

(a) – e)

(1 – 8)

(a) – e) .

1)

2)

3)

4)

5)

6)

7)

8)

- a) *As for me, I think, that the amount of TV people watch should be reduced.*
- b) *The authorities are trying to decide the problem of waste disposal.*
- c) *I was very delighted to hear that he has won the race.*
- d) *He likes when it rains: he says this sort of weather comforts him.*
- e) *I would be thrilled, therefore, to receive a copy of your latest brochure.*

[[8, 2, 5, 6, 4]]

+++++

(a) – e)

(1 – 8)

(a) – e) .

1)

2)

3)

4)

5)

6)

7)

8)

- a) *Personally I would say that reality shows are boring and are not worth to watch.*
- b) *What you believe depends perfectly on your point of view.*
- c) *It was impossible to make him to change his mind.*
- d) *She works night shifts so her mother looks after the children during the day.*
- e) *He rejected to tell the story he has just heard.*

[[6, 2, 1, 3, 5]]

+++++

(a) – e)

(1 – 8)

(a) – e) .

1)

2)

3)

4)

5)

6)

7)

8)

- a) *The weather was perfect; it wasn't a cloud in the sky.*
- b) *We lost in the forest and stopped to look through the map.*
- c) *On the matter on further training I would suggest that you might try to keep up some more IT skills.*
- d) *Doctors seldom prescribe antibiotics for colds and flues; though they are very effective in many accidents.*
- e) *There is a very strong opportunity that man will soon land on the planet Mars.*

[[6, 5, 4, 7, 2]]

+++++

).

Eco or green living is increasingly becoming a way of life. More and more people change their routines to embrace a healthier lifestyle that can really protect the environment and the world we live in. The food we eat and the air we breathe are the most important benefits to living green. However, we must be able to live in a way that we do not deliberately violate the laws of nature. In other words, going green is useless if we do not do this actively and by example.

Being able to maintain a green home is extremely important for our health and standards of living. New homes are built with the use of new technologies to improve the construction of greener structures. These practices aim at reducing the overall impact of building on human health and the environment.

Organic gardening is beneficial because it provides fresh vegetables and fruits which, in turn, help our bodies stay healthy. By avoiding the use of chemicals, not only do you grow organic, healthy products in your garden, but also you preserve the water from contamination when these harmful products are washed away in a rainstorm. The contaminated water contaminates the fish, which harms people and animals as they eat it.

Recycling is one of the most important benefits of green living. In effect, recycling is more than replacing plastic bags with cloth ones and keeping aluminium cans out of the garbage. It is an entire process that includes the collection of recyclable materials, their process into raw materials and their manufacture into new materials. However, in the context of a household, it's a good start to avoid plastic bags and aluminium cans.

As the recycling industry is becoming increasingly sophisticated, more and more items are manufactured from recycled materials. Manufacturing new materials from recycled materials requires less energy than using raw materials because recycled materials have already been processed.

Green living has value if each one of us turns the thoughts of green living around and teaches our children how to live green. By showing a sustained commitment to protect the environment and ourselves, we will be able to conserve the forests and protect the endangered species so that future generations find a place to live on this planet. Greenhouse emissions are stabilized so that global warming possibly slows down.

To support the cause of a greener lifestyle, we need to unplug the equipment we don't use; close the taps tightly; print documents both sides; use compact fluorescent lamps; refurbish our furniture; shop locally; eat all our food; use cloth shopping bags. With small steps we can make giant changes provided we actively support green living.

- a) How is being green becoming a way of life?
 - 1) *More and more children are taught ecology at school.*
 - 2) *Recycling is becoming one of the most important industries.*
 - 3) *More and more people change their lifestyles.*
 - 4) *Plastic bags and cans are avoided in some households.*

- b) What is the goal of using new technologies to help construct green buildings?
 - 1) *Reducing construction costs.*
 - 2) *Making houses more attractive and comfortable to live in.*
 - 3) *Promoting "intelligent" housing.*
 - 4) *Reducing the overall impact of building on human wellbeing and environment.*

- c) How can contamination of water be avoided while gardening?
 - 1) *By using safe chemicals.*
 - 2) *By using new irrigation methods.*
 - 3) *By avoiding the use of chemicals.*
 - 4) *By using fresh rainwater.*

- d) How can we protect the endangered species and conserve the forests?
 - 1) *By establishing nature reserves.*
 - 2) *By eating vegetarian food.*
 - 3) *By practising organic gardening.*

- 4) *By sticking to the chosen course of action.*

- e) How can we change the situation for the better?
 - 1) *Only by shopping locally.*
 - 2) *By actively promoting everyday green living.*
 - 3) *By changing public opinion.*
 - 4) *By improving the state of economy.*

[[1, 4, 3, 4, 2]]

+++++

18

(a) –).

Paul bumped into someone at the mall. Jack crashed into a parking meter. Rob tripped over a bag at the airport. You’ve probably seen it, and maybe you’ve even laughed: people can end up in ridiculous situations when they text and walk at the same time.

Believe it or not, people can also get hurt.

The American College of Emergency Physicians warns people about texting on the move. Emergency room (ER) doctors who treat people like Jack, who cracked his ribs in his encounter with the parking meter, say that we need to be more cautious about when and where we text.

The problem is multitasking. No matter how young and alert we are, the human brain just isn’t capable of doing several things at once and giving full attention to all of them. So you can get into some major danger if you try to text in situations that require your full focus.

When you text you’re thinking about what to say, concentrating on what your thumbs are doing, and reading constantly incoming messages rather than paying attention to what you’re doing or where you’re going, and that significantly increases the risk of your getting hurt or injuring others.

It doesn't matter if you can text without looking at the keypad. Even if texting feels like second nature, your brain is still trying to do two things at once – and one of them is bound to get less attention.

Texting also prevents you from paying close attention to what's going on around you, something that's especially important in situations where you need to have your guard up, like walking home after dark. Your reaction time is also likely to be much slower if you're texting.

When Texting Turns Tragic

Texting while walking can even be fatal. We know this because police and other authorities sometimes use walkers' phone records to check for phone and text activity in the seconds and minutes before a fatal accident. As for driving while texting (DWT), people who text while behind the wheel are focusing their attention, and often their eyes, on something other than the road. In fact, DWT can be more dangerous than driving under the influence of alcohol or drugs.

Tips for Texting

It's hard to live without texting. So the best thing to do is manage how and when we text. Here are three ways to make sure your messaging doesn't interfere with your focus or your life:

1. Always put your phone in an easily accessible place, like a specific pouch or pocket in your backpack or purse so it's easy to find.
2. If you need to text right away, stop what you're doing or pull off the road.
3. Turn off your phone completely when you're doing anything that requires your full attention like operating a machine or using the treadmill. That way there's less temptation to answer calls or texts.

To avoid an injury – whether it's a cut on your face or a bruise to your ego – or a horrible tragedy, try to use your best judgment. Text only when you're not putting yourself or others in harm's way. And if you're riding in a car with a driver who is texting, ask him or her to stop or try not to ride with that person again.

a) When you text while moving 1) *it is not good manners* 2) *it can annoy others* 3) *you can get hurt* 4) *it increases the risk of getting hurt or injuring others* 5) *others can get injured.*

1) When you are doing two things simultaneously, your brain 1) *gives more attention to texting* 2) *gives equal attention to both things you're doing* 3) *switches from one activity to the other quite easily* 4) *reacts naturally to it* 5) *gives less attention to one of the two things you're doing.*

b) It is important to avoid texting when you walk home at night because 1) *you can get mugged* 2) *it is bad for your eyes* 3) *you can get hurt* 4) *you can't have your guard up* 5) *you need to focus on other things.*

c) Driving while texting is compared to 1) *dangerous driving* 2) *drinking alcohol* 3) *taking medications* 4) *taking drugs* 5) *driving under the influence.*

d) One should deactivate one's phone 1) *while walking* 2) *while driving* 3) *when in other people's company* 4) *when doing anything which requires full attention* 5) *at work.*

[[4,5, 4, 5, 4]]

+++++

18

(a) –

).

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a) What is one of the emotional impacts of texting while moving? *1) A cut on your face. 2) A car accident. 3) Tripping over something. 4) Contempt. 5) A dark swollen knee. 6) Humiliation.*

b) What does the expression “behind the wheel” mean? *1) To hide in a car. 2) Not to be able drive fast. 3) To ride in somebody else’s car. 4) To drive a car. 5) To change a wheel of a car.*

c) What do you do when you pull off the road? You *1) have an accident 2) start moving after being stationary 3) drive faster 4) drive off the road in order to stop 5) suddenly stop in the middle of a road.*

d) What do you mean when you say that something “is bound to happen”? Something *1) will never 2) might 3) is likely to 4) is hardly likely to* happen.

e) What do you do when you multitask? You *1) fail a very difficult task 2) complete a demanding task 3) do one thing after another 4) stop doing one thing to complete another one 5) do several things at once 6) do one thing at a time.*

[[6,4,4, 3, 5]]

+++++

e) , . (a) – (a) – e).

1)

2)



a)



b)



c)

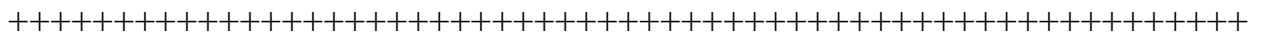


d)



e)

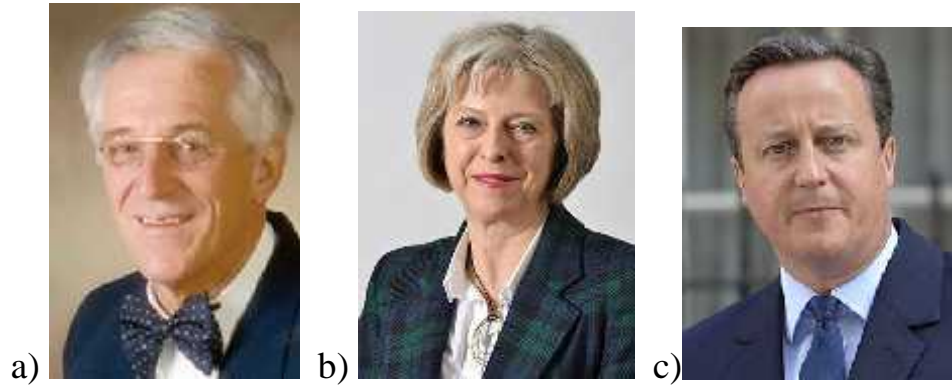
[[2, 2, 1, 1, 1]]



e) , . (a) – (a) – e).

1)

2)



[[2, 1, 1, 2, 2]]

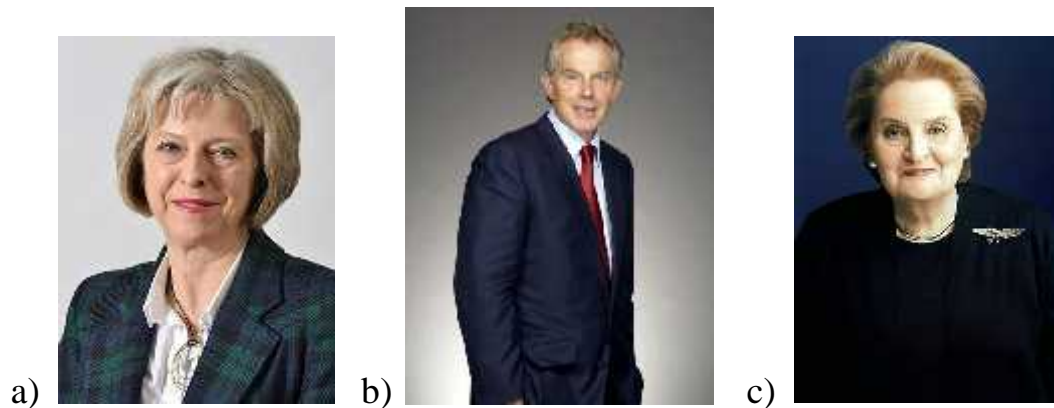
+++++

19

e) , . (a) – (a) – e).

1)

2)





d)



e)

[[1, 1, 2, 1, 1]]

+++++

(a) – e), . () –).
(1 – 5)

a) If you want to experience the 360° of London with your family and friends, go and dine at 135 on _____

- 1) *Nelson’s Column* 2) *the London Eye* 3) *The Dome of St. Paul’s Cathedral* 4) *The Tower of London* 5) *Big Ben*

b) If you want to see hundreds of wax figures of outstanding people, visit _____

- 1) *the Tate* 2) *the British Museum* 3) *the Madame Tussauds Museum* 4) *Buckingham Palace* 5) *Westminster Palace*

c) If you want to see the heart of London, you should go to _____

- 1) *Parliament Square* 2) *Piccadilly Circus* 3) *Downing Street* 4) *Trafalgar Square* 5) *Greater London*

d) If you want to meet a friend of yours at the junction of Broadway and Seventh Avenue, arrange to meet them in (at) _____

- 1) *Madison Square Garden* 2) *Radio City Music Hall* 3) *Time Square* 4) *The Beacon Theatre* 5) *Manhattan*.

e) If you want to try a 7000-meter skydive or take up a 78-mile race over 24 hours, you should go to _____

- 1) *Niagara Falls* 2) *the Great Lakes* 3) *the Nevada Desert* 4) *the Grand Canyon* 5) *The Rockies*

[[2, 3, 4, 3, 4]]

+++++

(a) – e), . () –).
(1 – 5)

a) If you want to see a place where there used to be a Roman temple, dedicated to the goddess Diana, visit _____

1) *Westminster Abbey* 2) *the Houses of Parliament* 3) *Cleopatra's Needle* 4) *St. Paul's Cathedral* 5) *Windsor Castle*

b) If you feel like revealing the mystery of the desert where 60 planes have vanished over the past 60 years, go to_____

1) *Texas* 2) *Arizona* 3) *Nevada* 4) *Nebraska* 5) *Florida*

) If you want to visit the biggest academic library in the USA, you should go to _____

1) *Princeton University* 2) *Harvard University* 3) *Yale University* 4) *Arizona State University* 5) *Columbia University*

d) If you want to see the most complete collection of British art samples and illustrated books outside Britain, go to_____

1) *Harvard University* 2) *Stanford University* 3) *Yale University* 4) *Duke University* 5) *California Institute of Technology*

e) From the Norman times British monarchs have been crowned and since the 13th century have been buried in _____

1) *The Houses of Parliament* 2) *Buckingham Palace* 3) *Westminster Abbey* 4) *Whitehall* 5) *Windsor Castle*

[[4, 3, 2, 3, 3]]

+++++

(a) – e), . () –).

a) If you want to climb to the top of the highest pick in the USA, you should go to _____

1) *Arizona* 2) *Texas* 3) *Florida* 4) *Iowa* 5) *Alaska*

b) If you are a winter sports enthusiast and you feel like enjoying the snowy views around the deepest lake in the USA, go to_____

1) *Texas* 2) *Florida* 3) *Oregon* 4) *Minnesota* 5) *North Carolina*

c) If you want to experience the 360° of London with your family and friends, go and dine at 135 on _____

1) Nelson's Column 2) Big Ben 3) The Dome of St. Paul's Cathedral 4) The Tower of London 5) the London Eye

d) If you want to visit the biggest academic library in the USA, you should go to _____

1) Princeton University 2) Harvard University 3) Yale University 4) Arizona State University 5) Columbia University

e) If you want to try a 7000-meter skydive or take up a 78-mile race over 24 hours, you should go to _____

1) Niagara Falls 2) the Great Lakes 3) the Nevada Desert 4) the Grand Canyon 5) The Rockies

[[5, 3, 5, 2, 4]]

+++++

Творческое задание

Представьте, чем бы люди пользовались через 20 лет вместо беспроводного Интернета. Опишите новую технологию, обратив внимание на ее отличительные черты, и напишите инструкцию по ее использованию. Объем текста 180 – 200 слов.

+++++

Творческое задание

Представьте, чем бы люди пользовались через 20 лет вместо стационарного компьютера. Опишите новое устройство, обратив внимание на его отличительные черты. Объем текста – 180 – 200 слов.

+++++

Творческое задание

Представьте, чем бы люди пользовались через 20 лет вместо мобильного телефона. Опишите новое устройство, обратив внимание на его отличительные черты. Объем текста – 180 – 200 слов.

+++++

Творческое задание

Представьте, чем бы люди пользовались через 20 лет вместо ноутбука. Опишите новое устройство, обратив внимание на его отличительные черты. Объем текста 180 – 200 слов.

+++++

1

(a) – e) ,

.
1, - - 2.

- a) The kitchen on the boat is minute.
Come down this minute!
- b) Economic circumstances don't permit much public spending.
They wouldn't have given him the job without a work permit.
- c) The island looked completely deserted.
He deserted from the army two years ago and has been wanted since.
- d) The president demanded to release the hostages.
Robert Smith's latest album goes on release this Friday.
- e) Please, meet my business associate Mr. Brown.
Many people associate some professions with masculinity.

[[2, 2, 1, 1, 2]]

+++++

1

(a) – e) ,

.
1, - - 2.

- a) Eton has witnessed a number of outstanding graduates.
He graduates from Eton next year.
- b) China has registered a protest over foreign interventions.
Crowds of people took to the street to protest against growing taxes.
- c) He regards himself as a patriot.
Give my regards to Mr. Barrymore.

d) Domestic refuse should be placed in Bin A.
Go on, ask her; she can hardly refuse.

e) He was sent off for arguing with the referee.
Who is going to referee the semi-final?

[[2, 2, 1, 2, 1]]

+++++

1

(a) – e) ,

, 1, - - 2.

a) He regards himself as a moderate.
The tone of his speech was quite moderate.

b) We are dealing with the paperwork for your transfer.
They are going to transfer her from marketing to sales.

c) Both suspects were arrested last night.
The officer suspects his colleague of an offence.

d) Doubts began to surface.
These plants float on the water surface.

e) The approximate total is \$15m.
The total will approximate \$15m.

[[2, 2, 2, 1, 2]]

+++++

2

, (1) – 8)
() –).
() –).

1) un- 2) in- 3) im- 4) il- 5) ir- 6) non- 7) dis- 8) mis-

- a) an attentive student
 - b) an essential component
 - c) His behaviour is __graceful.
 - d) four matching chairs
 - e) a complete guide
- [[1, 6, 7, 8, 2]]

+++++

2

, (1) – 8)
() –).
() –).

1) un- 2) in- 3) im- 4) il- 5) ir- 6) non- 7) dis- 8) mis-

- a) accurate data
 - b) a capable teacher
 - c) a satisfied customer
 - d) a biased view
 - e) a respectful distance
- [[2, 2, 7, 1, 7]]

+++++

2

, (1) – 8)
() –).
() –).

1) un- 2) in- 3) im- 4) anti- 5) ir- 6) non- 7) dis- 8) mis-

- a) a sociable person
- b) social behaviour

- c) an existent species
- d) a leading question
- e) a plausible explanation

[[1, 4, 6, 8, 3]]

+++++

3

() – ().

- 1)
- 2)
- 3)
- 4)

a) workaholic b) battlefield c) drive d) enlarge e) gasify

[[2, 3, 4, 1, 2]]

+++++

3

() – ().

- 1)
- 2)
- 3)
- 4)

a) counteract b) refugee c) blow d) sky-diving e) torrential

[[4, 2, 3, 1, 2]]

+++++

3

() – ().

- 1)
- 2)
- 3)
- 4)

a) comprehension b) amoral c) subway d) eye e) dryclean

[[2, 4, 4, 3, 1]]

+++++

4

(1 – 5)

(a) – e).

1) in 2) at 3) from 4) for 5) with

- a) We all sympathized _____ the poor boy.
- b) Drive _____ caution, the roads are icy.
- c) He has been under treatment _____ rheumatism.
- d) Dennis was quick _____ seeing the joke.
- e) Would you care _____ seconds?

[[5, 5, 4, 1, 4]]

+++++

4

(1 – 5)

(a) – e) .

1) in 2) at 3) from 4) for 5) with

- a) He showed no sympathy _____ the poor children.
- b) He loves to talk about his achievements _____ great detail.
- c) He is too young and is lacking _____ life experience.
- d) I could clearly see what she was driving _____.
- e) This climate disagrees _____ me.

[[4, 1, 1, 2, 5]]

+++++

4

(1 – 5)

(a) – e) .

1) in 2) at 3) from 4) for 5) with

- a) Would you stop making jokes _____ my expense?
- b) Talent like hers is rare _____ someone so young.
- c) I know it _____ my own experience.
- d) I could see she was _____ great pain.
- e) She apologized to all of us _____ being so rude.

[[2, 1, 3, 1, 4]]

+++++

5

(a) – e) (1 – 5),

- ,

.

() –).

- a) 1) arrive at 2) break 3) implement 4) reach 5) take **a decision**
- b) 1) call 2) close 3) chair 4) take 5) hold **a meeting**
- c) 1) agree with 2) ask for 3) express 4) find 5) give **an opinion**
- d) 1) approve 2) carry out 3) do 4) implement 5) present **a plan**
- e) 1) avoid 2) deal with 3) get round 4) put 5) tackle **a problem**

[[2, 4, 4, 3, 4]]

+++++

5

(a) – e) (1 – 5),

- ,

.

() –).

- a) 1) agree on 2) arrive at 3) look after 4) come up with 5) find **a solution**
- b) 1) dismiss 2) hear 3) make 4) offer 5) put forward **a suggestion**
- c) 1) put up 2) express 3) win 4) state 5) treat **a case**
- d) 1) make 2) give 3) propose 4) have 5) think up **an excuse**
- e) 1) attend 2) chair 3) postpone 4) put away 5) put off **a meeting**

[[3, 4, 2, 3, 4]]

+++++

5

(a) – e) (1 – 5),

- ,

.

() –).

- a) 1) give 2) follow 3) admit 4) take 5) offer **advice**
- b) 1) accept 2) propose 3) refuse 4) turn down 5) make **an offer**
- c) 1) avoid 2) repeat 3) revise 4) correct 5) admit **a mistake**
- d) 1) create 2) get 3) make 4) take 5) convey **an impression**
- e) 1) diagnose 2) prevent 3) treat 4) heal 5) develop **an illness**

[[3, 2, 3, 4, 4]]

+++++

(1– 5)

(a) – e).

More energy _____(a) surface in one hour than _____(b). This clean, natural energy _____(c) and it is called solar power. The question is _____(d) use it _____(e) fossil fuels and nuclear energy?

- a) 1) arrives to Earth
2) comes to the Earth
3) arrives at the Earth's
4) arrives to the Earth
5) achieves the Earth
- b) 1) the man uses for a year
2) men use for one year
3) the men use for a year
4) man uses in one year
5) man uses during one year
- c) 1) is received from sunlight
2) is obtained from the Sun
3) comes from the sunlight
4) comes from sunlight
5) arrives from the sunlight
- d) 1) how we are able to
2) how can we
3) how we can
4) how will we be able to
5) how we might
- e) 1) to accumulate
2) to build up
3) to replace
4) to form
5) to supply

[[3, 4, 4, 2, 3]]

+++++

6

(1 – 5)

(a) – e).

_____ (a) during the final _____ (b) is the second _____ (c) international organization _____ (d) that is _____ (e).

- a) 1) United Nations, found in 1945
2) The United Nations, found in 1945
3) United Nations, founded in 1945
4) The United Nations, founded in 1945
5) The United Nations founded in 1945

- b) 1) steps of World War II,
2) periods of World War II
3) phases of World War II,
4) episodes of the World War II
5) phases of World War II

- c) 1) many-purposeful
2) much-purpose
3) multi-purposeful
4) multi-purpose
5) multi-purposes

- d) 1) establishing in the 20th century
2) established in the 20th century
3) established in 20th century
4) establishing in 20th century
5) established in the 20-s century

- e) 1) widespread in scope and membership
2) widespread in the scope and the membership
3) well known in scope and membership
4) worldwide in the scope and the membership
5) worldwide in scope and membership

[[4, 3, 4, 2, 5]]

+++++

6

,

-

(1 – 5)

(a) –e).

Hatfield House is _____(a) that you can visit. _____(b) when _____(c) and William Shakespeare _____(d). Today the Marquis of Salisbury _____(e) his family.

- a) 1) the aristocrat home
2) an aristocrat home
3) an aristocratic home
4) an aristocrat house
5) the aristocrat house
- b) 1) It has been dating from 1608
2) It has been known from 1608
3) It has dated since 1608
4) It dates from 1608
5) It is known since 1608
- c) 1) James First was king
2) James the First was king
3) James the First was the king
4) James First was the king
5) James the First was a king
- d) 1) was working still in London
2) was working in London still
3) had still been working in London
4) was still working in London
5) had been still working in London.
- e) 1) live there with
2) has lived here with
3) lives here with

- 4) live here with
- 5) has lived there with

[[3, 4, 2, 4, 3]]

+++++

7

,

(1 – 6).

(a) – e) .

1) (an) instructor 2) (a) tutor 3) (a) professor 4) (a) don 5) (a) coach 6) (a) dean

a) In 1886 he was appointed _____ of physics at the Royal College of Science, London.

b) A person who is responsible for students' discipline, especially at Oxford or Cambridge, is called_____.

c) He was my personal _____ at university.

d) A US college or university teacher, who usually teaches a limited number of subjects, is called_____.

e) A university teacher, especially a senior member of a college at Oxford or Cambridge, is often referred to as _____.

[[3, 6, 2, 1, 4]]

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7

,

(1 – 6).

(a) – e) .

1) (an) instructor 2) (a) principal 3) (a) professor 4) (an) academic 5) (a) dean 6) (a) tutor

a) In the USA someone who is in charge of a school is called_____.

b) _____teaches in an American college or university before they have finished being trained.

c) A person who does research at a university or college is referred to as _____.

d) A list of the best students at a US university is called _____'s list.

e) _____Leech is in charge of the department here.

[[2, 1, 4, 5, 3]]

+++++

1) test 2) quiz 3) examination 4) paper 5) questionnaire 6) essay

a) Applicants are selected for jobs on the results of a competitive_____.

b) Last year I took part in a television _____show.

c) We ask our clients to fill in _____ to assess the quality of our work.

d) This_____ demonstrates a candidate’s ability to deal with numbers quickly and accurately.

e) Experience is more important for this job than _____qualifications.

[[3, 2, 5, 1, 4]]

+++++

8

() – e)

(1 – 5)

(a) – e).

<p>a) (On the phone) “Hi mum, it’s me. How are you? Me? I’m fine. No, really I am fine. Yes mum, I am sleeping enough and eating well. I’m taking care of myself and am feeling great, I promise.”</p>	<p>You 1) <i>assured</i> 2) <i>ensured</i> 3) <i>promised</i> to 4) <i>reassured</i> 5) <i>lied to</i> your mother that you were fine.</p>
<p>b) “I know that you don’t want me to go but I’m going to go anyway. It doesn’t matter what you say, I’ll never change my mind. I’m going and that’s that.”</p>	<p>You 1) <i>warned</i> 2) <i>promised</i> 3) <i>insisted</i> 4) <i>persuaded</i> 5) <i>convinced</i> that you were going on holiday.</p>
<p>c) “This summer I’ll take some French classes, learn how to drive and go on holiday with some friends.”</p>	<p>You 1) <i>assured</i> 2) <i>promised</i> 3) <i>insisted</i> 4) <i>mentioned</i> 5) <i>confessed</i> that you were going on holiday.</p>
<p>d) “If you let me go on holiday with my friends, I promise I’ll study really hard in school next term and will clean my bedroom every day.”</p>	<p>You try to 1) <i>ask</i> 2) <i>advise</i> 3) <i>make</i> 4) <i>persuade</i> 5) <i>beg</i> your parents (to) let you go on holiday with your friends.</p>
<p>e) ‘Please, please, please can I go on holiday with my friends? Please.’</p>	<p>You 1) <i>persuaded</i> 2) <i>begged</i> 3) <i>wanted</i> 4) <i>asked</i> 5) <i>advised</i> your parents to let you go on holiday with your friends.</p>

[[4, 3, 4, 4, 2]]

+++++

8

() – e)

(1 – 5)

(a) – e).

<p>a) “I’m going on holiday this summer with my friends.”</p>	<p>You 1) <i>confirmed</i> 2) <i>ensured</i> 3) <i>stated</i> 4) <i>alleged</i> 5) <i>claimed</i> that you were going on holiday with your friends.</p>
---	---

b) "I promise my friends and I will behave ourselves on holiday."	You 1) <i>stated</i> 2) <i>declared</i> 3) <i>reassured</i> 4) <i>assured</i> 5) <i>confirmed</i> that you and your friends would behave yourselves on holiday.
c) "Come on, let's go to the pub. You're tired? Well, then a couple of drinks will help you to sleep well tonight. We can just go for an hour or so and then leave."	You 1) <i>wanted</i> 2) <i>asked</i> 3) <i>advised</i> 4) <i>persuaded</i> 5) <i>begged</i> your friend to go to the pub.
d) "As I told you before, I'd like to go on holiday with my friends."	You 1) <i>mentioned</i> 2) <i>promised</i> 3) <i>repeated</i> 4) <i>confirmed</i> 5) <i>assured</i> that you were going on holiday with your friends
e) "Me? What am I doing this summer? Er ... I'm, uh, going on holiday with some friends."	You 1) <i>stated</i> 2) <i>claimed</i> 3) <i>confessed</i> 4) <i>declared</i> 5) <i>reassured</i> that you were going on holiday with your friends.

[[3, 4, 4, 3, 2]]

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8

() – e)

(1 – 5)

(a) – e).

a) "Ladies and gentlemen. First of all I'd like to welcome you all to our annual conference. Before we get started today I'd like to let everyone know that this year was our company's most successful year."	You 1) <i>stated</i> 2) <i>claimed</i> 3) <i>announced</i> 4) <i>declared</i> 5) <i>confirmed</i> that this year has been very successful.
b) "Ok, ok it's true. I have booked a holiday with my friends this summer. Do you forgive me?"	You 1) <i>stated</i> 2) <i>claimed</i> 3) <i>declared</i> 4) <i>admitted</i> 5) <i>reassured</i> that you were going on holiday with your friends.
c) "If you don't do your homework well, get bad marks and don't behave, I will not let you go on holiday with your friends."	Your mother 1) <i>warned</i> 2) <i>promised</i> 3) <i>decided</i> 4) <i>threatened</i> 5) <i>wanted</i> not to let you go on holiday with your friends.

d) "I'll give you a lift if you like."	You 1) <i>proposed</i> 2) <i>promised</i> 3) <i>decided</i> 4) <i>offered</i> 5) <i>wanted</i> to give your friend a lift.
e) "Would you give me your work number, please?"	You 1) <i>asked</i> 2) <i>requested</i> 3) <i>wanted</i> 4) <i>ordered</i> 5) <i>commanded</i> your interlocutor to give you their work number.

[[3, 4, 4, 4, 2]]

+++++

9

(a) – e) ,

(a) – e).

- 1) at the airport 2) at the doctor 3) on board a ferry 4) on board a plane 5) in a taxi
- 6) at the hairdresser’s 7) in a café 8) at the dentist

- a) ‘Do you think it’ll be a rough **s n r o g c i s**?’
- b) ‘Excuse me, are we **g d n n i l a** on time?’
- c) ‘Where is the **b b b e a a g** reclaim, please?’
- d) ‘Seeing me is free, but you’ll have to pay for the **s p c r i n t o e r p**.’
- e) ‘This **g i l f n f i l i** is wearing down a little.’

[[3,4,1,2,8]]

+++++

9

(a) – e) ,

(a) – e) .

- 1) at the airport 2) at the doctor 3) on board a ferry 4) on board a plane 5) in a taxi
- 6) at the hairdresser’s 7) in a café 8) in class

- a) ‘Could you take just a little off the **d e s s i**?’
- b) ‘May I have a **g u h o d t n u**, please?’
- c) ‘What a rough **s n r o g c i s**! I have been dizzy since morning.’
- d) ‘Do I have to pay for the **s p c r i n t o e r p**?’
- e) ‘Now, as for **o r w e m h o k** tonight...’

[[6,7,3,2,8]]

+++++

9

(a) – e) ,

(a) – e) .

1) at the airport 2) at the doctor 3) in an art gallery 4) on board a plane 5) in a bank
6) at the hairdresser's 7) in a jewelry store 8) in class

a) 'Just look at this **p c d e l a a s n!** Isn't it beautiful?

b) 'I've got a few problems with my students' **t a c u o c n.**'

c) 'The **b n g s i a o d r** says it's Pier D.'

d) 'So, what are your **t s m y m p s o**, please?'

e) 'Could you take just a little off the **d e s s i?**'

[[3,5,1,2,6]]

+++++

10

,

(1 – 9)

(a) – e).

(a) – e) .

- 1) () 2) 3) 4) 5)
- 6) 7) () 8)
- 9)

a) Doctor: You're in good health. You'll live to be eighty.

Patient: But, Doctor, I am 80 right now!

Doctor: See, what did I tell you?

b) Whether the weather be fine,
 Whether the weather be not,
 Whether the weather be cold,
 Whether the weather be hot,
 We'll weather the weather,
 Whatever the weather,
 Whether we like it or not.

c) A man travels the world over in search of what he needs and returns home to find it.

d) Nothing succeeds like success.

e) Neighbours' row over hedge ends in court

[[4, 3, 8, 2, 1]]

+++++

10

,

(1 – 8)

(a) – e).

(a) – e).

- 1) () 2) 3) 4) 5)
- 6) 7) () 8)
- 9)

a) Shall I compare thee to a summer's day?

Thou art more lovely and more temperate...

b) All work and no play makes Jack a dull boy.

c) Quality is remembered long after the price is forgotten.

d) New System Sudso Automatic can help. Its advanced formula removes ground-in dirt even at low temperatures.

e) In those days the Mount of Cornwall was kept by a huge giant named Cormoran. He was eighteen feet in height, and about three yards round the waist, of a fierce and grim countenance, the terror of all the neighbouring towns and villages.

[[7, 2, 8, 9, 5]]

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10

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(1 - 8)

(a) - e).

(a) - e).

1)	()	2)	3)	4)	5)
6)			7)	()	8)
		9)				

a) One day Henny-penny was picking up corn in the cornyard when—whack!—something hit her upon the head. "Goodness gracious me!" said Henny- penny; "the sky's a-going to fall; I must go and tell the king."

b) This Is How I Go

I am a driver,
This is how I go.
You are an actor,
This is how you go.
He is a barber,
This is how he goes.
She is a dentist,
This is how she goes.
We are farmers,
This is how we go.
They are teachers,
This is how they go.

c) Lesser leather never weathered wetter weather better.

d) What a day helps you work, rest and play?

Where do you get a smarter investor?

Which fizz does the bizz?

Beanz meanz what?

e) Rolls-Royce in freefall after profit warning

[[5, 6, 3, 9, 1]]

+++++

11

/

(a) – e)

(a) – e).

1)

2)

a) How about those Reds? Do you think they're going to win tonight?

b) Have you tried the cabbage rolls that Sandy made?

c) You've plumped up some.

d) Are you well-paid?

e) I wish autumn weather was like this more often.

[[2, 2, 1, 1, 2]]

+++++

11

/

(a) – e)

(a) – e) .

1)

2)

a) Traffic jams are a common thing in this district.

b) I hear they're calling for thunderstorms all weekend.

c) I hear you're getting divorced. How awful!

d) I heard on the radio today that they are finally going to start building the new bridge.

e) Call this hot? This is nothing. You should come to Texas if you wanna see hot!

[[2, 2, 1, 2, 1]]

+++++

/

(a) – e)

(a) – e) .

1)

2)

a) What a nice carpet you've got in the living room! Is it expensive?

b) How long have you been waiting?

c) I've felt rough recently. All aches and pains.

d) Are you enjoying yourself?

e) Have you seen Julia? She's put on quite a bit. Is she expecting?

[[1, 2, 1, 2, 1]]

+++++

Cure or Curse?

(1 – 8).

(a) – e),

(a) – e).

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Cure or Curse?

Since the 1970s, asthma rates in the developed world have been rising by about 50% a year. What used to be a relatively rare condition is now troubling some 150m people worldwide.

Now a team of researchers has shown that being given antibiotics as a baby seems to play a role in the development of asthma. This study distinguished itself from the previous one by following the children carefully from birth through to the age of seven, and by making a point of not relying on parents' mangled memories of when and whether their infants took drugs for their ailments.

Instead, the researchers, led by Dr. Christine ColeJohnson, (a)_____, were less trusting. They called the parents of the 448 young research subjects by telephone to inquire about their kids' health at the ages of one and three, and visited them at home at the ages of two and four ((b)_____). In addition, the researchers collected details of how many pets roamed about the house and recorded whether and for how long each child was breastfed.

They also checked doctors' notes to see if the children had been prescribed antibiotics. If so, the researchers distinguished between the so-called 'broad spectrum' variety of antibiotics, (c)_____, such as individual penicillins and macrolides. Finally, when the children reached the age of seven, the researchers gave them full medical examinations, keeping an ear out for the signs of asthma.

Half the children had taken oral antibiotics within the first six months of birth. Those who had taken them were over two and a half times more likely to suffer from asthma later on in childhood than those who had not. More worryingly, the more courses of antibiotics taken – (d)_____ – the greater the risk. The antibiotics conferring the greatest risk were the broad spectrum variety.

Dr Johnson concludes that antibiotic use is mucking up infants' immune system, malfunctions of which manifest themselves in the form of asthma and allergies. No one is sure exactly how infants' immune systems learn to distinguish good bugs from bad, but killing off too many gut bacteria – (e)_____ – does appear to disrupt the process.

- 1) which reduces the incidence of childhood infections
- 2) and about half of those treated were given several courses
- 3) determining what to leave behind for future generations
- 4) an epidemiologist at the Henry Ford Hospital in Detroit
- 5) even, apparently, ones that cause illness
- 6) which includes penicillin combinations, or the narrower varieties
- 7) or, more likely, something in between
- 8) pausing to sample household air and dust

[[4, 8, 6, 2, 5]]

+++++

12

Tigers on the Beach

(1 – 8).

(a) – e),

(a) – e).

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Tigers on the Beach

The classic children’s story The Tiger Who Came to Tea could have been written about Charlotte Corney, proprietor, (a)_____, of the Isle of Wight Zoo.

Charlotte was a baby when her mum and dad, Judith and Jack, bought the Zoo at Yaverland in 1976, along with the family house on site. She grew up with all sorts of exotic animals – not just in her back garden, but in the house too. Her dad,(b) _____, had to hand rear a lot of the animals and famously used to exercise the young tigers at the crack of dawn along the beautiful beach opposite the Zoo. (c)_____ Charlotte shared her dad’s passion for animals and now carries on his work of education, awareness and conservation.

Charlotte’s total commitment not only to the animals in her care but to the larger picture of education and conservation is clear. “I’m passionate about the natural world and I hope a visit to the Zoo will strike an empathy cord in people and encourage them to become more aware of the plight facing our endangered species. We actively fundraise to try and help the situation in Madagascar and India, (d)_____.”

Charlotte and her team have a lot of exciting events lined up this year. As well as the regular daily Zoo tours led by dedicated and knowledgeable guides, including

feeding times for the big cats, (e)_____; daily ‘Compare the Meerkat’ encounters and leaping lemur presentations, there will be ‘Poo at the Zoo’, a celebration of all thing poo-ey, and the ‘Big Bug Bonanza, a celebration of all things invertebrate.

As if this wasn’t enough, you can sign up for an animal photography master class, or try bush craft, archery, rock climbing and nature games. You can come and go as many times as you like during the day and for £1 extra you can extend that to a whole week’s worth of comings and goings to the Zoo. With so many animals to learn about and so many things to do this might not be an optional extra.

- 1) *for the lemurs and tiger populations*
- 2) *can you guess how much a big cat can eat?*
- 3) *A secluded family park with countryside views in a central location within easy level walking distance to the beach.*
- 4) *How times have changed since the 1970s!*
- 5) *or as she prefers, custodian*
- 6) *a qualified vet*
- 7) *isn’t it dangerous to feed a big cat*
- 8) *Things used to be different.*

[[5, 6, 4, 1, 2]]

+++++

12

The Hot Spot

(a) – e),

(1 – 8).

(a) – e).

:

The Hot Spot

Endowed with the world’s second-largest supply of thermal waters and an ancient bathing culture, by building on its heritage Hungary has the potential to establish itself as a world-class spa-based wellness tourism destination, according to Gabor Galla, (a)_____. “An increasing supply of beautiful facilities, (b)_____, combined with buoyant demand driven by greater health consciousness, more focus on prevention and increasing interest in natural curative methods makes this a very promising sector,” enthuses MrGalla, adding that the demographic drift toward older populations will lead to an increasing stream of demand.

Thermal bathing in what is now Hungary is older than the nation itself. (c)_____ that Neolithic peoples were attracted to the territory's warm springs. Later, Romans brought their bathing practices to Pannonia, the part of the Roman Empire that is now Hungary and whose capital, Aquincum, sat on the right bank of the Danube in current-day northern Budapest. Hungarian tribes that conquered the territory in the 9th century also established their main settlements around thermal springs. Budapest bathing was further boosted by the occupation of the Hungarian kingdom during the 16th and 17th centuries by the Ottomans, who, (d)_____, built numerous public baths, four of which remain in use today.

While ancient man had long ago discovered the benefit of a good soak, modern balneotherapy can be traced to the establishment in the late 19th century of 'water cure' spas, which catered to Europe's royals, aristocrats and well-to-do and for which the Austro-Hungarian Empire was famous.

After the world wars thermal bathing became more egalitarian. Hungary embarked on a spa development drive in the 1960s, when dozens of new medicinal baths and swimming pools were built. (e)_____, the United Nations established an institute in Budapest for promoting bath development and the international sharing of its know-how.

During the past decade, healing programmes that relied solely on bathing have given way to more elaborate therapeutic approaches. Mud treatments as well as cures based on drinking mineral water are also popular. The certification of medicinal water, defined as mineral water proven to have healing effects, is handled by the Ministry of Health, Social and Family Affairs.

- 1) *And in the 1970s*
- 2) *Archeological evidence indicates*
- 3) *mainly new projects but also upgrades*
- 4) *boss of the Hungarian National Tourist Office*
- 5) *Excavations show*
- 6) *in accordance with Islamic ablutionary rites*
- 7) *manager of the Logistics Department*
- 8) *following Muslim culture*

[[4, 3, 2, 6, 1]]

+++++

Cure or Curse?

(a) – e),

(a) – e) .

Cure or Curse?

Since the 1970s, asthma rates in the developed world have been rising by about 50% a year. What used to be a relatively rare condition **is** now **troubling** some 150m people worldwide.

Now a team of researchers has shown that being given antibiotics as a baby seems to play a role in the development of asthma. This study **distinguished itself from the previous one** by following the children carefully from birth through to the age of seven, and by **making a point of** not relying on parents' mangled memories of when and whether their rasping, hacking, ear-infected infants took drugs for their ailments.

Instead, the researchers, led by Dr. Christine ColeJohnson, were less trusting. They called the parents of the 448 young research subjects by telephone to inquire about their kids' health at the ages of one and three, and visited them at home at the ages of two and four. In addition, the researchers collected details of how many pets roamed about the house and recorded whether and for how long each child was breastfed.

They also checked doctors' notes to see if the children had been prescribed antibiotics. If so, the researchers distinguished between the so-called 'broad spectrum' variety of antibiotics, such as individual penicillins and macrolides. Finally, when the children reached the age of seven, the researchers gave them full medical examinations, **keeping an ear out for** the signs of asthma.

Half the children had taken oral antibiotics within the first six months of birth. Dr Johnson found that those who had taken them were over two and a half times more likely to suffer from asthma later on in childhood than those who had not. The antibiotics conferring the greatest risk were the broad spectrum variety. The researchers also found that early antibiotic use was associated with a wide range of allergies.

Dr Johnson concludes that antibiotic use at the beginning of life is **mucking up** infants' immune system. No one is sure exactly how infants' immune systems

learn to distinguish good bugs from bad, but killing off too many gut bacteria does appear to disrupt the process.

a) **is troubling** 1) *doing damage* 2) *causing problems* 3) *is raising concern* 4) *causing discomfort* 5) *causing suspicion*

b) **distinguished itself from the previous one** 1) *was more detailed* 2) *was more serious* 3) *was easily recognized* 4) *was different from* 5) *was more successful*

c) **making a point** 1) *confessing* 2) *stressing* 3) *admitting* 4) *explaining* 5) *mentioning*

d) **keeping an eye out for** 1) *documenting* 2) *fixing* 3) *recording* 4) *paying special attention to* 5) *looking at*

e) **mucking up** 1) *boosting* 2) *strengthening* 3) *destroying* 4) *damaging* 5) *weakening*

[[3, 4, 2, 4, 4]]

+++++

13

Tigers on the Beach

(a) – e),

(a) – e).

Tigers on the Beach

The classic children’s story “The Tiger Who Came to Tea” could have been written about Charlotte Corney, proprietor of the Isle of Wight Zoo.

Charlotte was a baby when her mum and dad, Judith and Jack, bought the Zoo at Yaverland in 1976, **along with the family house on site**. She grew up with all sorts of exotic animals – not just in her back garden, but in the house too. Her dad had **to hand rear** a lot of the animals and famously used to exercise the young tigers **at the crack of dawn** along the beautiful beach opposite the Zoo. Charlotte’s father led the tigers out to enjoy a stroll, a swim and a roar at the relentless waves.

Charlotte shared her dad’s passion for animals and now carries on his work of education, awareness and conservation. Charlotte’s total commitment not only to the animals in her care but to the larger picture of education and conservation is

clear. “I’m passionate about the natural world and I hope a visit to the Zoo will **strike an empathy cord** in people and encourage them to become more aware of the plight facing our endangered species. We actively fundraise to try and help the situation in Madagascar and India.”

Charlotte and her team have a lot of exciting events **lined up** this year. As well as the regular daily Zoo tours led by dedicated and knowledgeable guides, including feeding times for the big cats, daily ‘Compare the Meerkat’ encounters and leaping lemur presentations, there will be ‘Poo at the Zoo’, a celebration of all things pooey, and the ‘Big Bug Bonanza, a celebration of all things invertebrate.

As if this wasn’t enough, you can sign up for an animal photography master class, or try bush craft, archery, rock climbing and nature games. You can come and go as many times as you like during the day and for £1 extra you can extend that to a whole week’s worth of comings and goings to the Zoo. With so many animals to learn about and so many things to do this might not be an optional extra.

a) **along with the family house on site** 1) *with the house within walking distance* 2) *with the house located nearby* 3) *with the house on the territory* 4) *with the house outside the Zoo* 5) *with the house in the neighbouring village*

b) **to hand rear** 1) *to feed* 2) *to walk* 3) *to protect* 4) *to look after* 5) *to preserve*

c) **at the crack of dawn** 1) *early in the morning* 2) *at sunset* 3) *at night* 4) *at daybreak* 5) *in the morning*

d) **strike an empathy cord** 1) *cause sympathy for* 2) *trigger an emotional response* 3) *make people realise* 4) *make people feel pity for* 5) *provoke contempt for*

e) **lined up** 1) *prepared* 2) *produced* 3) *arranged* 4) *formed* 5) *made*

[[3, 4, 4, 2, 3]]

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13

The Hot Spot

(a)

– e),

(a) – e).

The Hot Spot

Endowed with the world's second-largest supply of thermal waters and an ancient bathing culture, by building on its heritage Hungary has the potential to establish itself as a world-class spa-based wellness tourism destination. "An increasing supply of beautiful facilities, combined with **buoyant demand** driven by greater health consciousness, more focus on prevention and increasing interest in natural curative methods makes this a very promising sector," enthuses MrGalla, adding that the demographic drift toward older populations will lead to an increasing stream of demand.

Thermal bathing in what is now Hungary is older than the nation itself. Neolithic peoples were attracted to the territory's warm springs. Later, Romans brought their bathing practices to Pannonia, the part of the Roman Empire that is now Hungary and whose capital, Aquincum, sat on the right bank of the Danube in current-day northern Budapest. Hungarian tribes that conquered the territory in the 9th century also established their main settlements around thermal springs. Budapest bathing was further **boosted by** the occupation of the Hungarian kingdom during the 16th and 17th centuries by the Ottomans, who built numerous public baths, four of which remain in use today.

While ancient man had long ago discovered **the benefit of a good soak**, modern balneotherapy can be traced to the establishment in the late 19th century of 'water cure' spas, which catered to Europe's royals, aristocrats and well-to-do and for which the Austro-Hungarian Empire was famous.

After the world wars thermal bathing became more egalitarian. Hungary **embarked on a spa development drive** in the 1960s, when dozens of new medicinal baths and swimming pools were built. The United Nations established an institute in Budapest for promoting bath development and the international sharing of its know-how.

During the past decade, healing programmes that relied solely on bathing have given way to more elaborate therapeutic approaches. Mud treatments as well as cures based on drinking mineral water are also popular. The certification of medicinal water, defined as mineral water proven to have healing effects, is handled by the Ministry of Health, Social and Family Affairs in line with European Union regulations.

- a) **endowed by** 1) *loaded with* 2) *full of* 3) *naturally having* 4) *blessed with* 5) *packed with*
- b) **buoyant demand** 1) *burning desire* 2) *ardent wish* 3) *deep concern* 4) *urgent need* 5) *enthusiastic drive*
- c) **boosted by** 1) *promoted* 2) *increased* 3) *encouraged* 4) *embellished* 5) *improved*
- d) **the benefit of a good soak** 1) *the encouragement to bathe* 2) *the pluses of swimming* 3) *the encouragement to visit a spa* 4) *the advantage of bathing* 5) *the advantage of visiting a spa*
- e) **embarked on a spa development drive** 1) *worked out a spa development plan* 2) *decided to develop spa industry* 3) *launched an ambitious project of spa development* 4) *suggested a spa development plan* 5) *wanted to develop existing spa sights.*

[[3, 2, 3, 4, 3]]

+++++

Tigers on the Beach

2.

Tigers on the Beach

The classic children's story *The Tiger Who Came to Tea* could have been written about Charlotte Corney, proprietor of the Isle of Wight Zoo.

Charlotte was a baby when her mum and dad, Judith and Jack, bought the Zoo at Yaverland in 1976, along with the family house on site. She grew up with all sorts of exotic animals – not just in her back garden, but in the house too. Her dad had to hand rear a lot of the animals and famously used to exercise the young tigers at the crack of dawn along the beautiful beach opposite the Zoo. Charlotte's father led the tigers out to enjoy a stroll, a swim and a roar at the relentless waves.

Charlotte shared her dad's passion for animals and now carries on his work of education, awareness and conservation. Charlotte's total commitment not only to the animals in her care but to the larger picture of education and conservation is clear. "I'm passionate about the natural world and I hope a visit to the Zoo will strike an empathy cord in people and encourage them to become more aware of the plight facing our endangered species. We actively fundraise to try and help the situation in Madagascar and India."

Charlotte and her team have a lot of exciting events lined up this year. As well as the regular daily Zoo tours led by dedicated and knowledgeable guides, including feeding times for the big cats, daily 'Compare the Meerkat' encounters and leaping lemur presentations, there will be 'Poo at the Zoo', a celebration of all things pooey, and the 'Big Bug Bonanza, a celebration of all things invertebrate.

As if this wasn't enough, you can sign up for an animal photography master class, or try bush craft, archery, rock climbing and nature games. You can come and go as many times as you like during the day and for £1 extra you can extend that to a whole week's worth of comings and goings to the Zoo. With so many animals to learn about and so many things to do this might not be an optional extra.

- a) *Charlotte has been living side by side with wild animals since early childhood.*
- b) *Charlotte wants to change some of her father’s policy and increase people’s awareness of tigers’ needs.*
- c) *Charlotte thinks that people know little about the danger tigers are in.*
- d) *The Zoo offers wide opportunities not only to see the tigers but also to try your hand at some usual activities.*
- e) *The entrance fee is just £1, which is not much for such a great entertainment.*

[[1, 2, 1, 1, 2]]

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14

Cure or Curse?

2.

Cure or Curse?

Since the 1970s, asthma rates in the developed world have been rising by about 50% a year. What used to be a relatively rare condition is now troubling some 150m people worldwide.

Now a team of researchers has shown that being given antibiotics as a baby seems to play a role in the development of asthma. It is not the first time that this link has been examined. But this study distinguished itself from the previous one by making a point of not relying on parents’ mangled memories of when and whether their rasping, hacking, ear-infected infants took drugs for their ailments.

Instead, the researchers, led by Dr. Christine ColeJohnson, were less trusting. They called the parents of the 448 young research subjects by telephone to inquire about their kids’ health at the ages of one and three, and visited them at home at the ages of two and four. In addition, the researchers collected details of how many pets roamed about the house and recorded whether and for how long each child was breastfed – both touted variously at risk factors and protectors.

They also checked doctors’ notes to see if the children had been prescribed antibiotics. When the children reached the age of seven, the researchers gave them full medical examinations, keeping an ear out for the signs of asthma. Dr Johnson

and her colleagues were specifically interested in what is known as ‘atopic asthma’, a type of asthma related to allergies.

Half the children had taken oral antibiotics within the first six months of birth. Dr Johnson found that those who had taken them were over two and a half times more likely to suffer from asthma later on in childhood than those who had not. More worryingly, the more courses of antibiotics taken, the greater the risk. The antibiotics conferring the greatest risk were the broad spectrum variety. The researchers also found that early antibiotic use was associated with a wide range of allergies.

Dr Johnson concludes that antibiotic use at the beginning of life is mucking up infants’ immune system, malfunctions of which manifest themselves in the form of asthma and allergies.

- a) *Humanity is now being confronted with the steady growth of asthma cases.*
- b) *Scientists have long been trying to find the causes of asthma.*
- c) *Doctors question the infected kids’ parents about the drugs their children are taking.*
- d) *Scientists collect background information about children’s day-to-day development.*
- e) *Dr Johnson linked antibiotic use with allergic asthma.*

[[2, 1, 2, 1, 1]]

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14

The Death of Poetry

2.

The Death of Poetry

The consensus seems to be that poetry is dead. It was great in its time, but its time is past. So what killed poetry? Undoubtedly one of the culprits was pop, although this was just one aspect of an entertainment industry whose influence went so deep that it managed to ensure that no one any longer would have an ear for poetry.

In its day poetry was kept alive by a certain sensibility that many people in the middle and upper classes had. These were people who could travel out into the countryside and just sit and listen to the birds singing and the wind gently whistling through the leaves.

The people who grew up to be like this were people who were familiar with silence. Houses a hundred years ago must have been relatively quiet places – places conducive to meditating upon the shivering little bird on the bare branch of the tree outside in the bleak midwinter evening. If you wanted music you would have to play an instrument. If you wanted chatter you would have to invite people over and start chatting.

Added to this was a culture centred on books. Long before it was possible to cheaply reproduce and widely distribute either images or sounds, the printing press had made it possible for a culture to spring up which revolved around the written word.

Things have changed. People grow up with a constant supply of mass-produced music and chat and TV images and noise – the place seems empty and time seems to pass in a deathly way without it. When no one any longer was able to take pleasure in silence there ceased to be an audience for poetry and the artform we had known for some 3,000 years died.

Since it is dead why don't we just leave it to rot in its grave? But some of us believe that we should try to keep alive the memory, at least, of what once was. We can still read the old poems there on the yellowing paper even though the audience for whom they were intended has largely disappeared.

- a) The author puts the whole blame for the loss of interest in poetry on show business.*
- b) According to the author, people used to be more spiritual.*
- c) A rural house used to be the centre of public life.*
- d) Books endowed people with spiritualism.*
- e) There is no point in preserving poetry as people have lost the memory of the way it sounds.*

[[2, 1, 2, 1, 2]]

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Tigers on the Beach , (a) – e).

() –).

Tigers on the Beach

The classic children's story The Tiger Who Came to Tea could have been written about Charlotte Corney, proprietor of the Isle of Wight Zoo.

Charlotte was a baby when her mum and dad, Judith and Jack, bought the Zoo at Yaverland in 1976, along with the family house on site. She grew up with all sorts of exotic animals – not just in her back garden, but in the house too. Her dad had to hand rear a lot of the animals and famously used to exercise the young tigers at the crack of dawn along the beautiful beach opposite the Zoo. Charlotte shared her dad's passion for animals and now carries on his work of education, awareness and conservation.

Charlotte's total commitment not only to the animals in her care but to the larger picture of education and conservation is clear. "I'm passionate about the natural world and I hope a visit to the Zoo will strike an empathy cord in people and encourage them to become more aware of the plight facing our endangered species. We actively fundraise to try and help the situation in Madagascar and India."

Charlotte and her team have a lot of exciting events lined up this year. As well as the regular daily Zoo tours led by dedicated and knowledgeable guides, including feeding times for the big cats, daily 'Compare the Meerkat' encounters and leaping lemur presentations, there will be 'Poo at the Zoo', a celebration of all things pooey, and the 'Big Bug Bonanza, a celebration of all things invertebrate.

As if this wasn't enough, you can sign up for an animal photography master class, or try bush craft, archery, rock climbing and nature games. You can come and go as many times as you like during the day and for £1 extra you can extend that to a whole week's worth of comings and goings to the Zoo. With so many animals to learn about and so many things to do this might not be an optional extra.

a) passionate 1) loving 2) reserved 3) indifferent 4) careless 5) stagnated

b) knowledgeable 1) inert 2) foolish 3) brainless 4) ignorant 5) uninformed

- c) sign up 1) abandon 2) quit 3) resign 4) dismiss 5) leave
- d) extend 1) diminish 2) reduce 3) lower 4) limit 5) decrease
- e) optional 1) compulsory 2) obligatory 3) crucial 4) relevant 5) desirable

[[3, 4, 2, 4, 2]]

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15

Cure or Curse? , (a) – e). () –).

Cure or Curse?

Since the 1970s, asthma rates in the developed world have been rising by about 50% a year. What used to be a relatively rare condition is now troubling some 150m people worldwide.

Now a team of researchers has shown that being given antibiotics as a baby seems to play a role in the development of asthma. This study distinguished itself from the previous one by following the children carefully from birth through to the age of seven, and by making a point of not relying on parents' mangled memories of when and whether their rasping, hacking, ear-infected infants took drugs for their ailments.

Instead, the researchers, led by Dr. Christine ColeJohnson, were less trusting. They called the parents of the 448 young research subjects by telephone to inquire about their kids' health at the ages of one and three, and visited them at home at the ages of two and four. They also checked doctors' notes to see if the children had been prescribed antibiotics. If so, the researchers distinguished between the so-called 'broad spectrum' variety of antibiotics, such as individual penicillins and macrolides. Finally, when the children reached the age of seven, the researchers gave them full medical examinations, keeping an ear out for the signs of asthma.

Dr Johnson found that those who had taken them were over two and a half times more likely to suffer from asthma later on in childhood than those who had not. More worryingly, the more courses of antibiotics taken, the greater the risk. The antibiotics conferring the greatest risk were the broad spectrum variety. The researchers also found that early antibiotic use was associated with a wide range of allergies.

Dr Johnson concludes that antibiotic use at the beginning of life is mucking up infants' immune system, malfunctions of which manifest themselves in the form of asthma and allergies. No one is sure exactly how infants' immune systems learn to distinguish good bugs from bad, but killing off too many gut bacteria does appear to disrupt the process.

a) curse 1) manna 2) blessing 3) hell 4) luck 5) success

b) mangled 1) good 2) fuzzy 3) strong 4) vivid 5) exact

c) trusting 1) naïve 2) pliant 3) suspicious 4) secretive 5) reserved

d) conferring 1) giving 2) causing 3) blocking 4) preventing 5) developing

e) to disrupt 1) to slow down 2) to speed up 3) to prevent from 4) to set off 5) to break out

[[2, 4, 3, 4, 2]]

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15

The Death of Poetry , (a) – e). () –).

The Death of Poetry

The consensus seems to be that poetry is dead. It was great in its time, but its time is past. Who reads poetry now, for God's sake? No music, no video clips, no pin-up poets - absolutely nothing stunning about poetry whatsoever.

In its day poetry was kept alive by a certain sensibility that many people in the middle and upper classes had. These were people who could travel out into the countryside and just sit and listen to the birds singing and the wind gently whistling through the leaves. They were people who could turn their backs on the chatter of urban life for a time and contemplate something that seemed grander or more profound or more uplifting— something poetic.

The people who grew up to be like this were people who were familiar with silence. Houses a hundred years ago must have been relatively quiet places - places conducive to meditating upon the shivering little bird on the bare branch of the tree outside in the bleak midwinter evening. After all, what else was there to do? If you

wanted music you would have to play an instrument. If you wanted chatter you would have to invite people over and start chatting.

Things have changed. People grow up with a constant supply of mass-produced music and chat and TV images and noise – the place seems empty and time seems to pass in a deathly way without it. When no one any longer was able to take pleasure in silence there ceased to be an audience for poetry and the artform we had known for some 3,000 years died.

Since it is dead why don't we just leave it to rot in its grave? But some of us believe that we should try to keep alive the memory, at least, of what once was. We can still read the old poems there on the yellowing paper even though the audience for whom they were intended has largely disappeared.

- a) stunning 1) ugly 2) commonplace 3) unimpressive 4) attractive 5) breathtaking
- b) profound 1) narrow 2) shallow 3) great 4) worthless 5) useless
- c) uplifting 1) invigorating 2) downgrading 3) expressionless 4) discouraging 5) saddening
- d) bleak 1) improving 2) gloomy 3) bright 4) cheerful 5) enthusiastic
- e) ceased 1) die out 2) continue 3) commence 4) start off 5) begin

[[3, 2, 4, 4, 3]]

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16

(a) – e) , , .

(1 – 9)

(a) – e).

a) Peter met Mary while staying at his friend’s house.	1) numeral
b) A cold north-easterly wind hit the coast of the British Isles.	2) article
c) It seemed a hundred years ago.	3) verb
d) All questions answered , he went home.	4) adverb
e) He spoke to him as if seeing him for the first time.	5) gerund
	6) preposition
	7) conjunction
	8) participle
	9) adjective

[[7, 9, 1, 8, 8]]

+++++

16

(a) – e) , , .

(1 – 9)

(a) – e).

a) Either of them could have written this letter.	1) gerund
b) Soames was the richest Forsyte.	2) article
c) It was a cool heavenly morning.	3) verb
d) He was silent, his arms crossed on his chest.	4) adverb
e) They stopped arguing with her.	5) numeral
	6) preposition
	7) pronoun
	8) participle
	9) adjective

[[7, 9, 9, 8, 1]]

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(a) – e) ,

(1 – 9)

(a) – e).

a) Neither of them knew the answer.	1) gerund
b) We heard him asking this question.	2) article
c) She had a soft womanly figure.	3) verb
d) He sat silent, his eyes shut .	4) adverb
e) They talked of giving him what he asked for.	5) numeral
	6) preposition
	7) pronoun
	8) participle
	9) adjective

[[7, 8, 9, 8, 1]]

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