

Unit 1

Classwork

Ex. 2

a) 1 - B, 2 - C, 3 - E, 4 - A, 5 - D

Ex. 3

a) *The main idea of the text is underlined. The important details of the text are written in bold. The topic of the text is the spread of knowledge during the Renaissance.*

The typical image of a Renaissance scholar is one of a man working by himself in a dimly lit room, probably rewriting the works of Ancient Greek and Roman scholars. However, many Renaissance scholars benefited from working together, travelling, and sharing their findings. In fact, the Renaissance was characterised not only by rapid economic growth, but also by the unprecedented spread of knowledge across Europe and beyond.

Information was transmitted not only through scholars travelling to see each other, but also through the mail. For instance, Desiderius Erasmus Roterodamus, commonly known as Erasmus of Rotterdam, exchanged letters with countless scholars from England (John Colet and Thomas More), Italy (Andrea Ammonio), France (Guillaume Budé), and more. Erasmus and his fellow scholars formed an unofficial Republic of Letters, an international scientific community which was established during the Renaissance and was a strong influence in the Age of Enlightenment.

The printing press which was invented around 1440 and became more widespread by the 1500s propelled the transmission of scientific information. At the turn of the 16th century, there were over 250 printing presses across Europe with a total circulation of 13 million copies. Among the most popular volumes were the original texts of Ancient Greek and Roman authors (Herodotus, Cicero, Virgil), as well as translations of these texts into European languages and Latin - the common language of Renaissance scholars.

Many scholars travelled in search of jobs and collaborators, with most roads leading to Italy. The Universities of Bologna and Padua were particularly popular. At universities, the great minds of the Renaissance could make a living by teaching the next generation of scientists, as well as have plenty of room (physically and metaphorically) to debate the main ideas of the new Humanist movement.

The circulation of information during the Renaissance was varied in its forms and means. While researchers naturally tend to favour written communication over oral, the influence of informal scientific groupings is undeniable. What we can say for sure is, one way or another, the knowledge of science, nature, and society was coming from further afield and reaching more people than ever before.

b) 1 - B, 2 - A, 3 - A, 4 - B, 5 - A

Ex. 4

a) 1 - A, F; 2 - A, D; 3 - A, D; 4 - B, D; 5 - B, F

b) **Script** (*The main idea of the text is underlined. The important details of the text are written in bold*)

During the Renaissance the pursuit of scientific knowledge became all-encompassing. Whereas in the Middle Ages the sciences were relegated to nobles and priests, in the Renaissance ordinary people gained interest in science due to the popularisation of literature and education. The focus shifted from studying ancient texts about nature to studying nature directly. What's more, ancient knowledge was now called into question - if Renaissance scholars found discrepancies in the works of ancient scientists, then the new discoveries were regarded as true knowledge. It was a global time of change.

Out of all the sciences, **mathematics had the strongest universal appeal.** Scholars used mathematics to prove their theories in different fields, relying on the certainty of maths, in that there were definitive right and wrong answers. The general public's interest in mathematics was more practical - this science could be used to make life easier and to bring more order and certainty to everyday tasks.

René Descartes was mathematics' biggest fan. He believed that everything in nature - from the life cycle of a flower to the movements of planets - could be explained using maths. Descartes stated that mathematics was the only science worth trusting implicitly.

The most impactful scientific discoveries of the Renaissance were made in the field of astronomy. Scholars were finally able to determine what the Moon looked like, and discovered how the Earth and other planets moved. This contrasted the previous theory, proposed by Ptolemy, that the Earth stood still while the other celestial bodies moved around it. **Polish scientist Nicolaus Copernicus countered Ptolemy's Earth-centred view of the universe with the theory of a Sun-centred universe.** Copernicus used complicated mathematical equations to prove his theory while also proving the prominence of maths as the number-one science.

Copernicus' theories were not universally praised, however some scholars like German astronomer **Johannes Kepler not only supported Copernicus, but also based his own research on Copernicus' findings.** Kepler worked for several Austrian and German princes as an astrologer. **His biggest contribution to the field of astronomy was the establishment of the two laws of planetary motion** which he presented in his book, *A New Astronomy*.

It's worth mentioning that **Renaissance scholars always combined the study of several sciences, like Galileo Galilei who was a mathematician, astronomer, and physicist.** He worked at the Medici court in Florence, Italy, and was **one of the most prominent figures of the Renaissance.** Galileo was not the one who invented the telescope – that accolade goes to Dutch eyeglass maker Hans Lippershey. However, Galileo was the first person to make significant observations through a telescope of his own design. In his book, *The Starry Messenger*, Galileo revealed that the surface of the Moon was bumpy rather than smooth; that the dark spots on the Sun were not clouds surrounding it, but actual masses on the surface of the Sun; and that the planet Jupiter had four moons orbiting it.

Galileo was also a prominent physicist who paid special attention to the study of motion. Galileo set out to disprove Aristotle's theory that the speed of motion was determined by one of the four elements that an object consisted of, these elements being earth, water, air, and fire. For instance, Aristotle believed that a feather which is made up mostly of air does not gain the same speed when falling to the ground as an apple, which is made up of earth. Galileo conducted numerous experiments with objects falling to the ground, or rolling off ramps, and proved that all falling objects were moving with the same acceleration. On top of that, he determined that an object in motion will keep moving in the same direction unless it encounters a force that will cause a change in its trajectory. This is known as the law of inertia.

Another prominent Renaissance scholar was William Gilbert, an English doctor who also worked in the fields of mathematics, physics, and philosophy. Gilbert made a truly revolutionary discovery - that the Earth is a giant magnet, and that all planets were magnets too - that is why they keep moving in orbit. This discovery proved to be invaluable to the field of navigation since Gilbert was able to differentiate between the magnetic north and the true north thus drastically improving the compass.

We have barely scratched the surface when it comes to Renaissance science. Indeed, **this period was brimming with scientific discoveries that propelled the development of human civilisation** and changed the way people saw the world and each other.

c) 1 - Middle Ages, 2 - directly, 3 - strongest universal appeal, 4 - order and certainty, 5 - countered, 6 - complicated mathematical equations, 7 - Austrian and German, 8 - physicist, 9 - his own design, 10 - disprove, 11 - conducted numerous experiments, 12 - truly revolutionary discovery

Homework

Ex. 1

Script (*The main idea of the text is underlined. The important details of the text are written in bold*)

The first thing that comes to mind when you think about Florence, Italy is the magnificent Santa Maria del Fiore. This monumental cathedral was under construction for almost two centuries. It combines Gothic design and Renaissance architecture. Santa Maria del Fiore is comprised of thousands of elements that can be studied for days on end, but its most impressive feature is, without a doubt, the dome, or the Duomo of Florence. The man responsible for its construction is Filippo Brunelleschi, Italian goldsmith, designer, sculptor, and architect. His was also a mathematician who solidified the concept of linear perspective in art. This concept influenced the rise of modern science.

Filippo Brunelleschi was born in Florence in 1377. As if by providence, **Brunelleschi's family home was located right next to the construction site of Santa Maria del Fiore.** Filippo was fond of architecture and design and the unfinished cathedral drew his attention. He would often venture inside and study the "maquette" or model of the dome designed by Neri de Fioravante. Brunelleschi was eager to make this project a reality.

Brunelleschi gained prominence as a sculptor and goldsmith in Florence and then moved to Rome to study ancient architecture for 15 years.

While in Rome, **Brunelleschi rediscovered the lost technique of linear perspective**. It is a method by which an artist can portray three-dimensional objects on a two-dimensional surface. Some ancient Greek and Roman artists instinctively knew how to use this technique, but never had the means to explain it. Brunelleschi used mathematics to properly map out the use of linear perspective and transmitted this knowledge to his fellow scholars.

Meanwhile, in Florence, **the local authorities sent out an invitation to all the willing architects to submit their designs for the yet-unfinished dome of the Florence Cathedral**. The plans for the dome which was supposed to be 170 feet tall with a diameter of 143 feet were ambitious but seemingly implausible as such a structure had never been built before. **Filippo Brunelleschi accepted the challenge**. The construction was problematic not just due to the size of the dome but to the restrictions imposed by the circumstances, such as the lack of wood in Florence which meant that no wooden supports could be used for the construction of the dome. This in turn made hauling building materials to the top of the structure nearly impossible.

Filippo Brunelleschi had the solutions to all these problems but there was a catch - he refused to share his ideas for fear of someone else taking credit for his work. He was so secretive that he refused to submit his plans to the committee in charge of choosing the lead design for the project. Brunelleschi was said to have constructed a model of the dome which he would not share with anyone, even when he was threatened with physical violence. How he ended up getting the job is as much a mystery as how the dome ended up being constructed. In fact, scientists have yet to uncover all of Brunelleschi's secrets.

What we do know is that Brunelleschi came up with a way to use bricks of different weight, size, and shape to put together a structure that would hold and not cave in on itself. He also designed a sort of support system, known as a stone chain, to keep the walls of the dome from collapsing. As well as that Brunelleschi found a way to improve the hoist method - a system of ropes and pulleys that can lift materials up high.

However, none of this comes close to explaining the sheer brilliance of the finished construction. **Filippo Brunelleschi worked on the Duomo of Florence for more than 25 years** and, sadly, did not live to see the finished project - but he came really close. When he died from a brief illness, the dome was nearly finished, with just the lantern being left undone. All in all, it took 170 years to complete the Florence Cathedral.

Even though thousands of people contributed to the construction of Santa Maria del Fiore, Filippo Brunelleschi is considered to be its main creator. To this day, **the people of Florence hold a parade to honour his achievements on the anniversary of his death**.

Ex. 2

A Renaissance man is someone who is talented in many different fields. It is believed that Leon Batista Alberti coined the term with the following explanation - "a man can do all things if he will." All of the scholars that we have discussed in this unit are considered to be Renaissance men.

Unit 2

Ex. 1 Sample answer: These quotes point out the importance of written and speaking communication.

Quotes 1 and 3 are focused on the power of words in our lives, while quote 2 is rather about a person who produces words – a speaker or writer.

Ex. 2

1) public speaking; 2) Cicero was a Roman orator; Martin Luther King Jr. fought for the rights of the black in the USA; Nelson Mandela became the first president of South Africa after having spent 20 years in prison for his opposition to the apartheid regime. 3) Sample answer: They all made a career in politics and became world-famous due to their ability to persuade.

Ex. 4 a)

If you browse lists of the most famous orators in history, Cicero is sure to be at least in top ten, if not number one. Born in 106 BC in Arpinum, Italy, Cicero had a great passion for art and literature from a

young age. He studied law and philosophy, and his interest in public speech led him to become a **successful lawyer** and politician.

Cicero believed that public speech was a form of art, and he dedicated himself to mastering it. He knew that **effective communication** was essential for achieving success in politics and law. Consequently, he spent many years studying the techniques of other great orators before developing his own style.

One of Cicero's most famous speeches was his defence of Roscius against **false accusations**. This speech is an **iconic** example of how to construct a **persuasive argument**. Cicero used various **rhetorical devices** including repetition and parallelism to make his points more memorable and impactful.

Cicero's influence on public speaking can still be felt today. His ideas on the importance of **communicative skill** and the use of rhetoric have been passed down through the centuries. Many modern politicians and lawyers still study his works to improve their own public speaking skills.

In addition to his contributions to public speaking, Cicero was also a **prolific writer**. He wrote on a **wide range** of topics, including philosophy, politics, and ethics. It is undeniable that his works have been influential in shaping Western thought and culture.

Despite his many accomplishments, Cicero's life was not without its challenges. He faced **political persecution** and exile at various points in his career. Nevertheless, he remained committed to his ideals and continued to advocate for justice and freedom throughout his life.

In conclusion, Cicero was a **remarkable figure** who made **significant contributions** to the fields of public speaking and writing. His dedication to the art of communication and **his unwavering commitment** to his principles serve as an inspiration to us all.

Ex. 4

a) 1. He was a great orator; 2. His interest in public speech; 3. He studied the techniques of other great orators; 4. Cicero used rhetorical devices such as repetition and parallelism to make his points more memorable and impactful; 5. his defence of Roscius against false accusations; b) collocations: false accusations, persuasive argument, rhetorical devices, a wide range, political persecution; expressive epithets: prolific writer, unwavering commitment, iconic example; 6. Cicero was a lawyer, a politician, and a writer; 7. He faced political persecution.

Ex. 5 a) Sample answer: book: unputdownable, thought-provoking, best-selling, fascinating, influential, eye-opening

Example: characteristic, classic, intriguing, striking, quintessential, illustrative, eye-opening

Beauty: breathtaking, outstanding, aesthetic

Speech: eloquent, stirring, eye-opening

Public speaker: outstanding, brilliant, eloquent

The most expressive epithets are compound adjectives (made up of 2 or more words): unputdownable, thought-provoking, eye-opening, heart-wrenching.

Cutting-edge cannot be used with any of these words (cutting edge may refer to technologies, research, art, design).

Ex. 6

b) 1. In a text only the argumentation is important, while in a speech the orator can use expressive gestures and change the tone of voice. 2. Aristotle 3. Ethos, pathos, logos 4. Ethos can be achieved through the use of stylistic devices such as repetition, parallelism and rhetorical questions. Pathos can be

created by vivid imagery, namely, metaphors and similes. Logos is based on well-structured argumentation, supported by the use of logical connectors (firstly, secondly, concluding, to sum up etc.).

c) 1 – pathos, 2 – ethos, 3 – logos d) Each mode is important, however there are speakers and writers who prefer one or two modes.

Ex. 7 b) Sample answers: 1) eloquence 2) absence of eloquence 3) No, the example of Zuckerberg is an exception. 4) Jobs was persuasive but not really eloquent. King was both. 5) They all failed as leaders because of poor skills of argumentation. 6) If you want to be a leader, you should master the art of rhetoric.

c) epithets: fabulous, natural-born, charismatic, iconic, weak and ineffective, short-lived, awkward, insincere, poor, charming, ravishing; metaphors: the king of social networks (metaphor/periphrasis), he has still a long way to go (metaphor/idiom), had a knack for (metaphor/idiom), faced failure (metaphor/collocation);

d) in contrast, however, and yet, similarly, but unlike, in summary, while, all in all, even though, as seen from the example above; syntactical means expressing contrast: parallel constructions: missed opportunities, career downfalls, and even loss of life (+gradation), good orators are like musicians creating a symphony with their words paving their way for success, while bad orators are like broken records, repetitive and annoying (+antithesis, +simile).

Epithets and metaphors are in bold in the text. Comparing and contrasting words and expressions are underlined:

Success and leadership are commonly associated with eloquence. In contrast, the absence of this vital quality can be detrimental to one's reputation and hinder one's chances of success.

However, history has seen some examples when popular and famous people initially were bad speakers, and it did not prevent them from making a **fabulous** career. For instance, **the king of social networks** Mark Zuckerberg is definitely not a prodigy in presenting his achievements. Even though he's made significant progress in public presentations, from a very poor speaker to an average performer, he **has still a long way to go**.

But it's rather an exclusion than a rule. Another case is when a person is a **natural-born** speaker. Take, for example, Steve Jobs. He is considered to be one of the most **charismatic** speakers in the 21st century. He was admired and listened to with awe due to his ability to weave a captivating narrative. He would often start with a problem or challenge, then introduce a solution, and finally explain the benefits of this solution. He used simple, everyday language, making his speeches accessible to a wide audience. Jobs also **had a knack for** building suspense and excitement, often saving a surprise announcement for the end of his presentations – a tactic known as the "one more thing" strategy. And yet, his speeches cannot be called eloquent in the classical meaning of this word. All that computer-based research found special about them was the high pitch of the voice and frequent repetitions of emphatic words.

Similarly, the fighter for the rights of the black people in the USA Martin Luther King Jr. is remembered as an **iconic charismatic** speaker. But unlike Jobs, Luther King used powerful, rhythmic language marked by repetition and parallelism to emphasize his points and make his speeches more memorable. In summary, while both speakers were incredibly effective with utilizing different modes of persuasion – ethos, pathos and logos, their styles were quite different. Jobs was a master storyteller who used suspense and simplicity to sell products, while King used an emotive delivery in the traditions of African-American preaching to inspire social change.

All in all, no matter what exactly appeals in their speech, **good orators are like musicians creating a symphony with their words paving their way for success, while bad orators are like broken records, repetitive and annoying**. Here are some cases when powerful people **faced failure** due to their inability to persuade.

King John of England: Known for his **weak and ineffective** speeches, King John's inability to communicate effectively with his barons led to the signing of the Magna Carta, significantly reducing his power.

Pope Urban VII: His inability to communicate effectively and inspire confidence among his followers led to a **short-lived** papacy of only 13 days, one of the shortest in history.

Richard Nixon: While he had many political successes, Nixon's public speaking often came across as **awkward** and **insincere**. His **poor** performance in the first televised presidential debate against John F. Kennedy in 1960 is often cited as a reason for his loss in that election.

To conclude, even though you may be **charming** and **ravishing** as a personality, do not hesitate to get prepared when you speak in public. As practice shows, only rare people can afford not to be eloquent to achieve success. It is not enough to have great ideas; you must also be able to communicate them effectively. As seen from the examples above, poor public speaking skills can lead to missed opportunities, career downfalls, and even loss of life. Therefore, mastering the art of rhetoric should be considered an essential skill for anyone aspiring to be a leader or influencer.

Ex. 8 Sample answer: Anna and Mark have different views on the role of orator skills in their life. Anna thinks that ..., while Mark However, they share the opinion that/ they have some common points etc.

Homework

Ex. 1 a) engaging discourse, clear articulation, captivating storytelling, poignant commentary, effective communication

Ex. 2 a)

As busy as a bee

As happy as a king

As easy as a piece of cake

As light as a feather

As stubborn as a mule

As white as snow

As strong as an ox

As blind as a bat

As cool as a cucumber

Suggested answer: As soothing as a lullaby. As chaotic as the whirlwind of autumn leaves/

Ex. 3 a) 1-4 *Cicero* means a good orator; 5 – *Romeo* refers to a romantic and charming young man; 6 – *Einstein* refers to a genius person; 7 – *Scrooge* refers to a very greedy person (the main character of Dickens's *Christmas Carol* was an old miser); 8 - *Mother Teresa* stands for a charitable person; 9 – *Hercules* refers to an extremely strong person (Hercules a Greek legendary hero); 10. *Midas* stands for an extremely wealthy person (An interesting fact: Midas was a Greek legendary king remembered for his ability to turn everything he touched into gold. According to the myth, Midas was happy at first but soon realized that the gift was a curse. But when we say 'as rich as a Midas,' we forget about the negative side); 10 – *Robin Hood* usually refers to people who help the poor.

1. The senator moved the crowd with his powerful and eloquent speech like a true Cicero.

2. In the courtroom, she was like (a) Cicero, her arguments were clear, compelling, and beautifully articulated.

3. The young activist, with his fiery speeches and persuasive rhetoric, was hailed like the Cicero of his generation.

4. In the world of debate, he was like (a) Cicero, using his eloquence and logic to dismantle his opponents' arguments.
5. He's like a Romeo when it comes to charming the ladies.
6. You don't have to be like (an) Einstein to figure this out.
7. He's like a Scrooge when it comes to sharing his money.
8. She's like Mother Teresa, always helping those in need.
9. He's like Hercules, incredibly strong and brave.
10. He's like Midas, everything he touches turns to gold.
11. He's like Robin Hood, always helping the less fortunate.

Ex. 4 Sample answers: **b**) ethos: paragraph 2 (speaks about his experience); pathos: paragraphs 3, 7 (appeals to emotions); logos: paragraph 4 (refers to research).

c) Stylistic devices – ethos: epithets, metaphors, quotations; pathos: rhetorical questions, parallel constructions, repetitions, emphatic vocabulary (urge, embrace); logos: means of comparison and contrast, parallel constructions, antithesis (AI might provide quick answers, but it does not teach understanding).

Olympiad Challenge 1

Ex. 2b

Sample answer: The printing press also had a significant impact on education. With books being produced more quickly and cheaply, schools and universities could afford to buy more books for their students. This led to an increase in literacy rates, and it helped to create a more educated population.

Another outcome of the printing press was the surge of patriotism that it created. With more books being produced in English, people began to take pride in their language and culture. This helped create a sense of national identity, which was important to the development of England as a nation.

Unit 3

Ex. 1 In the pictures you can see heroes. King Arthur (pic 1) supposedly was a real British king, Robin Hood (pic 2) never existed, he is a fictional character, Spartacus (pic 3) was a real hero who rebelled against Ancient Rome.

Ex. 2 Legendary heroes: Robin Hood, Hercules, Odysseus, Britannia, Zorro, the rest were real, King Arthur -unknown

Ex. 4 b) 1 D, 2 C, 3 B, 4 A

Ex. 5

/answer: 1) The text should be divided into seven paragraphs starting with the phrases: / As the story goes, /As practice shows, /Despite the scant evidence, /But wait!, /Anyway, /No matter how certain/

3) The text is about the legend of King Arthur and its connection to real events. The paragraphs are arranged according to the topics they develop: 1-asks a question about Arthur; 2-tells the legend; 3-speaks about different views on Arthur's origin; 4-supporting argument for the existence of a real Arthur; 5-Arthur was not English; 6-the reason why the later version is remembered; 7-conclusion, stating that

Arthur plays an important role in modern culture. 4) King Arthur is remembered as a national hero, however it is not clear what nation should celebrate him as their hero.

Ex. 6 a) The topic sentence is: Have you ever wondered if the legend of king Arthur is just a myth, or there are real facts behind the story? It presents the main goal of the text – to compare the legend with historical facts. It is in the form of a question to attract attention. The paragraph informs us that King Arthur is very famous. This information precedes the topic sentence and helps introduce the main problem. The last sentence Another point, the legendary leader is often mentioned as a national English hero, but was he actually English carries additional information to that of the topic sentence.

Ex. 6 b) a brave warrior / a wise ruler / the famous character / the legendary leader / a national English hero

Synonymous ways of expressing the same idea help to avoid repetition on the one hand, on the other hand, they serve as lexical means of cohesion.

Ex. 7 1) the topic sentence is the first one 2) Personal pronouns, demonstrative (this), repetition (the Round Table), logical connector (as)

Ex. 8 however (nevertheless, but) – contrast; it – personal pronoun, replaces some noun used in the preceding paragraph; in addition (moreover) – addition; similarly (in the same way, also) – compare; for instance (for example) – example; although (even though) – contrast

Ex. 9 Sample answer: the paragraph contains several cohesive means which make the text seem coherent, but in fact repeated words refer to different things. The personal pronoun ‘These’ in the second sentence does not refer to the word ‘stories’ in the first sentence. The connectors (similarly, to sum up) do not fulfil their function. The text does not focus on one idea.

Ex. 10 P1 – e; topic sentence: 2nd sentence; focus: introducing the topic.

P 2 – c; topic sentence: 1st sentence; focus: explaining the term.

P 3 – d; topic sentence: no; focus: enumeration, giving examples.

P 4 – b; topic sentence: 1st sentence; focus: providing opinions.

P 5 - a; topic sentence: 2nd sentence; focus: concluding, showing the value of the phenomenon.

Ex. 11 b) Sample answer: Paragraph 1 is formal, while Paragraph 2 is informal. Paragraph 1 is relevant but it does not explain the origin of the name. To improve it, we should add the proper definition of the concept, or more explanations should be given in the paragraph to follow. Paragraph 2 contains too many idioms and expressive means which repeat the same idea many times in different ways. So, it’s difficult to concentrate on the main idea. To improve it, we should make it more concise.

Ex. 12 a)

1. To scratch one’s head
2. like a can of worms
3. to be in the same boat
4. like trying to put a square peg in a round hole
5. like trying to catch lightning in a bottle
6. like chasing one’s tail
7. At the end of the day
8. like trying to find a needle in a haystack
9. like trying to solve a Rubik's cube blindfolded

b) The Mandela effect is a phenomenon that has left many people **scratching their heads**. It's **like a can of worms** that has been opened, and now people are questioning their own memories. Some people swear that they remember Nelson Mandela dying in prison, while others remember the Berenstain Bears being

spelled with an "e" instead of an "a". It's a real head-scratcher, and it seems like **we're all in the same boat**. We're all trying to make sense of something that doesn't quite add up. It's **like trying to put a square peg in a round hole**, or **trying to catch lightning in a bottle**. We're all trying to figure out what's going on, but it feels **like we're chasing our tails**. **At the end of the day**, the Mandela effect is a mystery that we may never fully understand. It's **like trying to find a needle in a haystack**, or **trying to solve a Rubik's cube blindfolded**. We may never know the truth, but that won't stop us from trying to unravel this enigma.

These idioms make the text expressive.

c) the second idiom is more relevant because it is more actual now.

Ex. 14 c) Paragraph 1 – descriptive (contains a detailed description of features, clothes etc.); Paragraph 2 – narrative (tells the story of Samantha) / Paragraph 2 – linker (one example); Paragraph 1 – no linker.

d) 1) Paragraph 2: The information in sentence 1 can be developed in Paragraph 2. Also, the pronoun 'she' refers to 'Sarah' in Paragraph 2.

2) Paragraph 1: The information in sentence 2 sends us forth, that is why we do not need a linker in the next paragraph.

Ex. 15 a) On the other hand, a lack of imagination can lead to stagnation and complacency. **If** we cannot envision a better future for ourselves, we may become stuck in our current situation and fail to make meaningful progress towards our goals. **This** is especially true in today's fast-paced and ever-changing world, where adaptability and creativity are highly valued qualities.

Therefore, it is important to cultivate our imagination and to use it to our advantage. We can do this by engaging in activities that stimulate our creativity and encourage us to think outside the box. **This** could involve reading books, watching movies, practicing mindfulness, or simply taking time to daydream and let our minds wander.

Ex 15 b) Both paragraphs are persuasive as they contain argumentation and numerous logical connectors (On the other hand, if, this is especially true, therefore, this)

c) Sample answer: **On the one hand**, imagination is closely linked to motivation and goal setting. When we imagine ourselves achieving a particular goal or living a certain kind of life, we are more likely to take action towards making that vision a reality. This is because our imagination provides us with a clear sense of direction and purpose, which in turn gives us the motivation and drive to pursue our goals. The logical connection is achieved by means of the expression *on the one hand*.

Homework

Ex. 1 Lexical and grammatical cohesive means are in bold:

One reason for false memories is the power of suggestion. **If** someone tells you a story or describes an event in a certain way, your brain may fill in the gaps with details that never actually happened. **This is why** eyewitness testimony can be unreliable in court cases - people may genuinely believe they saw something that didn't occur because of how they were questioned or influenced.

Another cause of false memories is the Mandela effect. **This** term refers to a collective misremembering of a particular event or fact. **These** shared false memories can be attributed to a combination of factors, including the human tendency to rely on familiar patterns and associations and – believe it or not – the fact that we all live in an alternate reality!

Finally, false memories can simply be the result of our brains trying to make sense of incomplete or contradictory information. When we encounter something new or unexpected, our brains will often try to fit it into a pre-existing schema or mental model. **This** can lead to errors in perception and memory.

One famous example of this is the legend of King Arthur. Although there is no historical evidence to support his existence, the story of the noble king and his knights has become deeply ingrained in Western culture. It's possible that this is due to a collective desire for heroes and legends, or to the fact that the story fits neatly into certain archetypes and patterns. Whatever the reason, the legend of King Arthur shows how easily false memories can be created and perpetuated.

The missing parts are an introduction and a conclusion because the first sentence shows that false memories were mentioned before. The last paragraph should sum up the main idea.

Below are the samples of introduction and conclusion:

Introduction: *The legend of King Arthur is a prime example of how historical sources can be misleading. Although the story has been passed down for centuries, there is little evidence to support its existence as a real person. In fact, historians have yet to find any concrete proof that King Arthur was a living, breathing human being.*

Conclusion: *As a result, we can learn a great deal from legends and myths, but we must be careful not to take them at face value. By understanding their origins and their significance, we can gain a deeper appreciation for the complexities of history and the role that storytelling plays in shaping our understanding of the past.*

Ex. 2 Cats have always attracted people's attention more than many other animals. **This** fact is reflected in language. **Thus/for example/so**, the idiom 'to let the cat out of the bag' means to reveal a secret or information that was meant to be kept hidden. There are several theories about the origin of this phrase, but the most likely one is related to markets in medieval times. When people went to buy livestock, they would often bring their own bags to take the animals home. Unscrupulous sellers would sometimes try to trick buyers by putting a less valuable animal, such as a cat, into the bag instead of the promised piglet or rabbit. If the buyer opened the bag before getting home, the 'cat would be out of the bag' and the deception would be revealed.

However, some people misinterpret the idiom to mean something completely different. **They** think it refers to a cat jumping out of a bag unexpectedly, which can lead to confusion and chaos. **This** interpretation is not correct and does not reflect the true meaning of the idiom.

Unit 4

Ex. 1

1 - Taylor Swift - American singer; 2 – Elon Musk – American investor and business magnet; 3 - Zendaya - American actress and singer; 4 - Lionel Messi - Argentinian footballer

Ex. 2 a) 1 - B, 2 - C, 3 - A

Ex. 3

1 - C, 2 - A, 3 - B

Ex. 4 a) 1 - B, 2 - G, 3 - D, 4 - J, 5 - F, 6 - K, 7 - A, 8 - E, 9 - L, 10 - H

Ex. 5

A brief retelling of the artist's life – based on the autobiography of Konstantin Korovin, Russian Impressionist artist.

While at school, I made a living by painting the sets for Savva Mamontov's opera house. Mamontov appreciated my vision and gave me creative freedom. Through him, I met Serge Wolkonsky who invited me to work at Maly Theatre not only on the sets but as a costume designer as well.

My colleagues met my theatrical success with petty jealousy which seemed so strange to me since I did not envy anyone, and my friends were entirely devoid of this feeling. With their encouragement, I tried new

ways of expressing myself since my paintings were still misunderstood by the general public. In 1900, I designed the Central Asia section of the Russian Empire pavilion at the Paris World Fair. To my utter amazement, I was awarded the Legion of Honour by the French government. Paris was especially good for me as a painter - I was reassured in my own style by the works of the Impressionists.

Painting was my passion but that's not how I earned an income. I continued to design sets and costumes for the theatre - this job took me all over the world to Italy, France, and even Australia.

Later in life I got a chance to teach at my alma mater - the Moscow School of Painting, Sculpture and Architecture, and I became an Academician of Painting in 1905.

I spent the winter of my life in Paris - the place where I felt most fulfilled artistically.

HOMEWORK

Ex. 1

a) *The beginning of an artist's life – based on the autobiography of Vladimir Etush, Russian actor.*

I was born twice – first on May 6, 1922, and then again a year later, also on May 6. Why, you might ask? My parents gave me one more year, as was the custom at the time, to be better prepared for the draft. So, that's how I came to be.

I was born in Moscow, in a family of regular workers. My father owned a cloth shop and my mother occasionally worked as a cashier but mostly took care of the family. We lived in a large apartment building with noisy, nosy neighbours who loved gathering on the benches outside and chatting about everything and everyone. I loved observing and imitating this colourful collection of characters – this was my first drama school.

I was surrounded by books, I read all the time and loved different genres except plays, funny enough. Through literature I learned a lot about myself – It helped me grow as a person and an artist.

My love of theatre began when I was in 8th grade. I attended our school's drama class with a wonderful teacher, Pavel Svishev. His love of theatre was infectious and I was his most obedient student – he even gave me parts in adult plays of our local amateur group.

During my first year at the Shchukin Institute, the Great Patriotic War began. After doing what I could to protect my hometown and our capital – Moscow, I enlisted in the army and later became deputy chief of intelligence on the Southern Front. My military career ended in 1944 when I was wounded and sent home. That meant I could go back to studying theatre.

Olympiad Challenge 2

Ex 1b)

Jack was a big fish in a small pond. He was the star of his local football team and everyone in town knew him. But when he moved to the city, he realised that he was **just a cuckoo in the nest**. He had to work hard to prove himself and make new friends.

One day, Jack **woke up on the wrong side of the bed** and decided **to take the bull by the horns**. He went to his boss and shared his ideas about a new project. His boss was impressed and **gave him the green light**.

Jack's project was **worth its weight in gold**. It brought in a lot of revenue for the company, and he was promoted to a higher position. But he knew that he had **reached the glass ceiling and there was no room for further advancement**.

Despite his success, Jack was always careful **not to let the cat out of the bag** and he didn't want to **spill the beans**. He also knew that **curiosity killed the cat**. Jack faced many challenges along the way, but he never gave up.

Ex 2a)

When I was 12, I had a dream that was so amazingly beautiful that I was eager to share it with my parents. In my dream, there was a golden castle in the clouds shining like the sun, and snow-white

unicorns merrily flying around. I made an attempt to describe the picture in detail, but it didn't work. The only way was to draw it. But when I tried, I couldn't quite capture the magic of the dream.

One summer day, while walking through a park with my dad, I met an old man with a long beard so white that Santa Claus could envy him. He was busy painting a landscape. The landscape looked very similar to what we could see around us with one exception – there was a unicorn in the background. He noticed me looking at his canvas and asked if I liked to paint. I told him about my dream and how I couldn't seem to get it right. The old painter smiled and said, "I know just what you need."

He took us to his studio and showed us his paintings. They were so vibrant and full of life that I stood in awe. I had a weird feeling that if I touched the canvas, I would find myself inside the magical worlds so wonderfully depicted by this fantastic Santa Claus. Then he showed me a painting of a castle in the clouds with unicorns flying around. It was exactly like my dream! I was amazed and asked him how he did it.

The old painter explained to me that painting is not just about capturing what we see, but also what we feel. With the permission of my father, I took several lessons from him. The painter taught me to use my imagination and to let my feelings guide my brush. He showed me how to mix colours to create different moods and how to use light and shadow to give depth to my paintings.

We spent hours painting together, and I learned so much from him. By the end of my studies, I had painted a beautiful picture of the castle in the clouds with unicorns running around. It wasn't perfect, but it was full of the magic of my dream.

When the summer was over, the old man said he was leaving for the Himalayas in search of inspiration. I was very sad but thanked him for his time and wisdom, and he told me that he was happy to have helped me. He also said that one day we would see each other again and then he would learn something from me. As I walked home, I felt inspired and grateful. I knew that I still had a lot to learn, but I was excited to keep painting and exploring my imagination. Maybe one day, I would be able to capture the magic of my dreams perfectly on canvas.

Unit 5

Ex. 1 There are three animals in the pictures. They are a horned hare, a unicorn, and a firebird.

Ex. 2 a) 1 B 2 A 3 C

Ex. 3 1 B 2A 3B 4B 5B

Ex. 7 1 B 2 C 3 A

Homework

Ex. 1 a) Sample answer: there could be 3 categories: 1 tulip, botanist – both words are connected with flowers, 2 deals, market downtown, speculative bubble – all these expressions are connected with finances, 3 virology, infection – both words are connected with germs, viruses

b) Sample answer: These words and expressions can be the elements of 3 stories (about tulips, about financial markets, and about virology) or at least 2 independent stories, as one story could cover both flower breeding and various plant diseases.

Script:

Dear reader, let me introduce myself. I am Melanie Dot, an avid botanist, a breeder of tulips and a disciple of Carl Clasius who, I am sure, you know very well. He is one of the most famous botanists in the country. If you are not fond of tulips, I promise you will change your mind after you have read my story about these amazing flowers.

People tend to think that tulips – the colourful representatives of the lily family – stem from the Netherlands. The common perception is false. Tulips were brought to the Netherlands from afar.

Tulips first appeared about 10 million years ago in the deserted lands stretching to the bottom of Tien Shan, now the territory of Kazakhstan. From the Kazakh steppes tulips made their way across the world. They began to grow in Persia and Turkey. Turkish breeders started to plant new kinds of tulips under a different name. They used the name *lale*.

In Holland, tulips fell in the hands of a prominent botanist Carl Clasius, also known as Charles de l'Écluse. It happened in the 1590s when his friend, the Austrian ambassador in Turkey, gave him some tulip seeds. Clasius cultivated various kinds of tulips, including multicoloured ones.

By the end of the 16th century, flowers with striped petals were extremely rare in Holland. For the local people, multicoloured tulips were of supreme value. They were as precious as gold and gemstones. In the 1630s, tulip-mania swept Holland. Tulip bulbs and even the letters of ownership confirming that someone owned tulip bulbs were sold at auction. The bulb of *Semper Augustus*, one of the most precious kinds of tulips, cost 3,000 guildens. Back at that time, this amount of money could buy a warship. The artists of that time often satirised people who abandoned their daily routines for the purpose of negotiating risky tulip deals.

In February 1637, euphoria and the state of agitation at the tulip market reached such a point that it eventually resulted in the market meltdown. Some economists regard it as an inevitable downfall of the very first speculative bubble in the world.

Tulips with striped petals were enchantingly beautiful. The most coveted tulips yielded a new generation of bulbs which were not guaranteed to turn into striped flowers. Those who invested in striped tulips took part in a lottery. Sooner or later, this kind of tulips lost its stripes altogether. And it took time before it became clear how tulips acquired their striped petals...

Ex. 4a) they are figurative expressions that make a story eloquent

Unit 6

Ex. 1 a) bat costume – 2, hoverboard – 1, wireless earbuds – 3, time machine – 5, superluminal spacecraft – 4

b) All these objects first appeared in the world of science fiction. The hoverboard was in *Back to the Future*. The bat costume belonged to Batman, a comic book superhero. Ray Bradbury described a pair of wireless earbuds in his novel *Fahrenheit 451*. The spacecraft that can move faster than the speed of light was in *Star Trek*. The time machine also appeared in *Back to the Future*.

Ex. 2 a) Sample answer: these flaws oblige an author to improve the structure and the content of a text. While correcting them, the authors passes through the editing stage of the writing process.

b) The text contains the following mistakes:

1: in Paragraph 1 *Smartphones and microwave ovens can be dangerous, but people are not going to stop using them on the daily basis* – a sentence goes off topic,

3: Paragraph 2 is out of place, it makes sense to place it at the end and thus summarise the previous paragraphs about the attempts to create a hoverboard,

7: The heading doesn't correspond to the text, the more appropriate heading is, for example, *Time to Ride a Hoverboard*.

9: in Paragraph 1 the term *levitation technologies* may be unclear to the readers, it is better to provide an explanation

10: in Paragraph 1 *But who cares about the risks?:* the article is written in a neutral style and by addressing the reader directly, the author switches to an informal style, thus mixing two different writing styles.

Ex. 3a) 1 B 2 C 3 B 4 A

b) The author has highlighted repetitive words as well as expressions that need to be rewritten due to word choice mistakes

c) **Sample answers:** 1 space rockets; 2 velocity; 3 the scientific community; 4 heavily 5 challenges

Ex. 4 1 failed to achieve 2 1973 3 200-horsepower 4 fiberglass 5 environmentally friendly

Script:

The Delorean car featured in the movie *Back to the Future* directed by Robert Zemeckis and Bob Gale left a lasting impression on the audience. Despite its potential to become a highly popular car in the United States, surpassing famous brands like Ford and Chevrolet, it failed to achieve widespread success in the real world.

In 1973, John Zachariah Delorean resigned from his post as vice president of General Motors in order to create an “ethical sports car” that prioritised safety, durability, and affordability. To achieve this, he enlisted top professionals to design his dream car. The prototype was envisioned to have unique gull-wing doors, the ability to accelerate to 100 km/h in less than 9 seconds, and a 200-horsepower engine.

The car’s body, bumpers, and certain body parts were made from fiberglass for its durability and resistance, while stainless steel was chosen for the car’s panels due to its exceptional anti-corrosion properties. By utilising these materials, the designers aimed to create a vehicle that was environmentally friendly and didn’t need to be replaced every decade.

Ex. 5 Sample answer: the expression “the government of one country” is a tautology. It is enough to say either “country” or “government”. Also, the word “government” is used several times in one paragraph, so using “country” and “government” interchangeably fixes this problem.

The expression “illiterate workers” refers to the people who are unable to read or write but in this case their literacy is not considered. A worker can be illiterate while working on the production line as such a repetitive job does not require reading or writing. It is better to say “incompetent workers”.

Cars are not collected, they are assembled. That is why the word “assembly” fits best here.

The verb “worship” is too strong, it is better to say “admired”.

Homework

Ex. 1

	Grammar	Word Choice	Sentence Structure
The discovery of the warming effect of microwaves was an accident , made by American physicist Percy Spencer while he was working for the Raytheon Company.	V	V	
There are different versions of how the discovery happened, but one version states that Spencer left a sandwich on an apparatus emitting hyper frequency waves and found it half-warmed when he returned.			V
Another version mentions a chocolate bar that melted in Spencer's pocket while he was conducting an experiment.	V	V	
Regardless, the discovery was made.	V		
In 1945, Spencer obtained legal rights to use microwaves for cooking.			V
Two years later, Raytheon introduced microwave appliances to hospitals and military canteens.		V	
In 1962, the Japanese company Sharp released their first microwave oven for the mass market.			V
Although it didn't initially gain much popularity , engineers continued to refine and improve the appliance.	V	V	
In 1966, Sharp Corporation introduced a microwave with a built-in turntable.		V	
In 1979, for the first time, a microwave oven had a microprocessor, allowing for more precise and intelligent control.	V		

Ex. 2 a) 1) Some of the ideas are not explained in plain English so they are not comprehensible for school children
 2) the size of the text is not correct – the author was asked to write no more than 400 words

c) launches (Paragraph A), rechargeable (Paragraph C), deletes (Paragraph F).

Ex. 3 b) nothing to do; equipped with; no answer; switchers.

Olympiad Challenge 3

Ex. 1b) 1 Not Given 2 False 3 True 4 False 5 False

Ex. 2 1 walking and cycling 2 walkable neighborhoods 3 decentralise (decentralize) 4 individual characteristics 5 nutritional science

Script:

Modern urban areas are usually characterised by the extreme pressures of overpopulation, limited resources, and the increasing impact of climate change. In many parts of the world, city residents struggle to survive in a rather unhealthy urban environment. The question of how life in cities will and should change in the future is actively discussed in society. Urban planners are talking about the dominant trends that are going to shape a comfortable urban life.

The first trend highlights the importance of green planning in cities. This includes planting trees in order to reduce air pollution and increase the natural resilience of the environment. *Green planning also involves the creation of walking and cycling paths* so that city dwellers could easily incorporate physical activity into their daily routine. The Tree Town Plan in Sierra Leone is a good example of how green planning could be done in a densely populated city. The plan includes planting one million trees in the span of three years. This is expected to reduce soil erosion and increase the city's greenery by 50 percent.

The second trend defining the city of the future is a smart healthcare ecosystem. This is the system which, apart from diagnosing and treating diseases, maintains the people's well-being through personalised healthcare. It includes early intervention and prevention of diseases by means of digital technologies and scientific advances. Creating such a system requires investing in data privacy and security. Chicago is one of the cities that pioneered this trend a few years ago. *For example, instead of only treating diabetes, the local healthcare professionals try to prevent the disease by making healthy food more accessible and creating more walkable neighborhoods.*

The third trend is the creation of cities with amenities and services located within a 15-minute walk or bike ride for any resident. The 15-minute City Concept is a sort of a decentralised urban model in which each area contains all the basic facilities for living and working. While this approach may not be fully applicable everywhere, some cities, like *Paris, are already implementing the Quarter-Hour City Programme. The initiative aims to prioritise pedestrians and cyclists, and decentralise the city.*

The fourth trend is smart and environmentally friendly buildings and infrastructure. Buildings in the city of the future are supposed to be designed from earth-friendly materials which means that they will be energy-, water-, and resource-efficient. Buildings may be covered with vertical and rooftop gardens. Information technologies can be utilised to *provide a tailored approach to heating and maintenance depending on the individual characteristics of each construction in the city.*

The city of the future is going to be covered with vegetation grown without soil. At its centre there will be a spacious park and a square for the local community gatherings. To reduce air pollution there will be an underground road for the transportation of goods. *The production of food in the city will be based on the latest achievements in nutritional science so food will be healthy, delicious, and personalised.* Developing technologies will eventually help improve people's quality of life and solve social problems.