

**2<sup>nd</sup> PART OF TASKS FOR THE FOREIGN STUDENTS**  
**(THE FIRST YEAR OF STUDYING)**  
**FOR THE PERIOD OF QUARANTINE**

**TASK 1**

Read the text below.

For questions (6—10) choose the correct answer (A, B, C, or D).

**HOW DO WE KNOW THAT ELEPHANTS NEVER FORGET?**

Elephants would be excellent in the business world. Working elephants in Myanmar have been shown to remember verbal commands, other animals, and people. Considering the way they store memories of their interactions, elephants appear biologically disposed to networking. An elephant never draws a blank, leading to the famous saying: "An elephant never forgets." Studies have revealed that as an elephant ages, its memory improves. When approached by an outsider, a matriarch often signals to the rest of the herd whether the stranger is a friend or a foe. She rises her personal experiences, as well as her sense of smell and contact cues, to protect her brood from rogue and possibly violent dull elephants. The matriarch passes her knowledge on to other members of her herd. (This was determined from a study of twenty-one elephant families during a seven-year period in Kenya.)

The same survival instinct comes into play when an elephant smells a member of a familiar group that is known to kill elephants. When an elephant catches a whiff of one of these hunters, it will race for safety. If the elephant smells a member of a group that is known not to kill elephants, it will continue grazing in the area. The elephant remembers scents, and it can differentiate between one that means danger and one that doesn't.

The saying itself is likely an alteration of an old Greek proverb: "A camel never forgets an injury." Camels were swapped out for elephants early in the twentieth century, after intelligence and an impressive capacity for recall were observed in the latter. It has become common to say someone has an "elephantine" memory — which is much more acceptable than saying that someone has an elephantine body.

**For questions (6—10) choose the correct answer (A, B, C, or D).**

6. Which of the following is **NOT** stated about a matriarch in paragraph 1?
- A She recognizes enemies.
  - B She teaches other elephants.
  - C She has perfect sense of smell.
  - D She fights with bull elephants.
7. What is described in *paragraph 2*?
- A How an elephant kills its enemies.
  - B How an elephant lives in the herd.
  - C How an elephant feels danger.
  - D How an elephant hunts.
8. The studies about elephants' intelligence date back to .....
- A the matriarch epoch
  - B the 20<sup>th</sup> century
  - C the Greek time
  - D this century
9. Why was the word "**camel**" exchanged in the saying?
- A Studies showed camels weren't able to remember injury.
  - B Elephants were excellent in business world.
  - C Studies proved that elephants were clever.
  - D Camels became fewer in number.
10. What does "**elephantine**" memory mean?
- A You memorize all details.
  - B You have a bad memory.
  - C You forget injustice.
  - D You have big brain.

## **TASK 2**

**Read the texts below.**

**Match choices (A—H) to (11—16).**

**There are two choices you don't need to use.**

### **11. .... EGYPT**

In the heat of Egypt, noblemen and women clipped their hair close to the head. But for ceremonial occasions heavy, curly black wigs were donned. Women's wigs were often long and braided, adorned with gold ornaments or ivory hairpins. Men's faces were generally clean-shaved, but stiff false beards were sometimes worn.

### **12. .... ROME**

In Rome the tendency was to follow Greek styles. The upper classes would use curling irons and favored the gold powdered look of the Greeks. Women often dyed their hair blonde or wore wigs made from hair of captive civilization slaves. Later, hairstyles became more ornate with hair curled tight and piled high on the head often shaped around wire frames. Hairdressing became popular and the upper classes were attended to by slaves or visited public barber shops.

### **13. .... THE EAST**

Amongst the Muslim community the hair was traditionally concealed in public. Men wore a turban or fez and women's hair was hidden under the traditional veil. Both men and women visited the local public baths for grooming where the men's head and face were shaved and women's long hair was given a henna rinse.

### **14. .... CHINA**

Unmarried Chinese girls' hair was usually worn long and braided whilst women combed the hair back from the face and wound into a knot at the nape. The Manchu regime of the time dictated that men shaved the front of the head and wore the back hair long and braided, tied with black silk.

## **15. .... AFRICA**

Due to the many tribal customs African hairstyles were many and varied and usually signified status. Masai warriors tied the front hair into sections of tiny braids whilst the back hair was allowed to grow to waist length. Many tribes dyed the hair with red earth and grease - some even stiffened it with animal dung. Other tribes such as the Miango took a more simple approach, covering their long ponytails with a headscarf and adorning with leaves.

## **16. .... THE WESTERN WORLD**

In the 15<sup>th</sup> century - The Renaissance period - the ladies of the upper classes really took 'plucking' to its limit! If you think tweezing the odd eyebrow here and there is painful, imagine yourself plucking the entire front hairline away to give the appearance of a higher forehead! The rest of the hair was tightly scraped back to show off the elaborate headdresses of the day. This was a practice common in Europe.

### **Where .....**

- A** wasn't hair generally shown?
- B** was hair done around a carcass?
- C** did it hurt to do women's hair?
- D** did both sexes wear their hair very short?
- E** were wigs and chignons invented?
- F** did the first hairdresser's appear?
- G** were people's hairstyles most diverse?
- H** did women's hairstyles depend on the marital status?

### TASK 3

Read the text below.

Choose from (A—H) the one, which best fits each space (17—22). There are two choices you do not need to use.

#### *WHY DO CARS IN SOME COUNTRIES DRIVE ON THE LEFT SIDE OF THE ROAD, AND IN OTHERS ON THE RIGHT?*

The custom of driving on the left or right side of the road varies from country to country, and (17) ..... . During the 1700s, in England, horsedrawn coaches were (18) ..... . British coachmen used to sit on a seat on the right side of the carriage. If (19) ..... , the coachman's whip would have hit pedestrians strolling along the adjacent sidewalk. By keeping to the left, (20) ..... and the pedestrians were safe. The coach drivers could just as easily have sat on the left side and driven on the right, but that is not the way it turned out.

Cars in France, England's neighbor, drive on the right side of the road for (21) ..... . Eighteenth-century French coachmen rode on the left side of the pair of pulling horses, and drove on the left side of the road. This caused (22) ..... . They were subsequently ordered to stay to the right to protect pedestrians. It makes practically no difference today which side of the road is driven on, as long as everyone uses the same side!

- A the coachman had room to use his whip
- B the coach traveled down the right side of the road
- C the horses to pull to the left and up onto the sidewalk
- D this was not a major accident at that time
- E its origins predate the invention of the automobile
- F the true story which happened in the 19<sup>th</sup> century
- G the main mode of transportation for urban dwellers
- H reasons also related to the horse and buggy

## **TASK 4.WRITING.**

*Write a letter of at least 100 words for each task. Do not write your own name, any dates, addresses or other personal information. Start your letter in an appropriate way.*

**1.** Imagine you are an English student, Jane, living and studying in Ukraine. Write an email (at least 100 words) from Jane to her friend in England, describing some of the differences she has notice:

- people (friendlier/not as friendly, better/worse sense of humour, etc.);
- interaction between people (more/less reserved, more/less formal, etc.);
- studying (more/less relaxed, more/fewer holidays, shorter/longer hours, etc.);
- the food (spicier, less/more vegetarian options, tastier, etc.);
- the climate (hotter/colder, wetter/drier, etc.)

**2.** You have called your friend and found out that he/she caught a cold. Write an e-mail letter to your friend according to the plan below:

- greeting; some words about the purpose of your writing.
- express your sympathy and ask your friend when he/she caught a cold.
- ask whether the doctor has examined him/her; what medicines he/she is taking.

- give him/her advice what to do until he/she is well; closing remarks; your signature.

Write a letter of at least 100 words.

**3.** Use the plan below to write a for-and-against essay (at least 100 words) about advantages and disadvantages of social networking.

Use the plan below:

- State the topic.
- Define points for social networking.
- Define points against social networking.
- Sum up the advantages and disadvantages of social networking.

**4.** Imagine you have got a letter from an English-speaking friend who asks you what young people in your country usually do in their spare time. Write a reply to him/her using the plan below:

- greeting; what young people in Ukraine are usually interested in.
- if their interests are different from the hobbies of the young people of the 20th century; if boys/girls have the same or different interests.
- what clubs young people attend; what books they read; what music they listen to; what films they watch.
- if young people care about the environment/politics/social problems; closing remarks; your signature.

Write a letter of at least 100 words. Do not write any dates or addresses.

**5.** Imagine you are spending a week's holiday at an activity camp. Write a letter to your friend using the paragraph plan below:

- greeting; how long you are staying there; weather conditions and food.
- what you are doing there; which of the activities you like and which ones you don't like very much.
- how you feel about the camp and whether you could recommend it; closing remarks.

Write a letter of at least 100 words. Do not write any dates or addresses.

**6.** Imagine you visited a place in your country, which you really liked. Write a letter to your friend about it using the paragraph plan below:

- greeting; some words about where the place is situated and why you went there.
- further details about the place; weather conditions.
- what you saw and what you did there.
- how you feel about the place and whether you recommend to visit it or not; closing remarks.

Write a letter of at least 100 words. Do not write any dates or addresses.