



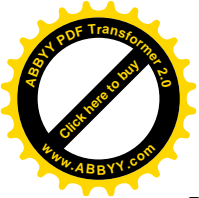
**Міністерство освіти і науки України
Сумський державний педагогічний університет
імені А.С. Макаренка**

Н.Л. Голубкова, А.М. Коваленко

**ВДОСКОНАЛЮЄМО НАВИЧКИ
ВОЛОДІННЯ АНГЛІЙСЬКОЮ
МОВОЮ**

Методичні рекомендації абітурієнтам

**Суми
Вид-во СумДПУ ім. А.С. Макаренка
2010**



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Г 62

Друкується згідно з рішенням вченої ради
Сумського державного педагогічного університету ім. А.С. Макаренка

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Г62 Вдосконалюємо навички володіння англійською мовою.
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Дані методичні рекомендації з підготовки до незалежного оцінювання з англійської мови складені з урахуванням Програми з іноземних мов для зовнішнього незалежного оцінювання 2009 року (наказ № 865 МОН України від 18.09.2008 р.) та діючих програм з іноземних мов для середніх загальноосвітніх шкіл.

Запропоновані завдання з англійської мови розраховані на самостійну роботу і мають на меті допомогти старшокласникам у підготовці до тестування. Подані ключі дозволяють перевірити правильність виконання завдань та запобігти помилок. Методичні рекомендації також можуть бути використані у підготовці до більш складних міжнародних тестів типу TOEFL, FCE та інші.

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PART I
READING
Task 1

Read the text and choose the best answer, A, B, C or D.

It was not until the twentieth century that great strides forward were made in our understanding of our own brains, and many people still assume that it was in the first half of the century that the greatest advances were made. On the contrary, through the 1930s and 1940s we still believed the brain to be a simple machine, operating much like the very first computers, in which a few basic messages went in and were placed in the appropriate boxes.

It was not until very recently that the really major breakthroughs were made. These developments are so significant that they are already changing the foundations of psychology and education, and are emphasizing a fact sensed by many but until now impossible to ‘prove’: that the average brain is far more capable than we ever believed.

1. It is commonly thought that we really began to understand how our brains worked
 - A. over a century ago.
 - B. in the early part of the 20th century.
 - C. in the second half of the 20th century.
 - D. at the beginning of this century.

2. We are now beginning to realize that
 - A. the brain stores information in boxes like a computer.
 - B. we cannot prove how intelligent our brains are.
 - C. we are much nearer to discovering the real power of the brain.
 - C. most humans have brains of average intelligence.

Task 2

Read the text and choose the best answer, A, B, C or D.

Are You Reading Me?

Catherine Cassidy has every reason to be proud. This summer she has graduated with an honour degree in zoology and biological sciences from Queen’s University, Belfast, where she won awards for



water polo and swimming. She is going to study for an MSc and has ambitions to be a scientific journalist. She is also profoundly deaf.

Catherine is oral-deaf, which means she can lip-read. Deaf students who can't lip-read need interpreters to translate speech into sign language, while partially deaf students can benefit from various types of hearing aids.

Catherine is sure that getting to university is an achievement in itself. Disabled students need an enormous amount of determination to succeed, and there are few role models. Catherine says: "You have to work considerably harder than your peers and have to be prepared to commit yourself. Luckily, I have had a phenomenal level of support from my family."

The Disability Discrimination Act insists that universities increase their intake of special needs students, and all now set targets for admission. But there are difficulties. First, there are no reliable figures on the numbers of disabled in the community, hence universities are unsure of the percentage they should be aiming to recruit.

Second, definitions of disability are hard to pin down. Some students on the edge of disability with conditions such as dyslexia might require very little extra provision, while others might have a severe physical handicap requiring special computers, or on-line learning support.

Of all the disabilities, deafness is probably the one that is hardest to cope with at university. Knowledge is communicated in lectures, seminars, talking to fellow students – reading is only second. For deaf students, casual spontaneous discussions are out.

Fortunately for Catherine, Queen's is a centre of excellence for the teaching of deaf students on a special project. The Joint Universities Deaf Education centre organized a special phonic earpiece that enables Catherine to listen to lectures.

Sharon Easter from the Joint Universities Deaf Education centre says: "Our officers visit schools to make deaf people aware that higher education is a possibility. Another part of our work is to talk with employers. We're offering them deaf awareness training – how to adapt to needs of deaf employees, and where to apply for grants. There is no reason why a deaf person shouldn't manage any job within reason.



Support and encouragement was an essential part of the Joint Universities Deaf Education centre’s offering. Catherine says: “Having a tailor-made service gave me independence that was a key element to my enjoying university life.” But Catherine presented a major challenge for the staff of the centre: her skills in lip-reading made communication with her seem so effortless that many people didn’t believe she had a problem. At times this experience was painful. Catherine says: “People have labeled me “not really deaf”. It’s like telling me I don’t count. And this may be very disheartening, very demoralizing.

Catherine believes that excellent and well-focused special needs support should be available to all disabled students at university whatever the cost. She says: “You are accepted by a university on the basis of your ability to learn and carry out mental tasks. You have a right to be there – people should not judge the mental capability of a person by any physical disability.”

1. Catherine believes that deaf students who want to get to university must
 - A. Have a good role model.
 - B. Have a lot of support from their family.
 - C. Be able to lip-read.
 - D. Work harder than other students.

2. The main problem for deaf students at university is that
 - A. It is difficult to get phonic earpieces.
 - B. Most learning taken place through the spoken word.
 - C. Very little extra provision can be made for them.
 - D. Fellow students won’t talk to them.

3. According to the writer, The Joint Universities Deaf Education centre
 - A. Sends teachers out to schools to teach deaf people.
 - B. Collects comprehensive facts and figures about disabled people.
 - C. Finances deaf people through higher education.
 - D. Encourages businesses to employ deaf people.

4. At University Catherine found it depressing that
 - A. Her difficulties often went unnoticed.
 - B. It was difficult for her to be independent.



- C. Her deafness gave her a lot of pain.
 - D. The staff found it difficult to talk to her.
5. Catherine believes that
- A. It should be easier for deaf people to get to university.
 - B. Disabled students should help with the cost of any special support.
 - C. Everyone who is intelligent enough has the right to be at university.
 - D. Universities already provide excellent support for the disabled.

Task 3

Read the text and choose the best answer, A, B, C or D.

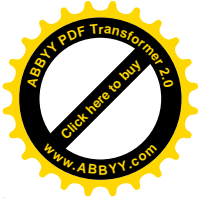
Learning Later in Life

It's often said that we learn things at the wrong time. University students frequently do the minimum amount of work because they're crazy for a good social life instead. Children often scream before their piano practice because it's so boring, have to be given gold stars and medals to be persuaded to swim, or have to be bribed to take exams. But when you are older? Now that's a different story.

Over the years, I've done my share of adult learning. At 30 I went to a college and did courses in English and History. It was an amazing experience. For starters, I was playing, so there was no reason to be late - I was the one frowning and drumming my fingers if the tutor was delayed, not the other way round. Indeed, if I could persuade him to linger for an extra five minutes, it was a bonus, not a nuisance. I wasn't frightened to ask questions and homework was a pleasure not a pain. When I passed, I had passed for me and me alone, not my parents or my teachers. The satisfaction I got was entirely personal.

Some people fear going back to school because they worry that their brains have got rusty. But the joy is that, although some parts have rusted up, your brain has learnt all kinds of other things since you were young. It's learnt to think independently and flexibly and is much better at relating one thing to another. What you lose in the rust department, you gain in the maturity department.

In some way, age is a plus. For instance, when you are older, you get less frustrated. Experience has told you that, if you're calm



and simply do something carefully again and again, eventually you'll get the hang of it. The confidence you have in other areas – from being able to drive a car – means that if you can't, say, build a chair instantly, you don't, like a child, want to destroy your first attempts. Maturity tells you that will eventually get there.

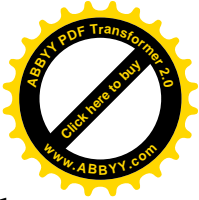
Learning late doesn't mean having to go back to school. Recently, I learnt how to swim. I thought I could swim before, but I could always get across the pool quicker by walking than swimming. Wearing my glasses to see the other side didn't help, because I never put my face in the water. True, I thought I looked silly wearing goggles with lenses over my eyes and a nose clip, and picking up coloured rings from the bottom of the pool to conquer fear of water, but the sense of achievement when I finally managed to swim speedily from one side of the pool to the other was huge. I only wished my family had been there to congratulate me.

Then there was skating. Inspired by seeing ice-dancers on TV, I staggered on the ice quite recently and, unlike the younger students, was tense with terror in case I fell over. I was the worst in the class, but I got a piece of paper that said I had achieved the art of skating. Although I never do ice dancing, I feel pretty courageous for braving the ice.

Finally, there was the piano. I hated piano lessons at school, but I was good at music. And coming back to it, with a teacher who could explain why certain exercises were useful and musical concepts that, at the age of 10, I could never grasp, was magical. Initially, I felt a bit strange. But soon complex emotions that I never knew existed poured from my fingers, and suddenly I could understand why practice makes perfect.

1. The writer uses piano practice as an example of something that
 - A. people should not be forced to do.
 - B. children often refuse to do unless they are rewarded.
 - C. older people may be more willing to do than children.
 - D. children do not gain much benefit from.

2. What surprised the writer when she did the first adult learning course?
 - A. She was able to learn more quickly than she had expected.



- B. She found learning more enjoyable than she had expected.
- C. She got on better with her tutor than she had expected.
- D. She had a more relaxed attitude to it than she had expected.
3. The writer says that when she took swimming lessons,
- A. she did so mainly to impress her family.
 - B. she had to overcome feeling foolish.
 - C. she made surprisingly quick progress.
 - D. she was confident that she would succeed.
4. When the writer took up skating, she was
- A. proud of the little progress that she made.
 - B. embarrassed by the way the others treated her.
 - C. sorry that she had decided to try doing it.
 - D. determined not to remain the worst in the class.
5. What is the writer's main purpose of the article?
- A. to emphasize the pleasures of adult learning.
 - B. to point out how easy adult learning can be.
 - C. to explain her reasons for doing adult learning.
 - D. to describe the teaching methods used in adult learning.

Task 4

Read the text and choose the best answer, A, B, C or D.

BORN TO BE BRILLIANT

The Yosuf's house is unlike any other house. In the sitting room instead of a television, there is a blackboard on the wall. For two hours every day Mr. Yosuf writes complex mathematical problems on the board. His daughter, Zuleika, copies them into an exercise book and solves them.

Zuleika is special. She is five years old, but instead of watching cartoons or playing computer games, her favourite pastimes are solving equations and reading books. She already spends hours every day in a university library. Next year Zuleika will become Britain's youngest "A" level student.

Not surprisingly. The Yosufs are a very clever family. Zuleika's two sisters and brother, aged 16, 14 and 12 are also good at Maths and



are already at University. Her father, who specializes in Maths research, has taught them all. “Zuleika is very competitive,” says her father. “She sees her brother and sisters working every day and she can’t wait to catch up with them. I remember teaching the others Maths when they were eight. Zuleika solves the same problems now, although she took up Maths much earlier. We could see she was interested in numbers at a much younger age.”

So what is the secret of their success? When their first child arrived, Mr. Yosuf and his wife made up their minds to teach all of their children at home. They say that home tuition combined with love and understanding has helped their children to succeed. “We’ve been patient and supportive, and they take pride in what they do,” says Mr. Yosuf. “Maybe Zuleika has a natural talent for Maths, but I believe given the right surroundings that any child could do well.”

Unfortunately, talented children like Zuleika are often pushed rather than encouraged by their parents. As a result, their abilities rarely develop beyond their teenage years. Tennis stars such as Tracy Austin, and the *Home Alone* film star Macaulay Culkin are good examples of this. There are some child prodigies who are capable of growing into talented adults, and a few who become geniuses. However, not all geniuses are brilliant youngsters. Einstein, for example, failed his exams at university and worked in an office before writing his theory of relativity.

One thing all child prodigies do have in common is a complete dedication to and love of their subject. They spend many more hours working at it than the average child, and this extra effort is reflected in their achievements. It is not necessary to be extremely talented to be a child prodigy, but you do have to have a lot of motivation.

1. What is the difference between Zuleika and other five-year-olds?
 - A. She prefers watching education programmes to cartoons on TV.
 - B. She is so clever that she is doing a university course.
 - C. She can solve very difficult Maths problems.
 - D. She has already passed an “A” level exam.



2. How is Zuleika different from her sisters and brother?
 - A. She enjoys taking part in competitions.
 - B. She began studying Maths when she was younger.
 - C. She has always been taught at home.
 - D. She is much more intelligent.

3. Mr. Yosuf says that his children are successful because:
 - A. they decided that they wanted to be taught at home.
 - B. they have a natural talent for all kinds of subjects.
 - C. they understand the importance of a happy family background.
 - D. they have received the right kind of encouragement.

4. The writer mentions Einstein as an example of someone who:
 - A. was pushed rather than encouraged as a child.
 - B. achieved great success early on in his life.
 - C. was not a child prodigy.
 - D. did not go to university

5. What do all child prodigies have in common?
 - A. They are extraordinarily talented.
 - B. Their success is much easier to achieve.
 - C. They realize they are different from other people.
 - D. They work harder than most other people.

Task 5

Read the text and choose the best answer, A, B, C or D.

Careless Tourists Scar Ancient Alpine Rock Art

Tens of thousands of ancient pictures carved into the rocks at one of France's most important tourist sites are being gradually destroyed. Scientists and researchers fear that the 36,000 drawings on rocks in Mont Bego in the French Alps are being damaged so rapidly that *they* [4] will not survive for future generations.

The mountain, believed to have once been a sight for a prayer and worship, is scattered with 4, 000-year-old drawings cut into bare rock. They include pictures of cows with horns; the pictures are being ruined by thoughtless graffiti.

Jean Clottes is the chairman of the International Committee on Rock Art. He says, "People think that because the pictures have been



there so long they will always continue to be there. But if the damage continues at this rate there will be nothing left in fifteen years”. He describes seeing tourist *stamping* [14] on the drawing, wearing away the rock and definition of the art work as they do so. Some visitors, he says, even chop off parts to take home as souvenirs.

“When people think they can’t take a good enough photograph, they rub the drawings to get a clear picture,” he said. “The drawings are polished by the weather, and if the sun is shining and the visitors can’t seem properly, they simply rub and scrape them to make them look fresher.”

Other researches describe how people arrive carrying long stick with sharp ends to scratch their own drawing, or even their names, in the rocks.

1. What does “*they*” refer to in line 4?
 - A. the rocks
 - B. the French Alps
 - C. the drawings
 - D. the tourist site
2. Jean Clottes says that people who visit the mountains
 - A. do not believe the drawings are old.
 - B. believe they are allowed to paint there.
 - C. think the drawings should be left alone.
 - D. assume the drawings will not change.
3. What does “*stamping*” in line 14 means?
 - A. sitting to eat their lunch
 - B. putting their feet heavily
 - C. standing while they take their photographs
 - D. leaving their litter
4. This article was probably written about Mont Bego to
 - A. attract more visitors to the site.
 - B. warn visitors about the dangers of the site.
 - C. encourage scientists to visit the site
 - D. describe fears about the future of the site



Task 6

Read the text and choose the best answer, A, B, C or D.

The relationship of economics to history is rather different from that of the other social sciences. Curious as it may sound, this relationship in many respects comes close to that between history and literature. Economics, after all, is the science (in the *broad* meaning of the term) of something which men actually do. Even if the science did not exist, men would still make economic decisions, economic productions, and participate in the various forms of economic organization which, in part, it is the economist's function to describe. Similarly, the disciplined study of literature is concerned with something which men would also do anyway even if the disciplined study did not exist: compose poems, act out dramas, write novels and read them. Political science, or the discipline of politics, has, it is true, many similarities to economics, particularly where it is concerned with generalization about political structures.

1. What does the passage mainly discuss?
 - A. The similarity between economics and politics.
 - B. History and literature's curious relationship.
 - C. A definition of economics.
 - D. Economics interrelationship with other subjects.
2. History is related to economics
 - A. In many different kinds of ways.
 - B. In a different way from its relationship to literature.
 - C. In the same way as it is related to literature.
 - D. Just as political science is related to economics.
3. The social science mentioned in the passage is:
 - A. Economics.
 - B. History.
 - C. Literature.
 - D. Politics.
4. The word "*broad*" is the closest in meaning to which of the following?
 - A. General.
 - B. Typical.



- C. Popular.
 - D. Vague.
5. Economics look at:
- A. All kinds of decision making.
 - B. People's real-life behaviour.
 - C. Broad aspects of organization over time.
 - D. The description of historical events.

Task 7

Read the text and choose the best answer, A, B, C or D.

Ever since humans have inhabited the earth, they have made use of various forms of communication. Generally, this expression of thoughts has been in the form of oral speech. When there is a language barrier, communication is accomplished through sign language in which motions stand for letters, words and ideas. Tourists, the deaf and the mute have had to resort to this form of expression. Many of these symbols are very picturesque and exact and can be used internationally; spelling, however, cannot.

Body language transmits ideas or thoughts by certain actions, either intentionally or unintentionally. A wink can be a way of flirting or indicating that the party is only joking. A nod signifies approval, while shaking the head indicates a negative reaction.

Other forms of non-linguistic language can be found in Braille (a system of raised dots read with the fingertips), signal flags, Morse code and smoke signals. Road maps and picture signs also guide, warn and instruct people.

While verbalization is the most common form of language, other systems and techniques also express human thoughts and feelings.

1. Which of the following best summarizes this passage?
- A. When language is a barrier, people will find other forms of communication.
 - B. Everybody uses only one form of communication.
 - C. Non-linguistic language is invaluable to foreigners.
 - D. Although other forms of communication exist, verbalization is the fastest.



2. Which of the following statements is not true?
- A. There are many forms of communication in existence today.
 - B. Verbalization is the most common form of communication.
 - C. The deaf and mute use an oral form of communication.
 - D. Ideas and thoughts can be transmitted by body language.
3. Which form other than oral speech would be most commonly used among blind people?
- A. Picture signs
 - B. Braille
 - C. Body language
 - D. Signal flags
4. How many different forms of communication are mentioned here?
- A. 5 B. 7 C. 9 D. 11
5. Sign language is said to be very picturesque and exact and can be used internationally except for
- A. Spelling
 - B. Ideas
 - C. Whole words
 - D. Expressions

Task 8

Read the text and choose the best answer, A, B, C or D.

Although the period that we call the Renaissance began in Italy in the fourteenth century, this idea of rebirth in learning characterized other epochs in history in different parts of the world.

In 800 A.D. Charlemagne became king of the Franks and initiated the Carolingian Renaissance, a period which saw beautiful and more modern cities patterned on Roman architecture. His improvements in instruction for boys expanded the educational system, helped maintain Roman culture, and continued a society in Western Europe, as well as created libraries (a carryover from Alexandrian Egypt of 323 B.C.).



Kievan Russia also enjoyed a period of rebirth some 200 years later under the able rule of Yaroslav the Wise. Like Charlemagne, he founded schools, established libraries, and brought about many architectural achievements.

1. Which was the earliest period of rebirth mentioned?
 - A. Russian
 - B. Italian
 - C. Carolingian
 - D. Roman

2. Which city did Charlemagne look upon as a model for his architectural improvements?
 - A. Kiev
 - B. Rome
 - C. Carolingian
 - D. Frank

3. Which of the following was not mentioned as a characteristic of the Renaissance movement?
 - A. maintaining the status quo
 - B. improved education
 - C. architectural advances
 - D. creation of libraries

4. How many centuries separated the Kievan and the Italian Renaissance?
 - A. 2
 - B. 3
 - C. 4
 - D. 5

5. What can we assume about Yaroslav?
 - A. He was demented.
 - B. He was a competent leader
 - C. He was inept.
 - D. He was cruel.

Task 9

Read the text and choose the best answer, A, B, C or D.

Most animals use more than one species as food. Therefore, the term “*food web*” is a better description of food relationships than “food chain”. A food web is a complex feeding system that contains several food chains. For example, mice, rabbits, and deer eat plants.



Owls eat mice and rabbits. Mountain lions eat rabbits and deer. These five species are parts of food chains that together form a food web.

The first link in a food chain is always a green plant. Only organisms with chlorophyll, such as green plants, can make food. For example, the first link in aquatic food chains is algae. Most algae are microscopic green plants that produce food by photosynthesis. In photosynthesis, energy from sunlight converts carbon dioxide and water to sugar. Tiny fish in lakes, streams, and oceans eat algae. In turn, these tiny fish are eaten by larger fish. The larger fish are eaten by still larger fish. The food supply for fish is made by algae. This food is then passed through the food chains as one animal eats another.

Organisms may be divided into three groups based on how they obtain food. These groups are producer, decomposer, and consumer. Organisms containing chlorophyll are producers. Thus, green plants are producers. Animals that eat other animals and plants are consumers. Microbes, one-celled organisms that cause the decay of dead plants and animals, are decomposers. Since decomposers cannot make their own food, they are also consumers.

1. The main purpose of the passage is to
 - A. determine which food chain is the most efficient
 - B. describe the food network among plants and animals
 - C. explain the process of photosynthesis in green plants
 - D. appeal to conservationists to protect endangered plant
2. According to the author, what is a "**food web**"
 - A. a complicated system of several food chains
 - B. a society that distributes food
 - C. the relationship of one green plant to another
 - D. the device that spiders use to catch food
3. Which of the following would most likely be the first link in a food chain?
 - A. termites
 - B. fish
 - C. lions
 - D. grass
4. The author divides organisms according to
 - A. how they use up energy



- B. how they obtain food
 - C. how much energy they require in order to move
 - D. whether they live on the land or in the sea
5. Which of the following organisms could not be a consumer as described in the passage?
- A. a microbe
 - B. a rabbit
 - C. a tree
 - D. a fish

Task 10

Read the text and choose the best answer, A, B, C or D.

As with most aspects of Plain Indian culture, music was closely bounded up with religious beliefs. Instruments were played individually and during public dances, and there was music for almost all occasion.

In public ceremonies singing was combined with dancing and with music from a variety of instruments. The dancers shook rattles or pounded hand-held drums to underscore their footbeats. Rattles were made of gourds or of turtle shells filled with pebbles or seeds. Drums (*line 7*) generally were made by soaking a strip of wood in hot water and bending *it* into a circle; then the drum skin was tightly strapped over the circle with rawhide laces. While some Plains Indian drums had a single drum skin, as a tambourine has, there were others, such as the drums of the Ute that had skins lashed onto both sides.

The whistle and the flute were the only Plain Indians wind instrument. Whistles were made from the wing bone of an eagle, the bird that symbolized courage. The recorderlike flutes, with finger holes along the top, were carved from a length of soft, strait-grained wood, like willow or box elder, that was split in half and hollowed out; the halves were rejoined with glue made from boiled hide scrapings and bound together with rawhide lace to make them airtight.

1. Which of the following did dancers do in public ceremonies?
- A. beat on drums
 - B. play the tambourine
 - C. scatter seeds
 - D. sing like birds



2. In line 7, to what does the word *it* refer to?
 - A. Hot water
 - B. A circle
 - C. A strip of wood
 - D. a drum skin
3. How did the drums of the Ute differ from many other drums?
 - A. They were two-sided.
 - B. They were filled with stones or seeds.
 - C. They were hand-held.
 - D. They were wind instruments.
4. According to the passage, whistles were made from
 - A. gourds
 - B. turtle shells
 - C. feathers
 - D. eagle bones
5. According to the passage, boiled hide scrapings were used to make
 - A. finger holes
 - B. boxes
 - C. rawhide lace
 - D. glue

Task 11

For questions 1-15, read the text below and decide which word or phrase A, B, C or D best fits each space.

Intelligence Tests

School exams are, mainly speaking, the first kind of tests we take. They find out how much knowledge we have (1) _____. But do they really show how *intelligent* we are? After all, isn't it a (2) _____ that some people who are very successful academically don't have any (3) _____ sense?

Intelligence is the speed (4).... which we can understand and (5) _____ to new situations and it is usually tested by logic puzzles. Although scientists are now preparing (6) _____ computer technology that will be able to `read` our brains, (7) _____ tests are still the most popular ways of measuring intelligence.



A person's IQ is their intelligence (8) _____ it is measured by a special test. The most common IQ tests are (9) _____ by Mensa, an organization that was founded in England in 1946. By 1976 it (10) _____ 1,300 members in Britain. Today there are 44,000 in Britain and 1,000,000 worldwide, (11) _____ in the US.

People taking the tests are judged in (12) _____ to an average score of 100, and those who score over 148 are entitled to join Mensa. This (13) _____ at 2% of the population. Anyone from the age of six can take their tests. All the questions are straightforward and most people can answer them if (14) _____ enough time. But that's the problem — the whole (15) _____ of the tests is that they're against the clock.

1	A fetched	B gained	C attached	D caught
2	A case	B fact	C circumstance	D truth
3	A natural	B bright	C sharp	D common
4	A on	B to	C in	D at
5	A accord	B react	C answer	D alter
6	A advanced	B forward	C ahead	D upper
7	A at this age	B for the present	C at the time	D now and then
8	A how	B that	C as	D so
9	A appointed	B commanded	C run	D steered
10	A held	B had	C kept	D belonged
11	A largely	B enormously	C highly	D considerably
12	A concern	B relation	C regard	D association
13	A adds up	B turns to	C comes up	D works out
14	A allowed	B spared	C let	D provided
15	A reason	B point	C matter	D question

Task 12

For questions 1 – 15, read the text and then decide which word A, B, C or D best fits each space.

Grandmother Has Her Day In Court

When retired teacher Joan Meredith wanted to make a point about nuclear weapons she sat down in the roadway outside the Trident submarine (1) _____ on the River Clyde, near Glasgow in Scotland.

Yesterday magistrates responded in kind, (2) _____ her to find a comfortable spot in their courtroom and to sit for the entire day's 3 _____ as punishment for non-payment of a \$ 100 fine.

Mrs. Meredith, 70, from Northumberland, in the north-east of England, had been (4) _____ to spend a week in jail for refusing to



pay the fine imposed after a peace (5) _____ at Faslane. She even packed a case for a (6) _____ in Low Newton prison near Durham. But magistrates in Alnwick chose to enact a little used (7) _____ of the Magistrates Court Act and told her she must stay in the court precincts for the day.

Dressed in a purple T-shirt and (8) _____ socks, Mrs. Meredith sat at the back of the court listening to (9) _____ and pronounced herself satisfied with her (10) _____.

A grandmother of six, she was (11) _____ fined after joining a blockade of Faslane (12) _____ by an anti-nuclear group. A week-long jail term imposed in June was (13) _____ to give her another chance to pay. Mrs. Meredith refused to do so because she does not believe her (14) _____ were morally wrong.

She would do it again, she said yesterday. "I can't see this (15) _____ any difference."

1.	A. base	B. station	C. place	D. site
2.	A. calling	B. forcing	C. ordering	D. threatening
3.	A. procedure	B. proceedings	C. process	D. procession
4.	A. waiting	B. intending	C. allowing	D. expecting
5.	A. crisis	B. revolution	C. protest	D. objection
6.	A. season	B. spell	C. turn	D. cycle
7.	A. section	B. topic	C. group	D. detail
8.	A. matching	B. fitting	C. suiting	D. joining
9.	A. episodes	B. meetings	C. circumstances	D. events
10.	A. judgment	B. sentence	C. result	D. decision
11.	A. primarily	B. newly	C. originally	D. principally
12.	A. done	B. forecast	C. performed	D. organized
13.	A. suspended	B. reserved	C. forgiving	D. lost
14.	A. measures	B. operations	C. actions	D. performances
15.	A. being	B. making	C. doing	D. meaning

Task 13

For questions 1-15, read the text below and decide which word or phrase A, B, C or D best fits each space.

Press Photographers

Good press photographers must have an "eye" for news, just as journalists must have a "nose" for a good story. They must be able to interpret a story and decide rapidly how they can take (1) _____ of



the best opportunities to take pictures. The most difficult part of a press photographer’s job is that he or she has to be able to (2) _____ a complicated situation with just one photograph. They rarely have second (3) _____ and must be able to take the required (4) _____ very quickly. Indeed, speed is essential – if the photographs are not ready for the printing deadline, they are very unlikely to be of any (5) _____.

Most press photographers begin work with a local newspaper. There, the (6) _____ is mostly for material of regional interest. Photographers may be expected to photograph a lot of unexciting events but to (7) _____ the enthusiasm to put ‘something special’ into every picture.

There is (8) _____ competition among those who want to move from local to national newspapers. Here, the work is much more centred on news. The photographer must work (9) _____ greater pressure and (10) _____ more responsibility. Only (11) _____ reliable, talented and resourceful photographers (12) _____ this difficult move. The work is tough and can be dangerous. On an overseas assignment, photographers may have to (13) _____ unfamiliar food and accommodation, physical and mental stress, and (14) _____ difficulty in transporting the pictures from an isolated area to get them to the newspaper (15) _____. They also have to beat the competition from other publications.

1.	A profit	B benefit	C gain	D advantage
2.	A draw up	B put out	C sum up	D turn out
3.	A chances	B occasions	C possibilities	D moments
4.	A image	B shot	C scene	D illustration
5.	A role	B gain	C employment	D use
6.	A demand	B task	C obligation	D duty
7.	A hold on	B keep up	C carry on	D stay up
8.	A firm	B forceful	C strict	D strong
9.	A by	B under	C through	D from
10.	A take	B support	C perform	D fetch
11.	A sharply	B largely	C highly	D fully
12.	A pass	B make	C turn	D proceed
13.	A struggle for	B get by	C cope with	D stand up
14.	A extreme	B plentiful	C far	D grand
15.	A on time	B by the time	C for a time	D with time



Task 14

For questions 1-15, read the text below and decide which word or phrase A, B, C or D best fits each space.

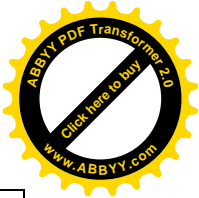
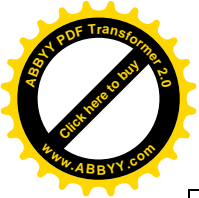
Gerald Mercator: The Man Who Mapped the Planet

When Gerald was born in 1512, the geography of the globe still remained a mystery. It was unclear whether America was a part of Asia, if there was a vast (1) _____ of sea at the top of the world or if Australia was (2) _____ to Antarctica.

Mercator's childhood was spent chiefly in Rupelmonde, a Flemish trading town on the river, and it was here that his geographical imagination was (3) _____ by the ships which passed to and from the rest of the world. Alongside imagination, he developed two very different skills. The first was the ability to gather, (4) _____ and co-ordinate the geographical information (5) _____ by explorers and sailors who frequented the margins of the known. He also had to be able to imagine himself (6) _____ from the heavens, to achieve the visionary (7) _____ of gods in the skies, (8) _____ down on the world. The main reason why Mercator's name is (9) _____ to us is because of the *Mercator Projection*: the solution he (10) _____ to represent the spheroidal surface of the globe on a two-dimensional plane. It is less well known that Mercator was the first man to conceive of mapping the (11) _____ surface of the planet or that he (12) _____ the idea of multiple maps being presented in bound books, to which he gave the name "Atlas".

It is difficult for us to be surprised by maps, so many are there, and of such detail and coverage, but we should (13) _____ in mind that Mercator lived at a time when such knowledge was far from (14) _____. He was the man who (15) _____ our worldview for ever.

1.	A. territory	B. distance	C. range	D. expanse
2.	A. connected	B. coupled	C. united	D. integrated
3.	A. raised	B. reared	C. supplied	D. nourished
4.	A. congregate	B. amass	C. assimilate	D. construct
5.	A. granted	B. conferred	C. contributed	D. provided
6.	A. suspended	B. located	C. situated	D. attached
7.	A. inspection	B. observation	C. perspective	D. assessment
8.	A. glimpsing	B. scrutinizing	C. watching	D. gazing
9.	A. familiar	B. famous	C. memorable	D. recognizable



10.	A. invented	B. contrived	C. devised	D. schemed
11.	A. sheer	B. full	C. entire	D. utter
12.	A. pioneered	B. initiated	C. lead	D. prepared
13.	A. carry	B. hold	C. take	D. bear
14.	A. typical	B. common	C. routine	D. normal
15.	A. converted	B. substituted	C. distorted	D. altered

Task 15

For questions 1-15, read the text below and decide which word or phrase A, B, C or D best fits each space.

Motor Racing Experts to Give Advice on Speedy Transfers of Sick Children

Britain’s top children’s hospital has turned to the world of motor racing for help in moving sick babies at maximum speed and with minimum risk.

Great Ormond Street Hospital in London has (1) _____ in experts from the MacLaren Formula One motor racing team to bring the (2)_____ of the pit stop into the sphere of medical care in an (3)_____ to learn how children might be transferred more quickly and safely out of the operating (4)_____ during the critical minutes that follow complex heart (5)_____.

David Ryan, the MacLaren team manager, has visited the hospital and (6) _____ doctors how to shave seconds off a tyre change. Doctors hope to (7) _____ the method to help medical teams to (8) ___ lines, tubes and syringes and begin (9) ___ vital functions as soon as possible after a baby who has had surgery arrives in the (10) _____ care unit.

Specialists at the hospital, led by Martin Elliott, a cardiac surgeon, believed the speed and efficiency (11)_____ by motor racing teams at pit stops offered the (12)_____ parallel for the improvements they were seeking to (13)_____ and so contacted MacLaren for advice.

(14)_____ of the MacLaren team will return to the hospital later this month to examine a plan (15) ___ up by doctors to improve the transfers.



1.	A. put	B. sent	C. called	D. set
2.	A. habit	B. discipline	C. arrangement	D. order
3.	A. effort	B. aim	C. action	D. operation
4.	A. clinic	B. room	C. ward	D. theatre
5.	A. disease	B. surgery	C. therapy	D. remedy
6.	A educated	B guided	C instructed	D lectured
7.	A adapt	B adjust	C turn	D vary
8.	A introduce	B insert	C inject	D enter
9.	A watching	B guarding	C nursing	D monitoring
10.	A high	B continuous	C intensive	D additional
11.	A displayed	B noted	C produced	D mentioned
12.	A nearest	B shortest	C briefest	D closest
13.	A put	B make	C form	D do
14.	A members	B owners	C tenants	D holders
15.	A done	B taken	C drawn	D written

Task 16

For questions 1 – 15, read the text below and then decide which word best fits each space.

Smart Dog!

Dogs are probably much cleverer than most people think, scientists say. They are convinced that dogs can count and that the animals try to (1) _____ different messages through the pitch and pace of their barks. Animal behaviourists used to think their bark was simply a way of (2) _____ attention. Now a new study suggests that individual dogs have (3) _____ barks with a range of meanings. For example, dogs usually use high-pitched single barks when they are (4) _____ from their owners and a lower, harsher superbark when strangers (5) _____ towards them or the doorbell rings.

Dogs also know when they are receiving fewer treats because they have a basic mathematical ability that (6) _____ them to tell when one pile of objects is bigger than another. But to count, an animal has to recognize that each object in a set (7) _____ to a single number and that the last number in a (8) _____ represents the total number of objects.

The theory has been tested on eleven dogs. They were first (9) _____ treats before a screen was lowered so that the treats were out of (10) _____. The treats were left as they were or some were added



or taken away. If a treat was added or taken away, the dogs looked at them much longer than they did when the treats were not disturbed, (11) _____ because they had done their sums and the numbers did not meet their (12) _____.

Dogs are (13) _____ from wolves, which not only have a large neo-cortex – the brain’s centre of reasoning – but live in large social groups. This mathematical ability could have been used to (14) _____ how many enemies and (15) _____ they had in a pack.

1.	A. transfer	B. convey	C. bear	D. suggest
2.	A. paying	B. attracting	C. causing	D. devoting
3.	A. specific	B. exact	C. detailed	D. specialized
4.	A. split	B. detached	C. separated	D. divided
5.	A. approach	B. appear	C. draw	D. move
6.	A. assists	B. facilitates	C. enables	D. informs
7.	A. corresponds	B. ties	C. fits	D.
8.	A. sequence	B. system	C. progression	complements
9.	A. tempted	B. demonstrated	C. shown	D. succession
10.	A. view	B. notice	C. perception	D. presented
11.	A. likely	B. presumably	C. surely	D. sight
12.	A. estimates	B. calculations	C. suspicions	D. predictably
13.	A. descended	B. related	C. connected	D. expectations
14.	A. take in	B. work out	C. think over	D. evolved
15.	A. helpers	B. defenders	C. allies	D. look into
				D. partners

Task 17

Read the article and decide whether statements 1 – 5 are true or false. Write T or F.

The Destiny of our Species

If you believe humans will evolve into a race of super beings, think again. Things may be different from what we expect. Mankind’s future is as Homo Couchus. This is an ideal species of slug-like creatures with a taste for junk food, comfy sofas and home entertainment, according to archeologists.

The depressing picture comes from a team of Edinburgh archeologists at the launch of the city’s annual international science festival. They say our preference for junk food, labour-saving devices,



and lack of exercises will see humans developing smaller skeletons and fatter bodies. The only improvement on the 20th century body is likely to be extremely agile fingers. These will be used for manipulating TV, computer, and video remote controls.

However, some futurologists say that our descendants will learn how to tinker with our genes, giving humans stronger bodies, bigger brains, or even more animal characteristics like feathers and fur!

1. We shouldn't believe humans are superior to all other animals.
2. We will all develop into the animals we were originally.
3. Edinburgh archeologists predict our lifestyle will affect the shape and condition of our body.
4. Our fingers will become less active that they were last century.
5. Genetic research may enable us to change the composition of our bodies.

Task 18

Read the extract from the guide book and decide whether statements 1 – 5 are true or false. Write T or F.

No tour of England would be complete without a visit to the Cotswolds, an area of outstanding natural beauty. The Cotswolds are the favourite haunt of several thousand people every year. To appreciate the area, we recommend that you begin by stopping off at the village of Bourton-on-the-Water. Here you will find honey-coloured cottages (the kind you seen on picture postcards), a bird sanctuary, a maze and a motor museum. For nature-lovers, a visit to the bird sanctuary, where hundreds of different species of birds from all over the world are kept, is a must. There are flamingoes, penguins, parrots and many other rare birds. If you decide to spend linger here, your entry ticket covers subsequent visits at any time you wish. We recommend that you do linger – since after the day trips depart a peaceful calm falls over the village making it a great place to enjoy long summer evenings.

1. The Cotswolds attract a large number of visitors annually.
2. You can buy beautiful postcards at Bourton-on-the-Water.
3. The area is home to many different varieties of local wildlife.
4. A ticket to the bird sanctuary is valid for more than one visit.



5. The sanctuary is very pleasant on summer evenings.

Task 19

Read the article about dogs and decide whether statements 1 – 5 are true or false. Write T or F.

How fond are you of dogs? Many people claim that dogs are incapable of love, although there are others who would disagree, firmly believing that dogs make not only good but loyal and trustworthy friends. There are many famous stories about dog's relationship with its master.

One of the most touching stories took place in 1858, in Edinburgh. A small dog, whose name was Bobby, belonged to a man called John Grey. Bobby was John Grey's best friend. When John Grey died, Bobby followed his master's coffin as it was carried into Greyfriars churchyard. After the burial, Bobby refused to leave the graveside, believing it to be his master's new home, and remained there in a shelter specially made for him until his own death fourteen years later. The relationship John Grey formed with Bobby was as strong as, if not stronger than many that exist between humans.

1. There is some disagreement about whether or not dogs have feelings.
2. The story of John grey and his dog is little-known
3. After his master's death, Bobby had to be carried into the churchyard.
4. The dog was forced to spend the rest of his life in a dog's home.
5. John Grey was as fond of Bobby as he could have been of any animal.

Task 20

Read the text and decide whether statements 1 – 5 are true or false. Write T or F.

THE GOOD COMPANIONS

(By J. B. Priestly)

The trouble began when Joe was singing, at the very opening of the programme. It was a cloud no larger than a man's hand, but there it was. As usual, Joe was giving his audience, whom he apparently



imagined to be a company of future navigators, some advice concerning the ocean. Just as he was, for the fourth or fifth time repeating the refrain, a horrible hoarse and penetrating voice told him to “shut up”. It came, this voice, from the back of the pit, which was the cheapest part of the house, there being no gallery. And it raised an outburst of a loud and jeering laugh from that quarter, though the rest of the audience immediately made hushing noises. Joe himself seemed to pay no attention to this voice; he went on with his song; but Inigo at the piano noticed that his great fists were clenched. Joe, it was clear, was very annoyed, as he had every right to be. Besides, it was not the first time that voice had jeered at them. It had been heard one or two nights before.

When Joe had finished his first song, he was warmly applauded, the audience – bless them; - being as usual all the more enthusiastic because some of their number had been rude enough to interrupt. But from that same place at the back there came boos and groans and ironic cheers and they were so prolonged that they outlasted the applause. Joe was furious. “If the gentleman at the back doesn’t shut up,” roared Joe, his honest face inflamed even through the make-up, “he’ll be soon made to shut up.” The gentleman at the back and his friends signified their contempt for this threat, but other people in the audience, not having paid their money to listen to the town roughs, welcomed Joe’s words. “Turn him out,” they cried. For a minute or two there was quite an uproar in the place. Joe grimly waited until there was quiet again, and then began his song.

It had been arranged that Susie should go on next. Susie flashed a glance at Inigo at the piano, who lifted an eyebrow in reply. For a minute or two, she felt horrible, wobbly on her legs and hot and dry in the mouth; everything went out of her head: words, business, everything; and she felt she could never be amusing on the stage again. Then a huge friendly laugh came over the footlight to her from the audience. And then all her nervousness fell away from her, leaving her excited somewhere inside but feeling clear, masterful, full of wonderful tricks.

She hurled herself into the little scene, became a laughing whirlwind of fun. She acted everybody, Jimmy included, clean off the stage. The audience laughed; they roared. Even those people in the box seemed to be laughing, leaning forward.

They pounded and thundered their approval.



1. The trouble began when Joe came up to the house.
2. A horrible hoarse and penetrating voice told him “to shut up”.
3. The voice came from the back of the pit.
4. Joe didn’t pay any attention to this voice.
5. His great fists were clinched, he was very annoyed.
6. Joe was warmly applauded.
7. Inigo was on next.
8. Inigo had a very pleasant voice.
9. Susie was on next.
10. It was only she who attracted the public attention.

Task 21

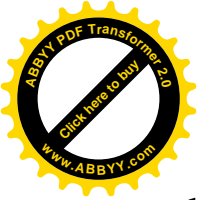
Each of the sentences A - E fits into a gap in the extracts from an article about New Zealand. Decide where each sentence fits best.

- A. But things liven up at Christmas and New Year when celebrating boat crew and other visitor get the place rocking again.
- B. Shocking settlers responded by building the Christ church, which is now New Zealand’s oldest church.
- C. Colonists first arrived there in 1809, making it New Zealand’s first white settlement.
- D. Later, he defiantly chopped down the British flagstaff, symbol of the new regime.
- E. A ferry also serves the small peninsula from the port of Opua, south of the harbour.

Historic Northland

Runaway sailors, escaped convicts, brawling and drunkenness: the town of Russell, formerly called Kororareka, has known them all. **(1)** _____. Today, it’s small, quiet and peaceful. There’s an air of stored history and of romance. **(2)** _____. This former (but short-lived) capital of New Zealand is linked by a regular launch service to Paihia and Waitangi. **(3)** _____.

In the early 1830s, lust and lawlessness prevailed, with up to 30 shops of ill-repute operating on the tiny waterfront. **(4)** _____. Its



bullet-holed walls are grim reminders of the siege of the building in 1845.

Maori Chief Hone Heke reluctantly signed the Treaty of Waitangi in 1840, and then grew discontented over government land dealings. (5) _____. Fighting ensued and the Chief and his men were captured. Eventually Heke was pardoned and his men freed.

Task 22

You are going to read a magazine article. Eight sentences have been removed from the article. Choose from the sentences A-I the one which fits each gap (1 - 7). There is one extra sentence which you do not need to use. There is an example at the beginning (0).

- A This was not an easy task.
- B Life for the other extras was far from easy.
- C So some things just aren't meant to happen, I suppose.
- D Despite my disappointment, I agreed to participate.
- E And so my first taste of this "glamorous" career was over.
- F I was to lose some of my enthusiasm for the idea, however.
- G I bet stars are never treated like this, I thought.
- H Then at last we were called to do our scenes.
- I Now at last I would get my chance.

On Camera

When I saw the notice 'Women film extras wanted' in a local newspaper, I jumped at the chance. As a child I had dreamt of being a film star. **0** I

The casting interview, held in a church hall with many budding actors in attendance, went well, and two days later I was told that I had been chosen. The production in question was revealed as Scottish Television's *Dr Finlay* drama, which is set in the 1950s.

(1) _____. Extras are often left in the dark for some time when it comes to being told which role they will play. Finally, the nature of my role was revealed; I was asked to play a mental hospital patient.

(2) _____. Then, barely a week later, the day of filming dawned. All 13 of us extras, mainly housewives, were told to change into our costumes in the wardrobe department. Then we were driven



to the location, a hospital on the fringes of Glasgow. It seems to me it is common for old hospitals to be used in this way.

On arriving, we were given coffee and tea, which looked and tasted like cement. Then we were rushed off to make-up. My hair was pinned back and make-up was applied that gave me a pale appearance. Then we were sent to the minibus for a few hours, as the cameras rolled elsewhere.

After the second hour had passed I was becoming bored. (3)_____. I had expected to be so busy that I hadn't come prepared for a long wait. Many of the others had brought a book or knitting.

Three hours had now passed. (4)_____ A large room in the hospital had been transformed into a dayroom for that purpose. Although I had expected the room to be warm because of the lighting equipment present, it was quite chilly.

When the director came in, we were instructed what to do and where to stand. Along with a few others, I was told to sit at a table and weave baskets. (5)_____ The cane we had to use was very long. On several occasions my basket fell apart in front of my very eyes. On others I only succeeded in hitting a cameraman in the eye.

(6)_____ Jean, who was barefoot, had to circle the floor. Poor Alice was asked to pretend to bang her head against the wall. Meanwhile, Veronica swept the floor.

Thankfully, after just a few attempts, the scenes were done. (7)_____. Although I found the experience very interesting, my first screen role will almost certainly be my last.

Task 23

For questions 1 - 6, read the following text and then choose from the list A - J the best phrase given below it to fill each of the spaces. Each correct phrase may only be used once. Some of the suggested answers do not fit at all. The exercise begins with an example (0).

- A which dries it out
- B that won't offend
- C keep it simple
- D not necessarily the food itself
- E whenever you wish



- F usually found in high- class restaurants
- G like smoked salmon
- H into such areas as preparation and supply
- I as we began to taxi for take-off
- J given the cost of air travel

Taste in Airlines

Mankind has mastered flight, but has not yet conquered the skill of serving up decent food in the skies. Surely, (0) J, it's not unreasonable to expect a small miracle to be presented on the plastic plate. Yet, for the vast majority of travellers, airline food remains lukewarm and unappetising.

Now, at least, there are signs that the problem is being addressed. British Airways recently spent millions of pounds to improve catering, and called on top chefs to recreate the kind of menus (1) _____. Surrey University plans to appoint a professor of airline food, who will lead research (2) _____.

But the airlines have a lot of ground to make up. A recent survey of transatlantic meals by the renowned food critic, Egon Ronay, found most to be “very poor indeed – an insult to the palate as well as to the intelligence.”

But the problem is (3) _____ according to Christopher Smith, a lecturer in food and beverage management at Surrey University. “The quality of the food used is high in terms of products, hygiene and safety.” Part of it is simple logistics.

In-flight meals have to be prepared hours in advance, chilled to 5°C, and then reheated on board. Delays on the runway or turbulence preventing meals being served immediately mean that food sits too long in ovens, (4) _____.

And, for reasons experts do not yet understand, altitude and cabin pressure numb the palate. Food and drink lose much of their taste at around 35,000 feet, which leaves airline caterers struggling to find strong flavours (5) _____ garlic, for instance, is generally taboo.

The consensus for the experts is: (6) _____. Several professional chefs said they would be much happier with a fresh, well-prepared sandwich or cold bean salad rather than a more ambitious but poorly executed meal.

Independent On Sunday



Task 24

For questions 1 - 6, read the following text and then choose from the list A - J the best phrase given below it to fill each of the spaces. Each correct phrase may only be used once. Some of the suggested answers do not fit at all. The exercise begins with an example (0).

- A. and is expected to draw record numbers this time around
- B. and cheered by the 20,000 strong crowd
- C. and anyone else that strays within their range
- D. and at the same time many more targets
- E. and avoid wearing anything that can't be cleaned
- F. and is estimated to be about 90,000 tonnes
- G. and it hardly matters since the point is fun
- H. and not only for residents, but any passing tourist
- I. and in a much more appealing form than the next day.
- J. and with even greater anticipation for the battle ahead

The World's Largest Tomato Fight

The town of Bunol in Spain is famous for *La Tomatina*, the world's largest vegetable fight. The event takes place during a week-long celebration filled with festivities (0) J . *La Tomatina* started during the 1940s, when a number of friends started a tomato fight and passes-by got dragged into it. From that day forward, the fiesta has been celebrated annually (1) . The reason for the fight has never been established (2) .

La Tomatina has blossomed into a huge fiesta that coincides with the town's patron saint. This is partly in an effort to draw more tourism into Bunol, (3) . The night before *La Tomatina*, the narrow streets are filled with tomatoes, (4) . No one can do battle on an empty stomach so huge pans filled with delicious paella are on offer. Then, early Wednesday morning, shopkeepers set about covering windows and doors in preparation for the mess. Large trucks rumble up the streets to arrive in the square (5) . Men on top of the trucks then begin to attack with soft tomatoes from the four corners of Spain. The victims retaliate against the trucks, each other, (6) . When all the tomatoes have been demolished, everyone heads to the river to clean it all off.



Task 25

For questions 1 - 6, read the following text and then choose from the list A - J the best phrase given below it to fill each of the spaces. Each correct phrase may only be used once. Some of the suggested answers do not fit at all. The exercise begins with an example (0).

- A. but many people still thought there was more to it
- B. because there would never be time enough
- C. and that this had continued over 13 years
- D. which would appear in the same field overnight
- E. but there was one matter both agreed on
- F. because these were unlikely to be considered
- G. which in turn offered a financial opportunity to farmers
- H. and nobody would have noticed for those reasons
- I. which seemed to be the most convincing so far
- J. but at this point nobody paid much attention

What Made the Mysterious patterns in the Wheat Fields?

The first picture of a strange pattern in a Britain wheat field appeared on television in the late 1970s (0) J. However, by the early 1980s, the patterns were getting larger and sometimes there were groups of six or more (1) _____. The media took notice and the resulting publicity attracted hoards of mystics and scientists. While the mystics claimed the patterns were caused by UFOs or by cosmic energy, the scientists put it down to unusual weather conditions, (2) _____. The patterns couldn't have been created by humans working under cover of darkness (3) _____. As the patterns in the fields grew more elaborate, they became tourist attractions (4) _____. As the mystery deepened, the patterns were discussed in Parliament, debated on TV and written about by the press.

Then in 1991, two elderly men told a British newspaper that they were responsible for the patterns. They claimed they'd made the first one as a joke one Friday night in 1978 (5) _____. They proudly admitted to creating around 1,000 patterns, and to prove it, they created one while a reporter watched. In the article that followed, the reporter expressed his amazement at how simple the process was, which involved string, a pole and some wooden planks (6) _____.



While they accepted that the men had been responsible for some of the Patterns, this didn't explain the 9,000 others.

Task 26

Read the text and find out which of the people, A, B, C, or D.

A. Alex D. Linz Moceanu	B. Jonathan Moore	D. Dominique
--------------------------------	--------------------------	---------------------

1. has parents who wasted the money the child made? _____
2. has a parent who prevented the child becoming too involved in the child career? _____
3. has a parent who left a job to look after the child's interests? _____
4. became legally separated from his / her parents? _____
5. has a parent who was well-known for the same reason as his / her child? _____

Fame in the Family

The more a child succeeds, the more he or she needs parents with both feet firmly on the ground.

Deborah Linz, mum of 11-year-old Alex D. Linz, the latest *Home Alone* star, has given up the career as a lawyer to oversee his. Big sacrifice, the critics might sneer. After all, her kid is a multi-millionaire already!

Aston Moore, himself an international-class triple jumper, is the father of a 14-year-old Jonathan Moore, a naturally talented athlete who holds national age-group records in both long jump and triple jump. Interestingly, Aston forbade his son to train more than once or twice a fortnight when he was 11 because he'd seen too many youngsters burnt out by over-training when young.

Dominique Moceanu, 17, is an American Olympic gymnast. She won the right to be "divorced" from her parents after claiming that they'd hit her when they thought she wasn't spending enough time in the gym and that they'd squandered \$ 1 million of her career earnings.

Task 27

Read the three texts about risk and match the statements 1 – 5 to the texts A – C.

A. There is a fundamental problem that risk assessors can never take into account. The problem is that people can change their behaviour after assessing a risk but you can never be certain how



much they will change it. The past is not necessary a guide to the future – but it may well be.

B. most measures of risk are irrelevant for individuals. Accident statistics show that there’s a 1 in 16,000 chance of dying in a road accident each year but that doesn’t prevent us from traveling around in our cars.

C. There’s always a certain amount of ignorance involved with any assessment of risk in any given situation. It’s this ignorance that often proves the most dangerous. We can’t always predict the unforeseen short or long term side-effects of risk.

1. It’s what we don’t know that often poses the greatest risk.

_____ **2. It’s difficult to know exactly how people’s actions are affected by risk assessment.** _____

3. Knowing about a risk doesn’t stop us from taking it.

_____ **4. The effects of some risks are often unexpected.** _____

5. It may or may not be possible for us to learn from history.

Task 28

Read the text and match headings A – F to paragraphs 1 – 5. There is one heading you do not need.

- A. An expensive place of your own**
- B. A mix of cultures**
- C. A forgotten culture**
- D. A worried population**
- E. A number of small territories**
- F. A chance to become royalty**

Islands

1 _____

Great Britain is the largest of the British Isles, an archipelago made up of around 2000 islands. It is distinguished from the United Kingdom by the specific exclusion of any part of Ireland, and from the



British Isles by the exclusion of the self-governing Isle of Man and the Channel islands.

2 _____

The Isle of Man, in the Irish Sea midway between England and Ireland, has a population of some 50000. Its parliament is said to be the world's oldest. Half the inhabitants spoke the Manx language, from the same root as Gaelic, at the end of the 19th century, but it has now died out.

3 _____

On the Channel islands, which are much closer to France than they are to Britain, French and English are both official languages. The islands are a tax haven and residency is hard to obtain, even for Britons.

4 _____

The idea of being a king of an island is clearly an attractive one and whole islands do occasionally come up for sale. They are almost exclusively on the western side of the country, running from the Scilly Isles off Cornwall, past Wales to the more prolific Western Isles of Scotland.

5 _____

Some of the Scottish islands are getting their own private airstrips for the use of new owners. Many islands are now being bought by film stars and rock musicians. Owning an island still has a poetic appeal, no matter what the cost. Accordingly, prices have spiraled upwards.

Task 29

Read the text and match headings A – I to paragraphs 1 – 7. There is one heading you do not need. There is an example in the beginning.

- A. Divisions among climbers**
- B. Little advance warning**
- C. Safety first**
- D. Seeing improvement**
- E. Easier than it looks**
- F. More preparation**



G. Getting organized
H. A new type of climbing
I. Popular in many forms

0 _____ *I* _____

Climbing is an overall term which covers a broad range of ways of going vertical. In Britain, indoor climbing walls have caught on, competition climbing is featured on TV and the crags and quarries are busy all year round with rock climbers.

1 _____

Training for climbers was once virtually unheard of but there is now a wide variety of home training aids designed to build up both fitness and stamina in fingers, hands and arms. Fitness, strength, agility, stamina, skills and intelligent thinking are part of all outdoor activities and especially important in climbing – outdoors or indoors.

2 _____

At one time there was, almost, a standard career path for novice climbers to trace. They started with local rock-climbing and then progressed to some of the classic routes further afield in the greater ranges. Along the way, they could branch out into a range of disciplines from solo climbing to the specialist techniques of ice climbing. But it was all outdoors. These days, climbers may concentrate their efforts solely on indoor climbing, on artificially constructed ‘rock’ walls of intricate difficulty. Almost every major town now has an indoor climbing wall built inside once disused buildings. As well as in modern sports centres.

3 _____

There are heated debates within the climbing world between the traditionalists, who use minimal aid outdoors, and those who use drills and bolts for greater assistance on routes that otherwise wouldn’t be practical or would be beyond their ability. Similarly, indoor wall climbing fans are often dismissed by the traditionalists as gymnasts who have no feel for the spirit of ‘real’ climbing.



4 _____

Whatever the approach, climbing equipment itself is all about protection. It is designed to allow the climber to concentrate on putting the climbing moves together without paying a harsh penalty when they don't work. Harnesses, helmets, rock shoes, ropes and nuts and bolts are about limiting the potential damage of a fall and keeping the mind focused on planned ascent rather than abrupt descent.

5 _____

Completion climbing is one Britain's fastest growing sports. This rapid growth is a reflection, in part, of the sport's relative youth. It was only in 1987 that climbing's governing body, the International Union of Alpine Associations, first set out the rules and regulations which guide international championships. Before then, competitions were arranged on an individual basis and were, primarily, judged on speed rather than technical ability.

6 _____

Competition rules are still relatively uncomplicated. The style normally used is 'on-sight' climbing, where each climber is not given prior knowledge of the route to be climbed other than what can be gathered from six minutes' visual inspection on the ground before the start. After seeing the route, all competitors remain in an isolated zone. Once they have left this area to climb, they are not permitted to re-enter in order to prevent them from giving information to other climbers.

7 _____

Outside the confines of competition, one of the great plus points of climbing is that personal performance can be measured as individual progress as well as against the standard reached by others. Routes are graded accordingly to difficulty and there's a lot of satisfaction in pushing the boundaries as confidence and skill grow over time.

Task 30

Read the text below. Fill in the each gap (1 – 15) with the one word which best fits each space.

Hahn Airport

The airport for Frankfurt consists (1) _____ a large shed. Three times a day, a plane arrives form Essex, (2) _____ once daily



another drops in from Ayrshire. Occasionally, a German charter flight takes off for sunnier shore. But otherwise the miles of rolling countryside (3) _____ the airport remain blissfully undisturbed. (4) _____ to information from Ryanair and the International Air Transport Association, Hahn airport (5) _____ indeed serving Europe's financial hub. But (6) _____ Ryanair started flying there, some passengers have been alarmed to discover on landing that they are still a 90-minute bus ride away from the city of Frankfurt. (7) _____, few travellers have used the new no-frills flights (8) _____ explore the peaceful backwater of Rheinland-Platz.

The small village of Hahn found (9) _____ on the aviation map when the US Air Force built a large base there. With the end of the Cold War, the runway seemed likely to fall (10) _____ disuse. The arrival of Ryanair has boosted its fortunes. Staff at Hahn's tourist office (11) _____ point you towards some of the vineyards on the banks of the Mosel. Upstream it leads to the ancient Roman settlement of Trier; downstream, it meets (12) _____ Rhine in the centre of Koblenz. Should your final destination (13) _____ Frankfurt, there is an alternative gateway: Frankfurt – Main International, 12 kilometres from the city centre, and the business airport in Continental Europe, (14) _____ hundreds of flights each day. But it is not as cute (15) _____ Hahn.

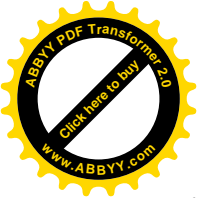
Task 31

Read the text below. Fill in the each gap (1 – 15) with the one word which best fits each space.

The Fish and Chip Shop

Harry Ramsden's is a remarkable establishment in Yorkshire, in the North of England. It looks more like a cinema or fire station than a world-famous restaurant, and it (1) _____ a symbol of a certain attitude (2) _____ food in the North of England.

The car park beside (3) _____ unique place has up to sixteen coaches in (4) _____ at any time. Numerous cars, too, (5) _____ every type, size and age, are also parked there. Outside the building, a queue stretches around the side. Those waiting to be seated appear rather anxious, (6) _____ if they are children waiting to go



into a theme park. (7) _____ is a sense of excitement. Harry Ramsden's is (8) _____ merely a restaurant: it is an event.

Inside the vast carpeted dining-room, elegant glass lights illuminates tables (9) _____ are laid with simple blue-checked table cloths, ordinary plates, cups and saucers (10) _____ bottles of sauce. Everyone is there (11) _____ enjoy the favourite food of the area – fish and chips, cooked to perfection (12) _____ a unique environment. This simple meal has been served to film stars, politicians and miners alike.

Harry Ramsden's is an English celebration of simple, value-for-money food, served stylishly and enjoyed (13) _____ all. More Harry Ramsden's restaurant (14) _____ opened since the original one, (15) _____ in Britain and abroad.

Task 32

Read the text below. Fill in the each gap (1 – 15) with the one word which best fits each space.

Vegetarianism

Vegetarians don't eat any meat, fish or poultry, and they avoid foods with animal products in them. Some people avoid red meat but they include chicken and fish (1) _____ their diet. These are often people who recognize (2) _____ healthy benefits of a vegetarian diet, but who find they can't (3) _____ up meat completely. This half-way position is sometimes taken by people who are making the change (4) _____ a completely vegetarian diet. Vegans go one step further (5) _____ other vegetarians, avoiding all foods of animal origin, such as dairy produce, eggs and honey.

Vegetarians are growing in number. (6) _____ estimated sever per cent of British people are now vegetarians, and there are a (7) _____ many others who only eat meat occasionally. In the (8) _____ few years, food manufactures have expanded their vegetarian ranges, and it has (9) _____ a lot easier to choose an animal-free diet. Many restaurants also now offer a wide variety (10) _____ vegetarian dishes.

People might choose a vegetarian diet (11) _____ moral or health reasons, (12) _____ both. Some vegetarians simply don't like the idea of eating creatures, and they may dislike the conditions in (13)



_____ many animals are kept before (14) _____ killed for food. Others may have become vegetarians (15) _____ of the health benefits.

Task 33

Read the text below. Fill in the each gap (1 – 15) with the one word which best fits each space.

Models Wanted

If you are a student, unemployed or retired with time on you hands and fancy doing something you have always wanted to do (1) _____ never had the confidence, a bit of modeling, perhaps, or appearing in your favourite soap operas, (2) _____ could be the right time. (3) _____ glamour nor good looks are necessary to give it a go. Modelling agencies aren't just looking for beauty; they also need normal models to appear (4) _____ TV aids, while similar candidates (5) _____ wanted by casting agencies as extras for film and TV. (6) _____ you are exceptionally lucky, you won't earn a huge amount, but it can provide the extra you need to get by on. Nor, (7) _____ some may hope, is it likely to lead to a new career as an actor. But most people, (8) _____ do find it enjoyable and appreciate the chance to meet people.

(9) _____ you don't need experience or training, anyone has the potential to become an extra as (10) _____ you are reliable, available (11) _____ short notice and are prepared to do any work that comes (12) _____ way. If you think modelling is (13) _____ your style, then your best bet is to approach on of the big model agencies that have real –looking people in their books. You'll be surprised at (14) _____ much demand there is (15) _____ 'the average person' from the advertising world.

Task 34

Read the text below. Complete the text with the correct forms of the words in brackets (1 – 10).

Mark Twain, the author of the *Adventures of Tom Sawyer*, (1) _____ (to be) one of America's best-loved storytellers. He (2) _____ (to grow up) in a small town on the Mississippi River. As a young boy, he (3) _____ (to admire, greatly) the pilots of the riverboats and dreamed about being a riverboat pilot on the mighty river. He pursued his dream, and by the age of 22, he himself (4) _____ (to become) a riverboat pilot. Later in life, when he (5) _____ (to become) a writer,



many of his stories (6) _____ (to contain) elements of his own experiences. He wrote many humorous stories and articles about life on the Mississippi River before he (7) _____ (to die) in 1910 at the age of 74. Sadly, Twain (8) _____ (to work) on a new story for several months before his death, but he (9) _____ (to finish, never) it. Over the years since his death, his boyhood home in Hannibal, Missouri, (10) _____ (to become) a favourite place for Americans to visit to learn about Twain and life on the Mississippi at the turn of the 19th century.

Task 35

Read the text below. Complete the text with the correct forms of the words in brackets (1 – 15).

On the 28th December 1895, the first cinema (1) _____ (to open) in Paris. Only 35 tickets (2) _____ (to sell) that day, but by the end of the week more and more people (3) _____ (to want) to see the moving pictures. This first silent film (4) _____ (to direct) by Louis and Auguste Lumiere.

While the Lumiere brothers (5) _____ (to make) their first film, H.G. Wells (6) _____ (to write) his famous science-fiction novel *The Time Machine*. It was the first novel about time travel, and (7) _____ (to become) an instant best-seller. It tells the story of an adventurous Victorian inventor who travels to 1917, 1940, 1966 and 802701! However, although it (8) _____ (to complete) in 1895, the book (9) _____ (not to turn into) a film until 1960. When it (10) _____ (to release), audiences rushed to see it.

Thirty years after *The Time Machine*, other time travellers (11) _____ (to begin) to appear at the cinema. In 1990 Michael J. Fox (12) _____ (to take) his third trip into the future in *Back to the Future 3*, while Arnold Schwarzenegger (13) _____ (to search) for his past in *Total Recall*. Both films were box office hits, and both (14) _____ (to use) special effects to create the journeys into the past and future. These effects not only amazed and entertained audiences, but they also managed to turn fantasy into reality. People (15) _____ (can) finally experience what it was like to travel through time.

Task 36

Read the text below. Complete the text with the correct forms of the words in brackets (1 – 18).

On June 20-th, I returned home. I (1) _____ (to be) away from home for two months. My family (2) _____ (to meet) me at the



airport with kisses and tears. They (3) _____ (to miss) me so much as I had missed them. I (4) _____ (to be) very happy to see them again. When I (5) _____ (to get) the chance, I (6) _____ (to take) a long look at them. My little brother (7) _____ (to be) no longer little. He (8) _____ (to grow) a lot. He (9) _____ (to be) almost as tall as my father. My little sister (10) _____ (to wear) a green dress. She (11) _____ (to change) quite a bit too, but she (12) _____ (be, still) mischievous and inquisitive. She (13) _____ (to ask) me a thousand questions a minute, or so it seemed. My father (14) _____ (to gain) some weight, and his hair (15) _____ (to turn) a little grayer, but otherwise he was just as I (16) _____ (to remember) him. My mother (17) _____ (to look) a little older, but not much. The wrinkles on her face (18) _____ (to be) smile wrinkles.

Task 37

Read the text below. Complete the text with the correct forms of the words in brackets (1 – 15).

Employees protesting at the planned closure of the Magnet electronic factory have begun a protest outside the factory in Brook Road. It (1) _____ (to reveal) last week that production at the factory, where over 3,000 local people (2) _____ (to employ), (3) _____ (to transfer) to the existing Magnet plant in Luton next month. Only a few new jobs (4) _____ (to expect) to be created. “Why (5) _____ (we not to inform) about this earlier? We (6) _____ (only to tell) about this two days ago,” said Marjory Calder, representing the workforce. “It’s about time companies such as this (7) _____ (to start) thinking about new local communities (8) _____ (to affect) by their policies. Most of us here own our houses. How are we going to keep paying the mortgage and find a job? I wish I (9) _____ (to know).” Reg Reynolds, Director of Magnet was asked what was being done to help those who have (10) _____ (to make) redundant. “Every effort (11) _____ (to make) over the past month to offer early retirement to those who qualify,” he told our reporter. When (12) _____ (to question) about why the workers (13) _____ (not to tell) about the closure earlier, he revealed the company (14) _____ (to promise) a government loan to keep the factory open, but that at the last minute the government (15) _____ (to decide) not to provide the loan after all. “So don’t blame the company, we’ve done our best.”



Task 38

Read the text below. Complete the text with the correct forms of the words in brackets (1 – 10).

Television is one of the most important (1) _____ (invent) of the twentieth century. The first TV programme was broadcast in 1929, and by the (2) _____ (begin) of the 1950s, almost every home had a television set. For the first time, people were able to watch (3) _____ (history) events, such as man's landing on the moon, in their homes. However, since its (4) _____ (appear), there has been a lot of (5) _____ (disagree) about the benefits of television. Many people blame it for the lack of (6) _____ (communicate) in today's society. Instead of talking or playing games in the evenings, families prefer to watch their (7) _____ (favour) programmes. People have become couch potatoes, sitting (8) _____ (permanent) in front of the TV and eating junk food. However, despite these drawbacks no one can deny the (9) _____ (vary) and interest television provides. Nowadays, with the (10) _____ (develop) of digital TV, hundreds of channels are available. More than ever before, television offers us a window on the world.

Task 39

Read the article below. Complete the text with the correct forms of the words in brackets (1 – 10).

Star Quality

It is strange having a (1) _____ (converse) with Jeff Hanson. The 42-year-old builder looks (2) _____ (exact) like Robert De Niro. He has the same colour eyes, the same hair, even the same facial (3) _____ (express) as the Hollywood star. For years Jeff has been (4) _____ (mistake) for somebody else. "There's a lot of (5) _____ (excite) when people see me," says Jeff, "They think I'm somebody (6) _____ (fame). Then they notice something different about my (7) _____ (appear) and Robert De Niro's – I don't have a beauty spot!" A Lookalike agency has already offered Jeff (8) _____ (employ), but Jeff's plans are more (9) _____ (ambition). At the moment he wants to work for a film company in the States. "I've never been abroad before so now is my chance," says Jeff. An (10) _____ (addition) advantage is the pay. He could earn \$ 3,000-a-day playing the star's double. But the latest development is his



challenge to De Niro. “We look so alike that I’ve asked to star with him in a movie – as his long-lost brother,” says Jeff.

Task 40

Read the article below. Complete the text with the correct forms of the words in brackets (1 – 10).

Florence Nightingale

Florence Nightingale was born in 1820 and died in 1910. She lived a (1) _____ (fascinate) life, dedicated to helping the ill and the injured. Nowadays she is recognised as being a founder of modern nursing.

When Florence Nightingale told her family that she wanted to be a nurse, they were (2) _____ (extreme) shocked. They thought that nursing was not a job for (3) _____ (respect) women, and strongly objected to her taking up the profession. However, despite their (4) _____ (oppose), Florence still went to work in a small London hospital, giving up the (5) _____ (secure) of family life.

(6) _____ (fortunate) she was good at her job. She was so good that she was asked to go to the Crimean War and help wounded British soldiers. She arrived in 1854 with 38 nurses and within a month they had 1000 to look after. It was a (7) _____ (despair) task, but Florence worked 20 hours a day. Every night she visited the wards, and the soldiers called her “the lady with the lamp”. She made a (8) _____ (drama) difference to their lives.

Back in England her story was published in the daily newspapers. Florence became a (9) _____ (nation) heroine overnight. During her lifetime she encouraged many other (10) _____ (woman) to become nurses, and in 1860 created a training school for them at St Thomas’s hospital. In 1907, three years before she died, she became the first woman ever to be awarded the Order of Merit.



PART II

WRITING

1. It is *World Environment Week*. Because of this, your English teacher has asked all the students to write about their opinion on this statement:

“The biggest dangers to our health and environment come from cars.”

Write a composition of 120 – 180 words.

2. TV is popular with people of all ages. Are you a TV addict?

Write about your TV preferences. Write a composition of 120 – 180 words.

3. If you were now minister of education of Ukraine what changes would you introduce in the school system? Write a composition of 120 – 180 words.

4. How important is such thing as a good sense of humor? Support your opinion by using specific reasons and details. Write a composition of 120 – 180 words.

5. Your friend has sent you this note:

I've applied for a job as a youth organizer at a summer camp in the States this year. They'd like a letter of reference from someone who knows me well. They want to know how long you've known me, what my personality is like, what experience I have with young people (teenagers), and how well I am likely to adapt to living in an English-speaking environment. I'd be very grateful if you could write to them for me. The address is Vermont Summer Camp, Stowe, Vermont, USA. Thanks.

Viktoria

Write your letter of reference of 120 – 180 words.

6. Compare yourself of today and you were five years ago. In what ways are you the same or different? Write a composition of 120 – 180 words.

7. *English Now!*, the international magazine for learners of English, has invited its readers to write an article about their experiences learning English as a foreign language. You should say



where you learn your English, what you like and don't like about the classes, and give some tips as to how readers can become better learners. Write an article in 200 words.

8. You have received a letter from your friend in England. Read the following extract from your friend's letter.

I am doing a project on 'eating habits around the world'. It would be great if you could send me a description of eating habits in your country – something about usual meal times, traditional meals and any changes to eating habits you have noticed in recent years.

Write your letter to your friend. Start your letter:

Dear Ann,

Finish your letter:

Best wishes,

Iryna

9. "When people succeed, it is because of hard work. Luck has nothing to do with success." Do you agree or disagree with quotation above? Use specific reasons and examples to explain your position. Write a composition of 120 – 180 words.

10. Some friends from America are visiting your country for a week as a part of their tour of Europe. They have written to you asking for some advice about which parts of the country to visit and what to do. Write a letter in reply (120 – 150 words) giving them the advice they requested.

11. Write a personal profile (120 – 150 words) of a member of your family. Include:

- appearance and character
- interests and activities
- achievements and future hopes.

12. A month ago you ordered a dictionary from a mail order firm called **Book Express**. It still has not arrived. Two weeks ago, you received a letter stating that the dictionary had been dispatched to you.



Write a formal letter of complaint (120 – 150) words) to the manager.
In your letter:

- acknowledge the letter you received
- explain your reason for writing
- refer to the time you have waited
- say what you expect to be done
- use suitable ending.

13. Write a composition (200 – 250 words) arguing for and against *one* of these titles:

Money can't buy you love.
Happiness is having nothing.

Remember to:

- explain the meaning of the title
- write a paragraph “for” the title
- write a paragraph “against” the title
- summarise your own views
- link your ideas appropriately
- use an appropriate style.

14. Write a description (120 – 150 words) of one of the following:

- **the life of someone famous**
- **the life of someone in your own family**
- **the life of someone you know well.**

Include:

- when and where he/she was born
- educational, working or married life
- achievements
- character.

15. Write your review in about 180 words. An international magazine has asked its readers to write reviews of films they have recently seen. You decided to write a review. Say what was good and bad about it and make recommendation as to whether see the film.

16. Write a composition (200 – 250) words with this title:

If you could be famous for a day, who would you choose to be and why?



Follow this plan:

- say whether the choice would be easy or difficult
- describe who would you like to be
- say why you would choose this person
- summarise the reasons for your choice.

17. Write a short story (200 – 250 words) about an exciting journey to a holiday destination. Include the following:

- an introduction to the place, characters and means of transport
- a description of the journey and what happened, including some dates, facts and figures
- how you and the other people felt about what happened (including some direct speech)
- an interesting conclusion to the story

18. An international magazine for teenagers is asking for suggestions from its readers on how to dress in an interesting way without spending a lot of money.

Write an article (150 – 180 words) for the magazine on this subject, giving your own ideas.

19. You want to improve your English by working at an American summer camp for children under the age of 12. At the camp, the children can do a variety of activities connected with sport, music or the arts.

Write a letter of application for work, giving details of two or three activities you could help to run.

20. You have received a letter from your English pen-friend, who has recently started at college and is having some problems. You want to find more about these problems and offer some advice.

Read carefully the extract from the letter below, and then write a letter in which you ask for information about your friend's problems and offer some advice, using the list of suggestions to give you some ideas.

I've just finished my first term at college, and I'm surprised at how hard it has been. There is so much to do. I feel exhausted, and I find it difficult to hand in my work on time. It's quite noisy where I live, so it's hard to study. And I've got no money! It all makes me feel like giving up.



Suggestions:

- Talk to teachers
- Study in the college library
- Plan time better
- Get holiday job

Write a letter of 120 – 180 words in appropriate style. Do not write any address.

21. You were recently unable to attend an event that a friend had organized. Write to your friend, explaining why you didn't attend, asking for details about the event and suggesting an event that both of you could attend in the future.

Write your letter.

22. As a part of school project on problem facing the environment, you've been asked to contribute to a magazine for teenagers. Your article should refer to environmental problems in your country and the steps that could be taken to improve the situation.

23. Your school English language newspaper has asked you to contribute a section on how to prevent crimes in your area, explaining what kind of minor crimes are occurring and giving advice on how to prevent them.

24. A television company is looking for locations to include in a documentary about your country. You have been asked to choose a location and submit a proposal, explaining:

- Why you feel this location would be an important part of the documentary
- What local features you would include and why
- What different groups of people you would interview and why.

Write your proposal.

25. Your school magazine has asked you to write an essay called “**Changing Ambitions**”. Write about the way in which young people's ambitions have changed during the last twenty years and how you think they may continue to change in the future.



APPENDIX 1

Writing a complaint letter

Don't just get mad – get action!

What did you do the last time you opened a bag of stale cookies? What about the time your new Walkman didn't work? Did you just get mad? Or did you take actions?

If you have a problem with a product, you *can* do something about it. You have consumer rights! If you send a complaint letter, most companies will try hard to fix the problem. They want to keep you as a customer.

Here's sample complaint letter (below). In this letter, the customer is complaining about a pint of chocolate-chip ice cream that didn't have any chocolate chips. Read this letter.

92034
Lyle Lane
St.
Louis, MO 34056
February 21,
2008

Consumer Relations
Scream for Ice Cream
5200 West St.
Boston, MA 90786

Dear Sir or Madam,

I am writing to complain about a pint of chocolate-chip ice cream I purchased recently. It didn't have any chocolate chips! Usually, I really enjoy Scream for Ice Cream's chocolate chip, but this time I was really disappointed.

I believe I am entitled to a coupon for a replacement pint of chocolate-chip ice cream. I know that Scream for Ice Cream values its customers, so I am looking forward to your prompt response. I can be reached at the above address or by phone at (314) 555 – 2733. I hope to hear from you within the next two or three weeks.

Sincerely,

Alison Jones



THE STEPS

1. Set up your letter with your address and the company's address (as shown in the letter). Then, begin with the greeting “*Dear Sir or Madam*”.

2. In your first paragraph, be sure to state the problem. Be as clear as you can so that the company can understand your complaint. Begin with, “*I am writing to complain about...*”

3. In your second paragraph, tell the company what you want done about the problem. Remember to include your phone number and address. Plus, give the company the deadline. Tell the company that you expect an answer within a few weeks.

4. Finally, end your letter with the closing “*Sincerely*” and your signature.

Special Note:

Now you know how to write a complaint letter. Next time you are unhappy with a product, write to the company. Many companies include an address on the product's package. Address your letter to the consumer relations department at the company.



APPENDIX 2

Writing a letter to the editor

Study the following sample:

You recently attended the opening night of a restaurant which belongs to a friend of yours, David Vaylet. Now, a week later, you have received a letter from David and a copy of a review of the restaurant's opening night which appeared in the local newspaper.

Read part of David's letter below and an extract from the review he has sent you. Then, using the information appropriately, write a letter to the editor of the newspaper explaining why you think the review has unfairly criticised the restaurant.

The critic obviously didn't notice the party room downstairs and he doesn't seem to know the first thing about French food either! The chef, Marc, actually grew up in the Perigord region of France and has worked in many top restaurants there, so he knows what he's doing.

Many thanks

David

An extract from the review:

It was their opening night and according to the promotional advertisement, drinks were free. You can imagine then, how annoyed we were to see them in the bill! The so-called authentic food was nothing like French food I have ever tasted, the service was slow and the owner never once showed his face. Café Perigord also boasts that parties can be catered for. What? With only ten tables? Fine if you only have a few friends!

Mike Champion

A detailed study:

- What five points need to be referred in your letter to the editor? Find them in David's letter and Mike's review.
- What is the purpose of your letter?

Read the following sample answer. Use the verbs in brackets to complete the letter, changing the form where necessary.

- What is the purpose of paragraph 1?
- What two points does paragraph 4 contain?



- What linking words and phrases are used?

19 Carrington Street
Highgate
London
N6 5Qr

The Editor
The Islington Press

9.05.09.

Dear Sir / Madam,

I _____ (write) **to take issue with** Mike champion’s review of the café Perigord, _____(publish) in the last week’s Islington Press. I _____ (also dine) there on the opening night and in my opinion, Mr. Champion’s observations were completely inaccurate.

First, of all, Mr. Championship complains that drinks were added onto his bill. If he _____ (look) at the promotional advertisement properly, he _____ (see) that free drinks _____ (serve) at the bar between seven and eight o’clock, and not as part of the meal.

Mr. Champion also suggests that the food was inauthentic and that the chef was not French. This is completely untrue. In fact, the chef is highly experienced and is from the Perigord region itself.

He further states that customers were dissatisfied with the service. This was not the case at all. Perhaps Mr. Champion should have looked around more carefully as I saw many generous tips _____ (leave). Customers also _____ (seem) delighted that the owner, Mr. Vaylet, personally _____ (visit) every table.

Finally, if Mr. Champion _____ (ask), he _____ (find out) that actually there is a large room downstairs for parties and private functions.

I hope you will print this letter and recommend that readers try the wonderful Café Perigord as soon as possible.

Yours faithfully,

Karen Wittwer

To take issue with – to disagree with



APPENDIX 3

Writing a competition entry

Study the following sample:

You see the following competition in an English language magazine and decide to enter it.

Welcome to the Internet

Win a brand-new laptop plus all the essential software and a year's free Internet access.

Write and tell us about the changes the Internet has brought about in your country. You can choose to write about one or more of the following subjects:

- The Internet in business / the Internet in education / the Internet at home.

We will publish the winning article in next month's issue.

Write your competition entry.

A sample answer

Now read the sample entry below and answer the questions below.

You can't escape the net!

Over the last few years, the use of the Internet has increased dramatically in Ukrainian schools, offices and homes, and this trend continues to grow. Who could have imagined, even in the last decade that we would be able to contact our friends, colleague and clients around the world simply through the click of a mouse and a modem? There is no doubt, like any invention, that the Internet can be used for good or bad, but it's here to stay and has revolutionized the way we communicate.

In the world of business, no corporation can be competitive unless it has access to the Internet. It's become essential to advertise your product and service in this way and an increasing number of companies are using this opportunity to research a greater number of potential consumers. Indeed, the bigger the website is the more professional the company seems to be.

Similarly in education, the opportunities that the Internet can provide are vast. More and more students are relying on the Internet



for their research; for instance, a physics undergraduate in Kiev can download information from some university library in the United States in minutes. From the latest research in scientific and linguistic fields to new theories in psychology and history; all this may be published on the world-wide web.

What will be the future for the Internet in Ukraine? It's been estimated that 50% of homes and 80% of businesses will have access to the Internet within five years. Children, students and professionals will be able to log on and explore the world as they have never done before!

Organisation and cohesion:

- What different points are made in each paragraph?
- What 'linking' of cohesive structures have been used in this article? Underline them.

Range of vocabulary and structure:

- What adjectives and adverbs have been used to make the article more interesting?
- What tenses have been used?
- Can you find any examples of the passive?



APENDIX 4

Punctuation

The Simple Sentence

To separated different parts of the sentence, the following rules are observed:

I. With homogeneous members:

1. A comma is used to separate homogeneous members joined asyndetically.

She shook her head, dried the dishes herself, sat down with some mending.

2. A comma is used after each of several homogeneous members if the last is joined by the conjunction **and**.

The cart was loaded with wheat, barley, and maize.

She shook her head, dried the dishes herself, and sat down with some mending.

Note. – The comma before the last of the homogeneous members can be omitted.

3. If two homogeneous members are joined by the conjunction **and**, no comma is used.

She stood up and left the room.

4. If there are several homogeneous members and each of them is joined to the preceding by the conjunction **and** or **nor**, they may or may not be separated by commas.

She was not brilliant, nor witty, nor wise overmuch.

She looked, and listened, and her face got animated.

5. A comma is used to separate two homogeneous members joined by the conjunction **but** or **not only ... but also**.

Not only hope, but confidence has been restored.

6. A comma is used to separate homogeneous members going in pairs.

They have forgotten time and place, and life and death.

II. With detached members of the sentence:

1. To separate a loose apposition a comma or a dash is used. The latter is less common.



A.S. Pushkin, a great Russian poet, was born in 1799.

2. To separate all types of detached adverbial modifiers a comma is used.

The people, seeing my empty carriage, would rush for it.

He sat in his arm-chair, with his eyebrows raised.

He drew his hands away, shivering.

Their family was, in the very earliest times, closely connected with agricultural interests.

3. To separate detached attributes a comma is used.

There are some truths, cold, bitter, tainting) truths.

4. To separate detached objects a comma is used.

Ann, with a large book on her lap, shook her heavy hair.

III. To separate **parenthetical words, group of words, and clauses** a comma is used. (A dash or a bracket may be used, but the comma is most usual.)

In fact, his brother was brought up by their grandmother.

As for my mother, both her brothers were policemen.

Her sister, I have forgotten to mention, was a doctor.

IV. To separate **interjections a comma or a note of exclamation** may be used.

Oh, I didn't know it.

Ah! That was the way he made money.

V. To separate **direct address** a comma is used.

Peter, take this bag, please,

Helen, where is my pen?

Note. – In salutation in letters a comma (Br. E.) or a colon (Am. E.) and not a note of exclamation is used.

Dear Nick,

We have just received your letter ...

Dear Sirs:

In answer to your letter ...

VI. In **compound sentences** a comma is used between the sentences, and before the conjunction **and** or **but**.

The buyers made a claim against the sellers, but the latter refused to admit it.



A library was her favourite place, and we might find her there.

VII. Complex sentences:

1. **Subject clauses** as a rule are not separated from the principal clause by any stop.

How this happened is not clear to anyone.

2. **Predicate clauses** as a rule are not separated from the principal clause by any stop. A comma is often used when they are joined asyndetically.

The trouble is that I have lost my key.

My point of view was that he was not right.

My opinion is, she'd come to me.

3. **Object clauses** are not separated from the principal clause by a stop. If the object clause precedes the principal clause, a comma may or may not be used.

He asked how much they had paid for the house.

...and what Browning had done for her, Martin decided he could do for Ruth.

4. **Attributive clauses;**

A) **Non-restrictive relative attribute clauses** are as a rule separated from the principal clause by a comma. (Описательные определительные предложения могут быть опущены без ущерба для смысла главного предложения) In these sentences **who**, **whom**, and **which** are used, **that is never used**

In the street I met two children, who showed me the way to the station.

The manager of the office, who is a highly educated person, speaks several foreign languages.

B) **Restrictive relative attribute clauses** are as a rule not separated from the principal clause by a stop. (Индивидуализирующие и классифицирующие определительные предложения не могут быть опущены без ущерба для смысла главного предложения)

The letter which (that) I received from him yesterday is very important. (индивидуализирующее)

The letter which (that) is written in pencil is difficult to read. (классифицирующее)



There is a student that (whom) I saw at the theatre yesterday.

5. Adverbial clauses:

A) An adverbial clause **which precedes** the principal clause is separated from it by a comma.

If I see him, I shall tell him the truth.

Though it was only 9 o'clock, there were few people in the streets.

The more time you spend in the Crimea, the sooner you will recover.

Wherever he went, he was welcome.

B) An adverbial clause **which follows** the principal clause is not separated from it by a stop.

I shall tell him the truth if I see him.

There were few people in the streets though it was only 9 o'clock.

She loved him as if he was her son.



ANSWER KEY

Task 1

1. B 2. C

Task 2

1. D 2. B 3. D...4. A 5. C

Task 3

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

Task 4

1. C 2. B. 3. D 4. C. 5 D

Task 5

1. C 2. D 3. B 4. D

Task 6

1. D 2. C 3. A 4. D 5. B

Task 7

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

Task 8

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

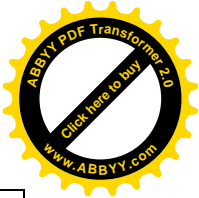
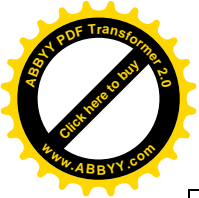
Task 9

1. B 2. A 3. D 4. B 5. C

Task 10

1. A 2. C 3. A 4. D 5. D

	Task 11	Task 12	Task 13
1.	B	A	D
2.	B	C	C
3.	D	B	A
4.	D	D	B
5.	B	C	D
6.	A	B	A
7.	B	A	B
8.	C	A	D
9.	C	D	B
10.	B	B	A
11.	A	C	C
12.	B	D	B
13.	D	A	C
14.	A	C	A
15.	B	B	A



	Task 14	Task 15	Task 16
1.	D	C	B
2.	A	B	B
3.	D	A	A
4	C	D	C
5	D	B	D
6.	A	C	C
7.	C	A	A
8.	D	B	A
9.	A	D	C
10.	C	C	D
11.	C	A	B
12.	A	D	D
13	D	B	A
14	B	A	B
15.	D	C	C

Task 17

1. T. 2. F 3. T 4. F 5. T

Task 18

1. T. 2. F 3. F 4. T 5. F

Task 19

1. T 2. F 3. F 4. F 5. T

Task 20

1. F 2. T 3. T 4. F 5. T 6. T 7. F 8. F 9. T 10. T

Task 21

1. C 2. A. 3. E 4. B 5. D

Task 22

1. F 2. D 3. G 4. H 5. A 6. B 7. E

Task 23

1. F 2. H 3. D 4. A 5. B 6. C

Task 24

1. A 2. G 3. D 4. I 5. B 6. C

Task 25

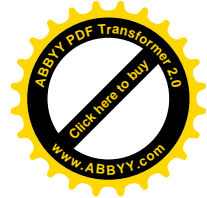
1. D 2. E 3. B 4. G 5. C 6. A

Task 26

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

Task 27

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



Task 28

1. E 2. C 3. B 4. F 5. A

Task 29

1. F 2. H 3. A 4. C 5. G 6. B 7. D

	Task 30	Task 31	Task 32
1.	of	is/remains	in
2.	and/while	to/towards	the
3.	around/near	this/that	give
4.	according	it	to
5.	is	of	than
6.	since	as	An
7.	However	There	great/good
8.	to	not	last/past
9.	itself	that/which	become/got/been
10.	into	and	of
11.	can/will/may/might	to	for
12.	the	in	or
13.	be	by	which
14.	with	have	being/getting
15.	as	both	because

Task 33

1. but 2. this/now 3. Neither 4. in 5. are 6. Unless 7. as 8. however
9. As/Because/Since 10. long 11. at 12. your 13. more 14. how 15. for

Task 34

1. is 2. grew up 3. greatly admired/had greatly admired 4. had become
5. became 6. contained 7. died 8. had been working 9. never finished
10. has become

Task 35

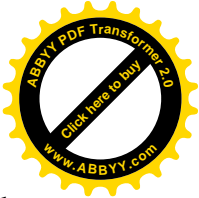
1. was opened 2. were sold 3. wanted 4. was directed 5. were making
6. was writing 7. became 8. was completed 9. was not turned
10. was released 11. began 12. took 13. searched 14. used 15. could

Task 36

1. had been 2. met 3. had misses 4. was 5. got 6. took 7. was 8. had grown
9. was 10. was wearing 11. had changed 12. was still 13. asked
14. had gained 15. had turned 16. remembered 17. looked 18. were

Task 37

1. was revealed 2. are employed 3. is being transferred 4. are expected
5. were we not informed 6. were only told 7. started 8. are affected
9. knew 10. been made 11. has been made 12. questioned



13. were not told/had not been told 14. were promised/had been promised
15. (had) decided

Task 38

1. inventions 2. beginning 3. historic 4. appearance 5. disagreement
6. communication 7. favourite 8. permanently 9. variety 10. development

Task 39

1. conversation 2. exactly 3. expression 4. mistaken 5. excitement 6.
famous 7. appearance 8. employment 9. ambitions 10. additional

Task 40

1. fascinating 2. extremely 3. respectable 4. opposition 5. security 6.
fortunately 7. desperate 8. dramatic 9. national 10. women



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КОВАЛЕНКО Андрій Миколайович

MASTER YOUR TESTING SKILLS
(англійською мовою)

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