

МІНІСТЕРСТВО ОСВІТИ І НАУКИ
ХАРКІВСЬКИЙ НАЦІОНАЛЬНИЙ ПЕДАГОГІЧНИЙ
УНІВЕРСИТЕТ імені Г.С. СКОВОРОДИ
КАФЕДРА ТЕОРІЇ І ПРАКТИКИ АНГЛІЙСЬКОЇ МОВИ



І.І. КОСТІКОВА, Ю.О. БОЖКО, О.О. ГУЛІЧ

ТРЕНІНГ ДО СКЛАДАННЯ МОВНИХ
ТЕСТІВ: ТЕОРІЯ І ПРАКТИКА

Методичні рекомендації
для здобувачів першого (бакалаврського) рівня вищої освіти

ХАРКІВ – 2021

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«До друку та в світ дозволяю»
Проректор з наукової,
інноваційної і міжнародної
діяльності, професор
С.В.Бережна

І.І. КОСТИКОВА, Ю.О. БОЖКО, О.О. ГУЛІЧ

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Затверджено редакційно-видавничою
радою Харківського національного
педагогічного університету
імені Г. С. Сковороди
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УКЛАДАЧІ:

Костікова І.І. – доктор педагогічних наук, професор, завідувач кафедри теорії і практики англійської мови Харківського національного педагогічного університету імені Г.С. Сковороди

Божко Ю.О. – кандидат філологічних наук, доцент кафедри теорії і практики англійської мови Харківського національного педагогічного університету імені Г.С. Сковороди

Гуліч О.О. – кандидат філологічних наук, доцент кафедри теорії і практики англійської мови Харківського національного педагогічного університету імені Г.С. Сковороди

РЕЦЕНЗЕНТИ:

Галаган Я.В. – кандидат філологічних наук, доцент кафедри іноземних мов №1 Національного юридичного університету імені Ярослава Мудрого

Гончарова О.А. – кандидат філологічних наук, доцент кафедри теорії і практики англійської мови Харківського національного педагогічного університету імені Г.С. Сковороди

Костікова І.І., Божко Ю.О., Гуліч О.О.

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Методичні рекомендації складено на основі вимог, відображених у програмі єдиного вступного іспиту та з урахуванням Загальноєвропейських рекомендацій з мовної освіти (рівень В1-В2). Видання містить низку текстів для читання, тестових завдань до них та тренінгів для відпрацювання використання мови (лексико-граматичний аспект). У додатках, для зручності здобувачів, подано приклади та фрагменти оригінальних тестових завдань, запропонованих у матеріалах до Єдиного вступного іспиту (ЄВІ) з англійської мови минулих років. Пропонується використовувати зібрані матеріали для ознайомлення зі структурою ЄВІ та тренінгу його виконання.

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ВСТУП

Активні міжнародні та інтеграційні процеси на шляху яких знаходиться наша держава, вимагають від українського суспільства, та зокрема, освітнього простору, формування висококваліфікованих конкурентоспроможних фахівців, здатних до функціонування у полікультурному та полімовному середовищі. Саме тому знання іноземної мови – є однією із ключових умов побудови успішної кар'єри для спеціалістів у різних галузях.

У сучасному суспільстві освіта та знання стали «транскордонними». Спільний світовий освітній простір сприяє зростанню академічної мобільності як студентів, так і професорсько-викладацького складу. Участь у різного роду програмах та проєктах вимагає від учасників сертифікатів, що підтверджують володіння будь-якою іноземною мовою. Одним із основних способів підтвердження рівня знань є складання міжнародних мовних тестів.

За сучасними вимогами МОН України для вступу в магістратуру обов'язковим є складання зовнішнього тестування – єдиного вступного іспиту (ЄВІ). Тож знання структури та форми тестування стає необхідною умовою успішного професійного зростання.

Метою представлених методичних рекомендацій – є ознайомлення здобувачів вищої освіти різних рівнів та спеціальностей із структурою мовних тестів, формами тестових завдань та розвиток навичок читання та використання мови, які є базовими для успішного проходження тестів.

Видання містить низку текстів для читання, тестових завдань до них та тренінгів для тренування використання мови (лексико-граматичний аспект). У додатках, для зручності здобувачів, подано приклади та фрагменти оригінальних тестових завдань, запропонованих у матеріалах до Єдиного вступного іспиту (ЄВІ) з англійської мови минулих років. Пропонується використовувати зібрані матеріали для ознайомлення зі структурою ЄВІ та тренінгу його виконання.

PART I

ТЕОРЕТИЧНІ АСПЕКТИ МОВНИХ ТЕСТІВ

I. Становлення та розвиток тестування як форми педагогічної діагностики.

Вперше педагогічне тестування використовував Дж. Фішер для перевірки рівня знань студентів за допомогою оригінальних спеціальних книг ("scale books"), що з'явилися у Великобританії в 1864. Ці книжки вважаються першими зразками шкільних тестів успішності, але теоретичні основи тестування розробив англійський психолог Ф. Гальтон у 1883 р. у роботі «Дослідження людських здібностей та його розвиток».

Ф. Гальтон дав визначення тестування як «методу, де застосовуються однакові досліди за великою кількістю індивідів зі статистичною обробкою результатів та визначенням еталонів оцінки» [2]. Важливим внеском Ф. Гальтона у розвиток тестології стало визначення ним трьох основних принципів:

1. Застосування серії однакових випробувань щодо великої кількості людей, яких тестують.
2. Статистична обробка результатів,
3. Створення еталонів оцінки як основи стандартизованого тестування.

Ці принципи використовують сьогодні. Всі сучасні тести побудовані на основі статистичної теорії вимірів, а ідею еталону оцінки покладено в основу визначення тестів як стандартизованого інструментарію.

Першим дослідником, який застосував у психологічному експерименті інтелектуальний тест, був Дж. М. Кеттел. Цей термін після статті Кеттела «Інтелектуальні тести та вимірювання», що опублікована у 1890 р. в журналі «Mind», набув широкого розповсюдження. У цій статті висловлювалася думка про те, що наукова і практична цінність тестів зросте, якщо умови їх проведення будуть одноманітними. Так, вперше було проголошено

необхідність стандартизації тестів для можливості порівняння їх результатів, отриманих різними дослідниками на різних випробовуваних.

За основоположні розробки у науковій літературі засновником тестової діагностики одностайно вважається Дж. М. Кеттел, який започаткував традицію досліджень інтелекту вступників до вищих навчальних закладів, що зберігається в американських університетах і донині.

Розглядаючи тест як випробування з практичною метою, як засіб проведення наукового експерименту з дослідження особистості, Д. Кеттел сформулював систему вимог до тестування:

- однаковість умов для всіх випробовуваних;
- обмеження часу тестування приблизно однією годиною;
- відсутність глядачів у приміщенні, де проводиться тестування;
- якість обладнання, наявність інструкцій, однакових для всіх, розуміння випробовуваними поставлених завдань;
- статистична обробка результатів тестування (розрахунок мінімального, середнього і максимального результатів, середнього арифметичного та стандартного відхилення).

Проголошені Дж. Кеттелом вимоги щодо чистоти випробовувань (тестів) досі залишаються основою сучасної тестології. Рівні умови для тих, кого тестують, однакові інструкції та чітке їх розуміння – це *фундаментальні принципи*, покладені в основу стандартизації процедури проведення тестування; обмеження часу тестування нині реалізується залежно від віку тих, кого тестують, особливостей застосованого інструментарію; ідея статистичної обробки результатів тестування реалізована в достатньо складних методах статистичного аналізу і моделювання навчальних ситуацій.

Слідом за Д. Кеттелом й інші американські лабораторії почали застосовувати метод тестів. Незважаючи на розпочаті спроби впровадження тестів у навчальні заклади США, підхід до тестування наприкінці ХІХ ст. мав, в основному, теоретичний характер, а тестування все ще залишалося переважно сферою діяльності психологів.

II. Міжнародні тести з англійської мови. Формат тестів.

У 1989 році з ініціативи екзаменаційних рад Кембриджського та Саламанкського університетів було утворено ALTE – Європейська асоціація екзаменаційних рад з іноземних мов. Сьогодні до неї входить 27 організацій, які представляють 24 європейські країни. Кожна організація розробляє іспити і видає сертифікати, які підтверджують знання мови своєї країни на тому чи іншому рівні. Мета такого об'єднання в так званій конвертованості кваліфікацій.

Першочерговим завданням ALTE була розробка загальних стандартів на всіх етапах мовного тестування, встановлення єдиних рівнів і критеріїв оцінки володіння мовою для всіх європейських країн.

ALTE розробила офіційну шкалу, яка діє в більшості європейських країн. Вона складається з п'яти рівнів знання мови:

- початковий (Elementary);
- середній нижчого ступеня (Lower Intermediate);
- середній вищого ступеня (Upper Intermediate);
- підвищений нижчого ступеня (Lower Advanced);
- підвищений вищого ступеня (Upper Advanced).

Кожному з них відповідають певні міжнародні іспити. За функціональною ознакою міжнародні іспити можна поділити на три категорії:

- для вступу в іноземний вуз або роботи за кордоном (перевіряють загальне володіння мовою);
- для вузькопрофесійної діяльності (тести для професійних цілей);
- для самоперевірки (іспити проміжних рівнів).

Всі іспити з англійської мови розроблені спеціально для тих, хто не є носієм мови, а вивчає англійську як іноземну. Найбільш популярні тести з англійської – це *IELTS*, *TOEFL*, *TOEIC* та тести *Cambridge ESOL*.

TOEFL (Test of English as a Foreign Language) – стандартизований іспит із англійської мови, як іноземної, розроблений американською компанією ETS (Educational Testing Service).

Процес реєстрації, оплати, опрацювання та оголошення результатів відбувається за стандартною схемою. Результати TOEFL є обов'язковими для вступу до більш ніж 2400 коледжів та університетів США, Канади й інших англomовних країн. Урядові організації, освітні програми та органи, які видають ліцензії й сертифікати, вимагають результати складання TOEFL для визначення рівня володіння мовою.

Відмінності:

- екзамен із американської англійської;
- перевіряють пасивне володіння мовою (навички читання, письма і розуміння);
- існує як на папері, так і в комп'ютерному варіанті;
- валідний протягом двох років.

Курс підготовки до TOEFL проводять викладачі, у яких є міжнародні сертифікати (DELTA, CELTA, ІНС) і, які мають великий досвід навчання студентів на спеціалізованих курсах підготовки до TOEFL; підготовка відбувається згідно з форматом іспиту за американськими навчальними посібниками.

Комп'ютеризований варіант TOEFL складається з чотирьох секцій:

- Listening
- Structure
- Reading
- Writing

Перші дві секції є computer-adaptive: здобувач отримує запитання залежно від рівня підготовки. Кожне з наступних запитань залежать від правильної відповіді на попередні. В секціях Listening та Structure відповідь можна змінювати доки ви не зробите остаточний вибір. Після того, як ви перейшли до наступного запитання, ви не можете повернутися до попереднього.

Для отримання офіційного результату складання іспиту необхідно відповісти щонайменше на одне запитання в кожній секції та написати есе.

TOEFL неможливо не скласти: набереться певна кількість балів. Прохідним вважається результат не менше 250 балів (з 600).

IELTS – міжнародна система перевірки знання англійської мови (Academic Module) – іспит, створений у 1990 році для іноземців, які бажають отримати освіту або стажуватися у Великобританії, Австралії, Новій Зеландії. Також визнається у багатьох вузах США, Канади, Данії, тощо. Кураторами IELTS є Британська рада і екзаменаційна рада Кембриджського університету.

Тест IELTS складається з чотирьох частин: аудіювання, читання, письмо та співбесіда. Оцінка тесту IELTS проводиться за дев'ятибальною системою (1 бал – нульове володіння, 9 балів – професійне володіння мовою).

На іспитах кембриджського університету Cambridge ESOL (English For Speakers of Other Languages) запропоновано 5 тестів на визначення рівня володіння англійською мовою (KET, PET, FCE, CAE, CPE) і три тести на знання ділової англійської (BEC Preliminary (1), BEC Vantage (2), BEC Higher (3)). Кожен Кембриджський іспит розраховано на кандидатів з певним рівнем знання мови.

Key English test (KET) – це перший рівень Кембриджського іспиту на знання англійської мови, на якому оцінюють навички письмового і усного спілкування на побутовому рівні (кандидат використовує базову письмову і розмовну англійську мову в повсякденному житті: розмовляє елементарною мовою, розуміє прості тексти, спілкується у знайомих ситуаціях, розуміє короткі інструкції та накази. Тест перевіряє навички читання, письма, аудіювання і говоріння і сприяє розвитку практичних навичок, необхідних для подорожей, навчання та роботи.

Primary English test (PET). KET та PET мають три модулі: читання и письмо; аудіювання та говоріння.

FCE (First Certificate in English) сертифікат для вступу в технічні вузи чи прийому на роботу на адміністративні, секретарські і управлінські посади.

CAE (Certificate in Advanced English) – сертифікат, що дозволяє претендувати на роботу з активним використанням англійської мови чи вступати до британських вузів і коледжів.

CPE (Cambridge Proficiency Examination) – сертифікат, що підтверджує професійне володіння мовою, визнається університетами та комерційними закладами англomовних країн.

Кембриджські іспити не мають терміну давності.

CAE складається з читання, письма, аудіювання та усного тесту, цей розділ складається в парі з іншим кандидатом і оцінюється двома екзаменаторами, один з яких спрямовує діалог і дає завдання, а інший, не втручаючись у дискусію лише оцінює знання.

BEC (1, 2 і 3) – іспити, розроблені Кембриджською екзаменаційною радою (перевіряють володіння професійною лексикою, бізнес-лексикою). Вимагають продемонструвати володіння читанням, письмом, аудіюванням і усним мовленням у робочих ситуаціях (вміння розуміти ділові тексти, кореспонденцію, рекламу, статті тощо., писати листи і звіти, сприймати на слух ділові монологи й діалоги, обговорювати пов'язані з роботою теми).

Існують іспити із бізнес-англійської **EFB (English for Business)**, англійської для працівників сфери туризму **WEFT (Written English for the Tourism Industry)** і для викладачів бізнес-англійської **FTBE (Foundation Certificate for Teachers of Business English)**. Ці тести проводить екзаменаційна рада Лондонської торгово-промислової палати (LCCIEB), скласти їх можна лише в Британії.

III. Єдиний вступний іспит (ЄВІ) з англійської мови. Формат. Програма.

Єдиний вступний іспит (ЄВІ) з англійської мови – це форма вступного випробування для вступу на навчання для здобуття ступеня магістра на основі здобутого ступеня вищої освіти (освітньо-кваліфікаційного рівня спеціаліста).

ЄВІ проходить із використанням організаційно-технологічних процесів здійснення зовнішнього незалежного оцінювання.

Програма єдиного вступного іспиту з іноземних мов для вступу на навчання для здобуття ступеня магістра на основі здобутого ступеня вищої освіти (освітньо-кваліфікаційного рівня спеціаліста) [3; 5]

Програма єдиного вступного іспиту створена з урахуванням Загальноєвропейських рекомендацій з мовної освіти (рівень B1-B2). Зміст завдань для здійснення контролю якості сформованості іншомовної комунікативної компетентності уніфіковано за видами і формами завдань. У Програмі враховано особливості англійської, іспанської, німецької та французької мов. Об'єктами оцінки є мовленнєва компетентність у читанні, а також мовні лексичні та граматичні компетентності. Зміст тестових завдань ґрунтується на автентичних зразках літературного мовлення, прийнятого в країнах, мову яких вивчають, відповідно до сфер спілкування і тематики текстів, визначених цією Програмою.

У єдиному вступному іспиті з іноземної мови беруть участь особи, які бажають вступити на навчання для здобуття ступеня магістра на основі здобутого ступеня вищої освіти (освітньо-кваліфікаційного рівня спеціаліста), (далі - кандидати).

Мета єдиного вступного іспиту – визначити результати навчання кандидатів з іноземної мови за шкалою 100-200 балів на основі кількості балів, набраних ними за виконання завдань предметного тесту з іноземної мови.

Загальна характеристика складових тесту

Частина I. Читання.

Мета – виявити рівень сформованості вмінь кандидатів самостійно читати і розуміти автентичні тексти за визначений проміжок часу. Завдання для визначення рівня сформованості іншомовної компетентності в читанні зорієнтовані на різні стратегії: з розумінням основної 2 інформації (ознайомлювальне читання), повної інформації (вивчальне читання) та пошук окремих фактів (вибіркове читання). Для створення тестових завдань

використовують автентичні тексти з друкованих періодичних видань, інтернет-видань, інформаційно-довідкових і рекламних буклетів, художньої літератури. Тексти для ознайомлювального читання можуть містити до 5 % незнайомих слів, а для вивчального та вибіркового читання - до 3 %, про значення яких можна здогадатися з контексту за словотворчими елементами та за співзвучністю з рідною мовою (слова-інтернаціоналізми). Загальний обсяг текстів становить до 2 500 слів. У предметних тестах оцінюють уміння кандидатів розуміти прочитаний текст, виокремлювати ключову інформацію, узагальнювати зміст прочитаного, робити висновки на основі прочитаного. Кандидат уміє:

- читати текст і визначати мету, ідею висловлення;
- читати (з повним розумінням) тексти, побудовані на знайомому мовному матеріалі;
- читати та виокремлювати необхідні деталі з текстів різних типів і жанрів;
- диференціювати основні факти та другорядну інформацію; •розрізняти фактичну інформацію та враження; • розуміти точки зору авторів текстів; • працювати з різножанровими текстами; •переглядати текст або серію текстів з метою пошуку необхідної інформації для виконання певного завдання;
- визначати структуру тексту й розпізнавати логічні зв'язки між його частинами;
- встановлювати значення незнайомих слів на основі здогадки, схожості з рідною мовою, пояснень у коментарі.

Частина II. Використання мови

Мета – виявити рівень сформованості мовленнєвих і мовних граматичних і лексичних компетентностей кандидатів.

Кандидат уміє:

- аналізувати й зіставляти інформацію;
- правильно вживати лексичні одиниці та граматичні структури;
- встановлювати логічні зв'язки між частинами тексту.

Лексичний мінімум вступника складає 2 500 одиниць відповідно до сфер спілкування і тематики текстів, визначених цією Програмою.

Сфери спілкування і тематика текстів для читання та використання мови

I. Особистісна сфера Повсякденне життя і його проблеми. Сім'я. Родинні стосунки. Характер людини. Помешкання. Режим дня. Здоровий спосіб життя. Дружба, любов. Стосунки з однолітками, у колективі. Світ захоплень. Дозвілля, відпочинок. Особистісні пріоритети. Плани на майбутнє, вибір професії.

II. Публічна сфера Погода. Природа. Навколишнє середовище. Життя в країні, мову якої вивчають. Подорожі, екскурсії. Культура й мистецтво в Україні та в країні, мову якої вивчають. Спорт в Україні та в країні, мову якої вивчають. Література в Україні та в країні, мову якої вивчають. Засоби масової інформації. Молодь і сучасний світ. Людина і довкілля. Одяг. Покупки. Харчування. Науково-технічний прогрес, видатні діячі науки. Україна у світовій спільноті. Свята, пам'ятні дати, події в Україні та в країні, мову якої вивчають. Традиції та звичаї в Україні та в країні, мову якої вивчають. Видатні діячі історії та культури України та країни, мову якої вивчають. Визначні об'єкти історичної та культурної спадщини України та країни, мову якої вивчають. Музеї, виставки. Живопис, музика. Кіно, телебачення, театр. Обов'язки та права людини. Міжнародні організації, міжнародний рух.

III. Освітня сфера Освіта, навчання, виховання. Студентське життя.

IV. Система освіти в Україні та в країні, мову якої вивчають. Робота і професія. Іноземні мови в житті людини.

Граматичний інвентар

Іменник Граматичні категорії (однина та множина, присвійний відмінок). Іменникові словосполучення. Лексичні класи іменників (власні та загальні назви: конкретні, абстрактні іменники, речовини, збірні поняття). Артикль Означений і неозначений. Нульовий артикль. Прикметник Розряди прикметників. Ступені порівняння прикметників. Числівник Кількісні,

порядкові та дробові числівники. Займенник Розряди займенників. Дієслово Правильні та неправильні дієслова. Спосіб дієслова. Часо-видові форми. Модальні дієслова. Дієслівні форми (інфінітив, герундій, дієприкметник). Конструкції з дієслівними формами (складний додаток, складний підмет, складний присудок). Прислівник Розряди прислівників. Ступені порівняння прислівників. Прийменник Типи прийменників. Сполучники Види сполучників. Речення Прості речення. Складні речення. Безособові речення. Умовні речення (0, I, II, III типів). Пряма й непряма мова Словотвір.

Загальна характеристика екзаменаційної роботи єдиного вступного іспиту з англійської мови для вступу на другий (магістерський) рівень вищої освіти [3; 5].

Зміст тесту визначено Програмою єдиного вступного іспиту з іноземних мов для вступу на навчання для здобуття ступеня магістра на основі здобутого ступеня вищої освіти (освітньо-кваліфікаційного рівня спеціаліста), затвердженою наказом Міністерства освіти і науки України від 28 березня 2019 року № 411.

Загальна кількість завдань тесту – 42.

На виконання тесту відведено 60 хвилин.

Тест має дві частини.

Частина «Читання» (Tasks 1–4) містить 22 завдання різних форм. Відповіді на ці завдання треба позначити в бланку відповідей В.

Частина «Використання мови» (Task 5 та Task 6) містить 20 завдань. Відповіді на ці завдання треба позначити в бланку відповідей В.

Тест містить завдання трьох форм:

1. Завдання на встановлення відповідності (Task 1: № 1–5, Task 3: № 11–16). У завданнях запропоновано дібрати заголовки до текстів / частин текстів з наведених варіантів; твердження / ситуації до оголошень / текстів; запитання до відповідей або відповіді до запитань. Завдання вважають виконаним, якщо учасник єдиного вступного іспиту встановив відповідність і позначив варіант відповіді в бланку відповідей В.

2. Завдання з вибором однієї правильної відповіді (Task 2: № 6–10). Завдання має основу та чотири варіанти відповіді, з яких лише один правильний. Завдання вважають виконаним, якщо учасник єдиного вступного іспиту вибрав і позначив відповідь у бланку відповідей В.

3. Завдання на заповнення пропусків у тексті (Task 4: № 17–22, Task 5: № 23–32, Task 6: № 33–42). У завданнях запропоновано доповнити абзаци / речення в тексті реченнями / частинами речень, словосполученнями / словами з наведених варіантів. Завдання вважають виконаним, якщо учасник єдиного вступного іспиту вибрав і позначив варіант відповіді в бланку відповідей В.

Схеми нарахування балів за виконання завдань тесту:

1. Завдання на встановлення відповідності оцінюють в 0 або 1 бал: 1 бал – за правильно встановлену відповідність; 0 балів, якщо відповідності не встановлено, або вказано більше однієї відповіді, або відповіді на завдання не надано.

2. Завдання з вибором однієї правильної відповіді оцінюють в 0 або 1 бал: 1 бал, якщо вказано правильну відповідь; 0 балів, якщо вказано неправильну відповідь, або вказано більше однієї відповіді, або відповіді на завдання не надано.

3. Завдання на заповнення пропусків у тексті оцінюють в 0 або 1 бал: 1 бал, якщо вказано правильну відповідь; 0 балів, якщо вказано неправильну відповідь, або вказано більше однієї відповіді, або відповіді на завдання не надано.

Максимальна кількість балів, яку можна набрати, правильно виконавши всі завдання тесту, – 42.

PART II

ТЕСТОВІ МАТЕРІАЛИ ДЛЯ ПІДГОТОВКИ ДО
ЄДИНОГО ВСТУПНОГО ІСПИТУ (ЄВІ) З АНГЛІЙСЬКОЇ МОВИ

READING

 TEXT 1

Read the text below.

For questions (1-5) choose the correct answer (A, B, C, or D).

STEP INTO THE CRIMINAL LIVES OF ANIMALS

Around the world, criminals run free in the forest. These villains can't be arrested – because they're not human. In her latest book, *Fuzz: When Nature Breaks the Law*, Mary Roach puts the spotlight on these miscreants. On the Midway Islands, albatrosses carry out suicide missions against the U.S. Navy's planes. In Colorado, bears break and enter, raiding the refrigerators of mountain homes. And deer do so much jaywalking. Nature's perp list also includes camels, mountain lions, crows and many more. Through such examples, Roach tackles this question: What should we do when animals break laws intended for people?

The book brims with Roach's irreverent humor, which particularly shines when she experiences human-animal conflict firsthand. She tastes rat bait to better understand its allure and gets training on how to tell if a human body was mauled by a bear or by a human pretending to be a bear. She even engineers a robbery: "I had bananas. I was asking for it. I wanted to know what it was like to be mugged by monkeys." But it's not all fun and reindeer games. Roach highlights how much real pain comes from human-animal interactions. Elephants routinely destroy people's crops and homes. They, along with leopards, bears, deer and others, can also kill people. She also tackles the ethics of eradicating pests by mass poisoning or altering their genetics.

Many wildlife strategies seek to save people from wild animals' unwelcome behavior, or to increase the numbers of animals that people want to shoot, eat or admire. What would happen, Roach wonders, if we thought more about coexistence

instead of conflict or exploitation? Most chapters offer a blend of modern science and history, with Roach's flair for spotting hidden absurdities. Not all the stories of nature's criminal intent quite land, however. She highlights, for instance, how falling trees kill people, and how uncooked beans cause significant gastrointestinal distress. But it's a stretch: Widow-makers and musical fruits are inanimate objects, lacking motive, means or opportunity. It's hard to feel threatened by a tree or bean that can't come running after you. But please: Just learn from her. Do not taste the rat bait.

1. Mary Roach wrote about criminals at large meaning

- A. criminals who escaped from prison.
- B. people who harm nature.
- C. predators that feed on herbivores
- D. animals that inadvertently harm humans.

2. Mary Roach's book is

- A. a detective novel.
- B. a dramatic play.
- C. the story of an author with a sense of humor.
- D. the naturalist's notes.

3. To understand the behavior of animals Mary Roach

- A. bought a pet.
- B. conducted experiments.
- C. tried to feed rats.
- D. stole some monkeys.

4. Last sentence means:

- A. You shouldn't eat rats.
- B. You shouldn't taste bait.
- C. Take care of the animals.
- D. Use your brains when doing something.

5. According to the text Mary Roach urges people not to be absurd and

- A. not to blame animals for being a part of nature.
- B. avoid meeting animals.
- C. protect environment.
- D. study the behavior of animals.

 **TEXT 2**

Read the text below.

For questions (1-5) choose the correct answer (A, B, C, or D).

EXTREME HEAT DISTORTS HUMAN BEHAVIOR

by Sujata Gupta

On a sweltering summer afternoon, Meenu Tewari was visiting a weaving company in Surat in western India. Tewari, an urban planner, frequently makes such visits to understand how manufacturing companies operate. On that day, though, her tour of the factory floor left her puzzled. “There were no workers there...only machines,” says Tewari. The missing employees were resting in the shade under a nearby awning. Scorching temperatures had been causing workers to make mistakes or even faint near the dangerous machinery. So the company had mandated that workers come in earlier and leave later so that they could rest during the midday heat. People’s bodies aren’t built to handle heat beyond wet bulb temperatures – a combined measure of heat and humidity – of around 35° Celsius (95° F).

Mounting evidence shows that when heat taxes people’s bodies, their performance on various tasks, as well as overall coping mechanisms, also suffer. Researchers have linked extreme heat to increased aggression, lower cognitive ability and lost productivity.

“Scientists have been documenting humans’ difficulties coping with extreme heat for over a century. Much of that work, however, has taken place in highly controlled lab settings. For instance, a few decades ago, social psychologist Craig Anderson and colleagues showed undergraduates four video clips of couples engaged in dialog. One clip was neutral in tone, while the remaining three showed escalating

tension between the duo. The undergraduate students watching the clips were each sitting in a room with the thermostat set to one of five different temperatures ranging from a cool 14°C (57° F) to a hot 36° C (97° F). The researchers then asked the students to score the couples' hostility level. The scientists found that students in uncomfortably warm rooms scored all the couples, even the neutral one, as more hostile than students in rooms with comfortable temperatures did. Heat tends to make people more irritable.

With rising global temperatures, and record-breaking heat waves baking parts of the world, the effects of extreme heat on human behavior could pose a growing problem. Lower-income people and countries, with limited resources for staying cool as climate change warms the world, will probably suffer the most, researchers say.

1. Meenu Tewari was surprised while visiting a weaving company in Surat in western India

- A. since she saw employees on strike.
- B. since employees were allowed to have a break while heat hours.
- C. as the employees were suspended from the work for their mistakes.
- D. as there were a lot of dangerous tools.

2. Which of the following is NOT true about extreme heat?

- A. it causes everyone's violent behavior.
- B. it affects mental abilities.
- C. it reduces effectiveness of work.
- D. it increases appetite.

3. Why did the social psychologist conduct the experiment?

- A. To show how heat affects the mental abilities of people.
- B. To show how heat affects the behavior of ordinary people.
- C. To study the thermal conditions.
- D. To study the reasons of global warming.

4. According to the text, will rising global temperature warming affect the countries' economy?

- A. Underdeveloped countries will survive.
- B. Underdeveloped countries will suffer the most.
- C. Underdeveloped countries will suffer the least
- D. It will not affect developed countries at all.

5. According to the text in a warming world

- A. aggression may rise while productivity falls.
- B. aggression may fall while productivity rises.
- C. aggression may stay the same while productivity rises.
- D. aggression may rise it doesn't affect productivity.

 **TEXT 3**

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

MOON-SIZED DEAD STAR SETS RECORDS

Only (1) _____ a newfound dead star is the smallest of its kind known. The white dwarf, a type of remnant left behind (2) _____ has a radius of about 2,100 kilometers, researchers report in the July 1 Nature. That's close to the moon's approximately 1,700-kilometer radius. Most white dwarfs (3) _____, which has a radius of about 6,300 kilometers. The white dwarf's small girth means, counterintuitively, that it is also one of the most massive known objects of its kind, (4) _____. That's because white dwarfs shrink (5) _____. Located about 130 light-years from Earth, this stellar remnant is living on the edge, the team says. If it were much more massive, (6) _____.

- A. it would explode

- B. when researchers find out about it
- C. at about 1.3 times the sun's mass
- D. are closer in size to Earth
- E. as they gain mass
- F. when certain stars peter out
- G. as it stops
- H. a smidge bigger than the moon

 **TEXT 4**

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

HOW ANIMALS NAVIGATE THE WORLD.

by Kathryn Schulz

One of the most amazing things I have ever witnessed involved an unprepossessing house cat named Billy. This was some years ago, (1) _____ Billy, a big, bad tempered old tomcat, belonged to the previous tenant, a guy by the name of Phil. Phil adored that cat, and the cat returned the favor.

On the day Phil vacated the house, he wrestled an irate Billy into a cat carrier, loaded him into a moving van, and headed toward his new apartment, in Brooklyn. Thirty minutes down I-84 in the middle of a drenching rainstorm, the cat somehow clawed his way out of the carrier. Phil got out of the van, opened the door a gingerly two inches—whereupon Billy shot out, streaked unscathed across two lanes of seventy-mile-per-hour traffic, and (2) _____. After nearly an hour in the pouring rain trying to make his own way to the other side, Phil gave up and, heartbroken, continued onward to his newly diminished home.

Some weeks later, at a little before seven in the morning, I woke up to a banging at my door. I was standing there, sleep-addled and confused, when up onto his hind legs and into my line of vision popped an extremely scrawny and filthy gray cat. I gaped. Then I opened the door and asked the cat, idiotically, “Are you Billy?”

He paced, distraught, and meowed at the door. I retreated inside and returned with a bowl each of food and water, but he ignored them and banged again at the door. Flummoxed, I took a picture and texted it to my landlord with much the same question I had asked the cat: “Is this Billy?” Ninety minutes later, Phil showed up at my door. The cat, (3) _____, took one look and leaped into Phil’s arms. Phil, a six-foot-tall bartender promptly started to cry. After a few minutes of mutual adoration, the cat hopped down, purring, devoured the food (4) _____, lay down in a sunny patch of grass by the door, and embarked on an elaborate bath.

How Billy accomplished his remarkable feat remains a mystery, (5) _____.

Cats, bats, elephant seals, red-tailed hawks, wildebeests, gypsy moths, cuttlefish, slime mold, emperor penguins: to one degree or another, every animal on earth knows how to navigate – and, to one degree or another, scientists remain perplexed by (6) _____.

- A. I had put out two hours earlier.
- B. who had been pacing continuously.
- C. how they do so.
- D. how did Billy get home.
- E. shortly after I had moved into a little rental house.
- F. disappeared into the wide, overgrown median.
- G. if I were a cat.
- H. not only to me but to everyone.

 **TEXT 5**

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

Genetically modified baker's yeast can turn corn stover – cornstalks, leaves and other harvest debris that farmers often leave to rot in fields – into ethanol, (1) _____.

Reader Doug Brown wanted to know (2) _____ considering that the materials contribute to soil structure, health and maintenance. Leaving corn stover behind to promote healthy soils is important, Ogasa says. “The vision isn't to strip the fields bare, (3) _____ – around 20 to 25 percent – of the corn stover for ethanol production.”

Reader Diana Lutz wondered if ethanol production would help curb the climate crisis, (4) _____. While burning ethanol does release CO₂, growing corn can capture the greenhouse gas, Ogasa says. This cycling of carbon is different from burning fossil fuels, (5) _____. Longterm climate solutions certainly need to include alternatives to burning fuels, says metabolic engineer Felix Lam of MIT. Substituting some fossil fuel use with ethanol or other biofuels could help reduce CO₂ emissions now (6) _____.

- A. which only adds more CO₂ to the atmosphere.
- B. how removing the corn leftovers would affect soil systems.
- C. which can help us to survive.
- D. considering that burning the fuel produces carbon dioxide
- E. but to extract a minor portion.
- F. while scientists develop emission-free energy sources.
- G. but it could hurt the atmosphere.
- H. Nikk Ogasa reported in “Yeast turns corn leftovers into fuel”.

TEXT 6

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

SEE MARS THROUGH PERSEVERANCE'S EYES

In February, the Perseverance rover touched down on Mars and went to work. NASA's rover began traversing the floor of Jezero crater, (1) _____. Eroded outcrops close to the rover's landing site could be remnants from that lake.

Perseverance is taking a closer look at individual rocks too. One rock has fascinating textures and "crazy red coatings" (2) _____. The coatings and the purple color suggests (3) _____.

The rover is also on the hunt for igneous, or volcanic, rocks because they tend to be old (4) _____. Light- and dark-colored spots in one rock could be crystals, (5) _____. But these crystals are bigger than expected for lava that would have cooled at the surface. Similar crystals form deep in Earth, (6) _____. When lava cools at Earth's surface, the crystals don't have time to grow big. The next step is thinking through how rocks like this could have formed.

- A. that are more purple than typical Mars dust.
- B. where it could be.
- C. thought to be the dry basin of an ancient lake.
- D. and preserve a record of their age well.
- E. where magma solidifies slowly.
- F. which could be seen.
- G. that they contain some iron.
- H. which would suggest long-ago volcanic activity.

 **TEXT 7**

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

The last century of astronomy has revealed the complexity of the cosmos (1) _____.

The universe is expanding at an accelerating rate, and galaxies (2) _____. But that doesn't mean they can never meet. Gravity is still very good (3) _____, and galaxies run into each other all the time.

Mars' sky, (4) _____, is actually pinkish-yellow thanks to dust particles in the air. Given that Earth's oceans are blue like its sky, some scientists wondered what color Mars' surface water would have been long ago. Martian oceans would probably have appeared blue. Mars' atmospheric composition, (5) _____, does not affect most of the sunlight that reaches the planet's surface. Sunlight at the surface contains all colors in the visible light spectrum. Water molecules absorb red, orange, green and yellow wavelengths from sunlight and scatter blue wavelengths. That is why we perceive Earth's oceans as blue. So (6) _____, water on ancient Mars would have looked blue.

- A. are flying away from each other.
- B. initially thought to be blue.
- C. just as on Earth.
- D. at bringing matter together.
- E., which helps, determine the color of its sky.
- F. which scientists tried to examine
- G. is approaching.
- H. including the existence of exoplanets and colliding galaxies

USE OF ENGLISH

 TEXT 8

Read the text below. For questions (1-10) choose the correct answer (A, B, C or D)

WHAT CAN SCIENCE TELL US ABOUT LIVING A GOOD LIFE?

Given the state of the world, it (1) _____ apt to wonder how to find purpose and joy in dark times. How can one live a good life when it feels as if things just keep (2) _____ worse? It's a question that many people have asked (3) _____ in the last 18 months. Social sciences writer Sujata Gupta explores how people can (4) _____ fulfillment, even in disastrous times.

Gupta argues that the pandemic is a prime example of a perspective-changing moment. Last December, as she was researching pandemic fatigue, she stumbled (5) _____ a related line of work suggesting that novel or aesthetic experiences can help people lead rich lives. Gupta, (6) _____ used to travel (7) _____, was intrigued. But before she could learn more, she, her husband and their young daughter got COVID-19. They recovered, but the episode left the family reeling. "I thought, 'Wow, I need to make (8) _____ changes'" Gupta told me. "I need to pay heed and listen to what this [crisis] is saying." She understood that richness could be cultivated, even without wild adventures.

New, (9) _____ experiences can feel hard to come by while isolated in a pandemic, but Gupta found a way: Learn to make pottery. "It's a creative outlet, and I put zero stress on it," she said. "You don't have to be good." The act of creating these lovely, often wobbly, pots has restored some of the richness she used to feel (10) _____ exploring the world.

1	A	seem	B	seems	C	seeming	D	seemed
2	A	get	B	gets	C	getting	D	got
3	A	they	B	them	C	their	D	themselves
4	A	find	B	to find	C	found	D	finding
5	A	across	B	along	C	among	D	between
6	A	what	B	who	C	whose	D	whom
7	A	extensive	B	extence	C	extend	D	extensively

- | | | | | | | | | |
|----|---|--------|---|----------|---|----------|---|------------|
| 8 | A | some | B | any | C | a | D | an |
| 9 | A | create | B | creative | C | creation | D | creatively |
| 10 | A | unless | B | while | C | till | D | as |

 **TEXT 9**

Read the text below.

For questions (1-7) choose the correct answer (A, B, C, or D).

THE UNUSUAL BEHAVIOR

(1) _____ birds take bold risks to gather a beakful of hair for (2) _____ nests. Titmice have been spotted dive-bombing cats, alighting on dozing (3) _____ backs and plucking strands of hair from people’s heads. Now, there’s a term (4) _____ the unusual behavior: kleptotrichy.

(5) _____ from the Greek words for “to steal” and “hair,” kleptotrichy has rarely been described (6) _____ scientists, but dozens of YouTube videos capture the behavior, researchers report July 27 in Ecology. Titmice – and one chickadee – (7) _____ on video tugging hair from dogs, cats, humans, raccoons and even a porcupine.

- | | | | | | | | | |
|---|---|------------------|---|-----------------|---|-------------|---|-----------|
| 1 | A | Some | B | None | C | Any | D | Both |
| 2 | A | they | B | them | C | theirs | D | their |
| 3 | A | predators | B | predator’s | C | predators’ | D | predator |
| 4 | A | by | B | for | C | of | D | on |
| 5 | A | Derive | B | Deriving | C | Derived | D | To derive |
| 6 | A | on | B | by | C | with | D | of |
| 7 | A | have been caught | B | has been caught | C | have caught | D | caught |

 **TEXT 10**

Read the text below.

For questions (1-9) choose the correct answer (A, B, C, or D).

MOTORBIKE STUNT RIDER

I work as a motorbike stunt rider – that is, I do tricks on my motorbike at shows. The Le Mans race track in France was where I first (1) _____ some guys

doing motorbike stunts. I'd never seen anyone (2) _____ a motorbike using just the back wheel before and I was so (3) _____ that I went straight home and taught myself (4) _____ the same. It wasn't very long before I began to earn my living at shows (5) _____ my own motorbike stunts.

I have a degree in mechanical engineering; this (6) _____ me to look at the physics that lies behind each stunts. In addition to (7) _____ responsible for design changes to the motorbike, I have (8) _____ on every stunt I do. People often think that my work is dangerous, but, apart from some minor problem happening occasionally during a stunt, nothing ever goes wrong. I never (9) _____ in any kind of danger because I'm very experienced.

1	A	saw	B	have seen	C	will see	D	see
2	A	ride	B	to ride	C	riding	D	ridden
3	A	impressing	B	impressed	C	impress	D	impressive
4	A	do	B	doing	C	done	D	to do
5	A	performing	B	performed	C	perform	D	have performed
6	A	helped	B	is helping	C	helps	D	will help
7	A	be	B	been	C	have been	D	being
8	A	to work	B	worked	C	been worked	D	have been working
9	A	feeling	B	have felt	C	felt	D	feel

 **TEXT 11**

Read the text below.

For questions (1-7) choose the correct answer (A, B, C, or D).

A BUBBLE OF AIR LETS SOME LIZARDS BREATHE UNDERWATER

Some small lizards (1) _____ a newfound superpower: Like scuba divers, they can (2) _____ underwater a long time. Evolutionary biologist Chris Boccia of Queen's University in Canada followed up on a (3) _____ story. His mentor had seen an underwater Anolis lizard (4) _____ suck air in and out of an exhaled bubble for several minutes. Later, in Costa Rica, Boccia chased after these lizards to see how common that behavior (5) _____. He confirmed Anolis lizards regularly evade predators by (6) _____ underwater and (7) _____ rebreathing air exhaled as bubbles. One champion bubble rebreather hid out this way for 18 minutes.

1	A	has	B	have	C	having	D	to have
2	A	stay	B	to stay	C	stayed	D	staying
3	A	strangely	B	strange	C	stranger	D	strangers
4	A	repeat	B	repeating	C	repeated	D	repeatedly
5	A	was	B	were	C	is	D	are
6	A	dive	B	divingn	C	to dive	D	dove
7	A	then	B	than	C	them	D	these

 **TEXT 12**

Read the text below.

For questions (1-7) choose the correct answer (A, B, C, or D).

WARNING: WILDFIRES MIGHT MAKE YOU ITCH

Smoke (1) _____ by California’s 2018 Camp Fire, (2) _____ that coloring this San Francisco vista, has just been linked to eczema. This skin condition’s “itch (3) _____ be very life-altering,” notes dermatologist Maria Wei of the University of California, San Francisco. It (4) _____ mood and leads to sleep loss. Her team reviewed doctor visits and prescriptions for eczema drugs in the weeks (5) _____, during and after the wildfire. One surprise, she reports: A very short term exposure to wildfire (6) _____ caused an immediate uptick in eczema, especially in kids, (7) _____ doctor visits for the condition climbed by nearly 50 percent after the fire.

1	A	emitted	B	emitted	C	emitting	D	to emit
2	A	as	B	so	C	like	D	as like
3	A	can	B	must	C	ought to	D	could
4	A	affect	B	affects	C	affected	D	affecting
5	A	before	B	ago	C	along	D	since
6	A	polluting	B	pollute	C	polluted	D	pollution
7	A	who	B	whose	C	where	D	which

 **TEXT 13**

Read the text below.

For questions (1-7) choose the correct answer (A, B, C, or D).

**WARMING CITIES MAY SEE MORE RAIN – AND FREQUENT
FLOODING**

Scientists are finding that as already warm cities get even (1) _____, that heat is fueling rainstorms – sometimes prolonged intense ones. Cities can (2) _____ Earth’s water cycle through what’s becoming known (3) _____ the urban rain effect. Pavement, concrete buildings and dark-roofed houses absorb (4) _____ heat than forests or rural sites. Urban pollutants can serve as seeds for the (5) _____ of cloud droplets. Tall buildings channel pollutants and the solar-heated air upward. And here’s (6) _____ contributor: Cities can split storms, rerouting their paths. The good news: Science is also identifying clever strategies (7) _____ the growth of these flood-threatening urban downpours.

1	A	hot	B	hotter	C	hottest	D	the hottest
2	A	modify	B	to modify	C	modified	D	modifying
3	A	so	B	like	C	as	D	as like
4	A	many	B	more	C	most	D	the most
5	A	form	B	formatted	C	formative	D	formation
6	A	another	B	other	C	others	D	the others
7	A	blunt	B	to blunt	C	to have blunt	D	blunting

 **TEXT 14**

Read the text below.

For questions (1-5) choose the correct answer (A, B, C, or D).

Lying undisturbed for more than 40 years, audio tapes bearing the unmistakable voice of Agatha Christie (1) _____ that show how she modelled Miss Marple on her own grandmother. Her grandson Mathew Prichard stumbled upon 27

of the half-hour long tapes in a dusty cardboard box as he cleaned out a storeroom in Greenway, the Georgian property overlooking the Dart estuary in Devon that Christie (2) _____ “the loveliest place in the world”. The tapes, which nobody knew existed, are the raw material on which part of her autobiography (3) _____. Working alone at her own unhurried pace, the ageing Christie dictated the tapes on a Grundig Memorette machine in the mid 1960s. Her rich, authoritative voice offers a wealth of insights into her life and how she (4) _____ her most beloved characters. Among them is her description of Jane Marple - and how she partially based the genteel sleuth on her grandmother. Although she insisted that Miss Marple was in no way “a picture of my grandmother”, she (5) _____ the two shared an important trait.

- | | | | | | | | | |
|---|---|----------------------|---|----------------|---|--------------------|---|----------------------|
| 1 | A | have been discovered | B | had discovered | C | was discovering | D | will have discovered |
| 2 | A | is calling | B | called | C | have called | D | will called |
| 3 | A | bases | B | based | C | were based | D | was based |
| 4 | A | developed | B | were developed | C | will be developing | D | is developing |
| 5 | A | will be admitting | B | was admitting | C | did admit | D | admits |

 **TEXT 15**

Read the text below.

For questions (1-8) choose the correct answer (A, B, C, or D).

THE HURRICANE WAS A NIGHTMARE

Kevin Parfait from Martinique tells about a disaster experience: “This story (1) _____ about seven years ago. At that time I was only eleven years old, but images of that week are still (2) _____ if it all happened yesterday.

During that week, we had to face (3) _____ to the most powerful hurricane Martinique (4) _____. The fact that I was little increased the effects of such an experience. I can still hear the noise of the wind blowing on the taped windows that were shaking. Outside, everything was flying or moving... trees, papers, plastics.

But the nightmare was not that phase, when we were just afraid without (5) _____ other possibilities. The real one was after it hit. In fact, the hurricane (6) _____ the island only once, but three times, causing at each crossing more and more damage.

During the entire week following that event, we (7) _____ to go out of the house. All the roads (8) _____ cut off, and we did not have running water or phones. For me, those seven days were a real nightmare”

- | | | | | |
|---|----------------|----------------|--------------------|-------------------|
| 1 | A take place | B took place | C have taken place | D had taken place |
| 2 | A as clear as | B so clear | C both clear and | D rather clear |
| 3 | A in | B on | C for | D up |
| 4 | A ever see | B ever saw | C have ever seen | D had ever seen |
| 5 | A no | B any | C every | D some |
| 6 | A do not cross | B didn't cross | C had not crossed | D was not crossed |
| 7 | A can't | B could not | C were not able | D had not able |
| 8 | A are | B were | C have been | D had been |

 **TEXT 16**

Read the text below.

For questions (1-5) choose the correct answer (A, B, C, or D).

WONDROUS WINGS

Spindly scales and a waxy (1) _____ are the secret to glasswing but terflies' (2) _____ wings, Maria Temming reported in “What's behind this butterfly's see-through wings”. Reader Connie Jagodzinski found the (3) _____ fascinating: “It made me (4) _____ of Star Trek's cloaking devices and how this ... (5) _____ little insect could galvanize big old human technology.”

- | | | | | |
|---|--------------|---------------|---------------|----------|
| 1 | A coating | B layer | C surface | D top |
| 2 | A clear | B crystalline | C transparent | D limpid |
| 3 | A research | B survey | C exploration | D study |
| 4 | A understand | B think | C read | D smile |
| 5 | A disgusting | B abominable | C amazing | D rude |

 **TEXT 17**

Read the text below.

For questions (1-7) choose the correct answer (A, B, C, or D).

EARTH CANNOT AVOID A WARMER FUTURE

But just how hot it gets is (1) _____ to us, a U.N. climate report says.

Science is unequivocal: Humans are dramatically (2) _____ Earth's climate. The effects of climate change are now found in every region around the globe and are intensifying rapidly. And the window to (3) _____ some of these effects is closing.

Climate change is already (4) _____ every region on Earth in multiple ways, from drought and fire conditions in the American West to heat waves in Europe and flooding in Asia. Each of the last four decades has been the warmest on record since preindustrial times.

Researchers understand climate change far better now than they did (5) _____ 1990. In the last three decades, new findings have poured in from tens of thousands more observing stations, from a wealth of satellite instruments and from dramatically improved climate simulations.

Greenhouse gas emissions from human activities are driving climate change. The Paris Agreement set a target of limiting the global average temperature to 2 degrees Celsius above preindustrial times. But many island nations and others most threatened by climate change feared that this target wasn't (6) _____ enough.

Those concrete findings (7) _____ the attention of the public and policy makers alike. Scientists hope the new report, with its emphasis on the regional and local effects of climate change, will have a similar impact.

- | | | | | | | | | |
|---|---|-------------|---|-------------|---|-----------|---|-----------|
| 1 | A | by | B | up | C | in | D | through |
| 2 | A | overhauling | B | fixing | C | mending | D | dividing |
| 3 | A | speed up | B | enhance | C | reverse | D | improve |
| 4 | A | affecting | B | improving | C | depending | D | including |
| 5 | A | on | B | in | C | at | D | by |
| 6 | A | clear | B | transparent | C | creative | D | stringent |
| 7 | A | took | B | fixed | C | grabbed | D | lost |

 **TEXT 18**

Read the text below.

For questions (1-9) choose the correct answer (A, B, C, or D)

AN INCREDIBLE VEGETABLE

Garlic, a member of the Liliaceae family which also includes onions, is (1) _____ used in cooking all around the world. China is currently the largest producer of garlic, which is particularly associated (2) _____ the dishes of northern Africa and southern Europe. It is native (3) _____ central Asia and has long had a history as a (4) _____ food, used both to prevent and cure illnesses in Ancient Egypt. Workers building pyramids were given garlic to (5) _____ them strong while Olympic athletes in Greece ate it to increase their (6) _____ to infection.

Modern-day scientists have proved that garlic can indeed kill bacteria and even some viruses, so it can be very (7) _____ for people who have coughs and colds. In addition, some doctors believe that garlic can (8) _____ blood pressure.

The only (9) _____ to this truly amazing food is that the strong and rather spicy smell of garlic is not the most pleasant!

1	A mostly	B commonly	C ordinarily	D always
2	A to	B for	C with	D as
3	A to	B with	C of	D for
4	A medicinal	B curative	C health-giving	D medicative
5	A keep	B hold	C maintain	D support
6	A strength	B opposition	C resistance	D rebellion
7	A valuable	B profitable	C beneficial	D useful
8	A reduce	B decrease	C decline	D narrow
9	A advantage	B defect	C disadvantage	D fault

Read the text below.

For questions (1-5) choose the correct answer (A, B, C, or D)

The (1) _____ Tuscan island of Montecristo, whose mysterious history is filled with saints, monks and pirates, is to be opened up to the public for the first time. The diamond-shaped island, which is (2) _____ four square miles in size, was immortalised by Alexandre Dumas in *The Count of Monte Cristo* as the site of an enormous hidden treasure. For almost 40 years, since it became a nature reserve, only scientists and researchers have been allowed within three miles of the island's granite (3) _____. The waters were regularly patrolled to make sure the island's population of monk seals, dolphins, tuna and rare birds was not disturbed. Anyone entering the waters illegally was liable to an instant 150 pounds fine. (4) _____, the Park Authority for the Tuscan Archipelago has now decided to allow up to 1,000 tourists a year to visit Montecristo, which lies 22 miles south of Elba and 40 miles from the coast of Italy. Visitors will be allowed from April 1 to July 15 and then from August 31 to the end of October each year. (5) _____ for 2009 have to be booked with the authority by the end of January next year.

- | | | | | |
|---|-----------------|-----------|------------------|-------------------|
| 1 | A huge | B micro | C little | D tiny |
| 2 | A around | B nearby | C beside | D in the distance |
| 3 | A plain | B coast | C cliffs | D stone |
| 4 | A Unfortunately | B However | C In other words | D Anyway |
| 5 | A hitchhike | B voyage | C travels | D trips |

 **TEXT 20**

Read the text below.

For questions (1-5) choose the correct answer (A, B, C, or D)

THE AWARD FOR THE GREATEST LIVING BRITON

The British people voted for Queen Elizabeth II as the Greatest Living Briton for 2009. She beat former Beatle Sir Paul McCartney, ex-prime minister Baroness Thatcher and pop superstar Robbie Williams. The Queen was not present at the

(1) _____ to collect her award in person. (2) _____, her youngest son Prince Edward made a special present to his mother via a video link. The Queen has enjoyed great popularity among her people (3) _____. She has been on the throne since 1953 and is one of the few British royals to avoid scandals. Her popularity got down after Diana, Princess of Wales, died in Paris in 1997, but she remains a much loved figure today.

The award for the Greatest Living Briton is a new one. It is given by ITV, one of Britain's most (4) _____ television companies. Guy Freeman of ITV said: «The Great Britons was a fantastic ceremony showing all that is so great about the United Kingdom». He added that the award ceremony is going to become an annual event. The first winner, in 2005, was Tim Berners-Lee, the inventor of the World Wide Web. Another award given at the ceremony was for soccer star David Beckham, who picked up the Award for Global Achievement. This is for his performance on the soccer field, his charity work and his (5) _____ around the world to promote Britain and British culture.

- | | | | | |
|---|--------------|---------------|--------------|-------------|
| 1 | A overseas | B ceremony | C popularity | D trend |
| 2 | A However | B Thus | C So | D That's |
| 3 | A just | B yet | C recently | D still |
| 4 | A popularity | B popular | C carnival | D community |
| 5 | A activity | B performance | C trend | D practice |

KEYS

TEST 1: 1) D; 2) C; 3) B; 4) D; 5) A.

TEST 2: 1) B; 2) D; 3) B; 4) B; 5) A.

TEXT 3: 1) H; 2) F; 3) D; 4) C; 5) E; 6) A.

TEXT 4: 1) E; 2) F; 3) B; 4) A; 5) H; 6) C.

TEST 5: 1) H; 2) B; 3) E; 4) D; 5) A; 6) F.

TEXT 6: 1) C; 2) A; 3) G; 4) D; 5) H; 6) E.

TEXT 7: 1) H; 2) A; 3) D; 4) B; 5) E; 6) C.

TEXT 8: 1) B; 2) C; 3) D; 4) A; 5) A; 6) B; 7) D; 8) A; 9) B; 10) B.

TEXT 9: 1) A; 2) D; 3) C; 4) B; 5) C; 6) B; 7) A

TEXT 10: 1) A; 2) C; 3) B; 4) D; 5) A; 6) C; 7) D; 8) A; 9) D.

TEXT 11: 1) B; 2) A; 3) B; 4) D; 5) A; 6) B; 7) A.

TEXT 12: 1) B; 2) C; 3) A; 4) B; 5) A; 6) D; 7) B.

TEXT 13: 1) B; 2) A; 3) C; 4) B; 5) D; 6) A; 7) B.

TEXT 14: 1) A; 2) B; 3) D; 4) A; 5) C.

TEST 15: 1) B; 2) A; 3) D; 4) D; 5) B; 6) B; 7) C; 8) B;

TEST 16: 1) A; 2) C; 3) A; 4) B; 5) C.

TEXT 17: 1) B; 2) A; 3) C; 4) A; 5) B; 6) D; 7) C.

TEXT 18: 1) B; 2) C; 3) A; 4) C; 5) A; 6) C; 7) D; 8) A; 9) C.

TEXT 19: 1) D; 2) A; 3) C; 4) A; 5) D.

TEXT 20: 1) B; 2) A; 3) C; 4) B; 5) A.

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PART I
READING

 **TASK 1**

Read the texts below. Match choices (A-H) to (1-65). There are three choices you do not need to use. Write your answers on the separate answer sheet.

**SOME PSYCHOLOGICAL TRICKS TO MAKE PEOPLE LIKE YOU
IMMEDIATELY**

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

1. _____

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

2. _____

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

3. _____

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

4. _____

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

5. _____

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

- A. Expect good things from people
- B. Encourage people to talk about themselves
- C. Spend more time together with others
- D. Emphasize the shared values
- K. Compliment other people
- F. Always be in a good mood
- G. Tell people your secrets t
- H. Imitate other people

 **TASK 2**

Read the text below. For questions (6-10) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

COOKING IN THE CLASSROOM'? ALIMENTARY!

The workplace of professional chef Catherine Pressler is a former storage room at Hunters Woods Elementary School. Outside Room 106, a sign proclaims, "Chef Pressler, Food FUNdamentals." This is where students come to take part in a cooking-based course which began several years ago when Pressler was looking for a way to be active in her children's school. Her kids aren't in elementary school anymore, but Pressler has stayed. Named Parent Teacher Association (PTA) Volunteer of the Year, she is the creator of a highly detailed and organised series of classes for kindergarten through sixth grade that adds to themes from daily course work.

How is cooking connected with math, science or history? Just look: Kindergartners whip up a recipe inspired by a popular children's tale, "Stone Soup": as they handle the ingredients, they learn about geometric shapes, sorting, identification of fruits and vegetables, and the five senses. Lessons become more complex for the older kids. Fourth-graders prepare a grand menu from Colonial Virginia to review the state's history, culture and natural resources. Hunters Woods Principal Stephen Hockett says, "Everything she does is amazing. To have children use their thinking skills and make connections to the real world is incredible. When kids are having a good time is when supplies and teaching. She volunteers her time; the supply budget comes from student fees, the PTA and sometimes her own pocket. The program has grown so large that Pressler is looking for grants and other sources of income.

You have to see Pressler in action to truly understand the scope of her program, and her dedication to the kids. On a spring afternoon in Room 106, third-grade students arrive to find gleaming stainless-steel pasta machines and other carefully organized supplies waiting on clean tabletops. Pressler isn't two minutes into the

lesson before she gives the first hints that the program is about a lot more than cooking.

Pressler manages to talk without stopping, but without losing her young audience. Their eyes follow her as she springs around the room discussing history and geography, pulling down a world map here and pointing to an architectural poster there. Pulling out packages of pasta, she wows the kids with the variety of ingredients used to make different kinds of it, including soy, buckwheat, rice, corn and rye. Soon the class is shrieking with delight as they run dough through pasta machines and measure it for the longest-noodle contest.

Pressler is a role model with a diverse background. “I went to school in architecture and interior design. I’d always loved science, so then | went to graduate school in textile chemistry. Then I said, “Um going to chef school now, as a hobby.” And I found that’s where my heart was. | worked as a pastry chef for a number of years and really loved that.” She missed interacting with more people, however.

Pressier says she dreams of expanding the program to reach more students at other schools or taking her program to television. Her recipe for success is to integrate learning with life, instill enthusiasm for learning in the children, and inspire them to achieve their heart's desire.

7. What can be inferred from **PARAGRAPH 2** about Pressler’s course?
- A it teaches children practical skills.
 - B It requires quick thinking.
 - C It is provided free of charge.
 - D It is arranged for one age group.
8. What problems does Pressler face in teaching her course?
- A creating the menu for pupils
 - B searching for additional financing
 - C getting the necessary ingredients
 - D clearing up the mess after classes
9. Which of the following is **NOT TRUE** of Pressier’s teaching techniques?

- A She captures student's attention.
- B She holds competitions in class.
- C She applies an interdisciplinary approach.
- D She conducts her lessons outdoors.

10. What are Pressier's plans for the future'?

- A to open her own bakery
- B to continue her education
- C to widen her audience
- D to develop her own recipes

TASK 3

Read the texts below. Match choices (4-H) to (11-16). There are two choices you do not need to use. Write your answers on the separate answer sheet.

FAMOUS CASTLES

11. Tintagel Castle

After a period as a Roman settlement and military outpost, **Tintagel, Great Britain**, became a trading settlement of Cornwall during the 5th and 6th centuries. The castle itself was constructed in the 13th century. Its remains are still breathtaking: steep stone steps and thick walls which encircle the great hall. There are many myths and unanswered questions surrounding Tintagel. It is even associated with the romance of 'Tristan and Isolde. The visitors of the local museum may see a display on the history of the site, including a series of finds from the medieval period excavations.

12. Arundel Castle

Arundel Castle, Great Britain, is a restored medieval castle. Since the 11th century, the castle has been in the family of the Duke of Norfolk, and is still the principal seat of the family. Although the present Duke and Duchess still live in a section of the castle, the rest is open to the public. Arundel has been renovated and

refurbished many times over the last seven centuries and its spectacular gardens and beautiful exterior have served as a shooting area for several movies. The modern castle may also be used for Corporate Events and Conferences.

13. Ussé Castle

Ussé Castle, France, is a pretty castle situated close to the River Loire. It is said that Ussé was the inspiration for the Sleeping Beauty fairy tale. The castle is lived in, and much of it is not open to the public, but there is still plenty to enjoy, including the 15th century kitchen, an impressive dining room, and some richly decorated bedrooms. For the past two decades, the castle has been filled with wax figures dressed in costumes from the 18th century up to now. The exhibition is changed each year to show the development of people's outfit.

14. Eltz Castle

Eltz Castle, Germany, is set in the hills in the middle of the forest surrounded on three sides by the river. It seems to have just grown out of the rock itself. Thanks to its beneficial position, it is among a few castles in Germany that have never been taken by enemies or destroyed. Remarkably, it is owned by the same noble family who built it over eight centuries ago in the 12th century, 33 generations ago.

15. Leeds Castle

Leeds Castle, Great Britain, is what many people imagine when they think of an English castle. During its 900-year history, Leeds Castle has been the private property of six of England's medieval Queens and a palace used by Henry VII. Lady Bathe, the last private owner, inherited the place in the early 1900s. In the 1930s Lady Baillie entertained high society from London coming to the castle for weekends. Today the interior offers visitors a glimpse of its rich past with a fine collection of art, porcelain and furniture.

16. Urquhart Castle

Urquhart Castle, Scotland, was one of the largest strongholds of medieval Scotland. Though now in ruins, abandoned in the late 17th century, it remains an impressive structure, overlooking Loch Ness. The castle is now owned by the National Trust for Scotland, and run by Historic Scotland Fund, which undertook a

major construction program to create a visitor centre at the site, and to improve parking facilities. The visitor centre includes a display on the history of the site, a cinema, a restaurant and a shop. Urquhart Castle also hosts marriage ceremonies throughout the year.

Which castle _____ ?

A is attractive to people interested in the history of dress

B displays a collection of jewellery

C is used for holding weddings

D was protected by its location

E was used as a venue for social events

F was available as a film location

G inspired a famous artist with its scenery

H was a site of archaeological digging

TASK 4

Read the text below. Choose from (4-H) the one which best fits each space (17-22). There are two choices you do not need to use. Write your answers on the separate answer sheet.

WORLD'S MOST EXPENSIVE BOOK GOES UP FOR SALE

A rare copy of John James Audubon's *Birds of America*, **(17)** _____ has been announced to go on sale at Sotheby's. Only 119 complete copies of the 19th-century book are known to exist, and 108 are owned by museums and libraries.

A separate edition of the wildlife book was sold for a record-breaking price of £5.7million a decade ago. The copy going under the hammer in December comes from the collection of Lord Hesketh. It contains 1,000 life-sized illustrations of almost 500 breeds. It took wildlife artist John James Audubon 12 years **(18)** _____. He did so by travelling across America, shooting the birds. He would

then hang them on bits of wire to paint them. The artist then went to Britain to print the volumes and targeted the rich to buy Copies.

Lord Hesketh's collection also includes a rare copy of Shakespeare's First Folio, which Sotheby's said is (19) _____. Of the 750 that were probably printed, only 219 are known to exist today. The copy, (20) _____, is offered for sale. It has a valuation of up to £1.5 million, and only has three pages missing. It is one of only three textually complete copies to exist in private hands in a comparably early binding.

Letters written from Elizabeth I relating to Mary Queen of Scots are also going under the hammer at the sale, (21) _____. David Goldthorpe, a senior specialist in Sotheby's books and manuscripts department in London, said: "To have all these items in one sale is remarkable; it's certainly never happened in my time, 15 years, and (22) _____.

A "the most important book in all of English Literature"

B which takes place on 7 December

C billed as the world's most expensive book

D the famous American naturalist and artist

E, which dates back to 1623

F portrayed even the largest birds

G to complete his study

H people who've been here longer can't recall it

USE OF ENGLISH

TASK 5

Read the text below. For questions (23-32) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Tea and Ceylon are synonymous in many (23) _____. Sri Lanka (Ceylon) is a land which has inherited a rich history of tea and continues to grow the best tea in the world, with its different climatic (24) _____, producing

variations in taste, quality, character and appearance. Ceylon tea is a brand of its own carrying out the (25) _____ flavours of all regions in Sri Lanka. The various soil conditions and different elevations in each region give its teas the diverse characteristics. And no two teas are the same even when grown in the same region. Tea may (26) _____ in flavour, colour and the aroma which embodies the sense of place.

As the world takes an organic (27) _____ to life, tea has become a beverage preferred by many. The health benefits in tea are numerous, the most outstanding one being its antioxidants. Scientific (28) _____ has confirmed that regular tea drinkers are protected from many chronic diseases, the main being heart diseases due to its powerful antioxidants. Ceylon tea is (29) _____ in antioxidants, since it is packed right where it is grown and (30) _____ within days to protect the freshness of the tea.

Ceylon tea is an element of the art of drinking tea. Each range of tea (31) _____ its own story related to the rich Sri Lankan heritage.

Each product means unique tea drinking (32) _____, which transports its tea drinkers to another time and place. It is the taste of Ceylon's finest tea at its best, creating luxury in everyday life.

23	A means	B ways	C directions	D routes
24	A effects	B positions	C states	D conditions
25	A accurate	B possible	C probable	D definite
26	A exchange	B differ	C adapt	D rotate
27	A approach	B style	C manner	D system
28	A attention	B research	C thinking	D progress
29	A wealthy	B rich	C great	D valuable
30	A directed	B shipped	C moved	D referred
31	A imagines	B plays	C belongs	D reflects
32	A ability	B view	C experience	D evidence

TASK 6

Read the texts below. For questions (83-42) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

MARY KINGSLEY

Mary Kingsley didn't travel during the first 56 years of her life. (33) _____, when her father died, leaving her an inheritance, she (34) _____ to set off for West Africa, that was still largely unmapped in (35) _____. Kingsley travelled alone, (36) _____ was almost unheard of for a female at the time. During her travels, she lived with local people and learned their skills and customs. Kingsley became quite well known after returning to England. She spent a lot of time criticizing missionaries for trying to change the native (37) _____ traditions.

33 A However B Although C Moreover D Besides

34 A has decided B Had decided C decided D decides

35 A 1890s B 1890th C the 1890s D the 1890th

36 A whether B which C when D how

37 A Africans's B African's C Africans D Africans'

TYPHOONS TRICK JAPAN'S CHERRY TREES INTO BLOOMING MONTHS EARLY

Japan's famed cherry blossoms, sakura, are reported to be blooming several months ahead of schedule. The *Weathernews* website said it (38) _____ more than 350 reports of premature blossoms.

Experts said the flowers' surprise appearance (39) _____ to extreme weather events in Japan in recent weeks, including two particularly powerful typhoons: the violent storms had stripped many trees of their leaves. One purpose of the leaves is (40) _____ hormones that prevent buds from flowering ahead of time. Hiroyuki Wada, a tree doctor at the Flower Association of Japan said that the unusually warm weather that followed the typhoons (41) _____ have "tricked" the trees' buds into flowering as well. "This has happened before, but I don't remember (42) _____ anything on this scale," said Wada.

38 A receives B was received C had received D has received

39 A linked B had linked C was linking D was linked

40 A release B to release C to be releasing D to have released

41 A would B need C ought D might

42 A seeing B to see C to be seen D being seen

PART II

READING

 TASK 1

Read the texts below. Match choices (A-H) to (1-65). There are three choices you do not need to use. Write your answers on the separate answer sheet.

SOME RULES FOR LEARNING AT ANY AGE

1. _____

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

2. _____

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

3. _____

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

4. _____

Most people think that learning in their preferred way is better. Some like to read things, auditory learners like to hear information aloud, while visual learners

like images, graphs and live-action descriptions. But just because it's easier to learn in a certain style doesn't mean it's really better. You learn better when you don't limit instruction or experience to the style you're used to.

5. _____

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

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

TASK 2

Read the text below. For questions (6-10) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

THE GROWING GAP

In any period of rapid social change, age may become as important an identity-marker as differences between social and ethnic groups. Any immigrant family, for example, joins in a process of rapid identity change. An extraordinary proportion of today's school children are immigrant children or children of immigrants. In some US cities, the numbers range up to sixty percent; some schools are a virtual UN of immigrant children. When children go to school they may make friends from a very

different kind of background, and they usually become fluent in a new language. Typically, an intergenerational gap appears: at least one parent may speak both the language of their own parent and that of the country they have settled in. Children, however, may not share a language in common with grandparents. Such experience can be stressful for each generation and it can create burdens on young children who have to act as intermediaries and interpreters for older family members.

This kind of intergenerational language shift is now occurring within countries, as migration to cities or rapid economic and social development create a very different type of world where children grow up. In Shanghai, for example, where Putonghua has become the language of education, and where English is introduced in primary school at Grade 1, a new generation of children are growing up who may have difficulty in communicating with grandparents in the family language of Shanghainese.

In several Asian countries we can see a similar language shift within families. Singapore provides one of the best-documented examples. Gradually, English has shifted from being a second language to become the main language of the home. In India, a similar phenomenon has occurred in middle class families and the number of such families is rising. English is often the language in which young people form relationships in young adulthood. Mothers and fathers may have different linguistic backgrounds, in which case family communication typically takes place in English.

We are now witnessing a further development in many societies, however. Change is occurring so rapidly that differences emerge not just between generations but between siblings: a 14-year-old girl may find a cultural and linguistic gap with her 58-year-old brother. This is not just an issue for Asia. Within Europe, a new middle class, professional elite is emerging in which families move country every few years. A consequence is that children within the same family may have quite different linguistic loyalties and proficiencies.

Traditionally, the family has been regarded central to the reproduction of linguistic and ethnic identity. In times of rapid change, international movement,

smaller families and new patterns of childcare, community institutions and resources may be just as important.

6. What is stated in **PARAGRAPH 1** about immigrant children?

- A They try to learn their native language from their grandparents.
- B They lose fluency in their own native language with time.
- C They help their grandparents to converse in a new language.
- D They are burdened with getting skills in a new language.

7. The author uses the example of Shanghai to illustrate that

- A this city has expanded due to the fast economic growth
- B Shanghai's citizens observe Asian cultural traditions
- C English has become a means of instruction in the local schools
- D languages taught at school may replace the family language

8. Which of the following is **TRUE** of the language shift in Asian countries?

- A It influences the number of international marriages.
- B It occurs only in the families with young children.
- C It has been officially registered in one of these countries.
- D It reflects the change of the social status of the family.

9. Why does a linguistic gap between children within the same family emerge in Europe?

- A Because children grow in different linguistic environments.
- B Because younger children are keen on learning Asian languages.
- C Because elder children prefer to speak English in private.
- D Because children have parents with different mother tongues.

10. Which of the following is **NOT** mentioned as a factor in forming the linguistic and ethnic identity of a person?

- A Relationships

B Migration

C World-view

D Education

TASK 3

Read the texts below. Match choices (A-H) to (1-16). There are two choices you do not need to use. Write your answers on the separate answer sheet.

US CAMPS FOR KIDS

11. Camp Wicosuta, New Hampshire

Camp Wicosuta's philosophy is to build campers' confidence and competence in a safe and fun community. Their individual elective program allows children to focus on the activities they love, which means they have a high level of participation all over the camp. As an all-girls' camp, Wicosuta offers its campers the unique opportunity to have fun and be themselves. They go to breakfast in pyjamas, have original hairstyles on "Crazy Hair Night", stand on chairs singing, cheering and dancing in the dining hall, can go horseback riding or ice skating, or do water sports (swimming, water skiing, sailing, kayaking, canoeing, wind surfing).

12. Thrill Coaster Tours

Thrill Coaster Tours is the only camp of its kind that takes kids all over the country with the opportunity to ride roller coasters. Each day brings about a different park and a new type of ride! The camp travels in luxury buses equipped with a DVD player and a bathroom. Campers stay at hotel rooms with no balconies. Each night a counsellor goes into each room, ensures that everyone is situated in the room, and then puts the tape on the door for the campers' protection. This tape remains on the door until the morning when a counsellor removes it.

13. Sanborn Western Camps, Colorado

At this camp, the kids live in the outdoors, building a sense of community and a sense of the earth through fun and adventure. The camp is located on 6,000 acres of pine forests. In this environment, the campers learn as they backpack, ride horses,

hike, make life-long friends and learn to appreciate the natural world. The kids have the unique opportunity to choose all of their program activities, which include digging for 67-million-year-old fossils, rock climbing on the best granite in the county, tubing down the South Platte River, and sleeping under millions of stars.

14. Cheley Colorado Camp, Colorado

Since 1921, Cheley has been committed to introducing children to the outdoors and providing a challenging environment for children to explore. They believe that every summer in a young person's life is a window of opportunity. The campers get to spend the summer with campers from over 40 states and 10 foreign countries. Cheley is located at the gateway to Rocky Mountain National Park. With over 1600 acres of property, Cheley camp has 5 horse riding rings, four barns with 140 horses, a fishing pond and much more. Activities include hiking, horseback riding, backpacking, river rafting, archery, crafts and woodworking.

15. Four Winds Westward Ho

Four Winds Westward Ho is located on Orcas Island in the Northwest corner of Washington State. Smaller cabin living arrangements of four campers and one experienced counsellor allow for close bonds to develop. Days are filled with a wide range of classic camp activities for all ages and both genders. The camp requires that kids leave behind technology and certain comforts for four weeks, and discover what kind of person they can be without them. They will have time to explore, to sail, to sing and play music, to create art, to build fires, and to watch the sky.

16. Camp Chief Ouray, Colorado

This camp, which has been in operation for over 100 years, is committed to developing five core values in its campers: Caring, Honesty, Respect, Responsibility and Faith. Campers explore and grow through a strong tradition of quality programming and fun. A typical day offers activities such as archery, sports and games, orienteering, nature study, cooperative games, and hiking. For older kids they offer Wilderness Adventure Camp, and Leadership Training Programs. Children come home more mature and more confident. The camp uploads photos at the end of the day so that family members can see how much fun their child is having.

Which of the camps _____ _____ _____?

- A provides well-equipped accommodation
- B lets its campers have meals in nightwear
- C offers a program in mountaineering
- D organises regular parents' days
- E takes special safety measures
- F offers a holiday in the international community
- G provides online information for parents
- H forbids the use of any gadgets

TASK 4

Read the text below. Choose from (A-H) the one which best fits each space (17-22). There are two choices you do not need to use. Write your answers on the separate answer sheet.

LONG LUNCH

Spanish civil servant skips work for years without anyone noticing

Only when Joaquin Garcia, a Spanish civil servant, was due to collect an award for two decades of loyal service did anyone realize that he had not shown up to work for at least SIX years.

Garcia, a 69-year-old engineer, began working for the local authority in the city of Cadiz in 1990, and in 1996 was posted to the municipal water board, where his job was (17) _____.

In 2010, when Garcia — now retired — was due to collect his long-service medal, the man who had hired him, deputy mayor Mr. Fernandez, wondered where he was. After the former manager of the water board, who (18) _____, told Fernandez he had not seen his employee for several years, the deputy mayor called the engineer in. A court fined Garcia €27,000, the equivalent (19) _____, having earlier found that the engineer did not appear to have occupied his office for “at least six years” and had done “absolutely no work” between 2007 and 2010, the year

before he retired. Garcia told the court that he had turned up to the office, although he admitted (20) _____. He said he was the victim of workplace bullying because of his family's socialist politics and (21) _____.

His friends told *El Mundo* that the engineer had been unwilling to report his accusations of bullying because he "had a family to support" and was worried that (22) _____.

- A had been deliberately sidelined
- B to supervise a waste water treatment plant
- C after tax of one year of his annual salary
- D to make the most of the confusion as a reader
- E being responsible for his current employment
- F he would not find another job at his age
- G had the office opposite Garcia's
- H he might not have kept regular business hours

USE OF ENGLISH

TASK 5

Read the text below. For questions (23-32) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

A GLOBETROTTING CAT

A globetrotting cat managed to make its (23) _____ from Australia to Northern Ireland after a stop-off in London – almost 11,000 miles away.

The 25-year-old ginger cat, named Ozzie by his rescuers, was found wandering the streets of Laurelvale, near County Armagh, last week and (24) _____ to the local Cats Protection centre. The staff at the clinic scanned his microchip and were stunned to find the poor feline was registered in Sydney in 2000 as "Tigger".

Volunteers launched an international campaign on social media to uncover how the tomcat ended up on the other side of the world — and the post has been (25) _____ more than 18,000 times. The Cats Protection Centre says it is likely that Ozzie was brought to London by its owner, before he (26) _____ then crossed the Irish Sea to Northern Ireland some 450 miles away.

Cats Protection coordinator, Gillian McMullen, said: “I responded to a call from a member of the public who was (27) _____ about a poorly stray cat that had been hanging around her garden for several days. The poor cat was in a starving (28) _____ but obviously had been cared for in the past because it was (29) _____ a collar. In Willow Veterinary Clinic we discovered it was microchipped and this is where the mystery begins. The cat had (30) _____ been microchipped in Australia. In 2004 he (31) _____ as a stray in a vet clinic in London, but no owners could be traced.”

Ozzie was also found to have been born in 1989, making him 25 – 10 years older than the age of the average cat. Ms McMullen added: “If only he could (32) us about his life and how he got here.”

23 A way B road C path D distance

24 A held B picked C taken D captured

25 A written B recorded C given D shared

26 A sometimes B somehow C somewhat D anyway

27 A afraid B disappointed C annoyed D concerned

28 A condition B health C shape D form

29 A bearing B carrying C wearing D holding

30 A mainly B originally C easily D extremely

31 A turned on B turned up C turned down D turned around

32 A tell B say C talk D speak

 **TASK 6**

Read the texts below. For questions (33-42) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

BALDWIN STREET

When asked, “What is the world’s steepest street?”, (33) _____ people would reply, “The zig-zag one”, referring to Lombard Street in San Francisco. Lombard Street is definitely zig-zaggy and steep but, compared to Baldwin Stin

Dunedin, New Zealand, it is no more than a gentle slope. Baldwin Street (34) _____ by the Guinness Book of Records as the steepest street in the world. The street has an average slope of just over 1:5, which means that for every 5 metres travelled horizontally, you also travel 1 metre vertically. Walking up and down Baldwin Street is Dunedin's best attraction for tourists. It takes about ten minutes (35) _____ just about 350 metres! (36) _____ a couple of annual events held at Baldwin street, one being the Jaffa Race at the annual Cadbury Chocolate Carnival, where (37) _____ Giant Jaffas, hard orange candies with a chocolate centre, are rolled down the street.

- | | | | | |
|-----------|--------------------------|---------------------------|-----------------------------|-------------------------------|
| 33 | A most | B more of | C the most | D more |
| 34 | A recognizes | B recognized | C is recognized | D have been recognized |
| 35 | A walks | B walk | C to walk | D walking |
| 36 | A There is | B There are | C It is | D Here are |
| 37 | A thirty thousand | B thirty thousands | C thirty thousand of | D thirty thousands of |

PREDICTING HURRICANES

In 1943, the Texas coast was devastated by a “surprise hurricane” no one (38) _____ coming. There were no weather satellites in 1943 —the first wouldn't enter orbit for the other 20 years and not even weather radar was available yet. Today, (39) _____ no hurricane can get very far without lots of humans watching its every move. We have several ways of tracking and predicting (40) _____ tropical cyclones do, but NOAA and NASA satellites are some of the best tools for understanding them. Both agencies have systems (41) _____ precise data and imagery of hurricanes. Recently, NASA (42) _____ eight micro-satellites to improve our understanding of hurricane formation.

- | | | | | |
|-----------|----------------------|----------------------|-------------------|-------------------|
| 38 | A hadn't seen | B didn't see | C saw | D has seen |
| 39 | A however | B furthermore | C although | D moreover |

- | | | | | |
|-----------|--------------------|-------------------|-------------------|------------------------|
| 40 | A that | B what | C how | D where |
| 41 | A providing | B provided | C provide | D are providing |
| 42 | A launch | B launches | C launched | D has launched |

PART III

READING

 TASK 1

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

CENTRAL EUROPEAN UNIVERSITY

1. _____

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

2. _____

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

3. _____

The CEU Residence and Conference Centre is a modern residence complex located in District 10 of Budapest. It provides air-conditioned single rooms for up to 180 students; each room is equipped with a personal computer and a private bathroom. The dormitory is run as a hotel-type service and students can find many other services such as a small shop for various personal articles, a cafeteria, a

restaurant and a pub. There is a sports centre with a swimming pool and a fitness room, basketball and tennis courts, etc. On every floor there is a quiet lounge with a coffee machine, a microwave oven and a refrigerator, as well as a TV room, and a laundry room. Bed linen is provided, but not towels and toiletries. Cooking or keeping food in rooms is not permitted.

4. _____

With over 250,000 documents in various formats, the CHE Library holds the largest collection of English-language materials in the social sciences and the humanities in Central and Eastern Europe. New materials are constantly acquired, particularly within the disciplines of CEU's academic departments and programs. Recently published English-language monographs and serials in economics, environmental policy and sciences, history, international relations and European studies, law, and political science can be found in the collection: many are unique to the region. The basic literature of specialized fields such as gender studies or nationalism is also richly represented.

5. _____

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

- A Information System
- B Food Services
- C Student Profile
- D Curriculum Standard
- E Information Resources
- F Housing and Facilities
- G Extracurricular Activities
- H Student Instruction

TASK 2

**Read the text below. For questions (6-10) choose the correct answer (A, B, C or D).
Write your answers on the separate answer sheet.**

THE CANDY MAN CAN

Knowing my weakness for all things sugary, a friend recently gave me a wonderful gift: a framed candy-bar wrapper dating back to the Great Depression. The odd name of the bar, Chicken Dinner, was accented by the label art: a steaming chicken. Sad to say, Chicken Dinner did not include any actual chicken parts. It was mostly nuts and chocolate. But why would a confectioner name a chocolate bar after a Sunday meal?

This is a profound question in itself, of course, but it also highlights an odd fact: at times of economic crisis, while most manufacturers are struggling, companies such as Hershey's and Nestle are reporting increased sales. Apparently there is nothing more soothing to the financially insecure than a candy bar, however oddly named. To understand why requires a look back at our past.

Both in the Old World and the New, chocolate was consumed exclusively by the aristocracy, and in liquid form. The technology required to render chocolate into a solid form came along only in the mid-19th century. But it took World War I for the chocolate bar to emerge as a distinct culinary product. American companies began mass-producing bars as single-serving rations for the soldiers. When the “dough boys” returned to the States, they encouraged the domestic demand for candy bars. Ironically, it was the beginning of the Depression that actually resulted in the golden age of candy bars. What had been, just a century earlier, the ultimate luxury foodstuff, became manna for the masses. According to the late Ray Broekel, the author of *The Great American Candy Bar Book*, more than 30,000 distinct brands were introduced during the Depression. Candy bars might be regarded as America’s first fast food: cheap, self-contained and filling—at least in the short-term.

The variety of regionally made bars available back then was dazzling. Most major cities had confectioners producing bars, and big cities such as Chicago and Boston boasted dozens. The range of components included local nuts and produce

such as pecans, walnuts, strawberries, cherries and figs. No doubt the strangest bar to be introduced during the boom was the infamous *Vegetable Sandwich*, produced for quite a short while during the health craze of the 1920s. Billed as “a delicious candy made with vegetables,” the bar consisted of dehydrated celery, peas and carrots covered in chocolate. While it’s true that the *Vegetable Sandwich* probably lived up to its marketing tag — “will not constipate” — *it never quite caught on with the public*.

Still, what people wanted then was a dessert that they could convince themselves was healthy. The same holds true today. Consolidation by industrial giants such as *Hershey’s* and *Mars* has long since driven most regional bars out of existence, and a much smaller number of national brands has emerged. But brands like *Snickers* continue to be marketed as ‘satisfying (read: filling and nutritious) snacks. Nor is it any surprise that retail candy sales have been strong during the current recession. Candy bars remain an incredibly affordable luxury, products that simultaneously deliver a sugar high and a nostalgic feeling of excitement, by reminding consumers of the innocent pleasures of childhood.

6. What surprised the author, according to **PARAGRAPH 1**?

- A the date of the candy-bar production
- B the value of the candy-bar wrapper
- C the name of the old candy bar
- D the ingredients of the Sunday meal

7. Which of the following is **TRUE** of chocolate, according to the text?

- A Chocolate has become Americans favourite dessert.
- B Chocolate used to be the privilege of the nobility.
- C Chocolate was first made solid during World War I.
- D Chocolate drinks were invented during the Great Depression.

8. What does the author mean by writing that *the Vegetable Sandwich* “never quite caught on with the public” in **PARAGRAPH 4**?

- A it was not popular with the consumers.
- B it was not available in small towns.
- C it was not considered a health food.
- D it was not affordable to the customers.

9. Which of the following is **NOT** mentioned in the text?

- A The author of the text has a strong liking for sweet foods.
- B Soldiers contributed to spreading candy bars in the USA.
- C Candy-bar recipes contained various local ingredients.
- D Consolidation of big brands made candy bars cheaper.

10. What is stated in the text?

- A Chocolate sells in greater amounts when economy is in decline.
- B Chocolate candy bars are healthier than other fast food.
- C The number of chocolate brands is constantly growing.
- D Customers’ choice of candy bars depends on their ingredients.

TASK 3

Read the texts below. Match choices (A-H) to (1-16). There are two choices you do not need to use. Write your answers on the separate answer sheet.

UNFORGETTABLE HOLIDAYS

11 Yellowstone Winter Family Tour

Introduce your family to the magic of Yellowstone in winter, when wildlife is easier to spot against the white landscape. Watch the geyser Old Faithful explode into the sky, and discover Yellowstone’s more hidden treasures as you explore in the comfort of heated snow coaches. Exploring with a naturalist, learn about the

reintroduction of wolves in the park. Enjoy activities designed for explorers of all ages!

12 Holiday Journey in the Sea of Cortez

Explore a world of sparkling deserts, deep blue seas, wild islands and dazzling marine life on a holiday voyage into the Sea of Cortez. In the company of wildlife biologists, explore this UNESCO World Heritage site to the fullest on a variety of daily excursions. Go kayaking and snorkeling among sea lions, brilliant blue damselfish, and schools of king angelfish, or follow naturalists on hikes among giant cactuses.

13 Alaska Family Adventure

Discover stunning landscapes and wildlife on a family expedition into the heart of Alaska's untouched wilderness. Stay in cozy cabins in Denali National Park and in alpine luxury at a beautiful mountain resort. Head out on naturalist-led hikes to search for moose, caribou, wolves, and grizzly bears. Meet Alaska's wild residents up close at a local conservation centre, and scan the horizon for whales and other marine life on a wildlife cruise through Prince William Sound.

14 Australia Expedition

Australia's isolation for millennia allowed unique ecosystems and cultures to thrive. Explore its forests, deserts, and the world's largest coral reef; and spot fascinating wildlife. Meet members of the Aboriginal community and learn about their spiritual beliefs. Attend a show at the world-famous Sydney Opera House. Experience Australia through the lens of your *On Assignment project* — Photography or Filmmaking.

15 Bhutan: Kingdom in the Clouds Within the folds of Bhutan's mountains lie sacred temples, dazzling rice fields, and villages unchanged by time. On this magical journey, experience the wonders of the last Mahayana Buddhist kingdom of the Himalaya. Hike to ancient *dzongs*, meet local families, wander through serene monasteries, discover unique artistic traditions, and witness one of Bhutan's colourful parades and processions at local festivals.

16 Biodiversity Conservation

When it comes to natural resources, Brazil is full of superlatives. It is home to the largest rainforest in the world, one of the largest wetlands, the greatest number of species, and nearly 5,000 miles of coast. Encounter an incredible array of wildlife as you explore by horseback, boat, and foot, learning the successes of and challenges to conservation efforts here. Then join scientists to work on the preservation of the golden lion tamarin in the jungles north of Rio.

Which of the journeys gives a chance _____?

- A** to walk among prickly tropical plants
- B** to get acquainted with the variety of a tropical forest
- C** to go whitewater rafting with all your family
- D** to enjoy comfortable accommodation in a picturesque place
- E** to visit a theatrical performance
- F** to take a diving course for beginners
- G** to find out about returning animals to their habitat
- H** to see a spectacular merrymaking

TASK 4

Read the text below. Choose from (A-H) the one which best fits each space (17-22). There are two choices you do not need to use. Write your answers on the separate answer sheet.

WHEN GIANTS GO MINI: SIZE OF DINOSAURS SURPRISES PALEONTOLOGISTS

When very small dinosaur bones were found in a rock mine in Germany's Harz Mountains in 1998, (17) _____.

But paleontologist Martin Sander's work shows that they were probably full grown! Named *Europasaurus*, they are the smallest of the giant dinosaur species ever found.

Growth marks on dinosaur bones are similar to growth rings on trees. The rings are far apart **(18)** _____. They form closer together as growth slows.

“It is precisely these tight compressed marks that we have discovered just beneath the surface of the fossil bones,” says Sander. So the *Europasaurus* fossils in the mine must have been from full-grown animals.

Why was *Europasaurus*, **(19)** _____, so much smaller than its cousins the brachiosaurs, which grew up to 148 feet (45 metres) long and weighed as much as a thousand humans?

Back 150 million years ago, most of Germany was underwater. Scientists think **(20)** _____, land and food there became more and more scarce. *Europasaurus* was forced to adapt to its shrinking habitat, so **(21)** _____.

Since 1998, an international team of scientists has carefully dug up more than 1,000 dinosaur fossils in the rock mine. it is one of the few places in the world **(22)** _____.

- A it evolved into a smaller animal needing less space and food
- B which was slightly longer and heavier than a car
- C where the bones and footprints of dinosaurs have been found together
- D people thought they were from baby dinosaurs
- E where trees grew up to one hundred metres
- F that as the water levels began to rise
- G while the animal is young and growing quickly
- H the struggle for survival will never end

USE OF ENGLISH

 TASK 5

Read the text below. For questions (23-32) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

HARRY POTTER FILM TAKES \$168M TO BREAK TICKET RECORDS

The (23) _____ Harry Potter movie shattered box office records in the US and Canada, taking \$168m over its opening weekend.

Harry Potter and the Deathly Hallows: Part 2 made \$92.1m on its opening day. The (24) _____ opening weekend record was held by Batman film *The Dark Knight*, which took \$10m.

The Potter films the eighth movie in the hugely (25) _____ franchise. Fans around the world (26) _____ for hours to be among the first to see the film, which was based on the second part of JK Rowling's seventh and final book in the series.

Most cinemas were showing the film in 3D, which slightly increased the ticket (27) _____. The (28) _____ Potter film series has so far earned more than £4bn worldwide, not including the final film's (29) _____ so far. Internationally, the film had taken \$157.5m by the first Friday. "A billion dollars was (30) _____ going to happen," said Dan Fellman, head of domestic distribution at *Warner Bros*. It has been 16 years the first movie in the series, **Harry Potter and the Philosopher's Stone**, was (31) _____ it made stars of its young (32) _____, Daniel Radcliffe, Emma Watson and Rupert Grint.

- | | | | | |
|----|------------|------------|----------------|--------------|
| 23 | A past | B definite | C final | D finished |
| 24 | A preceded | B previous | C complete | D eventual |
| 25 | A popular | B modern | C contemporary | D affordable |
| 26 | A hoped | B imagined | C held | D queued |
| 27 | A interest | B need | C price | D importance |

- 28 A proper B all C absolute D entire
- 29 A sums B takings C incomes D benefits
- 30 A extremely B definitely C strictly D strongly
- 31 A released B done C prepared D delivered
- 32 A cast B party C crew D band

 **TASK 6**

Read the texts below. For questions (33-42) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

PARIS AIMS TO CHANGE FASHION FACE BY 2024

Paris is taking official steps toward stable development within the fashion industry by launching *Paris Good Fashion*, an initiative aiming to push the fashion industry towards adopting (33) _____ long-lasting practices. Over the next five years — the estimated end date is the 2024 edition of the Olympic Games, (34) _____ will be held in Paris — Paris Good Fashion will bring together a cast of (35) _____ fashion players joining forces to work on becoming more eco-conscious. The project's roadmap for 2020 (36) _____ an awards ceremony for the new yes on Talent prize for inclusive design, in partnership (37) _____ France Handicap, as well as a campaign promoting recycling within fashion.

- 33 A more B much C little D few
- 34 A when B where C what D which
- 35 A vary B variety C various D variously
- 36 A will unveil B will be unveiled C will be unveiling D will have unveiled
- 37 A with B by C of D for

THINGS YOU DIDN'T KNOW ABOUT SILVER

Silver's antibacterial properties (38) _____ their way into the kitchen. It's used in many refrigerators antibacterial linings (39) _____ germs before they attack your fresh produce. It's also no accident that silver cutlery (kept in the drawer

for Christmas) was popular in the past, given that it has the innate ability to banish bacteria.

Since silver prevents the growth of bacteria and fungi, it is ideal for use in sports clothing, where growth can lead to unpleasant odours. Whether it (40) _____ into the fibre itself, or coated on to it, silver-infused fabrics keep odour (41) _____ a minimum. Silver solutions were officially approved by medical authorities in the Twenties for use as antibacterial agents. Today, dressings, topical gels and bandages containing silver are well-established for clinical wound care and are now used in (42) _____ products such as plasters, because of its wide-spectrum, anti-microbial activity.

38	A have been found	B were found	C had been found	D have found
39	A killed	B to kill	C are killing	D kill
40	A is integrating	B is integrated	C integrated	D integrating
41	A in	B of	C at	D for
42	A consume	B consuming	C consumer	D consumerist

ТАБЛИЦЯ

відповідності тестових балів, отриманих за виконання екзаменаційної роботи єдиного вступного іспиту з англійської мови для вступу на навчання для здобуття ступеня магістра на основі здобутого ступеня вищої освіти (освітньо-кваліфікаційного рівня спеціаліста), проведеного з використанням організаційно-технологічних процесів здійснення зовнішнього незалежного оцінювання для вступників за всіма спеціальностями (крім спеціальностей галузей знань 01 «Освіта/Педагогіка», 20 «Аграрні науки та продовольство», 25 «Воєнні науки, національна безпека, безпека державного кордону» та спеціальності 025 «Музичне мистецтво»), рейтинговій оцінці за шкалою 100-200 балів

<i>Тестовий бал</i>	<i>Рейтингова оцінка 100 – 200</i>	<i>Тестовий бал</i>	<i>Рейтингова оцінка 100 – 200</i>	<i>Тестовий бал</i>	<i>Рейтингова оцінка 100 – 200</i>
0	не склав	15	126	29	169
1	не склав	16	130	30	172
2	не склав	17	134	31	174
3	не склав	18	138	32	177
4	не склав	19	141	33	179
5	не склав	20	144	34	182
6	не склав	21	147	35	184
7	не склав	22	150	36	187
8	не склав	23	153	37	189
9	не склав	24	156	38	191
10	100	25	158	39	194
11	106	26	161	40	196
12	112	27	164	41	198
13	117	28	167	42	200
14	122				

IRREGULAR VERBS

I ФОРМА	II ФОРМА	III ФОРМА	ПЕРЕКЛАД
INFINITIVE	PAST SIMPLE	PAST PARTICIPLE	TRANSLATION
1	2	3	4
arise	arose	arisen	підійматися
be	was, were	been	бути
bear	bore	born	народжувати
become	became	become	становитися, ставати
begin	began	begun	починати (ся)
bend	bent	bent	гнути
bind	bound	bound	зв'язувати
bite	bit	bitten (bit)	кусати (ся)
blow	blew	blown	дути
break	broke	broken	ламати (ся)
breed	bred	bred	виховувати
bring	brought	brought	приносити
build	built	built	будувати
burn	burnt	burnt	горіти, палити
buy	bought	bought	купувати
catch	caught	caught	ловити, схоплювати
choose	chose	chosen	вибирати, добирати
come	came	come	приходити
cost	cost	cost	коштувати
cut	cut	cut	різати
dig	dug	dug	рити, копати
do	did	done	робити
draw	drew	drawn	тягти; малювати
dream	dreamt	dreamt	мріяти, бачити уві сні
drink	drank	drunk	пити
drive	drove	driven	вести, гнати
eat	ate	eaten	їсти
fall	fell	fallen	падати
feed	fed	fed	годувати
fell	felt	felt	почувати (себе)
fight	fought	fought	боротися, битися
find	found	found	знаходити
fly	flew	flown	літати
forget	forgot	forgotten	забувати
give	gave	given	давати
go	went	gone	іти, ходити
grow	grew	grown	рости, ставати
hang	hung	hung	вішати, висіти
have	had	had	мати
hear	heard	heard	чути
hide	hid	hidden	ховати
hold	held	held	тримати
keep	kept	kept	тримати, зберігати
know	knew	known	знати
lead	led	led	вести

I ФОРМА INFINITIVE	II ФОРМА PAST SIMPLE	III ФОРМА PAST PARTICIPLE	ПЕРЕКЛАД TRANSLATION
1	2	3	4
learn	learnt	learnt	вчити (ся)
leave	left	left	залишати
lend	lent	lent	позичати
let	let	let	дозволяти, здавати в найми
light	lit	lit	запалювати, засвічувати
lose	lost	lost	губити, втрачати
make	made	made	робити
mean	meant	meant	означати
meet	met	met	зустрічати
put	put	put	класти
read	read	read	читати
ride	rode	ridden	їздити верхи
rise	rose	risen	підніматися
run	ran	run	бігти
say	said	said	казати
see	saw	seen	бачити
sell	sold	sold	продавати
send	sent	sent	посилати
set	set	set	заходити (про сонце)
shake	shook	shaken	трясти
shine	shone	shone	сяяти, блищати
shoot	shot	shot	стріляти
shut	shut	shut	закривати, зачиняти
sing	sang	sung	співати
sink	sank	sunk	поринати
sit	sat	sat	сидіти
sleep	slept	slept	спати
smell	smelt	smelt	нюхати, пахнути
speak	spoke	spoken	говорити, розмовляти
spend	spent	spent	витрачати
spoil	spoilt	spoilt	псувати
spread	spread	spread	поширювати
spring	sprang	sprung	стрибати
stand	stood	stood	стояти
steal	stole	stolen	красти
stick	stuck	stuck	приклеювати
sting	stung	stung	жалити
stride	strode	stridden	крокувати
strike	struck	struck	бити; страйкувати
strive	strove	striven	старатися
swear	swore	sworn	присягати
sweep	swept	swept	мести, підмітати
swim	swam	swum	плавати
take	took	taken	брати
teach	taught	taught	вчити
tear	tore	torn	рвати

I ФОРМА	II ФОРМА	III ФОРМА	ПЕРЕКЛАД
INFINITIVE	PAST SIMPLE	PAST PARTICIPLE	TRANSLATION
1	2	3	4
tell	told	told	розказати
think	thought	thought	думати
throw	threw	thrown	кидати
thrust	thrust	thrust	штовхати
understand	understood	understood	розуміти
upset	upset	upset	перекидати; засмучувати
wake	woke	woken	прокидатися
wear	wore	worn	носити
weep	wept	wept	плакати
win	won	won	перемагати
wind	wound	wound	заводити
withdraw	withdrew	withdrawn	брати назад, відкликати
write	wrote	written	писати

Навчальне видання

КОСТИКОВА Ілона Іванівна

БОЖКО Юлія Олександрівна

ГУЛІЧ Олена Олександрівна

Методичні рекомендації

Відповідальний за випуск: докт. пед. наук, проф. Костікова І.І.

Комп'ютерна верстка: Четверик В.К.

Коректор: Ведернікова Т.В.

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