

**Міністерство освіти і науки України  
Рівненський державний гуманітарний університет  
Рівненський інститут ВМУРЛ «Україна»**



**Методичні рекомендації для підготовки здобувачів 4 курсу  
першого бакалаврського рівня вищої освіти  
до складання ЄВІ з англійської мови**

**Рівне - 2025**

Методичні рекомендації для підготовки здобувачів 4 курсу першого бакалаврського рівня вищої освіти до складання ЄВІ з англійської мови / уклад. С.К Романюк, Л.В. Денисюк, Н.Р. Данілова, В.М. Трофімчук., І.В. Краля, Л.А. Паніна, О.М. Лютко. – Р.: Рівненський інститут ВМУРЛ «Україна», 2025. – 142 с.

Затверджено на засіданні кафедри психології, соціальної роботи та гуманітарних дисциплін Рівненського інституту ВМУРЛ «Україна», Протокол № 6 від “ 7 ” березня 2025 року.

Схвалено вченою радою Рівненського інституту ВМУРЛ «Україна»,  
Протокол № 3 від “31” березня 2025 року.

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Методичні рекомендації містять практичний матеріал для підготовки здобувачів 4 курсу першого бакалаврського рівня вищої освіти до Єдиного вступного іспиту з англійської мови до магістратури: тести у форматі ЄВІ різних типів, лексичні та граматичні завдання, у додатках зібрано матеріал, потрібний для виконання тестових завдань на знання виразів з прийменниками, неправильних дієслів, вставних слів та з'єднувальних елементів у реченні.

Формат, тематика та послідовність матеріалу сприяють формуванню вмінь та навичок, які необхідні для успішного виконання екзаменаційних завдань.

Посібник складається з передмови, комплексу тестових завдань, тренувальних прав, додатків та списку рекомендованої літератури.

Для здобувачів та викладачів закладів вищої освіти.

## ПЕРЕДМОВА

Єдиний вступний іспит (ЄВІ) – форма вступного випробування з іноземної (англійської) мови для вступу на навчання для здобуття другого ступеня магістра на основі здобутого першого ступеня вищої освіти бакалавра, магістра (освітньо-кваліфікаційного рівня спеціаліста), яка передбачає використання організаційно-технологічних процесів здійснення ЗНО.

Метою методичного посібника є допомогти кандидатам підготуватися до складання ЄВІ з англійської мови. Тут представлені тренувальні вправи і тести повністю відповідають програмі ЄВІ та дають можливість якісно підготуватися до його складання.

Запропоновані методичні рекомендації щодо виконання кожного типу завдань допомагають сконцентрувати увагу на специфічних особливостях тестів, визначитися зі стратегіями роботи з ними та відтренувати уміння й навички, що полегшать розуміння змісту завдань і забезпечать правильність їх виконання.

Перший розділ посібника утворюють тексти та тестові завдання до них, основною метою яких є перевірити уміння читати англомовний матеріал у різних режимах, а саме:

1) на розуміння основної думки висловлювання, детальне розуміння тексту, пошук специфічної інформації, аналіз структури тексту та логічних зв'язків між його частинами на виявлення рівня сформованості мовленнєвих і мовних граматичних і лексичних компетентностей. Підібраний автентичний текстовий матеріал відображає особистісну, публічну та освітню сфери спілкування, містить різноманітні граматичні структури, лексичний інвентар рівнів B1+, B2 та C1. Використані завдання повністю відповідають вимогам ЄВІ з англійської мови. Крім того, щоб надати можливість кандидатам якомога краще відтренувати навички роботи з текстом і пошуку правильних відповідей до тестів та довести їх до автоматизму, авторським колективом було збільшено кількість тестів до окремих завдань на читання.

Другий розділ посібника складається з прикладів англійського словотвору та відповідних тренувальних вправ до них. Актуальність виділення такого типу завдань у посібнику полягає в тому, що кандидати повинні вміти визначати частину мови слова у завданнях на заповнення пропусків з розділу ЄВІ «Використання мови». Такий вид роботи дає можливість як підвищити словниковий запас кандидатів, так і удосконалити уміння розрізняти способи утворення спільнокореневих слів, узагальнити значення застосованих у процесі словотворення префіксів та суфіксів.

У третьому розділі підібрано найбільш вживані фразові дієслова, подано їх тлумачення англійською мовою та вправи для використання цих фразових дієслів у контексті.

У четвертому розділі запропоновано огляд основних аспектів автоматичної тренінгової системи, присвячених удосконалению таких тем, як часи дієслова, умовні способи, артиклі, модальні дієслова, прийменники. Студенти зможуть виконати згенеровані системою вправи, автоматично їх перевірити та отримати коментарі із граматичних та лексичних довідників у разі виявлення помилок. Особливістю автоматичної тренінгової системи є оглядові блоки граматичних та лексичних правил, необхідних для виконання вправ. Використання цієї системи при підготовці до ЄВІ дає змогу підібрати індивідуальний для кожного студента набір вправ та контролювати успішність при переході на новий рівень володіння англійською мовою.

У додатках зібрано матеріал, потрібний для виконання тестових завдань на знання виразів з прийменниками, неправильних дієслів, вставних слів та з'єднувальних елементів у реченні.

Посібник складається з передмови, комплексу тестових завдань, додатків та списку рекомендованої літератури.

Для студентів закладів вищої освіти, викладачів та широкого читацького загалу.

## РОЗДІЛ 1. ТЕСТОВІ ЗАВДАННЯ

### ЧАСТИНА 1. РОЗУМІННЯ ПРОЧИТАНОГО

#### ЗАВДАННЯ 1

Читання для пошуку головної думки в тексті  
(зіставлення заголовків з абзацами)

1. *Поради:*
2. *Уважно прочитайте інструкцію до тесту, щоб зрозуміти, що потрібно робити в цьому типі тесту.*
3. *Прочитайте заголовок і здогадайтеся про його зміст.*
4. *Прочитайте варіанти А-Н, щоб зрозуміти, які основні ідеї слід шукати в текстах. Визначте ключові слова у варіантах.*
5. *Попрацюйте з текстами:*
6. *Прочитайте перший рядок тексту 1.*
7. *Знайдіть схожу ідею в інших варіантах.*
8. *Перегляньте решту тексту, щоб перевірити, чи правильно ви визначили головну ідею.*
9. *Якщо ви бачите в тексті нову лексику, з'ясуйте, що вона означає, виходячи з контексту.*
10. *Поверніться до варіантів, щоб вибрати найкращий.*
11. *Зробіть те саме з іншими текстами.*
12. *Пам'ятайте, що три варіанти є додатковими.*
13. *Остерігайтеся відволікаючих чинників. Слова, використані у варіантах, відрізнятимуться від слів, використаних у тексті для вираження тієї самої ідеї або факту.*

#### Text 1

Read the texts below. Match choices (A-H) to (1-5). There are three choices you do not need to use. Write your answers on the separate answer sheet.

#### How to Get Motivated to Study

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1.

This could be a library, a cafe, a room in your house, or anywhere else that is free from excess noise and interruptions. Avoid places where you're likely to run into your friends.

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2.

Make sure you have all the pens, pencils, paper, and highlighters you need. You don't want to interrupt your study time to get more. People are more productive when they're hydrated. Small snacks like peanuts or fruit will help keep you energized.

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3.

Little things like having to pull up your trousers can eat away at your concentration. Wear clothes that are familiar, fit loosely, and don't constrict you. If you have long hair, tie it back so that it doesn't fall into your eyes.

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4.

You do not want to be taking calls from friends and family members when you're trying to study. Let them know in advance that you need time to study, if you think they'll be concerned. Better yet, just keep it somewhere out of view so you won't be tempted to use it

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5.

Think in specific, achievable goals instead of vague generalities. Instead of telling yourself, “I have to get good at maths,” think of a specific goal such as, “I will learn how to graph a quadratic equation.” Achieving this goal will make you feel accomplished at the end of your study session.

- A Put your cell phone on silent
- B Make a study schedule
- C Find a quiet space with few distractions
- D Switch off the music
- E Dress comfortably
- F Think of rewarding yourself
- G Set yourself concrete aims
- H Stock up on study and food supplies

## Text 2

**Read the texts below. Match choices (A-H) to (1-5). There are three choices you do not need to use. Write your answers on the separate answer sheet.**

### Some Tips for Teens to Succeed in an Interview

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1.

Don't just show up for the interview. The more information you have learnt in advance, the better impression you will make on the interviewer. Take the time to get working papers (if you need them) and references, before you start looking for a job.

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2.

It's essential to have good manners being interviewed. Shake your interviewer's hand. Don't sit until you are invited to. Don't slouch in your chair. Doesn't use slang or swear. Be positive, and professional throughout the interview.

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3.

Know what days and hours you are available to work. The employer will ask. Flexibility is definitely an asset, because the more time you are available, the easier it is for the employer to organize your work. Also know how you are going to get to and from work, if you don't drive.

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4.

Arrive at the interview site a few minutes early. If you're not sure where to go, get directions ahead of time. If you don't have a driver's license, make sure you have a ride.

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5.

If your mom or dad brings you for an interview, don't bring them into the interview room with you. Go by yourself. It's important that you speak for yourself and connect with the interviewer, without someone else's assistance.

- A Be Polite
- B Be Punctual
- C Be Prepared
- D Go on Your Own

- E** Dress Appropriately
- F** Know Your Schedule
- G** Prepare Your Questions
- H** Consult Your Parents

### Text 3

**Read the texts below. Match choices (A-H) to (1-5). There are three choices you do not need to use. Write your answers on the separate answer sheet.**

#### Top Five Study Tips

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1.

Make sure you have all the materials you need at hand before you start studying. Getting up to look for a pencil sharpener or ruler will break your concentration and waste your time.

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2.

Think about what it will mean for you if you do well in your studies. How will it make you feel? If you keep the end result in mind it will help you succeed in studying. You might like to find an image or something that represents success for you and put it somewhere you can see it while you're studying.

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3.

Use a calendar or a list of dates or a wall planner to keep track of exam dates and assignment due dates. Space out your study time each week for the whole term/semester – don't try to cram it all in the night before! Do the hardest work when you're feeling your best. Save the easy stuff for when you're tired. Set yourself a time limit for each task and follow it.

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4.

You study better when you're feeling good. So make sure you eat well and get enough sleep. Exercise is great but don't overdo it. It's also a good idea to schedule regular breaks when you're studying and keep hydrated. If you follow these steps you will study better.

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5.

Taking detailed notes in class or at home will save you a lot of time later. Re-writing and adding to your notes is a great way to revise what you've learned.

- A** Take care of yourself
- B** Organize your working space
- C** Get creative
- D** Clear your mind
- E** Write down and review
- F** Plan your time
- G** Socialize and relax
- H** Get motivate

### Text 4

**Read the texts below. Match choices (A-H) to (1-5). There are three choices you do not need to use. Write your answers on the separate answer sheet.**

**Central European University**

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1.

Central European University (CEU) is looking to attract students with a sense of social responsibility who are dedicated to contributing to the public good, who are transnationally-inclined, and who have the potential to work for open and democratic societies. They must in addition possess the highest academic achievements and have the potential for intellectual development. Another of the main characteristics of CEU student body is the lack of a dominant national culture. Students are admitted on the basis of merit, without any specific country quotas or preferences.

2.

CEU encourages and supports a lively university atmosphere and a sense of community that extends beyond the classroom. As the majority of students come to CEU as international students, the university seeks to build upon the multicultural diversity of its constituents and to enrich the overall student experience. Student activities at CEU are organized directly by the students, by their academic departments or by the Student Life Office of Student Services. Some activities support specific interests, talents and academic pursuits, while others are open to the entire university community and bring together students, faculty and staff.

3.

The CEU Residence and Conference Centre is a modern residence complex located in District of Budapest. It provides air-conditioned single rooms for up to 180 students; each room is equipped with a personal computer and a private bathroom. The dormitory is run as a hotel type service and students can find many other services such as a small shop for various personal articles, a cafeteria, a restaurant and a pub. There is a sports centre with a swimming pool and a fitness room, basketball and tennis courts. On every floor there is a quiet lounge with a coffee machine, a microwave oven and a refrigerator. Cooking or keeping food in rooms is not permitted.

4.

With over 250000 documents in various formats, the CEU Library holds the largest collection of English-language materials in the social sciences and the humanities in Central and Eastern Europe. New materials are constantly acquired, particularly within disciplines of CEU academic departments and programs. Recently published English language monographs and serials in economics, environmental policy and sciences, history, international relations and European studies, law, and political science can be found in the collection: many are unique to the region. The basic literature of specialized fields such as gender studies or nationalism is also richly represented.

5.

CEU maintains an internal academic data network. Course registration and grading are computerized, and students are responsible for conducting all necessary procedures in connection with registration. This continually developing service integrates most of the administrative functions students have to deal with during their stay at CEU.

- A** Information System
- B** Food Services
- C** Student Profile
- D** Admission Instructions
- E** Information Resources
- F** Housing and Facilities
- G** Extracurricular Activities
- H** Student Orientation

## Text 5

Read the texts below. Match choices (A-H) to (1-5). There are three choices you do not need to use. Write your answers on the separate answer sheet.

### Some Psychological Tricks to Make People like You Immediately

*Most friendships develop so naturally that you don't even realize how or when they started. Sometimes, though, you want to make an effort to befriend a new acquaintance or become a better friend to existing pals. Read on to find out how to develop better relationships faster.*

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1.

This strategy is called mirroring, and involves mimicking the other person's behaviour. In 1999, New York University researchers documented the "chameleon effect", which occurs when people unconsciously mimic each other's behaviour, and this facilitates liking. The psychological experiments showed that the participants were more likely to say that they liked their partner when their partner had mimicked their behaviour.

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2.

People tend to like things that are familiar to them. It was discovered that college students who lived closer together were more likely to be friends than students who lived farther apart. This could be because students who live close by can experience more day-to-day interactions with each other. Under certain circumstances, those interactions can develop into friendships. Even if you don't live near your friends, try sticking to a steady routine with them, such as going out for coffee every week or taking a class together.

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3.

People will associate the adjectives you use to describe other people with your personality. According to Gretchen Rubin, "whatever you say about other people influences how people see you." If you describe someone else as genuine and kind, people will also associate you with those qualities. The reverse is also true: if you are constantly trashing people behind their backs, your friends will start to associate the negative qualities with you as well.

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4.

People are more attracted to those who are similar to them. This is known as the similarity-attraction effect. In his experiment, Theodore Newcomb measured his subject attitudes on controversial topics and then put them in a university-owned house to live together. By the end of their stay, the subjects liked their housemates more when they had similar attitudes about the topics that were measured. If you hope to get friendly with someone, try to find a point of similarity between you two and highlight it.

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5.

Self-disclosure may be one of the best relationship-building techniques. You can try this technique on your own as you're getting to know someone. For example, you can build up from asking them about their last trip to the movies to learning about the people who mean the most to them in life. When you learn personal information about another person, they are likely to feel closer to you and want to confide in you in the future.

- A Expect good things from people
- B Encourage people to talk about themselves
- C Spend more time together with others
- D Emphasize the shared values
- E Compliment other people



- F** Always be in a good mood
- G** Tell people your secrets
- H** Imitate other people

## Text 6

**Read the texts below. Match choices (A-H) to (1-5). There are three choices you do not need to use. Write your answers on the separate answer sheet.**

### Some Rules for Learning at Any Age

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1.

No matter how good you think you are at doing several tasks at the same time, you aren't. Enough studies have shown that if you're doing more than one thing at a time, especially when it comes to learning, your speed and attention drops off. It's better to spend 20 uninterrupted minutes a day on the topic you've decided to master than an hour of distracted learning.

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2.

If you're picking up a new language, learning or relearning to play an instrument, or starting to paint, you probably already realise that you will have to put in the time. There is just no way around it; those who are the best at a given subject are those who work on it most. You may have heard of the 10,000 hours theory from Malcolm Gladwell's book *Outliers* that it takes that much time to become expert at anything.

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3.

If it's difficult to do something (even maddening at times), you're more likely to really remember it. Learning what's easy is like writing in sand, here today and gone tomorrow. When you're stuck on a difficult passage that doesn't seem to make sense, or when you keep making mistakes solving a problem – this is when the most valuable learning is happening.

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4.

Most people think that learning in their preferred way is better. Some like to read things, auditory learners like to hear information aloud, while visual learners like images, graphs and live-action descriptions. But just because it's easier to learn in a certain style doesn't mean it's really better. You learn better when you don't limit instruction or experience to the style you're used to.

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5.

Failures occur in any business, learning attempt or project. Every successful person has gone through this part of the process, sometimes multiple times. When you don't feel like you're getting anywhere, you often feel depressed. Many people give up at this stage. You must keep going to achieve your goals. Just keep going and you're sure to succeed.

- A** Don't get discouraged
- B** Don't multitask
- C** Keep regular hours for learning
- D** Don't be afraid to ask for help
- E** Don't delay doing your work
- F** Be ready to practice a lot
- G** Choose hard things to learn
- H** Try various learning methods

## Text 7

Read the texts below. Match choices (A-H) to (1-5). There are three choices you do not need to use. Write your answers on the separate answer sheet.

### Time is on Your Side

*Ask any high school student what the biggest challenge is, and chances are it'll have something to do with time management. Here are some ways to help you build time management into your work habits.*

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1.

Look ahead and set a schedule for yourself so that you always have time to be productive. Planners are the best things for any student. If you stay up-to-date with your homework, clubs, organizations, sports and jobs, there's no way you'll miss out an activity or forget an assignment. It's a good idea to update your planner after every class or meeting so you'll be 100 % sure of deadlines, projects and meetings that are approaching in the future.

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2.

For many students, checking social media favourites like Facebook and Twitter has become a reflexive habit. Just keep reminding yourself that you don't need to check these sites every time you use the computer for school or work. It may seem harmless to go through your networks quickly just to get that feeling of obligation out of the way, but it's easy to get sucked into a time warp this way. Remember Facebook isn't conducive to getting work done, as much as we all wish it were.

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3.

You have to be really sure of what it is that you want to get done. If you have homework in several classes, various ongoing projects already assigned, and tests to study for, you're likely to stay more overwhelmed than focused. This is why it's important to know what thing you need to do right now. You can only really focus on one thing at a time, so decide on some realistic tasks before setting out to tackle any business.

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4.

Make sure your schedule includes short periods to recharge and have some fun with friends. You might decide to gift yourself a tasty treat or to give yourself a break after making good progress. If you're a social media junkie, you could even allow yourself to explore Facebook guilt-free after getting some work done. You'll feel less overwhelmed if you have incentives to keep you going bit by bit.

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5.

If you're having trouble keeping up, don't be afraid to discuss it with your parents or friends. If you feel yourself floundering in a sea of information, talk to your teachers. They will answer your questions and recommend resources available to you. Don't necessarily expect any special treatment, but if you show that you're making an effort, they might just be willing to help.

- A Don't burn daylight
- B Don't keep late hours
- C Set achievable goals
- D Limit your social networking

- E Reward yourself to keep motivated
- F Keep your living space organized
- G Ask for assistance
- H Write everything down

## Text 8

Read the following text about summer jobs. Match the headings (A-H) with the paragraphs (1-6). There are two extra headings that you do not need to use. Write your answers on the separate answer sheet.

### SUMMER JOBS

*If you want a job this summer, it isn't hard to find one. There are plenty of employers willing to pay a decent salary to young people who are not afraid of a hard day's work.*

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1.

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For example, *Star Summer Camps*, based in the South-West of England, are looking for the activity instructors to work with children aged 5-15. "The money is not bad – from \$220 to \$260 per week." It's ideal for outgoing, reliable people who enjoy working with children. Candidates with musical or sports ability are preferred, but all applications are welcome.

---

2.

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Can you see yourself as Mary Poppins? Want to work as a nanny? Well, there is a vacancy for a child career with a prestigious family in the Channel Islands from May to September. The work involves looking after three pre-school children. Suitable qualifications, experience and good references are essential. It pays \$180 per week plus full board and travel expenses.

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3.

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Have you ever given money to a charity? Of course you have. Well, *Time 2 Give* need highly motivated, energetic, professional people to raise money for good causes. There are both permanent and short term vacancies available all over the country, and good workers can earn over \$400 a week! After a paid training period you would be responsible for working in a term to persuade people to give to charities.

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4.

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If you prefer physical work, *Gowrie Farms* in the North-East of Scotland require hard-working fruit pickers for the summer. They provide medical insurance, holiday pay and accommodation and the wages range from \$5 to \$8 per hour.

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5.

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Edinburgh has thousands of visitors every summer, and *Travotel Hotels* are offering \$535 per month plus full board for a Hotel Reception Assistant. It's a temporary summer contract, ideal for a student. The duties include answering the phone, helping customers, assisting the senior receptionist and any other odd jobs. The hotel is open 24 hours, so you may be asked to work shifts and overtime is also available.

---

6.

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How about working in a restaurant? *Eatwell Restaurants* are recruiting part-time staff to serve and clear tables in its central London branches. Applicants must be at least 18 years of age and a neat and tidy appearance is essential. The posts are all in Central London and the pay is \$7.25 per hour.

To apply any of the jobs above visit our website.

- A A bit of everything
- B Capital job
- C Entertain us
- D For artistic people
- E Get people to help
- F Mummy wanted
- G Strawberry fields
- H Work in sales

### Text 9

**Read the text below. Match the headings (A-H) with the paragraphs (1-6). There are two extra headings that you do not need to use. Write your answers on the separate answer sheet.**

#### NEW SCIENCE INVESTIGATIONS

1.

A short nap after lunch may reduce your chances of suffering a heart attack in a medical study in Greece, people who took a half-hour siesta at least three times a week were thirty-seven per cent less likely to die from heart-related illnesses. For working men, the result was even more dramatic: a sixty-four per cent reduction. The explanation could be that siestas reduce stress, one of the most common causes of heart disease.

2.

There is a new treatment for skin conditions: a hot bath with hundreds of tiny toothless fish. "Doctor Fish" from Turkey eats dead and diseased cells, treating the symptoms of various illnesses of the skin. It does not hurt and the only side-effects may be some slight bleeding. Unfortunately, it is not a permanent cure. The results last only a few months.

3.

A study into the effects of hugging has shown that hugs lower blood pressure, reduce the risk of heart disease, and generally improve your health. People in loving relationships benefit more from hugs. And women benefit more than men. During the study, thirty-eight American couples had to talk about a happy time, watch a romantic movie, and hug for twenty seconds.

4.

Childhood obesity is a growing problem in the UK. In response to this, the British Government is to give 45,000 free pedometers to thousands of overweight children to help them become fitter. It is hoped the pedometers, which count the steps you take, will encourage the children to take more exercise and lose weight. In trials, the average number of steps taken by children rose from 8,355 to 13,939 per day.

5.

A new drug that turns on a gene which burns body fat could lead to a new medicine that imitates physical exercise, allowing you to become thinner without effort. Mice on the drug lost weight even though they did no exercise and ate a high-fat diet. The aim is to create a medicine for people suffering from obesity rather than a pill which lets you eat too much while staying thin.

6.

Millions of blind people could regain their sight thanks to a new invention being tested in the USA. A tiny camera which sits on a pair of glasses sends optical information to electrodes in the eye. This happens in real time, allowing patients to distinguish lights, shapes and movement. It could be available within two years.

- A Bionic Eyes
- B Close your eyes and live longer
- C Eat me, cure me
- D Eat more fish
- E Gym Pill
- F How far can you walk?
- G Love can help your heart
- H New cure for sleeplessness

### Text 10

**Read the following interview with Jason Evans from Liverpool. The reporter's questions have been removed. Match the reporter's questions (A-H) with each paragraph (1-6) that should follow them. There are two questions that you won't need to use. Write your answers on the separate answer sheet.**

*Good times, bad times Jason Evans, 28, has been a fan of Liverpool Football Club since he was five. He told us about his experiences.*

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1.

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Well, it wasn't really an automatic choice. There's always a lot of tension between us in the family when the two local teams play each other. My father and my older brother support Everton, but I support Liverpool.

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2.

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I remember watching Everton play Liverpool with my dad on TV at my uncle's house a few weeks after my fifth birthday. They were both wearing their Everton team shirts – and were getting more and more depressed as the game went on because Liverpool were two goals up by half-time. And I just loved the way the Reds played that day. I remember jumping up and down with joy when they scored the first goal. Then my dad told me that I was actually cheering for 'the wrong team' ... But I swore to myself that one day I would become a Liverpool player myself.

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3.

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I played in the school team for a few years. I was only the reserve goalkeeper, so I didn't often get a chance to play in the competitive matches. But I've never played for a serious team, no. Then, when I was about twelve, I won a swimming competition, and I've been concentrating more on my swimming ever since.

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4.

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I buy a season ticket every year, and I go along to all the home games. Not just the Premiership matches, but the cup games and friendlies, too. And whenever I can, I travel when we play away from home. I read the team's website regularly, and occasionally contribute to a fans' newsletter, too. Oh, and I wear red every Saturday, of course!

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5.

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When we won the Champions' League in 2005 that was amazing! I watched the game on TV with my mates Three-nil down at half time, and then we equalised, and ended up winning it all on penalties. I was sitting on the edge of my seat all evening. And I have to admit, I was in tears when the game ended. I still can't believe it!

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6.

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I was going to go with my friend, Nick to Cardiff for the FA Cup Final against West Ham. Our car broke down on the motorway and had to be towed away for repairs. I didn't manage to get to Cardiff, and there wasn't even a TV I could watch the game on. Luckily, my girlfriend taped the game for me, so I could see it when I got home in the evening.

**A** Have you ever played football yourself professionally?

**B** What's your first memory of being a Liverpool supporter?

**C** What was your best experience of being a fan?

**D** How do you support your team? What do you do in a typical week?

**E** When did you first go to watch a live game at Liverpool?

**F** What was your main reason for choosing Liverpool FC to support? Do you support the same team as your family?

**G** What was your biggest disappointment?

**H** Have you ever been to Liverpool?

## TASK 2

Читання для отримання конкретної інформації та детального розуміння.  
(Запитання з декількома варіантами відповідей)

### Поради:

1. Прочитайте заголовок або перше речення тексту, щоб зрозуміти, про що йдеться в тексті, який ви збираєтесь читати.
2. Перегляньте запитання 1-5 та варіанти A-D, щоб отримати більше інформації про текст.
3. Прочитайте питання 1 і варіанти відповідей A-D до нього. Підкресліть ключові слова.
4. Знайдіть в абзаці речення, пов'язані з цими ідеями.
5. Переконайтеся, що інформація в тексті відповідає ключовим словам у варіантах.

### Робота з відволікаючими факторами (дистракторами):

- Коли вам здається, що ви знаєте правильну відповідь на запитання з декількома варіантами відповідей, перевірте ще раз, чи не є вона відволікаючим фактором. Вони, як правило, з'являються у різних варіантах відповідей, які вам пропонують на вибір.
- Поширені distraктори (відволікаючі відповіді) використовують одне або два однакових слова, які ви знайдете в тексті.
- Текст дає загальні ідеї, тоді як distraктор - конкретні.
- Дистрактори використовують абсолютні слова (завжди, всі, тільки і т.д.), коли в тексті використовуються «слабші» слова, такі як іноді, деякі, багато і т.д.
- Дистрактори використовують дієслова без модальних значень, коли в тексті використовується модальне значення («щось є правдою», коли в тексті сказано «щось може бути правдою»).
- Уважно читайте, щоб переконатися, що всі деталі збігаються.

## Text 1

Read the text below. For questions (1-6) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

### HOW DOES FEAR SPREAD

It has long been known that fear spreads quickly from person to person. However, until recently, neuroscientists believed that this fear was communicated mainly through facial expressions. Now a new study has shown that body language may be just as important as facial expressions for communicating fear. It shows that fearful body postures are processed in the emotional part of the brain and lead to an automatic response. Body postures that do not communicate fear are processed differently, in the visual part of the brain. Since the link between the emotional part of the brain and action is stronger than the link between the visual part of the brain and action, viewing fearful body expressions may create an automatic response to fear.

“When we talk about how humans communicate, we always talk about things like language,” said Beatrice de Gelder, the neuroscientist who led the study. “But just like in the animal world, we also communicate through our bodies without our conscious minds being much aware of it.”

Unlike earlier studies, which concentrated on the way the brain reacted to still images of facial expressions, the experiment which de Geider and her team carried out aimed to prove that fearful body posture can create fear in observers. Since previous studies had used still images, the scientists decided to use stills from video clips. Participants had their brains scanned while they were shown video stills of actors who were showing fear. For example, in one situation, they had just opened a door to find an armed robber waiting for them. They were also shown in neutral situations; pouring a glass of water or combing their hair. In each case, though, the actors' faces were blocked out so that the participants viewing them could only react to their body posture and not to any facial expressions. The results showed that when participants saw fearful images, the emotional part of the brain was active as well as regions of the brain connected to motor processes that are responsible for movement. There was a lot

more going on in the brain than when the neutral images were shown. These only activated the visual areas of the brain.

The response to fear appears to be quite automatic, and this is commonly seen in the animal kingdom. If a flock of birds has been feeding on the ground and one is frightened by something and takes off, the others immediately follow. It is an extremely important evolutionary mechanism because any bird left behind may become prey. Something similar happens with humans. At a fearful moment, humans like animals need to be ready to react quickly because they are given only a fraction of a second to evaluate the situation. If a fire breaks out, for instance, people quickly adopt the body posture of those close to them. However, our reaction to danger is sometimes slowed down as we try to rationalise fear by asking ourselves whether there is a reason to react.

So far, neuroscientists have focused on showing people stills from videos, but they are now interested in finding out what happens in the brain when humans watch moving images. Teams of neuroscientists around the world, including de Gelder's, are carrying out studies in which the participants' brains are scanned while they are watching films. This enables scientists to study how emotional actions are based on movement.

In the future, such research may be used in the building of robotic human companions that would be able to perceive, decide, communicate and react as humans do.

**1. Scientists have recently discovered that fear**

- A is expressed in the body as much as the face
- B is more strongly expressed in the face than the body
- C is mainly expressed in the body
- D creates an automatic response in others

**2. The automatic response to fearful postures comes from the part of the brain that processes**

- A visual images
- B emotions
- C language
- D facial expressions

**3. According to de Gelder**

- A humans communicate mainly through speech
- B humans do not realise they are using body language
- C humans think body language is unimportant
- D humans can control their body language

**4. De Gelder's study differed from previous ones in that**

- A it used still images
- B it used images of the face and body
- C it showed images of the body
- D it used moving images

**5. The study showed that neutral and fearful body postures**

- A are processed differently by the human brain
- B create similar responses in the human brain
- C create automatic responses in humans
- D are similar in all animals

**6. The automatic response to fear**

- A is always the same in animals and humans
- B is responsible for people adopting different body postures
- C is the result of careful evaluation of a dangerous situation
- D developed as a way to escape danger

**Text 2**

**Read the text below. For questions (1-8) choose the correct answer (A, B, C or D). Write your**



answers on the separate answer sheet.

## THE WONDERS OF SCIENCE

### Space Telescope

Since 1990, the Hubble Space Telescope has been orbiting Earth and providing scientists with unique views of the universe. In that time, it has beamed hundreds of thousands of images back, to Earth and has revolutionised astronomy by helping researchers to make important discoveries about deep space and the universe. Thanks to Hubble, we now know that the universe is about 13 to 14 billion years old.

The idea of an orbiting telescope was first put forward by astronomer Lyman Spitzer in 1946, Spitzer pointed out that the Earth's atmosphere distorts light coming from stars, making it difficult for even the most precise telescopes on the ground to receive clear images. However, a telescope in orbit above the Earth's atmosphere would not be faced with the same problems. NASA agreed and, in the 1960s, with the help of rocket scientists, astrophysicists, and millions of dollars the project to build a space telescope took off in earnest. Though the initial idea was Spitzer's, the telescope was actually named after Edwin P. Hubble, the astronomer who, in the 1920s, proved that our galaxy, the Milky Way, was not the only one in the universe.

The telescope orbits the Earth every 96 minutes. It travels at a speed of 8 km per second, 569 km above the Earth's surface. It's fast enough to travel across the United States in about 10 minutes. Although it is regularly serviced, some time after 2013, Hubble will eventually degrade, stop working and crash back to Earth. Its successor, the James Webb Space Telescope, has already been developed.

### Sonar mapping

Sonar mapping is another extraordinary development in the world of scientific exploration.

It is used by dolphins, whales and bats to determine where an object is. These animals emit a sharp noise which spreads out through water or air then bounces off objects in the distance and comes back as an echo. The farther away the object is, the longer it takes for the echo to be heard. This phenomenon is used to study the structure of the ocean floor and is known as sonar mapping. A boat pulls an underwater loudspeaker that sends out pulses of sound known as pings.

The pings spread out through the water and are reflected back by objects in the water, such as the bottom of the ocean. Underwater microphones capture the reflected sound. By knowing the speed of sound in water and the time it takes the echo to return, the distance to the reflecting object can be worked out. When a boat fitted with sonar technology sails over an area of the ocean, it records the depth at every place it goes, and eventually a 3D map of all the mountains, valleys and plains on the bottom of the ocean is created.

Measuring the distance to a single object is easy because it returns a simple echo, but making a map of the ocean floor is much more difficult as sound reflects back from many directions and geological features on the ocean floor. In order to calculate a map of the ocean floor, complicated mathematics is used.

#### 1. What is the purpose of a space telescope?

- A to show images in space
- B to orbit the universe
- C to prove the theories of astronomers
- D to take and send pictures back to Earth

#### 2. What has Hubble helped scientists to discover?

- A how old our planet is
- B the size of deep space
- C the age of the universe
- D a revolution in space

#### 3. What happens to light in space?

- A It is clearer in the Earth's atmosphere.
- B Our atmosphere changes it.
- C It affects the stars.
- D it has trouble reaching the ground.

4. **What will probably happen in a few years?**  
A Hubble will go deeper into space.  
B Hubble will need to be serviced frequently.  
C Hubble will be replaced.  
D Hubble will travel faster.
5. **What can some animals do?**  
A bounce off objects  
B use sound to detect objects  
C see objects far away  
D send out pings
6. **What must be known to calculate ocean depth?**  
A distance between ship and loudspeaker  
B how the echo is reflected  
C how fast sound moves in water  
D distance to microphone
7. **How is a 3D map of the ocean floor created?**  
A by measuring depth at a few places  
B by looking for geological features  
C by combining a lot of different information  
D by measuring the height of mountains
8. **Why is sonar mapping difficult?**  
A single objects are too big  
B many echoes are received from different sources  
C valleys get in the way  
D mathematical calculations are too complicated

### Text 3

Read the text below. For questions (1-6) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

#### IT COULD HAVE BEEN WORSE...

A wise person once said that the best souvenirs are the stories you bring home with you. And did I have a story to tell! I was 19 and on my first overseas trip. My destination was Italy and there was so much to be excited about: I was travelling solo for the first time ... independence, hooray!

I was looking forward to eating my fill of pasta, pizza, cannoli and gelato; there were stunning monuments, museums and palaces to take my breath away; and that uniquely Mediterranean chaos that makes you feel alive. Oh yes, I was ready to experience Bella Italia!

Armed with my passport, a guide-book, an Italian phrase book, euros and the best sunglasses I could afford, I boarded my plane for Rome. A nice gentleman helped me put my day pack in the overhead compartment. He was the person sitting next to me on the flight. After settling into my seat, I looked around at my fellow passengers. Some looked *distressed* and were biting their nails. First-time flyers? Perhaps. Some were chatting animatedly with their travel companions; they looked Italian to me. Others had already nodded off and were snoring gently. How was that possible? I mean, they were going to ROME. Why weren't they as excited as I was?

'British?' asked the man who had lifted my heavy day pack, 'Yes,' I replied, 'is it obvious?' He laughed and made a joke about me being 'less noisy' than the Italians on board. 'My name is Giancarlo,' he said in an Italian accent, and told me he was a retired police officer. He had been in London enjoying the sights and the theatre. 'But not', he joked, 'the food.' We had a laugh about that and then he pulled out his wallet and showed me a photo of two lovely little children with dark hair and beautiful almond eyes, 'They are my grandchildren,' he said proudly and proceeded to tell me all about them.

Chatting to Giancarlo about Rome was wonderfully instructive. He gave me tips on where to eat and what to see. I felt very fortunate to have got so much insight into the place I was soon to visit. When our plane landed, I thanked him. He wished me well and strode off towards the taxi rank. Needing money, I opened my day pack and shoved my hand in, feeling for my wallet, I was sure it was in there, but I couldn't find it. I sat down and began pulling things out – the guide book, the phrase book, a packet of tissues, a map ... everything but my wallet!

There was no use looking for it. It wasn't there. Somehow, I had lost it. Panic gripped me. I was penniless. There was no way I could stay in Italy ... but how on earth was I going to get home? I'm ashamed to admit that I began to cry; softly at first and then in loud racking sobs as I was *overcome by the problem*. My great Italian adventure was over before it had even begun! It was so unfair!

An airport employee led me to an office where I reported the loss. As I was describing my lost item, the assistant opened a drawer and took out ... my wallet! I couldn't believe it. There it was, and none of my money was missing.

'Did someone find it and turn it in?' I asked. And that's when I got the biggest shock of all. Giancarlo – nice, polite, charming, granddad Giancarlo – was a thief. He had been caught leaving the airport terminal with five stolen wallets in his possession. Oh, and his real name was Nigel Waters, an Englishman from Manchester!

It was sheer luck that he hadn't got away with it, and I realized I should never trust a stranger.

**1. What is the writer's purpose in the first paragraph?**

- A to explain why she was travelling
- B to give important details about her trip
- C to introduce the start of an adventure
- D to describe the beauty of the destination

**2. What does the word *distressed* mean in paragraph 2?**

- A injured
- B disbelieving
- C stunned
- D anxious

**3. What does the writer suggest about the sleeping passengers?**

- A They should have shared her enthusiasm.
- B None of them were interested in Rome.
- C It wasn't possible to wake them.
- D They were extremely tired.

**4. The writer uses the phrase '*overcome by the problem*' in paragraph 5 to show that she**

- A did not usually cry
- B believed her situation was hopeless
- C felt responsible for the loss
- D was ashamed of herself

**5. What is true about Giancarlo?**

- A He was an accomplished liar.
- B His knowledge of Rome was vast.
- C He loved his grandchildren dearly.
- D He turned in the missing wallet.

**6. What do we learn about the writer in the final sentence?**

- A She was generally a lucky person.
- B Her instincts had been right.
- C She refused to talk to strangers.
- D She learnt a valuable lesson in life.

## Text 4

Read the text below. For questions (1-6) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

### FILM BUFF'S GUIDE TO THE MOVIES

*Whatever your taste in films, National Geographic Entertainment has something for everyone*

Bored with predictable Hollywood blockbusters with sugary-sweet endings and little more substance than 'they met, they fell in love, and they lived happily ever after'? Then look out for Nat Geo movies. From moving personal accounts of life in remote countries to exhilarating documentaries on extraordinary prehistoric creatures, you're bound to find what you're looking for. Here are just some of the latest films available to general audiences and film buffs.

*Life in a Day* is an Oscar-winning film by director Kevin Macdonald in partnership with Ridley Scott's film company, Scott Free UK and YouTube. When YouTube contributors were asked to submit film footage of their lives on July 24, 2010, the project's organisers were inundated with over 80,000 videos, making up over 4,500 hours of deeply personal, powerful moments shot by contributors worldwide. Macdonald and his team sifted through these videos and pasted them together to create a remarkable feature-length film. The film shows – with beauty, humour and joyful honesty – what it's like to be alive on Earth today.

*The First Grader* is a heart-warming and inspiring true story of one man's battle to gain the education he had been so long denied. Set in a small, remote mountaintop primary school in the Kenyan Bush, the film unravels the story of Maruge (Oliver Litondo), an old Mau Mau veteran in his 80s, desperate to learn to read and write. Maruge's application, while receiving the support of head teacher Jane Obinchi (Naomie Harris), faces fierce opposition from parents who don't want to see a place in the school wasted on such an old man. *The First Grader* is for viewers aged 13 and over.

*Flying Monsters 3D*, with Sir David Attenborough, is a groundbreaking film that uses cutting-edge 3D filming technology to bring the story of giant flying monsters and their pre-historic world to life. Around 220 million years ago, dinosaurs were dominant on Earth. Control of the skies, however, fell to another group of reptiles – the pterosaurs. The story of how and why these incredible creatures managed to defy gravity and take to the air seems to be more fantastical than fiction. If you're a fan of state-of-the-art films, then *Flying Monsters* is for you. Thanks to 3-D CGI (Computer-Generated Imagery), these spectacular creatures are recreated and we are invited into their world!

Hailed by reviewers as 'the future of concert films' and 'an explosive, all access U2 concert pass', *U23D* sets out to capture the relationship between the band members of pop's supergroup U2. The film, which was shot in South America during U2's *Vertigo* tour there, was made using the largest collection of 3D camera technology ever used on one project. The result is electrifying! Viewers find themselves immersed in the ecstatic world of a live U2 stadium concert.

*Desert Flower* is the heart-rending tale of Waris Darie (Liya Kebede), who at the tender age of 13 fled her family's nomadic camp in the Somalian desert. The daring teenager wanted to avoid being married off as fourth wife to a man old enough to be her grandfather. Having made her way through the desert, she manages to track down relatives in Mogadishu, the Somali capital. They arrange work for her as a servant in the Somali embassy in London. She attracts the attention of Terry Donaldson, the famous fashion photographer. He opens the doors to a completely different world and Darie soon becomes a well-known fashion model. Admittedly, it all sounds like a too-good-to-be-true Cinderella story, but Dane's life is based on the true story of a supermodel who made her way from the deserts of Somalia to the famous catwalks in the world.

#### 1. The writer claims Nat Geo films will appeal

- A mainly to fans of Hollywood films
- B especially to audiences who enjoy love stories
- C only to film buffs
- D to people of all tastes in films

**2. *Life in a Day* was**

- A produced in only one day
- B directed by Ridley Scott
- C filmed by ordinary people all over the world
- D posted on YouTube

**3. In *The First Grader*, Maruge comes in for criticism because**

- A some people feel he doesn't deserve a place at the school
- B he enlists the support of the school's head teacher
- C he's still illiterate at the age of 80
- D he refused to go to school when he was younger

**4. What do *The First Grader* and *Desert Flower* have in common?**

- A They both portray people who built a new life for themselves abroad.
- B They relate the struggles of real people.
- C They use amazing special effects.
- D They are unsuitable for under 13-year-olds.

**5. Which film is a documentary that has been produced like a science fiction film?**

- A *U23D*
- B *Life in a Day*
- C *Flying Monsters 3D*
- D *The First Grader*

**6. What does the writer confess about *Desert Flower*?**

- A It promotes arranged marriages.
- B It has fairy-tale like qualities.
- C It isn't for the faint-hearted.
- D It glamorises the fashion industry.

**Text 5**

**Read the text below. For questions (1-6) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.**

**BARTERING – EXCHANGING DESPAIR FOR HOPE**

*Struggling Greeks find alternatives to euro in recession-hit times*

The financial crisis of 2008 sent shockwaves throughout many countries in the Eurozone, and indeed the world. One of the hardest hit nations was Greece. For many Greeks this meant being catapulted onto the breadline or worse still, plunged below the line of poverty. For others, the credit crunch prevented them from using credit cards as their debts mounted. While most people despaired, many decided to take the bull by the horns.

When residents of the small town of Volos found themselves struggling to afford even essential items in euros, what they did was to come up with an alternative currency. In fact, they can now shop at the central market without any money in their pockets. How do they pay for the goods? In TEM: TEM being a local alternative currency that people can earn by offering their services or goods to others.

The TEM system, which brings to mind the ancient bartering system, operates on an exchange basis. Members of the TEM community gain credit by doing jobs for other people or selling them their own produce. For example, by selling clothes in TEM at the market, a trader could get language or computer lessons in return. As one stall-holder at the market put it, 'We have reached the bottom of our lives and we now have to think in a different way.'

But it's not only at the local market that TEM is accepted. Even well-established local shops in Volos will accept both TEM and euros. In some cases, payment can be made in part euro and part TEM. Hard-up customers can, therefore, make more affordable purchases and store owners can cover their costs.

It all seems too good to be true, but one shopper, who didn't want to be named, said that TEM is a backup economy. The reason it is becoming more popular is because it can be used in tandem with the euro rather than as a replacement currency.

So how does the system work in practical terms? The system, which has been developed online, requires members to have TEM accounts. These accounts, which are credited when they earn TEM and debited when they make a purchase, are closely regulated by founding members of the TEM community.

This kind of exchange system is not unique to Volos. Elsewhere in Greece, other communities and social networks have come up with a similar system using an alternative currency called ovolos. The name is apt since ovolos was also the name given to the first real coin used in Greece and later became the basis for the drachma.

Like TEM users, members of the ovolos community open electronic ovolos accounts where their transactions are recorded online. This unofficial currency can be used on a national level, however, and is not restricted to a specific city or region. Its users claim that the ovolos has a major advantage over the euro. It is not affected by inflation or downgrading in the way that the official currency is. Instead, the value of the ovolos remains stable and is protected against devaluation.

But for those who feel that parallel currencies are too complicated a matter, they can turn to another organisation called Peliti. 2002 was the year when Peliti was set up as a national network for the exchange of goods and services without money. Peliti differs from the TEM and ovolos systems as it works purely by bartering. So if, for example, you grow courgettes and you want someone to cut your hair, you can find a hairdresser in your area who will agree to be paid in courgettes!

These three organisations prove that ordinary people can find a way to survive when the going gets tough. When you have nothing to lose, you have everything to gain from alternative ways of life.

**1. As a result of the economic crisis of 2008,**

- A Greece became the poorest country in the Eurozone.
- B nobody in Greece can afford basic goods.
- C the euro was no longer legal tender in Greece.
- D many Greeks looked for a solution to their financial difficulties.

**2. The TEM system was created because**

- A some people in Volos had difficulty paying for goods in euros.
- B people feared that the euro would disappear.
- C a substitute currency for the euro had to be found.
- D credit cards were no longer issued to Greeks.

**3. TEM can be used**

- A in shops and markets throughout Greece.
- B only at the market in Volos.
- C in shops and at the market in Volos only.
- D in other countries of the Eurozone.

**4. What do TEM and the ovolos have in common?**

- A They were both used before the drachma.
- B They are both unofficial currencies.
- C They can only be used in certain areas of Greece.
- D They both require their users to open an account at a Greek bank.

**5. The writer feels the name ovolos is**

- A bizarre
- B appropriate

- C unsuitable
- D amusing

**6. What huge benefit does the ovolos have?**

- A It's worth more than the euro.
- B It may become the official currency one day.
- C Its value doesn't change.
- D It has high interest rates.

**7. In what way is Peliti not like the TEM or ovolos systems?**

- A It doesn't involve an alternative currency.
- B Its members must produce their own vegetables.
- C It operates on a national level.
- D It is a form of bartering.

**Text 6**

**Read the text below. For questions (1-6) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.**

**OCEAN HERO**

*Beverly Goodman introduces us to her world at sea and explains how she juggles work and family life*

I was born and bred in Milwaukee, Wisconsin and, I must say. As I was growing up I was always chopping and changing what I wanted to be when I was older. One minute I wanted to be an archaeologist, the next an architect, a painter, a photographer, a pianist or a deep sea explorer. I guess I'm required to do a little bit of all these things as a marine archaeologist. Whenever I'm asked why I chose this profession, I look back on my childhood. As a youngster, I was inspired by museum visits, finding arrowheads around my home and also the time I spent in and on the water. My grandfather and his love of boating also had an important role to play.

I would often be taken, along with his other grandchildren, out on the lakes in Wisconsin and on trips to historical ships and submarines. All these things that I had been influenced by in my formative years came together when I studied anthropology and geology at university.

Being a marine archaeologist means there's no such thing as a typical day! When I'm at sea doing field work, it's an early start – around 5 am. First, I gather together tools and equipment and, once they've been checked and I'm confident they're in good shape for a hard day's work. I make for the ship's galley for a bite to eat with the rest of the crew.

Breakfasting together gives us the opportunity to go over our plans for the day ahead. It's also the time for any questions or issues to be raised that weren't solved the previous day. After that, we head for the work location and anchor the ship. It's my responsibility to brief the dive team and the team that remains on board about the specifics of the work for the day. Once that has been done and a final check on the dive gear and equipment has been carried out, it's into the water we go!

Any artefacts we discover during dives are brought aboard, analysed and given a catalogue number. On archaeological excavations, everything needs to be tagged and protected by a series of conservation steps so that no harm comes to them. Then I spend my evenings checking my field notes, rewriting anything that's unclear and improving sketches and drawings. All the information is then entered into the computer for safekeeping.

Days in the laboratory or office are a million miles away from those at sea. A lot of patience is required for this part of the job as lab analysis can take months and months. Sometimes it seems to last forever! The samples that are collected in the field undergo rigorous analysis in order to understand the history of a coastline or archaeological site. Throughout the day, I have students and research assistant work through the thousands of samples gathered in the field.

Although I'm dedicated to my work, it doesn't consume all my time and energy. As a working mum

and wife, my family comes first. Like most working mums, when I'm away I've got one ear to the phone in case there's a problem with one of my loved ones. But work and family life aren't two separate realms for me. I encourage my children to get involved in my work and often bring them into the lab to lend a hand with simple tasks – counting snails, rinsing sand, that kind of thing. Going on a boat is something they're always eager to do, and sometimes they get to do the most amazing things, like swimming with dolphins. On days when I'm working near home I take my youngest to his day-care by bicycle. Commuting along the seashore is a great learning experience as we pass by hippodromes, crusader fortifications and more. Every day we see something new. By exposing them to my work, I hope to make them aware of the fragile balance of ocean life. This is really what my work is all about: helping others to appreciate the ocean and how our activities affect it. If we all took more responsibility for the sea and marine life, it would help to save the ocean.

**1. As a child, Beverly**

- A knew exactly what she wanted to do with her life.
- B couldn't quite make up her mind about which profession to follow.
- C was certain her job would involve various occupations.
- D decided she would study anthropology and geology.

**2. Beverly reflects on her childhood as being**

- A uneventful
- B sheltered
- C normal
- D stimulating

**3. During breakfast, the crew**

- A tie up loose ends from the day before
- B check all equipment is in working order
- C receive detailed instructions from Beverly
- D decide who will dive and who will stay on board

**4. Archaeological objects found at sea are**

- A recorded and examined in the ocean.
- B only examined once they get back ashore.
- C handled with great care.
- D put into a catalogue.

**5. Beverly needs to be patient when working in the lab or office because**

- A analysing artefacts is a very slow process.
- B she has to show students what to do.
- C it's a long way to travel from the sea.
- D there are too many samples to examine.

**6. What are Beverly's children always eager to do?**

- A swim with dolphins
- B help out in the lab
- C go out to sea
- D learn about the coastline

**7. In the final paragraph, Beverly concludes that**

- A nobody realises the negative effect we have on the sea.
- B her children are fully aware of the danger the ocean is in.
- C ocean life will be completely wiped out unless we treat it with more respect.
- D her work is essentially about teaching people to respect the ocean.



## Text 7

Read the text below. For questions (1-6) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

### HOLLYWOOD TAKES ON BOLLYWOOD

As well as being the wealthiest and most populous city in India, with over 20 million inhabitants, Mumbai (formerly Bombay) is home to India's incredibly prolific Hindi-language film industry. This is no cottage industry. Every year, Bollywood – the word is a portmanteau of Bombay and Hollywood – produces roughly twice the number of feature films that are made in Hollywood. Those Hindi films are watched by an audience of 3 billion people worldwide, whereas the total audience for Hollywood films is only about 2.6 billion. However, the surprising truth behind those statistics is that 80 % of the revenue from Bollywood films comes from inside India, while 50 % of the money made from Hollywood films comes from outside the US, but almost none of it from India.

Anyone who has watched both a traditional Bollywood film and a Hollywood blockbuster will perhaps understand why there is so little crossover between the audiences for these films. They are simply worlds apart. From the perspective of an audience used to watching Hollywood blockbusters, Bollywood films are puzzling and impossible to categorise. They follow conventions that are simply not reflected in American films. Bollywood films are always very long (three hours is normal) and therefore they have an intermission. They often combine elements of what a western audience would consider different genres within the same film. For example, whatever the storyline and wherever it takes place, a Bollywood film will almost invariably contain scenes with singing and dancing. Those scenes will involve lots of extras in costume and often be filmed in the Swiss Alps, even though the main story probably takes place in an Indian city.

To the western eye, the transition between these scenes is abrupt and startling. To the Indian, no film is complete without good songs and dances. In other words, having a seamless plot is considered less important than making a strong visual and aural impact.

Hollywood would love nothing more than to break into the vast and potentially lucrative Indian market, but their efforts have been in vain. Indian audiences just don't like American films. Now, having failed to sell their own films into India, most of the big Hollywood studios are investing in Bollywood-style films. These are shot in India in Hindi, using Indian actors, directors and crews. However, so far these, too, have enjoyed little success. This is perhaps less to do with cultural issues in the films themselves (after all they are, except for the funding, entirely Indian) than with issues relating to the Indian marketplace. The truth is that most Bollywood films don't make money either. In fact, Indian studios only succeed by producing many films and hoping that one or two of them become hits. Up until now, Hollywood has only dipped its toe into the water of Indian cinema. If it wants to succeed in the Indian box office, it will probably need to jump in. In the meantime, Hollywood and Bollywood will remain poles apart. As one Indian reviewer said of the serious Hollywood epic *Ghandi* about the life of Indian civil rights activist, Mahatma Ghandi, 'I thought the film was pretty good, actually, but it perhaps lacked a few song and dance numbers.'

**1. Bollywood films are**

- A twice as popular as Hollywood films.
- B mainly watched by Indians in India.
- C as popular outside their country of origin as Hollywood films.
- D produced in small-scale industries.

**2. How much of Hollywood's revenue comes from non-American audiences?**

- A a fifth
- B less than a fifth
- C half
- D more than a half

**3. Compared to Bollywood films, Hollywood films**

- A are unstructured and tend to have weak story lines

B could be considered plain and unadorned

C usually straddle different styles

D may appear unrealistic and surprising

**4. Indian audiences prefer the films they watch to**

A have an unambiguous and succinct plot.

B be lengthy and include features of musicals.

C be set in Switzerland.

D be stronger visually than musically.

**5. The author of the article believes that Hollywood**

A needs to invest heavily in Indian films.

B has no options but to invest in Bollywood films.

C has already achieved success in Bollywood.

D must introduce Bollywood-style films to a worldwide audience.

**6. As a business model, Indian producers**

A make few, carefully-researched, high-quality films which are often financially successful.

B make musicals inspired by Hollywood, which are watched all over the world.

C are mainly concerned in producing art rather than making money.

D rely on a few films to be box office successes and make money for the industry.

## Text 8

**Read the text below. For questions (1-6) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.**

### THE INVISIBLE BANK

In the developed world, we are used to the idea that we created the model of industrial and economic progress which other countries must follow. Many of our big ideas about development rest on the assumption that the West cracked the formula for economic progress sometime in the 19<sup>th</sup> century, and what we need now is for the developing world to 'catch up'. Even the language we use encapsulates this idea, in the division between 'developed' and 'developing'. But new innovations are challenging the idea that development requires handing ideas down from developed to developing. In banking and finance, the big ideas in cashless transfers and mobile, flexible exchanges are not to be found in Geneva or London or New York. A revolution in mobile money transfer has occurred, but not in these financial centres. Instead, it's happened in Kenya, with m-Pesa.

The service was developed between Safaricom and Vodafone, and launched in 2007. And it's not just something used in cities or by big commercial interests. By 2010, over 50% of Kenya's population had used it – this means rural villagers haggling over produce, then using their Nokias to make the final deal. It means Masai herdsmen bringing their phones to market along with their cattle, ready to stock up on essentials to bring back to their homes.

For people who live in isolated areas, the service means no longer having to carry lots of cash to markets or towns, risking losing huge amounts to banditry and theft. For people without permanent addresses or bank accounts, the service means they can pay what cash they have to m-Pesa in exchange for mobile credit, making payments and transfers and building up savings – becoming participants in an economy from which they had previously been locked out. For migrants, the service allows them to send money home to their families and villages safely and simply. Safaricom's international money transfer service uses a similar system for international immigrants, coordinating great webs of remittances and payments across the world. For Kenyan businesses, the service means payments for stock or repairs can happen almost instantaneously, wiping out the need to rely on bank clearances and flawed infrastructure which had clogged the economy with inefficiencies and delays.

So how does it work? m-Pesa relies on a network of small shop-front retailers, who register to be m-Pesa agents. Customers come to these retailers and pay them cash in exchange for loading virtual credit

onto their phone, known as e-float. E-float can be swapped and transferred between mobile users with a simple text message and a system of codes. The recipient of e-float takes her mobile phone into her nearest retailer when she wants to cash in, and swaps her text message code back for physical money. There are already more m-Pesa agents in Kenya than there are bank branches.

Such a system also requires intermediaries, to get the cash to m-Pesa agents, and ensure cash movement keeps up with e-float exchanges. In this way, the system has created new jobs, with some intermediaries and retailers earning \$1,000 a month in commission from m-Pesa transactions.

As of m-Pesa's fifth birthday – March 6 2012 – it had been used by a staggering 15 million people. The system was employed by the 'Kenyans for Kenya' campaign to raise money for Kenyans suffering from the Horn of Africa drought – just one way in which it has contributed to independence and innovation in Kenya's economy.

In response to m-Pesa's success, the model has been imitated in other countries. Africa's biggest mobile operator MTN has rolled out schemes elsewhere, the most ambitious in Kenya's neighbour Uganda. Central banks in some countries, such as Brazil, have now created financial inclusion teams, with a vision for using similar systems to bring financial access to the poor and isolated. The Indian government has also shown determination to achieve this aim, and analysts predict, with its strong IT infrastructure and dense population, India too could be on the road to becoming a cash-light, financially inclusive economy in the near future.

**1. The writer believes that economic progress**

- A is taking place in major financial centres,
- B has yet to occur in developing countries.
- C is happening in unexpected places.
- D is only possible with mobile transactions.

**2. The majority of Kenyans**

- A are involved in commerce.
- B have made business deals on their mobile phones.
- C exchange goods at markets.
- D have made a cashless transaction.

**3. Transferring money via mobile phones is**

- A more efficient than old-fashioned banking services.
- B risky due to an increase in crime.
- C impracticable for homeless people.
- D an inefficient method for sending money abroad.

**4. The typical m-Pesa agent**

- A works in a bank.
- B is a financial broker.
- C is a village, town or city shopkeeper.
- D does all his or her business online.

**5. The mobile phone money transfer system**

- A has replaced the banks in Kenya.
- B has cost as much as \$1,000 a month.
- C ensures that less cash is distributed in the country.
- D has led to the generation of new jobs in Kenya.

**6. The m-Pesa system has been used**

- A to increase people's independence.
- B to help people affected by a natural disaster.
- C to modernise the economic and political system.
- D for five years.

## Text 9

**Read the text below. For questions (1-6) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.**

### **BIKES AND BUSES PROPEL MEXICO CITY TO PRIZE IN SUSTAINABLE TRANSPORT**

Bicycles, pedestrian-friendly plazas and walkways, new bus lines, and parking meters are combining to transform parts of Mexico City from a traffic nightmare to a commuter's paradise. The Mexican capital, one of the world's most populated urban areas, has captured this year's Sustainable Transport Award, the Institute for Transportation and Development Policy (ITDP) has announced.

As recently as late 2011, Mexico City commuters reported enduring the most painful commute among respondents to an IBM survey. Based on factors such as roadway traffic, stress levels, and commute times, the city scored worse than 19 other cities, including Beijing, China, and Nairobi, Kenya. Mexico City has seen its roadways swell beyond capacity to more than four million vehicles, which are owned, increasingly, by a growing middle class.

But the city has also made strides to reorient itself around public spaces and people, rather than cars and driving. 'They really changed quite fundamentally the direction and vision of the city, and a lot of it was in 2012,' said Walter Hook, Chief Executive of ITDP, an international non-profit organisation that works with cities to reduce greenhouse gas emissions and improve the quality of urban life.

Since 2011, Mexico City has added two new bus corridors to its Metrobus system, connecting the narrow streets in the historic centre to the airport and making it the longest bus rapid transit (BRT) system in Latin America. The city also added nearly 90 stations and 1,200 new bicycles to the Ecobici bike-sharing programme. It began to reform on-street parking, it improved pavements, and it also established new walkways.

The day-to-day experience of getting around the city centre has changed dramatically. Two years ago, Hook said in an interview, 'If you tried to get across the historical core of Mexico City, you couldn't take a bus or a taxi or anything that would travel more than three miles an hour. It was virtually at a standstill. 'Most likely, he said, you would ride in an old minibus run by an unregulated operator, or drive a car. And the narrow streets of the historic city centre – a UNESCO World Heritage site – would be crowded with street vendors, trash, and illegally parked vehicles, he said. 'Now you'd be on a beautiful street, in an ultramodern bus – very clean, absolutely safe.' Not all of the changes in Mexico City have received a universally warm welcome. The new parking system, called ecoParq, introduced multispace meters to thousands of parking spots on streets where parking previously had been free – officially free, anyway. In reality, much on-street parking was controlled by unregulated valets or attendants known as *franeleros*, who would stake out territories and charge drivers small fees to park and receive protection in their spaces. When the city hired a contractor to take over parking management, starting in the upscale *Polanco* district, *franeleros* protested. They reportedly marched through the neighbourhood carrying signs bearing messages such as, 'The streets are not for sale,' and 'A parking meter doesn't take care of your car.'

Mexico City's efforts are part of much larger shifts taking place internationally. 'Sustainable transport systems go hand in hand with low emissions development and livable cities,' remarked Sophie Punte, Executive Director of Clear Air Asia, in a statement. 'Mexico City's success has proven that developing cities can achieve this, and we expect many Asian cities to follow suit.'

The pool of cities moving towards more sustainable transport systems is only growing, said Hook. 'Each year we're finding more and more cities that have made fairly dramatic changes to really retake the city,' Hook said. 'Cities are looking at their mass transit investments now not only

as a way of getting people from point A to point B, but also as a way of revitalizing strategic locations and bringing parts of the city back to life.’

**1. At the end of 2011, people in Mexico City**

- A were enjoying an improved transport system.
- B were still parking free of charge in the city centre.
- C were more stressed than commuters in some other cities.
- D owned more cars than the middle-classes in Beijing and Nairobi.

**2. The ITDP**

- A has given Mexico City a number of awards.
- B conducts surveys for IBM.
- C advises cities on environmentally-friendly practices.
- D creates public spaces for people.

**3. Improvements to the transport system include**

- A more bus routes and a new parking system.
- B free parking and pedestrianised streets.
- C wider roads and bicycle lanes.
- D new pavements and cleaner streets.

**4. Transport in Mexico City used to be dominated by**

- A privately-owned vehicles
- B buses and cyclists
- C unregulated parking valets known as *franeleros*
- D pedestrians and public transport

**5. *Franeleros* are unhappy about the new parking system because**

- A they think parking should be free of charge.
- B ecoParq is too expensive.
- C it can take care of people’s cars.
- D it has destroyed their livelihoods.

**6. Mexico City’s success in improving its transport system**

- A is unlikely to be sustainable.
- B proves that people can get from point A to point B easily.
- C is likely to inspire other cities to do the same.
- D couldn’t have been done before now.

**Text 10**

**Read the text below. For questions (1-6) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.**

**HOW TO BE A TEENAGER AND SURVIVE!**

Being a teenager in these troubled times isn’t exactly a walk in the park. The uncertainty only adds to the typical list of problems you’re already facing. So, what are the challenges you are up against and how can you weather the storm and arrive safely on the other side?

As a teenager, the biggest challenge you, your family and friends face is mood swings. One minute you feel ecstatic, full of confidence and optimism and the next you feel depressed, angry

at the world and certain that you are a failure. Personal appearance also becomes a huge issue. The hormones racing through your body play havoc with your self-image. Suddenly, you have become too fat, too thin, too ugly, too short, too tall; your hair is too dark, too light, too curly, too straight, etc. In short, you are completely dissatisfied with your appearance.

Relationships with others also become more complicated. You may find you no longer have that much in common with the friends you've been hanging around with for years. It can also be distressing when a former best friend now prefers to spend time with other friends. As for family relationships, well, it often seems that a war has been declared, and parents and siblings have become the enemy.

But it needn't all be doom and gloom. The teenage years are **unique** in a person's life. They mark the end of childhood and the important passage to adulthood. The key to a happy "teenhood" is to recognise that no matter how your emotions change or how insecure you feel about yourself, you are perfectly normal! Everyone, big and small, experiences feelings of depression and anxiety from time to time. But here are a few tips to help you get through your darkest moments.

Communication has got to be the first tip. If you keep negative feelings in, you'll reach a point where you think you're going to explode. Confide in someone about how you are feeling with someone you can trust. Even if they can't give you the advice you need, just getting it off your chest can make a world of difference.

But, what can you do if you're at exploding point and there's no one to talk to? If you want to avoid conflict with others, go somewhere on your own for a minute or two to process things. Take time to breathe properly. When we are in stressful situations our breathing becomes short and rushed, and as a result less oxygen reaches the brain. This can heighten negative feelings that we have. One technique is to close one nostril with your thumb and inhale, then close the other nostril with your index finger and exhale as you release your thumb from the first nostril. Do this at least ten times and your breathing will return to normal and you will feel much calmer in next to no time.

Physical exercise like running, cycling and swimming are also great ways to clear the mind and they have the added bonus of keeping you fit. If you do this whenever you're down, you'll also start to feel better about yourself and your body. There's no need to push yourself to the limits, though. Listen to your body and stop when it says, "No more!"

Finally, always try to focus on the positive aspects of your life. Being a teenager means you have more freedom. Use it in constructive ways so that feelings of frustration are replaced by feelings of accomplishment.

**1. As a result of the current world situation,**

- A everyone has the same problems.
- B teenagers are coping better than others.
- C people feel insecure about the future
- D the problems confronting teenagers have changed completely

**2. Teenagers often have to deal with**

- A sudden emotional changes
- B the anger of relatives and friends
- C constantly putting on and losing weight
- D lack of success

**3. During the teenage years,**

- A family members always stop talking to one another
- B hormonal changes can make young people dissatisfied with look.
- C best friends always grow apart
- D personal appearance becomes the most important aspect of a teenager's life.

**4. What does the word “unique” in paragraph 4 tell us about the teen years?**

- A They cause a lot of anxiety
- B They are a very special time in our lives.
- C All teenagers experience them in the same way.
- D Teenagers ought to be happier.

**5. According to the writer, angry teenagers feel better**

- A by listening to the advice of others
- B by bottling up their feelings
- C by taking about their feelings
- D by taking short, quick breaths

**6. The writer encourages teenagers to**

- A respect their body and its limitations.
- B exercise only when they are depressed.
- C ask their parents for more freedom.
- D take up a competitive sport.

### TASK 3

#### Читання для отримання конкретної інформації та розуміння (Підбір запитань до абзаців)

##### Підказки:

1. У цьому завданні ви працюватимете з 6 короткими текстами та 8 варіантами відповідей, два варіанти є додатковими.
2. Прочитайте заголовок і спробуйте вгадати зміст.
3. Прочитайте запитання та варіанти А-Н і підкресліть ключові слова.
4. Знайдіть у тексті вирази зі схожим значенням.
5. Поверніться до варіантів відповідей і перегляньте свої перефразовані слова (підказки).
6. Знайдіть у тексті речення, яке містить одну з підказок.
7. Перегляньте тексти, а не читайте їх детально.
8. Якщо ви не впевнені у відповіді на питання - здогадайтеся.

#### Text 1

Read the texts below. Match choices (A-H) to (1-5). There are three choices you do not need to use. Write your answers on the separate answer sheet.

### WATCHING THE DETECTIVES

#### 1 Columbo (1968-2003)

The uncombed American detective, played by Peter Falk, first appeared in a TV movie before the first series of *Columbo* began in 1971. His apparent absent-mindedness and shambolic style lulled his suspects into a false sense of security, but he was always quick to guess who the culprit was. With each episode unfolding from the criminal's point of view, we saw them trying to cover their tracks as the net closed in on them.

*Columbo* was a huge success and a host of famous names appeared in cameo roles, including Janet Leigh, Faye Dunaway, Dick Van Dyke and Johnny Cash, while Steven Spielberg directed an episode of the first series.

#### 2 Hercule Poirot (1989-present)

This fussy Belgian sleuth first appeared in Agatha Christie's novel *The Mysterious Affair at Styles* in 1920. Christie didn't like her character, describing him as an "egocentric little creep", but when Dave Suchet brought him to life in TV's Poirot, the detective found a whole new audience and gained fans across the world.

Starting life as policeman, Poirot retired and became a private investigator in England, where he met Hastings, who narrated his most successful cases, the most famous being *Murder On The Orient Express*. Although Christie "killed" Poirot his popularity outlived him and he returned to our TV screens with four new stories.

#### 3 Miss Marple (1984-1992)

Jane Marple was an elderly spinster and amateur detective in the village of St. Mary Mead. An Agatha Christie creation, she appeared in 12 novels, starting with *Murder in the Vicarage*. Although Margaret Rutherford made her famous on the cinema screen during the 1950s and 60s, it is Joan Hickson's portrayal of her in the classic 1980s BBC series that is closest to the books.

Though she often seemed to be nothing more than a gossipy old woman, Miss Marple was quicker to get information out of suspects than local copper inspector Slack, and her willingness to put herself in dangerous situations meant that she always caught the criminal.

#### 4 Kojak (1973-1978)

This sleuth is famous for his love for sweeties and his catchphrase, "Who loves you baby?" Kojak starred Telly Savalas as the bald-headed, lollipop-sucking New York City policeman Lieutenant Theo Kojak. The reason that Kojak loved lollipops was because Savalas was a heavy smoker, and in the face of growing anti-smoking feeling in the USA he decided to suck on a lollipop instead. This became his trademark and, along with charisma and humour, it lightened the gritty storylines.



The show was a huge worldwide hit and featured unknown actors who later found fame, including Sylvester Stallone and Richard Gere.

### **5 Jane Tennison, Prime Suspect (1991-2006)**

Created by TV dramatist Lynda La Plante, Jane Tennison first appeared in Prime Suspect as a detective Chief Inspector surviving in a male world. Played by Helen Mirren, Tennison was as far away from cuddly Miss Marple as it was possible to get.

Obsessive and determined to succeed, Tennison battled gender bias, alcohol and men whilst tracking down muggers and fighting off serial killers. Dark and hard-hitting, Prime Suspect was an instant success. Last year's Prime Suspect 7 was Tennison's final case and it saw her hunting a killer and fighting for her career. She'll be remembered for breaking the mould of female detectives.

#### **The main hero of this detective series**

- A can currently be seen in new TV episodes.
- B was an unpleasant person and asked strange questions.
- C appeared to be inexperienced and inattentive.
- D has an innocent appearance but always got to the bottom of things.
- E tried to solve the problem of women's occupational discrimination.
- F fights against criminals and against gender stereotypes.
- G developed a characteristic new habit while giving up an old one.
- H was famous for always putting work before personal life.

## **Text 2**

**Read the text below. Match choices (A-H) to (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.**

### **CULTURAL EVENTS**

*By Cheryl Schroeder Basile*

1 \_\_\_\_\_

A cultural or international-themed event allows your guests to travel to exotic new places without stepping on an airplane. These events can be as simple or as elaborate as your budget and creativity allows. When planning international-themed events, most people immediately think of a Mexican fiesta, Hawaiian luau, Chinese New Year's celebration or an Italian pizza and pasta party. When planning your cultural event, consider some unique themes.

2 \_\_\_\_\_

Who wouldn't want to spend a day in the City of Lights? Decorate the room with posters of the French capital and pots of tulips and hyacinth. Drape wisteria over metal or wood lattice panels. Use round craft-sized tables with Eiffel Tower-shaped votive candles. Play French background music by Yves Montand, Charles Aznavour, Jacques Brel or Mireille Mathieu. Make place cards from old postcards. Serve a variety of French wines and cheeses complemented by strawberries and slices of apples and pears.

3 \_\_\_\_\_

Take your guests back to ancient Egypt with this party. Check with your party rental agency for things that you can adapt to create an Egyptian environment, like stone pillars, palm trees and canvas desert-style tents. Play a travelogue DVD on Egypt during the party, projecting the images on one large blank wall. Cover tables with brown craft paper and sprinkle sand on them. Serve platters of shish-kabobs, pita bread, dried fruit. How about a pyramid-or sphinx-shaped cake?

4 \_\_\_\_\_

This party captures the romance of Doctor Zhivago. Place evergreen trees around the room. Sprinkle them and the floor with artificial snow. Cover tables with white fleece; sprinkle with

iridescent glitter. Suspend plastic snowflakes from the ceiling at various heights. Decorate one corner of the room with a real troika or horse sleigh. Lightly spray windows with artificial ice crystal spray for a frosted windowpane look. Play 'Lara's Theme' and other music from Doctor Zhivago during the party. Serve tea from a samovar. For appetizers, serve crackers topped with caviar or smoked salmon. The menu could also include beef stroganoff and cherry-filled blinis.

5 \_\_\_\_\_

Start with a large canvas tent or drape fabric from ceiling to create a tent effect. Remove all furniture and cover floors with carpets and large velvet cushions. Place pots of palm and fern plants around room. Serve food on low coffee tables illuminated by oil lamps. Serve al-kabsa, a traditional Saudi chicken and rice dish. A CD of Middle-Eastern music will add an exotic ambiance to the party.

6 \_\_\_\_\_

Decorate as elegantly as your budget will allow. Rent a backdrop with an image of a Venetian canal or the Rialto Bridge. Your party rental store may also have a gondola available, which would be great for guest photos. Drape tables with black and white harlequin-patterned tablecloths and include centrepieces made with ostrich feathers and Venetian masks. Serve Venetian cicchetti (appetizers) like fried crab claws, marinated sardines, calamari, veal meatballs or stuffed porcini mushrooms. Don't forget to serve Spritz, Venice's most popular drink, which is made with white wine, mineral water and Campari aperitif.

**Which event can be described as....?**

- A Venetian Carnival
- B April in Paris
- C Russian Winter Wonderland
- D Planning Your Cultural Event
- E A Cruise down the Nile River
- F Midnight at the Oasis
- G Eating Pizza in Italy
- H Hawaiian Wedding

### Text 3

**Read the texts below. Match choices (A-H) to (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.**

#### HEALTHY FOODS

1 \_\_\_\_\_

Though technically a fruit, they are most often served like a vegetable. Full of lycopene, these beautiful red orbs are renowned for their cancer-fighting capabilities. Not only are they chock full of vitamin goodness (from vitamins A to K), but they also keep our blood pressure in check and help to reduce the number of free radicals in our bodies.

2 \_\_\_\_\_

These orange wonders are loaded with eye-, skin- and hair-enriching nutrients. They're also the richest vegetable source of some important antioxidants, like vitamin A. And because they're rich in vitamin C, they protect your cardiovascular system from damage.

3 \_\_\_\_\_

This root vegetable has dozens of anti-cancer nutrients, like vitamin A, C and manganese. They're also a good source of fibre and iron, so not only do they give you energy, but they can also help regulate your digestive system.

4 \_\_\_\_\_

High in heart-healthy nutrients, these blue or violet vegetables are rich in antioxidants like nasunin (a unique compound that protects your brain cells, from damage). And because they are loaded with fibre and potassium, researchers believe they may reduce your risk of stroke and dementia.

5 \_\_\_\_\_

Whether you prefer red, orange or yellow, they are packed with dozens of heart-healthy nutrients like lycopene and folic acid. And recent research suggests digging into a plant of the genus *Capsicum* every day may lower your risk of developing lung, colon, bladder and pancreatic cancers.

6 \_\_\_\_\_

These pungent-smelling veggies are particularly good for people suffering from (or at risk of developing) osteoporosis. That's because they are loaded with a peptide called GPCs, which scientists believe slows your body's loss of calcium. They may also be useful in the fight against heart disease and diabetes because they're loaded with vitamin C and folate.

**What are the top veggies based on their nutrient profiles and potential to fight disease?**

- A eggplants
- B sweet potato
- C cucumbers
- D onions
- E spinach
- F bell peppers
- G carrots
- H tomatoes

#### Text 4

**Read the text below. Match choices (A-H) to (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.**

#### MAKING FAMILY TIME A PRIORITY

The health of the family is usually not an area of focus. Parents may only become aware of the need for growth when tension or crisis occurs. The following list outlines the major areas that will help build family unity:

1 \_\_\_\_\_

Consider how others in the family are treated. If every step taken is criticized, a child or spouse may feel worthless or unloved. Criticism can be very inappropriate. When the goal is to inflict pain or to get acceptable performance, then motives are wrong. Instead, make it a point to give positive feedback. Show others that they have value. Find areas where compliments and recognition are warranted. Give them responsibilities that can be handled.

2 \_\_\_\_\_

Is the person speaking to you more important than the newspaper or television or internet or etc...? When a family member is speaking, they want their thoughts heard and understood. If attention is divided, it sends a message that 'you are not important'. Respect and significance can be shown by giving undivided attention. Let the other person finish uninterrupted and then tell them what you heard. When others are heard, it draws them to you.

3 \_\_\_\_\_

Building family unity is not automatic. Parents need to build a vision and then provide leadership in bringing it about. Planning activities and sticking to a consistent schedule will demonstrate value and the importance of family relationships. Having periodic family meetings is a key aspect. These

may address difficult issues, but the goal will be to get positive resolution and help build stronger bonds.

4 \_\_\_\_\_

Interpersonal relationships can be difficult and painful. Family members are often hurt and do not think problems will be solved in an effective way. It seems easier to ignore or run away from conflict. Since family members are in a continuous relationship with each other, emotions can run high. Blaming others while trying to maintain self-respect and rights is a difficult balancing act. Show respect for others involved. Speak gently without attacking, condemning, or disengaging completely. Meet regularly so as to keep accounts short.

5 \_\_\_\_\_

In relationships between parents and children there are tendencies based on gender, interests, and personality types that can affect how much attention a child gets. This may be entirely unintentional. When parents are interested in the same things as the child, the parent will gravitate in that direction. A parent may not be aware that this process is taking place. Sit down with your spouse regularly to evaluate how much time and attention is being given to each child. Plan ways adjust routines and patterns so that attention is split more evenly.

6 \_\_\_\_\_

Every individual needs room to think, experiment independently, and to just be alone. It is natural for parents to want to keep their children on a path to success. Children need space to work through direction on their own. Instead task them with coming up with solutions and direction, then have them come back with their own thoughts. It is even OK to allow some mistakes. It is important for family members to protect ownership, but it is also important to reinforce that sharing is necessary and good.

**Which paragraph speaks about...?**

- A stress and lack of confidence
- B the importance of family toleration
- C listening habits
- D the importance of family structure
- E the importance of family harmony
- F overcoming favouritism
- G respecting personal space
- H time management

**Text 5**

**Read the texts below. Match choices (A-H) to (1-5). There are three choices you do not need to use. Write your answers on the separate answer sheet.**

**THINGS YOU SHOULD KNOW BEFORE STUDYING ABROAD**

1 \_\_\_\_\_

Studying abroad you have the chance to explore new cultures, meet amazing people and travel more in several months than you probably will throughout the rest of your life. However, before jetting off to a foreign continent for four months, there are about a thousand tiny details that need to be ironed out.

2 \_\_\_\_\_

After getting transfer credits approved, obtaining a passport and visa, haggling with financial aid and booking flights, it is almost surreal that all this preparatory work leads to an actual destination. Relieved to have conquered the tedious steps, it is easy to breeze through all the other preparatory steps and centre your focus on your destination.

3

Once you leave the US, electrical outlets will no longer resemble the face of those at home. It is necessary to purchase universal outlet converters and adapters before you leave, as they, can be expensive in foreign countries and are often difficult to find. The adapter will change the foreign plug so that you can connect your device to the outlet. This does not change the voltage, though, so you will definitely need a converter or transformer to make the wattage of your device compatible with the country's power supply. You should also consider leaving expensive hair straighteners or blow dryers at home. They generate a lot of heat, and even with a converter, the differing voltage can blow them out.

4

Many students opt not to bring their smart phone while studying abroad, worried about loss or theft during their travels. If you are careful with your belongings though, these devices are great tools to communicate with fellow study abroad friends and loved ones at home. Some popular texting apps are What's App and Text Plus, which both allow you to Send text messages for free through Wi-Fi. Another App I highly recommend is Skype for iPhone.

5

Getting used to your country's exchange rate is tough enough, but the foreign transaction fees your bank charges on purchases in a different, currency are really a killer. Each time you swipe your card or pull cash from an ATM, the money you're being charged but not spending begins to rack up. Before leaving check to see if your bank at home has international branches in your abroad destination so that you are not charged a fee each time you visit the ATM. If you do not have the advantage of an international bank, withdraw the maximum amount of cash per ATM visit. This way, you will only pay a nominal fee and will have enough money to last you a few weeks.

**Which paragraph advises you...?**

- A to book tickets beforehand
- B to keep your mind on your money
- C not to leave your phone at home
- D to search the social sites before leaving
- E to buy devices that convert alternating currents
- F to concentrate on the place of living
- G to take advantage of it during college
- H to stock up on medicines

**Text 6**

**Read the texts below. Match choices (A-H) to (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.**

**A GUIDE TO LEARNING ENGLISH REALLY WELL**

In today's world, hundreds of millions of people want to learn English. Most of them sign up for English classes. Unfortunately, typical English classes are not an effective way to learn English. They produce very slow progress, especially after you reach the intermediate level. Most learners, after years of attending classes, cannot Speak English without making a lot of mistakes in grammar, vocabulary and pronunciation.

I believe that if you want to learn English well, you cannot wait for your teacher to put knowledge into your head. You have to take charge of your learning. This guide shows you how you can do it in a fun and effective way.

My name is Tomas. My friend Michal and I taught ourselves to speak English fluently with some unusual learning techniques. In 2001, we started Antimoon with one goal: to show other people how they can do the same.

1 \_\_\_\_\_

You have to change your life a little – do crazy things like talking to yourself in English or spending your evening reading a dictionary. In order to do these things, and do them regularly, you have to enjoy doing them. If you are like most learners and don't feel like doing these things, you will have to work on your motivation.

2 \_\_\_\_\_

Improve your motivation for learning English. We share our psychological tricks that helped us enjoy learning English, and that you can use to boost your motivation and make a difference in your English.

3 \_\_\_\_\_

English dictionary is the most important thing that you will need when learning English. Successful English learners use their dictionaries all the time – that's how they learn to use new words.

4 \_\_\_\_\_

Your grammar, vocabulary, and pronunciation can get worse because of practice. When you speak or write with mistakes, you teach yourself bad habits. These bad habits may be difficult to eliminate.

5 \_\_\_\_\_

When you speak or write, be careful, slow, and use simple language. Look things up in dictionaries and on the Web. If you make a lot of mistakes, focus on writing rather than speaking. If that doesn't help, stop writing and speaking; concentrate on input instead.

6 \_\_\_\_\_

Because how you speak is the biggest thing that people notice about your English. English pronunciation is unpredictable. If you don't put effort into English pronunciation, you will make mistakes, and mistakes can turn into bad habits. The longer you ignore pronunciation, the more bad habits you will form. So don't put it off.

**Which part of the text is about...?**

- A improving your motivation for learning English
- B the importance of studying English pronunciation
- C the things that are necessary to learn English well
- D avoiding mistakes
- E the need of a good English dictionary
- F learning English words correctly
- G the ways you can damage your English
- H the problems with your writing and speaking

**Text 7**

**Read the text below. Match choices (A-H) to (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.**

**SCHOOLS OF ENGLISH AROUND THE WORLD**

1 \_\_\_\_\_

Cambridge international college of Canada is the oldest and most respected school in Toronto for international students. Unlike most other private schools CICC is located in a proper school building with library, science labs, gymnasium, cafeteria, computer science lab, swimming pool, tennis courts, baseball field, soccer field, basketball court and beautiful residence. Public transportation is right at their doorstep. 97 % of the graduates gain successful entry into universities and most of them on scholarship.

2 \_\_\_\_\_  
Glasgow School of English opened a sister school, Global. School of English, in Edinburgh in July 2010. GSE – Edinburgh offers the same English language course programme as the Glasgow School of English. The new boutique school has six classrooms, a large student common room and free Wi-Fi access. It is situated in a building that has recently been renovated and retains many original features. Edinburgh is a lively city with many historic sites, as well as wide choice of local bars, pubs, restaurants and clubs and a world-famous summer cultural festival.

3 \_\_\_\_\_  
GenkiJACS Japanese language school in Fukuoka has partnered with Willing Workers on Organic Farms Japan to offer students the opportunity to do volunteer work in Japan after finishing their studies. Students can choose from more than 300 volunteer destinations in Japan, including farms, restaurants, art galleries, workshops, and more, and can volunteer for up to a year. GenkiJACS arranges the application, and helps students to contact hosts about placements. Students gain valuable experience working, as well as improving their Japanese, and in turn are given board and lodging free of charge.

4 \_\_\_\_\_  
IALC's newest Italian member, A.L.C.E. Associazione Lingue e Culture Europe, is offering a scale of discounts for short-term Italian intensive courses (22 hours per week): 2 weeks – 20 % discount, 3 weeks – 25 % discount, 4 or 5 weeks – 30 % (discount (plus 10 % discount on the cost of a student house). The offer usually runs from 28 August to 3 November.

5 \_\_\_\_\_  
Eight Tour – Italian on the Road. This unique and exclusive programme with A.L.C.E. combines the opportunity to see some of the most beautiful cities of Italy with daily classes 'on the road'. Students can study for one or more weeks in Bologna before embarking on a one-week road trip.

6 \_\_\_\_\_  
Any student registering for the Summer Intensive Course in the KAI Japanese language school in Tokyo by 30 June qualifies for discounted tuition fees. Full details of the special offer are on the KAI Japanese language school website. The start date for KAI's General Course Autumn Term has been announced as 6 October. Agents wanting to find out more should visit the KAI website for details on this and all other courses.

**What language school should you choose if you want...?**

- A to combine language learning with technical tuition
- B to combine studying with doing sports
- C to see a lot of wonderful sights in an old place
- D to combine learning a language with travelling round the country
- E to get hands-on experience in your gap year
- F to have a last-minute special offer for summer
- G to book a cheaper course in summer
- H to combine language courses with advanced art learning

**Text 8**

**Read the texts below. Match choices (A-H) to (1-5). There are three choices you do not need to use. Write your answers on the separate answer sheet.**

**EXCITING TOURS**

1 \_\_\_\_\_  
COMINO AND THE BLUE LAGOON – Full Day  
Sail with us to the magical Blue Lagoon and enjoy the crystal clear waters in a wonderful day out at sea. We start off towards the north of Malta where this excursion will take us past landmarks such as the bays of St Julian's, St Andrews and St Paul's where we can see the islands where the shipwreck of St Paul took place in 60 A.D.

2  
FERNANDES – GOZO, COMINO AND THE BLUE LAGOON – Full Day  
One of the most recommended excursions in Malta is definitely a full day on the Fernandes which is a Turkish Gullet with a large forward deck and saloon. After leaving Sliema and start cruising towards the north of Malta, we pass popular places like St Julians and its casino, St Pauls Islands and Mellieha Bay.

3  
SUNDAY SPECIAL – Full Day  
Come join us on a delightful full day excursion that includes a cruise, a flea market and horse racing together with a buffet lunch to make this tour a complete day out in Malta. We start off with the ever popular Valletta market with its many stalls, hawkers and customers all enjoying the latest Sunday deal.

4  
ABOVE AND BELOW – Full Day  
Enjoy a full day excursion that combines a tour of the majestic Grand Harbour and the mysterious wonders of what lies beneath the sea. We start off by discovering the ports and creeks of Valletta and the Three Cities that make this Harbour such a unique experience.

5  
MYSTERIES OF THE GRAND HARBOUR – Half Day (Morning)  
This is a spectacular half day excursion where we combine two of the most popular attractions in Malta, the Harbour Cruise together with the Malta Experience in one memorable event. The Harbour Cruise takes us to the exact battle site of the island's greatest battles, the Great Siege of 1565 and the World War II.

**During this tour you can...**

- A see the underwater world
- B do the shopping
- C visit the museum of history
- D spend a day on an old ship
- E go on a trip to the capital
- F see the place where the ship sank
- G go on an excursion round the islands
- H have a day off with extreme sports

**Text 9**

**Read the text below. Match choices (A-H) to (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.**

**THE HISTORY OF MOBILE PHONES**

Mobile phones have become ubiquitous in our society. In fact, they have been around for several decades in some form or another. The technology began shaping in the late 1940s, when the idea of a mobile phone was introduced. Let us see how the mobile phone developed in its current form.

1  
Mobile phones are looked upon as a modern invention. However, their origin can be traced back to the invention of telephone way back by Graham Bell in 1870s and success in the capture of radio message. Since those events, these basis technologies have merged and shaped themselves together as mobile phone.



2

Summing up the history of mobile phones we can say that the telephones were the beginning of the whole system. Radio charted the progress of radio communications. Both technologies came together to bring radio telephones. Then came cellular which marked the development of the popular cellular mobile phone systems. Another step was digital which led to the emergence of a digital standard, GSM. Satellites helped mobile phones emerge as the preferred medium of communication.

3

Alexander Graham Bell patented the telephone in 1876. The device was initially developed using the technology designed for the telegraph and started out as a manually-switched network. Calls were connected by operators. Another pillar of mobile telephony came into being when Charles Stevenson developed radio communication in the early 1890s to keep in contact with off-shore lighthouses. Marconi transmitted a signal over a distance of 2 km in 1894. Fessenden was able to broadcast music by radio in 1906.

4

Next development was merger of telephone and radio technologies. Units worked by connecting to one or more base stations. However, one could only talk or listen, for the transmit and receive frequencies were different. In early 1920s in the United States, mobile radios began operating at 2 MHz. These mobile radios were used only by the police on experimental basis. By the 1920s, police forces in the United States were experimenting with two-way radios in patrol cars. Practical systems were not implemented until the 1940s. Development of the system was done keeping the police and emergency services requirements in mind. Public use of mobile technology was not yet thought.

5

Commercial Mobile Telephony goes back to the 1940s, when digital wireless and cellular roots came into being. The transistor, invented in 1948, made it possible to build smaller, cheaper and lighter devices. While early telephone network worked on the vacuum tube and the transistor, the wireless revolution began only after low cost microprocessors and digital switching became available.

6

New mobile phone system called Total Access Control System (TACS) made possible efficient use of frequencies. The system had the mobile phones connected to smaller, lower-powered base stations arranged in a cellular pattern, hence the name cellular phone. However, limitation of analogue technology led to the development of GSM or Global System for Mobile Communications technology. GSM enabled efficient use of radio spectrum, provided international roaming, gave satisfactory voice quality and was compatible with other systems such as ISDN (Integrated Services Digital Network).

## Text 10

**Read the text below. Match choices (A-H) to (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.**

### QUIRKY DUBLIN

If it's an unusual experience you're looking for but don't quite know where to start... then here is a great guide!

1

#### MUMMIES IN ST MICHAEL'S CHURCH AND CRYPTS

The peculiar dry atmosphere has caused the mummification of the bodies and the preservation of the coffins. Underneath the church are five long burial vaults containing the mummified remains of many of Dublin's most influential 17th, 18th and 19th century families.

2

### NATIONAL LEPRECHAUN MUSEUM

The National Leprechaun Museum is a truly unique attraction! The museum takes you deep into Irish and Celtic culture to discover what really lies behind, the well-known tales of Irish cultural icons – leprechauns, rainbows and pots of gold!

3

### DUBLIN FALCONRY

The Dublin Falconry brings you the art of Falconry with well conducted speeches, dress and flying displays. The Dublin Falconry offers a number of unique activities that allow you to get up close and personal with the majestic birds. Take a Hawk Walk, which features an introduction to holding and flying an amazing raptor as you see first-hand how the raptor moves.

4

### CAFE CULTURE

Hidden away down Pleasant's Lane in a quaint court yard you will find the adorable Cake Caffi. What makes The Cake Cafii so different and many would say cute, is the 1950s feel and mismatching antique china cutlery. A perfect spot for lunch, whether sitting inside or out in the funky courtyard, there is plenty to choose from on the tempting menu. Or check out the Foam Cafe, tucked away in the Italian Quarter. The eclectic decor and tasty cakes, tapas will ensure your first visit will not be your last!

5

### LE COOL WALKING TOURS

Le Cool Walking Tours offer tours that show an alternative side to Dublin! Incorporating elements of the city which have become staples of le cool content such as pop-ups, new collectives and initiatives, Le Cool want to share these 'of the moment' living culture experiences. This continually evolving two-hour tour will reflect the now and engage with people behind initiatives which are reshaping Dublin city in vibrant and meaningful ways.

6

### THE SCIENCE GALLERY

Tucked into the historic grounds of Trinity College Dublin is the super modern and fascinating Science Gallery. It's a truly new and unique type of venue where today's white-hot scientific issues are thrashed out and you can have your say! What makes The Science Gallery so quirky is that unlike most galleries? It doesn't have a permanent collection. There is always something new and fascinating to see.

#### **Where can you see and do this while in Dublin?**

- A find out about DIY culture, street art, fashion, emerging music and literature
- B visit the oldest survival Structure in the capital
- C get involved into talks, debates and workshops
- D practice feeding and taming the beasts of prey
- E enjoy savoury delights as well as sweet
- F discover the world of national folklore
- G check out the ancient preserved bodies
- H practice the basic techniques and skills of Gaelic games

#### TASK 4

Читання для детального розуміння тексту Заповнення пропусків  
(6 пропусків, які потрібно заповнити частинами речень)

*Підказки:*

1. *Прочитайте заголовок, щоб зрозуміти, про що йдеться в тексті.*
2. *Перегляньте основний текст для загального розуміння і не звертайте уваги на пропущені частини.*
3. *Прочитайте фрагмент речення з пропуском. Визначте граматичну функцію фрагмента з пропуском.*
4. *Уважно прочитайте речення до і після частини, яку потрібно вставити.*
5. *Речення мають бути логічно пов'язані та граматично правильні. Зверніть увагу на порядок слів, зв'язок між словами та словами з контрастними ідеями.*
6. *Переконайтеся, що два додаткових варіанти не відповідають жодному з пропусків ні логічно, ні граматично.*

#### Text 1

Read the text below. Choose from (A-H) the one which best fits each space (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.

#### FANTASTIC FLAGS

*An introduction to vexillology (the study of flags)*

A national flag isn't just fabric (1) \_\_\_\_\_. It is a nation's most widely recognized symbol. It is a representation of a nation's character, (2) \_\_\_\_\_.

The way history influences a flag can be clearly seen in the US flag: fifty stars represent the fifty states, and thirteen red and white horizontal stripes symbolize the first states ever to join the union. Also known as the *Stars and Stripes* or the *Star-Spangled Banner*, (3) \_\_\_\_\_, the flag has been a source of pride throughout American history.

While flags come in a variety of colours, their shape rarely varies. The only non-rectangular flag is that of Nepal, (4) \_\_\_\_\_, and the flag of Switzerland which is square. The most common colour is red, which appears on 75 % of all flags, and represents bravery. It is closely followed in popularity by white, (5) \_\_\_\_\_. Blue, which symbolizes freedom and justice, is present on 50 % of the world's flags.

For this reason, many flags can appear similar to each other. Both the flag of the Republic of Ireland and the Ivory Coast have the same colours, but in reverse order. The flags of Chad and Romania seem identical at first glance. Indeed, (6) \_\_\_\_\_ – and it takes a keen eye to notice that the Romanian flag has a slightly lighter blue.

- A inspired by its history, culture and people
- B which symbolizes innocence and is found on 70 % of flags worldwide
- C describing the history of the country
- D after which the national anthem was named
- E hanging from a flagpole
- F it is quite famous
- G both have vertical stripes of blue, yellow and red
- H which consists of two triangles or pennants stuck together

## Text 2

Read the text below. Choose from (A-H) the one which best fits each space (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.

### WHAT MAKES AN OLYMPIC CHAMPION?

Perhaps the most important factor involved in becoming an elite athlete is genetics. Most Olympic competitors are equipped with certain physical characteristics (1) \_\_\_\_\_. Take an elite athlete's muscles, for example. In most human skeletal muscles (the ones that make your body move), there are fast-twitch fibers and slow-twitch fibers. Fast-twitch fibers help us move quickly. Olympic weightlifters, for example, have a large number of fast-twitch fibers in their muscles – many more than the average person. These allow them to lift hundreds of kilos from the ground and over their heads in seconds. Surprisingly, a large, muscular body is not the main requirement (2) \_\_\_\_\_. It is more important to have a large number of fast-twitch fibers in the muscles.

The legs of an elite marathon runner, on the other hand, might contain up to 90 per cent slow-twitch muscle fibers. These generate energy efficiently and enable an athlete (3) \_\_\_\_\_. When we exercise long or hard, it's common to experience tiredness, muscle pain, and difficulty breathing. These feelings are caused (4) \_\_\_\_\_ and can't remove it quickly enough. Athletes with many slow-twitch muscle fibers seem to be able to clear the lactate from their muscles faster as they move. Thus, the average runner might start (5) \_\_\_\_\_. A trained Olympic athlete, however, might not feel pain until much later in the competition.

For some Olympic competitors, size is important. Most male champion swimmers are 180 cm (six feet) or taller, (6) \_\_\_\_\_. For both male and female gymnasts, though, a smaller size and body weight mean they can move with greater ease, and are less likely to suffer damage when landing on the floor from a height of up to 4.5 meters (15 feet).

- A when the muscles produce high amounts of lactate
- B that differentiate them from the average person
- C to control fatigue and keep moving for a longer period of time
- D giving him a chance to become the best
- E when we overeat
- F to feel discomfort halfway into a race
- G allowing them to reach longer and swim faster
- H to do well in this sport

## Text 3

Read the text below. Choose from (A-H) the one which best fits each space (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.

### THE ENIGMA OF BEAUTY

The search for beauty spans centuries and continents. Paintings of Egyptians dating back over 4,000 years show both men and women (1) \_\_\_\_\_. On the other side of the globe, the ancient Maya of Central America considered crossed eyes beautiful, and hung little balls between children's eyes (2) \_\_\_\_\_. In 18-th century France, wealthy noblemen wore large wigs of long, white hair to make themselves attractive. In cultures throughout the world, people have gone to extreme lengths (3) \_\_\_\_\_. Today, people continue to devote a lot of time and money to their appearance. According to a recent report by the Nielsen Company, (4) \_\_\_\_\_, "one out of three consumers globally say they are spending more money today on beauty and health care products ... than ever before." Worldwide, sales of makeup, dieting, hair- and skin-care products, as well as (5) \_\_\_\_\_, generate billions of dollars every year.

And there is at least one good reason for the desire to be attractive: beauty is power. Studies suggest (6) \_\_\_\_\_, get called on more often in class, and are perceived as friendlier.

- A to achieve the goal of beauty
- B a global information and marketing corporation
- C gym memberships and cosmetic surgery
- D earning a high income
- E painting their nails and wearing makeup
- F that good-looking people make more money
- G to develop this look
- H that they have medical operations to improve their appearance

#### Text 4

**Read the text below. Choose from (A-H) the one which best fits each space (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.**

##### SKIN: THE BODY'S CANVAS

If you took off your skin and laid it flat, it would cover an area of about 1.9 square meters (21 square feet), (1) \_\_\_\_\_. Covering almost the entire body, skin protects us from a variety of external forces, such as extremes of temperature, damaging sunlight, harmful chemicals, and dangerous infections. Skin is also packed with nerves, (2) \_\_\_\_\_.

The health of our skin and its ability (3) \_\_\_\_\_ are crucial to our well-being. However, the appearance of our skin is equally – if not more – important to many people on this planet.

Take skin colour, for example. Your genes determine your skin's colour, but for centuries, humans have tried (4) \_\_\_\_\_ in an attempt to be more attractive. In the 1800s, white skin was desirable for many Europeans. Skin this colour meant that its owner was a member of the upper class and did not have to work in the sun. Among darker-skinned people in some parts of the world, products (5) \_\_\_\_\_ are still popular today. In other cultures during the 20th century, as cities grew and work moved indoors, attitudes toward light skin shifted in the opposite direction. Tanned skin began to indicate leisure time and health. In many places today, sun tanning on the beach or in a salon remains popular, even though (6) \_\_\_\_\_.

- A which have been produced in Europe
- B wearing tattoos to mark their status
- C to perform its protective functions
- D which keeps the brain in touch with the outside world
- E to lighten or darken their skin
- F people are more aware of the dangers of UV rays
- G making it by far the body's largest organ
- H used to lighten skin

#### Text 5

**Read the text below. Choose from (A-H) the one which best fits each space (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.**

The cheetah, an expert hunter, sits silently atop a hill and scans the herds of feeding animals (1) \_\_\_\_\_. Finding a target, it moves quietly through the grass until it is close enough (2) \_\_\_\_\_ perhaps an antelope or a wildebeest.

The cheetah is perfectly built for the kill. Its colouring allows it to disappear into the landscape (3) \_\_\_\_\_. And its speed over a short distance, the fastest in the animal world, allows it to chase its target. Once the prey is killed, the cheetah drags the carcass to a safe place, even (4) \_\_\_\_\_. However, the cheetah is also a highly endangered animal. (5) \_\_\_\_, game wardens are working to enforce the anti-poaching laws that should protect them. Also, conservation groups are providing incentives to local farmers (6) \_\_\_\_\_. It will be a sad day if this beautiful animal disappears from our planet.

- A pulling it up into a tree to stop other predators from stealing it
- B looking for the perfect prey
- C making hunting legal
- D to know it can get its reward
- E to protect cheetahs that come on their land
- F trying to eat them at once
- G to avoid being seen
- H to reverse the fall in cheetah numbers

### Text 6

**Read the text below. Choose from (A-H) the one which best fits each space (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.**

#### PREDICTING EARTHQUAKES

Never before have so many people packed into cities – places such as Los Angeles, Istanbul, Tokyo, and Lima – that are regularly affected by earthquakes. (1) \_\_\_\_\_, these cities face the risk of death and economic disaster from large quakes – and from the tsunamis, fires, and other destruction they often cause.

We understand earthquakes better (2) \_\_\_\_\_. Now, scientists would like to predict them, but is this possible? Today, some of the simplest questions about earthquakes are still difficult to answer: Why do they start? What makes them stop? Perhaps the most important question scientists need to answer is this: Are there clear patterns in earthquakes, or are they basically random and impossible to predict?

In Japan, government scientists say they have an answer to the question. “We believe that earthquake prediction is possible,” says Koshun Yamaoka, a scientist at the Earthquake Research Institute at the University of Tokyo. Earthquakes follow a pattern; they have observable signs, Yamaoka believes. In fact, Japan has already predicted (3) \_\_\_\_: Tokai, a region along the Pacific coast about 161 kilometers (100 miles) southwest of Tokyo. Here, two plate boundaries have generated huge earthquakes every 100 to 150 years. But the section along Tokai hasn’t had a major quake since 1854. The theory is that strain is building up in this region, and that it’s time for this zone (4) \_\_\_\_\_. Unfortunately, this is more a forecast than a prediction. It’s one thing to say that an earthquake (5) \_\_\_\_\_. It’s another to predict exactly (6) \_\_\_\_\_.

- A being densely populated
- B where its next great earthquake will be
- C why the earthquake will start
- D located near the edge of Earth’s huge, shifting plates
- E than we did a century ago
- F to reduce its stress
- G where and when the quake will occur
- H is likely to happen in a high risk area

## Text 7

Read the text below. Choose from (A-H) the one which best fits each space (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.

### CAVES AND MONSTERS

Most of the inner part of Iceland is uninhabited and accessible only by truck or other vehicle. Nevertheless, there is a range of outdoor activities (1) \_\_\_\_, particularly along the coasts: "Iceland is an adventure," said Sol Squire, (2) \_\_\_\_\_. "We have Europe's biggest glaciers, active volcanoes, cave explorations, and skiing."

One of Iceland's most popular attractions is caving. Exploring Iceland's unusual lava caves, (3) \_\_\_\_, requires only basic caving knowledge and equipment. Ice caves, however, are more challenging and (4) \_\_\_\_\_. The best-known ice caves are in Vatnajökull – a vast layer of ice which, at 8,000 square kilometres (3,000 square miles), is Iceland's – and Europe's – largest glacier. It also happens to be situated just above an active volcano!

If exploring caves and glaciers doesn't interest you, (5) \_\_\_\_, to check out the huge rock formations that were once believed to be monsters (6) \_\_\_\_\_. These are a dramatic part of the scenery on one of Iceland's most impressive black-sand beaches.

- A whose Icelandic company organizes adventure trips around the country
- B to go climbing in summer
- C turned into stone
- D require special clothes and hiking tools
- E inspired by nature
- F most of which formed more than 10,000 years ago
- G head south, just outside the town of Vik
- H to enjoy elsewhere in the country

## Text 8

Read the text below. Choose from (A-H) the one which best fits each space (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.

### A PLACE FOR HEALTH AND HEALING?

In Wales, about 400 kilometres (250 miles) west of Stonehenge, archaeologists have another theory about why the monument was built and (1) \_\_\_\_\_. In this region of Wales are the Preseli Mountains. Archaeologists have traced the origin of Stonehenge's oldest stones (often referred to as "bluestones" because of their appearance when wet) to this site.

One question that has puzzled archaeologists for years is (2) \_\_\_\_\_ – which weighed up to 3,600 kilos (four tons) – and use them to build Stonehenge? Some archaeologists believe that early people saw the Preseli hills, with their giant blue stones, as a holy place. There is also a local belief,

(3) \_\_\_\_\_, that the waters coming from the Preseli Mountains can cure illness. It is possible that the motive for moving these stones the great distance to Salisbury Plain was (4) \_\_\_\_\_.

How exactly the stones were transported without the use of wheels – remains a mystery. Perhaps they were pulled by teams of men and animals, or moved on giant rollers of wood. However it was done, (5) \_\_\_\_\_ was a remarkable achievement for the time.

Stonehenge was one of the last great monuments built in ancient England. It was abandoned about 3,500 years ago, and (6) \_\_\_\_\_, they have left us forever with one of history's great puzzles to solve.

- A which is still common today
- B what it was used for
- C attract visitors to the place
- D to create a centre for health and healing
- E because its creators wrote no texts to explain it
- F why did ancient Britons transport these huge stones
- G transporting such enormous stones
- H when did they use it

### Text 9

**Read the text below. Choose from (A-H) the one which best fits each space (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.**

#### REMEMBRANCE AND HONOR

Memorial Day, originally called Decoration Day, is observed on the last Monday in May.

Memorial Day is a day of remembrance for (1) \_\_\_\_\_defending the United States.

Waterloo, N.Y. was officially declared the birthplace of Memorial Day. However it's difficult to confirm the exact origins of the day. Most people agree that it is not important where or when it first started. What is important is (2) \_\_\_\_\_. On Memorial Day, the President or Vice President

(3) \_\_\_\_\_ on the Tomb of the Unknown Soldier at Arlington Cemetery in Washington, D.C. Veterans Day was originally called Armistice Day. It is observed either on November 11th or on the fourth Monday of October. Veterans Day honours the men and women (4) \_\_\_\_\_. On November 11, 1918, a treaty was signed bringing World War I to an end. November 11, 1919 was set aside as Armistice Day in the United States, to remember the sacrifices (5) \_\_\_\_\_. In 1954 the holiday was changed to Veterans Day and declared a National holiday.

American Veterans have established support groups such as the American Legion and Veterans of Foreign Wars. These groups sell paper poppies made by disabled veterans (6) \_\_\_\_\_. The poppy is a bright red flower that became a symbol of World War I after a bloody battle took place in a field of poppies in Belgium.

- A to raise funds for their charitable activities
- B gives a speech and lays a wreath
- C those who were buried at Arlington Cemetery
- D who served during wars with the U.S. armed forces
- E who remembered the Veterans Day
- F that Memorial Day was established
- G that men and women made during World War I
- H those who were killed in war

### Text 10

**Read the text below. Choose from (A-H) the one which best fits each space (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.**

Alexander Graham Bell invented the telephone in 1876 – right? Well, actually, a German schoolteacher managed to do it fifteen years before Bell, (1) \_\_\_\_\_.

In 1860 Philip Reis rigged up what (2) \_\_\_\_\_.



This instrument was built from an improbable assortment of items: a violin, a knitting needle, an ear carved in wood, even a piece of sausage. “I succeeded in inventing an apparatus by which... one can reproduce sounds of all kinds at any desired distance... I named the instrument [the] ‘telephone.’

It worked – but poorly. So Reis kept tinkering with it. He hooked up a wire between his workshop and the school, which convinced his students that he was using the telephone to eavesdrop on them. (3) and his models became more and more sophisticated.

Eventually Reis sent some improved models of his telephone to scientists around the world. They could transmit music fairly well, (4) \_\_\_\_\_. “Single words were perceptible indistinctly,” said one listener. Nobody seemed very impressed.

Most scientists at the time regarded the Reis telephone as little more than a toy. Crushed, (5) \_\_\_\_\_, and died of tuberculosis in 1874. Two years later, Alexander Graham Bell filed the patent that earned him the glory and (6) \_\_\_\_\_.

- A but speech came out garbled at best
- B he worked on his telephone for several years
- C financial rewards of telephone invention
- D he tried to build a better telegraph
- E but he didn’t have very good PR
- F it was of no importance in a business light
- G he described as an “artificial ear”
- H he abandoned work on it

## ЧАСТИНА 2. ВИКОРИСТАННЯ АНГЛІЙСЬКОЇ МОВИ

### ЗАВДАННЯ 5

#### Використання англійської мови (Лексика)

##### Підказки:

1. Спочатку прочитайте заголовок тексту, а потім прочитайте весь текст з пробілами, щоб отримати загальне уявлення про те, про що йдеться.
2. Прочитайте речення з пропуском і спробуйте зрозуміти його зміст.
3. Здогадайтеся про значення пропущених слів з контексту.
4. Перевірте слова до і після пропуску. З деякими словами можна вживати лише певні прикметники, а деякі слова є частинами словосполучень або фразеологізмами.
5. Перегляньте варіанти, щоб вирішити, який найкраще підходить до лексичного та граматичного контексту.
6. У цьому типі тесту ви повинні знати точне значення слова або його словосполучення.

#### Text 1

**Read the text below. For questions (1-15) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.**

#### A Hectic Time

Dear Trevor,

I know it's been ages since I wrote to you but I've been very busy (1)..... we decided to move into the country. The house in the village is not quite read (2)..... but as you can imagine (3) ..... the last few weeks we've had to chase up builders and plumbers and we've (4) ..... got a long way to go.

It's been such a long time since we (5) .....work on it I've almost forgotten how long it's been exactly. We must have started it about seven years (6) ..... and we've (7).....spent a small fortune on it. We are (8)..... living in our rather cramped flat where you (9) ..... us a few years ago but it (10) ..... to get unbearable and we (11) .to moving out. We are still (12) ..... around from morning (13).....night and it's been particularly hectic (14) ..... the last week. Anyway, (15).....all this was going on Karen fell and sprained her ankle which was the last thing we needed!

1	A every time	B ever since	C while	D before
2	A still	B already	C yet	D soon
3	A for	B as	C while	D since
4	A yet	B already	C nearly	D still
5	A have started	B start	C did start	D started
6	A before	B ago	C previous	D since
7	A still	B not	C already	D yet
8	A already	B still	C yet	D longer
9	A were visiting	B have visited	C had been visited	D visited
10	A begun	B is beginning	C begins	D begin
11	A have looked forward	B looked forward	C will look forward	D are looking forward
12	A rush	B rushed	C rushing	D be rushed
13	A and	B into	C till	D through
14	A during	B from	C in	D while
15	A in	B during	C while	D for

## Text 2

**Read the text below. For questions (1-15) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.**

### The Mystery of the Marie Celeste

We spotted the Marie Celeste drifting in mid-Atlantic on December 5, 1872. Since the ship looked damaged, the captain said the three of us (1) ..... board her at once (2) ..... investigate and (3) ..... him back any information we could get hold of. We (4)....climb on board without too much difficulty but we couldn't see any sign of life anywhere. The crew of the Marie Celeste (5) ..... have abandoned ship (6) ..... the ship's small lifeboat was missing. Some navigational equipment which a ship of that kind (7).....had on board was also missing. The crew (8) ..... had much time to abandon ship because they had not (9)..... with them many of their personal possessions. Luckily, we (10).....to find the ship's log which helped us a great deal in our (11).....The last time the captain of the Marie Celeste had (12).....an entry in the ship's log was November 21. Something extraordinary must have taken (13).....between this date and December 5. The captain of the ship, Benjamin Briggs, had extensive (14) ..... of the high seas so what had made him (15).....the decision to abandon ship in the middle of nowhere?

1	A have	B had to	C could	D ought
2	A in order that	B so that	C in order to	D for to
3	A take	B get	C carry	D bring
4	A couldn't	B managed	C unable	D were able to
5	A can't	B must	C hadn't	D could
6	A since	B on account of	C as a result of	D owing to
7	A shouldn't	B should have	C shouldn't have	D should be
8	A ought not have	B must not	C couldn't have	D would have
9	A taken	B fetched	C brought	D had
10	A could	B able	C knew	D managed
11	A information	B solution	C suggestion	D investigation
12	A took	B passed	C wrote	D made
13	A part	B care	C place	D control
14	A qualification	B education	C experience	D travel
15	A bring	B choose	C have	D take

## Text 3

**Read the text below. For questions (1-15) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.**

### The Big Day

Since candidates may think about examiners, they are not in fact (1).....monsters, dripping red ink instead of blood, but ordinary people who will do their best to pass candidates as (2) ..... as candidates follow certain basic rules of the game. Many candidates are (3) ..... in the First Certificate not because their English is (4) ..... but because they are (5) ..... about the requirements of the examination. Before you (6) ..... for the examination, make sure you know what is expected of you; you are (7) ..... to do well unless you answer all the questions set, and don't include (8) ..... material. Don't start writing as (9).....as you get the paper – think first, write (10) .....! If part of an answer is incorrect, you (11).....cross

it out and write the preferred answer neatly above it, If your handwriting (12).....illegibl, it will be difficult for the examiner to give you credit for it, (13) ..... it is right or (14) ..... You will also lose marks if your essay is written in an (15).....style for the type of writing and intended audience.

1	A insensible	B unsensible	C unsensitive	D insensitive
2	A much	B far	C long	D soon
3	A unhappy	B inaccurate	C incorrect	D unsuccessful
4	A inadequate	B misguided	C illegible	D misunderstood
5	A ill-informed	B informed	C dissinformed	D mal-informed
6	A will sit	B would sit	C have sat	D sit
7	A improbably	B impossible	C unlikely	D unlucky
8	A irrelevant	B illiterate	C indirect	D illogical
9	A quickly	B immediately	C fast	D soon
10	A after	B afterwards	C later	D slower
11	A will	B would	C should	D have
12	A was	B were	C be	D is
13	A however	B whenever	C whether	D if
14	A no	B none	C false	D not
15	A inappropriate	B misappropriate	C inappropriate	D disappropriate

#### Text 4

**Read the text below. For questions (1-15) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.**

##### Bad news

The mass media nowadays are our main source of information about what's happening in the world and the impression one (1) ..... from them about human (2).....is pretty depressing.

My blood (3) ..... rises every time I switch the television on. Apart from gossip about (4) ..... personalities, the picture they paint of human (5).....is that they are violent and bloodthirsty. They just report crimes, violations of human rights and the way we are destroying our natural (6) .....They rarely report (7) ..... in science or medicine; it's a bleak picture.

Last night, there was a report about a mass (8) ..... from a prison in Chicago during which five prison guards (9) ..... dead as the prisoners were (10).....their getaway. Then there was the story of someone who (11).....gunned down by police when he went berserk and massacred ten innocent (12)..... in a shopping centre somewhere again – in the United States.

I see now where Hollywood (13) .....Get their ideas from. They just turn on the news and they've got themselves a (14) ..... scenario. It seems to me that news (15) have become a form of entertainment.

1	A takes	B collects	C gets	D draws
2	A nature	B character	C species	D persons
3	A level	B impression	C pressure	D temperature
4	A film affairs	B film business	C show star	D show business
5	A beings	B characters	C personalities	D people
6	A wealth	B springs	C materials	D resources
7	A breakaways	B break-ins	C break-ups	D breakthroughs
8	A break-in	B break-out	C breakthrough	D break-up
9	A have been shot	B have shot	C were shooting	D were shot
10	A taking	B making	C trying	D escaping
11	A had	B has been	C got	D was got

12	A by-passers	B passers-by	C pedestrians	D onlookers
13	A screenplayers	B scriptplayers	C scenewriters	D screenwriters
14	A ready-made	B take-away	C give-away	D high-class
15	A bulletins	B broadcasters	C forecasts	D reporters

### Text 5

**Read the text below. For questions (1-15) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.**

#### E-mail or snail mail?

Modern technology has brought about enormous improvements in communications and yet many people are still very worried (1).....using the latest computer technology. I am often (2)..... to meet colleagues who still don't know what the 'e' in e-mail stands for and they are too (3) ..... to ask. They assume you have to be skilled (4) ..... computers to send a message via e-mail but in fact it is (5) ..... thing in the world. It is also (6) ..to send an e-mail message (7) ..... to send an ordinary letter or a 'snail' message which also takes (8) ..... longer. An e-mail message is only (9).....more expensive than a local telephone call to send; on top of the call itself you also have to pay a fee to your 'server'. If you send a letter by (10) ..... mail it will take a couple of days to get there whereas an e-mail will not take (11) ..... than a few seconds. Once you become (12).....to using the system you will be (13)..... at how much more (14).....it is than other means of communication. Of course, before you have access to e-mail, you will need a fairly (15).....computer, which can be quite expensive.

1	A for	B about	C at	D with as
2	A surprising	B irritating	C surprised	D irritated
3	A embarrassing	B embarrassed	C tired	D tiring
4	A about	B into	C to	D in
5	A simplest	B the more simple	C simpler	D the simplest
6	A cheaper	B more cheaper	C cheapest	D the cheaper
7	A as	B than	C that	D from
8	A much	B more	C as	D lot
9	A little	B slightly	C less	D least
10	A second-hand	B low-paid	C part-time	D first-class
11	A more long	B longest	C as long	D longer
12	A capable	B accustomed	C clever	D good
13	A amazed	B puzzled	C experienced	D pleased
14	A confident	B certain	C efficient	D skilful
15	A for	B great	C powerful	D large

### Text 6

**Read the text below. For questions (1-15) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.**

#### Night Visitor

She put the key in the keyhole as quietly as she could but she found it (1).....as the door was old and rusty. As she (2) ..... opened the door, it squeaked (3).....on its old hinges, 'I wish they'd oil the thing a bit more (4) ....., ' she muttered to herself (5).....he closed the door (6)..... behind her and then tiptoed (7) .....across the room. Unfortunately, this time it was the floorboards that betrayed her as they creaked (8).....with every step she took. It had been so (9) ..... since the old house had been built – it had (10) ..... been about two hundred years

before and for all Helen knew they had (11) ..... replaced the original floorboards. Helen's heart began to beat (12).....It was one o'clock.

Helen's parents must have gone to bed (13) ..... This was most unusual. Rarely (14) ..... to bed before she got home. No sooner had she put her foot on the first stair (15).....she heard a muffled voice call out, 'Who's there? Is that you, Helen?'

1	A hardly	B easy	C hard	D easily
2	A slowly	B loudly	C careful	D noisy
3	A lightly	B noisily	C softly	D gently
4	A frequent	B oftener	C sooner	D frequently
5	A with angry	B angry	C angrily	D from anger
6	A shyly	B efficiently	C carefully	D fast
7	A softly	B gentle	C finely	D shortly
8	A aloud	B loud	C loudly	D allowed
9	A along	B long time	C long	D a long time
10	A probably	B certainly	C definitely	D may not
11	A rarely	B scarcely	C never	D occasionally
12	A fastly	B more faster	C more fast	D faster
13	A early	B more earlier	C the earliest	D more early
14	A they went	B they did go	C they have gone	D did they go
15	A then	B than	C that	D there

### Text 7

**Read the text below. For questions (1-15) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.**

#### On your bike!

If you are getting fed up wasting time looking for parking space, my (1).....you is to consider the bicycle as an alternative (2).....of transport. Cycling is probably the cheapest and healthiest way of getting (3) ..... our congested city centres (4).....it is convenient and environmentally desirable, it can be an unattractive (5).....on a cold wintry morning. It is much easier to (6) ..... onto a nice warm bus or jump into your car, (7).....the sight of cyclists as they weave their way in and out of the traffic may fill you with (8).....as you sit waiting in yet (9) ..... traffic jam. In spite of the (10) ..... that worsening pollution is getting many people (11)....., causing more and more health problems and (12).....it is fashionable to express one's (13) ..... of the environmentally safe bicycle, it is hard to (14)..... the danger cyclists face in sharing the road with cars (15).....cycling is not as risky as it looks at first sight, there are more and more accidents involving cyclists.

1	A advice	B warning	C plan	D solution
2	A method	B way	C means	D instrument
3	A on	B through	C over	D about
4	A Despite	B In spite	C Although	D Even as
5	A choice	B advice	C propose	D transport
6	A enter	B be	C travel	D get
7	A even	B however	C though	D and
8	A approval	B envy	C angry	D criticism
9	A other	B more	C another	D longer
10	A truth	B reality	C fact	D event
11	A round	B down	C over	D together

12	A while	B despite	C as	D in spite of
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13	A favour	B agreement	C belief	D approval
14	A refuse	B criticise	C deny	D think
15	A Even though	B However	C Whereas	D Although

### Text 8

**Read the text below. For questions (1-15) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.**

#### The lost art of old masters

The three blank spaces on the wall of the Frankfurt Schirn Gallery are probably more photographed than the old paintings which (1) there until last Thursday. That was the day when thieves (2) ..... two paintings by JMW Turner, which were (3) ..... loan from London's Tate Gallery. In fact, as theft increases, empty walls are (4) ..... an increasingly familiar (5) ..... in Europe's galleries. The thieves are usually (6) ..... of professional gangs who study the layout of their target in (7) ..... beforehand. They are becoming better at overcoming the tightest security. The thieves of Frankfurt waited (8) the gallery closed at 10 pm, overpowered the security guard before he could (9) ..... on the alarm system and (10) ..... with the paintings to a waiting car. The pictures are (11) at £37.7 million and, since they are (12)..... famous to sell, police suspect that the thieves will hold them to ransom.

A £62,800 reward is being (13).....for information. Unfortunately European Union policyhas made it easier for thieves to (14).....borders and harder for police to follow them. To discourage thieves, galleries may have to turn themselves (15).....high security fortresses.

1	A hung	B stayed	C held	D fixed
2	A robbed	B stole	C burgled	D borrowed
3	A for	B at	C in	D on
4	A getting	B becoming	C having	D growing
5	A sight	B scene	C site	D look
6	A guests	B members	C partners	D owners
7	A fact	B addition	C detail	D general
8	A for	B while	C before	D until
9	A turn	B go	C rely	D set
10	A escaped	B parted	C got	D hid
11	A measured	B charged	C valued	D appreciated
12	A too	B enough	C very	D quite
13	A stated	B offered	C held	D taken
14	A swap	B alter	C change	D cross
15	A for	B towards	C into	D over

### Text 9

**Read the text below. For questions (1-15) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.**

#### Eccentric or mad?

Traditionally, the British have always been very fond of their eccentrics. Even today, British eccentrics are considered to be the strangest, (1).....to American psychologist David Weeks.

(2) ..... the Leopard Man, for example. He lives alone in a cave on the Isle of Skye. He is

tattooed from (3) ..... to toe with leopard spots, and (4)..... a living selling seafood. But is this bizarre (5).....a type of mental illness? It has long been believed that creativity and insanity are (6).....In the last 30 years or so, psychologists have tried to find evidence to (7) ..... this belief. One study found that creative people have a lot (8).....common with eccentrics and also that they are more (9) ..... to suffer from extreme depression, which is often associated with mental illness. But during David Weeks' detailed (10) ..... into the personalities of eccentrics, he found that they are (11) ..... the happiest and healthiest of people. Not (12) ..... do they visit their doctors much less often than the (13).....of us, but they are also usually (14) ..... in several things at one time, so they always have a(13).....in life.

1	A concerning	B considering	C responding	D according
2	A Take	B See	C Watch	D Look
3	A head	B hair	C height	D peak
4	A creates	B makes	C gets	D has
5	A action	B treatment	C behaviour	D acting
6	A joined	B connected	C same	D attached
7	A support	B hold	C give	D bear
8	A on	B from	C in	D of
9	A likely	B probable	C possibly	D available
10	A search	B research	C check	D look
11	A among	B between	C by	D apart
12	A only	B just	C simply	D purely
13	A other	B most	C others	D rest
14	A interesting	B involving	C interested	D invested
15	A goal	B reason	C score	D want

## Text 10

**Read the text below. For questions (1-15) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.**

### “Diamonds are Forever”

It has been common practice in recent years for a man to buy his fiancée a diamond to (1) ..... their engagement. Diamond rings have been bought by the aristocracy since the (2) ..... of the century, but until the 1950's they were considered an expensive and (3) ..... accessory for a working-class wedding. (4) ..... it was around this time that De Beers, the biggest producers of diamonds in the world, decided that they needed to (5).....their market.

As a (6) ..... they launched an advertising campaign which was (7).....at couples with a slightly smaller budget. It was one of the most successful campaigns in the company's (8) ..... For this campaign, the advertisers wanted to sell the idea that, (9) ..... diamonds are an expensive luxury, they are also the (10).....of everlasting love. Thus a diamond engagement ring was supposed to signify the husband's lifelong (11) ..... to his wife. The idea was expressed in the (12).....which was first conceived by De Beers' advertisers: “Diamonds are Forever”. This (13) ..... to be highly profitable because the public bought the idea and (14)..... bought diamond rings by the thousands. De Beers, who now have almost total (15).....over diamond production worldwide, have never looked back.

1	A prove	B notice	C show	D mark
2	A beginning	B first	C origin	D front
3	A unwanted	B unnecessary	C invaluable	D needless



4	A Although	B However	C While	D When
5	A stretch	B grow	C continue	D extend
6	A fact	B result	C conclusion	D reaction
7	A aimed	B pointed	C guided	D led
8	A history	B past	C story	D tale
9	A even	B but	C although	D nevertheless
10	A post	B signal	C fact	D symbol
11	A devotion	B trust	C relationship	D faith
12	A word	B phrase	C part	D remark
13	A turned	B proved	C ended	D confirmed
14	A after	B though	C consequently	D following
15	A force	B check	C control	D strength

**ЗАВДАННЯ 6**  
**Використання англійської мови**  
**(Граматика)**

**Іспит:**

1. *Спочатку прочитайте заголовок тексту, а потім прочитайте весь текст з пробілами, щоб отримати загальне уявлення про що йдеться.*
2. *Прочитайте речення, визначте його структуру та вгадайте граматичну форму пропущеного слова.*
3. *Перегляньте варіанти, щоб вирішити, який з них найкраще відповідає граматичному контексту.*
4. *Деякі варіанти можуть виглядати схожими, але лише один з них є граматично правильним у даному контексті.*
5. *Уважно прочитайте текст навколо кожного пропуску.*
6. *Зверніть увагу на часи дієслів. Переконайтеся, що ваші відповіді відповідають граматиці всього уривка, а не лише речення, з яким ви працюєте.*
7. *Прочитайте текст ще раз і перевірте, чи ваші відповіді мають сенс.*

**Text 1**

**Read the text below. For questions (1-6) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.**

**The Lego House**

Ask people about their favourite childhood toys and quite a few will mention Lego. However, some children don't abandon Lego when they grow up. Take James May, whose idea to build a life-size Lego house received so much public interest that, in July 2009, he began construction. Over 1,000 volunteers helped make the bricks, 1) \_\_\_\_\_ one consisting of 272 Lego pieces, and put the two-storey house together. Apart from a 'safety frame' made out of wood, the rest of the structure was made entirely from Lego, 2) \_\_\_\_\_ a staircase, a shower and a toilet! May even stayed overnight in the house, though he found 3) \_\_\_\_\_ far from comfortable on the Lego bed! Initially, the Lego house was a huge success, but problems arose when the landowners where the house was built needed their land back. At first, Legoland, a theme park in Berkshire, planned to relocate the house to its premises, but the deal fell 4) \_\_\_\_\_ because of the transport costs involved.

5) \_\_\_\_\_ further efforts to find a private collector to take it, the house was eventually dismantled and its 3.3 million pieces were donated to charity. Nevertheless, the Lego house was a marvellous architectural achievement for 6) \_\_\_\_\_ involved in its construction.

1	A	any	B	all	C	each	D	some
2	A	inspiring	B	indulging	C	inserting	D	including
3	A	sleeping	B	slept	C	to sleep	D	sleep
4	A	out	B	through	C	back	D	off
5	A	Although	B	Though	C	Regardless	D	Despite
6	A	these	B	that	C	those	D	this

**Text 2**

**Read the text below. For questions (1-8) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.**

**Studies in Star Trek**

In Britain, students enter universities to study one subject for three or four years in order to get a degree. In the USA, students don't 1) \_\_\_\_\_ to choose a 'major' (a subject such as English or History that they want to concentrate on) 2) \_\_\_\_\_ their third or fourth year of college. Thus, American students have the opportunity to take courses from a number of different academic areas

in their early years of college. 3) \_\_\_\_\_ way that lecturers try to encourage students to choose courses in their departments is by offering courses that 4) \_\_\_\_\_ to students' personal interests. Take for example a course in the University of Baltimore called 'Zombie Studies' or a course in the University of Wisconsin that explores 'Family and Social Roles in Daytime Serials'. These courses, and many like 5) \_\_\_\_\_ in colleges around the USA, use popular culture to help teach academic subjects. As the head of the 'Science of Superheroes' course in the University of California says, "The course gives me a chance to talk about real science but in a context that is very familiar to the students." And despite 6) \_\_\_\_\_ their titles might suggest, these courses require serious academic study. For instance, 'Philosophy and Star Trek' at the University of Alabama challenges students to use the theories of Aristotle and Kant to 7) \_\_\_\_\_ the fantasy world of the sci-fi series. On the whole, these courses show that, at least in the USA the third-level education 8) \_\_\_\_\_ is changing and that educators are trying to find new ways to make their subjects more interesting for their students.

1	A	can	B	must	C	need	D	should
2	A	about	B	to	C	towards	D	until
3	A	One	B	An	C	A	D	Some
4	A	drive	B	look	C	draw	D	appeal
5	A	they	B	them	C	those	D	that
6	A	which	B	what	C	when	D	who
7	A	understand	B	believe	C	think	D	realise
8	A	technique	B	method	C	system	D	scheme

### Text 3

**Read the text below. For questions (1-8) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.**

#### INEMURI

##### *The Japanese art of sleeping at work*

Most experts agree that adults should get at least 8 hours of sleep a night. However, in recent years, the number of hours people sleep has been falling steadily. The consequences of 1) \_\_\_\_\_ can be seen in workplaces around the world where workers rely on cups of coffee to keep active and alert. But in Japan, where the average adult gets just 7 hours and 5 minutes of sleep a night, workers don't have to struggle 2) \_\_\_\_\_ the day with heavy eyelids. Instead, they can have a short nap! The practice is called 'inemuri' and is an acceptable part of the Japanese work environment. In fact, instead of being embarrassed 3) \_\_\_\_\_ falling asleep at work, as most Westerners would be, the Japanese are actually quite proud of it. Inemuri is viewed as a 4) \_\_\_\_\_ that the worker is exhausted from working very hard and the practice is so respected that 5) \_\_\_\_\_ Japanese workers pretend to be asleep at their desks! There are some unwritten rules of inemuri, however. Firstly, you must sit upright in your chair while napping so that your workmates can 6) \_\_\_\_\_ you up easily; you shouldn't nap in front of your boss; and you 7) \_\_\_\_\_ not nap for more than about 20 minutes a day. All in all, many experts believe the West has 8) \_\_\_\_\_ to learn from the practice.

1	A	this	B	that	C	these	D	those
2	A	towards	B	along	C	through	D	against
3	A	of	B	for	C	about	D	to
4	A	warning	B	notice	C	symbol	D	sign
5	A	any	B	much	C	few	D	some
6	A	call	B	wake	C	look	D	put
7	A	have	B	must	C	need	D	mustn't
8	A	far	B	lot	C	many	D	much

## Text 4

Read the text below. For questions (1-8) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

### The Chinchilla Melon Festival

If you like melons, you might like to head to the small town of Chinchilla in Queensland in February for its biennial Melon Festival. Chinchilla produces about 25% of Australia's melons and is known 1) \_\_\_\_\_ the country's 'melon capital'. The festival, which first took place in 1994, is held to promote the melon industry and encourage tourism in the region. However, Locals say

2) \_\_\_\_\_ also about lifting spirits and, judging by the mayhem at the festival, it's easy to see that's the case! Thousands of visitors flock to Chinchilla every two years to 3) \_\_\_\_\_ part in the fun days of back-to-back entertainment. Like all family-friendly festivals, there are a variety of activities for both young and old, including food tastings, parades and concerts. The real fun starts with the melon contests, though. At the Chinchilla Festival you can do 4) \_\_\_\_\_ about anything with melons! One popular activity is 'melon skiing. Participants stick 5) \_\_\_\_\_ feet into squishy watermelons and ski down a slope of soap and squashed melons. It's as difficult to do as it 6) \_\_\_\_\_ and hilarious to watch.

Another crazy activity is 'melon bungee'. Players are attached to an elastic cord and race

7) \_\_\_\_\_ other across a slippery floor to reach a melon. There are also melon Iron Man and Iron Woman contests, as well as a competition in which contestants try to break open as 8) \_\_\_\_\_ melons as they can using nothing but their head! The Chinchilla Melon Festival is one of Australia's funniest and craziest festivals, and you're guaranteed to have a whale of a time if you go. You're bound to get incredibly sticky and messy though, so don't forget to bring a change of clothes!

1	A	for	B	by	C	as	D	to
2	A	it	B	it's	C	its	D	itself
3	A	be	B	take	C	have	D	join
4	A	just	B	almost	C	simply	D	practically
5	A	the	B	these	C	their	D	there
6	A	hears	B	feels	C	listens	D	sounds
7	A	both	B	each	C	by	D	one
8	A	as much	B	the most	C	as many	D	the more

## Text 5

Read the text below. For questions (1-8) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

### The Science of Shopping

Have you ever wondered why most supermarkets basically look the same? It's not because supermarket companies 1) \_\_\_\_\_ imagination; the fact is most supermarkets are designed with the same theories in 2) \_\_\_\_\_. Environmental psychologists study how people react to their surroundings, and in recent years, retail companies have used this science to increase sales in their shops. Take a closer look 3) \_\_\_\_\_ the common supermarket. In most supermarkets the first section customers arrive at when they go through the entrance is fruit and vegetables. At first glance, it doesn't 4) \_\_\_\_\_ sense; these items can easily get damaged and would be more suitably displayed at the end of the shopping trip. But environmental psychologists have discovered that after customers buy healthy products, they feel 5) \_\_\_\_\_ guilty about buying unhealthy products. Think about where the milk and bread are kept in your supermarket. These products are examples of

‘destination items’; items that 6) \_\_\_\_ people buy when they visit a shop. Companies place destination items at the back to force customers to walk through the shop and see more products. What can customers do to 7) \_\_\_\_\_ being the victims of these techniques? The best idea is to write a list of the items you need before you go shopping, whether it is for groceries or clothes, and stick 8) \_\_\_\_\_ it as strictly as you can.

1	A	lack	B	lose	C	miss	D	deny
2	A	brain	B	thought	C	mind	D	head
3	A	at	B	for	C	of	D	to
4	A	be	B	do	C	make	D	seem
5	A	fewer	B	little	C	least	D	less
6	A	main	B	every	C	most	D	whole
7	A	avoid	B	refuse	C	omit	D	deny
8	A	at	B	on	C	in	D	to

### Text 6

**Read the text below. For questions (1-8) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.**

#### The Ig Nobel Prize

Most scientists dream of winning a Nobel Prize. It is the greatest award a scientist can be honoured 1)\_\_\_\_\_and often comes after decades of careful research. Most often, winners are scientists who have answered important questions about existence or made discoveries that have helped advance 2)\_\_\_\_\_human race. But not every scientist works on research projects that, for instance, try to cure diseases or discover life on other planets. There are also scientists who spend their time on the simpler, more mundane questions of science. Take, for example, the group of scientists from Newcastle, UK, who worked 3) \_\_\_\_\_the fact that cows with pet names produce more milk than cows without pet names; or the team of Australian mathematicians who studied how many times you have to take a group photograph to make sure 4) \_\_\_\_\_has their eyes open. Both of 5) \_\_\_\_\_ research projects were awarded not Nobel Prizes but Ig Nobel Prizes. The Ig Noble Prizes began in 1991 to honour scientists who first make people laugh add then make them think. They are organised by a magazine called improbable Research and, since 1995, the awards have been presented at a ceremony in Harvard University, USA. The committee that chooses the winners often includes former Nobel Prize winners as well as university lecturers and sci-fi writers. And 6) \_\_\_\_\_the fact that the ceremony often involves 7)\_\_\_\_\_ of fun and laughter (including the tradition of throwing paper aeroplanes onto the stage), the organisers always emphasise that the prizes are not meant to 8) \_\_\_\_fun of the winners. In fact most winners thoroughly enjoy the occasion and fly across the world just to collect their awards.

1	A	by	B	with	C	to	D	at
2	A	at	B	an	C	the	D	-
3	A	out	B	off	C	around	D	towards
4	A	all	B	either	C	everyone	D	each
5	A	them	B	theirs	C	this	D	these
6	A	although	B	even	C	despite	D	though
7	A	lots	B	much	C	many	D	lot
8	A	play	B	make	C	show	D	do

## Text 7

Read the text below. For questions (1-8) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

### Animal Communication

Human beings communicate with each other in a variety of ways. And in this 'Age of Communication' in 1) \_\_\_\_\_ we now live; we are constantly coming 2) \_\_\_\_\_ with even more ways to connect with family and friends. Animals, too, communicate in a wealth of different ways. Cats for example, use three primary channels of communication: vocal and auditory visual and olfactory. 3) \_\_\_\_\_ example of olfactory communication 4) \_\_\_\_\_ felines is the production of chemicals called 'pheromones', which smell. Cats use pheromones to mark 5) \_\_\_\_\_ territory. In fact, when a cat rubs up against a person it is leaving its scent to signal to other cats that the person is theirs! Ants also use pheromones, which they leave on the ground to guide other ants to sources of food. Peacocks and chameleons communicate by means of spectacular visual signs. The peacock uses 6) \_\_\_\_\_ magnificent tail to attract females while the chameleon changes its skin colour to show different emotions. Birds use beautiful songs to communicate. Interestingly, scientists have discovered that 7) \_\_\_\_\_ like humans, species of birds have different languages in different regions. And some birds that live on the border of two regions 8) \_\_\_\_\_ become bilingual!

1	A	when	B	that	C	where	D	which
2	A	down	B	in	C	on	D	up
3	A	A	B	An	C	The	D	-
4	A	with	B	to	C	by	D	in
5	A	it	B	its	C	their	D	them
6	A	it	B	its	C	it's	D	itself
7	A	also	B	too	C	just	D	same
8	A	even	B	ever	C	both	D	too

## Text 8

Read the text below. For questions (1-8) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

### Microlending and Grameen Bank

Some people really enjoy being their own boss and get a 1) \_\_\_\_\_ deal of satisfaction from running a successful business. But in order to start 2) \_\_\_\_\_ a business most entrepreneurs need money. This requires taking out a loan from a bank; but what if banks don't want to risk giving you a loan? In poorer regions of the world this is often a problem. People with 3) \_\_\_\_\_ or no savings, property or work often struggle to get the money required to become entrepreneurs. However, an economic concept known 4) \_\_\_\_\_ microlending is making a difference for these people. In 1976, Muhammad Yunus, an economist from Bangladesh, Founded Grameen Bank with the aim of lending money with low interest rates to the types of people usually ignored by the established banks. 5) \_\_\_\_\_ the end, Grameen bank started giving loans to the poor, the unemployed, and the illiterate; what mattered was that they had a good business idea and the will to succeed. In most cases, these loans are very small. For example, a Bangladeshi 6) \_\_\_\_\_ villager might apply for the money that it would cost him to buy some baskets so that he could carry his vegetables to the market. But 7) \_\_\_\_\_ the smallest loans make a huge difference and over the years Grameen Bank has become a wonderful success. So far, it has lent over \$6.5 bn to over 8 million borrowers and in 2006 Muhammad Yunus and Grameen Bank 8) \_\_\_\_\_ awarded the Nobel Prize for Peace.

1	A	big	B	huge	C	grand	D	great
2	A	up	B	in	C	on	D	out
3	A	almost	B	few	C	little	D	none
4	A	for	B	as	C	to	D	by
5	A	At	B	For	C	With	D	To
6	A	justly	B	only	C	nearly	D	solely
7	A	also	B	too	C	still	D	even
8	A	was	B	were	C	have	D	been

### Text 9

**Read the text below. For questions (1-10) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.**

#### In Search of Fresh Air

The summer heat 1) \_\_\_\_\_ since early June. As newcomers to Greece, we had heard of the intense summer temperatures, but we had never imagined it would be so bad. Back home, in Bristol, our summers were warm and sunny, but the temperature rarely went above the mid- twenties. We had moved to Crete to enjoy the climate, but after a week of suffering, we 2) \_\_\_\_\_ that the heat 3) \_\_\_\_\_ unbearable.

That was when Tom and I decided to buy a ceiling fan. We went into the town and after hours of looking, we 4) \_\_\_\_\_ across a beautiful wooden fan which we bought on the spot. The shop assistant offered to send an electrician to install it, but my husband refused. You see, he 5) \_\_\_\_\_ for an electrician doing odd jobs when he was a student years ago, so he believed he could do it himself.

As soon as we got home, Tom 6) \_\_\_\_\_ working on the fan and I went to the kitchen to prepare dinner. I had just put the food on the table when he called me. We looked up and saw that the fan 7) \_\_\_\_\_ overhead and blowing cool air into the bedroom. We sat down to eat, but a few minutes later we heard a terrible noise. We rushed into the bedroom and saw that the fan 8) \_\_\_\_\_ onto the floor. My poor husband 9) \_\_\_\_\_ as white as a sheet.

When we 10) \_\_\_\_\_ from the shock, we picked up the pieces and Tom promised me that we could go back and get another one. We went the next day and this time we agreed to have an electrician come and install it!

1	A	had started	B	start	C	were starting	D	use to start
2	A	were realising	B	had realised	C	had been realising	D	realised
3	A	became	B	had been becoming	C	had become	D	used to become
4	A	were coming	B	came	C	had come	D	had been coming
5	A	would be working	B	used to work	C	would work	D	was working
6	A	had started	B	was starting	C	started	D	had been starting
7	A	had been working	B	was working	C	worked	D	had worked
8	A	had crashed	B	was crashing	C	had been crashing	D	crash
9	A	was going	B	went	C	had been going	D	used to go
10	A	were recovering	B	had recovered	C	would recover	D	had been recovering

## Text 10

**Read the text below. For questions (1-10) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.**

Dear Sally,

You won't believe where I 1) \_\_\_\_ next month. This time next month I 2) \_\_\_\_ to southern California for a one-month student exchange trip. By the time I get to California, I 3) \_\_\_\_ for 11 hours, but I have a feeling I 4) \_\_\_\_ bored on the plane with all the great films they show.

I 5) \_\_\_\_ forward to meeting my host family. I 6) \_\_\_\_ at their home in Sherman Oaks which is not far from the beach. So, I 7) \_\_\_\_ my afternoons either swimming, snorkelling or surfing. The boys go to a nearby state school, which I 8) \_\_\_\_ during my time there. By the end of the month, I 9) \_\_\_\_ many of their theme parks, museums and aqua parks, I 10) \_\_\_\_ on visiting Disneyland and Universal Studios.

Anyway, I certainly don't know what it'll be like until I get there. So, I promise to write to you then.

Bye for now, Ann

1	A	go	B	will have gone	C	will have been going	D	am going
2	A	will fly	B	will have flown	C	will be flying	D	will have
3	A	will travel	B	will have been travelling	C	will be travelling	D	will be
4	A	won't be	B	won't have been	C	am not being	D	am not
5	A	will look	B	will have been looking	C	am looking	D	going to look
6	A	will be staying	B	will have stayed	C	going to stay	D	stay
7	A	spend	B	will have spent	C	will be spending	D	going to spend
8	A	attend	B	will have attended	C	will be attending	D	will have been
9	A	will have been visiting	B	visit	C	will have visited	D	am visiting
10	A	will also plan	B	will also have planned	C	also going to plan	D	am also planning



## РОЗДІЛ 2

### WORD FORMATION

Derivatives are formed from **noun roots**, **adjective roots** and **verb roots**. In this unit we will deal with adjectives, adverbs and nouns which derive from certain **noun roots**.

<b>Noun roots</b>	<b>Adjective = Noun + -ful</b>	<b>Adjective = Noun + -less</b>
Describing a quality or characteristic (often abstract nouns)	Having enough of that quality or characteristic	Not having that quality or characteristic
care	careful	careless
	<b>Adjective = Noun + -ful = Adjective = Noun + -less</b>	
	carefully	carelessly

Some other common nouns that form adjectives and adverbs in the same way are: *colour, harm, hope, meaning, pain, power and use*.

- The noun **doubt** forms the adjective in **-ful** and the adverb in **-fully** and **-less**.

doubt → doubtful → doubtfully – doubtless

- In some cases only one of the two adjectives – and corresponding adverbs – derives from the noun root, not both.

beauty → beautiful – ~~beautiless~~ / beautifully –

~~beautilessly~~ end → ~~endful~~ – endless /

~~endfully~~ – endlessly

In the same way: *delightful, dutiful, grateful, aimless, effortless, heartless, homeless, nameless, pointless and shapeless*.

- The opposite of some adjectives in **-ful** is **un + noun root + -ful**, not **noun root + -less**,

success → ~~successful~~ =

unsuccessful skill → skilful =

unskilful

truth → truthful = untruthful

- Sometimes both adjective forms (**noun root + -less** and **un- + noun root + -ful**) derive from the same noun.

In such cases the two adjectives have different meanings. The adjective form **un + noun root + -ful** is the opposite of the adjective in **-ful**.

help → helpful (= sb who gives help) = unhelpful (= sb who doesn't give help)

helpless (= sb who needs help)

- The opposite of some adjectives in **-less** is **noun root + -y** or **noun root + -ible**, not **noun root + -ful**.

guilt → guiltless →

guilty sleep →

sleepless = sleepy

sense → senseless

= sensible

value → valueless = valuable (note the changes in spelling)

- Be careful with the meaning of the adjectives derived from **price**.

price → pricey (= expensive) → priceless (= too valuable to have a price) <b>Noun roots</b>	<b>Noun = Noun + -ship</b>
1. Somebody in a certain position / occupation	1. State of being in certain position / occupation
author	authorship
2. Somebody having a relationship with sb else	2. Relationship between two people
friend	friendship

- Some common nouns that form nouns in the same way as **author** are: **citizen, leader, member and owner**.
- Some common nouns that form nouns in the same way as **friend** are: **companion, partner and relation**.
- Some nouns form nouns in **-ship** with a different meaning: **champion, scholar and sponsor**.

**NOTE:** When you are asked to complete a sentence with a suitable word deriving from a given root, read the sentence carefully to decide:  
 1) what part of speech the missing word is (noun, verb, adjective or adverb);  
 2) if the missing word has the same meaning as the given root (e.g. success – successful) or the opposite meaning (e.g. success – unsuccessful).

**Complete the sentences with the correct form of the words in capitals.**

1. The top model was _____ dressed in an elegant evening gown.	BEAUTY
2. My street is _____ because it's far from any main roads.	PEACE
3. Our football team won the _____ at the end of the season and received _____ from a large company.	CHAMPION SPONSOR
4. There are thousands of _____ people sleeping in the streets.	HOME
5. I bought a _____ dress but its colours faded after I washed it.	COLOUR
6. I was fined because I was driving _____.	CARE
7. The directions you gave us were rather _____, as we still got lost.	HELP
8. I am feeling quite _____ because I didn't get enough sleep last night.	SLEEP
9. I got into a business _____ with my cousin but it ended up being _____.	PARTNER SUCCESS
10. The musical performance was so _____ that the audience gave the orchestra a standing ovation.	POWER
11. The witness' statement didn't help the police in the investigation, so it proved to be _____.	VALUE
12. The man was found _____ of shoplifting and sentenced to one month in prison.	GUILT
13. He has _____ completed his postgraduate studies.	SUCCESS
14. The new lazer treatment can extract teeth _____.	PAIN

15. It's just a _____ dog. There is no need to panic.	HARM
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*In this unit we will deal with more nouns, adjectives and adverbs deriving from nouns.*

Noun Root	Noun = Noun + -hood
Referring to a person	These nouns describe the state or period of being what the noun root refers to.
adult boy	adulthood boyhood

- Some other common nouns that form nouns in the same way are: **child, man, mother, parent** and **woman**.
- Pay attention to the following: neighbour → neighbourhood

Noun Root	Adjective = Noun + -al	Adverb = Noun + -ally
monument education	monumental educational	monumentally educationally

- Some other common nouns that form adjectives and adverbs in the same way are: **accident, addition, emotion, fate, intention, nation, nature, person, profession** and **tradition**.
- Note the changes in spelling:

commerce → commercial → commercially	finance → financial → financially
confidence → confidential → confidentially	part → partial → partially
artifice → artificial → artificially	essence → essential → essentially
benefit → beneficial → beneficially	

Noun Root	Adjective = Noun + -y	Adverb = Noun + -ily
luck	lucky	luckily

- Some other common nouns that form adjectives and adverbs in the same way are: **ease, fun, health, noise** and **sleep**.
- Pay attention to the following nouns that form only adjectives: **cloud, dirt, hair, rain, risk, snow, sun, wealth** and **worth**.
- Note the changes in spelling:

anger → angry → angrily	hunger → hungry → hungrily
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Noun Root	Adjective = Noun + -ous
Referring to a quality or characteristic	Having the quality or characteristic of the noun root
danger	dangerous

- Some other common nouns that form nouns in the same way are: **adventure, fame, humour, nerve** and **poison**.
- Some nouns ending in -ion form adjectives in **-ious**:

ambition → ambitious	religion → religious
caution → cautious	suspicion → suspicious
infection → infectious	

- Some nouns ending in -e form adjectives in **-eous**:

advantage → advantageous	courage → courageous
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- Note the following irregularities:

anxiety → anxious	number → numerous	price → precious
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Noun Root	Adjective / adverb = Noun + -ly
day	daily

- Some other common nouns that form (both) adjectives and adverbs are: *month, mother, world* and *year*.

month → monthly:	His monthly salary is far above the average. (adjective)
	He gets paid monthly. (adverb)

**Complete the sentences with the correct form of the words in capitals.**

1. Four people died in a _____ accident due to the _____ road conditions. Local residents are _____ because _____ accidents have occurred there and no measures have been taken yet.	FATE, ICE NUMBER ANGER
2. If you require _____ information, do not hesitate to contact me.	ADDITION
3. I woke up this morning feeling happy because it was a _____, day. I realised that the miserable _____ days were over and that _____ summer was just around the corner.	DELIGHT SUN, RAIN LUCK
4. I get paid _____, which puts a lot of pressure on me _____ at the end of the month. I am _____ at controlling my money over a long period of time.	MONTH, FINANCE HOPE
5. Phil crosses the main road on a _____ basis to get to school. He does, however, cross _____ by looking both ways.	DAY CAUTION PARENT
6. _____ can be an enjoyable experience. Yet, more and more couples these days are deciding to remain _____.	CHILD FRIEND
7. Eliza isn't very _____ lately. I hope she wasn't offended by my comment. I didn't say it _____ to hurt her.	INTENTION ADVENTURE
8. My friend David liked going on _____ holidays until last summer when he was bitten by a _____ snake and nearly died.	POISON

**This unit deals with more words deriving from nouns.**

Noun Root	Verb = Noun + -ise
character	characterise

- Some other common nouns that form verbs in the same way are: *apology, computer, economy, hospital, memory, summary, symbol, sympathy* and *victim*.
- Pay attention to the following irregularities: *criticism* → *criticize*; *emphasis* → *emphasise*
- Verbs deriving from nouns in **-ice** are formed by changing the **-c** into **-s**: *advice* → *advise*; *device* → *devise*; *practice* → *practise*

Noun Root	Adjective = Noun + -ic	Verb = Noun + -ically
hero	heroic	heroically

- Some other common nouns that form adjectives and adverbs in the same way are: *democrat, diplomat, enthusiast, hygiene* and *optimist*.
- Nouns in **-y** usually form adjectives in **-etic**: *apology* → *apologetic*; *energy* → *energetic*; *sympathy* → *sympathetic*
- Some nouns form two adjectives, one in **-ic** and the other in **-ical** with no difference in meaning: *irony* → *ironic/ironical*; *symbol* → *symbolic/symbolical*

Noun Root (usually subject of study)	Noun (person) = Noun in -ist or -ian	Adjective = Noun in -ical or -ic
Art	artist	artistic
Biology	biologist	biological
Chemistry	chemist	chemical
Drama	dramatist	dramatic
Grammar	grammarian	grammatical
logic	logician	logical
Mathematics	mathematician	mathematical
Medicine	-----	medical
Music	musician	musical
Politics	politician	political
Psychology	psychologist	psychological
Science;	scientist	scientific

- The adverbs formed from these adjectives have the ending **-ically**:  
logical → logically; scientific → scientifically
- Some nouns form two adjectives, one in **-ic** and the other in **-ical**, but their meaning is different:  
economics → economic (= related to economy or the field of the economics)  
→ economical (= inexpensive, saving money)  
history → historic (= important in history)  
→ historical (= belonging to history; related to sth that happened in the past)
- Very few nouns (e. g. physics) form nouns (person) both in **-ist** and in **-ian**, but their meaning is different.  
physics → physicist (= a person who has studied or is studying physics)  
→ physician (= a doctor)

Noun Root	Noun = Noun + -dom
bore	boredom
king	kingdom
star	stardom

Some nouns in **-dom** are derived from adjectives, not from nouns.

The most common ones are: free → freedom; wise → wisdom

**Complete the sentences with the correct form of the words in capitals.**

1. Melina was very _____ about picking up her new scooter.	ENTHUSIAST
2. The _____ is trying to find a _____ solution to the crisis.	POLITICS DIPLOMAT
3. Howard Is a very _____ person.	ENERGY
4. We had to _____ a lot of words for the spelling test.	MEMORY
5. _____, I believe that the government should preserve the _____ buildings in the city centre.	PERSON, HISTORY
6. You must _____ to him for your rude behaviour.	APOLOGY
7. John had to get _____ help after his mother's death because he had become very _____.	PSYCHOLOGY
8. The fire-fighter was given a medal for the _____ rescue of the little boy from the burning building.	EMOTION
9. The play we saw at the theatre was _____.	HERO
10. The up and coming _____ finally exhibited her paintings in a gallery.	SYMBOL

11. Children should be examined at least twice a year.	ART MEDICINE
12. I don't know what to do now that my friends are away. I feel that I'm going to die of .	BORE

The opposites of many English words are formed by adding a negative prefix to the words. The most common negative prefixes are **un-**, **in-**, **dis-** and **mis-**.

- Most words that derive from the same root take the same negative prefix as the root word: *approve* → *disapprove*; *approval* → *disapproval*; *approving* → *disapproving*; *approvingly* → *disapprovingly*
- Sometimes verbs, nouns, adjectives or adverbs deriving from the same root form their opposites with the addition of **different** negative prefixes:

comfort → discomfort (noun)	comfortable → uncomfortable (adjective)
fortune → misfortune (noun)	fortunate → unfortunate (adjective)
equality → inequality (noun)	equal → unequal (adjective)

- Some words of the same category (verbs, nouns or adjectives) deriving from **one** root form **two** opposites – using two different negative prefixes – but with a difference in meaning:

able (adj)	unable (= not able)	disabled (= handicapped)
informed (adj)	uninformed (= not informed)	misinformed (= wrongly informed)
used (adj)	unused (=not used)	misused (=wrongly/badly used)
un- + adjective/adverb → opposite adjective / adverb		
attractive → unattractive attractively → unattractively		
un- + noun (related to adjective) → lack of the quality described by the adjective		
certain → uncertain certainty → uncertainty		
<b>BUT:</b> able → unable ability → inability, disability		
un- + verb → doing the reverse of what the verb describes		
lock → unlock dress → undress		
in + adjective / adverb / noun (related to adjective) → the opposite of the original word		
efficient → inefficient efficiently → inefficiently efficiency → inefficiency		

- The prefix **in-** changes to:

<b>il-</b> before <b>l-</b> :	legal → illegal
<b>im-</b> before <b>m-</b> and <b>p-</b> :	mature → immature; patient → impatient
<b>ir-</b> before <b>r-</b> :	rational → irrational

- The prefix **in-** is **not** used to form opposites of **verbs**.
- The prefix **in-** is not used to form opposites of words beginning with **in-**:  
interesting → uninteresting; interpret → misinterpret; integrate → disintegrate

<b>dis-</b> + verb → the opposite effect or reverse of the process described by the original verb	agree → disagree connect → disconnect
<b>dis</b> + noun / adjective / adverb / → the opposite of the root word	agreement → disagreement agreeable → disagreeable agreeably → disagreeably honesty → dishonesty honest → dishonest honestly → dishonestly
<b>mis</b> + verb → doing what the root describes wrongly or badly	judge → misjudge judgement → misjudgement

*Complete the sentences with the correct form of the words in capitals.*

Even though he's twenty years old, he is rather _____.	MATURE
Thomas said that he is _____ to attend the meeting because he's ill. I am a little _____ as to whether this is true or not.	ABLE DOUBT
The student was very _____ and answered the question _____ but the teacher asked him to try again.	NERVE, CORRECT
He has become rich in a _____ way.	HONEST
I didn't correct your essay because your writing was simply _____.	LEGIBLE
The teacher expressed her _____ with Tom because he's so _____ in class.	SATISFACTION OBEDIENT
It was _____ of you to leave the baby _____.	RESPONSIBLE, ATTENDED
Unfortunately, many climbers have been _____ in their attempts to climb Mt Everest.	SUCCESS
I detest people who _____ animals or use them in _____ research.	TREAT, SCIENCE
Driving at speeds of 150 kilometres per hour is not only _____ but also.	LEGAL SAFE
Her _____ to help got her into trouble.	WILLINGNESS
Why do you always have to _____ with what I say?	AGREE
She's a very _____ person. She wants everything done immediately.	PATIENT
Don't sit in that _____ armchair, sit here.	COMFORTABLE
Are you sure you didn't _____ him? He can't have said that.	UNDERSTAND



*This unit deals with some verbs and nouns which derive from adjectives.*

Adjective Root	Verb = Adjective + -en	Noun = Adjective + -ness
Describing a quality / state	Describing the process of acquiring the quality / state of the adjective	The quality / state described by the adjective
dark	darken	darkness

- Some other common adjectives that form verbs and nouns in the same way are: *fresh, hard, loose, quick, sharp, thick and weak.*

- The adjectives *broad, deep* and *wide* form nouns in **-th**:

broad → broaden → breadth

deep → deepen → depth

wide → widen → width

- Some verbs in **-en** do not derive from adjectives, but from the corresponding nouns:

Adjective	Noun	Verb
high	height	heighten
long	length	lengthen
strong	strength	strengthen
-	fright	frighten
-	threat	threaten

- The adjective **short** forms two nouns with a difference in meaning:  
short → shortness (being short or having little of sth)  
→ shortage (lack or insufficient quantity of sth)

Adjective Root in -nt	Noun in -nce or -ncy
Describing a quality / state	The quality / state described by the adjective
distant	distantce
intelligent	intelligentce
efficient	efficientcy

- Most adjectives in **-ant/-ent** form nouns in **-ance** and **-ence**.
- Some common adjectives that form nouns in **-ance** are:  
*arrogant, assistant, ignorant, important, relevant, reluctant, resistant, significant and tolerant.*
- Some common adjectives that form nouns in **-ence** are:  
*absent, confident, convenient, different, evident, innocent, patient, present, silent and violent*
- Some common adjectives in **-ant/-ent** that form nouns in **-ancy/-ency** are:  
*consistent, efficient, fluent frequent pregnant, proficient, redundant, transparent, urgent and vacant.*

Adjective Root in -te	Noun in -cy
Describing a quality / state	The quality / state described by the adjective
private	privacy

- Some other common adjectives that form nouns in the same way are: *(in)accurate, (in)adequate, (il)literate, immediate, intimate and obstinate.*
- The adjective **secret** forms two nouns with a difference in meaning:  
secret → secret (fact known only to few people and not told to others)  
→ secrecy (having/keeping secrets)
- The adjective **fortunate** does not form a noun in **-cy** but derives from the noun **fortune**.

**Complete the sentences with the correct form of the words in capitals.**

Despite being a keen camper, I find the _____ in this forest _____.	DARK, BEARABLE
In order to _____ your shoulders, you have to do many push-ups at the gym.	BROAD DEEP
She didn't like the colour of her hair, so she decided to _____ it. She was, however, rather _____ about how dark it would become.	DARK ANXIETY
The suspect was released because of lack of _____ against him.	EVIDENT
Being unable to meet John, I rang to apologise for the _____ I had caused him.	CONVENIENT
_____ in at least two languages is essential if you want to become an interpreter.	FLUENT
The town council placed restrictions on the water supply due to a _____ of water that year.	SHORT
There are many complaints about the _____ of facilities for the handicapped.	ADEQUATE
The government attempted to reduce _____ by increasing police patrols.	VIOLENT
The _____ of that lake has never been measured.	
To calculate the area of a room, you multiply its _____ by its _____.	LONG, WIDE
The doctor advised me to exercise in order to _____ my back muscles.	STRONG
Amanda is unlikely to lose any weight, as she has a _____ for sweets and junk food.	WEAK
Many flights were delayed today, causing growing _____ among the passengers.	PATIENT
In some countries, the percentage of _____ is still very high.	LITERATE

**This unit deals with verbs and nouns which derive from adjectives.**

Adjective Root	Verb = Adjective + -ise
Describing a state or condition	Acquiring the state or condition described by the adjective
general	generalise

- Some other common adjectives that form verbs in the same way are: *familiar, fertile, legal, mobile, modern, neutral, special, stable and sterile.*
- Pay attention to the following irregularity: stable → stabilize

Adjective Root in -able / -ible	Noun in -ability/-ibility
(in)capable	(in)capability
(im)possible	(im)possibility

- Some other common adjectives that form nouns in **-ability** are: *available, stable and suitable.*
- Some other common adjectives that form nouns in **-ibility** are: *flexible, responsible, sensible and visible.*
- The nouns **ability** and **stability** form opposites with the addition of the prefix **-in**, not **un-**.  
unable → inability  
unstable → instability

	Adjective Root	Noun + -ity
-ous	generous	generosity
-e	secure	security
-al	original	originality
-ive	creative	creativity
-or	major	majority
-ar	similar	Similarity
-an	human	Humanity
-ic	authentic	Authenticity
-d	humid	Humidity

- Some nouns which derive from adjectives do not follow the rules presented above. Some of these are:

ambiguous → ambiguity

ferocious → ferocity

anonymous → anonymity

simple → simplicity

- Note the following irregularities: safe → safety; various → variety

Noun in -hood
likely → likelihood
lively → livelihood

**Complete the sentences with the correct form of the words in capitals.**

It is of vital _____ that doctors _____ surgical equipment before using it.	IMPORTANT, STERILE
It is your _____ to switch off the lights when you leave.	RESPONSIBLE
_____ was down to a metre due to the thick fog, so we had to drive very _____.	VISIBLE CAUTION
Supermarkets offer a _____ of products to consumers.	VARIOUS
They depended on growing tomatoes for their _____.	LIVELY
He is very _____ and has a lively _____, so he gets along with almost everyone.	CHEER, PERSONAL
For their own _____ passengers are advised to remain seated.	SAFE
The manager of the company is concerned about the decrease in _____.	PRODUCTIVE
Do you know the saying "_____ killed the cat"?	CURIOUS
Can you sign this document, please? Don't worry, it's just a _____.	FORMAL
Violent, trouble-causing hooligans are a _____ among football fans.	MINOR
We would like to point out the _____ between this new type of engine and the _____ one. They have nothing in common.	SIMILAR CONVENTION
You have to _____ plants if you want them to grow well.	FERTILE

**When you are asked to form a derivative, first check what part of speech the missing word is; it could be a noun, a verb, an adjective or an adverb. Then, check what form of the missing word you should supply.**

- Nouns can be in the *singular* or *plural* form. The plural of most nouns is formed by adding the endings **-s** or **-es** to the singular form of the noun.

Root Word	Deriving noun-singular	Deriving noun-plural
act	action	actions
	activity	activities

- **Adjectives** and **adverbs** can be in the **positive**, **comparative** or **superlative** degree. One-syllable adjectives and adverbs and some two-syllable adjectives form their **comparative** degree in **-er** and their **superlative** degree in **-est**.

Root Word	Derivatives	Comparative	Superlative
luck (noun)	lucky (adj) luckily (adv)	luckier more luckily	luckiest most luckily
fast (adj/adv)	-	faster	fastest
deep (adj/adv)	- deeply	deeper more deeply	deepest most deeply

**NOTE:** Adverbs in **-ly** and adjectives with **more** than **two syllables** form their comparative and superlative degrees with **more** and **most** + **adjective/adverb** respectively. You will **not** be asked to form the comparative/superlative degree of such adjectives and adverbs in this part of the examination.

- **Verbs** can be either in the **Present Simple**, the **Past Simple**, the **-ing** form or they could be **Past Participles**.

Root Word	Derivatives	Form		Examples
danger	endanger	Present Simple	-s/-es in the 3rd person singular	endanger -s mistake -s
		Past Simple	-ed irregular formation	endangered mistook
mistake	mistake	-ing form	-ing	endangering mistaking
		Past Participle	-ed irregular formation	endangered mistaken

Present participles in **-ing** and past participles in **-ed/ irregular forms** are also used as **adjectives**: interest → interesting / interested; grow → growing / grown

**Complete the sentences with the correct form of the words in capitals.**

I thought the colour of my room was very light, so I decided to paint it _____.	DARK
A _____ director who wants to _____ run a company must take on many _____.	MANAGE, SUCCESS RESPONSIBLE
The doctor I'm sending you to _____ in neurology.	SPECIAL
What are the _____ of your team winning the final?	CHANCE
I didn't have a pen to write down Kevin's phone number, so I _____ it.	MEMORY
Things are _____ here in summer than in winter.	LIVE
Many Third World _____ need _____ but this can only be _____ with the help of _____.	COUNTRY, MODERN ACHIEVE, DEVELOP, NATION
My friend is _____ than I am when it comes to finding _____ spaces.	LUCK PARK
Janet _____ anything I do. We simply can't get along.	LIKE
The new skylight definitely _____ up the room.	LIGHT
I am _____ not than I was before I had the soft drink.	THIRST
_____ have been working on this project for weeks but the problem remains _____.	SCIENCE SOLVE

She keeps _____ her money _____.	SPEND, THOUGHT
I ran the _____ I could to get to the hospital.	FAST
We found his behaviour so _____ that we had to leave the room.	ANNOY
When the teacher told the children that their excursion would be _____ all he could see was a room full of _____ faces.	CANCEL DISAPPOINT
Children learn hardly anything during _____ lessons	BORE

*This unit deals with adjectives, adverbs and nouns that derive from verb roots.*

Verb Root	Adjective = verb + -able
accept	Acceptable

- Many adjectives in **-able** signify that what the verb describes can be done:  
*believe* → *believable* = *that can be believed*
- Some adjectives in **-able** deriving from verb roots have a different meaning:  
*agree* → *agreeable* (=pleasant)  
*consider* → *considerable* (=great in amount, substantial)
- Some other common verbs that form adjectives in the same way are: **advise, bear, cure, depend, enjoy, identify, predict, prefer, recognise, remark** and **respect**.
- When the verb root ends in **-ate**, the **-ate** is replaced by **-able**.  
*irritate* → *irritable*      *tolerate* → *tolerable*
- When the verb root ends in **-e**, the **-e** is dropped before the ending **-able**, unless there is a vowel, ac or ag before the **-e**.  
*admire* → *admirable*; *notice* → *noticeable*; *change* → *changeable*
- Adjectives in **-able** form adverbs in **-ably**: *prefer* → *preferable* → *preferably*

Verb Root	Adjective = verb + -ible
access	accessible

- Many adjectives in **-ible** signify that what the verb describes can be done:  
*accessible* = *that can be accessed*
- Some other common verbs that form adjectives in the same way are:  
**convert, digest, resist** and **sense**.
- When the verb root ends in **-d** or **-de**, the **-d** / **-de** changes into **-s** before the ending **-ible**:  
*comprehend* → *comprehensible*; *divide* → *divisible*
- When the verb root ends in **-mit**, the **-t** changes into **-ss** before the ending **-ible**:  
*permit* → *permissible*
- Adjectives in **-ible** form adverbs in **-ibly**: *sense* → *sensible* → *sensibly*

Verb Root	Noun = verb + -ery
cook	cookery

- Some other common verbs that form nouns in the same way are: **rob** and **trick**.
- When the verb ends in **-e** or **-er**, the **-e/-er** is replaced by **-ery**.  
*discover* → *discovery*; *forge* → *forgery*

Verb Root	Adjective = verb + -ent(-ant)	Noun = verb + -ence(-ance)
confide	confident	confidence
ignore	ignorant	ignorance

- Some other common verbs that form adjectives in **-ent** and nouns in **-ence** are:  
**correspond, depend, differ** and **exist**.
- Another common verb that forms an adjective in **-ant** and a noun in **-ance** is: **resist**
- When the verb root ends in **-ate** the **-ate** is replaced by the **-ant** and the **-ance**:  
*tolerate* → *tolerant* → *tolerance*
- Some verb roots form only nouns in **-ance**, not adjectives in **-ant**:  
*assist* → *assistance*; *attend* → *attendance*

- Some adjectives and nouns which derive from verb roots do not follow the rules presented above: appear → apparent → appearance; perform → performing → performance  
insure → insured → insurance; please → pleasant → pleasure  
interfere → interfering → interference; signify → significant → significance  
obey → obedient → obedience

Verb Root	Noun (person) = verb + -ant
assist	assistant

- Nouns in **-ant** referring to people signify a person that does what the verb describes.
- Some other common verbs that form nouns in the same way are:  
**account, attend, consult, contest, defend, depend, inhabit** and **serve**.
- When the verb root ends in **-ate** or **-y**, the **-ate/-y** are replaced by **-ant**:  
immigrate → immigrant; occupy → occupant
- Be careful with the noun (person) deriving from the verb apply: apply → applicant

**Complete the sentences with the correct form of the words in capitals.**

I have to buy a _____ book as I'm _____ at cooking.	COOK, HOPE
There has been a _____ change in his behaviour lately.	NOTICE
My friend was in for a(n) _____ surprise when he saw that his house had been _____.	PLEASE BURGLE
The food at the restaurant was _____, but the service was awful.	TOLERATE
I can't stand this _____ heat! I have to buy an air-conditioner.	BEAR
This disease is still _____, so it is _____ to be extra careful.	CURE, ADVISE
Many students lack in _____ when it comes to _____ English.	CONFIDE, SPEAK
He is _____ clever for his age.	REMARK
Some students are totally _____ and their behaviour in general is _____.	OBEY ACCEPT
Kelly's house was not _____ against fire, so the _____ company will not pay for the damage.	INSURE, INSURE
He was charged with _____ and was imprisoned for six years.	FORGE
My trip to Japan was _____ I had an _____ time.	FORGET, ENJOY
Visa _____ must have their passports with them.	APPLY
Despite his young age, he behaved very _____.	SENSE

**This unit deals with nouns and adjectives which derive from verb roots.**

Verb Root	Noun = verb + -ion	Adjective = verb + -ive
impress	impression	impressive

- Some other common verbs that form nouns and adjectives in the same way are:  
**act, attract, collect, connect, construct, direct, express, instruct, invent, object, possess, prevent, protect** and **select**.
- Some verbs form only nouns in **-ion**, **not** adjectives in **-ive**:  
**complete, contribute, discuss, inspect, pollute, predict, reject, revise** and **suggest**.
- Verb roots ending in **-mit** change the final **-t** to **-ss** before the endings **-ion** and **-ive**:  
permit → permission → permissive; omit → omission
- Verb roots ending in **-d** or **-de**, change the **-d/-de** to **-s** before the endings **-ion** and **-ive**:  
extend → extension → extensive; explode → explosion → explosive
- Pay attention to the following irregularities:  
attend → attention → attentive; defend → defence → defensive; offend → offence → offensive

- The adjective (in)expensive derives from the noun expense.

Verb Root	Noun = verb + -ation	Adjective = verb + -ative
inform	information	informative

- Some common verbs that form **nouns** and **adjectives** in the same way are: *conserve, imagine* and *represent*.
- Some verbs form only nouns in **-ation**, not adjectives in **-ative**: *combine, invite, oblige, observe, organise, realise, relax, starve* and *transform*.
- Pay attention to the following irregularities: prepare → preparation → preparatory; sense → sensation → sensitive; compare → comparison → comparative

Verb Root	Noun = verb + -tion	Adjective = verb + -ative
appreciate	appreciation	Appreciative

- Some common verbs that form nouns and adjectives in the same way are: *communicate, create, decorate, operate* and *relate*.
- Some verbs in **-ate** form only nouns in **-ation**, **not** adjectives in **-ative**: *calculate, celebrate, dictate, fascinate, investigate* and *separate*.
- The verbs *educate* and *hesitate* form nouns in **-ation**, but the corresponding adjectives do not end in **-ative**: educate → education → educational; hesitate → hesitation → hesitant.
- Pay attention to the following irregularities:

Verb	Noun	Adjective	Verb	Noun	Adjective
add	addition	-	introduce	introduction	introductory
compete	competition	competitive	oppose	opposition	-
consume	consumption	-	produce	production	productive
describe	description	descriptive	receive	reception	receptive
destroy	destruction	destructive	reduce	reduction	-
explain	explanation	explanatory	repeat	repetition	repetitive

Certain nouns in **-ion** and adjectives in **-ive** do not derive from verbs:

aggression → aggressive; mass → massive.

Verb Root	Noun = verb + -al
betray	betrayal

- Some common verbs that form nouns in the same way are: *approve, arrive, deny, dismiss* and *rent*.

**Complete the sentences with the correct form of the words in capitals.**

The student asked for _____ to leave the classroom.	PERMIT
Steven's _____ to the _____ received everyone's _____.	CONTRIBUTE DISCUSS APPROVE
Many car _____ companies have increased their rates this summer.	RENT
The student was given back her assignment as it was obvious no time had been spent in its _____ and it bore no _____ to the subject.	PREPARE, RELATE
Worried that everyone would be bored. Sally was _____ to give a highly _____ account of her holiday.	HESITATE DESCRIBE
Sandra chose aerobics because she doesn't like _____ sports.	COMPETE
He's got such an _____ of fine art.	IMPRESS. COLLECT
_____ is one of the simplest _____.	ADD, CALCULATE
It took a lot of _____ to get Celia to write to her mother, as there had been little _____ between them for years.	PERSUADE COMMUNICATE

As the students were tired, they were not very _____ to the teacher's _____ of the theory.	RECEIVE EXPLAIN
Many animals are _____ during the daytime and hunt during the night.	ACT
I find it difficult to be _____ about matters that concern me.	OBJECT

***This unit deals with nouns which derive from verb roots.***

Verb Root	Noun = Verb + -ment
	The process or the result of doing what the verb describes
develop	development

- Some other common verbs that form **nouns** in the same way are: *achieve, agree, amaze, amuse, announce, appoint, argue, arrange, employ, entertain, excite, improve, punish, replace* and *require*.

Verb Root	Noun = Verb+ -ure
depart	departure

- Some other, common verbs that form **nouns** in the same way are: *expose, fail, please* and *press*.
- The verb **create** forms a noun in **-ure**, but its meaning is different: create → creature.
- Pay attention to the following irregularities: mix → mixture; proceed → procedure; sign → signature

Verb Root	Noun (Person) = Verb + -er / -or
	The person who does what the verb describes
train	trainer
operate	operator

- Some other common verbs that form nouns in **-er** are: *advertise, announce, consume, employ, examine, found, hunt, insure, interview, observe, organise, own, perform, produce, report* and *work*.
- Some other common verbs that form nouns in **-or** are: *act, collect, construct, contribute, create, decorate, direct, govern, inspect, instruct, invent, investigate* and *protect*.

Verb Root	Noun (Think) = Verb + -ar / -or
	The thing that does what the verb describes
record	recorder
calculate	calculator

- Some other common verbs that form nouns in **-er** are: *blend, compute, cook, mix* and *print*.
- Some other common verbs that form nouns in **-or** are: *react, refrigerate* and *sense*.

Verb Root	Noun (Person)= Verb -ee
	The person who receives the action described by the verb
employ	employee

- Some other common verbs that form **nouns** in the same way are: *examine, interview, pay, refer, train* and *trust*.

***Complete the sentences with the correct form of the words in capitals.***

_____ to comply with the safety _____ may prove _____.	FAIL, REGULATE, FATE
We already had a(n) _____ and I'm not in the mood for another _____, so let's just drop the subject.	AGREE, ARGUE
Many people's purchases are influenced by _____.	ADVERTISE
The panda is a rare _____, but unfortunately it is under	CREATE, HUNT



threat from _____.	
What _____ must potential _____ have in order to get this job?	REQUIRE, EMPLOY
Scientists have proved that too much _____ to the sun is _____.	EXPOSE, HARM
A lot of _____ film _____ and _____ had been invited to the cocktail party.	ACT, DIRECT, PRODUCE, SING
His _____ from the country guaranteed his _____.	DEPART, SAFE
It's always a _____ to watch children play.	PLEASE
We had to ask the gym _____ what type of _____ he recommended.	INSTRUCT, TRAIN

- In the previous units we dealt with derivatives which are formed according to certain rules. There are, however, some less predictable formations. The most common of these are:

Verb	Noun	Adjective
bear	birth	-
behave	behaviour	behavioural
choose	choice	choosy
complain	complaint	-
die	death	dead
hate	hatred	hateful
heat	heat	hot
laugh	laughter	-
lose	loss	lost
marry	marriage	married
pride	pride	Proud
prove	proof	-
pursue	pursuit	-
relieve	relief	Relieved
see	sight	-
sing	song	-
solve	solution	-
speak	speech	Speechless
succeed	success	Successful
think	thought	Thoughtful
-	youth	Young

- You may be asked to form an adjective or noun which derives from the name of a country or continent.  
**e.g.** England → English; Europe → European
- Finally, you may be asked to derive an adverb or a pronoun ending in **-body, -one, -thing, -where, -how, -ever** or **-self**.  
**e.g.** some → somebody; any → anyhow; when → whenever; any → anyone; one → oneself; every → everything; else → elsewhere.

*Complete the sentences with the correct form of the words in bold type.*

Janet was at a _____ for words when she saw the damage done to her car.	LOSE
My parents have had a long and happy _____.	MARRY
I need _____ to help me find the _____ documents, as I've looked _____ and can't find them.	SOME, MISS, EVERY

_____ people like to make _____ about London's _____ weather.	BRITAIN, RAIN COMPLAIN
He committed the crime out of racial _____.	HATE
The father was _____ of his son's _____ to Cambridge.	PRIDE, ADMIT
I can't stand the _____ of _____ animals!	SEE, DIE
_____ we go, we manage to enjoy _____.	WHERE, OUR
Many people can't stand extreme _____.	HOT
The _____ ambassador is giving a _____ tonight.	ITALY, SPEAK
He _____ managed to find _____ that he was innocent.	SOME, PROVE
The _____ of leaving my home town and going to live in the city filled me with _____ feelings, but I had made my _____.	THINK, MIX, CHOOSE
His _____ was _____ and I'm never going to speak to him again.	BEHAVE, ACCEPT
It is commonly accepted that _____ is the best medicine for stress.	LAUGH
His _____ doesn't allow him to admit his faults.	PROUD
The _____ crossed the _____ border.	IMMIGRATE, MEXICO
It was such a _____ for her when she found her dog.	RELIEVE
I believe that it's impossible to find a _____ to every problem.	SOLVE
They think very highly of _____ and prefer not to associate with _____ they consider inferior.	THEM ANY
The _____ of your book will depend on how well you promote it.	SUCCEED

## РОЗДІЛ 3

### PHRASAL VERBS

be after:	(tr) 1) want, try to gain, 2) chase
be against:	(tr) oppose (opp: be for)
be in for:	(tr) expect sth (usu bad)
be off:	(tr) 1) not want/like any more, 2) be absent (from school, work, etc)
be on:	(tr) be shown (on TV, at the cinema, etc)
be out of:	(tr) not have sth; lack
be over:	(int) come to an end
be up:	(int) 1) be awake and out of bed, 2) stay awake at night, 3) be wrong or unusual
break down:	(int) 1) stop working, 2) lose control of feelings, 3) fail
break in (int)/ break into (tr):	1) enter by force, 2) interrupt
break out:	(int) 1) begin suddenly (of war, fire, etc) BUT: a storm breaks, 2) escape
break up:	(int) 1) stop for holidays (of schools, etc), 2) separate; split up

#### Fill in the correct particle

- 1) War broke ..... suddenly in the country.
- 2) My flat was broken ..... while I was away.
- 3) The police are.....the bank robbers.
- 4) The washing machine has broken..... I'll call a repairman.
- 5) Many people are.....the new law.
- 6) The school will break.....for the holidays soon.
- 7) What's..... ? Is something wrong?
- 8) The supermarket was ..... bread, so I didn't get any.
- 9) Jack was ..... school last week because he had the flu.
- 10) Are you ..... yet?' called Mum early this morning.
- 11) When she heard the bad news she broke .....and cried.
- 12) After three weeks, the exams are finally .....
- 13) Several prisoners broke ..... of prison early this morning.
- 14) I was ..... all night because of my bad cough.
- 15) Government negotiations broke ..... last week.
- 16) James is ..... a new bicycle for his birthday.
- 17) Look at the clouds. I think we're.....bad weather today.
- 18) I used to love pizza, but I'm..... it now.
- 19) The couple broke ..... for a while, but then got back together.
- 20) There is a new play.....at the Empire theatre.
- 21) The secretary broke ..... on the meeting to bring us coffee.

### Phrasal Verbs

bring about:	(tr) cause to happen
bring forward:	suggest an idea (often passive)
bring on:	(tr) cause (usu sth unpleasant)
bring out:	(tr) publish; put on the market
bring round:	1) (tr) make sb regain consciousness; bring to, 2) (tr) persuade; bring over (to)
bring up:	1) (tr) raise a child, 2) mention; introduce a subject
call back:	(int) return a phone call
call for:	1) (tr) need; demand, 2) demand (sth); ask for
call off:	(tr) cancel
call out:	shout; yell
be carried away:	be very excited
carry off:	(tr) do sth successfully
carry on:	continue (after interruption)
carry out:	(tr) 1) fulfil (order, tasks), 2) conduct (an experiment)

### Fill in the correct particle

- 1) When the noise stopped, she carried.....as if nothing had happened.
- 2) It's difficult to bring .....children alone.
- 3) The heavy rains brought.....severe flooding.
- 4) My favourite singer has just brought ..... a new record.
- 5) Paul carried ..... his plan very successfully.
- 6) I'm busy now, so I'll call you ..... later.
- 7) Some excellent ideas were brought.....at the annual meeting.
- 8) Scientists carry ..... experiments in their laboratories.
- 9) I'm trying to bring my father ..... to my ideas.
- 10) This job calls ..... knowledge of a foreign language.
- 11) The audience was carried .....by the singer's performance.
- 12) Janet's asthma attack was brought ..... by the smoky atmosphere.
- 13) When their son was ill, they called ..... the doctor.
- 14) The children carried ..... their tasks quickly and quietly.
- 15) Having fallen in the river, the woman .....called for help.
- 16) Dad brought ..... the subject of holidays during dinner last night.
- 17) The football match was called ..... due to bad weather.
- 18) The nurse used smelling salts to bring the patient ..... .

### Phrasal Verbs

come across:	(tr) meet/find by chance; run across
come along:	(int) 1) hurry up; come on, 2) appear; arrive by chance
come by:	(tr) obtain
come down with:	(tr) become ill; go down with
come into:	(tr) inherit
come off:	1) (int) succeed, 2) leave (sth)

come out:	1) go on strike, 2) (of flowers) begin to blossom, 3) (int) be published; bring out, 4) (news, truth) be revealed; bring out
come over:	(int) visit
come round:	1) visit casually, 2) (int) regain consciousness; come to/bring round, 3) change one's point of view
come up:	1) (int) be mentioned; bring up, 2) arise; occur
come up against:	(tr) encounter (difficulties); run up against
come up with:	(tr) find; think of (a solution, an answer, etc)
cut down:	(tr) 1) cause to fall by cutting, 2) (int) reduce sth
cut down on:	(tr) reduce consumption; cut back on
cut into:	interrupt; break in
cut off:	1) disconnect, 2) (usu passive) isolate
cut out:	(tr) take out, omit
be cut out for / to be:	be suited for (a profession)

### Fill in the correct particle.

- 1) The truth came ..... when the police started their investigation.
- 2) I came .....my old school books yesterday when I was tidying the attic.
- 3) My house has a beautiful garden. Why don't you come.....and see it?
- 4) I'm sorry to cut.....your conversation, but I'd like to ask a question.
- 5) The private detective came ..... the case when he couldn't solve it.
- 6) I don't think Alison is cut ..... to be a nurse. She faints at the sight of blood.
- 7) I was waiting for the bus when Emma came ..... It was a lovely surprise to see her!
- 8) The boys came ..... a brilliant idea for raising money.
- 9) Ellen is in bed. She's come ..... the flu.
- 10) They decided to cut ..... some of the text to make it shorter.
- 11) You ought to cut ..... the amount of sugar you eat.
- 12) Come ..... boys; Let's get going.
- 13) The electricity was cut..... when they didn't pay the electricity bill.
- 14) I wish Dad would come.....to the fact that I'm not a child any more.
- 15) How did you come ..... that beautiful necklace?
- 16) His new novel has just come ..... and it is bound to be a best-seller.
- 17) The village was cut.....during the heavy snowstorm.
- 18) A few problems came.....during the course of the project.
- 19) He came.....a fortune when his father died.
- 20) The patient slowly came.....after his operation.
- 21) The builders came ..... some major problems while they were laying the foundations.

### Phrasal Verbs

do away with:	(tr) 1) abolish, 2) murder
do up:	(tr) 1) fasten; tie, 2) wrap, 3) repair; redecorate, 4) make oneself more attractive, dress up
do with:	(tr) want; need
do without:	(tr) live/continue without having sb/sth

draw in:	1) (int) (of a bus/train) slow down to stop, 2) (tr) attract people
draw up:	1) (of a vehicle) stop, 2) (tr) write sth (a will/a contract, etc)
fall apart:	1) (int) break into pieces, 2) (int) end in failure
fall back on:	turn to sb/sth for help when other plans have failed; turn to
fall behind:	(int) 1) fail to keep up with, 2) be late (with payment)
fall for:	(tr) 1) be deceived, 2) fall in love with sb
fall in with:	(tr) agree with; go along with
fall out (with):	quarrel

### Fill in the correct particle

- 1) This book is so old that it's falling .....
- 2) We could do ..... a new washing machine. This one is very old.
- 3) I think Kate and Peter have fallen ..... They aren't speaking to each other.
- 4) The car drew ..... next to me, and the driver asked for directions,
- 5) The slowest runner fell ..... very quickly after the race had started.
- 6) It's about time the government did ..... housing tax.
- 7) We bought an old house last year and now we're doing it .....
- 8) Mike was so handsome and charming that Sarah Fell ..... him immediately.
- 9) The train drew ..... to the station exactly on time.
- 10) The politician thought that someone was trying to do ..... him, so he hired a bodyguard.
- 11) Lots of people fell ..... the conman's tricks before he was caught by the police.
- 12) The landlord drew ..... a contract for the new tenant.
- 13) Until you can afford to buy a car, you'll have to do ..... one.
- 14) Don't forget to do ..... your shoe laces or you'll trip over them.
- 15) Despite months of preparation, their plans fell ..... at the last minute.
- 16) Jenny's doing herself ..... at the moment because she's going to a party tonight.
- 17) If you fall ..... with the payments, we may take legal action.
- 18) The parcel that was delivered to my house was done ..... with string.
- 19) You can always fall ..... your skills as a teacher if you don't make it as an artist.
- 20) I'll fall ..... whatever you plan for the weekend.

### Phrasal Verbs

get across:	(tr) communicate ideas; become understood
get along (with):	be on friendly terms; get on (with)
get at:	1) (tr) reach; find, 2) (int) imply
get away:	avoid capture
get away from:	avoid
get away with:	(tr) 1) escape punishment for wrongdoing, 2) escape capture with stolen goods
get by:	(int) survive despite difficulties
get down to:	(tr) start doing sth seriously
get off:	1) (int) avoid punishment, 2) start a journey
get off with:	(tr) not be punished; be treated leniently

get on:	1) (int) advance; make progress, 2) become late; get nearer 3) (int) have a friendly relationship with; get along
get on with:	(tr) 1) be on good terms with; get along with, 2) continue after an interruption
get over:	1) recover, 2) overcome
get round:	(int) to spread (news)
get round to:	(tr) find the necessary time to do sth
get through:	1) (tr) finish (a piece of work), 2) (int) survive through difficult times, 3) (tr) use up all of sth (supplies, money, etc), 4) (tr) reach sb by telephone; get through to
get to:	(tr) have an effect on sb's feelings

### Fill in the correct particle.

- 1) I generally get.....my boss, although we disagree sometimes.
- 2) You really must get..... work. The exams start next week!
- 3) The teacher tried to get ..... the main ideas of the theory to her class without confusing them.
- 4) We have to get..... early to get to London on time.
- 5) I haven't got ..... ironing those clothes yet. I've been very busy.
- 6) I earn enough money to get..... but I haven't managed to save much lately.
- 7) I don't understand what you're getting ..... Can you explain what you mean?
- 8) We get.....two loaves of bread a day.
- 9 After the phone call, I got..... my work.
- 10) Because it was his first offence, he got ..... a warning from the judge.
- 11) There's no getting .....paying taxes.
- 12) What he said really got ..... her, and she started to cry.
- 13) Despite the cold, they got..... the winter without too many problems.
- 14) Bill got ..... his illness quickly and returned to work.
- 15) By the time we got home, it was getting..... for midnight.
- 16) The burglars got.....the jewellery.
- 17) After several attempts, I finally got ..... the radio station.
- 18) No one should get.....breaking the law.
- 19) The news got ..... the office fast.
- 20) No problem is too big to get ..... .
- 21) The thieves managed to get..... even though the police were looking for them.
- 22) I can't get ..... that box because the shelf it's on is too high.
- 23) Susan got..... the work quickly, so she was able to leave early.

### Phrasal Verbs

give away:	(tr) 1) reveal sth; betray sb, 2) lose or waste (sth)
give in:	1) (int) surrender, 2) (tr) hand in
give off:	(tr) emit (heat, fumes, smell, etc.)
give out:	1) (int) come to an end, 2) (tr) distribute, hand out
give up:	(tr) 1) stop/abandon an attempt, habit, etc. 2) surrender; offer oneself as a prisoner, 3) stop doing or having sth
go ahead:	Continue
go along:	(int) advance; make progress; go on
go along with:	(tr) 1) agree with sb/sth, 2) advance with sth
go back:	(int) date back to

go back on:	(tr) break a promise or agreement
go by:	(int) 1) (of time) pass. 2) (of a chance) let it pass without taking it
go down:	(int) 1) be reduced, 2) (of the sun/ moon) set
go down with:	(tr) become ill
go in for:	(tr) take part in (a competition)
go into:	(tr) investigate thoroughly
go off:	(int) 1) (of a bomb) explode; (of an alarm) ring, 2) be switched off, 3) (of food) go bad
go on:	(int) 1) happen, 2) make progress, 3) be turned on
go out:	(int) stop burning, be extinguished
go over:	(tr) 1) examine details, 2) repeat
go round:	(int) 1) be enough for everyone to have a share, 2) visit; look round, 3) (of news, a disease) spread; circulate
go through:	(tr) 1) examine carefully; go over, 2) (of money, food, etc.) use up; spend, 3) experience; endure
go through with:	complete sth in spite of opposition; carry out
go up:	(int) rise (in price); increase
go without:	(tr) endure the lack of sth; do without

### Fill in the correct particle

- 1) They went.....the survey results carefully.
- 2) The price of petrol has gone.....again; the cost of running a car is increasing.
- 3) You must give..... your assignments at the end of the week.
- 4) Let's sit and watch the sun go.....from your balcony.
- 5) The candle went ..... when a gust of wind blew through the window.
- 6) Pam isn't in today. She's gone.....the flu.
- 7) When their supplies gave ..... the team decided to abandon their trip.
- 8) He has gone.....some difficult periods this year.
- 9) They had a difficult childhood – they often had to go..... things they needed.
- 10) Please could you go ..... what you said again?
- 11) My alarm went ..... at 6 o'clock this morning.
- 12) The fraud team are going ..... the matter thoroughly.
- 13) Robert has decided to go.....his plan to change jobs this year.
- 14) Things are going .....fine at the moment. There are no problems.
- 15) House prices are going..... which is good news for buyers.
- 16) Someone is giving.....secret information.
- 17) Did you go.....the poetry competition?
- 18) Go.....with the project since you have already started it.
- 19) This fire gives .....a lot of heat, doesn't it?
- 20) Time goes.....very quickly when you're enjoying yourself.
- 21) The electricity went.....when there was a power cut this afternoon.
- 22) Is there enough coffee to go..... or shall I make some more?
- 23) She gave..... her chances of promotion when she shouted at her boss.
- 24) The thieves gave themselves.....and were taken to prison.
- 25) The records in the office go ..... ten years.
- 26) The teacher gave ..... he exam papers after everyone had sat down.
- 27) The accountant went .....the receipt book to try to find the mistake.
- 28) Put the milk in the fridge, otherwise it will go .....
- 29) I hope he doesn't go..... his promise.
- 30) The news went .....the office quickly.



## Phrasal Verbs

hold back	1) (tr) control (tears, laughter), 2) (tr) delay, 3) (tr) keep secret, 4) (int) be reluctant to act
hold in:	(tr) restrain; keep under control
hold on:	(int) to wait (esp on the phone)
hold out:	(int) 1) persist; not give way, 2) last
hold up:	1) (tr) delay, 2) (tr) use violence in order to rob, 3) (int) last; hold out
keep away (from):	(tr) stay away
keep back:	(tr) conceal
keep behind:	(tr) make sb remain after others have left
keep (oneself) from:	(tr) 1) prevent from, 2) avoid (tr)
keep off:	1) make sb stay away from, 2) avoid (food, a habit, etc); keep away from
keep on:	1) (int) continue in spite of difficulties, 2)(tr) continue doing sth; carry on
keep out of:	(tr) stay away from (trouble)
keep up:	(tr) 1) maintain sth at the same level, 2) keep sb out of bed, 3) keep sth in good condition
keep up with:	(tr) 1) proceed at an equal pace with, 2) continue to be informed (news, events)
let down:	(tr) 1) (of clothes) lengthen (opp. take up), 2) disappoint
let off:	(tr) 1) not punish, 2) make sth explode (fireworks)
let out:	(tr) 1) (of clothes) make wider, (opp. take in), 2) say sth (usu a secret) unintentionally

### Fill in the correct particle

- 1) The house is becoming too expensive for them to keep .....
- 2) You shouldn't hold ..... your anger. It will only make you feel worse.
- 3) I'm keeping ..... chocolate for a while in an attempt to lose a little weight.
- 4) I didn't mean to let the secret.....It was an accident.
- 5) We were held ..... in traffic. That's why we arrived late.
- 6) Our business is holding .....quite well, despite the economic crisis.
- 7) The young man was let ..... because he had never been in trouble before.
- 8) The secretary asked me to hold .....until Mrs Harris was ready to take my call.
- 9) Kate is trying to keep her grades ..... at the same level.
- 10) The jury thought that one of the witnesses was keeping some important information .....
- 11) The joke was so funny that Jake couldn't hold ..... his laughter.
- 12) Sally buys a newspaper every day to keep ..... the news.
- 13) You mustn't hold .....secrets if there's something I ought to know.
- 14) I've had a few problems, but I'm going to keep ..... trying until I succeed.
- 15) This skirt is too short. I'll let it.....a bit.
- 16) I think our water supplies will hold .....for another four days.
- 17) Simon held .....because he wasn't sure if it was the right thing to do.
- 18) You've put on weight! I'll have to let ..... the waist of your trousers for you.
- 19) When Jane had measles, her mother kept her ..... school for two weeks.

- 20) The demonstrators held.....for three weeks before ending their protest outside the factory.
- 21) I'm counting on you. Please don't let me ..... .
- 22) Don't walk so fast. I can't keep ..... you!
- 23) George keeps.....watering the tree in the garden, but I'm sure it's dead.
- 24) The noise from the party kept me ..... until the early hours of the morning.
- 25) While we're away, please try to keep ..... trouble.

### Phrasal Verbs

look after:	(tr) take care of
look down on:	(tr) have a bad opinion of sb; disapprove of sb/sth (opp: look up to)
look for:	(tr) search for
look forward to:	(tr) anticipate (with pleasure)
look into:	(tr) investigate
look on:	watch (instead of doing sth)
look on/upon:	(tr) regard as; consider
look out for:	(tr) be alert in order to see/find sb/sth
look over:	1) examine carefully; go through, 2) revise briefly and quickly
look round:	examine (an area, place, etc.)
look through	(tr) 1) look at quickly, 2) study sth carefully
look up:	1) (tr) look for sth (such as an address, etc) in a book or list, 2) visit sb (specially sb living far away)
look up to:	(tr) respect (opp; look down on)
make for:	(tr) move in the direction of
make off:	(int) run away; escape; make away
make out:	(tr) 1) see sb/sth clearly, 2) understand; work out, 3) write out; fill in
make sth up to sb:	compensate sb for sth
make up:	1) (tr) invent; think up, (a story, an excuse, etc.) 2) (tr) put cosmetics on, 3) (int) become friends again, 4) (tr) compensate, 5) form as a whole
make up for:	compensate; repay sb for
pass away:	(int) die
pass off as:	(tr) pretend to be sth/sb else successfully
pass on:	(tr) give sth (usu clothes) to younger/ smaller member of family
pass out:	(int) lose consciousness

### Fill in the correct particle

- 1) They looked ..... the village before setting off down the mountain.
- 2) Fred passes.....at the sight of blood.
- 3) The actress made herself.....before she went on stage.
- 4) Nurses look ..... patients in hospital.
- 5) Look.....the turning, I don't want to miss it.
- 6) Two members of staff and eight parents make .....the school committee.
- 7) What does this word say? I can't make ..... the handwriting.
- 8) He looks ..... people who are less privileged.
- 9) Julie looked.....the book quickly in the shop before she bought it.
- 10) Sadly, the chairman of the club passed ..... last weekend.
- 11) I looked.....your telephone number in the telephone book.
- 12) This school is looked.....as being one of the best in the area.

- 13) The doctor looked.....the patient carefully before giving his diagnosis.
- 14) The shoplifter was making ..... the door when the security guard stopped him.
- 15) They gave him a free meal to make.....the bad service he received.
- 16) I'll make.....the cheque to you, shall I?
- 17) We're really looking.....your birthday party.
- 18) Clive made.....an excuse for his being late.
- 19) I am looking.....a new house at the moment.
- 20) Most of her clothes are passed.....from her older sisters.
- 21) Look ..... the contract before you sign it.
- 22) The jeweller tried to pass the ring ..... solid gold even though it wasn't.
- 23) The man made ..... with cash from the till, but was caught by the police a short time later.
- 24) I was in the area so I thought I'd look you .....we haven't seen each other for such a long time.
- 25) Please lend me your car this weekend. I'll make it..... you later, I promise.
- 26) The crowd looked.....as the athlete finished the race in record time.
- 27) The police are looking.....the burglary.
- 28) All Arthur's employees look ..... him and respect him very much.
- 29) They had an argument yesterday, but I think they've made..... now.

### Phrasal Verbs

pay back:	(tr) 1) return money owed. 2) get revenge on sb
pay for:	(tr) receive punishment for a wrongdoing
pull down:	(tr) demolish a structure
pull in:	(int) (of trains, etc) arrive, draw in (opp: pull out)
pull through:	(int) survive
pull up:	(int) slow down and stop
put aside:	(tr) save; put by
put away:	put sb into prison or mental hospital
put back:	(tr) cause to be delayed
put down:	(tr) 1) make a note; write down, 2) pay a deposit for sth
put down to:	(tr) attribute sth to sth else
put off:	(tr) 1) postpone. 2) discourage sb from liking sth
put on:	(tr) 1) dress oneself in, 2) increase (in weight), 3) switch on, 4) pretend, 5) cause to take place (show/performance)
put out:	(tr) 1) extinguish (fire, etc), 2) cause inconvenience to sb
put through:	(tr) 1) connect by telephone, 2) make sb undergo or suffer sth
put up:	(tr) 1) offer sth for sale 2) (of prices) increase, 3) offer hospitality (put sb up)
put up with:	tolerate; bear

### Fill in the correct particle

- 1) The train pulled ..... at the station and hundreds of people got off.
- 2) The taxi pulled.....outside my house. I paid the driver and got out.
- 3) Put your ideas..... on paper and I'll look at them later.
- 4) I'll put you..... to the correct department, madam.
- 5) Put .....your gloves. It's very cold outside.
- 6) Walter's parents tried to put him.....becoming an artist.
- 7) She put her tiredness .....the fact that she had been working very hard.

- 8) Ignore James. He's not really ill. He's just putting it .....
- 9) That shop has put ..... its prices again.
- 10) Kelly is trying to put ..... some money every week for her summer holidays.
- 11) The firemen put the fire ..... very quickly.
- 12) You'll just have to put.....the noise until the repairs are finished, I'm afraid.
- 13) The snowstorm caused the team's expedition to be put.....a few days.
- 14) Gordon vowed to pay Steve ..... for what he had done to him.
- 15) We put..... going on holiday because I was very busy at work.
- 16) The drama group are putting.....their first performance next month.
- 17) Alice said to Jane. You'll pay ..... this one day.'
- 18) The young soldiers were put ..... strict training in the first few weeks.
- 19) His house was put ..... for sale after he lost his job.
- 20) He put..... a deposit of £100 when he booked the holiday.
- 21) He borrowed £20 from me but he still hasn't paid it.....
- 22) I'll put you.....for the night if you can't find a hotel.
- 23) It was a serious operation, but the patient pulled .....
- 24) If you don't stop eating sweets, you'll put.....weight.
- 25) I don't want to put you ..... but could you babysit for me tonight, please?
- 26) All the old buildings in this area are going to be pulled .....
- 27) Put the television.....if you're bored.
- 28) The public called for the criminal to be put ..... for a long time.

### Phrasal Verbs

run across:	(tr) meet sb/find sth by chance
run away:	(int) escape (from home, duty, etc): run off
run away with:	(tr) steal sth and leave with it
run down:	1)(tr) knock down and damage or wound (with a vehicle), 2) (tr) speak badly of sb/sth, 3) (int) (of a clock/ batteries) stop working
run into:	(tr) 1) meet sb unexpectedly, 2) collide with sth in a vehicle, 3) experience (difficulties)
run out (of):	(tr) no longer have a supply of sth
run over:	1) (tr) knock down and damage or wound (with a vehicle); run down, 2) (int) overflow
run through:	(tr) repeat; practice
run up:	(tr) allow (debts, bills, etc.) to increase
run up against:	(tr) face, (difficulties, problems, etc.)
see about:	(tr) make enquiries about or arrangements about sth
see off:	(tr) 1) accompany a traveller to his/her plane, train, etc., 2) make sure that sb leaves (one's property, etc.)
see out:	(tr) last until the end of (a period of time)
see through:	(tr) 1) not be deceived by sb/sth, 2) support sb in difficulties
see to:	(tr) care for sb

### Fill in the correct particle

- 1) I ran ..... an old teacher of mine last weekend at the supermarket.
- 2) Be careful crossing that road. I don't want you to get run .....
- 3) The bath water ran.....because Dean forgot to turn off the taps.
- 4) The baby's crying again.' Don't worry. I'll see.....him this time.'
- 5) Henry ran.....a huge telephone bill and then he couldn't afford to pay it.

- 6) You'll never guess what I ran..... at a car boot sale yesterday.
- 7) The garage roof is leaking. I must see.....getting it fixed.
- 8) The actor ran.....his lines once more on the night of the opening performance.
- 9) One of the employees ran.....the money from the till.
- 10) The alarm clock isn't working. I think the batteries must have run .....
- 11) The politician ran ..... great opposition in his election campaign, but he still managed to win.
- 12) He's going to see the rest of his contract ..... and then leave the company.
- 13) They ran ..... some difficulties when the jeep got a flat tyre while they were on safari.
- 14) We saw Linda..... at the airport, and then went home.
- 15) Neil ran.....from home when he was 17, but regretted it when he saw how hard life could be.
- 16) We've run.....milk again. I'll go and buy some more.
- 17) It isn't nice to run people .....all the time. You ought to be more tolerant.
- 18) Lucy saw ..... the man's tricks immediately.
- 19) He lost control of the car and ran.....a tree.
- 20) The farmer saw the boys.....his land, and told them not to come back.
- 21) His parents saw him.....the difficult year, and gave him all the support they could.

### Phrasal Verbs

set aside:	(tr) save for a special purpose: set by
set in:	(int) (of weather) start and seem likely to continue
set off:	(int) start a journey
set out:	1) (int) begin a journey, 2) intend (to do sth)
set up:	(tr) start a business
stand by:	(tr) support sb esp in difficulties
stand for:	(tr) be an abbreviation for
stand in for:	(tr) replace sb temporarily
stand out:	(int) be noticeable
stand up:	fail to meet (sb)
stand up for:	(tr) support sb or sth
stand up to:	(tr) resist; defend oneself against, (sb) without fear
take after:	(tr) look or act like a relative: resemble
take away:	(tr) 1) remove, 2) seize from people
take back:	(tr) admit saying sth wrong
take down:	(tr) separate into pieces so as to repair or remove
take in:	(tr) make clothes narrower (opp: let out)
take off:	1) (tr) remove clothes (opp: put on), 2)(int) (of planes) leave the ground, 3)(int) start to improve
take time off:	be allowed not to go to work for a short period of time
take on:	(tr) employ
take out:	(tr) remove; extract
take sb out:	(tr) take sb to a restaurant, etc.
take over:	(tr) gain control of sth
take to:	(tr) like
take up:	(tr) 1) begin a hobby, sport, job, 2) fill (time, space)
take up on:	(tr) accept sb's offer or invitation
be taken aback:	be strongly surprised
be taken in:	be deceived

### Fill in the correct particle

- 1) The dentist took ..... one of my teeth last month.
- 2) Tom set... ..... on his voyage, full of excitement.
- 3) Michael takes ..... his mother. They've both got brown hair and green eyes.
- 4) Lan's wife stood.....him when he lost his job two months ago.
- 5) Once the cold weather sets..... we'll be glad of the fire in the living room.
- 6) Lesley's business is really taking.....She's had lots of orders.
- 7) The chef set..... some strawberries to put on top of the cake.
- 8) The letters UN stand ..... United Nations.
- 9) I have decided to take..... aerobics because I want to get fit.
- 10) I'm sorry. I take.....everything I said about this restaurant. The meal was delicious.
- 11) The group set.....on their journey, wondering what adventures lay ahead.
- 12) Of all the essays, that one stands ..... because it is very well-written.
- 13) The teacher took....the boy's football and put it in the cupboard.
- 14) No one was taken ..... by her clever lies.
- 15) He stood me ..... last night, so I'm very angry with him.
- 16) By the end of the day. Jack had done everything he set ..... to do.
- 17) You ought to stand ..... your boss. I'm sure he will respect you for it.
- 18) I took him..... his dinner invitation, and we went to a lovely restaurant.
- 19) When their camping trip was over, the girls took ..... their tent and put it away carefully.
- 20) The factory is taking ..... more employees at the moment.
- 21) Work takes ..... most of my time these days.
- 22) Amanda has recently set ..... her own accountancy business.
- 23) I bought this skirt but it's too wide. Could you take it.....a little bit, please?
- 24) My husband took me.....for a meal last night to celebrate our anniversary.
- 25) I took ..... my jacket and hung it in the wardrobe.
- 26) You ought to stand ..... yourself. Don't let anyone intimidate you.
- 27) The company is being taken .....by a very large firm.
- 28) I'm taking some time ..... next month. I need a holiday.
- 29) Jenny hasn't really taken .....her new school. She's not at all happy.
- 30) Alex was taken..... when he heard the news.
- 31) I offered to stand ..... Emily yesterday, because she was ill.
- 32) If you've finished lunch, I'll take your plate ..... .
- 33) The plane sped along the runway and took ..... .

### Phrasal Verbs

turn away:	(tr) not allow sb to enter a place
turn down:	1) (tr) refuse an offer; reject, 2) (tr) reduce volume etc (opp: turn up)
turn sb in:	(tr) give sb to the police
turn into:	(tr) change into, become
turn off:	(tr) switch off (opp: turn on)
turn on:	switch on
turn out:	1) (tr) produce. 2) (int) prove to be in the end; result, 3) (tr) force sb to leave 4) (tr) empty (one's pockets, handbag, etc)
turn over:	turn to a new page; change TV channel
turn sb over to sb:	(tr) deliver sb (to the police, authorities)
turn to:	(tr) go to sb for help, advice
turn up:	1) (int) arrive or appear (unexpectedly), 2) (tr) increase (volume, pressure)

wear sb down:	(tr) make sb gradually weaker
wear off:	(of feelings) disappear gradually
wear out:	1) (tr) use until no longer serviceable. 2) (tr) exhaust
work on:	(tr) have an effect on
work out:	1) (tr) find the solution to a problem by reasoning or calculation, 2) (int) develop successfully
work up:	(tr) develop, increase

### Fill in the correct particle

- 1) I'm worn..... ! I've been working hard all day long.
- 2) We turned..... the heater because the room was cold.
- 3) The policeman asked him to turn ..... his pockets so he could examine the contents.
- 4) The effects of the anaesthetic the dentist gave me are gradually wearing ..... .
- 5) He had to work ..... his courage before asking for a pay rise.
- 6) They turned ..... the burglar to the police when they caught him in their house.
- 7) I've got a problem and I don't know who to turn ..... for help.
- 8) Anna was offered the job, but she turned it ..... .
- 9) It turned ..... to be the wrong road, so we had no idea where we were.
- 10) The class was silently trying to work ..... the solution to the maths problem.
- 11) I can't hear the news. Please turn ..... the volume on the TV.
- 12) Our neighbours have turned their garage ..... a study.
- 13) That washing powder doesn't work ..... grass stains. You'll have to use something stronger.
- 14) Sam turned ..... on the doorstep at midnight in the pouring rain.
- 15) The old lady turned . the thief she had caught ..... the police.
- 16) We turn ..... about ten thousand of these cars every month.
- 17) The family were turned ..... of their flat by the landlord when they couldn't pay the rent.
- 18) The tennis player gradually wore ..... his opponent, until he finally won the match.
- 19) That music is very loud. Could you turn the volume ..... please?
- 20) The children were turned ..... from the cinema because there were no tickets left.
- 21) This arrangement has worked ..... very well for everyone.
- 22) Turn ..... the page and look at exercise ten.
- 23) If you're no longer watching TV, why don't you turn it .....
- 24) The vacuum cleaner is worn ..... We need to buy a new one.

## ONLINE RESOURCES TO PRACTISE GRAMMAR AND VOCABULARY

### 4.1. Automatic tests on verb tenses

### 4.2. Automatic tests on vocabulary

### 4.3. Automatic tests on prepositions

### 4.4. Automatic tests on articles

The use of computers in language teaching and learning has become an integral part of language education. Meeting the requirements of skill-oriented language tests, the corresponding generations of computer programs for individual language practice have been advancing rapidly. Computer-Assisted Language Learning (CALL) was originally designed as a supplement to in-class instruction.

Introducing computers into language classes is intended to make certain aspects of student learning more engaging, efficient, and/or effective. Computer-assisted language learning is remarkably effective when it comes to self-preparation for the language tests.

Computer in language practice can be viewed from two perspectives:

- computer as tutor – computer used primarily as a machine for delivering interactive language learning and practice material;
- computer as tool – a means for learners to experience the authentic language and communication opportunities and enhancements afforded by information technologies.

The analysis of modern technologies for language practice indicates that effective language learning can include elements of both. Skills-oriented language teaching and learning is naturally represented at all levels of language tests. Thus, the use of computer software for practicing all language skills remains a common approach for classes as well as for self-learning, and computer-assisted language learning is no exception.

In this appendix, we look at how both tool and tutor software can be used to support specific skills. In particular, we present an overview of some websites that focus on these skill areas. Many of these are for free, but like everything else that is free on the web, the sites need to be looked at carefully for their pedagogical value.

Englishpage.com is a powerful tool for practicing grammar and vocabulary officially recommended by ESL/EFL professional communities. It includes covering of grammar and lexis topics, as well as the list of exercises generated and checked automatically.

### 4.1. Automatic tests on verb tenses:

#### Verb Tense Exercise:

<https://www.englishpage.com/verbpage/verbs24.htm>:

#### Simple Present, Simple Future, Present Continuous, and Future Continuous

Using the words in parentheses, complete the text below with the appropriate tenses, then click the "Check" button to check your answers.

1. Right now, I am watching TV. Tomorrow at this time, I (watch)  TV as well.

2. Tomorrow after school, I (go)  to the beach.



3. I am going on a dream vacation to Tahiti. While you (do)  paperwork and (talk)  to annoying customers on the phone, I (lie)  on a sunny, tropical beach. Are you jealous?
4. We (hide)  when Tony (arrive)  at his surprise party. As soon as he opens the door, we (jump)  out and (scream) , "Surprise!"
5. We work out at the fitness center every day after work. If you (come)  over while we (work)  out, we will not be able to let you into the house. Just to be safe, we (leave)  a key under the welcome mat so you will not have to wait outside.
6. While you (study)  at home, Magda (be)  in class.
7. When I (get)  to the party, Sally and Doug (dance) , John (make)  drinks, Sue and Frank (discuss)  something controversial, and Mary (complain)  about something unimportant. They are always doing the same things. They are so predictable.
8. When you (get)  off the plane, I (wait)  for you.
9. I am sick of rain and bad weather! Hopefully, when we (wake)  up tomorrow morning, the sun (shine) .
10. If you (need)  to contact me sometime next week, I (stay)  at the Sheraton in San Francisco.
- 

### Verb Tense Final Test

<https://www.englishpage.com/verbpage/verbs30finaltest.htm>:

### Cumulative Verb Tense Review

Complete questions 1-10 below with the appropriate tenses, answer questions 11-15, then click the "Check" button to check your answers.

1. When Carol (call)  last night, I (watch)  my favourite show on television.
2. I (work)  for this company for more than thirty years, and I intend to stay here until I retire!

3. Sharon (love)  to travel. She (go)  abroad almost every summer. Next year, she plans to go to Peru.

4. Thomas is an author. He (write)  mystery novels and travel memoirs. He (write)  since he was twenty-eight. Altogether, he (write)  seven novels, three collections of short stories and a book of poetry.

5. We were late because we had some car problems. By the time we (get)  to the train station, Susan (wait)  for us for more than two hours.

6. Sam (try)  to change a light bulb when he (slip)  and (fall) .

7. Every day I (wake)  up at 6 o'clock, (eat)  breakfast at 7 o'clock and (leave)  for work at 8 o'clock. However, this morning I (get)  up at 6:30, (skip)  breakfast and (leave)  for work late because I (forget)  to set my alarm.

8. Right now, Jim (read)  the newspaper and Kathy (make)  dinner. Last night at this time, they (do)  the same thing. She (cook)  and he (read)  the newspaper. Tomorrow at this time, they (do, also)  the same thing. She (prepare)  dinner and he (read) . They are very predictable people!

9. By this time next summer, you (complete)  your studies and (find)  a job. I, on the other hand, (accomplish, not)  anything. I (study, still)  and you (work)  in some new high paying job.

10. The students (be, usually)  taught by Mrs. Monty. However, this week they (teach)  taught by Mr. Tanzer.

11.

Jane talks on the phone.

Bob has been talking on the phone for an hour.

Mary is talking on the phone.

Who is not necessarily on the phone now?

12.

I'm going to make dinner for Frank.

I'm making dinner for Judy.

I'll make dinner for Mary.

I make dinner for Ted.

I will be making dinner for Tony.

Who are you offering to make dinner for?

13.

Jane left when Tim arrived.

Bob left when Tim had arrived.

When Tim arrived, Mary was leaving.

John had left when Tim arrived.

After Tim arrived, Frank left.

Who did not run into Tim?

14.

Jane is talking in class.

Bob always talks in class.

Mary is always talking in class.

Whose action bothers you?

15.

Jane never left Jamestown.

Bob has never left Jamestown.

Who is still alive?

#### 4.2. Automatic tests on vocabulary:

<https://www.englishpage.com/vocabulary/interactivelesson1a.htm>:

#### Unique Personalities

#### Vocabulary

A. = Adjective ADV. = Adverb IDM. = Idiom N. = Noun V. = Verb	
cynical	A. seeing little or no good in other people, believing that people do good things for bad reasons
eccentric	A. having strange, unusual or abnormal habits or tastes <i>This term is less insulting than strange, weird or bizarre.</i>

egotistical	A. thinking too highly of oneself, considering oneself better than others
imaginative	A. creative, having much imagination
indecisive	A. unable to decide quickly, not knowing what choice to make
picky	A. hard to please, too careful in choosing something
sensible	A. practical, reasonable, something that makes sense
sensitive	A. easily feels emotion, easily hurt emotionally <i>can be positive or negative</i>
sophisticated	A. representing high culture, very experienced in life
thoughtful	A. often doing things to make other people feel good

## Exercises

### Unique Personalities Vocabulary in Conversation

Fill in all the gaps using the new vocabulary, then click the "Check" button to check your answers.

**cynical   eccentric   egotistical   imaginative   indecisive   picky**  
**sensible   sensitive   sophisticated   thoughtful**

**Robin:** Did you meet that guy, Richard, at the party last night?

**Michelle:** Oh my god, he was so . He kept talking about how intelligent he was and how much money he made. He even said he was thinking about becoming a professional model. Like that's ever going to happen!

**Robin:** And Brad, the artist from New York, he was rather ! He told me he sculpts and paints nothing but frogs. He even said he wanted to introduce a new line of frog jewelry. That's a little odd.

**Michelle:** He wasn't strange at all. I thought he was very . You have to be really creative to become such a successful artist. He was also incredibly  – he almost started crying as he told me about his art. By the way, look at the ring he gave me.

**Robin:** He gave you a frog ring? That's the ugliest thing I've ever seen!

**Michelle:** It is not! I think it's really . He said his jewelry is the latest trend among the New York elite. Wasn't that  of him to give me one of his creations?

**Robin:** Not really, I think he just wanted some free advertising.

**Michelle:** My god, you are so ! Wasn't there anybody you liked at the party?

**Robin:** Yeah, Bill was really nice. He was the only , clear-thinking person I met there.

**Michelle:** Oh, the waitress is coming. Have you decided what to order?

**Robin:** I'm not sure what to order. I just can't decide what I want.

**Michelle:** You're so . Nothing is ever good enough for you.

**Robin:** That's not true! I'm just a little .

**Michelle:** Well, you need to decide soon so we can order. I'm starving!

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### 4.3. Automatic tests on prepositions:

#### Location Prepositions

[https://www.englishpage.com/prepositions/location\\_prepositions.htm](https://www.englishpage.com/prepositions/location_prepositions.htm)

The prepositions of location *at*, *in*, *on* and *aboard* are a bit more complicated than basic position prepositions. Location prepositions are associated with specific types of locations, which must be memorized.

Sometimes, the location prepositions are logical. For example, *in a house* makes sense because you are physically standing inside the house. Other location prepositions are less logical. For example, *on a bus* means inside the bus rather than standing on top of the bus. Here is a list of location prepositions and the types of locations they are associated with. Scroll down for example sentences, usage notes, and location preposition exercises.

Preposition	Locations
<b>at</b>	specific locations, addresses, companies, stores, events, parties, desks, counters
<b>in</b>	enclosed spaces, buildings, organizations, regions, water, deserts, mountain ranges, forests, cities, countries, continents, the sky, space, cars, groups of people, little boats
<b>on</b>	surfaces, roads, corners, shores, single mountains, islands, planets, public transportation, bikes, big boats, stairs, balconies, walkways
<b>aboard</b>	boats, planes, trains

To help you understand the types of locations listed above, here are some real-life examples of *at*, *in* and *on* to get you started. There is a discussion of *aboard* further down the page.

At	In	On
at work	in class	on the floor
at home	in college	on the ground

at the bank	in the hospital	on the freeway
at the beach	in my car	on the lawn
at 123 Main Street	in a taxi	on the subway
at IKEA	in a canoe	on the Titanic
at the party	in the sky	on the plane
at the bus stop	in the universe	on Mount Everest
at the ticket counter	in the army	on the stairs
at my desk	in the Rocky Mountains	on Mars
at the dinner table	in the Pacific	on the shore
at the exit	in the crowd	on the sidewalk
at the supermarket	in the theater	on the balcony
at the wedding	in China	on Catalina Island
at the post office	in Africa	on his motorcycle

### At School vs In School

It's important to remember that each preposition expresses an idea. For example, *at* expresses the idea of being at a specific location, whereas *in* expresses the idea of being in an institution. For this reason, *at school* and *in school* have two very different meanings. Take a look at the examples below to understand the difference.

Examples:

Tom wasn't at home; he was at school. *at that location*

Fred doesn't have a job yet because he is still in school. *enrolled in the institution of school*

### On the Street vs In the Street

Again, different prepositions have different meanings. *On* is generally used for street locations (*on Main Street*), whereas *in* is used to talk about standing in the middle of the street.

Examples:

- My house was on Delaney Street. *at that location*
- The car almost hit him because he was in the street. *standing in the middle of the street*

### At the Beach vs On the Beach

As described above, you must remember the meanings of the prepositions. *At the beach* is referring to the location. *On the beach* suggests the idea of being on the shore (standing on the sand).

Examples:

- Sarah wasn't at school; she was at the beach. *at that location*
- Lisa wasn't in the ocean when she saw the shark. Luckily, she was on the beach. *on the sand*

### In Water vs On Water

Once again, the difference depends on the meaning of the prepositions. When you are *in water*, you are swimming in the water. However, when you are *on water*, you are floating on the surface of the water in a boat **OR** you are standing on the shore of that body of water. This applies to lakes, rivers, oceans and other bodies of water.

Examples:

- We were in the sea all day. *swimming*
- We were on the sea all day. *in a boat*
- I have a beautiful house on the sea. *on the shore*

### In a Boat vs On a Boat vs Aboard a Boat

The word *boat* is a little more complicated. When English speakers are in small boats, they feel that they are inside something like a car, so they use the preposition *in*. On large boats or ships, it feels more like public transportation and they prefer to use the word *on* rather than *in*.

The preposition *aboard* is usually used in more formal language with large passenger vehicles such as planes, trains and ships and is often used to emphasize the moment you first step onto the vehicle. It is most commonly heard in the expression *welcome aboard*.

Examples:

- Jane was in a rowboat when she saw the whale. *small boat*
- Natalie was on a cruise ship when she saw the whale. *big boat*
- When everyone was aboard the ship, we departed. *more formal*

### Location Preposition Exercises:

[https://www.englishpage.com/prepositions/location\\_prepositions\\_1.htm](https://www.englishpage.com/prepositions/location_prepositions_1.htm)

#### Location Prepositions Exercise 1

Complete the sentences below by choosing the correct prepositions then press "Check" to check your answers. Sometimes, more than one answer is possible.

1. We have high-speed Internet access  work, but I have a bad connection  home.
2. The kids are learning about the Civil War  their history class  school.
3. Toby was  the hospital for two weeks after his motorcycle accident  the freeway.
4. Jane and Debbie saw dolphins  the ocean while they were having a picnic  the beach.
5. Fred loves to go camping  the desert, but Kyle prefers to camp  the mountains.

6. The conference was held  a ski resort  Telluride, a small town  southwest Colorado.

7. You can buy stamps  the post office  Delancey Street.

8. The old man who was standing  the corner yelled at the kids who were playing  the street.

9. While they were hiking  Ridgeback Mountain, Laurelle and Frank saw a bear  the woods.

10. They have a small house  a beautiful lake  California. When I visit them, I always love to sit  the shore and watch the kids swimming  the lake.

#### 4.4. Automatic tests on articles:

[https://www.englishpage.com/articles/articles\\_6.htm](https://www.englishpage.com/articles/articles_6.htm):

#### Articles Exercise 6

Choose A, AN or (/) for "no article" for each blank below, then click the "Check" button to check your answers.

1. This is  amazing dance club, but you don't look like you are enjoying yourself. Aren't you having  fun? Is there  problem?

2. Vegetarians don't eat  meat, they eat  vegetables and  fruit. Don't make him  greasy hamburger; make him  healthy salad instead.

3. We finally found  apartment, but we don't have  furniture yet. There is  furniture store just around the corner and they have  pretty good selection of beds. I think we'll start there.



4. Samir works for  Egyptian company which specializes in  information technology. He is going to  European conference next month to discuss  research on online sales in North Africa.
5. I love  chocolate, but my husband doesn't. I want to get  cat, but he hates  cats. We don't agree on anything, but I still think we make  great couple.
6. While I was in Japan, I stayed in  hotel with walls made of  paper. We ate  rice with every meal. It was quite  unique experience.
7. I wanted to buy  new smartphone, but the salesman didn't have  information on the model I wanted. I need  help making  decision before I buy anything.
8. How much does  ticket cost? Unfortunately, I don't have  money with me right now. Can I pay with  ATM card? What about  credit card?
9. He won  award for his new science fiction novel called "Launch". Evidently, it's about  astronaut who gets trapped in  space for more than  year. It sounds like  incredible book.
10. He loves  classical music, so he went to  university where he could study the violin. That's  unusual major, but he is so good I'm sure he'll find  work as  concert violinist.
- 

**Advanced articles in context:**

[https://www.englishpage.com/articles/articles\\_22.htm](https://www.englishpage.com/articles/articles_22.htm)

**Articles Exercise 22**

Choose A, AN, THE or (/) for "no article" for each blank below, then click the "Check" button to check your answers.

Most people outside  United States have never heard of  Great Serpent Mound in  Adams County, Ohio. One of  most  mysterious  monuments in  America,  mound is  ancient Native American construction built to look like  snake. While there are  mounds built in many parts of  Midwest and  South, not many look like  animals. Researchers refer to this type of mound as  "effigy mound".

Over 1,348 feet long, scientists agree it's  very impressive monument, but there is  disagreement over who built  structure. Some people think  Adena people built  mound; others think it was  Fort Ancient culture.

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### Articles: complex test:

<https://www.englishpage.com/articles/articles-final-test.htm>

### English Articles

Choose A, AN, THE or (/) for "no article" for each blank below, then click the "Check" button to check your answers.

#### PART 1

1. I need  egg for this recipe, but we're out.
2. I need  milk for this recipe, but we're out.
3. I need  potato for this recipe, but we're out.
4. Is that  "8" or  "B"? I can't read it.
5. Is that  "U" or  "O"? I can't read it.
6. He is from  European country, but I don't know which one.
7. I enjoyed  DVD you gave me for my birthday.

8. If I were rich, I would buy  apartment in Manhattan and  house in Hawaii.

9. Do you know  name of her perfume?

10. This school has  great teachers.

## PART 2

11. What's  longest river in  world? Is it  Amazon or  Nile? I'm terrible at  geography.

12. In 1824, Louis Braille developed  system of writing for  blind. Quickly,  system, known as "Braille" after  inventor, spread from  France to dozens of  countries.

13. "Travel Magazine" did  extremely interesting article on  world's most amazing buildings. If I remember correctly,  first building on  list was  Angkor Wat,  beautiful temple in  Cambodia. And  second was  Pyramid of Khufu in  Egypt.

14. Because she did not speak  English, Silke had  little chance of advancing her career, so she applied for  year-long English course at  Cambridge University.

15. Burt loves islands. He has been to  Cuba,  Bali,  Bahamas, and  Philippines. And  next year, he wants to go to  Madagascar.

16. Judy always says that  patience is  virtue, but she is  least patient person I've ever met. Don't you think that's  little ironic?

17. Kumiko discovered that there were quite  few cultural differences between  Danish and  Norwegians. She had always assumed  Scandinavians were the same.

18. Every year,  Smiths go camping in  Yellowstone National Park. But  next year, they are going to visit Mr. Smith's mother in  South instead.

19. We spent the whole day today at  Venice Beach, and then we had dinner at  little restaurant on  Hollywood Boulevard. We decided to go to Disneyland  tomorrow, and  day after tomorrow, we are going to  Las Vegas.

20. Wow,  cheese is getting so expensive! Look, that cheese costs more than \$50  pound.

# ДОДАТКИ

## Додаток 1. VERBS, ADJECTIVES, NOUNS with PREPOSITIONS

Verbs, Adjectives, Nouns with Prepositions		
<b>A</b>	absent from (adj) accompanied by (adj) according to (prep) account for (v) accuse sb of (v) accustomed to (adj) addicted to (adj) advantage of (n) (but: there's an <b>advantage</b> <b>in</b> - (have) an <b>advantage</b> <b>over</b> sb) advice on (n) afraid of (adj) agree to/on sth (v) agree with sb (v)	ahead of (prep) aim at (v) allergic to (adj) amazed at/by (adj) amused at/with (adj) angry at what sb does (adj) angry with sb about sth (adj) angry with sb for doing sth (adj) annoyed with sb about sth (adj) (in) answer to (n) anxious about sth (adj) (be) anxious for sth to happen (adj) apologise to sb for sth (v) (make an) appeal to sb for sth (n) appeal to/against (v)
<b>B</b>	bad at (adj) (but: He was very <b>bad to</b> me.) base on (v) basis for (n) beg for (v) begin with (v) believe in (v)	apply to sb for sth (v) approve of (v) argue with sb about sth (v) arrest sb for sth (v) arrive at (a small place) (v) arrive in (a town) (v) ashamed of (adj) ask for (v) (but: ask sb a question) assure (sb) of (v) astonished at/by (adj) attached to (adj) attack on (n) attend to (v) (un) aware of (adj)
<b>C</b>	benefit from (v) bet on (v) beware of (v) (put the) blame on sb (n) blame sb for sth (v) blame sth on sb (v) boast about/of (v)	bored with/of (adj) borrow sth from sb (v) brilliant at (adj) bump into (v) busy with (adj)
<b>C</b>	call at/on (phr v) call for (= demand) (phr v) campaign against/for (v) capable of (adj) care about (v) care for sb (v) (= like) (take) care of (n) care for sth (v) (= like to do sth) careful of (adj) careless about (adj) cause of (n) certain of (adj) change into (v) characteristic of (n/adj) charge for (v) charge sb with (v) cheque for (n) choice between/of (n) clever at (adj) (but: It was very <b>clever of</b> you to buy it.) close to (adj) collaborate with (v)	collide with (v) comment on (v) communicate with (v) compare with (v) (how people and things are alike and how they are different) compare to (v) (show the likeness between sb/sth and sb/sth else) comparison between (n) complain of (v) (= suffer from) complain to sb about sth (v) (= be annoyed at) compliment sb on (v) comply with (v) conceal sth from sb (v) concentrate on (v) (have) confidence in sb (n) confusion over (n) congratulate sb on sth (v) connection between (n) (but: <b>in connection with</b> ) conscious of (adj) connect to/with (v) consist of (v)
		contact between (n) (but: in contact with) content with (adj) contrary to (prep) contrast with (v) contribute to (v) convert to/into (v) cope with (v) correspond to/with (v) count against (v) count on sb (phr v) cover in/with (v) covered in/with (adj) crash into (v) (have) a craving for sth (n) crazy about (adj) crowded with (adj) cruel to (adj) cruelty towards/to (n) cure for (n) curious about (adj) cut into (phr v) (= interrupt sb/a conversation)

## Додаток 1

<b>D</b>	<p>damage to (n)  date back to (v)  date from (v)  deal with (v)  dear to (adj)  decide on/against (v)  decrease in (n)  dedicate to (v)  definition of (n)  delay in (n)  delight in (v)  delighted with (adj)  demand for (n)  demand from (v)  depart from (v)  departure from (n)</p>	<p>depend on/upon (v)  dependent on (adj)  describe sb/sth to sb else (v)  description of (n)  die of/from (v)  die in an accident (v)  differ from (v)  (have) difference between/of (n)  different from (adj)  difficulty in/with (n)  disadvantage of (n) (but: there's a  disadvantage in doing sth)  disagree with (v)  disappointed with/about (adj)  disapprove of (v)  discharge sb from (v)</p>	<p>discouraged from (adj)  discussion about/on (n)  disgusted by/at (adj)  dismiss from (v)  dispose of (v)  disqualified from (adj)  dissatisfied with (adj)  distinguish between (v)  divide between/among (v)  divide into/by (v)  do sth about (v)  doubtful about (adj)  dream about (v)  dream of (v) (= imagine)  dressed in (adj)</p>
<b>E</b>	<p>eager for (adj)  efficient at (adj)  (put) effort into sth (n)  emphasis on (n)  engaged to sb/in sth (adj)  engagement to sb (n)  enter into (= start) (v)  enthusiastic about (adj)  envious of (adj)  equal to (adj)</p>	<p>escape from/to (v)  example of (n)  excellent at (adj)  exception to (n)  exchange sth for sth else (v)  excited about (adj)  exclaim at (v)  excuse for (n)  excuse sb for (v)  expel from (v)</p>	<p>experienced in (adj)  experiment on/with (v)  expert at/in (sth/doing sth) (n)  (= person good at)  expert at/in/on (sth/doing sth) (adj)  (= done with skill or involving great  knowledge)  expert with sth (n) (= good at using sth)  expert on (n) (= person knowledge-  able about a subject)</p>
<b>F</b>	<p>face up to (phr v)  fail in an attempt (v)  fail to do sth (v)  failure in (an exam) (n)  failure to (do sth) (n)  faithful to (adj)  fall in (n)  familiar to sb (= known to sb) (adj)</p>	<p>familiar with (= have knowledge of) (adj)  famous for (adj)  fed up with (adj)  fill sth with sth else (v)  finish with (v)  fire at (v)  fond of (adj)  forget about (v)</p>	<p>forgive sb for (v)  fortunate in (adj)  friendly with/to (adj)  frightened of (adj)  full of (adj)  furious with sb about/at sth (adj)</p>
<b>G</b>	<p>generosity to/towards (n)  genius at (n)  glance at (v)  glare at (v)</p>	<p>good at (adj) (but: He was very  <b>good to me.</b>)  grateful to sb for sth (adj)  guess at (v)</p>	<p>guilty of (adj) (but: he felt <b>guilty</b>  <b>about</b> his crime)</p>
<b>H</b>	<p>happen to (v)  happy about/with (adj)  harmful to (adj)  hear about (v) (= be told)</p>	<p>hear from (v) (= receive a letter)  hear of (v) (= learn that sth or sb exists)  heir to (n)  hint to sb about sth (v) (but: <b>hint at</b> sth)</p>	<p>hope for (v)  hope to do sth (v)  (no) hope of (n)  hopeless at (adj)</p>

<b>I</b>	idea of (n) identical to (adj) ignorant of/about (adj) ill with (adj) impact on (n) impressed by/with (adj) (make an) impression on sb (n) improvement in/on (n) incapable of (adj) include in (v)	increase in (n) independent of (adj) indifferent to (adj) inferior to (adj) information about/on (n) (be) informed about (adj) insist on (v) insure against (v) intelligent at (adj) intent on (adj)	(have no) intention of (n) interest in (n) interested in (adj) interfere with/in (v) invasion of (n) invest in (v) invitation to (n) invite sb to (v) involve in (v) irritated by (adj)
<b>J</b>	jealous of (adj)	join in (v)	joke about (v)
<b>K</b>	knock at/on (v) know about/of (v) keen on sth (adj)	keen to do sth (adj) kind to (adj)	key to (n) knowledge of (n)
<b>L</b>	lack in (v) lack of (n) laugh at (v) lean on/against (v)	leave for (v) (= head for) lend sth to sb (v) listen to (v) live on (v)	long for (v) look after (phr v) (= take care of) look at (v) look for (= search for) (v)
<b>M</b>	married to (adj) mean to (adj)	mention to (v) mistake sb for (v)	mix with (v)
<b>N</b>	name after (v) necessary for (adj) need for (n) neglect of (n)	nervous about (adj) new to (adj) nice to (adj)	nominate sb (for/as sth) (v) (take) (no) notice of (n) notorious for doing sth (adj)
<b>O</b>	obedient to (adj) object to (v) objection to (n) obliged to sb for sth (adj)	obvious to (adj) occur to (v) offence against (n) operate on (v)	opinion of/on (n) opposite of/to (n)
<b>P</b>	part with (v) patient with (adj) pay by (cheque) (v) pay for (v) (but: <b>pay a bill</b> ) pay in (cash) (v) peculiar to (adj) persist in (v) (but: <b>insist on</b> ) (take a) photograph of (n) picture of (n) pity for (n) take pity on sb (exp) pleasant to (adj)	pleased with (adj) (take) pleasure in (n) (have the) pleasure of (n) point at/to (v) (im)polite to (adj) popular with (adj) praise sb for (v) pray for sth/sb (v) prefer sth to sth else (v) (have a) preference for (n) prepare for (v) present sb with (v) prevent sb from (v)	(take) pride in (n) pride oneself on sth/on doing (v) prohibit sb from doing sth (v) prone to (adj) protect against/from (v) protection from (n) protest about/at (v) proud of (adj) provide sb with (v) punish sb for (v) puzzled about/by (adj)
<b>Q</b>	quarrel about sth/with sb (v/n)	qualified for (adj)	quick at (adj)

<b>R</b>	<p>react to (v)  reaction to (n)  ready for (adj)  reason for (n)  reason with (v)  rebel against (v)  receive from (v)  (keep) a record of (n)  recover from (v)  reduction in (n)  refer to (v)  (in/with) reference to (n)  regard as (v)  regardless of (prep)</p>	<p>related to (adj)  relationship between (n) (but: a good <b>relationship with</b> sb)  relevant to (adj)  rely on (v)  remind sb of/about (v)  remove from (v)  replace sth with sth else (v)  reply to (n/v)  report on (n/v)  reputation for/of (n)  research on/into (n)  respect for (n)  respected for (adj)</p>	<p>respond to (v)  responsibility for (n)  responsible for (adj)  result from (v) (= be the consequence of)  result in (v) (= cause)  result of (n)  resulting from (adj)  rich in (adj)  (get) rid of (phr)  rise in (n)  (make) room for (n)  rude to (adj)  run into (phr v)</p>
<b>S</b>	<p>safe from (adj)  same as (adj)  satisfied with (adj)  save sb from (v)  scared of (adj)  search for (v/n)  (be) in search of (n)  sensible of sth (adj) (= aware of sth)  sensitive to (adj)  sentence sb to (v)  separate from (v)  serious about (adj)  share in/of sth (n)  shelter from (v)  shocked at/by (adj)  shoot at (v)  short of (adj)  shout at (v)</p>	<p>shy of (adj)  sick of (adj)  silly to do sth (adj) (but: it was <b>silly of</b> him)  similar to (adj)  skilful/skilled at (adj)  slow in/about doing sth/to sth (adj)  smell of (n/v)  smile at (v)  solution to (n)  sorry about (adj) (= feel sorry for sb) (but: I'm <b>sorry for</b> doing sth)  speak to/with sb about (v)  specialise in (v)  specialist in (n)  spend money on sth (v)  spend time in/doing sth (v)  split into/in (v)  spy on (v)</p>	<p>stand for (phr v)  stare at (v)  strain on (n)  subject to (adj/v)  submit to (v) (but: <b>submit for</b> publication)  subscribe to (v)  succeed in (v)  suffer from (v)  sufficient for sth/sb (adj)  superior to (adj)  sure of/about (adj)  surprised at/by (adj)  surrender to (v)  surrounded by (adj)  suspect sb of (v)  suspicious of (adj)  sympathetic to/towards (adj)  sympathise with (v)</p>
<b>T</b>	<p>take sth to sb/sth (v)  talent for sth (n)  talk to sb about sth (v)  (have) taste in (n)  taste of (v)  terrible at (adj)  terrified of (adj)</p>	<p>thank sb for (v)  thankful for (adj)  think about/of (v)  threat to sb/sth of sth (n)  threaten sb with sth (v)  throw at (v) (in order to hit)  throw to (v) (in order to catch)</p>	<p>tired from (adj)  tired of (adj) (= fed up with)  translate from ... into (v)  tread on (v)  trip over (v)  trouble with (n)  typical of (adj)</p>
<b>U</b>	<p>unaware of (adj)  understanding of (n)</p>	<p>uneasy about (adj)  upset about/over sth (adj)</p>	<p>(make) use of (n)  used to (adj)</p>
<b>V</b>	<p>valid for (length of time) (adj)  valid in (places) (adj)</p>	<p>value sth at (v)  vote against/for (v)</p>	
<b>W</b>	<p>wait for (v)  warn sb against/about/of (v)  waste (time/money) on (v)</p>	<p>weak in/at (adj)  wonder about (v)  worry about (v)</p>	<p>worthy of (adj)  write to sb (v)  wrong about (adj)</p>



<b>At</b>	<p>at the age of at the airport at the beginning of (when sth started) (but: <b>in the beginning</b> = originally) at breakfast/lunch etc at the bottom of at the bus stop at church at the corner/on the corner at all costs at the crossroads at dawn at one's desk at the door at the end (= when sth is finished) (but: <b>in the end</b> = finally at all events) at fault at first at first hand</p>	<p>at first sight at a glance at a guess at hand at heart at home at/in a hotel at ... km per hour at last at the latest at least at liberty at a loss at the match at midnight at the moment at most at night (but: <b>in the night</b>) at noon at once at peace/war</p>	<p>at present at a profit at the prospect at random at any rate at one's request at the same time at school at sea at the seaside at short notice at/in the station at sunset at the table at the time at times at the top of (but: <b>on top of</b>) at university at the weekend at work at 4 Rose St.</p>
<b>By</b>	<p>by accident by all accounts by appointment by the arm/hand by birth by bus/train/plane/helicopter/taxi/ coach/ ship/boat/sea/air/car etc (but: <b>on a/the</b> bus/plane/train/coach/ship/boat <b>in a</b> taxi/car/helicopter/plane) by chance by cheque by correspondence</p>	<p>by day/night by degrees by the dozen by far by force by hand by heart by invitation by land/sea/air by law by luck by marriage by means of by mistake</p>	<p>by nature by now by oneself by phone by post/airmail by profession by request by (the/one's) side by sight by surprise by the time by the way by one's watch</p>
<b>For</b>	<p>for ages for breakfast/lunch/dinner for certain for a change for ever for fear (of) for fun (= for amusement) for good for granted</p>	<p>for hire for instance for luck for life for love for nothing for once for the rest of for safe keeping</p>	<p>for one's sake for the sake of for sale for short for the time being for a visit/holiday for a walk for a while</p>

## In

in action	in general	in place of
in addition to (+ -ing form)	in good time	in politics
in advance (of)	in half	in pounds
in agreement (with)	in hand	in practice
in aid of	in haste	in principle
in all (all in all)	in good/bad health	in prison
in answer to	in honour of	in private/public
in an armchair	in the hope of	in all probability
in a good/bad temper	in hospital	in progress
in bed	in a hotel	in a queue
in the beginning	in a hurry	in reality
(= originally)	in ink/pencil/pen	in return
in a book	in sb's interest	in the right/wrong
in brief	in length/width etc	in a row/rows
in any case	in all sb's life	in ruins
in cash	in a line	in safety
in the centre of	in the long run	in season
in charge (of)	in love (with)	in secret
in code	in luxury	in self-defence
in colour	in the meantime	in short
in comfort	in a mess	in sight (of)
in common	in the middle of	in the sky
in comparison with	in a mirror	in some respects
in conclusion (to)	in a moment	in stock
in (good/bad) condition	in a good/bad mood	in the streets
in confidence	in the mood	in succession
in control (of)	in the morning	in the suburbs
in the country	in name only (= not in reality)	in the sun/shade
in danger	in need of	in good/bad taste
in the dark	in the news	in tears
in debt	in a newspaper	in theory
in demand	in the name of (= on behalf of)	in a tick
in detail	in the nick of time	in time
(be) in difficulty	in the north/south	in no time
in the direction of	in a nutshell	in touch
in doubt	in oils	in town
in a ... dress	in the open	in tune (with)
in the end (= finally)	in one's opinion	in turn
in exchange for	in orbit	in two/half
in existence	in order of/to	in uniform
in fact	in other words	in use
in fashion	in pain	in vain
in favour of	in pairs	in view of
in flames	in the park	in a loud/low voice
in the flesh	in particular	in a way (= in a manner)
in one's free time	in the past	in the way
in fun	in person	in writing
in future	in pieces	in a word

<b>On</b>	on account of on a ... afternoon/evening on the agenda on the air on approval on arrival on average on bail on balance on the beach on behalf of on one's birthday on board on the border on business on call on a campsite (at a campsite) on the coast on condition on the contrary on credit on a(n) cruise/excursion/ trip/tour on (a ...) day on demand on a diet on the dole	on duty on earth on edge on an expedition on a farm (but: <b>in a field</b> ) on fire on the (4th) floor (of) on the floor on foot on the one hand on the other hand on holiday on horseback on impulse on the increase on an island (but: <b>in the mountains</b> ) on a journey on one's knees on leave on the left on loan on the market (= available to the public) on one's mind on that morning on the move on New Year's Day on the news on order	on the outskirts on one's own on page ... on parade on the pavement on the phone on a platform on principle on purpose on the radio/TV on the right on the River Seine on sale on schedule on the screen on second thoughts on sight on the sofa on this street/on the street(s) on strike on good/bad terms on time on top of on the trail of on a trip on the way (to) (= as I was going) on the whole
<b>Out of</b>	out of breath out of character out of condition out of control out of danger out of date out of debt out of doors out of fashion	out of focus out of hand out of luck out of order out of the ordinary out of place out of practice out of print out of the question	out of reach out of season out of sight out of step out of stock out of tune out of turn out of use out of work
<b>Off</b>	off air off colour off duty off limits	off the map off the peg off the point	off the record off the road off school/work
<b>Under</b>	under age under arrest under one's breath under control	under discussion under the impression under orders	under pressure under repair under the weather

<b>Against</b>	against the law
<b>Ahead</b>	ahead of schedule
<b>Before</b>	before long
<b>Behind</b>	behind schedule, behind the times
<b>From</b>	from time to time, from now on, from experience, from memory, from scratch
<b>Into</b>	into pieces
<b>To</b>	to one's astonishment, to one's surprise, to this day, to some extent
<b>With</b>	with regard to, with a view to (+ -ing form)
<b>Within</b>	within minutes
<b>Without</b>	without delay, without fail, without success, without warning

### Prepositions of Time

at 10.30  
at Christmas/Easter  
at noon/night/midnight  
at lunch/dinner/breakfast (time)  
at that time  
at the moment  
at the weekend (on the weekend: Am. English)

in the morning/evening/afternoon/night  
in the Easter/Christmas holiday(s)  
in January (months)  
in (the) winter (seasons)  
in 1992 (years)  
in the 19th century  
in two hours (two hours from now)

on Monday  
on Easter Sunday etc.  
on Christmas Day  
on Friday night  
on July 30th  
on a summer afternoon  
on that day

We never use      or      before

. *She's leaving **next** Sunday.*

## LINKING WORDS

Linking words show the logical relationship between sentences or parts of a sentence.

Rewrite the sentences from the table in as many ways as possible. Whenever this is not possible, make up a new sentence so that other linking words can be used.

e. g. *She is both young and successful. She's not only young but she's also successful, etc*

Positive Addition	and, both...and, not only...(but also/as well), too, moreover, in addition to, furthermore, further, also, not to mention the fact that, besides	She is young and successful.
Negative Addition	neither...nor, nor, neither, either	Neither Jane nor Paula has any desire to meet him again. Jane has no desire to meet him again. Nor does Paula.
Contrast	but, not... but, although, while, whereas, despite, even if, even though, on the other hand, in contrast, however, (and) yet, at the same time	She can speak Russian fluently; however she is unable to read or write it.
Similarity	similarly, likewise, in the same way, equally	When you move house, you must notify the post office of your change of address. Similarly, you must register with the local county council.
Concession	but, even so, however, (and) still, (and) yet nevertheless, on the other hand, although, even though, despite/in spite of, regardless of, admittedly, considering, whereas, while, nonetheless	She applied for the job even though she wasn't suitably qualified.
Alternative	or, on the other hand, either ...or, alternatively	They could take a holiday now or / on the other hand / alternatively they could wait until the summer.
Emphasis	besides, not only this but...also, as well, what is more, in fact, as a matter of fact, to tell you the truth, actually, indeed, let alone	I find him pushy and demanding and, what is more, he is self-centred.
Exemplification	as, such as, like, for example, for instance, particularly, especially, in particular	I enjoyed all the books you lent me but in particular I liked "Wild Swans".
Clarification	that is to say, specifically, in other words, to put it another way, I mean	He needs to concentrate more on his schoolwork. Specifically, he has to pay more attention in the classroom.
Cause / Reason	as, because, because of, since, on the grounds that, seeing that, due to, in view of, owing to, for, now that, so	The company has decided to take on more staff now that sales are increasing.

Manner	as, (in) the way, how, the way in which, (in) the same way (as), as if, as though	The manager explained how the organisation could increase productivity.
Condition	if, in case, assuming (that), on condition (that), provided (that), providing (that), unless, in the event (that), in the event of, as/so long as, granted/granting (that), whether, whether...or (alternative condition), only if, even if, otherwise, or (else), in case of	Please notify us in the event that / in case you are unable to attend the meeting.
Consequence of a condition	consequently, then, under those circumstances, if so, if not, so, therefore, in that case, otherwise, thus	I may take a long lunch break tomorrow, if so, I can go to the hairdresser's then.
Purpose	so that, so as (not) to, in order (not) to, in order that, for fear (that), in case	/ took plenty of magazines with me in case / got bored during the flight.
Effect / Result	such/so ... that, consequently, for this reason, as a consequence, thus, therefore, so	The room at The Ritz was double-booked and. as a consequence, we were moved to another hotel.
Comparison	as...as, than, half as...as, nothing like, the...the, twice as...as, less...than	You look nothing like your sister.
Time	when, whenever, as, while, now (that), before, until, till, after, since	As a freelance writer she can choose to work whenever she wants.
Place	where, wherever	She makes friends wherever she goes.
Exception	but (for), except (for), apart from	We have sent invitations to everyone apart from the Fords.
Relative	who, whom, whose, which, what, that	Let me introduce you to the man whose ideas have revolutionised the workplace.
Chronological	beginning: initially, first..., at first, to start/begin with, first of all continuing: secondly .....after this/that, second..., afterwards, then, next, before this concluding: finally, at last, in the end, eventually, lastly, last but not least	First of all, we need to decide what the problem is. Then, we need to consider all possible solutions. Finally, we must decide on the best alternative.
Reference	considering, concerning, regarding, with respect/regard/reference to, in respect/regard/reference to this/to the fact that	Considering the length of time he took to write the report, it is not up to standard. With reference to what we agreed last week, I would like to remind you that the deadline has been brought forward to 1 June.
Summarising	in conclusion, in summary, to sum up, as I have said, as (it) was previously stated, on the whole, in all, all in all, altogether, in short, briefly, to put it briefly	To sum up, the film was a complete waste of time.

## IRREGULAR VERBS

№	Неозначена форма дієслова The Infinitive	Минулий час Past Indefinite Simple Past	Дієприкметник Past Participle Participle II	Основні значення дієслова
1	2	3	4	5
1	arise	arose	arisen	виникати, походити; підніматися
2	awake	awoke (awaked)	awoken (awaked)	будити, прокидатися
3	be	was/were	been	бути, знаходитися
4	bear	bore	born	носити; народжувати, створювати
5	beat	beat	beaten	бити, лупити
6	become	became	become	зробитися, стати
7	befall	befell	befallen	траплятися, ставатися
8	begin	began	begun	починати(ся)
9	bend	bent	bent	гнути
10	beseech	besought (beseeched)	besought (beseeched)	заклинати, благати
11	bet	bet	bet	битися об заклад
12	bid	bid	bid	просити
13	bind	bound	bound	зв'язувати, переплітати
14	bite	bit	bitten	кусати (ся)
15	bleed	bled	bled	сходити кров'ю
16	bless	blest (blessed)	blest (blessed)	благословляти
17	blow	blew	blown	дути, роздувати
18	break	broke	broken	ламати(ся), порушувати
19	breed	bred	bred	розводити, вирощувати
20	bring	brought	brought	приносити, доставляти
21	broadcast	broadcast(ed)	broadcast(ed)	передавати по радіо
22	build	built	built	будувати
23	burn	burnt (burned)	burnt (burned)	горіти, палати
24	burst	burst	burst	лопнути, вибухнути
25	bust	bust, busted	bust, busted	збанкрутувати, збанкрутувати
26	buy	bought	bought	купувати
27	cast	cast	cast	кидати
28	catch	caught	caught	ловити, хапати
29	choose	chose	chosen	вибирати, добирати
30	cling	clung	clung	чіплятися, липнути
31	come	came	come	приходити
32	cost	cost	cost	коштувати
33	creep	crept	crept	повзати, плазувати
34	cut	cut	cut	різати, рубати, стригти
35	deal	dealt	dealt	розподіляти, торгувати
36	dig	dug	dug	рити, копати
37	dive	dived, dove	dived	пірнати, занурюватися

№	Неозначена форма дієслова The Infinitive	Минулий час Past Indefinite Simple Past	Дієприкметник Past Participle Participle II	Основні значення дієслова
1	2	3	4	5
38	do	did	done	робити, виконувати
39	draw	drew	drawn	тягти, малювати
40	dream	dreamt (dreamed)	dreamt (dreamed)	мріяти, бачити уві сні
41	drink	drank	drunk	пити
42	drive	drove	driven	везти, гнати
43	dwell	dwelt	dwelt	жити, перебувати
44	eat	ate	eaten	їсти
45	fall	fell	fallen	падати
46	feed	fed	fed	годувати, вигодовувати
47	feel	felt	felt	почувати (себе)
48	fight	fought	fought	боротися, битися
49	find	found	found	знаходити
50	fit	fit (fitted)	fit (fitted)	підходити, обладнувати
51	flee	fled	fled	тікати, рятуватися
52	fling	flung	flung	кидати, жбурнути, швиргонути
53	fly	flew	flown	літати
54	forbid	forbade	forbidden	забороняти
55	forecast	forecasted (forecast)	forecasted (forecast)	передбачати
56	forget.	forgot	forgotten	забувати
57	forgive	forgave	forgiven	прощати, вибачати
58	forsake	forsook	forsaken	залишати, кидати
59	foresee	foresaw	foreseen	передбачати
60	freeze	froze	frozen	мерзнути, заморожувати
61	get	got	got	одержувати, ставати, робитися
62	give	gave	given	давати
63	go	went	gone	іти, ходити
64	grind	ground	ground	молоти, терти
65	grow	grew	grown	рости, ставати, збільшуватися
66	hang	hung	hung	вішати, висіти
67	have	had	had	мати
68	hear	heard	heard	чути
69	hew	hewed	hewed (hewn)	рубати, різати, тесати
70	hide	hid	hidden	ховати
71	hit	hit	hit	вдаряти
72	hold	held	held	тримати
73	hurt	hurt	hurt	ранити, завдавати болю
74	input	input, inputted	input, inputted	вводити інформацію
75	keep	kept	kept	тримати, зберігати



№	Неозначена форма дієслова The Infinitive	Минулий час Past Indefinite Simple Past	Дієприкметник Past Participle Participle II	Основні значення дієслова
1	2	3	4	5
76	kneel	knelt	knelt	ставати навколiшки
77	know	knew	known	знати
78	lay	laid	laid	класти, розкладати, висловлюватися
79	lead	led	led	вести
80	lean	leaned (leant)	leaned (leant)	нахиляти, нагинати
81	leap	leaped (leapt)	leaped (leapt)	стрибати
82	learn	learnt	learnt	вчити(ся), дiзнаватися
83	leave	left	left	залишати, заповiдати
84	lend	lent	lent	позичати
85	let	let	let	дозволяти, здавати в найм
86	lie	lay	lain	лежати
87	light	lit (lighted)	lit (lighted)	запалювати, засвiчувати
88	lose	lost	lost	губити, втрачати
89	make	made	made	робити, готувати, змушувати
90	mean	meant	meant	значити, припускати
91	meet	met	met	зустрічати
92	melt	melted	melted (molten)	танути, плавити
93	mislead	misled	misled	вводити в оману
94	mistake	mistook	mistaken	помилятися
95	misunderstand	misunderstood	misunderstood	неправильно зрозуміти
96	mow	mowed	mowed (mown)	косити
97	overhear	overheard	overheard	пiдслуховувати
98	overpay	overpaid	overpaid	переплачувати
99	overtake	overtook	overtaken	наздоганяти
100	partake	partook	partaken	брати участь
101	pay	paid	paid	платити, винагороджувати
102	plead	pleaded (pled)	pleaded (pled)	звертатися з проханням, клопотатися
103	put	put	put	класти
104	read	read	read	читати
105	rewrite	rewrote	rewritten	переписувати
106	rebuild	rebuilt	rebuilt	перебудовувати
107	repay	repaid	repaid	повертати борг
108	rend	rent	rent	роздирати
109	retell	retold	retold	переказувати
110	rid	rid	rid	звільняти
111	ride	rode	ridden	їздити верхи
112	ring	rang	rung	дзвонити
113	rise	rose	risen	пiдводитися
114	rive	rived	riven	розколювати, розщеплювати
115	run	ran	run	бiгти
116	saw	sawed	sawn	пиляти

№	Неозначена форма дієслова The Infinitive	Минулий час Past Indefinite Simple Past	Дієприкметник Past Participle Participle II	Основні значення дієслова
1	2	3	4	5
117	say	said	said ,	сказати
118	see	saw	seen	бачити
119	seek	sought	sought	шукати, домагатися
120	sell	sold	sold	продавати, торгувати
121	send	sent	sent	посилати, відправляти
122	set	set	set	поміщати, заходити (про сонце)
123	sew	sewed	sewed (sewn)	шити, пришивати, зашивати
124	shit	shit	shit	паскудити
125	shake	shook	shaken	трясти, коливатися, тиснути руку
126	shape	shaped	shaped(shapen)	надавати форму
127	shear	sheared	shorn	зрізати, стригти
128	shed	shed	shed	лити
129	shine	shone	shone	сяяти, блищати
130	shoe	shod	shod	взувати, підковувати
131	shoot	shot	shot	стріляти
132	show	showed	shown	показувати
133	shred	shred(ed)	shred(ed)	шматувати
134	shrink	shrank	shrunk	стискатись, скорочуватися
135	shrive	shrove(shrived)	shriven (shrived)	сповідати
136	shut	shut	shut	закривати
137	sing	sang	sung	співати
138	sink	sank	sunk	поринати, занурюватися, тонути
139	sit	sat	sat	сидіти
140	slay	slew	slain	вбивати
141	sleep	slept	slept	спати
142	slide	slid	slid	ковзати
143	sling	slung	slung	кидати, підкидати
144	slink	slunk	slunk	іти нишком
145	slit	slit	slit	розрізати, роздирати
146	smell	smelt (smelled)	smelt (smelled)	нюхати, пахнути
147	smite	smote	smitten	вдаряти
148	sow	sowed	sown	сіяти
149	speak	spoke	spoken	говорити, розмовляти
150	speed	sped (speeded)	sped (speeded)	поспішати
151	spell	spelt (spelled)	spelt (spelled)	читати по літерам
152	spend	spent	spent	витрачати, проводити (час)
153	spill	spilt	spilt	розливати, розсипати
154	spin	spun (span)	spun	прясти
155	spit	spat	spat	плювати
156	split	split	split	розщеплювати, розривати, розколювати

№	Неозначена форма дієслова The Infinitive	Минулий час Past Indefinite Simple Past	Дієприкметник Past Participle Participle II	Основні значення дієслова
1	2	3	4	5
157	spoil	spoilt	spoilt	псувати
158	spread	spread	spread	поширювати
159	spring	sprang	sprung	стрибати
160	stand	stood	stood	стояти, ставити, триматися
161	steal	stole	stolen	красти
162	stick	stuck	stuck	встромляти, липнути приклеювати, дотримуватися
163	sting	stung	stung	жалити, кусати
164	stink	stank (stunk)	stank (stunk)	смердіти
165	strew	strewed	strewn	сипати, розкидати
166	stride	strode	stridden	крокувати
167	strike	struck	struck	бити, страйкувати
168	string	strung	strung	натягати
169	strive	strove	striven	старатися
170	sunburn	sunburned	sunburned	засмагати
171	swear	swore	sworn	присягатися, божитися
172	sweep	swept	swept	мести, підмітати
173	swell	swelled	swollen/swelled	розпухати, набрякати, збільшуватися
174	swim	swam	swum	плавати
175	swing	swung	swung	гойдатися, коливатися, махати
176	take	took	taken	брати, хапати
177	teach	taught	taught	вчити, навчати
178	tear	tore	torn	рвати
179	tell	told	told	казати, повідомляти
180	think	thought	thought	думати
181	thrive	throve	thriven	процвітати, квітнути
182	throw	threw	thrown	кидати
183	thrust	thrust	thrust	штовхати
184	tread	trod	trodden	ступати, топтати, давити
185	unbend	unbent	unbent	розгинати
186	undergo	underwent	undergone	випробовувати, перевіряти, знавати
187	underlie	underlay	underlain	лежати під чимось
188	underpay	underpaid	underpaid	недоплатити
189	understand	understood	understood	розуміти
190	undertake	undertook	undertaken	починати, розпочинати
191	underwrite	underwrote	underwritten	підписувати, підтверджувати
192	upset	upset	upset	перекидати, засмучувати
193	wake	woke	woken	прокидатися
194	wear	wore	worn	носити
195	weave	wove	woven	ткати, плести

№	Неозначена форма дієслова The Infinitive	Минулий час Past Indefinite Simple Past	Дієприкметник Past Participle Participle II	Основні значення дієслова
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
196	weed	wed	wed	пологти грядки, сапати
197	weep	wept	wept	плакати, лити сльози
198	win	won	won	перемагати
199	wind	wound	wound	заводити, крутитися
200	withdraw	withdrew	withdrawn	брати назад, викликати
201	withhold	withheld	withheld	утримувати
202	withstand	withstood	withstood	опиратися
203	wring	wrung	wrung	скручувати, чавити, видирати
204	write	wrote	written	писати

**Програма ЗНО для магістрів**  
<http://osvita.ua/master/master-zno/program/64245/>

Програма єдиного вступного іспиту з іноземних мов для вступу на навчання для здобуття ступеня магістра на основі здобутого ступеня вищої освіти (освітньо-кваліфікаційного рівня спеціаліста) затверджена наказом МОН № 411 від 28 березня 2019 року.

**ПРОГРАМА ЄДИНОГО ВСТУПНОГО ІСПИТУ  
 З ІНОЗЕМНИХ МОВ  
 для вступу на навчання для здобуття ступеня магістра  
 на основі здобутого ступеня вищої освіти  
 (освітньо-кваліфікаційного рівня спеціаліста)**

### **ВСТУП**

Програма єдиного вступного іспиту створена з урахуванням Загальноєвропейських рекомендацій з мовної освіти (рівень B1-B2). Зміст завдань для здійснення контролю якості сформованості іншомовної комунікативної компетентності уніфіковано за видами і формами завдань. У Програмі враховано особливості англійської, іспанської, німецької та французької мов.

Об'єктами оцінки є мовленнєва компетентність у **читанні**, а також мовні **лексичні та граматичні компетентності**. Зміст тестових завдань ґрунтується на автентичних зразках літературного мовлення, прийнятого в країнах, мову яких вивчають, відповідно до сфер спілкування і тематики текстів, визначених цією Програмою.

### **УЧАСНИКИ ЄДИНОГО ВСТУПНОГО ІСПИТУ**

У єдиному вступному іспиті з іноземної мови беруть участь особи, які бажають вступити на навчання для здобуття ступеня магістра на основі здобутого ступеня вищої освіти (освітньо-кваліфікаційного рівня спеціаліста), (далі – кандидати).

### **МЕТА ЄДИНОГО ВСТУПНОГО ІСПИТУ**

Визначити результати навчання кандидатів з іноземної мови за шкалою 100-200 балів на основі кількості балів, набраних ними за виконання завдань предметного тесту з іноземної мови.

### **ЗАГАЛЬНА ХАРАКТЕРИСТИКА СКЛАДОВИХ ТЕСТУ**

#### **Частина I. ЧИТАННЯ**

**Мета** – виявити рівень сформованості вмінь кандидатів самостійно читати і розуміти автентичні тексти за визначений проміжок часу.

Завдання для визначення рівня сформованості іншомовної компетентності в читанні зорієнтовані на різні стратегії: з розумінням основної інформації (ознайомлювальне читання), повної інформації (вивчальне читання) та пошук окремих фактів (вибіркове читання).

Для створення тестових завдань використовують автентичні тексти з друкованих періодичних видань, інтернет-видань, інформаційно-довідкових і рекламних буклетів, художньої літератури.

Тексти для ознайомлювального читання можуть містити до 5% незнайомих слів, а для вивчального та вибіркового читання – до 3%, про значення яких можна здогадатися з

контексту за словотворчими елементами та за співзвучністю з рідною мовою (слова-інтернаціоналізми).

Загальний обсяг текстів становить до 2 500 слів.

У предметних тестах оцінюють уміння кандидатів розуміти прочитаний текст, виокремлювати ключову інформацію, узагальнювати зміст прочитаного, робити висновки на основі прочитаного.

**Кандидат уміє:**

- читати текст і визначати мету, ідею висловлення;
- читати (з повним розумінням) тексти, побудовані на знайомому мовному матеріалі;
- читати та виокремлювати необхідні деталі з текстів різних типів і жанрів;
- диференціювати основні факти та другорядну інформацію;
- розрізняти фактичну інформацію та враження;
- розуміти точки зору авторів текстів;
- працювати з різножанровими текстами;
- переглядати текст або серію текстів з метою пошуку необхідної інформації для виконання певного завдання;
- визначати структуру тексту й розпізнавати логічні зв'язки між його частинами;
- встановлювати значення незнайомих слів на основі здогадки, схожості з рідною мовою, пояснень у коментарі.

## **Частина II. ВИКОРИСТАННЯ МОВИ**

**Мета** – виявити рівень сформованості мовленнєвих і мовних граматичних і лексичних компетентностей кандидатів.

**Кандидат уміє:**

- аналізувати й зіставляти інформацію;
- правильно вживати лексичні одиниці та граматичні структури;
- встановлювати логічні зв'язки між частинами тексту.

Лексичний мінімум вступника складає 2 500 одиниць відповідно до сфер спілкування і тематики текстів, визначених цією Програмою.

## **СФЕРИ СПІЛКУВАННЯ І ТЕМАТИКА ТЕКСТІВ ДЛЯ ЧИТАННЯ ТА ВИКОРИСТАННЯ МОВИ**

### **I. Особистісна сфера**

- Повсякденне життя і його проблеми.
- Сім'я. Родинні стосунки.
- Характер людини.
- Помешкання.
- Режим дня.
- Здоровий спосіб життя.
- Дружба, любов.
- Стосунки з однолітками, у колективі.
- Світ захоплень.
- Дозвілля, відпочинок.
- Особистісні пріоритети.
- Плани на майбутнє, вибір професії.

### **II. Публічна сфера**

- Погода. Природа. Навколишнє середовище.

- Життя в країні, мову якої вивчають.
- Подорожі, екскурсії.
- Культура й мистецтво в Україні та в країні, мову якої вивчають.
- Спорт в Україні та в країні, мову якої вивчають.
- Література в Україні та в країні, мову якої вивчають.
- Засоби масової інформації.
- Молодь і сучасний світ.
- Людина і довкілля.
- Одяг.
- Покупки.
- Харчування.
- Науково-технічний прогрес, видатні діячі науки.
- Україна у світовій спільноті.
- Свята, пам'ятні дати, події в Україні та в країні, мову якої вивчають.
- Традиції та звичаї в Україні та в країні, мову якої вивчають.
- Видатні діячі історії та культури України та країни, мову якої вивчають.
- Визначні об'єкти історичної та культурної спадщини України та країни, мову якої вивчають.
- Музеї, виставки.
- Живопис, музика.
- Кіно, телебачення, театр.
- Обов'язки та права людини.
- Міжнародні організації, міжнародний рух.

### **III. Освітня сфера**

- Освіта, навчання, виховання.
- Студентське життя.
- Система освіти в Україні та в країні, мову якої вивчають.
- Робота і професія.
- Іноземні мови в житті людини.

## **ГРАМАТИЧНИЙ ІНВЕНТАР АНГЛІЙСЬКА МОВА**

### **Іменник**

- Граматичні категорії (однина та множина, присвійний відмінок).
- Іменникові словосполучення.
- Лексичні класи іменників (власні та загальні назви: конкретні, абстрактні іменники, речовини, збірні поняття).

### **Артикль**

- Означений і неозначений.
- Нульовий артикль.

### **Прикметник**

- Розряди прикметників.
- Ступені порівняння прикметників.

### **Числівник**

- Кількісні, порядкові та дробові числівники.

### **Займенник**

- Розряди займенників.

### **Дієслово**

- Правильні та неправильні дієслова.
- Спосіб дієслова.

- Часо-видові форми.
- Модальні дієслова.
- Дієслівні форми (інфінітив, герундій, дієприкметник).
- Конструкції з дієслівними формами (складний додаток, складний підмет, складний присудок).

#### **Прислівник**

- Розряди прислівників.
- Ступені порівняння прислівників.

#### **Прийменник**

- Типи прийменників.

#### **Сполучники**

- Види сполучників.

#### **Речення**

- Прості речення.
- Складні речення.
- Безособові речення.
- Умовні речення (0, I, II, III типів).

#### **Пряма й непряма мова**

#### **Словотвір**



## ЗРАЗОК зошита ЄВІ, ст. 1



ВСТУП 2020

Зошит  
1ЄДИНИЙ ВСТУПНИЙ ІСПИТ  
З АНГЛІЙСЬКОЇ МОВИдля вступу на навчання для здобуття ступеня магістра  
на основі здобутого ступеня вищої освіти  
(освітньо-кваліфікаційного рівня спеціаліста)

Час виконання – 60 хвилин

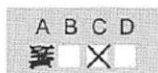
Тест має дві частини. Частина «Читання» містить 22 завдання. У частині «Використання мови» – 20 завдань. Відповіді на ці завдання Ви маєте позначити в бланку В.

## Інструкція щодо роботи в зошиті

1. Правила виконання зазначено перед завданнями кожної нової форми.
2. Відповідайте лише після того, як Ви уважно прочитали та зрозуміли завдання.
3. За необхідності використовуйте як чернетку вільні від тексту місця в зошиті.
4. Намагайтеся виконати всі завдання.

## Інструкція щодо заповнення бланка відповідей

1. У бланк В записуйте лише правильні, на Вашу думку, відповіді.
2. Відповіді вписуйте чітко, згідно з вимогами інструкції до кожної форми завдань.
3. Неправильно позначені, підчищені відповіді в бланку В буде зараховано як помилкові.
4. Якщо Ви позначили відповідь у бланку В неправильно, можете виправити її, замалювавши попередню позначку та поставивши нову, як показано на зразку:



5. Ваш результат залежатиме від загальної кількості правильних відповідей, зазначених у бланку В.

Ознайомившись з інструкціями, перевірте якість друку зошита та кількість сторінок. Їх має бути 12.

Позначте номер Вашого зошита у відповідному місці бланку В так:

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
X														

Зичимо Вам успіху!

Частина «ЧИТАННЯ»

Reading

Task 1

Read the texts below. Match choices (A-H) to (1-5). There are three choices you do not need to use. Write your answers on the separate answer sheet.

**Some Psychological Tricks to Make People Like You Immediately**

*Most friendships develop so naturally that you don't even realize how or when they started. Sometimes, though, you want to make an effort to befriend a new acquaintance or become a better friend to existing pals. Read on to find out how to develop better relationships faster.*

1 \_\_\_\_\_

This strategy is called *mirroring*, and involves mimicking the other person's behaviour. In 1999, New York University researchers documented the "chameleon effect", which occurs when people unconsciously mimic each other's behaviour, and this facilitates liking. The psychological experiments showed that the participants were more likely to say that they liked their partner when their partner had mimicked their behaviour.

2 \_\_\_\_\_

People tend to like things that are familiar to them. It was discovered that college students who lived closer together were more likely to be friends than students who lived farther apart. This could be because students who live close by can experience more day-to-day interactions with each other. Under certain circumstances, those interactions can develop into friendships. Even if you don't live near your friends, try sticking to a steady routine with them, such as going out for coffee every week or taking a class together.

3 \_\_\_\_\_

People will associate the adjectives you use to describe other people with your personality. According to Gretchen Rubin, "whatever you say about other people influences how people see you." If you describe someone else as genuine and kind, people will also associate you with those qualities. The reverse is also true: if you are constantly trashing people behind their backs, your friends will start to associate the negative qualities with you as well.

4 \_\_\_\_\_

People are more attracted to those who are similar to them. This is known as the similarity-attraction effect. In his experiment, Theodore Newcomb measured his subjects' attitudes on controversial topics and then put them in a university-owned house to live together. By the end of their stay, the subjects liked their housemates more when they had similar attitudes about the topics that were measured. If you hope to get friendly with someone, try to find a point of similarity between you two and highlight it.

5 \_\_\_\_\_

Self-disclosure may be one of the best relationship-building techniques. You can try this technique on your own as you're getting to know someone. For example, you can build up from asking them about their last trip to the movies to learning about the people who mean the most to them in life. When you learn personal information about another person, they are likely to feel closer to you and want to confide in you in the future.

- A Expect good things from people
- B Encourage people to talk about themselves
- C Spend more time together with others
- D Emphasize the shared values
- E Compliment other people
- F Always be in a good mood
- G Tell people your secrets
- H Imitate other people

Task 2

Read the text below. For questions (6-10) choose the correct answer (A, B, C or D).  
Write your answers on the separate answer sheet.

**Cooking in the Classroom? Elementary!**

The workplace of professional chef Catherine Pressler is a former storage room at Hunters Woods Elementary School. Outside Room 106, a sign proclaims, "Chef Pressler, Food FUNdamentals." This is where students come to take part in a cooking-based course which began several years ago when Pressler was looking for a way to be active in her children's school. Her kids aren't in elementary school anymore, but Pressler has stayed. Named Parent Teacher Association (PTA) Volunteer of the Year, she is the creator of a highly detailed and organised series of classes for kindergarten through sixth grade that adds to themes from daily course work.

How is cooking connected with math, science or history? Just look: Kindergartners whip up a recipe inspired by a popular children's tale, "Stone Soup"; as they handle the ingredients, they learn about geometric shapes, sorting, identification of fruits and vegetables, and the five senses. Lessons become more complex for the older kids. Fourth-graders prepare a grand menu from Colonial Virginia to review the state's history, culture and natural resources. Hunters Woods Principal Stephen Hockett says, "Everything she does is amazing. To have children use their thinking skills and make connections to the real world is incredible. When kids are having a good time is when they learn the most." Pressler spends up to 60 hours a week preparing lessons, buying supplies and teaching. She volunteers her time; the supply budget comes from student fees, the PTA and sometimes her own pocket. The program has grown so large that Pressler is looking for grants and other sources of income.

You have to see Pressler in action to truly understand the scope of her program, and her dedication to the kids. On a spring afternoon in Room 106, third-grade students arrive to find gleaming stainless-steel pasta machines and other carefully organized supplies waiting on clean tabletops. Pressler isn't two minutes into the lesson before she gives the first hints that the program is about a lot more than cooking.

Pressler manages to talk without stopping, but without losing her young audience. Their eyes follow her as she springs around the room discussing history and geography, pulling down a world map here and pointing to an architectural poster there. Pulling out packages of pasta, she wows the kids with the variety of ingredients used to make different kinds of it, including soy, buckwheat, rice, corn and rye. Soon the class is shrieking with delight as they run dough through pasta machines and measure it for the longest-noodle contest.

Pressler is a role model with a diverse background. "I went to school in architecture and interior design. I'd always loved science, so then I went to graduate school in textile chemistry. Then I said, "I'm going to chef school now, as a hobby." And I found that's where my heart was. I worked as a pastry chef for a number of years and really loved that." She missed interacting with more people, however.

Pressler says she dreams of expanding the program to reach more students at other schools or taking her program to television. Her recipe for success is to integrate learning with life, instill enthusiasm for learning in the children, and inspire them to achieve their heart's desire.

- 6 Which of the following is **TRUE** of Catherine Pressler, according to **PARAGRAPH 1**?
- A Pressler used to cook meals for elementary school pupils.
  - B Pressler started her food-based course at the PTA's request.
  - C Pressler's work at school earned her public recognition.
  - D Pressler's kids gave her the idea of "Food FUNdamentals".
- 7 What can be inferred from **PARAGRAPH 2** about Pressler's course?
- A It teaches children practical skills.
  - B It requires quick thinking.
  - C It is provided free of charge.
  - D It is arranged for one age group.
- 8 What problems does Pressler face in teaching her course?
- A creating the menu for pupils
  - B searching for additional financing
  - C getting the necessary ingredients
  - D clearing up the mess after classes
- 9 Which of the following is **NOT TRUE** of Pressler's teaching techniques?
- A She captures students' attention.
  - B She holds competitions in class.
  - C She applies an interdisciplinary approach.
  - D She conducts her lessons outdoors.
- 10 What are Pressler's plans for the future?
- A to open her own bakery
  - B to continue her education
  - C to widen her audience
  - D to develop her own recipes

Task 3

Read the texts below. Match choices (A-H) to (11-16). There are two choices you do not need to use. Write your answers on the separate answer sheet.

Famous Castles

11 Tintagel Castle

After a period as a Roman settlement and military outpost, **Tintagel, Great Britain**, became a trading settlement of Cornwall during the 5th and 6th centuries. The castle itself was constructed in the 13th century. Its remains are still breathtaking: steep stone steps and thick walls which encircle the great hall. There are many myths and unanswered questions surrounding Tintagel. It is even associated with the romance of Tristan and Isolde. The visitors of the local museum may see a display on the history of the site, including a series of finds from the medieval period excavations.

12 Arundel Castle

**Arundel Castle, Great Britain**, is a restored medieval castle. Since the 11th century, the castle has been in the family of the Duke of Norfolk, and is still the principal seat of the family. Although the present Duke and Duchess still live in a section of the castle, the rest is open to the public. Arundel has been renovated and refurbished many times over the last seven centuries and its spectacular gardens and beautiful exterior have served as a shooting area for several movies. The modern castle may also be used for Corporate Events and Conferences.

13 Ussé Castle

**Ussé Castle, France**, is a pretty castle situated close to the River Loire. It is said that Ussé was the inspiration for the Sleeping Beauty fairy tale. The castle is lived in, and much of it is not open to the public, but there is still plenty to enjoy, including the 15th century kitchen, an impressive dining room, and some richly decorated bedrooms. For the past two decades, the castle has been filled with wax figures dressed in costumes from the 18th century up to now. The exhibition is changed each year to show the development of people's outfit.

14 Eltz Castle

**Eltz Castle, Germany**, is set in the hills in the middle of the forest surrounded on three sides by the river. It seems to have just grown out of the rock itself. Thanks to its beneficial position, it is among a few castles in Germany that have never been taken by enemies or destroyed. Remarkably, it is owned by the same noble family who built it over eight centuries ago in the 12th century, 33 generations ago.

### 15 Leeds Castle

**Leeds Castle, Great Britain**, is what many people imagine when they think of an English castle. During its 900-year history, Leeds Castle has been the private property of six of England's medieval Queens and a palace used by Henry VIII. Lady Baillie, the last private owner, inherited the place in the early 1900s. In the 1930s Lady Baillie entertained high society from London coming to the castle for weekends. Today the interior offers visitors a glimpse of its rich past with a fine collection of art, porcelain and furniture.

### 16 Urquhart Castle

**Urquhart Castle, Scotland**, was one of the largest strongholds of medieval Scotland. Though now in ruins, abandoned in the late 17th century, it remains an impressive structure, overlooking Loch Ness. The castle is now owned by the National Trust for Scotland, and run by Historic Scotland Fund, which undertook a major construction program to create a visitor centre at the site, and to improve parking facilities. The visitor centre includes a display on the history of the site, a cinema, a restaurant and a shop. Urquhart Castle also hosts marriage ceremonies throughout the year.

Which castle \_\_\_\_\_?

- A is attractive to people interested in the history of dress
- B displays a collection of jewellery
- C is used for holding weddings
- D was protected by its location
- E was used as a venue for social events
- F was available as a film location
- G inspired a famous artist with its scenery
- H was a site of archaeological digging

## Task 4

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. Write your answers on the separate answer sheet.

### World's Most Expensive Book Goes Up for Sale

A rare copy of John James Audubon's *Birds of America*, (17) \_\_\_\_\_, has been announced to go on sale at Sotheby's. Only 119 complete copies of the 19th-century book are known to exist, and 108 are owned by museums and libraries.

A separate edition of the wildlife book was sold for a record-breaking price of £5.7million a decade ago. The copy going under the hammer in December comes from the collection of Lord Hesketh. It contains 1,000 life-sized illustrations of almost 500 breeds. It took wildlife artist John James Audubon 12 years (18) \_\_\_\_\_. He did so by travelling across America, shooting the birds. He would then hang them on bits of wire to paint them. The artist then went to Britain to print the volumes and targeted the rich to buy copies.

Lord Hesketh's collection also includes a rare copy of Shakespeare's First Folio, which Sotheby's said is (19) \_\_\_\_\_. Of the 750 that were probably printed, only 219 are known to exist today. The copy, (20) \_\_\_\_\_, is offered for sale. It has a valuation of up to £1.5 million, and only has three pages missing. It is one of only three textually complete copies to exist in private hands in a comparably early binding.

Letters written from Elizabeth I relating to Mary Queen of Scots are also going under the hammer at the sale, (21) \_\_\_\_\_. David Goldthorpe, a senior specialist in Sotheby's books and manuscripts department in London, said: "To have all these items in one sale is remarkable; it's certainly never happened in my time, 15 years, and (22) \_\_\_\_\_."

- A "the most important book in all of English Literature"
- B which takes place on 7 December
- C billed as the world's most expensive book
- D the famous American naturalist and artist
- E which dates back to 1623
- F portrayed even the largest birds
- G to complete his study
- H people who've been here longer can't recall it



## Частина «ВИКОРИСТАННЯ МОВИ»

## Use of English

## Task 5

Read the text below. For questions (23-32) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Tea and Ceylon are synonymous in many (23) \_\_\_\_\_. Sri Lanka (Ceylon) is a land which has inherited a rich history of tea and continues to grow the best tea in the world, with its different climatic (24) \_\_\_\_\_, producing variations in taste, quality, character and appearance. Ceylon tea is a brand of its own carrying out the (25) \_\_\_\_\_ flavours of all regions in Sri Lanka. The various soil conditions and different elevations in each region give its teas the diverse characteristics. And no two teas are the same even when grown in the same region. Tea may (26) \_\_\_\_\_ in flavour, colour and the aroma which embodies the sense of place.

As the world takes an organic (27) \_\_\_\_\_ to life, tea has become a beverage preferred by many. The health benefits in tea are numerous, the most outstanding one being its antioxidants. Scientific (28) \_\_\_\_\_ has confirmed that regular tea drinkers are protected from many chronic diseases, the main being heart diseases due to its powerful antioxidants. Ceylon tea is (29) \_\_\_\_\_ in antioxidants, since it is packed right where it's grown and (30) \_\_\_\_\_ within days to protect the freshness of the tea.

Ceylon tea is an element of the art of drinking tea. Each range of tea (31) \_\_\_\_\_ its own story related to the rich Sri Lankan heritage.

Each product means unique tea drinking (32) \_\_\_\_\_, which transports its tea drinkers to another time and place. It is the taste of Ceylon's finest tea at its best, creating luxury in everyday life.

23	A	means	B	ways	C	directions	D	routes
24	A	effects	B	positions	C	states	D	conditions
25	A	accurate	B	possible	C	probable	D	definite
26	A	exchange	B	differ	C	adapt	D	rotate
27	A	approach	B	style	C	manner	D	system
28	A	attention	B	research	C	thinking	D	progress
29	A	wealthy	B	rich	C	great	D	valuable
30	A	directed	B	shipped	C	moved	D	referred
31	A	imagines	B	plays	C	belongs	D	reflects
32	A	ability	B	view	C	experience	D	evidence

## Task 6

Read the texts below. For questions (33-42) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

## Mary Kingsley

Mary Kingsley didn't travel during the first 30 years of her life. (33) \_\_\_\_\_, when her father died, leaving her an inheritance, she (34) \_\_\_\_\_ to set off for West Africa, that was still largely unmapped in (35) \_\_\_\_\_. Kingsley travelled alone, (36) \_\_\_\_\_ was almost unheard of for a female at the time. During her travels, she lived with local people and learned their skills and customs.

Kingsley became quite well known after returning to England. She spent a lot of time criticizing missionaries for trying to change the native (37) \_\_\_\_\_ traditions.

33	A	However	B	Although	C	Moreover	D	Besides
34	A	has decided	B	had decided	C	decided	D	decides
35	A	1890s	B	1890th	C	the 1890s	D	the 1890th
36	A	whether	B	which	C	when	D	how
37	A	Africans's	B	African's	C	Africans	D	Africans'

### Typhoons Trick Japan's Cherry Trees into Blooming Months Early

Japan's famed cherry blossoms, *sakura*, are reported to be blooming several months ahead of schedule. The *Weathernews* website said it (38) \_\_\_\_\_ more than 350 reports of premature blossoms.

Experts said the flowers' surprise appearance (39) \_\_\_\_\_ to extreme weather events in Japan in recent weeks, including two particularly powerful typhoons: the violent storms had stripped many trees of their leaves. One purpose of the leaves is (40) \_\_\_\_\_ hormones that prevent buds from flowering ahead of time. Hiroyuki Wada, a tree doctor at the Flower Association of Japan said that the unusually warm weather that followed the typhoons (41) \_\_\_\_\_ have "tricked" the trees' buds into flowering as well. "This has happened before, but I don't remember (42) \_\_\_\_\_ anything on this scale," said Wada.

38	A	receives	B	was received	C	had received	D	has received
39	A	linked	B	had linked	C	was linking	D	was linked
40	A	release	B	to release	C	to be releasing	D	to have released
41	A	would	B	need	C	ought	D	might
42	A	seeing	B	to see	C	to be seen	D	being seen



**Кінець зошита**

**12**

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