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Райметодкабінет  
Іванковецький навчально-виховний комплекс  
«Загальноосвітня школа І-ІІІ ст. – Школа мистецтв»

# Готуємося до учнівської олімпіади з англійської мови



Іванківці  
2014



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**Готуємося до учнівської олімпіади з англійської мови.** – с. Іванківці. – 2014.  
– 117 с.

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Схвалено до друку рішенням ради РМК (протокол № 4 від 25.12.2014).

Посібник містить завдання для підготовки учнів 8 - 11 класів до учнівської олімпіади з англійської мови. Пропонуються завдання для перевірки умінь учнів за чотирма видами мовленнєвої діяльності: аудіювання, читання, говоріння та письма. В посібнику також подані рекомендації щодо змісту та характеру завдань та критеріїв оцінювання їх виконання.

Матеріал рекомендовано вчителям англійської мови та учням 8-11 класів загальноосвітніх навчальних закладів.

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## Вступ

**Всеукраїнські учнівські олімпіади з базових предметів** — це різновид інтелектуальних змагань на освітньому просторі України, покликаний заохотити учнівську молодь до вивчення окремих предметів. Проводяться відповідно до наказу Міністерства освіти і науки, молоді та спорту України під патронатом профільного міністерства. Згідно з Положенням, Всеукраїнські олімпіади з навчальних предметів відбуваються у чотири етапи: шкільні (I), районні (II), обласні (III) олімпіади та IV етап, власне Всеукраїнський.

**I етап олімпіади** (шкільні олімпіади з навчальних дисциплін) проводиться у жовтні в кожному навчальному закладі окремо за власними завданнями, які укладають спеціальні предметно-методичні комісії. Порядок проведення, персональний склад оргкомітетів, предметно-методичних комісій та журі, експерти-консультанти I етапу олімпіад, а також рішення відповідних оргкомітетів затверджуються наказами керівника навчального закладу. Зазвичай до участі в цьому етапі допускаються усі бажаючі учні 5-11 класів.

**II етап олімпіади** проводиться в листопаді-грудні в межах районів, міст та районів міста під керівництвом районних (міських) управлінь (відділів) освіти (призначають наказом журі, оргкомітет, предметно-методичні комісії та експертів-консультантів) за сприяння управлінь освіти і науки державних адміністрацій. До участі в II етапі допускаються лише ті учасники, що визначені як переможці I етапу в своєму навчальному закладі. Цей етап проводиться серед учнів 6-11 класів.

**III етап учнівських олімпіад** проводиться серед учнів областей у січні-лютому. До участі в III етапі допускаються лише ті учасники, що включені до заявки за результатами II етапу в своєму районі, місті, районі міста. Завдання III етапу розробляються провідними спеціалістами в області відповідного предмету відповідної територіальної одиниці. За результатами III етапу проводиться відбір учнів на відбірково-тренувальні збори з подальшою

підготовкою та відбором на IV (заключний) етап олімпіади. Проводиться серед учнів 7-11 класів.

**IV етап** є заключним і проводиться щороку наприкінці березня в одній з областей України часто одночасно з кількох предметів у різних населених пунктах. Персональний склад оргкомітетів, предметно-методичних комісій та журі, експерти-консультанти кожної з олімпіад, а також остаточні результати заключних етапів затверджуються щорічно наказом Міністерства освіти і науки, молоді та спорту України.

Всеукраїнська учнівська олімпіада покликана здійснювати пошук обдарованої молоді, стимулювати розвиток освіти в Україні та заохочення передових її діячів.

Згідно з Положенням про Всеукраїнські олімпіади основними завданнями учнівських олімпіад з базових і спеціальних дисциплін, конкурсів фахової майстерності, конкурсів-захистів науково-дослідницьких робіт і турнірів є стимулювання творчого самовдосконалення дитини, учнівської молоді, виявлення та розвиток обдарованих учнів та надання їм допомоги у виборі професії, залучення їх до навчання у вищих закладах освіти країни, формування творчого покоління молодих науковців та практиків для різних галузей суспільного життя підвищення інтересу до поглибленого вивчення базових, спеціальних та фахових дисциплін, прищеплення широким колам учнівської молоді навичок дослідницької роботи, пропаганда досягнень науки, техніки та новітніх технологій, популяризація серед молоді робітничих професій, підведення підсумків роботи факультативів, гуртків секцій, учнівських наукових товариств, активізація форм позакласної та позашкільної роботи з учнями, підвищення рівня викладання базових, спеціальних та фахових дисциплін, фахової підготовки учнів, виявлення, поширення і впровадження в навчально-виховний процес сучасних прийомів і методів навчання, залучення професорсько-викладацького складу, аспірантів, студентів вищих закладів освіти, працівників наукові закладів України до активної допомоги навчально-

виховним закладам у справі поліпшення стану викладання дисциплін і підвищення рівня знань, умінь та навичок учнівської молоді та формування команд для участі в міжнародних олімпіадах, конкурсах та турнірах.

Кожна держава прагне до зміцнення свого наукового потенціалу. Це запорука її розвитку, добробуту громадян, а також необхідна умова визнання іншими країнами світу. Виростити своїх науковців - нелегка праця, і починати її потрібно зі шкільної лави.

## **МЕТОДИЧНІ РЕКОМЕНДАЦІЇ** **щодо змісту та характеру завдань учнівської олімпіади** **з англійської мови та критерії і норми оцінки їх виконання**

Комплект олімпіадних завдань складений відповідно до діючих навчальних програм за попередні роки навчання та охоплює вивчений учнями матеріал до терміну проведення олімпіади. Виконання олімпіадних завдань потребує не тільки досконалого володіння програмовим матеріалом в обсязі підручника, а й практичного опанування учнями мовленнєвих умінь на рівні, достатньому для здійснення іншомовного спілкування чотирма видами мовленнєвої діяльності: аудіювання, читання, говоріння та письма в типових ситуаціях, оскільки олімпіада – це захід, головною метою якого є пошук та підтримка обдарованої учнівської молоді. У ході виконання завдань школярі мають продемонструвати також уміння правильно аргументувати та логічно структурувати свої думки, вживати якомога більше тематично релевантних лексичних одиниць.

### **Перший тур — аудіювання**

Учасникам пропонується текст тривалістю звучання до 5-8 хвилин. Темп пред'явлення аудіотексту — нормальний. Обсяг — одна сторінка (півтори сторінки) друкованого аркуша. Аудіотекст — сюжетно завершений уривок оригінальної літератури художнього, науково-популярного або суспільно - політичного характеру.

Текст може містити 3%-5% незнайомих слів, розуміння яких досягається на основі контексту або спільності коренів-слів іноземної та рідної мов. Незнайомі слова, про значення яких неможливо здогадатися, можуть бути виписані на дошці із їх значеннями, але не більше 3-х слів.

Аудіотекст пред'являється двічі з голосу вчителя. Після першого прослуховування учасники виконують завдання першої частини тесту. Завдання складаються з 10 тверджень. Учасник у зошиті пише "true / false"(чи відповідає твердження змісту прослуханого тексту чи ні).

Після другого прослуховування учасник виконує завдання другої частини тесту - запитання та три-чотири варіанти відповіді, позначені латинськими буквами А, В, С або D. Обсяг — 10 запитань.

Виконуючи цю частину тесту учасник вибирає ту літеру (А, В, С або D), під якою знаходиться, на його думку, варіант правильної відповіді.

Користуватись словниками або іншою довідковою літературою не дозволяється. Загальний час на проведення цього туру — **60 хвилин**.

**Оцінювання: вартість кожного правильно виконаного завдання — 2 бали.**

**Максимальна оцінка за перший тур — 40 балів. За виправлення знімається 1 бал.**

### **Другий тур — читання**

Перевірка рівня сформованості умінь читання здійснюється за допомогою текстів невеликих за обсягом (приблизно 800-1200 др. знаків кожний) завершених за сюжетом і змістом текстів/повідомлень. Учні читають мовчки запропоновані тексти, які є єдиними для всіх учасників відповідного класу. Тексти є уривками з оригінальної художньої, суспільно-політичної або науково-популярної літератури. Допускається у текстах наявність 3-5% незнайомої лексики, розуміння якої досягається на основі контексту або спільності коренів в іноземній та рідній мовах.

Після опрацювання кожного з 3 текстів учасник виконує тест, який складається з 5-ти запитань до відповідного тексту та варіантів відповідей або дається тест з 5-ти тверджень. Учень обирає правильний, на його думку, варіант відповіді А, В, С або D, або пише "true / false" (чи відповідає твердження змісту прочитаного тексту чи ні). Текст і післятекстовий тест знаходяться на одній сторінці і зберігаються до кінця часу, відведеного на виконання цього завдання.

Користуватись словниками не дозволяється.

На читання тексту і виконання тестових завдань відводиться **60 хвилин**.



**Оцінювання: кожна правильна відповідь за читання тексту і виконання тестових завдань оцінюється в 2 бали. За виправлення знімається 1 бал. Максимальна кількість балів — 30.**

### **Третій тур — творча письмова робота**

Учням пропонуються завдання, які вони мають розв'язати, виходячи із власного досвіду і рівня писемної компетенції. Вони орієнтовані на зону інтересів учасників, спонукають їх до письмового висловлення життєвої і громадянської позиції, ставлення до тих чи інших фактів або осмислення певних проблемних ситуацій.

Учням кожного класу пропонується по три проблемні ситуації. Вони мають у межах рекомендованого обсягу творчої роботи (8-9 клас — 18 речень, 10-11 клас — 20 речень) дати розгорнуту відповідь. Користуватися двомовними словниками дозволяється.

**Час виконання творчої письмової роботи — 60 хвилин.**

**Оцінювання творчої письмової роботи — 30 балів:**

**Обсяг письмового повідомлення — 0-2 бали**

**Зовнішній вигляд і структура — 0-2 бали**

**Повнота розкриття змісту — 0-6 балів**

**Лексична насиченість — 2-8 балів**

**Рівень розвитку граматичної компетенції — 0-10 балів**

**Заохочувальний бал — 0-2 балів**

### **Четвертий тур — визначення рівня усної мовленнєвої компетенції**

Учасник після однохвилинної підготовки має висловитись відповідно до однієї з трьох запропонованих на вибір ситуацій. Комунікативне завдання вважається розв'язаним за умови змістовної та функціональної відповідності висловлювання ситуації, адекватності використання мовленнєвих зразків, а також нормативності мовлення учасника. Після завершення монологічного повідомлення учень бере участь у співбесіді з членами журі, обсяг якої орієнтовано 10 реплік (по 5 з боку журі та учасника олімпіади).

Монологічне висловлювання (8-9 клас — 15 речень, 10-11 клас — 18-20 речень) повинно відповідати ситуації, бути повним, послідовним, комунікативно спрямованим (містити особистісні оціночні фрази, власне ставлення учня до об'єкту висловлювання), лексично насиченим, правильно фонетично і граматично оформленим. За порушення цих вимог знімаються бали. Запитання членів журі і учнів повинні бути різного типу. Уточнення і запит додаткової інформації не є окремим запитанням. Відповіді учнів мають бути повними, вичерпними і конкретними, лексично насиченими, правильно фонетично і граматично оформленими. Обсяг відповіді може бути різним, але відповідь повинна свідчити, що учень правильно розуміє запитання чи спонукання з першого пред'явлення і адекватно на них реагує.

Користуватись двомовними словниками під час підготовки і відповіді не дозволяється.

**Оцінювання: загальна сума четвертого туру - 30 балів у відповідності до критеріїв:**

**Повнота розкриття теми — 1-3 бали**

**Комунікативна спрямованість — 1-3 бали**

**Інформаційна значимість — 0-2 бали**

**Вимова — 1-4 бали**

**Лексичний запас — 1-6 балів**

**Функціональна адекватність — 1-2 бали**

**Граматична правильність — 1-8 балів**

**Заохочувальний бал — 1-2 бали**

***Загальна сума балів за чотири тури: 130 балів***

# ЗАВДАННЯ ДЛЯ ПІДГОТОВКИ ДО УЧНІВСЬКОЇ ОЛІМПІАДИ З АНГЛІЙСЬКОЇ МОВИ

## Listening Comprehension

8<sup>th</sup> Form

### Text 1

#### BRUCE AND THE SPIDER

Robert Bruce was the most famous of the Kings of Scotland. For many years he fought against the English invaders trying to drive them out of Scotland. But the English defeated him and he was almost deserted by his countrymen.

One morning after receiving the latest bad news from Scotland Bruce was lying on his bed. He did not know what to do. While he was thinking of what he should do, he looked upward to the roof of the cabin in which he lay. He saw a spider, which, hanging at the end of a long thread was trying to swing itself from one beam in the roof to another. The spider wanted to fix the line on which it meant to stretch its web.

The spider made an attempt again and again but without any success. Bruce counted that the spider had tried to swing itself to another beam six times but with no result. Then Bruce remembered that he had himself fought just six battles against the English invaders also without any success. The poor spider was exactly in the same position as he himself. It had made as many attempts and had been as often disappointed in what it aimed at.

«Now,» thought Bruce, as I don't know what is best to be done, I'll be guided by spider's luck. If it makes another attempt to fix its thread and is successful, I'll make the seventh attempt to drive out the invaders.

While Bruce was forming this resolution, the spider made another attempt and succeeded in fixing its thread to another beam. Bruce, seeing the success of the spider, resolved to try his own fortune. He gathered his countrymen and attacked the invaders. And though he had never before won a victory, he never afterwards had any considerable or decisive defeat.

### Listening Comprehension Test

#### Directions:

In this Test you will carefully listen to a text read aloud twice. The text is followed by 20 tasks. You should do tasks 1 through 10 following the first reading of the text on the basis of what is *stated or implied in* the text. The text will be read a second time and you should do tasks 11 through 20 following the second reading of the text on the basis of what is *stated or implied in* the text. For each task you will choose from three possible answers (a, b or c), or two symbols (+ or -) as specified prior to each task. Choose the best answer and mark the letter or symbol of your choice on the Answer Sheet.

## Task 1

**Directions: Statements 1 through 10 (on your Answer Sheet put down + if the statement is true, - if it is false):**

### BRUCE AND THE SPIDER

1. Robert Bruce was the most famous of the Generals of Rome.
2. For many years he fought against the English invaders.
3. English people greeted him warmly.
4. He was left by his countrymen after the English had defeated him.
5. One day he was lying on the grass.
6. He did not know what to do.
7. The spider was on the roof.
8. The spider was successful at once.
9. Bruce decided to try his own fortune.
10. In the end Bruce was defeated.

## Task 2

**Directions: Questions 11 through 20 (choose the correct letter a, b or c):**

11. Where did he look at?  
a) he looked forward;  
b) he looked upward;  
c) he looked straight.
12. What did he see there?  
a) he saw a fly;  
b) he saw a bee  
c) he saw a spider.
13. What was the spider doing?  
a) trying to swing itself;  
b) eating;  
c) sleeping.
14. Was the spider successful in his first attempt?  
a) yes;  
b) no;  
c) a little.
15. How many times did the spider try without any result?  
a) six times;  
b) ten times;  
c) only once.
16. What did Bruce remember?  
a) that he had three battles;  
b) that he had six battles;  
c) that he had two battles.
17. Bruce said he would be guided by  
a) spider's thread;  
b) spider's luck.;  
c) spider's fate.
18. The spider made another attempt and  
a) succeeded;  
b) failed;  
c) fell down.
19. The spider fixed the thread  
a) to the table;  
b) to the chair;  
c) to another beam.
20. Bruce decided to try  
a) his own fortune;  
b) his case;  
c) his best.

## Text 2

## A Conversation With My Father by Grace Paley

*Glossary:* potassium — калий; despise — зневажати; junkie — наркоман.

My father is eighty-six years old and in bed. His heart, that blood motor, is equally old and will not do certain jobs any more. It still floods his head with brainy light. But it won't let his legs carry the weight of his body around the house. Despite my metaphors, this muscle failure is not due to his old heart, he says, but to a potassium shortage. Sitting on one pillow, leaning on three, he offers last-minute advice and makes a request.

"I would like you to write a simple story just once more", he says, "the kind de Maupassant wrote, or Chekhov, the kind you used to write. Just recognizable people and then write down what happened to them next".

I say, "Yes, why not? That's possible". I want to please him, though I don't remember writing that way. I would like to try to tell such story, if he means the kind that begins: "There was a woman.." followed by plot, absolute line between two points which I've always despised. Not for literary reasons, but because it takes all hope away. Everyone, real or invented, deserves the open destiny of life.

Finally I thought of a story that had been happening for a couple of years right across the street. I wrote it down, then read it aloud. "Pa", I said, "how about this? Do you mean something like this?"

Once in my time there was a woman and she had a son. They lived nicely in a small apartment in Manhattan. This boy at about fifteen became a junkie, which is not unusual in our neighborhood.

In order to maintain her close friendship with him, she became a junkie too. She said it was part of the youth culture, with which she felt very much at home. After a while, for a number of reasons, the boy gave it all up and left the city and his mother in disgust. Hopeless and alone, she grieved. We all visit her.

**Task 1.** True or False Statements (+/-).

Listen to the story and decide which of these statements are true and which of them are false. Mark your answers on the Answer Sheet.

1. My father is an energetic 68-year-old man.
2. He has a weak heart and a potassium shortage.
3. He wants his daughter to write a complex epic novel.
4. He likes complex characters and mysterious plots.
5. I will write him a simple story.
6. I prefer to write stories that leave room for hope.
7. I wrote of a recent event.

**Task 2.** Multiple choice. Listen to the story and decide which of these statements are true and which of them are false. Mark your answers on the Answer Sheet.

8. My father spends his time in:
- a) bed;
  - b) church;
  - c) cafes;
  - d) pain and suffering.
9. His heart is weak but has not reduced the flow of blood:
- a) to his legs;
  - b) to his strong arms and shoulders;
  - c) to his head;
  - d) to his liver.
10. His heart is weakened due to:
- a) lack of exercise;
  - b) excessive smoking;
  - c) failure to rest;
  - d) a potassium shortage.
11. He thinks I write simple stories like:
- a) Shultz and Dilbert;
  - b) Bulgakov and Shevchenko;
  - c) Chekov or de Maupassant;
  - d) Chekov and Marquis de Sade.
12. I don't write simple stories because:
- a) they take away all hope;
  - b) are boring;
  - c) dislike easy work;
  - d) they are too hard to compose.
13. I ... simple stories.
- a) always write;
  - b) cherish;
  - c) despise;
  - d) find it difficult to write.

## Text 3

From the article "Some Like it Hot" by Terry McCarthy"  
Time Magazine for Kids

**Glossary:****bobcat** - рись руда**to slither** - линути**barren** - безплідний**survey** - опитування**decline** - зниження**to run out of** - вичерпати

A bobcat regularly leaps onto the flat roof of Paul and Carolyn Zeiger's house in Pima County, Arizona. Sometimes, a rattlesnake slithers onto the porch. As long as their pet terrier, Stella, is inside, the Zeigers don't worry much. They enjoy living in the desert.

The Zeigers are not alone. Between 1990 and 2003, Arizona's population increased 53%, making it the second-fastest-growing state in the nation. Only Nevada, another desert state, had a bigger increase. Its population grew by 87%.

Builders in these hot spots can't put up houses fast enough. People are drawn to the desert's clean air, warm weather and open spaces. But are they harming the very environment they love?

Deserts may look barren, but they are home to a wide variety of species. Each species has adapted to life in a desert ecosystem. These creatures can take the heat, but they are surprisingly sensitive to disturbances. Humans and their pets can cause desert species great harm.

In 1997, a survey found just 12 pygmy owls left in Arizona. One of the main reasons for the bird's alarming decline was hunting by house cats.

The overuse of groundwater means slow death for desert plants. When plants die, animals run out of food and shelter. "Deserts have fragile ecosystems," says William Presch, the director of the desert-studies program at California State University at Fullerton.

Once a desert landscape has been harmed, it recovers slowly, if at all. With so little rain, "it takes centuries," says Pima County Administrator Chuck Huckleberry.

Folks in Pima County are working together to save the desert. Last year, voters approved a \$174 million plan to conserve open land. The county has also adopted rules governing the amount of water that can be used for gardening.

Carolyn Zeiger grows only native plants. "I start them with a little water, but soon they will survive on their own," she says. With a little respect from humans, the desert can survive on its own too.

**Directions:** *In this test you will carefully listen to a text read aloud twice. The text is followed by 20 tasks. You should do tasks 1 through 10 following the first reading of the text on the basis of what is stated or implied in the text. The text will be read a second time and you should do tasks 11 through 20 following the second reading of the text on the basis of what is stated or implied in the text. For each task you will choose from four possible answers (a, b, c, or d), or two symbols (+ or -) as specified prior to each task. Choose the best answer and mark the letter or symbol of your choice on the Answer Sheet.*

**Section 1.** True or False Statements (+/-). Listen to the story and decide which of these statements are true and which of them are false.

1. Arizona's population increased by 87% between 1990 and 2003.
2. Nevada's population increased more than Arizona's.
3. Nevada has desert land also.
4. There are not many species in the desert.
5. Humans and their pets can harm deserts.
6. Only 12 pygmy owls were left in Arizona in 1997.
7. All the plants in Arizona have died.
8. Desert animals use plants only for food.
9. California State University offers a desert-studies program.
10. Desert climates are very slow to recover.

**Section 2.** Multiple choice. For each question, listen to the story and decide which of the statements is the best answer.

11. Who is Stella?

- A. Paul and Carolyn Zeiger's daughter
- B. an expert on desert climates
- C. a dog
- D. a Pima County Administrator

12. Builders in Nevada and Arizona:

- A. are very busy.
- B. can't build environmentally-friendly houses.
- C. are very fast workers.
- D. don't like the heat of the desert.

13. People come to Arizona for many reasons, but NOT because of:

- A. the clean air.
- B. the open spaces.
- C. the warm weather.
- D. the sandy beaches.

14. Desert species have adapted to many things EXCEPT:

- A. high temperatures.
- B. disturbances.
- C. long periods of no rain.
- D. a fragile ecosystem.



15. One of the reasons the pygmy owls have been disappearing from Arizona is:
- A. people are illegally hunting them.
  - B. cats are eating them.
  - C. not enough water is available to them.
  - D. increasingly high temperatures made them leave.
16. Plants are slowly dying in Arizona is because:
- A. there is not enough groundwater.
  - B. the animals are eating them too fast.
  - C. there is not enough rain.
  - D. the plants are not native.
17. According to Chuck Huckleberry, how long does a harmed desert need to recover?
- A. months
  - B. years
  - C. centuries
  - D. It would never recover.
18. All of the following actions have been used to save the desert EXCEPT:
- A. People are beginning to leave Arizona.
  - B. Some people are growing only native plants.
  - C. Some of the land is being protected.
  - D. The use of water for gardens is being limited.
19. The Zeigers do NOT:
- A. like living in the desert.
  - B. have a house in Arizona.
  - C. care what plants they have.
  - D. have a cat.
20. Some animals were mentioned in the reading, but NOT :
- A. cats
  - B. rattlesnakes
  - C. owls
  - D. eagles

## Text 4

## A FRAGILE SANCTUARY

Nobody visited the Seychelles much until 1971 when Male airport was opened and the world could flood in. Now more than half the country's foreign exchange earnings come from tourism. This is an industry which could, if not managed properly, destroy the environment.

Coming fairly late into the tourism business means that the painful lessons of the older world have been well studied in the Seychelles. The beauty and unspoiled nature of the islands are carefully protected. No Seychelles hotel is allowed to rise above the surrounding palm trees and none may get rid of waste into the sea. Patrols clean the beaches daily and the sea is constantly monitored for signs of pollution which, when detected, are quickly dealt with.

After a brief period of package holidays and mass tourism, the current policy is to attract the 'quality visitor'. Because the amount of visitors must be limited to protect the environment, the quality of the tourist matters a great deal. Lindsay Chong Seng, a highly committed conservationist in the Ministry of Tourism, considers the economics extremely important: you have to earn as much as you can from each tourist if numbers are to be kept down. 'A perfect tourist is active, hires a car, flies to other islands, takes boat trips, eats out, goes diving, spends money. We don't just want to be a beach resort. When you get mass tourists without a lot of spending money, all you find is that the shops do no business and the local bus service is overcrowded. This has been the fate of all too many tourist resorts in the Mediterranean, with disastrous consequences.'

Quality visitors are also those who come mainly to appreciate and enjoy the Seychelles' natural beauty. This can sometimes mean discomfort. Atterville Ceydras, the nature warden on one of the islands, says that tourists have got to accept nature. 'If it rains, that's nature, that's good. If the wind blows seaweed up on the beaches, that's nature. They say they come to see nature, they've got to put up with it.'

Not all do so. The international travel business has over the last twenty years, made the mistake of letting the Seychelles be sold in Europe as a 'holiday paradise' and, in so doing, they miss the point.

Tourists are now going who should probably not bother- like ladies in elegant shoes who will not follow muddy walkways through wetland nature reserves; or the man in the glass-bottomed boat who, looking at the fish city beneath him, could only ask if the fish could be eaten or not. Many others, more inclined for adventure and safari and the wonders of the world do not go. There are plenty of other more exotic, more exciting destinations. Probably some rich, green-minded Westerners avoid Seychelles because of a guilty feeling that tourism spoils such places. But in this case tourism need not, and poverty surely would.

**Direction:** in this part of the section you will listen to a text. After listening look at the questions (1-10) and decide, which of them are true (T) and which are false (F)

*according to the text you have heard and mark the letter you have chosen by encircling it.*

1. The passage includes a quotation from a person who works to keep the natural beauty of the island unspoiled.
2. The passage criticizes a tourist who expected to be able to shop for inexpensive clothing.
3. Among the steps taken to keep Seychelles unspoilt are all these except hotels cannot be taller than the palm trees.
4. Only a limited number of people are allowed to visit at one time .
5. 'Mass tourists' are probably tourists with little money.
6. According to the passage, you should go to Seychelles if you want to be treated like a king or a queen.
7. During their holidays 'mass tourists' should probably bother.
8. They say tourists come to see nature, they've got to put up with it.
9. Over the last twenty years, the international travel business has not spoilt ' a holiday paradise'.
10. When the government of these islands get 'quality visitors' all is that the shop do business.

***Direction:*** *in this part of the section you will listen to the text for the second time. After listening look at the questions (11-20) decide, which of the given answers (A,B,C or D) best corresponds to what was stated or implied in the text you have heard and mark your answer in the booklet by encircling the letter of your choice.*

11. According to this passage, the greatest threat to the Seychelles is
  - a) Tourist
  - b) Water pollution
  - c) Lack of income
  - d) Isolation from the modern world
12. Based on your reading, the words' fragile sanctuary' probably mean
  - a) The Seychelles are remote
  - b) It would be easy to destroy the beauty of Seychelles
  - c) Wealthy tourists are reluctant to go there
  - d) The people are very poor
13. Based on this passage, the terms 'quality tourist' mean
  - a) Someone who appreciates nature
  - b) Someone who enjoys beaches and eating at restaurants
  - c) Someone who spends a lot of money
  - d) Someone who returns to the islands many times.
14. The tourists who are not wanted in Seychelles are those who
  - a) Just want to lie on the beach
  - b) Want adventurous, extreme experiences
  - c) Don't respect the local inhabitants
  - d) Expect glamorous nightclubs and resorts
15. Among tourist experiences described in this passage are all of these except

- a) Sea diving to see underwater life
  - b) Travel to other nearby islands
  - c) Visiting wildlife sanctuaries
  - d) Gambling at the casino.
16. Tourism became an important industry in Seychelles when
- a) Green tourism became a popular trend
  - b) The islands were discovered by travel writers
  - c) An airport opened
  - d) Prince Charles brought his sons for a visit
17. If you went to Seychelles, you would expect
- a) To shop for elegant and expensive merchandise at discount prices
  - b) To get a great tan from spending your time at the beach
  - c) To be completely comfortable and cared for while seeing the sights
  - d) To tramp through muddy spots and get sweaty and dusty
18. The government of Seychelles values which of these most highly?
- a) Attracting tourists with lots of money to spend
  - b) Providing jobs and income for the people
  - c) Protecting the natural beauty of the islands
  - d) Remaining crime-free and safe for visitors.
19. Among the activities that generate income for the islands from tourism are all of these except
- a) Hiring a car
  - b) Taking a package tour
  - c) Visiting other islands
  - d) Eating in a restaurant
20. Based on the passage you could state that
- a) Seychelles was able to avoid mistakes when planning for tourists
  - b) Conservation is less important now than before
  - c) Seychelles wants more tour groups to visit
  - d) Green tourism is still too damaging to natural beauties.

## Text 5

His name was Fleming, and he was a poor Scottish farmer. One day, while trying to make a living for his family, he heard a cry for help coming from a nearby boy. He dropped his tools and ran to the boy. There, mired to his waist in black muck, was a terrified boy, screaming and struggling to free himself. Farmer Fleming saved the boy from what could have been a slow and terrifying death.

The next day, a fancy carriage pulled up to the Scotsman's place. An elegantly dressed nobleman stepped out and introduced himself as the father of the boy farmer Fleming had saved.

„I want to repay you”, said the nobleman. „You saved my son's life”. „No, I can't accept payment for what I did”, the Scottish farmer replied, waving off the offer. At that moment, the farmer's son came to the door of the family hovel. „Is that your son?” the nobleman asked. „Yes”, the farmer replied proudly. „I'll make you a deal. Let me take him and give him a good education. If the fellow is anything like his father, he'll grow to a man you can be proud of”.

And that he did. In time, farmer Fleming's son graduated from St. Mary's Hospital Medical School in London, and went on to become known throughout the world as the noted Sir Alexander Fleming, the discoverer of penicillin.

Years afterward, the nobleman's son was close to death from pneumonia. What saved him?

Penicillin. The name of the nobleman? Lord Randolph Churchill. His son's name?

*Sir Winston Churchill*

**Directions:**

*In this Test you will carefully listen to a text read aloud twice. The text is followed by 20 tasks. You should do tasks 1 through 10 following the first reading of the text on the basis of what is stated or implied in the text. The text will be read a second time, and you should do tasks 11 through 20 following the second reading of the text on the basis of what is stated or implied in the text. For each task you will choose from four possible answers (A, B, C, or D), or two symbols (+ or -) as specified prior to each task. Choose the best answer and mark the letter or symbol of your choice on the Answer Sheet.*

**Questions 1 through 10 (on your answer sheet circle + if the statement is true, - if it is false).**

1.	The text mainly tells about ordinary events in history.	+	-
2.	At the beginning of the story, the farmer was bathing in a river.	+	-
3.	There must have been an accident with a little boy.	+	-
4.	The action takes place nowadays.	+	-
5.	The farmer's children were all girls.	+	-
6.	The little boy's father wanted to give the farmer a sum of money.	+	-
7.	The farmer seemed to know the importance of knowledge.	+	-
8.	The nobleman's prediction did not come true.	+	-
9.	The boy glorified his family name.	+	-
10.	Sometimes wonderful coincidences happen in life.	+	-

**Questions 11 through 20 (choose the correct letter A, B, C or D)**

11. It may be inferred from the text that the Fleming family lived:
- a) in the south of Great Britain
  - b) in the north of Great Britain
  - c) in the centre of Great Britain
  - d) outside Great Britain
12. The farmer must have been...
- a) kind and wealthy
  - b) noble and proud
  - c) hardly able to make ends meet
  - d) idle and suspicious
13. One can make a conclusion that the saved boy's father was:
- a) a successful farmer
  - b) a good hunter
  - c) an aristocrat
  - d) a beggar
14. The farmer's son must have been...
- a) worth pride
  - b) a wonder kid
  - c) a nobleman
  - d) from Ireland
15. The nobleman's offer was:
- a) rather stupid
  - b) just and generous
  - c) not worth considering
  - d) never accepted
16. After receiving his education, young Fleming was supposed to:
- a) work with customers
  - b) sell medicines
  - c) look for criminals
  - d) treat patients
17. Alexander Fleming discovered:
- a) a penny ceiling
  - b) a pan sealing
  - c) penicillin
  - d) pennies while peeling
18. Fleming's discovery made him:
- a) cruel and dangerous
  - b) famous worldwide
  - c) thrilling and exciting
  - d) quite boring
19. The word „sir” before Fleming's name may mean that he:
- a) became as noble as Churchill
  - b) came from Syracuse
  - c) performed in a circus
  - d) was a sergeant in the British Army
20. One can infer from the text that:
- a) the Flemings and the Churchills were close friends
  - b) Alexander Fleming may not necessarily have seen Winston Churchill after the childhood accident
  - c) Winston Churchill almost died from the medicines given by Fleming
  - d) Alexander Fleming was Winston Churchill's personal doctor

**Directions:**

*In this Test you will read three texts. You should do the tasks following the text on the basis of what is stated or implied in that text. For each task you will choose the best possible answer from four possible answers (a, b, c or d) or two symbols (+ or -) as specified prior to each task. Choose the best answer and write down the letter or symbol of your choice on the Answer Sheet.*

*Questions 1 through 5 refer to Text 1.*

**Text 1**

Scaffolding – a structure built next to a wall to paint the building (риштовка)

**HE SAVED HIS LIFE**

The great painter Sir James Thornhill was employed in decorating the interior of the dome of St. Paul's in London. One day he stepped back on the scaffolding to see how his work looked at a little distance. His servant, who was standing near, was terrified to see him within some inches of the edge of the scaffolding. At the least movement backwards he would fall and be dashed to pieces on the pavement. How could he be warned of this danger? If the servant cried out, he would probably in his alarm take the fatal step.

So the man threw a pot of paint over the piece of work the painter was just admiring. Sir James, in a rage, rushed forward to punish him, and so his life was saved. On finding out why the servant had spoilt his painting, Sir James was glad to reward him instead of punishing him.

**Decide if the sentences are true (+) or false (-):**

1. The great painter was employed in decorating the dome of St. Andrew's.
2. One day Sir James Thornhill stepped back on the scaffolding to admire his creation.
3. His servant was standing not far from him.
4. The servant realised that his master was in danger.
5. The painter was thankful to his servant for saving his work.

**Questions 6 through 10 refer to Text 2.**

**Text 2****COLUMBUS**

When Columbus arrived in the Americas in 1492, there were already an estimated 30 to 40 million people living in North and South America. It has therefore been quite easy for some to **refute** the idea that Columbus "discovered" America. How and when these inhabitants came to America has been the source of much scientific research and discussion.

Most archeologists agree that the first Americans, the true “discoverers” of America, came from northeastern Asia. There is also a considerable amount of proof that inhabitants have been in the Americas for at least 15,000 years.

To get to the Americas, these people had to cross over the 55-mile-wide Bering Strait that separates Asia and North America. According to one theory, these people crossed over during periods when a land bridge existed between the two continents. During the Ice Ages, so much of the Earth’s water was frozen that the sea levels dropped, and it was possible to walk from Asia to North America.

**Choose the right variant of answer:**

**6. What is the author’s main purpose?**

- a) To explain how Columbus discovered America;
- b) to show how people came to America before Columbus;
- c) to demonstrate the importance to archeologists of northeastern Asia;
- d) to explain how to cross the Bering Strait.

**7. In 1492, how many people were probably in the Americas?**

- a) Fewer than 30 million;
- b) exactly 30 million;
- c) 40 million or fewer;
- d) at least 40 million.

**8. The word “refute” in line 2 is closest in meaning to...**

- a) theorize;
- b) support;
- c) disagree;
- d) defend.

**9. It is implied in the passage that...**

- a) Columbus was really the first person in America;
- b) scientists discovered quite a lot of facts about America’s first inhabitants;
- c) Columbus arrived at almost the same time as America’s first inhabitants;
- d) all is known about America’s first inhabitants.

**10. There is general agreement that the first people who came to North America came from...**

- a) Europe;
- b) South America;
- c) Northeastern Asia;
- d) Africa.



**Questions 11 through 15 refer to Text 3.**

**Text 3**

**SAND AND STONE**

A story tells that two friends were walking through the desert. During the journey they had an argument, and one friend slapped the other one in the face. The one who got slapped was hurt, but without saying anything, wrote in the sand: "Today my best friend slapped me in the face".

They kept on walking until they found an oasis, where they decided to take a bath. The one, who had been slapped, got stuck in the mire and started drowning, but the friend saved him. After the friend recovered from the near drowning, he wrote on a stone: "Today my best friend saved my life".

The friend who had slapped and saved his best friend asked him, "After I hurt you, you wrote in the sand and now, you write on a stone, why?"

The other friend replied: "When someone hurts us, we should write it down in sand where winds of forgiveness can erase it away. But, when someone does something good for us, we must engrave it in stone where no wind can ever erase it".

**Decide if the sentences are true (+) or false (-):**

- 10.** The two friends had a job in the desert.
- 11.** Once the men quarreled among themselves.
- 12.** When one man slapped his friend in the hand, another did the same.
- 13.** They reached the sea and decided to have a swim.
- 14.** The man who had been slapped never forgave his friend.

**Directions:**

*In this Test you will read four texts. Each text is followed by 5-10 tasks. You should do the tasks following a text on the basis of what is stated or implied in that text. For each task you will choose the best possible answer from four possible answers (A, B, C, or D), or two symbols (+ or -) as specified prior to each task.. Choose the best answer and mark the letter or symbol of your choice on the Answer Sheet.*

**Questions 1 through 5 refer to Text 1.**

**Text 1: (From: "Free At Last!" by Michael Stutz)**

**Glossary**

Caveat: клопотання, застереження, попередження.

Move over Coke (and Pepsi), there's a new player in the cola wars. Meet Open Cola. Okay, that may be a bit of an overstatement, but the new soft drink is different from others in one key respect: It's the world's first "open-source" consumer product, writes Graham Lawton in the British magazine *New Scientist* (Feb. 2, 2002). While Coca-Cola and Pepsi guard their secret formulas, the makers of Open Cola give their recipe away on their Web site, [www.opencola.org](http://www.opencola.org). Not only that, they encourage people to make the stuff at home, and to modify and improve the recipe at will. There's one caveat: The modified formulas must also be freely available to the public. Why? Because as the open-source argument goes, if you let your customer play with the formula for your product, whether it's software code or a soft drink recipe, they'll find and fix flaws. And they will do it quicker and cheaper, and think up more creative improvements, than you ever could on your own, even with a huge R&D (Research and Development) budget and a team of engineers. In the end, everybody benefits from better software or better cola, as the case may be.

**Questions (on your answer sheet circle the correct letter A, B, C, or D)**

1. OpenCola is a kind of:
  - A. soft drink.
  - B. software.
  - C. fruit juice.
  - D. soft ice cream.
2. The list of ingredients for OpenCola is:
  - A. available to people who pay for it.
  - B. a heavily guarded secret.
  - C. free to anyone who wants it.
  - D. all natural.
3. The recipe for OpenCola is found on:
  - A. the bottom of all their bottles.
  - B. billboards across Europe.
  - C. the Internet.

- D. packages of sugar.
  - 4. The creators of OpenCola:
    - A. encourage people to make it by themselves.
    - B. discourage people from making it at home.
    - C. do not want people to change anything about their product.
    - D. live in fear of people discovering their recipe.
  - 5. If you let people play with the formula of your product:
    - A. they will steal money from you.
    - B. they will find and correct imperfections.
    - C. they will think of uncreative changes.
- they will put you out of business

**Questions 6 through 10 refer to Text 2.**

**Text 2:** (from *A Farewell to Arms* by Ernest Hemingway)

**Glossary**

pebbles: галька, камінь

boulders: валун, брила

In the late summer of that year we lived in a house in a village that looked across the river and the plain to the mountains. In the bed of the river there were pebbles and boulders, dry and white in the sun, and the water was clear and swiftly moving and blue in the channels. Troops went by the house and down the road and the dust they raised powdered the leaves of the trees. The trunks of the trees too were dusty and the leaves fell early that year. We saw the troops marching along the road and the dust rising and leaves, stirred by the breeze, falling and the soldiers marching and afterward the road bare and white except for the leaves.

The plain was rich with crops; there were many orchards of fruit trees and beyond the plain the mountains were brown and bare. There was fighting in the mountains and at night we could see the flashes from the artillery. In the dark it was like summer lightning, but the nights were cool and there was not the feeling of a storm coming.

**Questions (on your answer sheet circle the correct letter A, B, C, or D)**

- 6. The pebbles and boulders in the river were:
  - A. green and smelly.
  - B. grey and dry.
  - C. white and dry.
  - D. brown and muddy.
- 7. After the troops left, the road was:
  - A. bare and white with the exception of falling leaves.
  - B. brown and damp because of the leaves.
  - C. beautiful and magnificent.
  - D. blue beside the river.

8. The house on the river was within sight of:
- A. a dry valley.
  - B. a lake and a large forest.
  - C. a market and a hotel.
  - D. the mountains.
9. The fighting on summer nights:
- was confusing in the rain.
  - was scary in the fog.
  - was entertaining beside the hotel.
  - D. looked like lightning.
10. In the plains there were many:
- A. old farmers.
  - B. crops and orchards.
  - C. lakes.
  - D. rivers.

**Questions 11 through 20 refer to Text 3.**

**Text 3: ("The Ant and the Grasshopper" from Aesop's Fables)**

While a grasshopper was taking it easy in the shade of a willow tree one ho summer's day, an ant struggled in the sun with a grain of rice that he was carrying out to his nest. "Hey, Mister Ant", the grasshopper said. "Why don't you take it easy, like me? You can work tomorrow".

The ant paused. "I'm saving up food now for the cold winter ahead, and i you know what's good for you, you'll do the same", he said.

The grasshopper looked at the ant and laughed. "Cold winter? But Mr. Ant, i is sunny and hot right now. It won't be winter for a long time. There is always tint, to gather food, there's no need to spend your time in this beautiful weather doing work. Come sit down with me and have some lemonade". But the ant refused an spent the rest of the day gathering food and storing it in his nest.

As the days went by the ant continued to collect food, while the grasshopper continued to rest underneath the shade of the willow tree. Three or four months later, winter came and it was very cold. While the ant was snug in his nest, the starving grasshopper shivered under a pile of dead leaves and wished that he' paid attention to the ant's advice.

**Questions (on your answer sheet circle + if the statement is true, — if it is false)**

- 11. The grasshopper wasn't working because he had hurt his back.
- 12. The ant gathered food all summer.
- 13. The ant invited the grasshopper to come live with him during the winter.
- 14. The grasshopper was a hard worker.
- 15. The ant took a rest with the grasshopper underneath the willow tree.
- 16. The ant was comfortable during the winter.
- 17. It was easy for the ant to carry food back to his nest.

18. The moral of the story is working hard will benefit you more than being lazy.
19. The grasshopper was drinking lemonade underneath the willow tree.
20. The grasshopper had plenty of food to eat during the winter.

**Questions 21 through 30 refer to Text 4.**

**Text 4:** (Taken from the European Central Bank Advertisement)

On the 1st of January 2002, 300 million Europeans in twelve countries woke up to a new currency: the euro. The euro is not new: it had been used in electronic transfers and by banks in international businesses since January 1999. But with the launch of euro banknotes and coins, anyone who lives, does business or travels in any of the twelve countries will benefit from dealing in just one currency.

There are seven euro banknote denominations, which can be recognized easily by their look and feel: the larger the banknote the higher the value. There are also 8 denominations of euro coins, each having a common side and a national side. The common side always shows the value of the coin. The national side differs from country to country.

Euro banknotes and coins may be used in each of the participating countries. For the first time in the history of Europe twelve currencies have been traded in for just one.

**Questions (on your answer sheet circle + if the statement is true, — if it is false)**

21. The Euro was first used on January 1, 2002.
22. Twelve countries use the euro as their only currency.
23. The euro will be convenient only for travellers and businessmen.
24. A five hundred euro banknote will be larger than a two hundred euro banknote.
25. Each country has different euro coins, which can only be used in that country.
26. There are seven different euro banknotes and seven different coins.
27. The national side of each coin shows how much it is worth.
28. Thirty million people have used the euro since January 1, 2002.
29. Banknotes are easily recognized by their look and colour.
30. The Euro is the first currency in history to be used by twelve countries in Europe.

**Directions:** In this Test you will read five texts. Each text is followed by 6 tasks. You should do the tasks following a text on the basis of what is stated or implied in that text. For each task you will choose the best possible answer from four possible answers (A, B, C, or D), or two symbols (+ or -) as specified prior to each task. Some sections ask you to write the number of a blank place in the text. Choose the best answer and mark the letter, symbol, or number of your choice.

**Text 1: From *The Age of Invention, a Chronicle of Mechanical Conquest*  
by Holland Thompson**

**Glossary:**

**to baptize – хрестити**

**luxury – розкіш**

On Milk Street, in Boston, opposite the Old South Church, lived Josiah Franklin, a maker of soap and candles. He had come to Boston with his wife about the year 1682 from the community of Ecton, Northamptonshire, England, where his family had lived on a small piece of land for about three hundred years. His English wife had died, leaving him seven children, and he had married a colonial girl, Abiah Folger, whose father, Peter Folger, was well-known in early Massachusetts.

Josiah Franklin was fifty-one and his wife Abiah thirty-nine, when the first famous American inventor was born in their house on Milk Street, January 17, 1706. He was their eighth child and Josiah's tenth son and was baptized Benjamin. What little we know of Benjamin's childhood is contained in his "Autobiography", which the world has accepted as one of its best books and which was the first American book to be so accepted. In the crowded household, where thirteen children grew to manhood and womanhood, there were no luxuries. Benjamin's period of formal schooling was less than two years, though he could never remember the time when he could not read, and at the age of ten he was put to work in his father's shop.

**Section 1. Questions 1-6 refer to Text 1. Circle A, B, C, or D.**

1. What did Benjamin Franklin's father do for a living?
  - A. He was an inventor.
  - B. He was a teacher.
  - C. He made candles and soap.
  - D. He was a farmer.
2. Where was Benjamin's father born?
  - A. on Milk street
  - B. in England
  - C. in Massachusetts
  - D. in Boston
3. Benjamin Franklin was born in:
  - A. the winter.

- B. the spring.
  - C. the summer.
  - D. the fall.
4. The Franklin family can best be described as:
- A. small and rich
  - B. big and rich
  - C. small and poor
  - D. big and poor
5. From whom do we know about Benjamin Franklin's early life?
- A. from Benjamin Franklin's book about his life
  - B. from Benjamin's teachers
  - C. from Benjamin's children
  - D. from Benjamin's brother's and sisters
6. Complete the sentence: Benjamin Franklin went to school
- A. for a long time.
  - B. for only two years.
  - C. in a cold building.
  - D. in England.

**Text 2: From Lavender and Old Lace by Myrtle Reed**

The maid sat in the kitchen, wondering why Miss Thorne did not come down. It was almost seven o'clock, and Miss Hathaway's breakfast hour was half past six. Hepsey was not sure, but she had a vague impression that the guest was lazy.

Yet she was grateful for the new interest which had come into her monotonous life. Affairs moved like clock work at Miss Hathaway's – breakfast at half past six, dinner at one, and supper at half past five. Each day was also divided by its regular duties, from the washing on Monday to the baking on Saturday.

Now it was possible that there might be a change. Miss Thorne seemed fully able to set the house topsy-turvy – and Miss Hathaway's last instruction had been: "Now, Hepsey, you listen to Miss Thorne. If I hear that you don't, you'll lose your place."

The young woman who slept peacefully upstairs, while the rest of the world was awake, had, from the beginning, caused feelings of admiration in Hepsey's breast. It was a hesitant, rebellious feeling, mixed with an indefinite fear, but it was admiration none the less.

**Section 2: Questions 7 through 12 refer to text 2.**

**Circle + if the statement is true, - if it is false.**

- 7. This is Miss Thorne's house.
- 8. Hepsey is the maid.
- 9. Miss Hathaway is a strict woman.
- 10. Hepsey likes that Miss Thorne is in the house.
- 11. Hepsey is not used to a regular schedule.
- 12. If Hepsey does not listen to Miss Thorne she will lose her job.

**Text 3: “Something Was Wrong”**  
by Elizabeth Watson from TEFL Lesson Plans

One morning John Sullivan found himself walking along a street downtown. He could not explain what he was doing there, how he got there, or where he had been earlier. He didn't even know what time it was. He saw a woman walking towards him and stopped her. “I'm afraid I have forgotten my watch” he said, and smiled. “Can you please tell me the time?” When she saw him, she screamed and ran.

Then John noticed that other people were afraid of him. When they saw him coming, they flattened themselves against a building, or ran across the street to stay out of his way. “There must be something wrong with me,” John Sullivan thought. “I'd better go home.” He waved down a taxi, but the driver took one look at him and sped away.

John Sullivan did not understand what was going on, and it scared him. “Maybe somebody at home can come and get me,” he said to himself. He found a public telephone and called home for his wife, but a voice he did not recognize answered the phone.

“Is Mrs. Sullivan there?” he asked.

“No,” the female voice replied.

“Well, where is she then and what are you doing at my house?” John **retorted**.

The voice indignantly responded, “She is at her husband's funeral. Mr. Sullivan was killed yesterday in an auto accident downtown; I'm looking after the house until she returns. And who, may I ask, are you?”

**Section 3: Questions 13 through 18 refer to Text 3. On your answer sheet circle the correct letter A, B, C, or D.**

13. John knew...

- a. the time.
- b. how he ended up where he was.
- c. where he lived.
- d. where he had been.

14. Nobody downtown responded to John by...

- a. running away.
- b. standing very close to buildings.
- c. avoiding him.
- d. yelling for him to go away.

15. People could...

- a. hear John but not see him.
- b. see John but not hear him.
- c. both see and hear John.
- d. neither see nor hear John.

16. What was wrong with John that scared people?



- a. He had been in a horrible disfiguring accident that made him look very ugly.
  - b. He was carrying deadly weapons with him used to kill Mrs. Sullivan's husband.
  - c. He had died and was now walking the streets as a ghost.
  - d. He spoke very strangely and people did not understand.
17. Including himself, how many people did John speak to during the story?
- a. one
  - b. two
  - c. three
  - d. four
18. The word *retorted* probably means
- a. cried sadly.
  - b. whispered quietly.
  - c. answered angrily.
  - d. screamed loudly.

**Text 4: The Ant and the Grasshopper**  
from Aesop's Fables

While a grasshopper was resting in the shade of a willow tree one hot summer's day, an ant struggled in the sun with a grain of rice that he was carrying out to his nest. "Hey, Mister Ant," the grasshopper said. "Why don't you take it easy, like me? You can work tomorrow."

The ant paused. "I'm saving up food now for the cold winter ahead, and if you know what's good for you, you'll do the same," he said.

The grasshopper looked at the ant and laughed. "Cold winter? But Mr. Ant, it is sunny and hot right now. It won't be winter for a long time. There is always time to gather food, there's no need to spend your time in this beautiful weather doing work. Come sit down with me and have some lemonade." But the ant refused and spent the rest of the day gathering food and storing it in his nest.

As the days went by the ant continued to collect food, while the grasshopper continued to rest underneath the shade of the willow tree. Three or four months later, winter came and it was very cold. While the ant was snug and warm in his nest, the starving grasshopper shivered under a pile of dead leaves and wished that he'd paid attention to the ant's advice.

**Section 4. Questions 19 through 24 refer to Text 4. Mark (+) if the answer is true or (-) if the answer is false.**

- 19. The ant gathered food all summer.
- 20. The ant invited the grasshopper to come live with him during the winter.
- 21. The grasshopper was a hard worker.
- 22. The ant took a rest with the grasshopper underneath the willow tree.
- 23. The ant was comfortable during the winter.
- 24. It was easy for the ant to carry food back to his nest.

**Text 5:** adapted from *The Lion, the Witch, and the Wardrobe* by C.S. Lewis

### **Glossary**

**air raids:** повітряний наліт

**shaggy:** кошлатий, ворсистий, шершавий

Once there were four children whose names were Peter, Susan, Edmund and Lucy. This story is about something that happened to them when they were sent away from London during the war because of the air raids. They were sent to the house of an old Professor who lived in the heart of the country, ten miles from the nearest railway station and two miles from the nearest post office. He had no wife and he lived in a very large house with a housekeeper called Mrs. Macready and three servants. He himself was a very old man with shaggy white hair which grew over most of his face as well as on his head, and they liked him almost at once; but on the first evening when he came out to meet them at the front door he was so odd-looking that Lucy (who was the youngest) was a little afraid of him, and Edmund (who was the next youngest) wanted to laugh and had to keep on pretending he was blowing his nose to hide it.

**Section 5. Questions 25 through 30 refer to Text 5. Mark (+) if the answer is true or (-) if the answer is false.**

25. The children left London to live with the Professor because of the air raids.
26. The Professor's house was in the center of Cambridge.
27. The Professor lived two miles away from the nearest post office.
28. Lucy laughed at the old man.
29. The children dislike the old man.
30. The Professor's wife was named Mrs. Macready.

**PEOPLE WHO MADE THE BREAK**

When I arrived, Jim was instructing a group of teenagers who were preparing for a round-Britain voyage. He left his crew and greeted me warmly. He was lean, fit, and suntanned and had the relaxed and confident manner of a man who is doing exactly the job he wants to do.

But it wasn't always like this. Jim told me of a decision he made five years ago which transformed his life. He used to work as a civil servant and one cold, wet, November evening he left his office, where he had been sitting at a desk all day, and walked, tired and bored, through the bleak streets of South London to the small flat where he had lived alone since his divorce two years previously. A sudden heavy shower caused him to dart into a café to seek shelter. Sitting morosely in the corner, sipping his coffee, he picked up, just to while away the time, a newspaper that another customer had left behind. An advertisement in that newspaper would change his life forever. Crew wanted for three-year round the world voyage. No experience necessary. Sense of humor and £ 50, 000 essential.

"When I look back," said Jim. "I realize it was a pure chance that I saw the advertisement. I might never have known about it. But I knew I had to go – I just had to. My friends told me I was being rash. I had to sell my flat to raise the money and everybody said, "When you come back in three years – if you come back – you'll have no money, no job and nowhere to live." But I wanted to do something with my life.

Jim applied and was selected as a crew member. Before the voyage began, he had to undergo an intensive training programme in which he learned how to sail, how to navigate, how to give first aid, how to operate a radio and many other skills. "I was able to improve all these skills during the voyage and learn some new ones. I learned a lot of things that might not seem very important but I'm glad I know them. For example, I can identify all the constellations in both hemispheres which I certainly couldn't do before." Jim also got married again after the voyage – to Sarah, another member of the crew.

What advice does Jim have for people who might be considering doing something similar? "I'd advise people to seize the opportunity to do something adventurous. It isn't always a good idea to play safe and choose a comfortable life. It was very uncomfortable dangerous – a couple of times we were in extreme danger – but I wouldn't have missed it for the world. In fact, in a few years' time, when we've got our own boat, we've going to do it again. It isn't just a matter of learning new skills, it's gaining a sense of fulfillment, a feeling that you've made the most of yourself, that you've stretched yourself and lived life to the full."

**I. Write (true) or – (false) for each of the statements below:**

1. A group of teenagers were arranging for a round –America voyage.
2. Jim made a decision four years ago which changed his life.
3. He lived in a small flat in South London.
4. While drinking tea in a café, Jim read an advertisement.
5. Jim was absolutely sure he had to go on the voyage.
6. Jim was eager to change his life.
7. Jim had a great previous experience of sailing.
8. Jim thought that a simple life was not a good idea.
9. Their voyage was very risky.
10. These adventures were just a matter of obtaining new skills for Jim.

**II. Answer the questions.**

1. What was Jim doing when the narrator arrived?
2. What kind of a boy was Jim?
3. What was Jim's job before the voyage?
4. What caused him to enter a café?
5. What were the requirements for the voyage?
6. What did Jim think about the advertisement?
7. What did Jim's friends tell him?
8. What did Jim have to do before the voyage?
9. What changes took place in his private life?
10. What did Jim advise other people?

**Directions:**

*In this Test you will read four texts. Each text is followed by 5-8 tasks. You should do the tasks following the text on the basis of what is stated or implied in that text. For each task you will choose the best possible answer from four possible answers (A, B, C, or D) or two symbols (+ or -) as specified prior to each task. Choose the best answer and write down the letter or symbol of your choice on the answer sheet.*

**Questions 1 through 6 refer to Text 1.**

**Text 1**

**Swift and his servant**

Jonathan Swift, a famous English writer, was one day travelling on horseback with a servant. The weather was bad; it was raining and the roads were muddy. In the evening the two men came to an inn. Before going to bed, Swift told his servant to clean his boots as they were dirty. But the servant was very lazy and did not do what his master had said.

The next morning when Swift saw the dirty boots, he asked the servant why he had not executed the order. "The roads are muddy. What is the use of cleaning the boots now? They will soon be dirty again," the servant answered.

Swift didn't say anything and soon told the servant to get ready because they would start at once. But the servant looked very displeased and said that he had not eaten his breakfast yet.

Swift answered that they would go without any breakfast.

"What is the use of eating now? You will be hungry again", he said.

**Questions (on your answer sheet choose the correct letter A, B, C or D)**

- 1. The writer and his servant were most likely travelling somewhere ....**

A. in the wood	C. in the city
B. in the countryside	D. in the space
- 2. The servant seemed to dislike ...**

A. his master	C. cleaning shoes
B. work	D. bad weather
- 3. Swift seemed to ...**

A. be very angry	C. be pleased
B. be quite indifferent	D. be relaxed
- 4. The travel was to resume ...**

A. shortly	D. after the shoes had been polished
B. after breakfast	
C. after the rain stopped	
- 5. The servant was possibly very ...**

A. happy	C. hungry
B. quiet	D. cheerful
- 6. Swift was not going to \_\_\_\_\_.**

A. have his shoes cleaned	C. have any meal
B. keep the servant any longer	D. leave the inn that day

**Questions 7 through 17 refer to Text 2.**

**Text 2**

**A SAD STORY**

Three men came to New York for a holiday. They came to a very large hotel and took a room there. Their room was on the forty-fifth floor.

In the evening the three men went to the theatre and came back to the hotel very late.

‘I am very sorry,’ said the hotel clerk, ‘but our lifts are not working. If you do not want to walk up to your room, you will have to sleep in the hall.’

‘No, no,’ said one of the three men, ‘no, thank you. We do not want to sleep in the hall. We shall walk up to our room.’

Then he turned to his two friends and said: ‘It is not easy to walk up to the forty-fifth floor, but I think I know how to make it easier. I shall tell you some jokes. Then you, Andy, will sing us some songs. Then you, Peter, will tell us some interesting stories. That will pass the time.’

So they began to walk up to their room. Tom told them many jokes. Andy sang some songs. At last they came to the thirty-fourth floor. They were very tired.

‘Well,’ said Tom, ‘now it is your turn, Peter. Tell us a long and interesting story with a sad ending.’

‘I shall tell you a story,’ said Peter. ‘It is not long, but it is sad enough: we left the key to our room in the hall.’

**Questions (on your answer sheet choose the correct letter A, B, C or D)**

**7. \_\_\_\_\_ men came to New York.**

A. 2

C. 4

B. 3

D. 5

**8. Their room was on the \_\_\_\_\_ floor.**

A. 54th

C. 55th

B. 45th

D. 15th

**9. The three men enjoyed a \_\_\_\_\_ in the evening.**

A. piece of artwork

C. match

B. performance

D. race

**10. When they came back \_\_\_\_\_.**

A. the hotel door was locked

C. they found out they had left the key

B. the hotel door was broken

D. they found out they had to walk for a long time

**11. The man decided to \_\_\_\_\_.**

A. go back to the theatre

C. sleep in their room

B. sleep in the hall

D. give a hard time to the hotel clerk

**12. On the way to their room one of them \_\_\_\_\_.**

A. told stories

C. cried

- B. fell down
- 13. Another man \_\_\_\_.**
- A. danced  
B. laughed
- 14. It was a(n) \_\_\_\_ walk up.**
- A. hard  
B. simple
- 15. Peter was asked to tell them a story with a \_\_\_\_ end.**
- A. cheerless  
B. positive
- 16. The main idea of Peter's story was:**
- A. 'I don't want to go with you'  
working'  
C. 'My story is not very long'  
open our room'
- 17. Peter would tell a different story if \_\_\_\_.**
- A. the men were four  
C. the clerk had an extra key  
forty-fourth floor
- D. fell asleep
- C. sang  
D. played a ball
- C. easy  
D. effortless
- C. cheery  
D. joyful
- C. 'The lifts are not  
D. 'We won't be able to
- B. the lifts were working that evening  
D. the men's room was on the

**Questions 18 through 22 refer to Text 3.**

**Text 3**

When I was born, my parents were living in a house in a small village about 20 kilometres from the capital. I was three years old when my brother was born and my parents decided that we needed a larger home. We first moved into a rented flat for fifteen months while the new block of flats we were going to move to was being completed. I don't think my parents liked the rented flat because it was smaller than our old house.

We finally moved into the capital at the beginning of 1988. Our flat wasn't really large, only 68 square metres, but there was enough room for two adults and two small boys. There were two bedrooms, a cosy living-room with a balcony, a small bathroom and a kitchen, where we used to have the family meals, as well.

I started school the following September, and my brother went to kindergarten. I still remember my first day at school. I even remember that there were 38 students in my class – but of course I've long forgotten most of their names by now.

We lived in the same flat all the time I was at school. I only moved house again when I started university in 2003. I decided to study forestry so I had to move to a town near the border. Rents were quite expensive, so I decided to move into a shared flat. Five of us rented a large flat in the city centre, and shared all the housework. I had the time of my life! I'm still living in the same town, but I'm sharing with just one person now. It's more comfortable but I often miss the big parties we used to have at the other place.

**Questions (on your answer sheet circle + if the statement is true, - if it is false)**

18	The author was born in a city.	+	-
19	The reason the author's parents didn't like the rented flat was because it wasn't spacious enough.	+	-
20	The author has been keeping in touch with many of his classmates.	+	-
21	The author finds it awful that in his university years he had to do the housework by himself.	+	-
22	The author liked big parties very much.	+	-



**Questions 23 through 30 refer to Text 4.**

**Text 4**

**CANADA GEESE**

Canada geese can be seen and heard in many areas of British Columbia. They usually stay till November or December before flying south for the winter in search of warmer climates.

Canada geese have black heads, tails, necks and feet and white feathers on their heads. Their lifespan is quite long, ranging from twenty to thirty years. While Canada geese tend to produce young at the early age of three, females are known to reproduce up to the age of twenty, laying four to seven eggs each spring.

Canada geese have very strong family relations. In fact, both parents tend to their young for nearly a year. Families stay together until the time comes to return to the breeding areas. It is only at this time that the geese must go their separate ways. Because Canada geese are a national symbol, it is illegal to harm them in any way. This policy has actually resulted in an overpopulation of the birds. For example, in Vancouver, British Columbia, it is not uncommon to see a family of Canada geese walking around on a highway!

**Questions (on your answer sheet circle + if the statement is true, - if it is false)**

23	Canada geese are protected from hunting by the Canadian government.	+	-
24	The geese stay all winter in northern Canada.	+	-
25	Unfortunately, Canada geese have short life spans.	+	-
26	Canada geese have very colourful feathers.	+	-
27	Female geese produce many young over their lifetimes.	+	-
28	Canada geese have strong social instincts.	+	-
29	Because they avoid places populated by humans, Canada geese can only be seen in the wild.	+	-
30	Canada geese are considered a national symbol.	+	-

**Directions:**

*In this Test you will select from the three tasks written on the board one which you feel you are most capable to write about. You will then begin writing your essay on the pages provided. When you are finished close your papers, lay down your pen and wait for us to collect your test materials.*

1. What is your idea of a good family?
2. Friends usually have many things to share.
3. If you want to enjoy life, find interesting ways to entertain yourself.
4. Music is very important to any society. Makers of music can be considered a culture's most important attribute. What does music mean to you? Do you make music? If so, what music do you make? What instruments do you play? What instrument would you like to play?
5. Explain the different aspects of food. Healthy food, Junk food, Traditional foods, Snack food, etc.
6. When and where is it appropriate to chew gum, smoke, talk on a cell phone. Explain your reasons why.
7. Even though tragedies, like the Titanic for example, are very sad, what can people learn from them?
8. Write advice for a foreigner visiting your country. Discuss when to come, what to bring, where to go and what to expect upon arrival.
9. Describe your ideal living situation, including a flat or a house, alone or with family. Don't forget to include the reasons for each of your choices.
10. Your teacher has asked you to write a composition describing a famous person from history whom you admire. Write your composition.

**Directions:**

*In this Test you will choose from 20 topics to speak about. Each number corresponds to one topic. The number of your choice is the theme of your oral presentation. Take about a minute to collect your thoughts before you begin to speak on the topic.*

1. The real meaning of friendship. Do you have a faithful friend?
2. Everyone in my family is a unique person. Can you introduce your family?
3. Sport makes us strong, healthy, happy and good friends. How important is sport for you?
4. We look forward to weekends to enjoy ourselves and rest a little. What do you prefer doing on your days off?
5. People move really fast in daily life. How does your typical day look like?
6. My house / flat is a good place to live in. Is your dwelling comfortable for your family?
7. It is nice to cooperate in the family. Are you a good helper at home?
8. Travelling does people a lot of good. What trip has become unforgettable in your life? Why?
9. Everyone has his/her own interests, likes, dislikes, values, plans, strengths, weaknesses. Can you introduce yourself?
10. A foreign language is the window into the world. Is English worth learning?
11. Holidays are good fun. Do you prefer summer or winter holidays? Why?
12. The person I admire most. Who is your idol?
13. At school pupils spend the most important years of their lives. What are the most exciting events in the school year?
14. My home town is the dearest place for me. How would you represent it?
15. Nature is wonderful in all seasons. What is your favourite season? What weather do you enjoy?
16. Ukraine is our Motherland. What would you tell your foreign friend about your native land?
17. Festivals are part of our lives. What are your favourite holidays and traditions?
18. Our health depends on our way of life. What must you do to stay healthy?
19. Kyiv wasn't built in a day and it can't be seen in a day. What do you know about the capital of Ukraine?
20. There is so much to see in London that even Londoners can find new places. What places would you like to visit?
21. School teachers impact our futures in many ways. Which teacher has been most influential to you? What makes an influential teacher? Explain why teaching is a valued profession.
21. Many people fantasize about the perfect vacation. Describe where you would go and who you would take with you. How long would your perfect vacation last? Name five things that could ruin your perfect vacation. Explain.

22. People enjoy decorating their room in a way that reflects their personality. Describe your favorite room. How does this room reflect your personality? If you had the money to decorate your room as you wish, what would you change?
23. Your school is having a competition in which students are designing a new school uniform. What colors and styles would you choose? Why do you think your design should be chosen? What are advantages and disadvantages of school uniforms?
24. Many forms of communication, such as mobile phones, letters and email, are now available worldwide. What forms of communication are available in your community? What is your preferred form of communication?
25. Many animals are becoming extinct or endangered. Which three animals do you think are the most important to protect? What can you do to help save animals from extinction? If you could bring any one animal back from extinction which would you bring back? Why?
26. Imagine that you have been asked to go on a speaking tour to teach people about Ukraine.
27. Which three countries would you go to? Why? What items would you bring to show people? How do these represent Ukraine? What event in Ukraine's history do you think is most important for people to know about? Why?
28. Many people set goals for themselves every New Year. Do people set goals for themselves at other times? What are some goals that you have set for yourself? Do you agree or disagree that it is important to set goals? Why?
29. Marcel Proust once wrote, "The true voyage of discovery lies not in seeking new landscapes, but in having new eyes." Please describe this quote in your own words and what it means to you. How can people gain "new eyes?" What is more important to you, seeing new places or understanding new things?
30. Benjamin Franklin once said, "Eat to live, don't live to eat." How do you interpret this statement? How would you describe your eating habits and those of your peers? Do these habits reflect Franklin's statement? Explain.
31. Imagine that you are given a chance to live forever. Would you accept or refuse this offer? Why? What would influence your decision? How would this change the way you live your life?
32. Most scientists argue that we live in a dangerous time of climate change. Why should all people be concerned about the environment? How can humans undo the damage they've done to the Earth? What are people doing in your town or village to help the environment?
33. What is the most threatening health problem facing humanity? Do you know why this problem is spreading? Do you know anyone it has affected? What can we do to help solve this problem?
34. Publications, such as newspapers, magazines, and books, tend to focus their marketing on what's current and popular. What is current and popular in your community? What do you think this says about our priorities today? Do you think that popular news is the most informative news? Explain.

35. In classical literature themes like love, heroism, vengeance, envy, and hope tend to be universal and consequently popular. Which of the above themes do you like the most? Is there a particular book you enjoy in which one or more of these themes exists? Why do you think the above themes are considered universal?
36. People usually play music that reflects their mood. What genre of music do you usually listen to? What type of music do you listen to in different emotional states? Do you think music allows you to deal with your emotions? Explain.
37. It has been said that the internet is making the world a smaller place. How has the internet changed your life? How does it provide you with access to new ideas and cultures? If you could publish an article on the internet about your culture, what would it say?
38. It is said that, “art imitates life.” Do you think this is true? How important is art in your life? Can art affect the way we live our lives, or even our culture? What piece of art perfectly describes you and your personality?
39. The American President John F. Kennedy once said, “Ask not what your country can do for you, but what you can do for your country.” Do you think that you have a responsibility to contribute to your country? Explain. Why do you think this is an important question? What are some examples of things you can do for your country in order to improve it?
40. “I left my heart in San Francisco,” is a popular saying. How do you interpret this statement? Where have you been that you’ve left your heart? Is it a place that you go often, or have only been once before? Do you plan on returning?
41. Imagine you had the skills to do any job for one day. Which job would you choose? Why? Is this a career you could see yourself pursuing in the future? Explain. What steps have you taken in order to make that goal a reality?

## Speaking Comprehension Test

8th Form

### Directions:

*In this test you will choose from 20 topics to speak about. Each number corresponds to one topic. The number of your choice is the theme of your oral presentation. Take about a minute to collect your thoughts before you begin to speak on the topic.*

1. Imagine that you are a famous writer who has just completed your best novel. What does this novel tell others about you? What is the main idea of this novel? What problems are discussed in this novel?
2. Which of the members of your family do you appreciate most and why?
3. If you had a chance, what would you change in the place you live?
4. What do you like/dislike in people? Which of those qualities does your best friend have?
5. What day of your life brings you the sweetest memories? Why?
6. Do you have any special holidays in your family? What's special about them?
7. If you had a chance to decide where to spend your summer break, where would you go?
8. What TV program would you like to take part in? Why?
9. What would you say to persuade your parents that the music you listen to is worth listening to?
10. You would like to keep a pet, but you don't know what pet is best. What information would you ask of your friends about pets from their own experience? What pet would you choose? Try to come up with some rules for pet keeping.
11. On Friday night you are worried about the weather for the coming weekend. Where can you find information about the weather? What will be the weather at the weekend? Taking into consideration the weather forecast, what will you plan to do?
12. What do you think about teachers of English? Do you think their work is important? Would you like to become a teacher of a foreign language? Why? Why not?
13. Which of the school subjects will be most useful in your future career? Give comments on your decision.
14. Describe how the weather can influence your mood. What do you like to do when the weather is nasty? Does weather influence your performance?
15. What pictures of interesting places in Kyiv would you recommend to your English friend to take if your friend were to visit there?
16. Your English friend is going to come to Ukraine. What would you tell him to help him/her feel comfortable in the country?
17. You are going on a picnic on Sunday. Tell your invited friends the time, the food, the place. Bring up the subject of appropriate clothes to wear and necessary equipment needed for comfort and recreation.
18. What sport events would you like to talk about as a TV sports journalist?
19. If you were to make a list of the most outstanding Ukrainians, what names would you include in it?
20. Where in your town/village would you take your guest from another country?

## Text 1

**THE LOST GOLD PIECE**

Once a rich merchant arranged a dinner for poor ex-soldiers. Mr. Lebeau was among the guests. After dinner Grandin, the host, showed his guests a large gold coin. Each man examined it with interest as it passed around the long table. However, talking and drinking the men soon forgot all about the coin. Later on the guests were about to leave the house. Grandin thought of the coin and asked for it. But the coin was gone. The village lawyer being one of the guests suggested that everybody should be searched. All at once agreed except Lebeau. His friends looked at him with surprise. «I cannot allow it», he said. «I did not steal the coin. I will not allow anybody to search me», he repeated. One by one the rest turned out their pockets but the coin was not found. Lebeau would not turn out his pocket though his friends were persuading him to. It seemed suspicious to everybody. From that day on nobody respected Lebeau.

A few years passed. When this episode had become almost legendary, Grandin decided to rebuild his house. A workman found the gold coin between two planks of the floor of the room in which the dinner had taken place.

Grandin hurried to Lebeau's poor home and told him that he had found the coin and apologised for having suspected him. «But why did you not allow us to search you if you had not taken the coin?» he asked.

Lebeau answered: «Because I was a thief all the same. For a week my family and I had not enough to eat and my pockets were full of food that I had taken from the table to carry home for my wife and hungry children.»

**Task 1****Directions:**

**Statements 1 through 10 (on your Answer Sheet put down + if the statement is true, - if it is false):**

1. Once a rich priest arranged a dinner for poor people.
2. These people were ex-actors.
3. Mr. Clinton was among the guests.
4. The host showed his guests a large gold coin.
5. Each man didn't want to look at it.
6. Soon the men forgot about the coin.
7. The village lawyer suggested that everybody should be arrested.
8. Lebeau agreed to be searched.
9. Some people trusted Lebeau.
10. Lebeau became a very rich man.

## Task 2

### Directions:

### Questions 11 through 20 (choose the correct letter a, b or c):

11. What did Grandin ask his guests about?  
a) about his coin;    b) about the spoon;    c) about the glass.
12. What happened to the coin?  
a) the coin was gone;    b) the coin was on the table;    c) the coin was under the table.
13. What did the village lawyer suggest?  
a) to search everybody;    b) to let everybody go;    c) to send everybody away.
14. Who didn't agree to that?  
a) the lawyer;    b) all the guests;    c) Lebeau.
15. How did the friends look at Lebeau?  
a) with sadness;    b) with surprise;    c) with anger.
16. What did the guests do one by one?  
a) turned out their pockets;    b) went away;    c) sold cakes.
17. From that day on nobody  
a) hated Lebeau;    b) respected Lebeau;    c) liked Lebeau.
18. Grandin decided  
a) to sell the house;    b) to rebuild the house;    c) to buy the house.
19. Between the two planks of the floor the workman found  
a) a diamond;    b) a silver;    c) a gold coin.
20. Grandin hurried  
a) to the church;    b) to Lebeau's poor home;    c) to the park.



## Text 2

## MUSICAL CHEERS

We met first in a wine bar off Oxford Street. I'd just been to a disastrous concert at the Wigmore Hall – a little-known Korean soprano in a Hugo Wolf song cycle. You can imagine! He came up to me, pointing to my concert programme.

'Oh well, my dear. Some you win, some you lose, I suppose! Have a nice cool drink and forget all about it.'

He ordered two glasses of Sancerre and we took them to a corner table. I don't usually accept drinks from total strangers but there was something disarming about him. He wore a bizarre assortment of clothes – a striped cricket blazer worn over a slightly grubby T-shirt, brown corduroy trousers and a pair of dirty, battered trainers. He was perhaps fifty, maybe older. He had short grey hair and a small moustache. The most attractive thing about him was his voice. It was warm and lilting. It had the sort of musical quality I associate with Ireland.

'Things aren't what they were,' he sighed, sipping his wine, 'I remember the greats you know – Beecham, Sir Malcolm Sargent, von Karajan – you name them, I knew them. Anyway, cheers.'

He raised his glass and we drank. I went to replenish our glasses.

'So you're in the music business?' I inquired.

'Me? Music is in my veins. It's the air in my lungs. It's the food in my stomach. Music? Me and music are like that.' And he interlaced his fingers to show me how close he and music were.

'But do you play yourself?' I asked.

'Not exactly play. I'm more in the broadcasting and recording area,' he confided, 'but I have an essential role in every performance,' he replied evasively. 'I've worked with them all – Zubin Mehta, Bernstein (now he was a lad, I can tell you), Arthur Rubenstein (a real ladies' man too), Pavarotti, Solti. There are plenty of stories I could tell you.'

When we left to make our way to our separate homes, we agreed to meet again the following week. From then on, we met occasionally for about six months. But, despite our common interest in music, we never went to a concert together. I suggested it once, but he refused so violently that I never suggested it again.

Yet, every time we met he would boast about his musical contacts.

'I was on with Sir Neville Marriner last week,' he said, with a modest smile, 'and next week it's the Juillard. I'm busy every night. But they're all such lovely people; lovely...' His voice trailed off nostalgically.

Now, I am not an especially curious person, but I have to admit that I was intrigued by Cheers. (When I had asked his name, he had told me, 'Just call me Cheers.') How did he come to know all these musicians so well? What did he do for a living? Who was he?

Inevitably, one evening we did find ourselves at the same concert. It was at the Royal Festival Hall. I spotted him down in the front row, dressed in his inimitable

style. He seemed very agitated. As the orchestra came to the end of the first half of the concert, I saw him leap up, clapping and cheering loudly, as close as possible to the BBC radio microphones recording the concert. I suddenly realized what his 'role' was.

So, whenever you hear a live broadcast of a concert – think of 'Cheers'!

**I. Choose the most accurate answer.**

1. Where did the author and Cheers first meet?
  - a) at the Concert Hall
  - b) in a bar
  - c) in the street
2. What was the most remarkable thing about Cheers?
  - a) his moustache
  - b) his voice
  - c) his grey hair
3. What did the author think about Cheers' profession?
  - a) he was a musician
  - b) he had some business in music
  - c) he was a composer
4. Why did Cheers attend the greatest musicians' concerts?
  - a) he was their admirer
  - b) he did it just for entertainment
  - c) it was necessary for his job
5. How did the author learn about Cheers' real role in the performance?
  - a) he saw it with his own eyes
  - b) he learned about it from the advertisement
  - c) he read it in the poster

**II. True or false?**

6. The stranger was dressed in an unusual style.
7. The author was greatly interested in the stranger and he offered him a drink.
8. Cheers knew a lot about famous musicians.
9. They were both interested in music and always went to concerts together.
10. Both the author and Cheers liked to boast about their musical contacts.

## Text 2

*From «Welcome to Toronto» editor Chris Lumsdon,  
Official Toronto Visitor Guide 2007.*

Built by the imaginations of residents and visitors alike. Toronto is a city of rare openness, energy, style, and surprise. Where else but in this new creative city can you find a fairytale castle, the world's tallest building, a museum with a crystalline facade and even a school built on stilts in the sky? Toronto is an unfolding city — where a world-renowned arts community thrives on the mosaic of culturally diverse neighborhoods, and where the unlimited potential of everyone is celebrated wholeheartedly through food, music, festivals, and the everyday.

Toronto is now the fifth-largest city in North America. Its continual growth and constant renewal brings a lot to the visitor experience – every time you return to Toronto, there's something new. The waterfront is being revitalized, new growth is encouraging neighbourhoods such as Leslieville, Liberty Village, Gerrard India Bazaar, Cabbagetown, and Ronces-valles to thrive, and the city is undergoing an architectural renaissance that can be seen across the cityscape. From the Art Gallery of Ontario's expansion to the Michael Lee-Chin

Crystal at the Royal Ontario Museum and the newly opened Four Seasons Centre for the reforming Arts, Toronto is changing dramatically to reflect the creative spirit of our time. The result is an imaginative place that, as it grows, never ceases to surprise.

The city's cultural diversity is a hallmark of open-mindedness; here, Torontonians embrace differences to create a world within a city where experience is a collaboration of 100 cultures, the millions of people who celebrate in our street festivals and the unique personalities expressed in each of our neighbourhoods.

Toronto is also a city built from the limitless imaginations of the people who come here to visit. It's a centre of openness and experimentation, where guests to Toronto contribute "the energy of the streets, the dynamic vibe in our restaurants and a thoughtful appreciation for the art in theatres, parks, galleries, and attractions. You'll soon discover that the city's spirit sings, dances, draws and rises to many occasions in different forms. All of Greater Toronto is a stage. Whether you find yourself in one of the city's three theatre districts, or coloring one of our many museums and galleries, Toronto will inspire you as it unfolds. You could find yourself learning the complete history of footwear at the Bata Shoe Museum, on stage at the original Second City Comedy Club, on a nature trail, marveling at Group of Seven works, or in the middle of an impromptu jam session of your favourite rock band at the Horseshoe tavern. Never tried sushi? Never ridden a streetcar? Never canoed through the Toronto Islands, sat behind home plate at a Toronto Blue Jays game, touched the Stanley Cup, toured a working castle and stood on the glass floor inside of the CN Tower, the world's tallest building, all in one day? You can do it here. And once you do, you won't be the same.



## Text 3

He first noticed the new man in the neighbourhood on a Tuesday evening, on his way from the station. The man was tall and thin, with a look about him that told Ray Bankcroft he was English. It wasn't anything Ray could put his finger on, the fellow just looked English. That was all there was to their first encounter, and the second meeting passed just as casually, Friday evening at the station. The fellow was living around Pelham some place, maybe in that new apartment house in the next block.

But it was the following week that Ray began to notice him everywhere. The tall Englishman rode down to New York with Ray on the 8:09 train, and he was eating a few tables away at Howard Johnson's one noon. But that was the way things were in New York. Ray told himself, where you sometimes ran into the same person every day for a week.

It was on the weekend, when Ray and his wife travelled up to Stamford for a picnic that he became convinced the Englishman was following him. For there, fifty miles from home, the tall stranger came striding across the rolling hills, pausing now and then to take in the beauty of the place.

'Linda,' Ray remarked to his wife, 'there's that fellow again!'

'What fellow, Ray?'

'That Englishman from our neighbourhood. The one I was telling you I see everywhere.'

'Oh, is that him?' Linda Bankcroft frowned through the tinted lenses of her sunglasses. 'I don't remember ever seeing him before.'

'Well, he must be living in that new apartment in the next block. I'd like to know what he's doing up here, though. Do you think he could be following me?'

'Oh, Ray, don't be silly,' Linda laughed. 'Why would anyone want to follow you? And to a picnic?'

'I don't know, but it's certainly odd the way he keeps turning up...'

It certainly was odd.

And as the summer passed into September, it grew odder still. Once, twice, three times a week oblivious of his surroundings.

Finally, one night on Ray Bankcroft's way home, it suddenly grew to be too much for him. He walked up to the man and asked, 'Are you following me?'

The Englishman looked down his nose with a puzzled frown. 'I beg your pardon?'

'Are you following me?' Ray repeated. 'I see you everywhere.'

'My dear chap, really, you must be mistaken.'

'I'm not mistaken. Stop following me!'

But the Englishman only shook his head sadly and walked away. And Ray stood and watched him until he was out of sight.

'Linda, I saw him again today!'

'Who, dear?'

'That Englishman! He was in the elevator in my building.'

'Are you sure it was the same man?'

‘Of course I’m sure! He’s everywhere, I tell you! I see him every day now, on the street, on the train, at lunch, and now even in the elevator! It’s driving me crazy. I’m certain he’s following me. But why?’

‘Have you spoken to him?’

‘I’ve spoken to him, cursed at him, threatened him. But it doesn’t do any good. He just looks puzzled and walks away. And then the next day there he is again.’

‘Maybe you should call the police. But I suppose he hasn’t really done anything.’

‘That’s the trouble, Linda. He hasn’t done a single thing. It’s just that he’s always around. The thing is driving me crazy.’

‘What - what are you going to do about it?’

‘I’ll tell you what I’m going to do! The next time I see him, I’m going to grab him and beat the truth out of him. I’ll get to the bottom of this ...’

***I. You will hear a story. On your answer sheet put T if the statement is true, F if it is false.***

1. He first noticed the new man in the neighbourhood on a Thursday evening.
2. A look about him that told Ray Bankcroft he was American
3. It was the following week that Ray began to notice him everywhere.
4. When Ray and his wife travelled up to Stamford for a picnic he became convinced the Englishman was following him.
5. One night on Ray Bankcroft’s way home he walked up to the man.
6. Linda laughed, ‘Why wouldn’t anyone want to follow you?’
7. Ray wasn’t certain the Englishman following him.
8. Ray had spoken to him, cursed at him, and threatened him.
9. Linda proposed to call the police.
10. Ray was going to grab the Englishman and beat the truth out of him.

***II. Decide who does the following actions, the Englishman or Ray.***

- 1) ran out of cigarettes
- 2) paused, out of breath
- 3) saw him waiting
- 4) followed him down the railroad
- 5) was beckoning him to follow
- 6) ran on, faster and faster
- 7) turned and walked away
- 8) called out, ‘Come back here!’
- 9) heard the Express train
- 10) I’m going to grab him

**Text 4**  
**History Jokes**

His name was Fleming, and he was a poor Scottish farmer. One day, while trying to make a living for his family, he heard a cry for help coming from a nearby boy. He dropped his tools and ran to the boy. There, mired to his waist in black muck, was a terrified boy, screaming and struggling to free himself. Farmer Fleming saved the boy from what could have been a slow and terrifying death.

The next day, a fancy carriage pulled up to the Scotsman's place. An elegantly dressed nobleman stepped out and introduced himself as the father of the boy farmer Fleming had saved.

"I want to repay you", said the nobleman. "You saved my son's life". "No, I can't accept payment for what I did", the Scottish farmer replied, waving off the offer. At that moment, the farmer's own son came to the door of the family hovel. "Is that your son?" the nobleman asked. "Yes", the farmer replied proudly. "I'll make you a deal. Let me take him and give him a good education. If the fellow is anything like his father, he'll grow to a man you can be proud of".

And that he did. In time, farmer Fleming's son graduated from St. Mary's Hospital Medical School in London, and went on to become known throughout the world as the noted Sir Alexander Fleming, the discoverer of Penicillin.

Years afterward, the nobleman's son was close to death from pneumonia. What saved him?

Penicillin. The name of the nobleman? Lord Randolph Churchill. His son's name? *Sir Winston Churchill*

**Task 1.** For each of the questions 1–10 decide which of the statements are true or false on the basis of what is stated or implied in what you have heard and put a "+" if a statement is true and a "-" if a statement is false next to the corresponding number on your answer sheet.

1. The text mainly tells about ordinary events in history.
2. At the beginning of the story, the farmer was bathing in a river.
3. There must have been an accident with a little boy.
4. The action takes place nowadays.
5. The farmer's children were all girls.
6. The little boy's father wanted to give the farmer a sum of money.
7. The farmer seemed to know the importance of knowledge.
8. The nobleman's prediction did not come true.
9. The boy glorified his family name.
10. Sometimes wonderful coincidences happen in life.

**Task 2.** For each of the questions 11–20 decide which of the answers (a, b, c or d) best complete the statements on the basis of what is stated or implied in what you have heard and mark the corresponding letter with a "+" on your answer sheet.

- 11.** It may be inferred from the text that the Fleming family lived:  
a) in the south of Great Britain; b) in the north of Great Britain;  
c) in the centre of Great Britain; d) outside Great Britain.
- 12.** The farmer must have been:  
a) kind and wealthy; b) noble and proud;  
c) hardly able to make ends meet; d) idle and suspicious.
- 13.** One can make a conclusion that the saved boy's father was:  
a) a successful farmer; b) a good hunter;  
c) an aristocrat; d) a beggar.
- 14.** The farmer's son must have been:  
a) worth pride; b) a wonder kid;  
c) a nobleman; d) from Ireland.
- 15.** The nobleman's offer was:  
a) rather stupid; b) just and generous;  
c) not worth considering; d) never accepted.
- 16.** After receiving his education, young Fleming was supposed to:  
a) work with customers; b) sell medicines;  
c) look for criminals; d) treat patients.
- 17.** Alexander Fleming discovered:  
a) a penny ceiling; b) a pan sealing;  
c) penicillin; d) pennies while peeling.
- 18.** Fleming's discovery made him:  
a) cruel and dangerous; b) famous worldwide;  
c) thrilling and exciting; d) quite boring.
- 19.** The word "sir" before Fleming's name may mean that he:  
a) became as noble as Churchill;  
b) came from Syracuse;  
c) performed in a circle;  
d) was a sergeant in the British Army.
- 20.** One can infer from the text that:  
a) the Flemings and the Churchills were close friends;  
b) Alexander Fleming may not necessarily have seen Winston Churchill after the childhood accident;  
c) Winston Churchill almost died from the medicines given by Fleming;  
d) Alexander Fleming was Winston Churchill's personal doctor.



**Text 5**  
**Lazy Susan**

'I want you to teach me how to shoot a gun,' Susan Carpenter said to her husband at breakfast.

'You want me to do *what?*'

Stan Carpenter stopped eating and stared at her.

'Take me to a shooting range.'

Her husband's amazement turned to delight. 'I think that's a wonderful idea. 'Ever since she'd been robbed the week before on a dark night in the parking-lot of the Mulberry Street Shopping Center, Stan had been telling her to learn how to protect herself, preferably with a gun.

Susan had been more angry than scared when she was robbed. The robber hadn't hurt her much, just a little knock on the head with his gun. But she was so angry about it.

'Fifty dollars!' she shouted at the policeman. 'One minute I had fifty dollars in my purse and then I had nothing!'

'Good evening, ladies.' The expert in self-defence stood beside a screen, and began by saying, 'The victim of mugging usually looks like this ...' A coloured picture appeared on the screen. It was a little old lady who was carrying a shopping bag in one hand and a purse in the other. 'She'll make it easy for the mugger to grab, push and run. He won't usually choose a victim who looks as if she might fight back.' Another picture appeared on the screen – a younger woman, who looked strong, and whose hands were empty.

'If you want to avoid being mugged, walk confidently! Keep your head up. Pull your shoulders back. Let your arms swing, and don't carry a lot of packages. Carry your handbag under your arm, or hold it tightly with both hands. Look as if you know where you're going, even if you don't. Make that mugger think you're tough! Any questions?'

'Is there any way to recognize a mugger?' asked Susan.

'Sure.' The instructor smiled. 'He's the one in the dark clothes, hiding in the bushes.'

Everyone but Susan laughed.

Stan was amazed at how strong and confident his wife seemed after only three weeks of self-defence training.

The shops were closed when the last movie-goers came out into the large, dark, Mulberry Street Shopping Center parking-lot. It had been a Superman film. After two and a half hours of watching him bend iron and jump over tall buildings, Susan felt ready for anything.

A dark group of bushes stood between her and her car. She walked confidently through them, then turned and bent down a little to look carefully behind her.

She saw the man before he noticed her.

Everything she had learned about self-defence went through her mind: she examined his walk, the look on his shadowed face, and the object in his hands. She thought of those hours she'd had to work to earn fifty dollars, and of the man who had stolen it so easily. She took from the pocket the little gun that Stan had taught her to use. Then, just as the man stepped past the bushes, she jumped behind him so he couldn't see her.

She put the gun against his head.

'I don't want to hurt you,' Susan said in her confident new voice, which sounded lower than normal. 'I just want your money.'

The little old man dropped his shopping bag beside one leg of Susan's trousers.

'There's been another mugging at the shopping center!' Stan folded back the local newspaper. The edges touched his fried egg. 'That just proves what I've said. You should never go there alone at night. You won't, will you, Susan?'

'You're getting egg on your trousers, dear.'

'What? Oh! It's all over the floor, too.'

'Don't worry about it,' said Susan. 'I'll clean it up. I have lots of extra time now.'

Stan smiled a little nervously. He was glad she had stopped doing that low paying job at the sales office, but he was afraid his lovely but lazy Susan might not try very hard to find another job. 'You'll have time to train for something better,' he said, hopefully. 'I'm sure you can find an easier way to make money.'

Lazily, Susan stirred her coffee.

'Yes, dear.' She smiled. 'I probably can.'

**Section 1.** True or False Statements (+/-). Listen to the story and decide which of these statements are true and which of them are false. Mark your answers on the Answer Sheet.

1. Susan had felt frightened because the robber hurt her badly.
2. Susan had been more angry than scared when she was robbed.
3. The typical mugging victim is a man in dark clothes.
4. After three weeks of self-defence training Susan still didn't feel like going out alone.
5. Susan planned to get another office job with better pay.
6. When she saw the man, everything she had learned about self-defence went through her mind.
7. When Susan put the gun against his head and asked for money, the little old man dropped his shopping bag beside one leg of Susan's trousers.

**Section 2.** Multiple choice. Listen to the story and decide which of these statements are true and which of them are false. Mark your answers on the Answer Sheet.

**8. What did Susan ask her husband to teach her?**

- a) How to scream loudly and run fast.
- b) How to shoot a gun.
- c) How to use keys as a weapon.

d) How to use nail scissors as a weapon.

**9. Susan's husband was...**

- a) delighted with the idea that his wife would learn how to protect herself.
- b) angry about the idea that his wife would learn how to protect herself.
- c) indifferent to the idea that his wife would learn how to protect herself.
- d) nervous about the idea that his wife would learn how to protect herself.

**10. The money the robber took was...**

- a) 15 dollars.
- b) 50 dollars.
- c) 55 dollars.
- d) 500 dollars.

**11. The expert in self-defence said that the victim of a mugging was usually...**

- a) a little old man who was carrying a suitcase in one hand and an umbrella in the other.
- b) a little old lady who was carrying a shopping bag in one hand and a purse in the other.
- c) a student who was carrying a big back-pack and a heavy carrier bag.
- d) an old drunk man.

**12. That day Susan went to the cinema and watched...**

- a) a King-Kong film.
- b) a Spiderman film.
- c) a Superman film.
- d) a Lizardman film.

**13. After two and a half hours of watching the film, Susan...**

- a) was scared to death.
- b) wished she hadn't gone to the cinema alone.
- c) called her husband asking to pick her up.
- d) felt ready for anything.

## Text 6

*“The Box of Robbers”*from *American Fairy Tales* by L. Frank Baum**Glossary:**

tarnished – тьмянний, неяскравий

tanned – засмаглий на сонці

brassheaded – жовтуватого-мідний

laced - шнурований

No one intended to leave Martha alone that afternoon, but it happened that everyone was called away, for one reason or another. Mrs. McFarland was attending the weekly card party held by the Women's Anti-Gambling League. Sister Nell's young man had called quite unexpectedly to take her for a long drive. Papa was at the office, as usual. It was Mary Ann's day out. As for Emeline, she certainly should have stayed in the house and looked after the little girl; but Emeline had a restless nature.

"Would you mind, miss, if I just crossed the alley to speak a word to Mrs. Carleton's girl?" she asked Martha.

"Course not," replied the child. "You'd better lock the back door, though, and take the key, for I shall be upstairs."

"Oh, I'll do that, of course, miss," said the delighted maid, and ran away to spend the afternoon with her friend, leaving Martha quite alone in the big house, and locked in.

The little girl read a few pages in her new book, sewed a few stitches in her embroidery and started to "play visiting" with her four favorite dolls. Then she remembered that in the attic was a doll's playhouse that hadn't been used for months, so she decided she would dust it and put it in order.

Filled with this idea, the girl climbed the winding stairs to the big room under the roof. It was well lit by three dormer windows and was warm and pleasant. Around the walls were rows of boxes and trunks, piles of old carpeting, pieces of damaged furniture, bundles of discarded clothing and other odds and ends of more or less value. Every well-regulated house has an attic of this sort, so I need not describe it.

The doll's house had been moved, but after a search Martha found it away over in a corner near the big chimney.

She drew it out and noticed that behind it was a black wooden chest which Uncle Walter had sent over from Italy years and years ago – before Martha was born, in fact. Mamma had told her about it one day; how there was no key to it, because Uncle Walter wished it to remain unopened until he returned home; and how this wandering uncle, who was a mighty hunter, had gone into Africa to hunt elephants and had never been heard from afterwards. The little girl looked at the chest curiously, now that it had by accident attracted her attention.

It was quite big – bigger even than mamma's traveling trunk – and was studded all over with tarnished brassheaded nails. It was heavy, too, for when Martha tried to lift one end of it she found she could not stir it a bit. But there was a place in the side

of the cover for a key. She stooped to examine the lock, and saw that it would take a rather big key to open it.

Then, as you may suspect, the little girl longed to open Uncle Walter's big box and see what was in it. For we are all curious, and little girls are just as curious as the rest of us.

"I don't believe Uncle Walter'll ever come back," she thought. "Papa said once that some elephant must have killed him. If I only had a key – " She stopped and clapped her little hands together gaily as she remembered a big basket of keys on the shelf in the linen closet. They were of all sorts and sizes; perhaps one of them would unlock the mysterious chest!

She flew down the stairs, found the basket and returned with it to the attic. Then she sat down before the brass-studded box and began trying one key after another in the curious old lock. Some were too large, but most were too small. One would go into the lock but would not turn; another stuck so fast that she feared for a time that she would never get it out again. But at last, when the basket was almost empty, an oddly-shaped, ancient brass key slipped easily into the lock. With a cry of joy Martha turned the key with both hands; then she heard a sharp "click," and the next moment the heavy lid flew up of its own accord!

The little girl leaned over the edge of the chest an instant, and the sight that met her eyes caused her to start back in amazement.

Slowly and carefully a man unpacked himself from the chest, stepped out upon the floor, stretched his limbs and then took off his hat and bowed politely to the astonished child.

He was tall and thin and his face seemed badly tanned or sunburnt.

Then another man emerged from the chest, yawning and rubbing his eyes like a sleepy schoolboy. He was of middle size and his skin seemed as badly tanned as that of the first.

While Martha stared open-mouthed at the remarkable sight a third man crawled from the chest. He had the same complexion as his fellows, but was short and fat.

All three were dressed in a curious manner. They wore short jackets of red velvet braided with gold, and knee trousers of sky-blue satin with silver buttons. Over their stockings were laced wide ribbons of red and yellow and blue, while their hats had broad brims with high, peaked crowns, from which fluttered yards of bright-colored ribbons.

They had big gold rings in their ears and rows of knives and pistols in their belts. Their eyes were black and glittering and they wore long, fierce mustaches, curling at the ends like a pig's tail.

**Statements 1 through 10 (on your answer sheet circle + if the statement is true, - if it is false).**

1. Martha's father doesn't work a lot.
2. Martha didn't want to be left alone in the house.
3. Martha first went to the attic to find a doll's playhouse.
4. The author thought that Martha's attic was very typical.
5. The doll's house was in front of a black wooden chest.
6. Martha moved the chest before she opened it.
7. Most of the keys Martha tried in the lock were too big.
8. The first man to step out of the chest did so politely.
9. The second man to step out of the chest was the fattest.
10. The men had weapons.

**Section 2.** Multiple choice. For each question, listen to the story and decide which of the statements is the best answer.

**Questions 11 through 20 (on your answer sheet circle the correct letter A, B, C, or D).**

11. Mrs. McFarland...

- A. was gambling.
- B. was working.
- C. was playing cards.
- D. had the day off.

12. Emeline was Martha's...

- A. sister.
- B. mother.
- C. friend.
- D. maid.

13. All of these were in the attic EXCEPT...

- A. rows of boxes.
- B. windows.
- C. odds and ends.
- D. a basket of keys.

14. The chest...

- A. had never been in the attic before.
- B. had recently been sent from Italy.
- C. had been in the attic for many years.
- D. had come from Africa many years ago.

15. According to the text, Uncle Walter was many things EXCEPT...

- A. a mighty hunter.
- B. an alligator wrestler.
- C. a world traveler.
- D. a victim of a horrible elephant attack.

16. Judging by the lock on the trunk, the key would have to be...

- A. brass.
- B. oddly-shaped.
- C. long.
- D. big.

17. The key that opened the chest was...
- A. the first key Martha took out of the basket.
  - B. one of the first keys Martha took out of the basket.
  - C. one of the last keys left in the basket.
  - D. the last key left in the basket.
18. The men had ...
- A. dark skin and earrings.
  - B. short moustaches and rings on their fingers.
  - C. brown eyes and pig-tails.
  - D. plain clothes and swords.
19. The men's clothing included...
- A. red velvet trousers.
  - B. sky-blue jackets.
  - C. golden stockings.
  - D. hats with ribbons.
20. In this story, Martha is everything EXCEPT...
- A. curious.
  - B. illogical.
  - C. independent.
  - D. amazed.

## Text 7

## THE TEENAGER'S WORLD

***Are teenagers studious and serious?***

A recent survey showed that teenagers work much harder than they did 10 years ago. Many British teenagers say that they like school. Adam, aged 15, says, "I like meeting up with friends and extending my knowledge". Sarah, aged 14, says it's important because it gives you the skills for life. Teenagers think a lot about the future: 57% worry about getting a job when they finish their studies. Jamie, aged 16, says, "You know you can't walk out of school into a job".

Though school is important to many teenagers, other things can be more important. In 1998 General Certificate of Secondary Education (GCSE) results were published on the same day as the new Oasis album arrived in the shops. Many 16-year-olds went to buy a copy of the album before they got their results. Paul, aged 16, said, "I don't care about my results – this is more important".

***Do music and money make the teenager's world go round?***

Paul isn't the only teenager who cares more about music than education. Music is the most important thing in many British teenagers' lives. Some teenage boys spend more than 50 pounds a month on music. Money is also important for teenagers. Most of them are given between 4 & 5 pounds pocket money a week by their parents. Some also have jobs like paper rounds and baby-sitting. Katherine, aged 13, is too young to have a job, but she is doing a lifeguard course so she can work when she's old enough. (You have to be 14 to have a part-time job in Britain.)

***What are teenagers' free time activities?***

As well as music, popular activities with teenagers are: sports, computer games, cinema, shopping, watching videos, reading and watching TV. Teenagers watch less TV than they did 10 years ago, but they still watch a lot. They like soap operas, music and sports programmes best.

***Are smoking and drinking problems with teenagers?***

Parents who worry about their children smoking or taking drugs don't need to worry so much – 70% of British teenagers neither smoke nor want to try it. Most teenagers are against drugs. Most teenagers do drink alcohol – about 80% – but most of them only drink occasionally at family parties and weddings.

***Are parents – teenagers' best friends?***

Since the 1950-s, teenagers have been supposed to rebel against their parents. But parents today understand teenagers a lot better and have better relationships with their children. Angela, aged 18, says, "I have a lot of respect for my mum. I know I don't always know best." Stuart, also aged 18, says, "Children aren't rejecting their parents. We are more responsible than in the fifties – we can stay out until midnight, more teenagers own cars."



### **True/ false**

1. Teenagers do not work harder than they did 10years ago.
2. Many British teenagers do not like school.
3. Teenagers worry about getting a job when they finish school.
4. Most schoolchildren care more about music.
5. Money is important for teenagers.
6. Teenagers watch a lot of TV.
7. British teenagers are for taking drugs.
8. Most teenagers drink alcohol very often.
9. Teenagers respect their parents.
10. Parents today understand teenagers a lot better.

### **Choose the correct answer.**

1. What did a recent survey show?  
**A** Teenagers work harder than 10 years ago. **B** Teenagers work worse than 10 years ago  
**C** Teenagers work harder than 20 years ago
2. What do the teenagers like about school?  
**A** meeting up with friends and extending their knowledge; **B** meeting up with new teachers; **C** possibility to work after school
3. What did many 16-year-olds go to buy before they got their GCSE results?  
**A** a copy of the New Oxford Dictionary;  
**B** a copy of the new book about Harry Potter; **C** a copy of the new Oasis album;
4. What is the most important thing in many British teenagers' lives?  
**A** education; **B** music; **C** part-time job;
5. What kinds of part-time jobs were mentioned in the text?  
**A** paper rounds and babysitting; **B** car washing and babysitting; **C** paper rounds and car washing;
6. What do they like watching on TV best?  
**A** Sports programmes and animated cartoons; **B** TV shows and talk shows; **C** soap operas, music and sports programmes;
7. Why do not parents need to worry about their children smoking or taking drugs?  
**A** 70% of British teenagers neither smoke nor want to try it; **B** 70% of British teenagers go in for sports; **C** 70% of British teenagers are hopeless;
8. Where do most of teenagers drink alcohol occasionally?  
**A** at school parties and family parties; **B** at school parties and in clubs; **C** at family parties and weddings;
9. What does Stuart say about his relationship with his parents?  
**A** "Children are not rejecting their parents" **B** "Children are always rejecting their parents" **C** "I have a lot of respect for my mum"
10. How much money do the British teenagers spend on music?

A 50 pounds a month; B 50 dollars a month; C 50 pounds a year;

## Reading Comprehension

9th Form

### Text 1

**Directions:** *In this Test you will read three texts. Each text is followed by 5 tasks. You should do the tasks following the text on the basis of what is stated or implied in that text. For each task you will choose the best possible answer from four possible answers (a, b, c or d) or two symbols (+ or -) as specified prior to each task. Choose the best answer and write down the letter or symbol of your choice on the Answer Sheet.*

Questions 1 through 5 refer to Text 1.

#### Text 1

#### BIGFOOT

Bigfoot is a humanlike creature reportedly living in the Pacific Northwest. Bigfoot sightings have been noted most often in the mountainous areas of Northern California, Oregon and Washington in the United States. The creature has also been **spotted** numerous times in British Columbia in Canada, where it is known as Sasquatch.

The creature described by witnesses is tall by human standards, measuring 7 to 10 feet (2 to 3 meters) in height. It resembles an ape with its thick, powerful fur-covered arms and short, strong neck; however, its manner of walking erect is more like that of Homo Sapiens.

Although there have been hundreds of reported sightings of Bigfoot, most experts have not seen enough evidence to be convinced of its existence. The fact that some purported evidence has been proven fake may have served to discredit other more credible information.

#### Choose the right variant of answer:

1. The passage is about...
  - a) a hypothetic event;
  - b) a hypothetic piece;
  - c) a hypothetic creature;
  - d) a hypothetic theory.
2. According to the passage, Bigfoot prefers...
  - a) river banks;
  - b) mountains;
  - c) valleys;
  - d) jungles.
3. The word "spotted" in line 3 is closest in meaning to...
  - a) heard of;
  - b) shown;
4. Bigfoot differs most from human in...
  - a) colour;
  - b) build;
  - c) size;
  - d) the manner of walking.
5. Bigfoot is hardly believed to exist because of...
  - a) stubborn experts;
  - b) lack of knowledge;
  - c) lack of facts about his existence;
  - d) scientific research.

- c) spoken of;
- d) noticed.

**Questions 6 through 10 refer to Text 2.**

**Text 2**

**BRITISH FAMILY TODAY**

The model of a traditional British family — with a working father and a housewife mother raising two children — has changed greatly over the past 20 years.

The biggest change has been caused by the growing divorce rate. As many as two out of three marriages now end in separation, which brings about the situation where many children live with one parent and only see the other at weekends or holidays.

The number of working mothers has also increased. The large rise in divorces has meant many women need to work to support themselves and their children. But even when there is no divorce, many families need both parents to work in order to survive. This has caused an increase in childcare facilities, though they are very expensive and can be difficult to find in many areas. Besides, women are no longer happy to stay at home bringing up children, and many make careers earning as much as or even more than men.

However, these changes have not had a totally negative effect. For women, it is now much easier to have a job and good salary. Although it is difficult to be a working mother, it has become normal and it's no longer seen as a bad thing for children. As for children themselves, some people argue that modern children grow up to be more independent and mature than in the past. From an early age they have to go to nurseries, and so they are used to social behaviour and dealing with new people.

So, in spite of the fact that the traditional picture of a family may no longer be true in modern Britain, the contemporary family continues to raise happy, successful children.

**Task 2: Decide if the statements are true (+) or false (-):**

6. The traditional British family hasn't changed greatly over the past 20 years.
7. The biggest change has been caused by the growing divorce rate.
8. The number of working mothers has increased.
9. Many women have to work to support themselves and their children.
10. Modern children grow up to be more independent than in the past.

**Statements 11 through 15 refer to Text 3**

**Text 3**

**RESTAURANT MANAGER**

Laura Davy has been the manager at Quinto's restaurant since 2001. It's a popular restaurant and often has as many as 500 customers in one evening. Restaurant work was not what she intended to do. She started studying music at the university but then left to work in a restaurant. Her family didn't approve her choice.

Laura Davy started training as a chef but soon realized she was better at restaurant management.

Davy now divides her time between the restaurant floor and the office. She sometimes regrets spending so much time in the office and misses being with customers. "I have to arrive at the office very early. If I have a really busy day in the office, I leave around 7 pm, just before people arrive in the restaurant".

Davy manages about 140 staff and knows how important they are to the business. She sometimes employs the wrong people but believes that making mistakes is the only way to learn.

Staff sometimes leave Quinto's to work in other restaurants or travel abroad. Davy accepts that she cannot always keep staff. "If they've already made their decision, there's no point saying anything. But if they come back, I'm happy to reemploy them".

**Task : Questions (choose the correct letter a, b, c or d) :**

**11. What is the writer trying to do in the text?**

- a) give details of opportunities in the restaurant business;
- b) compare a restaurant job with other choices of career;
- c) describe what one restaurant manager's work involves;
- d) encourages young people to start a restaurant career.

**12. Davy's choice of a restaurant career**

- a) involved a change of plans;
- b) was approved of by her parents;
- c) was something she felt uncertain about;
- d) required her to do a management course.

**13. What does Davy think about her working day?**

- a) She likes to meet her staff early in the morning.
- b) She would like to spend more time with customers.
- c) She prefers doing office jobs to working in the kitchen.
- d) She enjoys being busy because the day passes more quickly.

**14. What does Davy say about staff who decide to leave Quinto's?**

- a) She would not give them their job back.
- b) She doesn't try to persuade them to stay.
- c) They are a bad influence on the rest of the team.
- d) They will benefit from working in their restaurants.

**15. What would Davy say about restaurant work?**

- a) "I have to check there are no problems in the restaurant so I always make sure I'm there in the evenings".
- b) "I've wanted to do restaurant work since I was very young".
- c) "You need good staff for this so I make sure everyone stays with us for a long time".
- d) "I don't always get things right and the work can be hard, but I wouldn't dream of doing anything else. I enjoy it too much".



## TEXT 2

## From «Roald Dahl Biography»

Roald Dahl was born in Wales on September 16, 1916 to Norwegian parents. His father died when he was 3 years old and he was raised by his mother. He had a fairly unhappy time at boarding school which provided some of the inspiration for his later stories.

After leaving school he worked for the Shell Oil Company based in Africa until the outbreak of World War II, when he signed up with the Royal Air Force. Unfortunately, he was injured in action and eventually returned home as an invalid. He was then sent to Washington DC to work as an attache where, almost by accident, he started his writing career. When he was interviewed for an article about his time in action he offered to write about his experiences. His piece was published in the Saturday Evening Post, that signed him up to write more articles.

In 1943 he wrote his first children's book, «The Gremlins,» which was originally intended to be made into an animated film by Walt Disney. The film was not made and instead, Dahl turned to writing adult fiction, not writing another children's story until the 1960s.

By this time he was a father himself and had started making up stories to entertain his own children. From this came the stories of «James and the Giant Peach» and «Charlie and the Chocolate Factory.» He went on to write 21 children's books including «Charlie and the Chocolate Factory», «The BFG», «Matilda», and «The Witches», all of which have been made into films. Roald Dahl died on November 23, 1990.

Questions 1 through 5 (on your answer sheet circle the correct letter A, B, C, or D)

**1. Which place DIDN'T Roald Dahl live in?**

- A. America
- B. Africa
- C. Great Britain
- D. Norway

**2. Of these books by Roald Dahl, which has NOT been made into a film?**

- A. Matilda
- B. The Gremlins
- C. The Witches
- D. Charlie and the Chocolate Factory

**3. Why did Roald Dahl start writing most of his children's books?**

- A. He was injured in the war and needed work.
- B. He wrote about his experiences as a child.
- C. He wasn't successful writing for adults.
- D. He made up stories to tell his own children.

**4. Which profession did Roald Dahl NOT have in his life?**

- A. Attache
- B. Author

- C. Film director
  - D. Oil company worker
5. What did Roald Dahl do from 1943 to the 1960's?
- A. Worked as an attache.
  - B. Published children's stories.
  - C. Wrote adult fiction.
  - D. Made films.

**Directions:**

*In this Test you will select from the tasks written on the board one which you feel you are most capable to write about. You will then begin writing your essay on the pages provided. When you are finished close your papers, lay down your pen and wait for us to collect your test materials.*

1. Good food habits are really a part of good health.
2. “The history of the world is but the biography of great men” (Thomas Carlyle)
3. It is impossible to become an educated person without books.
4. Television and computer games will soon lead to disappearing of books.
5. People don't need sport to live happily.
6. There is no ideal school in the world.
7. Imagine that you are given the chance to create a museum for your town. What kind of museum will you build? Do you think it is needed and why? What exhibits will you have in this museum? What do you hope your museum will be able to teach the people of your town?
8. Should children be taught to read before they enter elementary school?
9. Which activities, in your opinion, are valuable to you?
10. What hobbies are typical of people of your age in the country you live in? Are they similar to those of your counterparts in England?
11. In countries all over the world, people are learning English. How are people and countries affected by the widespread use of English? What attitudes towards English do they have? Why do you think English is important for the future and how do you see it in your future? Do you think that in the future one language will become more important than another? What are the advantages and disadvantages of speaking only one language?
12. Around the world mobile phones have become more and more popular. In some countries, people depend on mobile phones to do their daily jobs or to keep in contact with other people. But what would the world be like without mobile phones? Have mobile phones truly improved the quality of life of those who use them?



*In this Test you will choose from 20 topics to speak about. Each number corresponds to one topic. The number of your choice is the theme of your oral presentation. Take about a minute to collect your thoughts before you begin to speak on the topic.*

1. Having a helpful and supportive family is a great privilege nowadays. Which of the members of your family do you appreciate most and why?
2. Do you agree with the statement that “Traveling broadens your mind”? What places would you like to visit?
3. A good book is a good friend. Do you think that book characters are good examples for you to follow?
4. The role of TV in modern society. What is your favourite TV programme?
5. What is the dearest place on the Earth for you? How would you present your home town?
6. A good specialist needs to know a foreign language. Do you agree with it?
7. Your English friend is going to come to Ukraine. What places are worth visiting in your country?
8. If you are asked to make a list of the most outstanding Ukrainians, what names will you include in it?
9. Sport unites people and makes them good friends. What do you personally do to keep fit?
10. Some people want apartments, while others want private homes. What about you?
11. What English-speaking country would you choose for visiting if you had a chance?
12. They say “Good health is a great blessing.” What is your opinion?
13. Kyiv always welcomes a lot of visitors. What places of interest would you include in the sightseeing tour around Kyiv?
14. If you went on a very short tour to London, what places of interest would you like to see?
15. Speak about your school traditions. Are you proud of your school? Which of the school subjects will be the most useful in your future career?
16. Things you prefer doing when you have free time.
17. People should keep up the traditions of their nation. Do you consider traditions to be important in your family?
18. It’s not easy to choose an occupation for the whole lifetime. Have you made up your choice about your future career?
19. We need to beautify our land instead of destroying it? Are you environment friendly?
20. Sometimes the cultures and countries are very different, but the holidays are very similar. What holidays of the English-speaking countries do you favour most?

21. You are going to a party. Your parents ask you to be back at 10 p.m. Persuade them to let you come home later. You are already fourteen, and know how to behave.
22. You are in a strange city. How are you going to spend your spare time? What are you going to do? Where are you going to go?
23. Your friend is calling you to congratulate you on your birthday. You had your birthday party yesterday. Tell him about it.
24. You are at an international summer camp. Tell your new friends about the main sights of your native city or village.
25. You are going to study abroad. You meet a person from this country. Find out as much information about the country as you can.
26. You are participating in an international conference. Introduce the political system of Ukraine.
27. Your friend has suggested that you should join some sports club. Persuade him that the best kind of sport is your favourite.
28. You share a room with your friend at some language courses. You have to set up some mutually beneficial rules with your roommate.
29. You are going to visit a foreign country on holidays. Ask about the travel costs and boarding at the travel agent's.
30. When you were abroad you saw a car crash. Give us a detailed account of it.
31. You were invited by a friend of yours to visit a holiday in a foreign country. What do you know about holidays in this country?
32. You haven't seen your friend for a long time. Tell him about your plans for the future.
33. You want to show your room to a foreigner. Tell him about it in detail.
34. You have just come back from a trip to Great Britain. Share your impressions with your classmates.
35. Tell your friends why you are learning English.
36. You were told to make a report about your favourite British writer.
37. You share a room with a foreign student. Tell him about your family traditions.
38. During your stay in Britain you have to make a report about Ukrainian climate.
39. A new pupil came to your class. He used to study abroad. Tell him about Ukraine and your town or village.
40. During your stay in Britain you fell ill and were taken to hospital. Tell your classmates about it.

**Text 1****GEORGE'S SURPRISE**

Liz has just finished wrapping up the final details for the surprise party she has been planning for her husband. She had been thoroughly preparing for this event, designing every aspect of the party from the invitations to the food, and she was very excited about it.

Family members whom George had not seen in years were flying in from Australia in a few days. Liz had tracked down several college friends, and they were coming from various places across the country. The caterer and band were set.

The best part for Liz was that she knew George didn't have a clue about the party. She could not wait to see the look on his face when he walked into a big "Surprise" in his own home.

The party was to be on Saturday. As Liz was daydreaming about picking relatives up at the airport the next day and taking them to their hotel, George walked into the kitchen and said, quite certainly, "Sweetheart, I don't want anything special done for my birthday". "What do you mean?" Liz responded carelessly though her heart began to pound.

"I mean that I don't want a surprise party".

"Okay", Liz said with a shrug. "Not a problem."

Liz's mind raced. There was nothing she could do about George's request now. And, frankly, she didn't want to. Liz had been planning this for more than a year. The party would go off as she intended. She didn't want all her effort to be for naught.

When George came home Saturday evening from playing soccer with friends, he was shocked. Tears filled his eyes. This reaction was something Liz had not predicted. Among the crowd he saw friends whom he had not seen in nearly twenty years and family members who had come from Australia just for this evening.

But along with being deeply moved, he was also angry with his wife. He felt ambushed. He knew he could be emotional, and he did not like people to see him that way. That was why he didn't like being surprised.

Gentle music from his old days filled the home of Liz and George.

Liz whispered "I love you" in George's ear, they shared a kiss, and the two danced the night away.

**Directions:**

**In this Test you will carefully listen to a text read aloud twice. The text is followed by 20 tasks. You should do tasks 1 through 10 following the first reading of the text on the basis of what is *stated or implied* in the text. The text will be read a second time and you should do tasks 11 through 20 following the second reading of the text on the basis of what is *stated or implied* in the text. For each task you will choose from four possible answers (a, b or c), or two symbols (+ or -) as specified prior to each task. Choose the best answer and mark the letter or symbol of your choice on the Answer Sheet.**

**Task 1. Statements 1 through 10 (on your Answer Sheet put down + if the statement is true, - if it is false):**

1. Preparing for her husband's birthday party was very important for Liz.
2. Liz intended to invite some of George's college friends.
3. George always keeps in touch with his relatives.
4. George had no idea of his wife's plans.
5. She looked forward to seeing his reaction to the surprise party.
6. George has always dreamed of having something special for his birthday.
7. There might have been some problems in the arrangement of the party.
8. Liz turned out to have a good control over her emotions.
9. She considered cancelling the party.
10. George enjoyed showing his emotions in public.

**Task 2. Questions 11 through 20 (choose the correct letter a, b or c):**

11. While preparing George's party Liz was \_\_\_\_
  - a) indifferent
  - b) careful
  - c) careless.
12. Liz wanted a party to be \_\_\_\_
  - a) a success
  - b) a failure
  - c) a social occasion.
13. The guests were supposed to stay \_\_\_\_
  - a) at the airport
  - b) at Georges and Liz's house
  - c) at the hotel.
14. Why did Liz respond carelessly though her heart began to pound?
  - a) She didn't want to reveal her emotions.
  - b) She hated her husband.
  - c) She didn't hear what he had said.

15. Her heart began to pound because she was\_\_\_\_\_.
- a) angry
  - b) nervous
  - c) terrified.
16. When George told Liz that he didn't want a surprise party, why did she still decide not to tell him about it?
- a) She was embarrassed.
  - b) She would have had to postpone the party.
  - c) She had done a lot of work to make it a surprise.
17. What is the main reason George did not want to be surprised?
- a) He did not want people to know his age.
  - b) He does not like to get emotional.
  - c) He doesn't like to dance.
18. To feel ambushed means \_\_\_\_\_:
- a) to be forgiven
  - b) to be taken aback
  - c) to be relaxed
19. What do you think is likely to happen at the end of the night?
- a) George forgives Liz.
  - b) Guests are upset that George hates their surprise.
  - c) George doesn't forgive Liz.
20. At the end of the story George was\_\_\_\_\_.
- a) deeply moved.
  - b) disappointed.
  - c) frustrated.

**Text 2**  
**Natural Classic**

I'm a very keen reader, but selecting the book with a natural history theme, which has influenced me most was some challenge, until I thought back to my childhood. Then it was easy.

Where the book came from is a mystery, and I have never met anyone who has heard of it. It is Rita Richie's *The Golden Hawks of Genghis Khan*. I read it when I was about 10 years old and I remember to this day the effect it had on me.

Set in 1218, it is a story of a rich boy whose parents are dead. He is growing up in the splendid city of Samarkand and has a fascination for hawks, those magnificent hunting birds. There is a great deal of mystery surrounding his past, but he is led to believe that a band of Mongols killed his father to steal a rare type of bird the golden hawk. Determined to get these birds back, he runs away from Samarkand and joins a group of people travelling to the country of Mongolia. What follows is a grand adventure centred on the city of Karakorum, where the great Mongol chief Genghis Khan was then based.

The book combines adventure, mystery, honour, friendship, danger, suffering all seen through the eyes of the young hero, Jalair. I still find this fantasy a thrilling read. Jalair's great love for the birds was enviable and inspiring. But most of all it was the sense of place that stayed with me. The book gives the reader an idea of the vast open spaces of central Asia and its huge skies, without the use of the long descriptive passages that would bore a child. There are no boundaries. The emptiness of the Gobi Desert, the Tian Shan mountains and the excitement of riding through forests and over rolling hills fascinated me.

The book gave me more than hawks, horses and a desire for wild places. It also gave me a set of values. The Mongols in *The Golden Hawks* were totally uninterested in possessions, a characteristic that is absolutely essential for people who spent their lives travelling from place to place. They were never mean. Generosity, good will and optimism were highly valued, hard work was enjoyed and the rest was pure fun. They simply loved life.

Two years ago, I fulfilled a lifelong ambition and went riding in Mongolia's mountains. I was not disappointed.

**Task 1.** For each of the questions 1–10 decide which of the statements are true or false on the basis of what is stated or implied in what you have heard and put a «+» if a statement is true and a «-» if a statement is false next to the corresponding number on your answer sheet.

**Remember:** you are NOT allowed to take notes at ANY time when the text is being read to you.

1. The author hasn't read a good history book for a long time.
2. The book the author is telling about was borrowed from a library.
3. The main character of the book is Genghis Khan.

4. The action takes place in the 13<sup>th</sup> century.
5. Jalair is an orphan.
6. Mongols take the boy as prisoner..
7. The Mongols' chief is dead at the beginning of the story.
8. Jalair's father's nickname was Golden Hawk.
9. The boy is eager to find those who killed his father.
10. The book was interesting to read because it had a lot of pictures in it

**Task 2.** For each of the questions 11–20 decide which of the answers (a, b, c or d) best complete the statements on the basis of what is stated or implied in what you have heard and mark the corresponding letter with a «+» on your answer sheet.

**11.** One can make a conclusion that the writer:

- |                           |   |
|---------------------------|---|
| a) is an educated person; | c) has always been fond of nothing but history; |
| b) can hardly read;       | d) is an experienced traveller.                 |

**12.** The city where the boy lived was probably:

- |                               |  |
|-------------------------------|--|
| a) like slums;                | c) the capital city of Mongols;          |
| b) a wonderful place to live; | d) the place for training hunting birds. |

**13.** One can make a conclusion that the boy's father was:

- |                              |                   |
|------------------------------|-------------------|
| a) a successful businessman; | b) a good hunter; |
| c) a Mongol;                 | d) a beggar.      |

**14.** Jalair seems to:

- |                                 |                                      |
|---------------------------------|--------------------------------------|
| a) be a promising traveller;    | c) follow in his father's footsteps; |
| b) become a merchant in future; | d) be a relative of Genghis Khan.    |

**15.** The geographical name NOT mentioned in the text is:

- |               |             |
|---------------|-------------|
| a) Karakorum; | b) Gobi;    |
| c) Tian Shan; | d) Everest. |

**16.** Jalair is trying to get to:

- |                           |               |
|---------------------------|---------------|
| a) the heart of Mongolia; | b) Asia;      |
| c) Mongolia's mountains;  | d) Samarkand. |

**17.** The book most probably was written:

- |                                     |                                 |
|-------------------------------------|---------------------------------|
| a) with a lot of facts and details; | b) in a pretty simple language; |
| c) in Mongolia;                     | d) by an eyewitness.            |

**18.** Jalair's travel must have been:

- |                            |                      |
|----------------------------|----------------------|
| a) hard and dangerous;     | b) extremely boring; |
| c) thrilling and exciting; | d) quite simple.     |

**19.** The Mongols in the book:

- |                                       |                                      |
|---------------------------------------|--------------------------------------|
| a) are strong and merciless warriors; | c) are keen on collecting valuables; |
| b) differ from the traditional image; | d) have no positive features at all. |

**20.** Which of the following is NOT true about the writer?

- |   |   |
|---|---|
| a) She has not regretted going to Mongolia; | c) she was able to realize her old dream; |
| b) she is an unemotional person;            | d) she knows how to handle a horse.       |

## Text 3

Sister Coxall had been running Violet Ward for many years. Her pride and joy was her own little office, scrupulously clean, its walls glistening with fresh white paint. She sat at her desk, her eyes unseeing. Who was this new doctor, anyway? Some silly youth fresh from medical school? What right had he to interfere in the running of her ward?

She had met him yesterday. He had driven into the hospital grounds and almost driven over her. There were plenty of 'Go Slow' notices within sight. Besides, almost everybody who worked at the hospital knew she walked through the grounds at that time of day.

'Are you all right?' he had said, getting out of his car. 'I really wasn't concentrating.' He seemed embarrassed. 'Er, Sister, I'm frightfully sorry.'

She couldn't help smiling. 'That's all right, Mr –' she paused politely. 'Doctor – Doctor Green. I've just arrived, as you can see,' he grinned. 'I'm taking over the running of D Block.'

Sister Coxall noticeably stiffened. 'D Block?' she echoed. 'Look, get into my car, and I'll drive you to the Nurses' Home.' They sat in silence and soon were climbing the dingy staircase leading to Sister Coxall's neat room. Once inside, she took off her cape. 'Sit down, Doctor, I'll make some tea.'

Sitting drinking the sweet tea, Doctor Green explained that he had always been interested in psychiatric work and when he had finished his studies, he had applied for this post in one of the country's largest psychiatric hospitals. He had not expected to get the job, but he did, and without an interview.

He told her of the great changes and new ideas he hoped he would introduce. 'For instance,' he said, 'the sister on Violet Ward has been working there for ten years. She must have lost her identity to some extent. Her patients must be more like children to her than sick people.' He leaned forward. 'You know, Sister, she is in danger of illness herself. Tomorrow, when I begin my work, I intend to move that sister to a different ward. She may not realise it at the time, but the change will do her good.'

Sister Coxall listened, a faint pink flush tinged her ears.

The day had arrived. She looked around her office. She was going to be removed from this, her home, and placed among strangers. 'No,' she screamed, and her fist came heavily down upon the desk, scattering pens into sudden life.

Sister Coxall's mind began to work. Now it raced. Nobody knows he is coming here except me. He said he was going to stay at a hotel last night and was coming straight to the ward this morning, before reporting to the General Office. He had no white coat or identity badge yet.

A diabolical smile drew back the corners of her thin straight mouth. 'There is only one thing to do,' she muttered, and rose and went to the door.



‘Nurse,’ she called, ‘a new patient is expected this morning, a Mr Green. When he arrives, bring him straight to my office.’ She looked down at the empty report paper she held in her hand. ‘It says here that he is paranoid and greatly confused; he thinks he’s a doctor. Humour him, Nurse. I’ll prepare a strong sedative.’

Going to the cupboard, Sister Coxall took down a syringe and filled it with a cool orange liquid. She then took an empty file from a cabinet and began to prepare a written report on Mr Green.

She sighed. The ward was full of men, all confused, all insisting they were doctors. No one was ever going to take her ward and office away from her. No one.

***I. Look at the events of the story. They are in the wrong order. Try and guess the right order.***

***Write the corresponding order number of the sentence in your answer sheet.***

- a) Sister Coxall was in charge of Violet Ward.
- b) Dr Green was interested in psychiatric medicine.
- c) She met the new doctor.
- d) He got out of his car.
- e) She wondered who the new doctor was.
- f) He nearly ran her over.
- g) She offered him tea.
- h) He gave her a lift to the Nurses' Home.
- i) She listened to his plans for Violet Ward.
- j) He had recently finished his studies.
- k) She walked through the hospital grounds.
- l) He got the new job without an interview.

***II. Match each question with one of the answers below.***

1. Why was Sister Coxall angry?	a Because the sedative would make Dr Green easy to handle.
2. Why did nobody know what Dr Green looked like?	b Because she was only pretending to read from a report
3. Why did she want him to come straight to the ward?	c Because the ward was full of men all insisting they were doctors.
4. How do we know it was a lie that Dr Green was paranoid and confused?	d Because he hadn't been to the General Office yet to get his identity badge.
5. Why did she fill the syringe?	e Because she didn't want him to suspect that the nurse thought he was a patient.
6. How do we know this was not the first time she had done this?	f Because she wanted to stay in her job.
7. How did Sister Coxall know that the person who had almost driven over her was new to the hospital?	g Because almost everybody who worked at the hospital knew she walked through the grounds at that time of day.
8. Why did Dr Green intend to move the sister on Violet Ward to a different ward?	h Because she must have lost her identity to some extent and was in danger of illness herself.

## Text 1

**Directions:** For each of the questions 1–10 decide which of the answers (a, b, c or d) best complete the statements on the basis of what is stated or implied in the text and mark the corresponding letter (a, b, c or d) with a “+” on your answer sheet.

Academy Awards is the name for prizes given annually in the United States by the Academy of Motion Picture Arts and Sciences for excellence in the creation and production of motion pictures. First presented in 1929 for films shown in 1927 and 1928, the Academy Awards, commonly known as Oscars, are among the film industry’s most coveted prizes.

The entire academy membership participates in voting for the annual awards. In most award categories, a maximum of five entrants are first nominated by the academy members who work in that particular field (that is, actors select actors, directors select directors, and so on). From among these nominees all academy members select the winners by secret ballot. The winners are publicly announced at a formal ceremony each spring. One hour of the 1929 awards ceremony was broadcast on the radio, and from 1944 through 1969 the entire ceremony was broadcast. Television broadcasts began in 1953 and today attract a worldwide audience. Various people claim to have given the name Oscar to the symbolic statuette presented to winners, but the origin of the name has never been definitively determined. The gold plated bronze human figure, which is 34.3 cm high and weighs 3.9 kg, was created by American sculptor George Stanley based on sketches made by American motion picture art director Cedric Gibbons.

Awards are given for best motion picture; foreign language film; performances by male and female actors in both leading and supporting roles; achievement in direction; screenplays, both original and adapted from previously produced or published material; and scores and songs composed for films. Other award categories include live action short subject, animated short subject, documentary feature, and documentary short feature. Excellence in technical disciplines is also recognized, including art direction, cinematography, costume design, makeup, film editing, sound and sound effects editing, and visual effects. In addition, special or honorary awards are given for distinguished careers or humanitarian achievement.

**Statements**

1. The ceremony described in the passage is about:
  - a) 1929 years old;
  - b) as old as three quarters of a century;
  - c) giving prizes to the members of the Academy;
  - d) to die out.
2. The word “coveted” in line 5 may best be replaced with:
  - a) excellent;
  - b) desired;
  - c) distributed;
  - d) useless.

- 3.** It may be inferred from the text that the awards are given for:
- a) the movies made in the current year;
  - b) the movies made in the two years before the ceremony;
  - c) the movies made in the following year;
  - d) the movies made in the previous year.
- 4.** The decision on giving an award is made by:
- a) the Academy's rector;      b) all the members of the Academy;
  - c) a few selected academicians;      d) the public.
- 5.** It may be inferred that the Academy is:
- a) an educational establishment;      b) a scientific organization;
  - c) a research institution;      d) a public organization.
- 6.** Each nominee has a ... percent probability to become a winner.:
- a) twenty;      b) fifty;
  - c) five;      d) twenty-five.
- 7.** The official ceremony is closest in time to:
- a) Christmas;      b) Thanksgiving Day;
  - c) Independence Day;      d) April Fool's Day.
- 8.** The word "scores" in line 23 most probably means:
- a) music;      b) marks;
  - c) subjects;      d) topics.
- 9.** It is stated that Oscars are made of:
- a) bronze covered with gold;      b) gold covered with bronze;
  - c) an alloy of bronze and gold;      d) golden plates.
- 10.** One can make a conclusion that this category will NOT be awarded:
- a) a 30 minute thriller;
  - b) a 60 minute documentary about Saddam Hussein;
  - c) a 5 minute cartoon about Mickey Mouse;
  - d) a 100 series Santa Barbara TV soap opera.

**Text 2**

Given the choice, most people would prefer not to climb a live volcano. But for Hazel Rymer, it's all in a day's work, and she loves her job.

Studying volcanoes is a demanding profession. Hazel Rymer frequently has to struggle through rainforests, climb to the top of mountains, then climb 200 meters into the crater of active volcanoes. But the 38-year-old volcanologist does her best to make it sound less alarming than it is. "Driving to work is more risky", she insists. "And the deepest I go into the crater of a volcano is about 300 meters. I generally just scramble down then scramble back up again", she adds, trying to make it all sound as ordinary as taking the dog for a walk.

Hazel has been studying volcanoes for a long time, so it's not surprising she is used to the danger. Her interest in volcanoes began while she was learning Latin at school. A teacher gave her a book about Pompeii. "I remember reading about the eruption of Vesuvius and the destruction of the city", she explains. The thought of all those Pompeians just frozen in time had quite an effect on me. Twenty years later, this fascination is still strong. "I suppose you sense that volcanoes have this dangerous beauty, and that never leaves you", she smiles. "I still get excited when I approach one I haven't encountered before".

Nowadays, volcanoes are getting more and more unpredictable. There have been many changes in sea level caused by global warming and melting icecaps. These have resulted in some dormant volcanoes erupting, so studying them is more hazardous than ever before. Hazel seems unconcerned. "I don't take any unnecessary risks and I don't try to make situations dangerous", she says. "If things happen, they happen". However, she has had some frightening moments. Her worst experience was on the slopes of Mount Etna in Sicily. While she was taking measurements on the edge of the lava flow, she was slowly surrounded by lava. "I had a choice of walking 10 hours to get around the lava flow or just walking across it", she explains. She chose to pick a path across the cooler rocks in the lava stream. "I guess it was 50 meters. The flow was 1,000°C, so if you hesitated your boots would begin to melt. It was scary, but it really was a practical decision — there wasn't time to do anything else".

And what about the future? "I haven't been to the volcanoes in Indonesia yet. And I would love to spend some time working in the Antarctic", she says. "I would also like to know why quiet lava flows erupt from some volcanoes and why other volcanoes go bang". In other words, Hazel Rymer won't be exchanging her volcanoes for the relative safety of driving to work just yet.

## Statements

1. Given the choice, most people would prefer not to:  
a) climb alive volcano;            b) descend a live volcano;  
c) mount a live volcano;            d) ascend alive volcano.
2. Studying volcanoes is a ... profession.  
a) challenging;                      b) frustrating;  
c) rigorous;                            d) solemn.
3. It may be inferred from the text that ... is more risky.  
a) driving to work;                    b) scrambled a volcano;  
c) ascending a volcano;                d) arriving to work.
4. The word "scramble" in line 8 most probably means:  
a) jumble;                              b) rush;  
c) mess up;                              d) mix up.
5. It may be inferred that Hazel Rymer got interested in volcanoes while she was:  
a) teaching;                            b) educating;  
c) leaning;                              d) studying.
6. I suppose you sense that volcanoes have this dangerous:  
a) gorgeousness;                      b) attractiveness;  
c) magnificence;                      d) loveliness.
7. Nowadays, volcanoes are getting more and more:  
a) regular;                              b) volatile;  
c) explosive;                            d) humdrum.
8. The word "dormant" in line 20 most probably means:  
a) undeveloped;                        b) active;  
c) hidden;                                d) sleeping.
9. It is stated that Hazel's worst experience was on:  
a) the slope of Mount Etna in Sicily; b) the slopes of Mount Etna in Sicily;  
c) the slope of Mount Etna in Sicily; d) the slopes of Mount Etna in Sicily.
10. One can make a conclusion that Hazel Rymer will:  
a) substitute her volcanoes;        b) explore her volcanoes;  
c) operate her volcanoes;            d) pursue her volcanoes.

**Text 3**  
**TRINITY COLLEGE**

*Directions: In this Test you will read five texts. Each text is followed by 6 – 15 tasks. You should do the tasks following a text on the basis of what is stated or implied in that text. For each task you will choose the best possible answer and mark your choice on the Answer Sheet.*

Trinity College was 1) \_\_\_\_\_ by Sir Thomas Pope in 1555. A devout catholic with no surviving children, Thomas Pope saw the Foundation of an Oxford college as a means of 2) \_\_\_\_\_ that he and his family would always be remembered in the prayers and masses of its members. He came from a family of small 3) \_\_\_\_\_ in Oxfordshire, trained as a lawyer, and rose rapidly to prominence 4) \_\_\_\_\_ Henry VIII. As Treasurer of the Court of Augmentations he handled the estates of the monasteries 5) \_\_\_\_\_ at the Reformation, and amassed a considerable personal 6) \_\_\_\_\_. Pope was a discreet and trusted privy counsellor of Mary Tudor, and it was from Mary and Philip that he 7) \_\_\_\_\_ Letters Patent and royal approval for his new foundation. Pope died in 1559. Although his religious 8) \_\_\_\_\_ were never fully realised - Elizabeth I had succeeded her sister and England 9) \_\_\_\_\_ to the Protestant faith - nonetheless the memory of his name, like his college, has endured the fluctuating fortunes of over 400 years. His wife, Lady Elizabeth Pope, was a particularly influential 10) \_\_\_\_\_ in Trinity's early years. Pope's foundation was for a President, twelve Fellows and twelve scholars, all supported by the income from his 11) \_\_\_\_\_ endowment of lands, and for up to twenty undergraduates. The Fellows, all men, were required to take Holy Orders and remain unmarried. The College Statutes set out rules for a simple monastic life of religious observance and study. The Garden was an informal grove of trees, mainly elms, amongst which the members of the College could 12) \_\_\_\_\_ and meditate.

*Task. Read the text below, and chose the word which best fits each gap from the list below.*

1	<b>a</b>	founded	<b>b</b>	set	<b>c</b>	begin	<b>d</b>	starting
2	<b>a</b>	securing	<b>b</b>	ensuring	<b>c</b>	clinching	<b>d</b>	verifying
3	<b>a</b>	owners	<b>b</b>	landowners	<b>c</b>	freeholders	<b>d</b>	mistresses
4	<b>a</b>	with	<b>b</b>	on	<b>c</b>	under	<b>d</b>	because
5	<b>a</b>	dissolved	<b>b</b>	disintegrated	<b>c</b>	crumbled	<b>d</b>	withered
6	<b>a</b>	fortune	<b>b</b>	wealth	<b>c</b>	rich	<b>d</b>	money
7	<b>a</b>	inherited	<b>b</b>	conferred	<b>c</b>	received	<b>d</b>	excepted
8	<b>a</b>	ideals	<b>b</b>	examples	<b>c</b>	belief	<b>d</b>	value
9	<b>a</b>	rejoined	<b>b</b>	repeated	<b>c</b>	returned	<b>d</b>	reinstated
10	<b>a</b>	outline	<b>b</b>	symbol	<b>c</b>	shape	<b>d</b>	figure
11	<b>a</b>	generous	<b>b</b>	generosity	<b>c</b>	bounty	<b>d</b>	teeming
12	<b>a</b>	prowl	<b>b</b>	walk	<b>c</b>	promenade	<b>d</b>	yomp

## Text 4

*Read the text and choose the best answer (1, 2, 3 or 4), according to the text*

My friendship with Kathy wasn't a perfect friendship. I learned very soon in our relationship that Kathy was jealous. We would have great fun going out shopping but if I bought, say, a dress for a party and she thought my dress was better than hers, she would start to say slightly unkind things about it. She would be keen to come out with me to buy the dress. She would give me a lot of helpful advice while I was trying on the various dresses in the shops. Her advice would be good. She would even tell the shop assistant if she thought the price was too high. I can remember one occasion when she said this and, to my surprise, they knocked the price down so that I could afford to buy it. The trouble would come later. When we were actually going to the party and we were both dressed up and she was looking marvellous (for she was very beautiful) she would suddenly say, "I think, Sarah, we were both wrong about that dress. It looks a bit cheap, doesn't it!"

Once or twice I "dropped" Kathy. I told her I was too busy to see her. Or I told her I had to see another friend. All these lies hurt me because I had no other friend and I was so lonely. But they never hurt her. She just smiled sweetly and said she'd see me next week. And of course, within a week or so, I'd be on the phone asking her to come out. She never minded this. She never sulked at me and pretended that she was too busy.

Students always celebrated the end of the college year with a fancy-dress ball. It was a big event. But as luck would have it, Kathy and I had made other arrangements for the day of the ball. We had booked to go to the theatre. We had talked for ages of going, and at last we had our tickets. For us it was a big event. It was a musical and our favourite singer star was in it, so our hearts were set on the theatre.

Then Kathy came round to see me. Mother was in at the time, and I had to speak to her on the doorstep because Mum had just been having a go at me for seeing too much of Kathy.

"I don't want that girl coming in this house and nosing around." So I told Kathy I couldn't invite her in because my Mum had a bad headache.

Kathy didn't mind. She smiled and said she was sorry about my mother's bad head. I was sure she knew what had really happened.

But she carried on smiling, and then she said: "I'm sorry, but I can't come to the theatre with you after all. My brother's come home and he wants to take me to the fancy-dress ball at the college. I can't let him down." I couldn't believe that she would let me down. She knew how much I had looked forward to the theatre trip. We had talked about it together for months.

I was almost in tears by the time I had said goodbye to her and closed the door. My Mum was kind and understanding. She made me promise I would never see Kathy again. I agreed, and felt that was the least I could do by way of revenge for my disappointment. I told myself that I would never so much as talk to Kathy if I saw her. Our relationship was at an end. I would never forget what she had done to me.

1. When Sarah says that Kathy was jealous she implies that Kathy didn't like it when Sarah
  - 1) had fun going out.
  - 2) managed to buy the dress cheaply.
  - 3) wore expensive clothes.
  - 4) wore clothes smarter than her own.
  
2. When Sarah was buying a dress in a shop Kathy would
  - 1) start to say slightly unkind things about it.
  - 2) do her best to ensure that Sarah made the best buy.
  - 3) insist that Sarah should buy a cheap dress.
  - 4) be keen to buy a marvellous dress for herself.
  
3. When Sarah tried to "drop" her, Kathy
  - 1) pretended to be busy.
  - 2) went to see another friend.
  - 3) felt hurt and lonely.
  - 4) always took it easy.
  
4. "But as luck would have it" in paragraph 3 means Kathy and Sarah
  - 1) had the luck to get the tickets for the musical.
  - 2) were happy to have made arrangements for the ball.
  - 3) were looking forward to hearing their favourite singer.
  - 4) had by chance two events on the same day.
  
5. Sarah couldn't invite Kathy to come in because
  - 1) their house was in a mess.
  - 2) her mother was suffering from a bad headache.
  - 3) her mother disapproved of her daughter's friend.
  - 4) Kathy had come to their house to nose around.
  
6. Kathy said she didn't mind speaking to Sarah on the doorstep because she
  - 1) didn't want to make Sarah feel uncomfortable.
  - 2) believed that Sarah's Mum had a headache.
  - 3) did not want anyone to overhear them talking.
  - 4) was in a hurry to see her brother.
  
7. Sarah decided not to see Kathy again because
  - 1) her mother forbade her.
  - 2) she couldn't forgive Kathy.
  - 3) her mother was disappointed.
  - 4) she wanted to revenge for her mother.



Text 5

*For questions 1-8 read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line.*

**The History of Man**

How long has man been on earth? Let us travel 5,000 years into the past. We are in the days before man 1 **LEARN** to write.

Recorded history 2 **NOT BEGIN** yet.

Let us go 3 **FAR** into the past to 8,000 years ago.

We are in a world without cities or towns, houses or roads. Yet there are people, about five million of them, **LIVE**

4 on all five continents. They have cows and horses and they 5 **FARM** the land.

To find the 6 **ONE** man we must go many hundreds of thousands of years into the past.

The 7 **EARLY** true human being, *Homo sapiens*, appeared in Europe more than 50,000 years ago.

We can be proud of the progress the man 8 **MAKE** since then.

*You are going to read a magazine article about John Prince, a dancer, dance teacher and choreographer. Seven sentences have been removed from the article. Choose the most suitable sentence from the list A-H for each part (1-6) of the article. There is one extra sentence which you do not need to use. There is an example at the beginning.*

**Career success in the arts**

John Prince, famous dancer and choreographer, gives advice on how to succeed in a career in the arts.

"So all in all I'm really happy to be a dancer!" I asked John how he got started and what requirements there are. "Well, to be a professional dancer it's useful to have had acting lessons or some background in drama. If you want to succeed in musical theatre you have to have a good singing voice as well. When you approach an agent you should take a portfolio with your CV, your statistics sheet and some good photos and reviews of past performances. You'll need dance clothes, ballet shoes, tap shoes, and even roller skates depending on what kind of show you are going to go for."

**H**

"Of course, you need to be extremely fit if you want to be a professional dancer. I dance or move about for about six hours a day. There are great health benefits to being a dancer. I can eat a lot of pasta without gaining weight because dancing increases your metabolism so much."

John has a very busy schedule in the next few months. He took time out to speak to me today from the making of a pop video to promote N-ergy's latest record. "I choreographed the dance routine for the boys and they only had 2 days in which to learn it! I am going to be working on a video for another well known band - but that's top secret. Next month I'll be touring Spain in a production of a musical that was written by a friend of mine, Michaela Evans.

As for the future, I've come to realise that I would never be content to be just a chorus dancer - I'm too much of an individual for that. Like all artists I'd love to become a household name by writing and choreographing my own musicals."

John was born in Jamaica to a Jamaican father and a Scottish mother but the family emigrated to England 20 years ago. "I have a little sister I adore, who is also training to be a dancer." How does it feel to have someone else following in your footsteps?

Has he much more to learn, I wondered. "I've spent an incredible amount of my life training to get where I am. I went to college for two years in England, I trained for six months in Paris and about eight months in America. But you never really stop training or learning your art."

So, would you say it's been plain sailing? "I feel I've been lucky to a degree; many people hit problems breaking into the arts. It can be a vicious circle really. You can't become a member of Equity, which is the actors' and dancers' union, without good contracts and you can't get good contracts without being a member of Equity. My advice to people who want to get into the arts would be to go out into the world, and try everything else first.

What has a dance career done for you as a person? "Thanks to dancing, I've visited and performed in 23 countries so far. This has opened my eyes to the world, and I've been able to understand issues like racism and inequality from a wider perspective.

- A** *It's fine, but I try not to give out too much advice as it gets irritating!*
- B** *And if nothing you like comes out of it, then come back and be an actor or dancer.*
- C** *Without a strict daily timetable like this you find yourself wasting too much time.*
- D** *After that it's back to England to start a new term of dance classes.*
- E** *Hopefully this has enabled me to become a better and more tolerant person as a result.*
- F** *When it comes to coping with stress, I find that exercise helps me to cope with my problems, so I stay in good shape mentally as well.*
- G** *Like any profession where you're always travelling, you tend to acquire something new almost every day.*
- H** *Being fully equipped with all this stuff beforehand makes it easier when you go for auditions.*

## Text 5

**Mother Fined For Son's Absences.**

*Directions: Read the text and look at the questions that follow it. In this reading comprehension, the questions are true or false.*

An Ipswich mother, who allowed her son to go on holiday during school term, has been fined J400 after her son repeatedly refused to go to school.

The 36-year-old mother, who can not be named for legal reasons, appeared before South East Suffolk Magistrates Court yesterday where magistrates heard her 14-year-old son was currently on holiday in Spain.

She told that court: "He just does not like going to school. Although he is getting better now and seems to be enjoying it."

The boy has had 145 unauthorised absences between October 15 last year and March 22 this year. His absences were blamed on a late-night life style.

The mother has been attending parenting classes voluntarily and told the court that she thought they were helping her.

Out of the last eight school sessions - there are two a day - he has attended five.

Chairman of the bench David Coe asked her if she thought she could get her son to school in future.

"Yes I think I can with some help," she said.

She told the court that he was on holiday during the time other pupils were doing work experience because he had not been given a place.

On sentencing Mr Coe said: "He is not in school and then he disappears on holiday. We would expect the local authority to bring this back to court quickly if there are further problems."

She was fined J400 and ordered to pay J50.

Yesterday's case is the second to be dealt with by south east Suffolk magistrates recently. Last month a 37-year-old was fined J50 after her son had attended just 16 out of 182 sessions.

And the cases follow national concern after Oxfordshire mother Patricia Amos was jailed for allowing her children to miss school. She was originally sentenced to 60 days' jail, but this was reduced on appeal.

1. The boy had returned to school when his mother was in court. **T/F**
2. The main reason for his absences was the fact that he went out late every night. **T/F**
3. The mother has to go to parenting classes. **T/F**
4. The mother claims her son is not currently missing school lessons. **T/F**
5. The mother may find herself in court again soon. **T/F**
6. There have been other similar cases nationwide but this is the first in this area. **T/F**
7. There was national support for the tough treatment of Patricia Amos. **T/F**

## Text 6

**Directions:** In this Test you will read three texts. Each text is followed by 5 tasks. You should do the tasks following the text on the basis of what is stated or implied in that text. For each task you will choose the best possible answer from four possible answers (a, b, c or d) or two symbols (+ or -) as specified prior to each task. Choose the best answer and write down the letter or symbol of your choice on the Answer Sheet.

**Questions 1 through 5 refer to Text 1.**

## Text 1

There was a time when all you needed to get a job were the right qualifications. But nowadays, apart from looking carefully at your application form and CV, employers are more and more interested in finding out whether you have the right personal qualities. So it is also important to have good references from any previous employers or teachers. It is also vital that you make the right impression at the interview. More and more employers are looking for what is often called “emotional intelligence”. This means you are someone who is good at listening and putting yourself in someone else’s position. It means you are able to find solutions to problems and to work well with other people in a spirit of co-operation and understanding of other people’s feelings. It also includes the ability to understand other people’s motives and to make the most of them.

All in all, you not only need to be efficient in the job but also to be aware of other people’s feelings and needs. Your success in whatever occupation you choose will depend on your practical skills as well as your sensitivity as a person.

**Task 1: Statements (on your Answer Sheet put down + if the statement is true, - if it is false):**

1. Nowadays, it has become important to possess the right personal qualities if you want to be employed.
2. It’s not at all necessary for an applicant to understand other people’s needs and feelings.
3. “Emotional intelligence” has become an essential part of the candidate’s image.
4. A good specialist should combine both practical skills and personal sensitivity.
5. All employers place a high priority on applicant’s proficiency and previous experiences.

**Questions 6 through 10 refer to Text 2.**

## Text 2

## TEEN FASHION

It is widely believed that boys are less interested in fashion than girls. While it is true that fashion for guys is not as widely followed as fashion for girls, it is becoming more and more important.

Girls’ fashion seems to change more often or at least it is more widely advertised. You can’t help noticing when fashion gets serious. One minute everyone

is wearing one particular brand of trainers; six months later, something new is in and a perfectly good pair of trainers gets pushed to the back of the wardrobe.

At some schools, the abolition of uniforms has also had quite an impact on what teenagers wear. In other schools, where school uniforms are more common, keeping up with teenage fashion is less expensive than in schools where kids can wear casual clothes. Nowadays, it costs more and more to stay in fashion and this can mean some pupils feel embarrassed if what they are wearing is not trendy enough. Some kids may even feel ashamed if their parents don't have enough money to buy them the latest gear. The pressure from friends and the media to be trendy is so great that it is difficult to resist. For adults, it is easier to ignore the peer pressure but for a teenager – boy or girl-you need a lot of courage to say “no” to fashion.

**Task 2: Choose the correct answer a, b, c or d:**

6. Which variant best describes the feeling of those kids, whose parents can't afford to buy them the latest gear?
  - a) they feel neglected.
  - b) they feel guilty.
  - c) they feel uncomfortable or upset.
  - d) they feel tired.
7. Introducing a uniform in some schools
  - a) made it less expensive to stay in fashion.
  - b) prompted the students to wear casual clothes.
  - c) made it quite expensive to keep up with teenage fashion.
  - d) made teenagers say “no” to fashion.
8. Where can you possibly find these types of articles?
  - a) in the “quality” newspaper.
  - b) in a reference book.
  - c) in the magazine for teenagers.
  - d) in the press reviews.
9. At some schools, the abolition of uniforms
  - a) has influenced greatly what teenagers wear.
  - b) has had no impact on what young people wear.
  - c) has created a new style of teen fashion.
  - d) has passed completely unnoticed.
10. Which problem is NOT mentioned in the text:
  - a) peer pressure;
  - b) low-income families;
  - c) the abolition of the uniforms;
  - d) juvenile delinquency.

**Questions 11 through 15 refer to Text 3**

**Text 3**

**CREATING YOUR OWN DISHES**

Cooking is always a strange mixture of science and art and you certainly have to be fairly creative if you want to come up with your own recipe. All cooking also

demands a fair amount of preparation, and this is doubly true when you're producing original dishes. You also have to be thick-skinned.

You will be surprised by how honest people can be when it comes to food. I've had people tell me my latest dish is disgusting and thoroughly inedible. Sometimes, they were right! But don't get upset. Just smile sweetly and thank them for their valuable opinion. And never forget that when you're waiting anxiously to hear whether or not your "masterpiece" is a success and they suddenly show their appreciation, you'll realise it was all worth it. My tips: home-grown vegetables are always the tastiest. Every good cook needs a top-quality mixer. It's an essential piece of kitchen equipment, not a luxury. Make sure you've got good quality food-storage containers. And, finally, remember that designing a new dish is not about safety. It's about taking risks, and learning from your mistakes. Have fun in the kitchen.

**Task 2: Choose the correct answer a, b, c or d:**

11. Cooking usually involves:
  - a) a combination of art, science and creativity;
  - b) a combination of responsibility, creativity and devotion;
  - c) a combination of science, art and education;
  - d) a mixture of science, art and curiosity.
12. What would be the best alternative title for the text?
  - a) My Favorite Dish.
  - b) My Experience in Cooking.
  - c) From the History of Cooking.
  - d) Cooking for a Party.
13. The expression "to be thick-skinned" means:
  - a) to be a sporty type of person;
  - b) to be passionate about cooking;
  - c) to ignore the other people's criticism;
  - d) to have a smooth skin.
14. When it comes to food
  - a) people usually aren't sincere in their opinions;
  - b) people never tell the truth;
  - c) people are reluctant to show their appreciation or dislike;
  - d) people express their opinions quite frankly;
15. What statement is not true?
  - a) Designing a new dish is about taking risks and drawing conclusions from your mistakes;
  - b) Designing a new dish is about taking risks, making mistakes and having fun out of it;
  - c) Designing a new dish is just about having fun and enjoying oneself;
  - d) Designing a new dish is about taking risks and learning a lesson from your failures.

## Writing

## 10<sup>th</sup> Form

**Directions:** *In this Test you will select from the three tasks written on the board one which you feel you are most capable to write about. You will then begin writing your essay on the pages provided. When you are finished close your papers, lay down your pen and wait for us to collect your test materials.*

1. What would be your choice for this year's title of "Personality of the Year"?  
It can be someone from the world of politics, entertainment, sports, the arts, business as well as somebody completely unknown.
2. "Ask not what your country can do for you – ask what you can do for your country." (J.F. Kennedy)
3. The role of mass media in our life can't be overestimated. Do you agree that it shapes our views and influences the way we see the world?
4. The place we live in is a reflection of our personality.
5. What would you do if you became President of Ukraine?
6. The school system of Ukraine needs to be changed.

## Speaking

## 10<sup>th</sup> Form

### Directions:

**In this Test you will choose from 20 topics to speak about. Each number corresponds to one topic. The number of your choice is the theme of your oral presentation. Take about a minute to collect your thoughts before you begin to speak on the topic.**

1. Young people today are called “digital generation” or “net generation”. Do you have any idea why? Do you agree with this statement or not? Give your reasons.
2. Every city has its own character. How would you represent your home town? What places are worth visiting here? What events in its history are worth mentioning? What makes you be proud of it?
3. For some teenagers school is their “home from home”. What about you? Do you think schools in Ukraine prepare young people for life in the real world? What do you think of “optional” subjects? If they were introduced in your school which would you choose? Comment on your choice.
4. Being a personality is not the same as having a personality. In your opinion, what makes a personality? Is it an inborn gift or do you have to shape your character? What moral values are vital for you? Does everybody have a chance to become a personality?
5. Nowadays there are many ways to express your individuality. Many young people belong to Emo, punks, goths, trendies etc. What do you think of these young cultures? Do you belong to any of them? Is their look the reflection of their inner world or just a tribute to fashion? How do you personally express your individuality? Is fashion important to you?
6. Environmental issues regularly get into the news. What is the situation in your immediate neighbourhood? What can be done to make our planet a better place to live? What do you personally do to protect the environment? Are you optimistic about the future? If you had a chance to leave a message to the future generations what would it be?
7. Ukrainian people are considered to be family-oriented. Describe your family traditions and the most important events in your family history. Which of these traditions would you like to adopt in your own family in the future? What values do you build up your relationships on?
8. Some people take up sport as their hobby while others become Olympic Champions. What personal qualities should a professional sportsman have? Have you ever thought of going into professional sport? Who are the heroes of Ukrainian sport? What sport do you like? What do you like about it?
9. Many things that don't surprise us today were completely impossible in the past. How has modern technology affected our lives? What are the most powerful human inventions that have changed the world? Is all the stuff posted on the Internet really useful?



10. In a year you are going to make an important decision about your future profession. Have you made up your mind about the career that is right for you? What subjects are you especially good at? What jobs are popular in Ukraine today?
11. We have a lot to say to the world about our country. Who or what makes the image of Ukraine in the world? How would you describe our national character? Do you agree that hospitality is an inseparable part of our mentality? Are you proud of being Ukrainian? What do you like most about your Motherland?
12. What are your eating habits? What kind of food do you prefer? Why do people choose to buy organic food? Where do you usually buy food? What do you think of GM food?
13. What is an ideal holiday for you? Do you like adventurous holidays? Would you like to spend two weeks on safari in the reserves of South Africa or to relax at the SPA resort? Are you fond of extreme sports? Which of them would you like to try?
14. To some observers today young people may seem spoiled and egocentric. What is it like to be a young person in Ukraine? Do teenagers look forward to their future with hope and optimism?
15. Being famous means being successful. Why have celebrities become the part of our everyday life? Are there any celebrities you admire? Would you like to be famous? Why or why not? Do you think fame and money bring happiness?
16. Music influences different people in different ways. What music do you prefer? How do the preferences in music change from generation to generation? What is your attitude to classical music? Do you play any musical instrument?
17. Comment on the importance of education in our globalised society. What are your priorities in education? Is learning foreign languages connected with your future career?
18. Living in a metropolitan area is better than living in the country. Give reasons for and against this opinion. Where would you like to live in the future? Some people today choose “living green”. Do you like being close to nature? Can you live without all possible conveniences of today’s reality?
19. A new country is a new world. What English-speaking countries would you like to visit and why?
20. When a man begins to understand himself, he begins to live. Describe your character and attitudes to the world around you. What are your strong and weak points? What things make you happy?
21. You share a room with a foreign student. Tell him about your family and traditions.
22. You have some problems at school and do not know how to solve them. Ask your friends for advice.
23. A new pupil came to your form. He is from another city. Tell him how he can get

to school, where he can go shopping, how he can spend his spare time, etc.

24. During your stay in the USA you have to discuss the current political situation in the world.

25. You participate in an international conference on ecological problems. Tell about ecological situation in your country.

26. You are a sports fan. Tell about your favourite sports team.

27. You are going out with a girl/ boy. Where would you like to go?

28. You are crazy about computers. Tell your friend about your favourite computer game.

29. You have just visited a concert of a popular group. Share your impressions about it.

30. Your friend has some problems with his parents. They do not understand each other. Give your advice.

31. You have got some bad habits that you want to get rid off. Ask your best friend to help you.

32. You are going to visit the USA. Find out as much information about the country as you can.

33. Are you an ambitious person? Share your ambitions with a friend.

34. You have won a lottery. What would you do with the money? Where would you go?

35. Your friend is keen on martial arts. Ask him to give you several lessons for self-defence.

36. Your parents are going to rent a room to a foreigner. Give her detailed information about it.

37. You have to make a report about a famous writer from an English speaking country.

38. You are at an international summer camp. Tell your friends an interesting episode from the history of your country.

39. Your friends are going to hold a sports tournament. What sports or games should be included?

40. You are at an interview with the manager of a large firm. There is a vacancy at the marketing department.

41. You have to tell a foreigner about the values of our Ukrainian society.

42. You want to have a pet, and your parents do not want any pets at home. Try to persuade them.

43. You have many friends, but only one of them is the best. Why?

44. You are at an international conference on drug abuse. Take part in the discussion.

## Text 1

## THE VERGER

Glossary: a verger – someone who looks after the church (церковный служитель)

Albert Edward Foreman had been a verger at St. Peter's, a fashionable church in Neville Square, London, for sixteen years. Albert Edward was very proud of his job and his church. But there was one special feature about Albert: he couldn't read or write. When one day a new vicar discovered this, he told him that unless he learnt to read and write within three months, he would lose his job. Albert Edward refused and the vicar gave him a month's notice to leave. That evening Albert sadly locked the church and began to walk home. It occurred to him now that a cigarette would comfort him and since he did not carry them he looked around for a shop where he could buy a packet of cigarettes. He did not at once see it and walked on a little. It was a long street but there was not a single shop where you could buy cigarettes.

"That's strange," said Albert Edward. "I can't be the only man who walks along this street and wants a cigarette", he said." A person who had a little shop here selling tobacco and sweets would do very well".

He stopped suddenly. "That's an idea", he said. "Strange how things come to you when you least expect it."

Next day, by good luck, he found a little shop to let that looked as though it would exactly suit him. A month after he left St. Peter's, Neville Square, Albert Edward Foreman set up in business as a tobacconist and newsagent. Albert did very well. He did so well that in course of ten years he had acquired no less than ten shops and he was making money hand over fist. He went round to all of them himself every Monday, collected the week's takings and took them to the bank.

One day a manager of the bank wanted to have a talk with him about the money in deposit:

"Apart from what you paid in this morning, it's a little over thirty thousand pounds. That's a very large sum to have on deposit and I should have thought you would better to invest it."

Albert replied that he wouldn't want to take any risks. He knew that it was safe in the bank and that he had never had anything to do with stocks and shares.

"You needn't have the least anxiety," the manager smiled. "We'll do everything. The investment will bring you in a better rate of interest than we can possibly afford to give you. All you'll have to do next time you come in is just sign some forms."

"I could possibly do that all right", said Albert uncertainly. "But how should I know what I was signing?"

"I suppose you can read," said the manager a trifle sharply.

Mr. Foreman gave him a disarming smile.

"Well, sir, that's just it. I can't. I know it sounds funny, but there it is. I can't read or write, only my name, and I only learnt to do that when I went into business."

The manager was so surprised that he jumped up from his chair.” That’s the most extraordinary thing I’ve ever heard”.

Albert explained that he had never had the opportunity until it was too late and then somehow he wouldn’t. He got obstinate.

The manager stared at him as though he were a prehistoric monster.

“And do you mean to say that you’ve built up this important business and amassed a fortune of thirty thousand pounds without being able to read or write? Oh my God, what would you now be if you had been able to?”

“I can tell you that, sir, “said Mr. Foreman, a little smile on his aristocratic features. “I would be the verger of St .Peter’s, Neville Square.”

**Directions:** *In this Test you will carefully listen to a text read aloud twice. The text is followed by 20 tasks. You should do tasks 1 through 10 following the first reading of the text on the basis of what is stated or implied in the text. The text will be read a second time and you should do tasks 11 through 20 following the second reading of the text on the basis of what is stated or implied in the text. For each task you will choose from three possible answers (a, b or c), or two symbols (+ or -) as specified prior to each task. Choose the best answer and mark the letter or symbol of your choice on the Answer Sheet.*

### **Task 1**

**Directions:** *Statements 1 through 10 (on your Answer Sheet put down + if the statement is true, - if it is false):*

1. Albert Edward Foreman had been verger at the St. Peter’s church for sixty years.
2. Albert rejected the vicar’s request to learn to read and write.
3. One special feature about Albert was his illiteracy.
4. Mr. Foreman proved to have a good business sense.
5. In the course of ten years he had acquired no less than twenty shops and he was making money hand over fist.
6. Albert used to collect the week’s income in person.
7. Bank was going to take on all the troubles concerning Mr. Foreman future investments.
8. Mr. Foreman had quite a lot of opportunities to get education.
9. The Manager refused to believe that Albert built up his business without being able to read or write.
10. One of the messages of the text is: “When one door closes, another door opens...and it happens when you least expect it”.

### **Task 2.**

**Directions:** *Statements 11 through 20 (choose the correct letter a, b or c):*

11. Albert left his job as a verger because:
  - a. he didn’t like it.
  - b. he couldn’t do it as there was so much reading and writing involved.

- c. he was asked to leave.
- 12. Albert opened a tobacco and sweet shop because
  - a) an idea struck him while he was looking for a cigarette.
  - b) he had always wanted to.
  - c) his bank manager had advised him to do so.
- 13. To make money “hand over fist” means
  - a) to put money into savings account.
  - b) to make some investments.
  - c) to gain money very quickly and in large amounts.
- 14. Albert managed to build up this important business
  - a) because he was a highly educated person.
  - b) quite by chance.
  - c) because he inherited a fortune.
- 15. The bank manager wanted to see Albert because
  - a) he knew that Albert was having financial problems.
  - b) he wanted to know how Albert had made so much money.
  - c) he thought Albert should invest his money more sensibly.
- 16. The manager of the bank assured that
  - a) investment would bring even more money
  - b) investment would help Albert make new business partners
  - c) investment would reduce his profits.
- 17. When the bank manager found out that Albert couldn’t read or write, he was
  - a) angry.
  - b) amazed.
  - c) amused.
- 18. Albert learnt to write his name only
  - a) because he went into business.
  - b) because a manager made him do so.
  - c) because he wanted to resume his previous occupation.
- 19. Having left his job as a verger, Albert amassed a fortune of
  - a) thirty thousand dollars.
  - b) thirty thousand pounds
  - c) thirteen thousand pounds.
- 20. Albert said that if he had been able to read and write, he would have
  - a) had a different type of job altogether.
  - b) remained in his old job.
  - c) made a lot more money.

## Text 2

From: "Travellers' Stories" by Eliza Lee Follen

**Glossary:****to gild - золотити****to spout - вивергати струміль****mane - грива****on the lookout - на посту спостереження****to curtsy - робити реверанс**

On the first of August I set sail in the steamer Caledonia for England. At four o'clock in the afternoon, we were out of sight of land; one by one, we had taken leave of every object which could be seen from the departing vessel; and now nothing was visible to us but the sky, the ocean meeting it in its wide, unbroken circle, the sun gradually sinking in the west, and our small but only house, the ship. How strange, how inspiring the scene was! so lonely, so magnificent, so solemn! At last the sun set, gilding the clouds, and looking, to my tearful eyes, as if that too said farewell! Then the moon appeared; and the long, indefinite line of light from where her rays first touched the waters to our ship, and the dancing of the waves as they crossed it, catching the light as they passed, were so beautiful that I was unwilling to leave the deck when the hour for rest arrived.

The wind was against us, and we did not get on very fast; but I enjoyed the novel scene the next day, and passed all my time on deck, watching the sailors and the passengers, and noticing the difference between Englishmen and Americans.

On Sunday it was very cold, and the wind, still contrary, rose higher and higher; it was impossible to set any sail, but I still kept on deck, and thus avoided sickness. Soon after breakfast I saw a white foam rising in different places occasionally, and was told that it was whales spouting; I saw a great number, and enjoyed it highly. Presently some one called out, "An iceberg!" and, far off against the sky, I saw this floating wonder. It was very beautiful; such a splendid white, so calm and majestic, and so lonely; it was shaped, as I thought, like an old cathedral, but others thought like a sleeping lion, taking what I called the ruined tower for his head and mane.

Soon after this, the man on the lookout cried, "Steamship America;" and in a few moments more we saw her coming rapidly towards us with her sails all set, for the wind was fair for her. Captain Leitch then told me that he should stop his vessel and send a boat on board, and that he would send a letter by it if I would write one quickly; to others he said the same thing. In a moment the deck was cleared, and in a few more moments all had returned with their letters; and never was there a more beautiful sight than these two fine steamers maneuvering to stop at a respectful distance from each other; then our little boat was lowered, and O, how pretty it was to see her dancing over the rough waves to the other steamer! We sent to the America the sad news of the loss of the Kestrel. After what seemed to us a long time, the boat returned and brought papers, etc., but no important news; and in a few moments the two steamers curtsied to each other, and each went on her way.

**Task 1. True or False Statements (+/-). Listen to the story and decide which of these statements are true and which of them are false.**

1. The traveller is going to America.
2. The traveller didn't want to go to bed on the first night.
3. The wind helped the traveller's ship.
4. There were only English people on the ship.
5. The traveller saw whales on Sunday morning
6. The people on the ship saw the iceberg in summer.
7. The traveller saw a sleeping lion and an old cathedral on the journey.
8. The traveller thought the two ships meeting was the most beautiful sight ever.
9. We can assume some tragedy happened to the Kestrel.
10. We know that the traveller is a woman.

**Task 2. Multiple choice. For each question, listen to the story and decide which of the statements is the best answer.**

11. At four o'clock on the first day the traveller:
  - A. watched the sunset.
  - B. couldn't see land.
  - C. saw an iceberg.
  - D. set sail.
12. At four o'clock on the first day the traveller:
  - A. watched the sunset.
  - B. couldn't see land.
  - C. saw an iceberg.
  - D. set sail.
13. The traveller used many words to describe the first day of the journey, EXCEPT:
  - A. strange
  - B. inspiring
  - C. magnificent
  - D. solemn
14. On the first evening of the journey the traveller noticed how the moon:
  - A. was shining on the water.
  - B. was full.
  - C. was low on the horizon.
  - D. was dancing in the sky.
15. The traveller watched the sailors and passengers on:
  - A. the first of August.
  - B. Sunday.
  - C. the second day of the journey.
  - D. the sixteenth of April.



16. On Sunday the weather was:
- A. warm and windy.
  - B. cold and still.
  - C. warm and still.
  - D. cold and windy.
17. On Sunday the traveller decided to stay on deck in order to:
- A. breathe the fresh salty air.
  - B. have breakfast.
  - C. avoid getting seasick.
  - D. see the Steamship America.
18. All of these words were used to describe the iceberg EXCEPT:
- A. calm
  - B. white
  - C. lonely
  - D. enormous
19. The Steamship America was travelling:
- A. faster than the traveller's ship.
  - B. in the same direction as the traveller's ship.
  - C. slower than the traveller's ship.
  - D. to England.
20. The deck of the traveller's ship was cleared because:
- A. everyone wanted to go to the other ship.
  - B. everyone was writing letters.
  - C. it was time for lunch.
  - D. the weather that day was horrible.
21. What happened when the two ships met?
- A. The ships crashed into the Kestrel.
  - B. The traveller went to the America.
  - C. Leitch sent a boat to the America.
  - D. The Steamship America sent sad news to the traveller's ship.

## Text 1

**Text 1. From “The Secret Life of Bees” by Sue Monk Kidd**

After my morning of capturing bees, I spent the afternoon in the peach stand out on the highway, selling T. Ray’s peaches. It was the loneliest summer job a girl could have, stuck in a roadside hut with three walls and a flat tin roof.

I sat on a Coke crate and watched pickups zoom by till I was nearly poisoned with exhaust fumes and boredom. Thursday afternoon was usually a big peach day, with women getting ready for Sunday cobblers, but not a soul stopped.

T. Ray refused to let me bring books out here and read, and if I smuggled one out, say, Lost Horizon, stuck under my shirt, somebody, like Mrs. Watson from the next farm, would see him at church and say, “Saw your girl in the peach stand reading up a story. You must be proud.” And he would half kill me.

What kind of person is against reading? I think he believed it would stir up ideas of college, which he thought was a waste of money for girls, even if they did, like me, score the highest number a human being can get on their verbal aptitude test. Math aptitude is another thing, but people aren’t meant to be overly bright in everything.

**Section 1. Questions 1-10 refer to Text 1. On your answer sheet circle + if the statement is true, - if it is false.**

1. The peach stand, where the narrator works, is located close to a road.
2. The narrator indicates that her summer job is difficult, but enjoyable.
3. The narrator really enjoyed watching cars on the highway while sitting in the peach stand.
4. Typically, there are many customers at the narrator’s roadside stand on Thursday afternoons.
5. Mrs. Watson doesn’t agree with T. Ray that reading in the peach stand is unacceptable.
6. T. Ray doesn’t permit the narrator to read in the peach stand because it is a distraction.
7. T. Ray thinks that spending money to educate girls in college is worthwhile in some cases.
8. The narrator claims that reading books during the summer improves verbal aptitude.
9. The narrator declares that her verbal and math abilities are both exceptional.
10. According to the narrator, people are not intended to be extremely smart in every subject.

**Text 2.** From “The Bee” by Mark Twain

**Glossary:**

**hive** – вулик

**to draw the line** – провести межу

After the queen, the personage next in importance in the hive is the virgin. The virgins are fifty thousand or one hundred thousand in number, and they are the workers. No work is done, in the hive or out of it, save by them. The males do not work, the queen does no work, unless laying eggs is work, but it does not seem so to me. There are only two million of them, anyway, and all of five months to finish the contract in. The distribution of work in a hive is as cleverly and highly specialized as it is in an enormous American machine-shop or factory. A bee that has been trained to one of the many and various activities in a hive doesn't know how to carry out any other, and would be offended if asked to do anything outside of her profession. She is as human as a cook; and if you should ask the cook to serve the table, you know what will happen. Cooks will play the piano if you like, but they draw the line there. In my time I have asked a cook to cut wood, and I know about these things.

**Section 2: Questions 11 through 15 refer to Text 2. On your answer sheet circle the correct letter A, B, C, or D**

11. Who is the most important bee in the hive?
  - a. the virgin
  - b. the male
  - c. the queen
  - d. the cook
12. How many eggs does a queen bee need to lay to fulfill her responsibilities?
  - a. 50000
  - b. 150000
  - c. 100000
  - d. 2000000
13. The workers in a hive:
  - a. each know how to do many different jobs.
  - b. are trained to do only one special job.
  - c. are trained to work in machine shops.
  - d. do only some of the work.
14. According to Mark Twain, besides cooking what else will cooks do?
  - a. sing operas
  - b. cut wood
  - c. play the piano
  - d. draw pictures
15. Why are worker bees like cooks?
  - a. They make food for the colony.
  - b. They prefer to work only within their profession.
  - c. They are easily offended.
  - d. They are both humans.

**Text 3: From “On the Duty of Civil Disobedience” by Henry David Thoreau**

**Glossary:**

**barn** – сарай

**neat** – охайний

The night in prison was new and interesting enough. The prisoners were enjoying a chat and the evening air near the entrance, when I entered. But the guard said, “Come, boys, it is time to lock up”; and so they left, and I heard the sound of their steps returning into the hollow building. My roommate was introduced to me by the guard as “a first class fellow and a clever man.” When the door was locked, he showed me where to hang my hat, and how he managed things there. The rooms were whitewashed once a month; and this one, at least, was the whitest, most simply furnished, and probably neatest apartment in town. He naturally wanted to know where I came from, and what brought me there; and, when I had told him, I asked him in my turn how he came there, believing him to be an honest man, of course; and as the world goes, I think he was. He said, “They accuse me of burning a barn; but I never did it.” As near as I could discover, he had probably gone to bed in a barn when drunk, and smoked his pipe there; and so a barn was burnt. He had the reputation of being a clever man, had been there some three months waiting for his trial to come, and would have to wait that much longer; but he was quite domesticated and comfortable, since he got his food for nothing, and thought that he was well treated.

**Section 3: Questions 16-20 refer to Text 3. On your answer sheet circle the correct letter A, B, C, or D.**

16. What word could best describe the author’s experience in the prison that night?
- |               |             |
|---------------|-------------|
| a. ordinary   | c. terrible |
| b. intriguing | d. unsafe   |
17. How can we describe the author’s relationship with his roommate?
- |                                 |                         |
|---------------------------------|-------------------------|
| a. curious and friendly         | c. quiet and distant    |
| b. domesticated and comfortable | d. excited and impolite |
18. What can we say about the room in which the author spent the night in prison?
- |                           |                                  |
|---------------------------|----------------------------------|
| a. It was dark and wet.   | c. There was a lot of furniture. |
| b. It was dirty and cold. | d. The room was very clean.      |
19. Why was the author’s roommate put in prison?
- He had drunk too much.
  - He had been smoking a pipe.
  - He was accused of causing a fire.
  - He had been sleeping in somebody else’s barn.
20. Why was the author’s roommate comfortable living in the prison?
- He was afraid of life outside of the prison.
  - He was happy to get free food.
  - He liked the white walls of his room.
  - He wasn’t really comfortable there.

## Text 2

**Directions:**

*In this Test you will read three texts. You should do the tasks following the text on the basis of what is stated or implied in that text. For each task you will choose the best possible answer from four possible answers (a, b, c or d) or two symbols (+ or -) as specified prior to each task. Choose the best answer and write down the letter or symbol of your choice on the Answer Sheet.*

*Statements 1 through 5 refer to Text 1.*

**Text 1**

Bananas are widely believed to grow on trees: **this** is incorrect. The banana is a plant which finishes all its growth in one year, reaching a height of 30 feet. Bananas have a subterranean stem from which come large, green leaves. The plant reaches its maturity in about 18 months.

As the bunches of bananas mature and the fruit develops, they can be propped up with poles and covered with blue polyethylene bags. These prevent bruising, protect against the frost and speed ripening by increasing heat and humidity.

Once the banana plant has produced its fruit, the mother plant dies and is replaced by pups (sucker plants). These grow next to the parent and make a new generation of banana plants.

**Task 1: Questions (choose the correct letter a, b, c or d):**

1. What does “this” in line 1 refer to?
  - a) the belief that bananas grow on trees.
  - b) certain beliefs about bananas.
  - c) widely-held beliefs about banana trees.
  - d) the belief that bananas do not grow on trees.
2. What would be the best title for the first paragraph?
  - a) beliefs about banana plants.
  - b) the growth of a banana plant to maturity.
  - c) a year in the life of a banana plant.
  - d) banana plants: from growth to maturity.
3. Why are blue polyethylene bags mentioned in paragraph 2?
  - a) they are used to prop up bananas.
  - b) they protect growing bananas and speed ripening.
  - c) they help increase heat and humidity and so prevent bruising.
  - d) bunches of bananas are always covered with them.
4. What is the main idea of the last paragraph?
  - a) How the banana fruit produces its fruit?
  - b) How a sucker plant is called a pup.
  - c) The death of mother plants.
  - d) The growth of sucker plants.
5. Another way of expressing the last sentence is:

- a) sucker plants grow beside the parent plant and create new banana plants.
- b) a new generation of parent plants grows next to the sucker plants.
- c) growing next to the parent plant helps sucker plants make a new generation of banana plants.
- d) parent plants have sucker plants growing beside them; two generations of plants thus grow together.

**Questions 6 through 10 refer to Text 2.**

**Text 2**

As I was passing near Calverton Hall, where my niece was at school, I thought I might give her a surprise visit. I had turned off the road, and was going slowly down the long, tree-lined drive, when I first saw the main school building. It was a large Victorian house made of dark stone, set in a large park. It struck me that there was something very sinister about the place, and I noticed that it was strangely silent. I could not even hear any voices, and there was nobody to be seen.

After parking the car in front of the main building, I went up the steps. The door was open, so I went in. There seemed to be no one around, so I thought it would be best to wait until someone came. I went over and touched radiator to see if the central heating was on. It wasn't, which seemed odd as it was already late November and winter had set in.

A few moments later, I heard footsteps coming down one of the stairs to the main hall. Soon an elderly woman, who turned out to be the headmistress, appeared and gave me a particularly hostile stare. When I explained to her that I had come to visit my niece, she said coldly: "It is against the rules for pupils to be visited by relatives unless a request is made in writing at least three weeks in advance. I would therefore be grateful if you would kindly leave at once."

**Task 2: Statements (on your Answer Sheet put down + if the statement is true, - if it is false):**

- 6) The school was situated in a very picturesque place and looked very attractive in spite of the fact that it was strangely silent.
- 7) There were many noisy children in the school.
- 8) The narrator was supposed to write a request three weeks before he came.
- 9) The narrator's nephew studied at Calverton Hall.
- 10) The Headmistress was going upstairs when she saw the narrator.

**Questions 11 through 15 refer to Text 3.**

**Text 3**

**A DAY LIKE NO OTHER**

Frank Wilcox has been Chief of Police in Lansett County for 25 years. He took the job when he had just turned 30. He has seen murders. He has seen robberies. He has seen cats stuck in trees. He has found missing children. But today would be like no other day on the job.

It is 11:00 at night. Chief Wilcox begins putting together his things. He is tired. He wants to go home.

“Chief Wilcox,” calls an officer walking quickly into his office. It is Officer Simpson. He looks nervous. He looks like he would like to be anywhere else but there.

“What is it, Simpson?” asks the Chief. “Holman’s Grocery was just held up at gunpoint,” Simpson says. His voice is shaky. He coughs to clear his throat. “Was anyone hurt?” asks Chief.

Lansett is a very small county. The Chief knows just about everyone who lives there. If anyone was hurt, there is a good chance he knows the person. Maybe that's why Officer Simpson looks nervous. “No one was hurt,” says Simpson. “But we caught the suspect.”

“Ah, well, Simpson. You guys can take care of that. I’m—” Chief Wilcox stops in mid-sentence. He understands what is wrong. From behind Officer Simpson, the Chief sees his youngest daughter, Devon. She is in handcuffs. Chief Wilcox gets a lump in his throat. He sits in his chair, stunned. “How could it be?” he thinks. “Devon, will you please tell me what is going on?” the Chief demands. Devon does not look at him. The Chief can feel anger growing inside of him. He **refuses** to let that anger show. “Take her back for questioning,” the Chief says to Officer Simpson in a calm voice. “Devon, whatever you do, tell the truth,” the Chief says. “I’m your dad. I love you. We will figure this out.”

**Task 3: Questions (choose the correct letter a, b, c or d):**

- 11) What is the main problem in this story?
  - a) Devon won't look at her dad.
  - b) Officer Simpson is nervous.
  - c) The Chief's daughter has been arrested.
  - d) The Chief is tired and wants to go home.
- 12) For how long has Wilcox been Chief of police?
  - a) 15 years
  - b) 25 years
  - c) 30 years
  - d) 35 years
- 13) What can the reader tell about Chief Wilcox?
  - a) He doesn't care about the truth.
  - b) He has seen a lot in his job.
  - c) He is 30 years old.
  - d) He doesn't know many people in his county.
- 14) Why is Officer Simpson nervous?
  - a) He is scared of Chief Wilcox.
  - b) He has just been held up at gunpoint.
  - c) He has just arrested the Chief's daughter.
  - d) He has just found an important piece of evidence in a new case.
- 15) "He refuses to let that anger show." Which sentence below means the same thing?
  - a) He is forced to let that anger show.
  - b) He is about to let that anger show.
  - c) He wants to let that anger show.
  - d) He decides not to let that anger show.

## Writing

11<sup>th</sup> Form

### Directions:

*In this Test you will select from the three tasks written on the board one which you feel you are most capable to write about. You will then begin writing your essay on the pages provided. When you are finished close your papers, lay down your pen and wait for us to collect your test materials.*

1. Most people feel that they have "learned some lessons" in their life. They may have made some mistakes that taught them something. What is one thing you have learned from your past? What would you do differently if you could?
2. What do you think the most serious problem in the world is? Why? Write an essay explaining what you think, and give specific examples and reasons.
3. If you want success later in life you have to start working for it now. What are factors which are related to academic success for high-school students?
4. Mass media consists of radio, television, newspapers, magazines, movies, books, and internet. Is there any information that you have seen in the last year that you think should not be in the mass media? What do you think should be done about this and why? Should there be laws against certain types of information being spread? If so, which types? If not, why?
5. It has been said that Not everything that is learned is contained in books. Compare and contrast knowledge gained from experience with knowledge gained from books. In your opinion, which source is more important? Why? When in your life have you learned something from experience that was extremely valuable?
6. To take a walk on the side means to take a risk. People, institutions and societies are presented with choices constantly and are asked to make decisions that many times involve taking a risk. What kind of risks have you taken, and how have those experience changed you? Have you ever taken a risk and wished you had? What happened and what did you learn? When is a risk worth taking and when not, and how can one determine this?



***Directions: In this Test you will choose from 20 topics to speak about. Each number corresponds to one topic. The number of your choice is the theme of your oral presentation. Take about a minute to collect your thoughts before you begin to speak on the topic.***

1. People attend college or university for many, different reasons (for example, new experiences, career preparation, increased knowledge). Why do you think people attend college or university? Use specific reasons and examples to support your answer.
2. If you could change one important thing about your hometown, what would you change? Use reasons and specific examples to support your answer.
3. How do movies or television influence people's behavior? Use reasons and specific examples to support your answer.
4. Do you agree or disagree with the following statement? Television has destroyed communication among friends and family. Use specific reasons and examples to support your opinion.
5. When people succeed, it is because of hard work. Luck has nothing to do with success."
6. Neighbors are the people who live near us. In your opinion, what are the qualities of a good neighbor? Use specific details and examples in your answer.
7. It is better for children to grow up in the countryside than in a big city. Do you agree or disagree? Use specific reasons and examples to develop your answer.
8. In some countries, teenagers have jobs while they are still students. Do you think this is a good idea? Support your opinion by using specific reasons and details.
9. Do you agree or disagree with the following statement: Television, newspapers, magazines, and other media pay too much attention to the personal lives of famous people such as public figures, and celebrities. Use specific reasons and details to explain your opinion.
10. Some people believe that the Earth is being harmed (damaged) by human activity. Others feel that human activity makes the Earth a better place to live. What is your opinion? Use specific reasons and examples to support your answer.
11. Some people spend their entire lives in one place. Others move a number of times throughout their lives, looking for a better job, house, community, or even climate. Which do you prefer: staying in one place or moving in search of another place? Use reasons and specific examples to support your opinion.
12. Do you agree or disagree with the following statement: With the help of technology students nowadays can learn more information and learn it more quickly. Use specific reasons and examples to support your answer.

13. Do you agree or disagree with the following statement: One should never judge a person by external appearances. Use specific reasons and details to support your answer.

14. Some people prefer to spend their free time outdoors. Other people prefer to spend their leisure time indoors. Would you prefer to be outside or would you prefer to be inside for your leisure activities? Use specific reasons and examples to explain your choice.

15. Some people think that the family is the most important influence on young adults. Other people think that friends are the most important influence on young adults. Which view do you agree with? Use examples to support your position.

16. You have the opportunity to visit a foreign country for two weeks. Which country would you like to visit?

17. People do many different things to stay healthy. What do you do for good health? Use specific reasons and examples to support your answer.

18. People listen to music for different reasons and at different times. Why is music important to many people? Use specific reasons and examples to support your choice.

19. We have a lot to say to the world about our country. What factors contribute to the image of Ukraine on the international arena?

20. Reading is to the mind what exercise is to the body. What books do you like reading and why?

21. Journalism is a vital and challenging profession.

- Why is journalism important?
- If you were a journalist, what kinds of news stories would you enjoy reporting about?
- Who would be the first person you would interview and why?

22. Many students choose to attend schools or universities outside their home country.

- Why do some students study abroad?
- How could studying abroad be viewed as a waste of time?
- How can a student make the most out of his or her abroad?

23. Choosing a career path can be a difficult decision.

- What should be one's motivation in choosing a career path?
- When you have a family to support, is it fair to choose a job that gives you personal satisfaction even if the salary is lower than other available jobs?
- How can people balance their professional and personal lives?

24. Franklin D. Roosevelt declared, "The only thing we have to fear is fear itself".

- What do you think of this quote?
- What phobias do you have?

- How do you handle fear?
25. “Don’t judge a book by its cover” is a popular idiom.
- How do you interpret this phrase?
  - Describe a time when you misjudged someone or something based on appearances.
  - What value do you think our culture places on appearances, and is it appropriate? Explain.
26. Tattoos and body piercings are becoming more and more popular. Many people with tattoos and piercing believe that such body art helps them express their inner personalities.
- What are some arguments against tattoos and body piercings?
  - Do you like tattoos and body piercings? Why or why not?
  - If you had to choose one body art to express your personality, what would it be and why?
27. Many families in Ukraine grow their own food, but in many parts of the world people buy the majority of their food from supermarkets.
- What are the benefits of growing your own food?
  - Why do some people prefer to buy all their food from stores?
  - If you had a garden and could only plant three things, what would they be and why?
28. It has been said that “not everything that is learned is contained in books”.
- Compare and contrast knowledge gained from experience with knowledge gained from books.
  - In your opinion, which is more important? Why?
  - What is one skill you have learned without books? Describe a time when it helped you.
29. Globalization describes the process by which regional economies, societies, and cultures connect through communication, transportation, and trade. This process has sped up greatly over the last two decades.
- What advances in communication have caused globalization to speed up?
  - What roles have travel played in the globalization of world economies?
  - How can globalization positively affect different countries? How can it negatively affect them?
30. Much effort has been made lately to rid the world of nuclear weapons.
- Is this a positive development?
  - Whom does it benefit and whom does it harm?
  - How could this be accomplished and what are potential obstacles?
31. Websites, magazines, and television shows are free to say anything about celebrities and public figures – even if it’s not true.
- Is this practice fair?

- Why is the public so fascinated with the private details of famous people's lives?
- Would you be willing to trade privacy for fame? Explain your reasons.

32. Some people believe that violent films and video games make our society more violent.

- Do you think there is a connection between violence in the media and violence in real life?
- Should there be greater restrictions on portraying violence in films and games?
- Do you enjoy watching films or playing video games that have violent content?

33. Social networking websites like Vkontakte and Facebook are incredibly popular, but some are concerned that young people are being too free with their personal information.

- What information about yourself are you comfortable with sharing on the Internet.
- Do you think people are being careless about their private lives?
- What are the possible consequences, good or bad, of so much online sharing?

34. In the United States, it's common for private schools to accept only boys or only girls.

- What do you think are the positive aspects of single-sex education? What are the negative aspects?
- Would you like to attend an all-girls or all-boys school? Why or why not?
- If a school denied admission to a student based on race, it would be discrimination. How is sex different, if at all?

35. Some educators value math and science more than the humanities (e.g. literature, music, and history).

- Why do you think they feel this way and do you agree with them? Explain.
- What would life be without the arts?
- Should everyone be required to study them? Why?

36. Stereotypes are generalized descriptions that are said to be true about all members of a certain group.

- Are stereotypes good or bad? Provide examples.
- How do they arise and where do they come from?
- How can they influence people?

37. Each year the world of sports, journalism, and pop culture pay great attention to various high-profile, international athletic competitions such as World Cup, Australian Open, and the Olympic Games. Countries spend millions of dollars vying for the opportunities to host these events.

- In your opinion, is it good or bad that Ukraine will jointly host EuroCup

2012 with Poland?

- Who do you anticipate coming to Ukraine for the tournament? How will they be received?
- What benefits will Ukraine reap from the competition? Will it have been worth the money and work?

38. With all the pressures of the modern world, time is an important factor in our lives today. How does time impact your life?

- Do you have enough time to do all things you'd like to do in your life?
- How do you prioritize your time to accomplish the things that are most important to you?
- Do you follow a strict schedule and calendar, or do you "take life as it comes"? What are the advantages and disadvantages of your approach?

39. Text messaging has become so ubiquitous that there are even contests in which money is given away to the "texter" who sends the fastest SMSs. Many people have mobile phones which offer quick and inexpensive access to the internet where they can frequently update their profiles to let everyone know what they're doing.

- How has this ability to almost instantaneously share information changed our lives?
- What are the advantages and disadvantages of being able to get immediate updates on our acquaintances' lives?
- Tell about a situation where the ability to find or share information quickly has hurt you or someone you know.

40. We all try to avoid illness through healthy daily habits and diets. When we get ill, most of us go to the doctor for advice or prescription medicines.

- What preventative measures do you take to maintain your health?
- How do different cultures approach health care? Compare and contrast Ukrainian health care with another culture.
- In your opinion, do people rely too much on pharmaceuticals?

