - c) Moved to another place with some old stuff
- 2) healthy money mindset
  - a) the idea of importance of money
  - b) the idea of the right attitude to money
  - c) the idea of anxiety in money matters

- 3) leave the children out of the conversation
  - a) not to discuss with children
  - b) leave the room when children are discussing money
  - c) leave all the money fears out of the talks with children
- 4) setting aside time for a money talk
  - a) to forget about the time when you talk about money
  - b) to find some special time to talk about money
  - c) to fix the time for everyone to have their say about the money
- 5) actively money minded
  - a) able to plan money spending
  - b) able to discuss money matters
  - c) able to count money
- 6) child's saving muscles
  - a) child's knowledge of the financial planning
  - b) child's experience in money matters
  - c) child's reasoning in buying things
- 7) essential household duties
  - a) everyday household chores
  - b) everyday shopping
  - c) everyday school activities
- 8) be a no-brainer
  - a) have no difficulty in solving
  - b) have no idea how to solve the problem
  - c) have no knowledge about the problem's existence

**Exercise 45.** What problems might arise when parents give their children pocket money? Think of any solutions to these problems.

Use some of the following phrases:

*One possible problem that might arise is...*

*There could be a problem*

*It is quite likely/ highly probable / unlikely ...*

*One way to deal with the problem could be...*

*This problem could be solved by...*

*A useful suggestion would be to...*

*This would help to...*

*As a result, ...*

### **Let's Talk About Fashion**

**Exercise 46.** Read the text carefully and insert the articles where necessary

#### **ARE GIRLS SLAVES OF FASHION?**

When you see \_\_\_ old film, even if it is made ten years ago, you are usually struck by appearance of \_\_\_ women taking part in it. Their hair-styles and \_\_\_ make-up look old-fashioned, their skirts look either too long or too short, their general appearance is, in fact, slightly funny. \_\_\_ men taking part in \_\_\_ film, on \_\_\_ other hand, look \_\_\_ quite nice. There is nothing in their appearance to say that they belong to \_\_\_ entirely different time.

This image is created by \_\_\_ changing fashions. Over \_\_\_ years, \_\_\_ great majority of men have successfully resisted all attempts to make them change their style of \_\_\_ dress. \_\_\_ same cannot be said about \_\_\_ women. Each year \_\_\_ few so-called "top designers" in \_\_\_ Paris or \_\_\_ London make \_\_\_ law and women all over \_\_\_ world rush to follow it. This year \_\_\_ designers decide that \_\_\_ skirts will be short and \_\_\_ waists will be high, \_\_\_ zips will be "in" and buttons will be "out". \_\_\_ next year \_\_\_ law is different and no one is surprised.

But \_\_\_ women have only themselves to blame because they don't want to be seen in \_\_\_ public in clothes that are out of \_\_\_ fashion. Sometimes they put on \_\_\_ dress only \_\_\_ few times and throw it away. Only \_\_\_ woman is able of standing in front of \_\_\_ wardrobe packed of clothes and saying sadly that she has nothing to wear.

Many women spend \_\_\_ large sums of money each year to replace clothes they have hardly worn. \_\_\_ Fashion designers never think about such things as \_\_\_ warmth



and \_\_\_ comfort. They think \_\_\_ women put up with any amount of \_\_\_ discomfort in order to look right.

**A. Form the questions with the word combinations to which the text would give the answer**

hair-styles and make-up

long or short

general appearance

funny and quite nice

changing fashions

resist attempts

rush to follow

out of fashion

packed of clothes

warmth and comfort

in order to look right

**B. Answer the questions giving your own opinion**

• What can make you struck by a person's appearance in a movie? What will look funny to you?

• What in a person's look will make you think he or she belongs to an entirely different time?

• What can make a person change their style of clothing?

• What fashion have you ever rushed to follow?

• Why can a person feel that he or she has nothing to wear in front of a full wardrobe?

• Why would a person throw huge sums of money on clothing?

• Are comfort and warmth in clothing important for you?

• Will you put up with discomfort in clothing? Why/why not?

**C. Agree or disagree with the statements. Give your reasons**

- Women would put up with anything in order to look right
- Men never change their style of dress.
- You can always say what time a woman belongs to judging by her looks.
- People spend large sums of money on fashionable clothes.
- Fashion industry creates the laws of clothing.
- People are often judged by the clothes in which they appear in public.

**D. Rate the reasons to follow fashion. Explain your choice using the adverbs**

*hardly entirely successfully slightly generally sadly fairly quite (un)fortunately*

- in order to look right
- to show the times you belong to
- not to look funny
- to look the same as everybody around you
- to feel comfort in clothing

**E. Translate the phrases into English using the text**

Даже если он сделан десять лет назад, их прически и косметика кажутся старомодными, совершенно другое время; это представление создается меняющейся модой; успешно сопротивлялись всем попыткам заставить их изменить стили одежды, женщины могут винить только себя, дизайнеры одежды никогда не думают о таких вещах, как теплота и удобства.

**Exercise 47. What are the advantages and disadvantages of school uniforms?**

Use some of the connectives below:

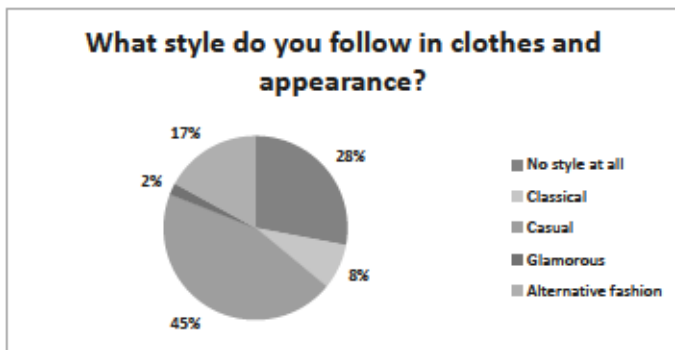
*To start with,*

*To begin with,*

*Besides,*

*Also,*  
*Moreover,*  
*Furthermore,*  
*In addition,*  
*What is more,*  
*However,*  
*Nevertheless,*  
*On the one hand – On the other hand*

**Exercise 48.** Study the pie chart with the results of some opinion polls where teenagers were asked about their style choices. Write two paragraphs analyzing the diagram: select and report 2–3 facts; and then make 1–2 comparisons where relevant and give your comments:



## KEY

### PART 2. PRACTISE YOUR GRAMMAR

Exercise 12. 1. told, had got 2. did you receive 3. was cooking 4. has bought 5. travelled 6. haven't seen 7. ate, had brought / have eaten, brought 8. had /had had, went 9. lived, went 10. spent 11. has lost 12. had returned 13. discovered 14. didn't know, had discovered 15. wrote, never met 16. lived, moved.

Exercise 15. received, have/ve been, failed, had missed, hadn't caught up, am'm sitting, have/ve been sitting, pass, will'll come round.

Exercise 16. 1. has been replaced. 2. won, was killed 3. was created 4. is being cooked 5. have been given 6. was stolen 7. take, are not stolen 8. was being fixed 9. was given 10. had been put 11. had already been cooked, was boiling 12. was the television invented, invented 13. covered, led, was asked, decided, was set free 14. is still being built, will be finished 15. hadn't been invited / weren't invited

Exercise 17. became, were paid for, had paid, was, had not always been done, were introduced, was, was not written, appears.

Exercise 18. drove, loved, had never been punished, followed, saw, was, had not stopped, were, heard, took, put, gave, is, could not do, would be dismissed, promised, would never miss.

### PART 3. PRACTISE YOUR SKILLS

Exercise 3. F T T F T F

Exercise 4. Prepositions: To, on, from, until, at, at

Exercise 5. famous hesitation childhood marvellous adaptation favourite important healthy

Exercise 6. 1a, 2b, 3d, 4a, 5d, 6c, 7a

Exercise 9. furry poetic animated animation friendship successful various daily different kindness

Exercise 12. 1b 2a 3d 4c

Exercise 13. F T F T T F T

Exercise 16.

#### IS CAMPING AN EXCITING WAY OF SPENDING A HOLIDAY?

Camping is a popular way of spending a holiday. It has so much to offer. You enjoy -- absolute freedom. You don't think about booking the hotels in advance. There are no -- hotel breakfasts. If you don't like the place, you can get up and go. You can stay in -- one place as long as you can. You sleep in the open air. It's so exciting to arrive at a site, put up a tent and start getting the meal ready. You can use a gas stove and your tent can have a kitchen and a porch. --Portable furniture is light and comfortable.

You are always active and close to nature. Thanks to -- camping you can see -- really beautiful places which you can't reach by -- train or by -- bus. Imagine yourself beside a clear stream in the forest. -- Night is falling, -- everything is peaceful, the fire is crackling and a nice song is heard.

-- Camping provides you with a real change from every-day living. You get up earlier, go to -- bed earlier, develop a good appetite. You make -- friends with -- many people and sometimes they become your friends for -- life.

Some people say that there are -- lots of inconveniences connected with camping: you can be bitten to death by-- mosquitoes, you must live on -- canned food, freeze in a sleeping-bag, carry huge -- weights on your back. But all the inconveniences are not very important for the people who look forward to a few precious weeks in the year when they can really adopt a completely different way of -- life. For them a camping holiday is a true recreation and a real enjoyment.

Exercise 21.

- F. 3
- G. 1
- H. 3
- I. 1
- J. 3

Exercise 21.

TECHNOPHOBIA

It ~~se~~ seems that almost everyone today has a mobile phone and a computer at home so far. Technology has ~~simply~~ become a part of our everyday lives. We use so many computerized things, we hardly even notice them anymore. What would we do without them? Surprisingly ~~though~~, not everyone feels ~~so~~ comfortable with technology. And I'm not talking about high tech futuristic inventions. Many people are scared of learning to use a / the computer. Other people still don't understand for how to set up ~~on~~ their mobile phone or operate their DVD player. Technology makes some people nervous. They don't like it! Sooner or later, these people will have to join ~~up~~ the computer revolution. Eventually everyone ~~everywhere~~ will have to live with technology, whether they ~~were~~ like it or not. There won't be f choice because the whole world will operate and communicate using technology. So if you've got technophobia, now is ~~at~~ time to overcome your fears!

Exercise 25.

WINGS OF SIKORSKY

-- More than 80 years after the/-- aviation pioneer Igor Sikorsky fled his native Russia and was erased from the official Soviet history, he was finally acknowledged in Moscow as an outstanding designer of -- planes and helicopters.

110 years after his birth his achievements were shown at the Moscow Polytechnical Museum. The first time information about Sikorsky's work was readily available to an average Russian. The exhibit included photographs, large scale models, a copy of his original Russian pilot's license from 1911 and correspondence with his close friend, --/the composer and -- pianist Sergei Rakhmaninov.

" This is a chance for --/ the Russian people to look at and review a piece of history that was forbidden to them until now. "

In 1912 Sikorsky was the/-- chief engineer for the imperial government's aircraft factory in St. Petersburg. He flew on -- May 13, 1913 in "The Grand", the world's first four-engine airplane. At the time, he and his invention were famous throughout Russia and he was honored by -- Tsar Nicholas II. But when the Bolsheviks overthrew the government, the man known as "Mr. Aviation" fled the country.

After spending some time in -- France, he arrived in --- New York on --- March 30, 1919. He took a job teaching mathematics to -- other émigrés. Four years later, he started the Sikorsky Aero Engineering Corp. at a New York farm. Later the company became subsidiary of what is today United Technologies Corp. The company first built flying boats, aircraft capable of water landing that were used in the early days of transatlantic flights.

In -- 1931 Sikorsky patented the design for a helicopter. His invention, with a single large main rotor and a small tail rotor, flew for the first time on -- September 14, 1939.

His helicopters were used in all five branches of the armed forces in the USA, and, of course, they were a key weapon for the Soviet Union as well. Today, Sikorsky helicopters are used by -- military services and -- commercial operators in more than 40 countries. Buried in -- Russian cemetery in Stratford, Sikorsky always wanted to return to his homeland.

Exercise 27. 1c 2b 3f 4e 5a 6h 7g 8d

Exercise 28. 4 7 5 2 8 3 10 9 1 6 11

1 moving/moved 2 amazing/amazed 3 bored/ boring 4 tired/ tiring 5 exciting/ excited 6 surprised/ surprising 7 astonishing/ astonished 8 interesting/ interested

Exercise 30.

9. achievement
10. beneficial
11. creative
12. development
13. solution
14. rotation
15. onlookers
16. convincing.

Exercise 32. A, a, the, a, the, the, the, the, a, an

Exercise 33.

A.

sophisticated  
concentrated  
academically  
schooling  
curricula  
headmaster / headteacher  
develops

Exercise 36. T F T T N S T T F N S

Exercise 38. 1 introduction 2 successful 3 attention 4 assignments 5 unreadable 6 failure 7 revision 8 mistaken 9 studying 10 absences 11 punishments 12 gifted 13 satisfactory

Exercise 43.

#### AN ALTERNATIVE CINDERELLA

Once upon a time there were -- three sisters who lived with -- their widowed father. The two eldest ran a beauty parlour and a clothes shop. They were -- both interested in finding a rich husband. The youngest daughter, whose name was Cinderella, looked after the house. Her father did not want her to start a business as he wanted someone to look after him. Cinderella did not mind as she was doing a correspondence course in -- accountancy and -- marketing.

-- One day Cinderella decided to enter a competition in a woman's magazine because it offered -- some good cash prizes. If she won one of them, it would help her finance the setting up of her own restaurant.

Around that time the newspapers were full of -- stories about a big party that was going to be held at the palace. It was said that the Prince wanted to find a wife and settle down. From the moment they heard about the ball, the two eldest sisters spent --- days and --- days trying to make themselves look -- beautiful. As for -- Cinderella, she wondered what all this fuss was about and didn't have the slightest interest in the ball.

-- One morning, while she was doing some work for the accountancy course, there was a knock at the door. She opened it and saw an extraordinary woman standing there with a ridiculous-looking tiara on her head. The woman who called herself --Fairy Godmother, or G for short, told Cinderella that she had won --- first prize in the magazine competition. She would have to dress up in -- fine clothes and go to the palace where she'd spend the night at the ball and be photographed for the woman's magazine.

The big day arrived, and a shiny Rolls Royce came to pick her up. The man from the car hire firm said he was only on -- duty until -- midnight. -- Moments later a woman arrived bringing a fur coat and a diamond necklace which would be Cinderella's just for the evening.

The palace turned out to be cold and draughty and the king was a man with a sad smile. He was almost -- bankrupt. Cinderella felt sorry for the man and suggested -- lots of ways of making -- money: re-organising the kitchens, opening the palace to the public and so on.

The prince took -- one look at Cinderella and asked her to dance. She kicked off her -- glass slippers, which were killing her, and joined him on the dance floor. By this time it had turned -- midnight. The car hire man drove away and the woman came to collect the fur coat and the necklace. Soon afterwards, Cinderella left the palace and hitch-hiked --- home.

The following day the newspapers were full of a big story about the prince who had fallen for a beautiful and mysterious girl who had disappeared from the palace. Her glass slippers, which she had left behind, were the only clues that would lead him to her. When Cinderella read the news, she was absolutely furious. Nevertheless, she saw quite a lot of the prince because she started work at the palace as a/- financial advisor. In --- no time at all the palace was making a profit again. Naturally, Cinderella refused to marry the prince but she decided to help him cut down on his drinking and involved him in -- useful social work in the community.

Exercise 44. T F T F F F

B. 1 a 2 b 3 a 4 b 5 a 6 a 7 a 8 a

Exercise 46.

#### ARE GIRLS SLAVES OF FASHION?

When you see an old film, even if it is made ten years ago, you are usually struck by appearance of the women taking part in it. Their hair-styles and -- make-up look old-fashioned, their skirts look either too long or too short, their general appearance is, in fact, slightly funny. The men taking part in the film, on the other hand, look -- quite nice. There is nothing in their appearance to say that they belong to an entirely different time.

This image is created by --- changing fashions. Over the years, a great majority of men have successfully resisted all attempts to make them change their style of -- dress. The same cannot be said about -- women. Each year a few so-called "top designers" in -- Paris or --- London make a law and women all over the world rush to follow it. This year the designers decide that --- skirts will be short and --- waists will be high, -- zips will be "in" and buttons will be "out". -- Next year the law is different and no one is surprised.

But --- women have only themselves to blame because they don't want to be seen in -- public in clothes that are out of --- fashion. Sometimes they put on a dress only a few times and throw it away. Only a woman is able of standing in front of a wardrobe packed of clothes and saying sadly that she has nothing to wear.

Many women spend -- large sums of money each year to replace clothes they have hardly worn. --- Fashion designers never think about such things as --- warmth and --- comfort. They think --- women put up with any amount of --- discomfort in order to look right.

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Образец оформления личного электронного письма (задание 37)

Задание:

You have received an e-mail from Ann, your English-speaking pen-friend, who writes:

*... I love rock music. What kind of music do you like? What is your favourite group or singer? Have you ever been to their concert? Would you like to?  
Oh, I've almost forgotten to tell you I have a new hobby! I started collecting stamps!*

Write back to Ann, answering her questions.

Ask her 3 questions about stamp-collecting.

Write 100–140 words.

Образец ответа:

Hi Ann,

Thanks for your message. Great to hear from you again.

You asked me about music. I like R&B because it's good dance music. I also have many favourite groups, for example, Coldplay, Franz Ferdinand and so on. I like them because their music is very good and not stupid. I have never been to their real concert but I would like to go very much. Unfortunately, they will probably never come to Vologda, and to go anywhere else is expensive.

It was interesting to read about your new hobby. How many stamps have you already collected? Is it difficult to find new stamps in your town? Is it an expensive hobby?

Well, I have to stop here as I have to do my homework.

Write back soon.

Love,

Natasha

**Образец выполнения развернутого письменного высказывания с опорой на таблицу/диаграмму (задание 38)**

**Задание:**

Imagine that you are doing a project on what book genres are popular among teenagers in Zetland. You have found some data on the subject – the results of the opinion polls (see the table below).

Comment on the data in the table and give your opinion on the subject of the project.

Book genre	Number of readers (%)
Adventure	55.4
Detective/war/spy stories	55.3
Sports stories	49.2
Animal stories	27.2
Romance	17.6

Write 200–250 words.

Use the following plan:

- make an opening statement on the subject of the project;
- select and report 2–3 facts;
- make 1–2 comparisons where relevant and give your comments;
- outline a problem that can arise with reading and suggest a way of solving it;
- conclude by giving and explaining your opinion on the importance of reading for teenagers.

**Образец ответа:**

Reading is a popular activity among people of all ages. The school project I am working on is devoted to book genres popular with teenagers in Zetland. I have found a table with the results of public opinion polls on the subject, and now I am going to analyse it.

According to the data from the opinion polls, more than half of the respondents enjoy reading adventure and detective/war/spy stories (55.4% and 55.3%, respectively). As one can see, teenagers prefer to read thrilling stories with a bit of suspense. Only 17.6% of those polled named romance as their favourite genre.

Another interesting feature to note is that reading animal stories is 20% less popular among teenagers than reading stories about sports. As mentioned above, romance is the least popular genre. It can be inferred that reading about feelings and nature does not appeal to many teenagers in Zetland, which might be explained by the fast-paced modern lifestyle young people have nowadays.

Although many people enjoy reading books of different genres, an important problem concerning reading can be outlined. More and more youths nowadays read only for their studies, preferring to do other activities such as watching videos in their free time. A way to solve this problem could be to encourage children to read entertaining books corresponding to their life experience. In this way, they would learn to derive pleasure from reading.

In conclusion, I would like to say that reading plays a vital role in teenagers' lives. It is not only a way to gain more knowledge, but also a way to relax and to think about life at the same time.

Для само- и взаимопроверки заданий 37 и 38 можно воспользоваться чек-листами:

CHECK LIST FOR TASK 37

	Да/нет
90–154 слова	
Обращение по имени к другу по переписке (Dear XX, или Hi XX,)	
Есть благодарность за письмо / выражение радости	
Есть логический переход к ответам на вопросы друга. Они выделены в отдельный абзац	
Есть ответ на 1 вопрос	
Есть ответ на 2 вопрос	
Есть ответ на 3 вопрос	
Есть логический переход к своим вопросам. Они выделены в отдельный абзац	
3 вопроса другу заданы. Я ПРОВЕРИЛ ПО ЗАДАНИЮ, О ЧЕМ НАДО БЫЛО ЗАДАВАТЬ ВОПРОСЫ. МОИ ВОПРОСЫ НЕ ДУБЛИРУЮТ УЖЕ ИМЕЮЩУЮСЯ ИНФОРМАЦИЮ	
Есть выражение надежды на дальнейшую переписку	
Есть завершающая фраза, после нее стоит запятая	
Есть подпись (только имя, без точки в конце)	

CHECK LIST FOR TASK 38

	Да/нет
180–270 слов	
Вступление. В тексте есть упоминание:	
<b>Я</b> работаю над проектом про ТЕМА среди АУДИТОРИЯ в Зетланде	
<b>Я нашел</b> статистику по теме	
2 абзац	
Есть 2–3 цифровых показателя (цифры с процентами)	
3 абзац	
Есть 1–2 сравнения с пояснением	
Сравнение не повторяет информацию из 1 абзаца	
4 абзац	
Есть описание проблемы В СООТВЕТСТВИИ С ЗАДАНИЕМ. Я ПРОВЕРИЛ ФОРМУЛИРОВКУ ПО ЗАДАНИЮ	
Есть описание пути решения проблемы. Решение разумное	
5 абзац	
Есть заключение ПО ТЕМЕ В СООТВЕТСТВИИ С ЗАДАНИЕМ. Я ПРОВЕРИЛ ФОРМУЛИРОВКУ ПО ЗАДАНИЮ И ДОЧИТАЛ ЕГО ДО КОНЦА	

*Учебное издание*

Бурсина Ольга Алексеевна  
Подоляк Жанна Иосифовна  
Цветкова Анна Николаевна

## **PRACTICE MAKES PERFECT**

*Сборник упражнений для подготовки  
к государственной итоговой аттестации  
по английскому языку*

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