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Уманський державний педагогічний університет імені Павла Тичини

GRAMMAR IN USE

(тести з граматики)

Електронний навчальний посібник

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Посібник може бути використаний у навчальних закладах усіх рівнів.

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Загребнюк Ю. В., Яловенко О. В., уклад., 2023

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Передмова

Навчальний посібник «Grammar in Use» містить граматичні тестові завдання, спрямовані на контроль рівня сформованості вмінь та навичок, необхідних для виконання тестових завдань, рецептивних та репродуктивних граматичних навичок, а також знань з англійської мови, мовної компетенції студентів/абітурієнтів ВНЗ.

Праця складається з модулів, тексти в яких об'єднані за тематичним принципом, тестів, а також таблиць з граматичним матеріалом, котрі можуть бути використані при розв'язанні тестових завдань.

Посібник має практичне спрямування, усі матеріали сучасні та відповідають інтересам та потребам абітурієнтів/студентів, тестові завдання розроблені у відповідності до рекомендацій Ради Європи в галузі вивчення і викладання іноземних мов та оцінювання рівня володіння ними. Тексти, що подані в навчальному посібнику англійською мовою, ми знайшли у вільному доступі на просторах мережі Інтернет.

Розробка може бути використана майже у будь-яких навчальних закладах освіти. Навчальний посібник стане у нагоді для кожного викладача (наприклад, під час викладання вибіркових курсів з англійської мови), абітурієнта та студента ЗВО, випускника гімназій і шкіл з поглибленим вивченням англійської мови, а також може використовуватися як додаткові навчально-методичні матеріали в межах програм закладів вищої освіти.

Варто відзначити той факт, що всі завдання забезпечені ключами відповідей.

EUCATION

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

Education

Education encompasses both **(1)** _____ teaching and learning of knowledge, proper conduct, and technical competency. It thus focuses on the cultivation of skills, trades or professions, as well as mental, moral and aesthetic development.

Formal education consists **(2)** _____ systematic instruction, teaching and training by professional teachers. This consists of the application of pedagogy and the development of curricula.

The right to education **(3)** _____ a fundamental human right. Since 1952, Article 2 of the first Protocol to the European Convention on Human Rights obliges all signatory parties **(4)** _____ the right to education. At world level, the United Nations' International Covenant on Economic, Social and Cultural Rights of 1966 guarantees this right under its Article.

Educational systems are established to provide education and **(5)** _____, often for children and the young. A curriculum defines what students should know, understand and **(6)** _____ able to do as the result of education. A teaching profession delivers teaching which enables learning, and a system of policies, regulations, examinations, structures and funding enables teachers to teach to the best of **(7)** _____ abilities. Sometimes educational systems can be used to promote doctrines or ideals as well as knowledge, which is known **(8)** _____ social engineering. This can lead to political abuse of the system, particularly in totalitarian states and government.

Primary (or elementary) education consists of the first years of formal, structured education. In general, primary education consists of six or seven years of schooling starting at the age of 5 or 6, although this varies between, and sometimes within, countries. Globally, around 70% of primary-age children are enrolled in primary education, and this proportion **(9)** _____.

In most contemporary educational systems of the world, secondary education consists of the second years of formal education that occur during adolescence.It is characterized by transition from the typically compulsory, comprehensive primary education for minors, to the optional, selective tertiary, "post-secondary", or "higher" education (e.g., university, vocational school) for adults.

Higher education, also called tertiary, third stage, or post secondary education, is the non-compulsory educational level that follows the completion of a school providing a secondary education, such as a high school or secondary school. Tertiary education **(10)** _____ to include

undergraduate and postgraduate education, as well as vocational education and training. Colleges and universities are the main institutions that provide tertiary education. Collectively, these are sometimes known as tertiary institutions. Tertiary education generally results in the receipt of certificates, diplomas, or academic degrees.

	A	B	C	D
1	a	the	another	an
2	of	at	on	in
3	are	am	were	is
4	guarantee	guarantees	to guarantee	guaranteed
5	train	training	trained	to train
6	be	to be	are	is
7	their	theirs	them	my
8	like	or	and	as
9	are rising	is rising	rises	rise
10	is normally taken	are normally taken	was normally taken	were normally taken

Text 2. Read the text below. For questions (1-10) choose the correct answer (A, B, C or D). Write your answer on the separate answer sheet.

The importance of the education

Education is the most important factor which **(1)** _____ great role in the development of an individual as well as a country. Now a day, it **(2)** _____ a vital factor for the future brightness of the new generations of any society. Education **(3)** _____ compulsory by the government for all the children of age 5 to 15. Education influences lives of everyone in positive ways and teaches us **(4)** _____ any big or small problems in life. Even after a big awareness in the society towards the necessity of education for everyone, the percentage of education is still not same in different areas of the country.

People living in the backwards areas are not getting proper benefits of good educational as they lack money and other resources. However, some new and effective strategies have been planned and implemented by the government to resolve the problems in such areas. Education improves the mental status and change the way of thinking of a person. It **(5)** _____ confidence and helps to convert the thinking into the action to go ahead and get success and experience.

Without education life becomes aimless and tough. So we should understand the importance of the education and its involvement **(6)** _____ our daily lives. We should encourage the education in the backward areas by letting them know the benefits of education. Disabled people and poor

people are equally required and have equal rights to get educated like rich and common people to get global development. Each of us should try our best to get educated at higher level as well as make the good education accessible for everyone globally particularly the poor and disabled people.

Some people are completely uneducated and living very painful life because of the lack of knowledge and skill. Some people are educated but **(7) _____** enough skill to earn money for their daily routine just because of the lack of proper education system in the backwards areas. **(8) _____** we should try to have equal opportunities of good education system for everyone whether living in rich or poor regions. A country cannot grow and develop without the individual growth and development of its citizens. Thus the development of any country **(9) _____** hugely on the education standard available to its citizens. **(10) _____** good education system must have common goals in every areas of country to provide a suitable and proper learning to its citizens.

	A	**B**	**C**	**D**
1	playss	plays	play	played
2	has become	have become	had become	became
3	had been made	has made	has been made	had been made
4	tackle	tackles	to tackle	to tackleed
5	brings	bring	brings	brings
6	of	at	on	in
7	do not have	does not have	did not have	do not had
8	Therefore	Consequently	Thus	Hence
9	depends	depended	depending	depend
10	A	The	An	-

Text 3. Read the text below. For questions (1-10) choose the correct answer (A, B, C or D). Write your answer on the separate answer sheet.

Higher education in Ukraine

Higher education **(1) _____** either state funded or private. Students who study at state expense receive a standard scholarship if their average marks at the end-of-term exams and differentiated test is at least 4 (see the 5-point grade system below); this rule may be different in some universities. In the case of all grades being the highest (5), the scholarship is increased by 25%. For most students the level of government subsidy is not sufficient to cover their basic living expenses. Most universities provide

subsidized housing for out-of-city students. Also, it is common for libraries to supply required books for all registered students.

There **(2)** _____ two degrees conferred by Ukrainian universities: the bachelor's degree (4 years) and the master's degree (5–6th year). These degrees are introduced in accordance with Bologna process, in which Ukraine is taking part. Historically, Specialist's Degree (usually 5 years) is still also granted; it was the only degree awarded by universities in the Soviet times. Almost all major universities **(3)** _____ in oblast centers.

Upon obtaining a **(4)** _____ degree or Specialist, a student may enter a university or a scientific institute to pursue postgraduate education. The first level of postgraduate education is *aspirantura* that usually results in the *Kandydat Nauk* degree (Candidate of Sciences). Candidates must pass three or more qualifying exams (one or more in the field of specialty, one in a foreign language of their choice and one in philosophy), publish at least five papers in peer reviewed journals (according to requirements existed up to 2013 they **(5)** _____ to publish at least three papers), write a dissertation and defend it. This degree is roughly equivalent to the Ph.D. in the United States. After graduation a student may continue postgraduate education. This takes from two to four years of study in *doctorantura*. Significant scientific results must be obtained and published, and a new thesis written. This produces a *Doctor Nauk* degree (Doctor of Sciences), but the more typical way **(6)** _____ in a university or scientific institute with parallel preparation of a thesis. The average time **(7)**_____ obtaining *Kandidat* and *Doctor* degrees **(8)** _____ roughly 10 years, and most of new *Doctors* are 40 and more years old. Only one **(9)** _____ four *Kandidats* reaches this grade. *Kandidat Nauk* may keep the position Associate Professor in universities, or Researcher/Senior Researcher in scientific institutes. *Doctor Nauk* can hold position of full Professor, Head of Laboratory or an equal/higher positions. The Ukrainian Ministry of Education and Science is considering changing the Soviet style *Kandidat Nauk* and *Doctor Nauk* degrees to Doctor **(10)** _____ Philosophy and Doctor Habilitation.

	A	**B**	**C**	**D**
1	are	am	were	is
2	are	am	were	is
3	am located	are located	is located	were located
4	master's	masters	masters'	master'
5	has	have	having	had
6	am working	are working	is working	were working
7	between	in	with	to
8	are	am	were	is
9	for	of	to	on
10	for	of	to	on

Text 4. Read the text below. For questions (1-10) choose the correct answer (A, B, C or D). Write your answer on the separate answer sheet.

Improving classrooms

It used to be that a "green classroom" referred to the color of paint on the wall. But **(1)** _____ green classrooms are **(2)** _____ than that! New "green" classrooms **(3)** _____ schools save money and provide clean environments where students learn better.

Many classrooms are going green by adding solar panels to their roofs. The solar panels collect energy from the sun and use it **(4)** _____ lights and computers. The panels **(5)** _____ make green classrooms grid-neutral, which **(6)** _____ the panels create **(7)** _____ least as much electricity as the classrooms use. In addition, new lighting and air systems can be programmed to lower energy costs and water use.

Many new "green" classrooms **(8)** _____ using recycled materials. Some even use scraps of material from blue jeans to insulate walls and ceilings. The old-jean insulation cuts heat and air conditioning bills as it helps to soundproof classrooms too.

Green schools feature many other new ideas. Some classrooms **(9)** _____ using special odor-free paints that help improve indoor air. Some use no glues or tiles that add chemical smells to the air. Others use triple-pane windows and skylights to help keep classrooms warm in cold weather and let in lots of natural daylight.

Experts say the benefits of building greener classrooms go beyond cost savings. **(10)** _____ show that a healthful environment with good air quality can cut colds and flu by more than 50 percent. That means fewer sick days for students and teachers. Studies have shown that natural light and other green features improve student learning and test scores too.

	A	**B**	**C**	**D**
1	today	today'	todays'	today's
2	greener	green	greenest	the greener
3	helps	help	helped	will help
4	to power	power	powering	powered
5	helps	help	helped	will help
6	mean	means	meaning	meaned
7	at	on	in	under
8	was built	are build	are built	were build
9	painted	are painted	are paint	was painted
10	Study	Studies	Studyes	Studis

Text 5. Read the text below. For questions (1-10) choose the correct answer (A, B, C or D). Write your answer on the separate answer sheet.

Types of education systems

(1) _____ term "education system" **(2)** _____ all institutions which **(3)** _____ with the education of children, young persons and adults, in particular preschool/Kindergarten, preschool/nursery school, primary school, lower secondary school, vocational upper secondary school, general upper secondary school or Gymnasium/grammar school/Lycée, high schools, vocational schools, and on tertiary level polytechnics/Fachhochschule, **(4)** ____ and also institutions of adult education like adult education centres.

The structure of the educational system **(5)** ____ between nations and also occasionally within the nations in different regions/states (e.g. in Germany). Specific differences concern the question if and when youngsters/children are separated and selected to go to different schools. The division into one or more types **(6)** _____ school may be the fact right after four years of **(7)** _____or after primary school, and in some systems the **(8)** _____ are open very early to continue in different tracks at the end of each type of school. In some systems the schooling is more comprehensive at least during the first nine years. Although the different education systems vary according to selective or comprehensive schooling, all systems can be **(9)** _____ according to the International Standards Classification of Education (ISCED) to specific levels in terms of formal and non-formal education: Early childhood education (level 0), Primary education (level 1), Lower secondary education (level 2), Upper secondary education (level 3), Post-secondary non-tertiary education (level 4), Short-cycle tertiary education (level 5), Bachelor or equivalent (level 6), Master or equivalent (level 7), Doctoral or equivalent (level 8), and Not elsewhere classified (level 9) (UNESCO UIS 2011). In this YOUNG_ADULLLT – research we specifically conduct research on young adults aged from 18 to 29 years, so the formal and non-formal educational institutions and organisations that are concerned with this age group are mostly in secondary and tertiary level as well as adult education level, meaning the ISCED levels 3, 4, 5 and 9 are of particular interest in terms of transitions from school to work or vocational training or from school to further education respectively, thereby regarding these points of transition as situations of increased structural vulnerability. Thus, the conception of education 'systems' as a well-integrated whole that put the students through is weakened.

The categorisation of type of educational system according to stratification and standardization may go like Jutta Allmendinger presents it (national examples from EU GOETE- and YOUNG_ADULLLT-research). These attributions, however, should be regarded as **(10)** _____.

	A	B	C	D
1	-	The	A	An
2	include	includes	including	included
3	are concerned	are concern	was concerned	concerned
4	university	universitys	universityes	universities
5	vary	varyes	varis	varies
6	of	on	in	at
7	school	schools	schooling	schoolings
8	possibilities	possibility	possibilitys	possibilitis
9	classifi	classify	classified	classifyed
10	assessment	assessments	assessmentss	assessmenties

Text 6. Read the text below. For questions (1-10) choose the correct answer (A, B, C or D). Write your answer on the separate answer sheet.

Educational system in Ukraine

The public educational system **(1)** _____ free and **(2)** _____ 11 years of obligatory **(3)** _____. The four year primary school for students aged six **(4)** _____ ten years is followed **(5)** _____ two levels of the secondary school.

There **(6)** _____ a wide range of universities in Ukraine that **(7)** _____ both free of charge and fee-paying education. Ukraine has a long and proud history in terms of education. More specifically, the country **(8)** _____ a long tradition in the field of mathematics. Ukrainian universities provide students with strong fundamental knowledge as they teach to look at the problem widely and find solutions conceptually. At the same time, curricula are left behind the needs of IT-companies and industry in general. Teachers do not always have the practical experience and it also affects the quality of education. In addition, current financial motivation does not allow universities to attach practicing professors to teaching for a long time.

One more problem of Ukrainian education is that students often **(9)** _____ majors that are not in demand on the market. Thus, almost 45% of graduates have to master a new profession to get a decent job. IT is one of the industries that develops aggressively and requires a lot of new talents. Therefore, university graduates are ready to go an extra mile and complete courses that will help them acquire skills and knowledge required to join IT industry. They are the ones whom Brain Basket offers new knowledge. Students who have already completed their studies and who have proved to be capable of acquiring knowledge.

Today, all major Ukrainian IT companies employ IT-specialists who originally were educated in highly specialized areas like rocket science and astrophysics.

By supporting Brain Basket, you take Ukraine to a new level of knowledge and help it use resources that traditional educational system **(10) _____** correctly.

	A	B	C	D
1	is	was	were	are
2	include	including	included	includes
3	school	schools	schooling	schooless
4	in	to	of	by
5	of	by	for	to
6	is	are	were	was
7	provide	provides	providess	providing
8	have	had	has	Will have
9	chose	choose	chosen	chose
10	provide	providing	provides	provided

Text 7. Read the text below. For questions (1-10) choose the correct answer (A, B, C or D). Write your answer on the separate answer sheet.

Education in the United States

Education in the United States is provided in public, private, and home schools.

State governments set overall educational standards, often mandate standardized tests for K–12 public school systems and supervise, usually through a board of regents, state colleges, and universities. The bulk of the $1.3 **(1) _____** in funding comes from state and local governments, with federal funding accounting for only about $200 billion. Private schools are generally free to determine their own **(2) _____** and staffing policies, with voluntary accreditation available through independent regional accreditation authorities, although some state regulation can apply.

In 2013, about 87% of school-age children (those below higher education) **(3) _____** state funded public schools, about 10% attended tuition- and foundation-funded private schools, and roughly 3% were home-schooled.

By state law, education **(4) _____** compulsory over an age range starting between five and eight and ending somewhere between ages sixteen and eighteen, depending on the state. This requirement can be satisfied in public schools, state-certified private schools, or **(5) _____**

approved home school program. In most schools, compulsory education **(6)** _____ into three levels: elementary school, middle or junior high school, and high school. Children **(7)** _____ usually divided by age groups into grades, ranging from kindergarten (5–6-year olds) and first grade for the youngest children, up to twelfth grade (17–18 years old) as the final year of high school.

There are also a large number and wide variety of publicly and privately administered institutions of higher education throughout the country. Post-secondary education, divided into college, as the first tertiary degree, and graduate school, is described in a separate section below. Higher education includes elite private colleges like Harvard University, Stanford University, MIT, and Caltech, large state flagship universities, private liberal arts schools, historically-black colleges and universities, community colleges, and for-profit colleges like the University of Phoenix. College enrollment rates in the United States **(8)** _____ over the long term. At the same time, student loan debt has also risen to $1.5 trillion. According to a report published by the *U.S. News & World Report*, of the top ten colleges and universities in the world, eight are American (the other two are Oxford and Cambridge, in the United Kingdom).

The United States **(9)** _____ more per student on education than any other country. In 2014, the Pearson/Economist Intelligence Unit rated US education as 14th best in the world. The Programme for International Student Assessment coordinated by the OECD currently ranks the overall knowledge and skills of American 15-year-olds as 31st in the world in reading literacy, mathematics, and science with the average American student scoring 487.7, compared with the OECD average of 493. In 2014, the country spent 6.2 percent of its GDP on all levels of education – 1.0 percentage points above the OECD average of 5.2 percent. In 2017, 46.4 percent of Americans aged 25 to 64 attained some form of post-secondary education. 48 percent of Americans aged 25 to 34 attained some form of tertiary education, about 4 percent above the OECD average of 44 percent. 35 percent of Americans aged 25 and over have achieved a bachelor's degree or higher. The United States ranks 3rd from the bottom among OECD nations in terms of its poverty gap, and 4th from the bottom in terms of poverty rate. Jonathan Kozol has described these inequalities in K–12 education in *Savage Inequalities and The Shame of a Nation: The Restoration of Apartheid Schooling* **(10)** _____ *America.*

	A	**B**	**C**	**D**
1	trillion	trillions	trillionss	trillione
2	curriculum	curricula	curriculums	curriculums
3	attend	attended	attendant	attends
4	are	am	is	be
5	-	the	a	an

6	are divided	am divided	was divided	is divided
7	am	is	are	was
8	has increased	have increased	had increased	have increase
9	spends	spend	spendess	spent
10	in	on	at	by

Text 8. Read the text below. For questions (1-10) choose the correct answer (A, B, C or D). Write your answer on the separate answer sheet.

K – 12 education

Schooling **(1)** _____ compulsory for all children in the United States, but the age range for which school attendance is required varies from state to state. Some states allow students to leave school between 14–17 with parental permission, before finishing high school; other states require students to stay in school until age 18. Public (free) education is typically from kindergarten to grade 12 (frequently abbreviated K–12).

Most parents send their children to either a public or private institution. According to government data, one-tenth of students are enrolled in private schools. Approximately 85% of students enter the public schools, largely because they are tax-subsidized (tax burdens by school districts vary from area to area). School districts **(2)** _____ usually separate from other local jurisdictions, with independent officials and budgets.

There are more than 14,000 school districts in the country, and more than $500 billion is spent each year on public primary and secondary education. Most states require that their school districts within the state teach for 180 days a year. In 2010, there were 3,823,142 teachers in public, charter, private, and Catholic elementary and secondary schools. They taught a total of 55,203,000 students, who attended one of 132,656 schools.

Most children begin elementary education with kindergarten (usually five **(3)** _____ six years old) and finish secondary education with twelfth grade (usually 17–18 years old). In some cases, pupils may be promoted beyond the next regular grade. Parents may also choose to educate their own children at home; 1.7% of children are educated in this manner.

Around 3 million students between the ages of 16 and 24 drop out of high school each year, a rate of 6.6 percent as of 2012. In the United States, 75 percent of crimes are committed **(4)** _____ high school dropouts. Around 60 percent of black dropouts end up spending time incarcerated. The incarceration rate for African-American male high school dropouts was about 50 times the national average as of 2010.

States **(5)** _____ reporting from their school districts to allow analysis of efficiency of return on investment. The Center for American

Progress commends Florida and Texas as the only two states that provide annual school-level productivity evaluations which report to the public how well school funds are being spent at the local level. This allows for comparison of school districts within a state. In 2010, American students rank 17th in the world. The Organisation for Economic Co-operation and Development says that this is due to focusing on the low end of performers. All of the recent gains have been made, deliberately, at the low end of the socioeconomic scale and among the lowest achievers. The country has been outrun, the study says, by other nations because the US **(6)** _____ enough to encourage the highest achievers.

About half of the states encourage schools to make their students recite the Pledge of Allegiance to the flag daily.

Teachers worked from about 35 to 46 hours a week, in a survey taken in 1993. In 2011, American teachers **(7)** _____ 1,097 hours in the classroom, the most for any industrialized nation measured by the Organisation for Economic Co-operation and Development. They **(8)** _____ 1,913 hours a year on their work, just below the national average of 1,932 hours for all workers. In 2011, the average annual salary of a preK–12 teacher was $55,040.

Transporting students to and from school is a major concern for most school districts. School buses provide the largest mass transit program in the country, 8.8 billion trips per year. Non-school transit buses give 5.2 billion trips annually. 440,000 yellow school buses carry over 24 million students to and from schools. In 1971, the Supreme Court ruled unanimously that forced busing of students may be ordered to achieve racial desegregation. This ruling resulted in a white flight from the inner cities which largely diluted the intent of the order. This flight had other, non-educational ramifications as well. Integration took place in most schools though de facto segregation often determined the composition of the student body. By the 1990s, most areas of the country had been released from mandatory busing.

School start times are computed with busing in mind. There are often three start times: for elementary, for middle/junior high school, and for high school. One school district computed its cost per bus (without the driver) at $20,575 annually. It assumed a model where the average driver drove 80 miles per day. A driver was presumed to cost $.62 per mile (1.6 km). Elementary schools **(9)** _____ **(10)** _____ 7:30, middle schools/junior high school started at 8:30, and high schools at 8:15. While elementary school started earlier, they also finish earlier, at 2:30, middle schools at 3:30 and high schools at 3:20. All school districts establish their own times and means of transportation within guidelines set by their own state.

	A	B	C	D
1	are	am	is	was
2	were	was	is	are
3	too	for	by	to

4	by	to	for	with
5	does not require	did not require	do not required	do not require
6	have not done	has not done	had not done	has not do
7	worked	working	works	work
8	spends	spent	spend	spended
9	start	started	starts	starting
10	on	at	in	to

Text 9. Read the text below. For questions (1-10) choose the correct answer (A, B, C or D). Write your answer on the separate answer sheet.

Higher education in the UK

The UK **(1)** _____ a variety of higher education **(2)** _____. With over 100 universities offering various degree programs for students from the UK and around the world, there **(3)** _____ no shortage of options. In the UK about one-third of all students go on to some form of higher education and this number is well over 50% for students **(4)** _____ Scotland. This **(5)** _____ competition for schools very fierce and so it is advised to apply early for courses.

In the UK most undergraduate degree programs **(6)** _____ three years to finish. However, the "sandwich course" is increasing in popularity, which is four years and **(7)** _____ involves one year in the workplace (normally in your third year). In Scotland the courses are four years for undergraduate programs.

Graduate or master programs are generally **(8)** _____ in length and undertaken after completion of an undergraduate program. Some professional degrees like medicine, veterinary, law etc., have **(9)** _____ programs that can take as many as five years.

International students **(10)** _____ the full school fees in the UK, and the total cost will vary depending on the school.

	A	**B**	**C**	**D**
1	have	has	had	will have
2	opportunities	opportunity	opportunityes	opportunitis
3	are	is	were	was
4	from	for	in	on
5	make	made	making	makes
6	take	takes	took	taking
7	involves	involve	Involved	Involving
8	short	shorter	shortest	the shortest
9	longer	long	longest	the longest

10	pay	pays	paying	payed

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

Discussing educational issues in your teaching interview

You may have a question around recent education trends, current issues or new methodologies in education. In your PGCE interview you may be asked to create a presentation on current issues in education or asked a question around current issues in schools and in the media. Relate your answers back to the classroom - start with, 'when I was in the classroom, I **(1)** _____ …' or 'in the staffroom, I heard teachers talk about...'. Take a look at what other teaching interview questions you may be **(2)** _____ .

If you aren't asked about issues in education, it's still a good idea to refer to relevant topics in your group interview or at some time in the recruitment process.

When you're in a teaching or NQT interview, the questions **(3)** _____ generally more specific. There may be a **(4)** _____ around your subject or age range, such as 'What **(5)** _____ **(6)** _____ important developments in science education?' Heads and governors will be looking for references to current educational issues and how these relate to their school. For example, if in a secondary teaching interview you **(7)** _____ 'How would you support weaker pupils in your classroom?', you could refer to scaffolding techniques or the chunking method as a part of your answer.

Be sure your answers are natural, not contrived and relate to the school or organisation who is interviewing you. It's worth finding out **(8)** _____ much about the school as possible through your pre visit, its website, prospectus, Ofsted reports and school development plan. Talk about solutions to some of the current challenges the school **(9)** _____, from your own knowledge and with examples of other practice you have seen.

It **(10)** _____ to get used to talking about issues in education with stakeholders, pupils, teachers, governors and parents. If you do this, you'll have more informed thoughts and opinions and a broader knowledge of the topics.

	A	**B**	**C**	**D**
1	noticed	notice	noticing	notices
2	asking	asked	asks	ask
3	are	is	am	were
4	questions	questiones	question	questione
5	were	was	is	are
6	-	an	the	a
7	were asked	was asked	were ask	are asked

8	as	for	so	of
9	am facing	are facing	is facing	be facing
10	help	helps	helping	helped

Text 11. Read the text below. For questions (1-10) choose the correct answer (A, B, C or D). Write your answer on the separate answer sheet.

Study levels (cycles) and the Bologna Process

As a member of the European Union, Sweden **(1)** _____ to a number of guidelines **(2)** _____ higher education in Europe. **(3)** _____ guidelines, called the Bologna Process, **(4)** _____ all countries describe higher education in the same way. By following the Bologna Process, Swedish universities **(5)** _____ similar levels of education, credit schemes, and degree descriptions as other countries in the European Union.

According to the Bologna Process, courses and programmes are to be organised into three different levels called cycles - first, second and **(6)** _____ . First cycle **(7)** _____ for the most part equivalent to what is known as the undergraduate level, or bachelor's level of studies. Second cycle corresponds to graduate level or master's level studies. Third cycle corresponds to doctoral or PhD level studies. Different types of qualifications can be offered at all three cycles.

These **(8)** _____ unfamiliar terms for the majority of individuals. Here at Studera.nu, we most often use the terms bachelor's, master's and doctoral to describe study levels as we have found that they are the most familiar and make the most sense.

Bachelor's level (First cycle)

At this level, you start **(9)** _____ a course or programme in a subject area that doesn't require previous university studies. It is for beginners to higher education. Most programmes offered at the bachelor's level in Sweden are 3 years of full-time studies in length and award 180 credits.

Master's level (Second cycle)

In order to study a programme at the master's level, you must have successfully completed a Swedish 3-year degree at 'grundnivå' (bachelor's level), a bachelor's degree from a foreign country, or a corresponding qualification.

If you wish to take freestanding courses (instead of being admitted to a study programme) at the master's level, you must have studied the

course at the bachelor's level. Here, there is no requirement that one must first complete an entire degree at the bachelor's level.

Doctoral level (Third cycle)

In order to study at the doctoral level, you must have completed a degree at the master's level.

Qualifications/Degrees

Every education level **(10)** _____ its own qualifications and degrees. Below is a diagramme of the qualifications/degree system.

	A	B	C	D
1	conforms	conform	conforming	conformed
2	of	on	to	for
3	These	Those	This	That
4	help	helps	helping	helped
5	have	has	had	will have
6	three	third	two	thirty
7	are	am	is	be
8	were	is	are	was
9	study	studying	to study	studies
10	has	having	had	have

Text 12. Read the text below. For questions (1-10) choose the correct answer (A, B, C or D). Write your answer on the separate answer sheet.

Notion and structure of education

Education **(1)** _____ both the teaching and learning of knowledge, proper conduct, and technical competency. It thus focuses on the cultivation of skills, trades or professions, as well as mental, moral & aesthetic development.

Formal education consists of systematic instruction, teaching and training by professional teachers. This consists of the application of pedagogy and the development of **(2)** _____.

The right to education is a fundamental human right. Since 1952, Article 2 of the first Protocol to the European Convention on Human Rights obliges all signatory parties to guarantee the right to education. At world level, the United Nations' International Covenant on Economic, Social and Cultural Rights of 1966 guarantees this right under its Article 13.

Educational systems **(3)** _____ to provide education and training, often for children and the young. A curriculum defines what students should know, understand and **(4)** _____ do as the result of education. A teaching profession delivers teaching which enables learning, and a system of **(5)** _____ , and funding enables teachers to teach to the best of their abilities. Sometimes educational systems can be used to promote doctrines or ideals as well as knowledge, which **(6)** _____ as *social engineering*. This can lead to political abuse of the system, particularly in totalitarian states and government.

Primary (or elementary) education **(7)** _____ of the first years of formal, structured education. In general, primary education consists of six or seven years of schooling starting at the age of 5 or 6, although this varies

between, and sometimes within, countries. Globally, around 70% of primary-age children are enrolled in primary education, and this proportion is rising.

In most contemporary educational systems of the world, secondary education consists of the second years of formal education that occur during adolescence. It **(8)** _____ by transition from the typically compulsory, comprehensive primary education for minors, to the optional, selective tertiary, "post-secondary", or "higher" education (e.g., university, vocational school) for adults.

Higher education, also **(9)** _____ tertiary, third stage, or post secondary education, is the non-compulsory educational level that follows the completion of a school providing a secondary education, such as a high school or secondary school. Tertiary education is normally taken **(10)** _____ undergraduate and postgraduate education, as well as vocational education and training. Colleges and universities are the main institutions that provide tertiary education. Collectively, these are sometimes known as tertiary institutions. Tertiary education generally results in the receipt of certificates, diplomas, or academic degrees.

	A	B	C	D
1	encompasse	encompasses	encompases	encompasse
2	curriculums	curriculas	curricula	curriculum
3	are established	was established	were established	is established
4	be able	be able to	was able to	was able to
5	policies, regulations, examinations, structuresess	policy, regulationss, examinationss, structures	policie, regulations, examinations, structures	policies, regulations, examinations, structures
6	is known	known	is know	know
7	Consist	consists	consisted	is consisted
8	is characterized	is characterize	was characterized	has characterized
9	Call	calles	called	calls
10	to include	include	being included	included

MODULE 2. BIOLOGY

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

What is caffeine and how does it work?

Caffeine ($C_8H_{10}N_4O_2$) is the common name for trimethylxanthine (systematic name is 1,3,7-trimethylxanthine or 3,7-dihydro-1,3,7-trimethyl-1H-purine-2,6-dione). The chemical is also known as coffeine, theine, mateine, guaranine, or methyltheobromine. Caffeine **(1)** _____ by several plants, including coffee beans, guarana, yerba maté, cacao beans, and tea. For the plants, caffeine acts as a natural pesticide. It **(2)** _____ and kills insects that attempt to feed on the plants. The molecule was first isolated by the German chemist Friedrich Ferdinand Runge in 1819.

When purified, caffeine is an intensely bitter white powder. It is added to colas and **(3)** _____ soft drinks to impart a pleasing bitter note. However, caffeine is also an addictive stimulant. In humans, it stimulates the central nervous system, heart rate, and respiration, has psychotropic (mood altering) properties, and acts as a mild diuretic.

A normal dose of caffeine is generally considered to be 100 mg, which is roughly the amount found in a cup of coffee. However, **(4)** _____ than half of all American adults consume more than 300 mg of caffeine every day, which makes it **(5)** _____ most popular drug. Caffeine is generally consumed in coffee, cola, chocolate, and tea, although it is also available over-the-counter as a stimulant.

Caffeine **(6)** _____ to work by blocking adenosine receptors in the brain and other organs. This reduces the ability of adenosine to bind to the receptors, which would slow **(7)** _____ cellular activity. The stimulated nerve cells release the hormone epinephrine (adrenaline), which increases heart rate, blood pressure, and blood flow to muscles, decreases blood flow to the skin and organs, and causes the liver to release glucose. Caffeine also increases levels of the neurotransmitter dopamine.

Caffeine is **(8)** _____ and completely removed from the brain. Its effects are short-lived and it tends not to negatively affect concentration or higher brain functions. However, continued exposure to caffeine leads to developing a tolerance to it. Tolerance causes the body to become sensitized to adenosine, so withdrawal causes blood pressure to drop, which **(9)** _____ result in a headache and other symptoms. Too much caffeine can result in caffeine intoxication, which is characterized by nervousness, excitement, increased urination, insomnia, flushed face, cold hands/feet, intestinal complaints, and sometimes hallucinations. **(10)** _____ people experience the symptoms of caffeine intoxication after ingesting as little as 250 mg per day. The lethal ingested dose, for an adult person, is estimated to be 13-19 grams. While generally considered safe for people, caffeine can be very toxic to household pets, such as dogs, horses, or parrots. Caffeine intake has been demonstrated to reduce the risk of type II

diabetes mellitus. In addition to use as a stimulant and flavoring agent, caffeine is included in many over-the-counter headache remedies.

	A	B	C	D
1	are naturally produced	was naturally produced	is naturally produced	were naturally produced
2	paralyze	paralyzes	paralyzed	will be paralyzed
3	other	others	another	either
4	much	many	the most	more
5	America	America's	Americas'	Americas
6	believe	are believed	is believed	to believe
7	down	up	below	At
8	quickly	quick	quicker	the quickest
9	should	can	must	could
10	Much	Any	Some	Little

Text 2. Read the text below. For questions (1-10) choose the correct answer (A, B, C or D). Write your answer on the separate answer sheet.

The nature of ecosystems and human interferences

An ecosystem is characterised by energy flow and chemical cycling. **(1)** _____ of these begin when algae and green plants capture a small percentage of the sun's energy and use it to transform inorganic chemicals such as carbon dioxide and water into organic compounds that are used as food for **(2)** _____ and for all the other populations in an ecosystem. Eventually, when decomposers break down organic matter, the inorganic chemicals are liberated once again, but the energy has dissipated as heat.

Our planet is unique in many ways. Unlike the other planets in our solar system, Earth has water, an atmosphere, and abundant life. Perhaps our planet should have been called 'water' instead of Earth. Water is present in the hydrosphere, which covers over three quarters of the **(3)** _____ surface. The oceans moderate the temperature of the Earth, as surface temperature rises, the oceans take up a great deal of heat, and then as temperatures cool, they return heat slowly to the atmosphere. **(4)** _____ helps keep the temperature on Earth suitable for life.

The atmosphere is concentrated in the **(5)** _____ 10 kilometres near Earth but extends out at least 1.000 kilometres. Among other gases, the atmosphere contains carbon dioxide, nitrogen, and oxygen, which are both used and released **(6)** _____ living things. Carbon dioxide is necessary for photosynthesis. Oxygen is necessary for cellular respiration, and in the

upper atmosphere it becomes ozone, a substance that shields Earth from damaging ultraviolet radiation and makes life on land possible.

A rocky substratum called the lithosphere extends from Earth's surface to about 100 kilometres deep. The weathering of rocks supplies minerals to plants, which take root in weathered rocks and slowly form soil. Besides minerals, soil contains decaying organic material known as humus. The organisms of decomposition play **(7)** _____avital role in breaking down organic matter, returning inorganic nutrients to plants so that photosynthesis cycles **(8)** _____.

The biosphere is that part of the atmosphere, hydrosphere, and lithosphere that contains living things. **(9)** _____ the global view, the entire biosphere is an ecosystem, a place **(10)** _____ organisms interact among themselves and with the physical and chemical environment. These interactions help maintain ecosystems and in turn the biosphere. Human activities can alter the interactions between organisms and their environments in ways that reduce the abundance and diversity of life that the environments can support. It is important to understand how ecosystems function so that we can repair past damage and predict how human activities might change current conditions.

	A	B	C	D
1	Neither	Both	Either	Other
2	themself	themselves	ourselves	yourself
3	Earth's	Earth	Earths'	Earths
4	Those	That	These	This
5	most low	more low	lowest	lower
6	by	as	like	In
7	the	an	a	-
8	continued	to continue	continues	continue
9	Taking	To take	Taken	Took
10	who	where	why	what

Text 3. Read the text below. For questions (1-10) choose the correct answer (A, B, C or D). Write your answer on the separate answer sheet.

Biotic components of an ecosystem

The populations of an ecosystem **(1)** _____ according to their food source. Some populations are autotrophs and some are heterotrophs.

Autotrophs:

Autotrophs require only inorganic nutrients and an outside energy source to produce organic nutrients for their own use and for all the other members of a community. They are called producers because they produce food. Photoautotrophs, often called photosynthetic organisms, produce **(2)**

_____ of the organic nutrients for the biosphere. Algae of all types possess chlorophyll and carry on photosynthesis in freshwater and marine habitats. Algae make up the phytoplankton, which are photosynthesizing organisms suspended in water. Green plants are the dominant photosynthesizers on land. Some autotrophic bacteria are chemosynthetic. They obtain energy by oxidising inorganic compounds such as ammonia, nitrides, and sulphides, and they use this energy to synthesise organic compounds. Chemosynthesizers **(3)** _____ to support communities in some caves and also at hydrothermal vents along deep-sea oceanic ridges.

Heterotrophs:

Heterotrophs need a performed source of organic nutrients. They are called consumers because they consume food. Herbivores are animals that graze **(4)** _____ on plants or algae. In terrestrial habitats, insects **(5)** _____ small herbivores, while in aquatic habitats, zooplankton, such as protozoans, play that role. Carnivores feed on other animals; birds that feed on insects are carnivores, and so are hawks that feed on birds. This example allows **(6)** _____ to mention that **(7)** _____ are primary consumers (e.g. insects), secondary consumers (e.g. birds), and tertiary consumers (e.g. hawks). Sometimes tertiary consumers are called top predators. Omnivores are animals that feed on both plants and animals. **(8)** _____ you likely know, most humans are omnivores.

The decomposers are heterotrophic bacteria and fungi such as molds and mushrooms that break down dead organic matter, **(9)** _____ animal wastes. They **(10)** _____ a very valuable service because they release inorganic nutrients that are then taken up by plants once more. Otherwise, plants would have to wait for minerals to be released from rocks. Detritus is the remains of dead organisms plus the bacteria and fungi of decay. Fanworms feed on detritus floating in marine waters, while clams take it from the substratum. Earthworms and some beetles, termites, and maggots are soil detritus feeders.

	A	**B**	**C**	**D**
1	categorize	is categorized	are categorized	categorizes
2	most	more	many	little
3	had been found	has found	have found	have been found
4	direct	directly	more direct	most direct
5	am	was	is	are
6	us	he	they	we
7	this	there	That	they
8	As	Like	To	In
9	to include	included	including	includes
10	perform	are performed	performs	have performed

Text 4. Read the text below. For questions (1-10) choose the correct answer (A, B, C or D). Write your answer on the separate answer sheet.

Global biochemical cycles

All organisms require a variety of organic and / or inorganic nutrients. For example, carbon dioxide and water **(1)** _____necessary nutrients for photosynthesizers. Nitrogen is a component of all the structural and functional proteins and nucleic acids that sustain living tissues. Phosphorus is essential for ATP and nucleotide production.

Since the pathways by which chemicals circulate through ecosystems involve **(2)** _____ living (biotic) and nonliving (geological) components, they are known as biochemical cycles. For each element, chemical cycling may involve 1) a reservoir- a source normally unavailable to producers, such as fossilized remains, rocks, and deep-sea sediments; 2) an exchange pool – a source from which organisms do generally take chemicals, such as the atmosphere or soil; and 3) the biotic community – through which chemicals move along food chains, perhaps never entering a pool. (Chemical nutrients cycle between these components of ecosystems: Reservoirs, such as fossil fuels, minerals in rocks and sediments in oceans, are normally relatively unavailable sources, but exchange pools, such as those in the atmosphere, soil, and water, are available sources of chemicals for the biotic community. When human activities remove chemicals from reservoirs and **(3)** _____ them available to the biotic community, pollution can result).

With the exception of water, which exists as a gas, a liquid, and a solid, there are two types of biogeochemical cycles. In a gaseous cycle, exemplified by the carbon and nitrogen cycles, the element returns to and is withdrawn from the atmosphere as a gas. In a sedimentary cycle, exemplified by the phosphorus cycle, the element **(4)** _____ from the sediment by **(5)** _____ plant roots, passed to heterotrophs, and eventually returned to the soil by decomposers, usually in the same general area.

Nutrients flow between ecosystems. In the nitrogen and phosphorus cycles, nutrients run off from a terrestrial to an aquatic ecosystem and in that way enrich the aquatic ecosystem. **(6)** _____ organic matter in aquatic ecosystems can be a source of nutrients for intertidal inhabitants such as fiddler crabs. Seabirds **(7)** _____ on fish but deposit guano (droppings) on land, and in that way phosphorus from the water is deposited on land. It **(8)** _____ that anything put into the environment in one ecosystem could find **(9)** _____ i way to another ecosystem. As proof, scientists find the soot from urban areas and pesticides from agricultural fields in the snow and animals of **(10)** _____ Arctic.

	A	B	C	D
1	were	is	are	was

2	both	neither	either	none
3	to make	make	making	made
4	were absorbed	absorbed	is absorbed	was absorbed
5	plant	plant's	plants'	plants
6	Decays	To decay	Decay	Decaying
7	feed	fed	has fed	feeds
8	seem	seems	seemed	will seem
9	his	it	its	it's
10	the	a	an	-

Text 5. Read the text below. For questions (1-10) choose the correct answer (A, B, C or D). Write your answer on the separate answer sheet.

Energy flow and chemical cycling

A diagram of all the biotic components of an ecosystem illustrates that every ecosystem is characterised by two fundamental **(1)** _____: energy flow and chemical cycling. Energy flow begins when producers absorb solar energy, and chemical cycling begins when producers take in inorganic nutrients from the physical environment. Thereafter, producers make organic nutrients (food) directly for themselves and indirectly for the other populations of the ecosystem. Energy flow occurs because, as nutrients pass from one population to **(2)** _____ , all the energy content is eventually converted to heat, which dissipates in the environment. Therefore, most ecosystems cannot exist without a continual supply of solar energy. Chemicals cycle when inorganic nutrients **(3)** _____ to producers within the same ecosystem or between ecosystems in global cycles.

Only a portion of the organic **(4)** _____ made by autotrophs is passed on to heterotrophs because plants use organic molecules to fuel their own cellular respiration. **(5)** _____ , only a small percentage of nutrients that taken in by heterotrophs is available to higher-level consumers. (Only about a 10% of the food energy taken in by a herbivore is passing on to carnivores. A large portion **(6)** _____ to detritus feeders via defecation, excretion, and death, and another large portion is for cellular respiration.) A certain amount of the food eaten by a herbivore is never digested and is eliminated as feces. Metabolic wastes are excreted as urine. Of the assimilated energy, a large portion is utilized during cellular respiration and thereafter becomes heat. Only the **(7)** _____ food, which is covered into increased body weight (or additional offspring), becomes available to carnivores.

The elimination of feces and urine by a heterotroph, and indeed the death of all organic substances are lost to an ecosystem. They represent

nutrients made available to decomposers. Since decomposers can be food for other heterotrophs of an ecosystem the situation gets a bit complicated. Still, we can understand that all the solar energy that enters an ecosystem eventually becomes heat. And this is consistent with the observation that ecosystems **(8)** _____ on a continual supply of solar energy.

The laws of thermodynamics support the concept that energy flows through an ecosystem. The first law states that energy cannot be created (or destroyed). This explains **(9)** _____ ecosystems are dependent on a continuous outside source of energy, usually solar energy, which is used by photosynthesizers to produce organic nutrients. The second law states that, with energy transformation some energy is degraded into a **(10)** _____ available form such as heat. Because plants carry on cellular respiration for example, only about 55% of the original energy absorbed by plants is available to an ecosystem.

Energy flows throughout the populations of an ecosystem, while chemicals cycle.

	A	B	C	D
1	phenomen	phenomenon	phenomena	phenomenas
2	another	others	other's	neither
3	is returned	are returned	return	returns
4	nutrients'	nutrientes	nutrient	nutrients
5	Similarity	Similar	Similarly	most similar
6	goes	go	went	is gone
7	to remain	remained	remain	remaining
8	is depended	depends	are dependent	depend
9	why	where	what	who
10	little	less	least	fewest

Text 6. Read the text below. For questions (1-10) choose the correct answer (A, B, C or D). Write your answer on the separate answer sheet.

Energy flow

The principles we **(1)** _____ can now be applied to an actual ecosystem, e.g. a forest of 132.000 square **(2)** _____ in New Hampshire. The various **(3)** _____ paths of energy flow are represented by a **(4)** _____ web, a diagram that describes trophic (feeding) relationships. **(5)** _____ example, a grazing food web can begin with a producer, specifically an oak tree. Insects in the form of caterpillars feed on leaves, while mice, rabbits, and deer feed on leaf tissue at or near the ground. Birds, chipmunks and **(6)** _____ feed on fruits and nuts, but they are in fact omnivores because they are also feed on caterpillars. These herbivores and omnivores all provide food for a number of different carnivores.

A detrital food web begins with detritus. Detritus is food for soil organisms such as earthworms. Earthworms are in turn fed on by carnivorous invertebrates, and they **(7)** _____ on by shrews or salamanders. Because the members of a detrital food web may **(8)** _____ food for aboveground carnivores, the detrital and grazing food webs are joined.

We naturally end to think that aboveground plants such as trees are the **(9)** _____ storage form of organic matter and energy, but this is not necessarily the case. In this particular forest, the organic matter lying on the forest floor and mixed into the soil contains over **(10)** _____ as much energy as the leaf matter of living trees. Therefore, more energy in a forest may be funnelling through the detrital food web than through the grazing food web.

	A	B	C	D
1	had discussed	discussed	has been discussing	have been discussing
2	meters	meter	meters'	meter's
3	interconnect	interconnected	interconnecting	interconnects
4	food	foods	foods'	food's
5	At	On	For	By
6	mices	mousse	mouse	mice
7	may be fed	should be fed	must be fed	ought to be fed
8	to become	become	becomes	became
9	more large	large	largest	larger
10	once	second	two	twice

Text 7. Read the text below. For questions (1-10) choose the correct answer (A, B, C or D). Write your answer on the separate answer sheet.

Ecological pyramids

The **(1)** _____ of food chains can be attributed to the loss of energy between trophic levels. **(2)** _____ general, only about 10% of he energy of one trophic level is available to the next trophic level. Therefore, if a herbivore population consumes 1.000 kg of plant material, only about 100kg is converted to herbivore tissue, 10kg to first-level carnivores. The so called 10% rule of thumb explains why a **(3)** _____ carnivores can be supported in a food web. The flow of energy with large losses between successive trophic levels is sometimes depicted as an ecological pyramid.

Energy losses between trophic levels also result in pyramids based on the number of organisms or the amount of biomass at each trophic level. When constructing such pyramids, problems arise, however. For example, in the aforementioned grazing food web, each tree could contain numerous

caterpillars; therefore there would be more herbivores **(4)** _____ autotrophs! The explanation, of course, has to do with size. An autotroph can be as tiny as a microscopic alga or **(5)** _____ big as a beech tree; similarly, an herbivore can be as small as a caterpillar or as large as an elephant.

Pyramids of biomass eliminate size as a factor because biomass is the number of organisms multiplied by **(6)** _____ weight. You would certainly expect the biomass of the producers to be **(7)** _____ than the biomass of the herbivores, and that of the herbivores to be greater than that of the carnivores. In aquatic ecosystems, such as lakes and open seas where algae are the only producers, the herbivores may **(8)** _____ a greater biomass than the producers when you take their measurements because the algae are consumed at a high rate. Such pyramids, which have more herbivores than producers, are called inverted pyramids:

(9) _____ kinds of problems are making ecologists hesitant about using pyramids to describe ecological relationships. One **(10)** _____ problem is what to do with the decomposers, which are rarely included in pyramids, even though a large portion of energy becomes detritus in many ecosystems. The flow of energy through the populations explains in large part the organization of an ecosystem as depicted in food webs, food chains, and ecological pyramids.

	A	**B**	**C**	**D**
1	shortness	short	to short	more shorter
2	by	in	on	at
3	less	little	few	fewest
4	that	than	so	this
5	as	like	a	such
6	them	they	their	themselves
7	greater	great	more great	greatest
8	to have	have	has	had
9	Their	That	This	These
10	the most	a	more	most

Text 8. Read the text below. For questions (1-10) choose the correct answer (A, B, C or D). Write your answer on the separate answer sheet.

Insects

About 75% of the **(1)** _____ animals are insects. They **(2)** _____ on earth for over 400 million years, long before humans appeared. Insects have changed a lot and adapted to new climates in order to survive. Today, there are about one million different species of insects and scientists are discovering new groups daily. Insects have different sizes and body forms. Most of them are very small but they can grow as large as 30 cm. Among the most common insects are flies, beetles, bees, **(3)** _____, moths and wasps.

Insects live in every region of the world. They can survive in **(4)** _____ type of climate, from tropical rainforests to icy polar regions, as long as they can find food. The oceans are the only places where **(5)** _____ insects live. Because they are so small, they can live in places where **(6)** _____ animals cannot survive, some even live in underground caves.

Insects belong to **(7)** _____ group of animals called arthropods. They **(8)** _____ have a skeleton but a kind of shell that protects them. This exoskeleton is very tight and **(9)** _____ grow with the insect. When an insect becomes too large for the shell it **(10)** _____ open and a new shell develops.

Insects have three major body parts: head, thorax and abdomen. They have six legs and at least one pair of feelers.

	A	B	C	D
1	world	world's	worlds'	worlds
2	have been living	have lived	had lived	lived
3	butterflis	butterflys	butterflyes	butterflies
4	somewhere	anywhere	any	some
5	little	few	many	much
6	other	another	others	other's
7	-	the	a	an
8	will not	did not	do not	does not
9	does not	do not	have not	has not
10	break	breaks	broken	broke

Text 9. Read the text below. For questions (1-10) choose the correct answer (A, B, C or D). Write your answer on the separate answer sheet.

How insects behave

Insects protect **(1)** _____ from enemies in many ways. **(2)** _____ can blend into their surroundings by **(3)** _____ their colours. **(4)** _____ s, like beetles, have a hard shell that protects them. Some insects produce poison and inject it into enemies by biting or stinging them.

(5) _____ insects live alone but there are some social insects that live in colonies. Termites, ants and bees are examples of insects that live in groups of **(6)** _____ or even millions, in which everything **(7)** _____ and **(8)** _____ insect has a certain task. Such a society is headed by a leader, a queen or a king, whom others follow. Insects eat plants, animals and other organisms. They also live on other animals and get food from their body. Such insects **(9)** _____ parasites.

Certain insects migrate during the wintertime. The monarch butterfly, for example, flies south to tropical and subtropical areas. **(10)** _____ spring they come back to their original habitat.

	A	B	C	D
1	theirselfs	theirselves	themself	themselves
2	Either	Any	Both	Some
3	to change	change	changing	changed
4	Others	Other's	Another	Neither
5	More	Most	Much	Less
6	thousand	thousands	thousands'	thousand's
7	is organized	organized	organizes	organize
8	both	each	every	neither
9	calls	were called	are called	call
10	Under	At	On	In

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

Life cycle of insects

Most insects **(1)** _____ from eggs. **(2)** _____ covering or shell cannot grow and they break out of it after a certain time. After that an insect grows a new shell. This process is called **(3)** _____. An insect can moult **(4)** _____ times until it becomes a fully grown adult. **(5)** _____ process, from hatching out of an egg to **(6)** _____ an adult, can take between a few days and many years. As an adult, most insects live only for a short time. But there are a few, like the queen of a termite colony, which can live for many years.

Some insects change **(7)** _____ during the different stages of their life. This is called metamorphosis. After hatching from an egg they become a larva, which **(8)** _____ on a wormlike shape. A larva eats a lot and moults several times during **(9)** _____ development process. After growth an insect becomes a pupa. It spins a protective covering around **(10)** _____. During this resting stage an insect develops wings and legs and

other body features. In the final stage an adult emerges from the pupa. Bees and butterflies grow in this way.

	A	B	C	D
1	borns	born	are born	is born
2	Their	Them	They	Themselves
3	to moult	moulting	moult	moulted
4	few	little	much	many
5	This	These	Those	They
6	to become	becoming	become	became
7	complete	completed	completely	completing
8	took	take	taken	takes
9	its	it's	itself	itselves
10	itselves	itself	its	it's

Text 11. Read the text below. For questions (1-10) choose the correct answer (A, B, C or D). Write your answer on the separate answer sheet.

Insects and humans

Insects **1)** _____ helpful to humans in many ways. They eat **2)** _____ insects and dangerous animals that may endanger fields and crops. They keep our environment clean by **3)** _____ animal waste and other unwanted substances. Some produce valuable products **4)** _____ honey and silk. Flowers, fruits and other plants depend on insects to help spread pollen. **5)** _____ the other side, insects are an important source of food for birds, frogs and other animals.

There are very **6)** _____ harmful types of insects, but they can do a lot of damage. **7)** _____ of them spread diseases by stinging and **8)** _____ people. In tropical regions insects are **9)** _____ main carriers of malaria or the plague. They injure pets and animals, and **10)** _____ damage to trees and crops.

	A	B	C	D
1	may be	can be	should be	have to be
2	other	another	other's	others
3	eat	to eat	eating	eaten
4	or	to	as	like
5	Of	In	At	On
6	few	little	many	much
7	Someone	Nobody	Some	Any
8	bitten	bite	to bite	biting
9	the	an	-	a
10	does	do	did	make

MODULE 3. HISTORY

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

Famous monuments of the world

Monuments are objects or buildings that **1)** _____ to honour an important person or a historic event that happened. People have built monuments for **2)** _____ of years. In many cases they are symbols of ancient civilizations, like the pyramids of ancient Egypt or the Greek Parthenon.

3) _____ monuments were so large that it took thousands of people to build them. During the past two hundred years monuments **4)** _____ famous landmarks of cities. The Statue of Liberty in New York welcomed immigrants who came to the New World from Europe.

The Eiffel Tower in Paris **5)** _____ at the entrance of the 1889 World Fair. Planned cities have often been built around man-made structures. The Washington Monument was built before the **6)** _____ and construction of the city started. **7)** _____ new capital Brasilia was built around monumental structures. Over history big structures have been built for many other purposes.

The Great Wall of China is the **8)** _____ man-made object on Earth. It was built to keep invaders out of China. Political monuments have been built throughout history to show' the power of a country or its society. The statues of the Soviet Union's founder, Lenin, are found all over Moscow and other Russian cities.

East Germany built the Berlin Wall to keep its citizens from fleeing to the West. Columns have been used in history **9)** _____ temples or hold the weight of ceilings. Some stand alone and have a statue of a famous person at the top, like Nelson's Column at Trafalgar Square in London.

Many cities have arches, spanned over streets, which show success in wars and conflicts. Among the most famous is the Arc de Triomphe in Paris. Obelisks are four-sided pyramids that are very narrow and tall. Memorials are built to honor dead people, often soldiers that **10)** _____ in a war, like the Lincoln Memorial in Washington D.C.

One of the most famous memorials is Mount Rushmore, in South Dakota It is a sculpture of the faces of famous presidents, carved into a mountain.

	A	B	C	D
1	has been created	have been created	have created	has created
2	thousands	thousand	thousand's	thousands'
3	That	This	These	Those
4	have been becoming	has been becoming	has become	have become
5	built	was built	were built	was being built
6	planning	to plan	plan	planned
7	Brazils'	Brazil	Brazil's	Brazils
8	the most large	large	larger	largest
9	built	building	to build	build
10	have been killed	have killed	has been killed	has killed

Text 2. Read the text below. For questions (1-10) choose the correct answer (A, B, C or D). Write your answer on the separate answer sheet.

The history of the USA

The USA is a federal union of 50 states. The basic law is the constitution, adopted in 1787, which **1)** _____ the structure of national government and lists its rights and fields of authority. Each state has its government and all of them have the dual character of both Federal and State government. The political system of the USA is divided into three branches: judicial, legislative and executive. **2)** _____ branch holds a certain degree of power over the others, and all take part in the governmental process.

Tire flag is called the stars and the stripes and old glory. It was adopted in 1777. The red stripes proclaim courage, the white — liberty, and the field of blue stands for loyalty.

The coat of arms of the US represents an eagle with wings **3)** _____, holding a bangle of rods (the symbol of administer) in the left claw and olive twig (the emblem of love) in the right claw'. The motto of the coat of arms is 'one out of many'.

Although the American system of government is based on Great **4)** _____ , it differs in having a written constitution that is the bases of all government and law. The constitution of the US was adopted after the War

of Independence on the 17th of September 1787. It lists the set of rules, law regulations, which provide the practical norms, regulating the work of the government. The document embodied the practical theories of man of property. The main principle underline the constitution was as follows: 'Private property is the backbone of liberty'. It was put forward by a rich plantation owner from Virginia James Madison, **5) _____** is known to be a father of the constitution.

The constitution consists of Preamble and seven articles. 27 amendments have so far been added to its original text. The first 10 amendments, **6) _____** as 'the Bill of Rights', were added in a group in 1791. These amendments establish the individual rights and freedoms to all people of the states, **7) _____** freedom of speech, freedom of the press, freedom of worship etc. Americans fill that of all freedoms, proclaimed in the constitution, there is only one freedom – the freedom of enterprise. But it means freedom of the wealthy people only. The 21st amendment limited the President's ruling by maximum two terms.

Inauguration always takes place on the 20th of January, it is an official act of installing the President of the USA to his office. Inauguration **8) _____** with some traditions. Thus the incumbent.

President gives dinner on the eve in honour of the President elected and to conduct him threw the White House. **9) _____** 12 o'clock of the 2nd of January two participants of the ceremony and guests take their places in front of the Capitol. The central point of the ceremony is the taking of an oath by the President and the delivering of his Inaugural speech; it is regarded as a declaration of principles, proclaimed by the new administration. The ceremony ends in a military parade.

The US began as a one party political system. But gradually two-party system appeared. The present- day Democratic Party was founded in 1828, representing southern states. It united slave owners. The Republican Party **10) _____** in 1854 and united people from Northeast, who were against slavering. The emblem of the Democratic Party is a donkey. The emblem of the Republican Party is an elephant. The main task of the parties is to win elections. One of the reasons of stability at the two party systems is family tradition to inherit politics from fathers.

	A	**B**	**C**	**D**
1	prescribed	prescribe	prescribes	prescribing
2	Every	Each	Everybody	Nobody
3	outspread	outspreading	to outspread	to outspreading
4	Britains	Britain	Britains'	Britain's
5	who	what	when	while
6	know	to know	known	knowing
7	included	including	to include	include
8	is	are connected	connected	connect

	connected			
9	Into	By	On	In
10	was found	were found	is found	has found

Text 3. Read the text below. For questions (1-10) choose the correct answer (A, B, C or D). Write your answer on the separate answer sheet.

The Golden Gate Bridge and its history

You **1)** _____ think the Golden Gate Bridge was named for its orange color. But it **2)** _____ for the body of water that it crosses – the Golden Gate Strait. The Golden Gate Strait is the entrance to the San Francisco Bay from the Pacific Ocean. The Golden Gate Bridge links the city of San Francisco with Marin County, California.

Joseph Strauss **3)** _____ the bridge. It opened in 1937. The Golden Gate Bridge extends 1,280 meters across the water. It was the **4)** _____ suspension bridge in the world until 1964. That is when the Verrazano Narrows Bridge opened in New York City. Still, the Golden Gate Bridge has become famous around the world. And **5)** _____ people consider it **6)** _____ the most beautiful bridge structure in the world.

The Brooklyn Bridge is much **7)** _____ than the Golden Gate. It was one of the first great suspension bridges. It was built between 1869 and 1883. John Augustus Roebling designed the bridge. But he died as a result of an accident at the start of its construction.

His son, Washington Roebling, replaced him **8)** _____ chief engineer. But he became sick while **9)** _____ underwater. Washington Roebling was not able to go to the construction area. Yet he continued to direct the operations through his wife, Emily.

The Brooklyn Bridge **10)** _____ Brooklyn with Manhattan Island. It extends 486 meters over the East River. It was the longest bridge in the world until the Firth of Forth cantilever bridge was built in Scotland in 1890. Today, thousands of cars, trucks, bicycles and people cross the Brooklyn Bridge every day.

	A	**B**	**C**	**D**
1	should	ought to	may	have to
2	are named	is named	were named	was named
3	designed	design	designs	was designed
4	more long	most long	longer	longest
5	many	much	little	few
6	be	to be	being	been
7	most old	old	older	the oldest
8	as	like	how	while

9	work	to work	working	worked
10	links	link	linked	linking

Text 4. Read the text below. For questions (1-10) choose the correct answer (A, B, C or D). Write your answer on the separate answer sheet.

Ukraine under Imperial Rule

From the late 18th century to 1917–18, Ukrainians lived in two large land-based empires.

During the reign of Alexander I (1801–25), the Russian presence in Ukraine **1)** _____ primarily of the imperial army and bureaucracy. By the 1830s, during the reign of Nicholas I (1825–55), the process of **2)** _____ a centralized administration throughout Ukraine was completed. The abolition of Magdeburg law in 1831 and the Lithuanian Statute in 1840 put an end to non-Russian legal influences, elected officials, and municipal self-government in Ukraine. Even the name 'Ukraine' almost disappeared from usage: Left-Bank Ukraine was generally referred to as Little Russia, while Right-Bank Ukraine was officially called the Southwestern land. Among the Ukrainian elite, especially the descendants of the old Cossack *starshyna*, a 'Little Russian mentality' – a tendency to view Ukraine as a distinct but organic part of the Russian Empire – **3)** _____ widespread.

Although the impact of the French Revolution and the Napoleonic invasion of 1812 was minimal in Ukraine, secret societies nonetheless arose there as part of the Decembrist movement. **4)** _____ members attempted unsuccessfully to stage the first revolution (1825) in the Russian Empire. In 1830 the Polish nobles in Right-Bank Ukraine joined the anti-Russian rebellion that began in the Congress Kingdom of Poland (see Polish Insurrection of 1830–1). After **5)** _____ it in 1831, the tsarist government instituted Russification policies on the Right Bank. Harshly implemented by Governor-general Dimitrii Bibikov, they had a major impact on both the Ukrainians and Poles. To curtail the influence of the Polish nobles in society and local government, the estates of about 3,000 nobles were confiscated, and some 340,000 were deprived of their status and deported to **6)** _____ east. To counter Polish influence in culture and education on the Right Bank, the Kremenets Lyceum was closed down, and a Russian University was opened in Kyiv in 1834 (see Kyiv University). **7)** _____ 1839 the numerous Uniates in the region were forced to adopt Orthodoxy (see History of the Ukrainian church). To win over the Ukrainian peasantry and further alienate them from the Polish nobles, in 1847

Bibikov introduced Inventory Regulations limiting the obligations a peasant owed his landlord.

The vast majority of the approximately 2.4 million Western Ukrainians in the Habsburg Empire in the early 19th century **8)** _____ in eastern Galicia; the remainder lived in Bukovyna and Transcarpathia. Their social structure was relatively simple, for the population in eastern Galicia consisted mostly of impoverished peasantry (95 percent) and about 2,000 priestly families. The nobles in Galicia were almost all Poles or Polonized Ukrainians, and Jews made up the overwhelming majority of the small urban population. The socioeconomic development of Western Ukraine lagged behind that of Russian-ruled Ukraine. It was one of the poorest regions in all Europe. Galicia was incorporated into the Habsburg Empire during a time of major changes, and Emperor Joseph developed a special interest in Galicia, **9)** _____ it as a kind of laboratory for his educational, social, and economic reforms. Most notable in this respect was the transformation of the clergy into a civil service, the limitation of corvée labor, the regulation of feudal units, and the abolition of the personal dependence of peasants on the seigneur. After **10)** _____ death (1790), many of his reforms, especially those pertaining to the peasants, were either subverted by the nobles or rescinded by his conservative successors.

	A	B	C	D
1	consist	consisted	consists	consisting
2	to establish	establish	established	establishing
3	became	becomes	become	to become
4	It is	Its	It’s	Its’
5	to suppress	suppressed	suppressing	suppress
6	an	a	the	-
7	In	On	Into	At
8	live	lived	lives	were lived
9	view	viewed	viewing	to view
10	Josephs	Josephs’	Joseph	Joseph's

Text 5. Read the text below. For questions (1-10) choose the correct answer (A, B, C or D). Write your answer on the separate answer sheet.

History of Ukraine

Information on the **1)** _____ history of Ukraine is derived from archeological records and from general descriptions of the early Slavs

by Greek, Roman, and Arab historians. Ukrainian national historiography **2)** _____ Ukrainian history into the following periods: the so-called Princely era of Kyivan Rusland the Principality of Galicia-Volhynia; the period of the Lithuanian-Ruthenian state; the period of the Cossacks and the Hetman state; the national and cultural revival of the 19th century; the Ukrainian nation-state of 1917–21 [see Struggle for Independence (1917–20)]; the interwar occupation of Ukrainian territories **3)** _____ four foreign powers; the consolidation of most Ukrainian ethnic territory into the Ukrainian Soviet Socialist Republic; and **4)** _____, after 1991, independent Ukraine. Because more than one political state often ruled **5)** _____ territories simultaneously and, at times, several Ukrainian governments coexisted (e.g, those of the Hetman state and of Right-Bank Ukraine), dealing with Ukraine's history presents **6)** _____ difficulties. Furthermore Western Ukraine experienced a historical development separate from that of central and eastern Ukraine, **7)** _____ in the evolution of the historical-political entities of Galicia, Volhynia, Bukovyna, and Transcarpathia. The only denominator unifying all of Ukraine's lands and state formations has been the Ukrainian people and its linguistic, social, cultural, and religious specificities.

The Stone Age. The oldest traces of human existence in Ukraine, dating from the early Paleolithic Period (ca 300,000 BC) of the Stone Age, **8)** _____ near the village of Luka-Vrublivetska on the Dnister River in 1946. Archeological evidence indicates that by the Upper Paleolithic Period (40,000–15,000 BC) almost all of Ukraine **9)** _____ by clans of **10)** _____ and gatherers. During the Mesolithic Period (10,000–7,000 BC) Ukraine's inhabitants engaged in fishing, had domesticated dogs, and used the bow and arrow; the first tribal units then appeared. During the Neolithic Period (7,000–3,000 BC) primitive agriculture and animal husbandry arose, as did pottery and weaving. These activities developed further during the Copper Age and Bronze Age.

	A	**B**	**C**	**D**
1	more early	early	earlier	earliest
2	has traditionall y divided	have traditionally divided	have been traditionally divided	had been traditionally divided
3	under	in	for	by
4	finally	final	to final	finalls
5	Ukraine	Ukraine's	Ukraines’	Ukrainian
6	few	many	little	much
7	resulting	resulted	to result	result
8	is	was discovered	were	are discovered

	discovered		discovered	
9	has been inhabited	have been inhabited	were inhabited	was inhabited
10	hunters	hunter	hunters’	hunter’s

Text 6. Read the text below. For questions (1-10) choose the correct answer (A, B, C or D). Write your answer on the separate answer sheet.

The Copper Age and Bronze Age

The Trypilian culture (first discovered in 1896), which existed from 4,000 to 2,000 BC in **1)** _____ Dnipro River and Dnister River basins of Right-Bank Ukraine, was the most advanced culture during this period on the territory of Ukraine. Many other synchronous cultures evolved from the late 4th to the early 1st millennium BC. Left-Bank steppe and forest-steppe **2)** _____ by the agricultural-pastoral tribes of the Pit-Grave culture, Catacomb culture, Serednii Stih culture, Marianivka culture, Timber-Grave culture, and Bondarykha culture. Right-Bank Polissia and parts of the forest-steppe were the home of the Middle-Dnipro culture and Bilohrudivka culture. The tribes of the Corded Pottery culture, Funnel Ware culture, Globular Amphora culture, Trzciniec culture, and Lusatian culture inhabited Volhynia and parts of Podilia. The Komariv culture, Vysotske culture, and Noua culture evolved in the Dnister Basin, and the Stanove culture, in Transcarpathia.

The Iron Age. During the Iron Age, significant changes **3)** _____ in the material culture of Ukraine's inhabitants, particularly in agriculture, metallurgy, and commerce. In the early 1st millennium BC Iranian peoples – Cimmerians – appeared on the territory of the Dnipro River and Boh River basins in southern Ukraine. Archeological evidence shows that they, **4)** _____ the tribes of the indigenous Timber-Grave culture, Bilohrudivka culture, Bondarykha culture, and Chornyi Lis culture, had iron implements. In the 8th century BC, the Cimmerians **5)** _____ by the Scythians, tribes of nomadic horsemen from Central Asia that intermingled with and assimilated the indigenous peoples and founded an empire that lasted until the 2nd century AD. The Scythians' political and economic hegemony in the region was established after they repulsed the invasion of King Darius of Persia in 513 BC.

From the 7th century BC, Greek city-states founded **6)** _____ colonies on the northern Pontic littoral. With time these towns became independent poleis (see Ancient states on the northern Black Sea coast), which interacted and traded with the other peoples of the region, particularly the Scythians, Taurians, Maeotians, Sindians, and Getae. In the late 5th century BC, the Hellenic towns on

the Kerch Peninsula of the Crimea and Taman Peninsula united to form the Bosporan Kingdom. In the 1st century BC the Hellenic states were annexed by the Romans and remained under Roman rule until the invasions of new nomadic peoples: the Sarmatians, Alans, and Roxolani, Iranian-speaking tribes from Central Asia that had appeared in the Pontic steppes in the 4th century BC and had conquered most of the **7)** _____ territories by the 2nd century BC; and the Goths, Germanic tribes that arrived in the late 2nd century AD from the Baltic region and conquered the Sarmatians and other indigenous peoples. In the 3rd century the Goths waged war against the Romans and took most of their colonies on the Pontic littoral. Gothic rule collapsed in 375 under the onslaught of the Huns; most of the Goths fled west beyond the Danube River, and only a small number remained in the Crimea.

The Hunnic invasion of Europe initiated **8)** _____ is known as the great migration of peoples from the East. After the Huns, the Ukrainian steppes were invaded by the Volga Bulgars in the 5th century, the Avars in the 6th, the Khazars in the 7th, the Magyars in the 9th, the Pechenegs and Torks in the 10th and 11th, the Cumans in the 11th and 12th, and the Mongols in the 13th.

By the 2nd century BC, Ukraine's forest-steppe regions, Polisia, and part of the steppe were inhabited by the agricultural proto-Slavic tribes of the Zarubyntsi culture; Western Ukraine was populated by the tribes of the Przeworsk culture. By the 2nd century AD, the tribes of the Cherniakhiv culture populated **9)** _____ parts of the Ukrainian forest-steppe. Most scholars consider the territory bounded by the middle Dnipro River, the Prypiat River, the Carpathian Mountains, and the Vistula River to be the cradle of the ancient Slavs. By the 4th century AD, the Eastern Slavs of Ukraine had organized themselves into a tribal alliance called the Antes, whose domain stretched from the Dnister River to the Don River. In the early 6th century the Antes established relations with the Byzantine Empire, against which they also waged war in the Balkans. Their state lasted until the 7th century, when it was destroyed by the Avars and most of the Antes fled north **10)** _____ in the upper Dnipro Basin.

	A	**B**	**C**	**D**
1	a	the	an	-
2	were inhabited	was inhabited	inhabited	were inhabiting
3	to occurr	occurrs	occurr	occurred
4	like	as	to like	while
5	were being displaced	was displaced	were displaced	was being displaced

6	to trade	traded	trading	trades
7	Scythians'	Scythians	Scythian's	Scythian
8	why	whom	who	what
9	the largest	larger	large	the most large
10	to resettle	resettle	resettling.	resettled

Text 7. Read the text below. For questions (1-10) choose the correct answer (A, B, C or D). Write your answer on the separate answer sheet.

Modern history of Ukraine

Territorial evolution of the Ukrainian SSR 1922–1954. Polish Volhynia gained (1939); Transnistria lost (1940); Transcarpatia gained (1945); Romanian islands gained (1948); Crimea gained (1954).

Ukraine emerges as the concept of a nation, and the Ukrainians as a nationality, with the Ukrainian National Revival which **1)** _____ started sometime at the end of 18th and the beginning of 19th century. According to Ukrainian historian Yaroslav Hrytsak, the first wave of national revival **2)** _____ with publication of the first part of "Eneyida" by Ivan Kotlyarevsky (1798). In 1846, in Moscow the "Istoriya Rusov ili Maloi Rossii" (History of Ruthenians or Little Russia) was published. During the Spring of Nations, in 1848 in Lemberg (Lviv)the Supreme Ruthenian Council was created which declared that Galician Ruthenians are part of the bigger Ukrainian nation. **3)** _____ council adopted the yellow and blue flag (Flag of Ukraine).

Ukraine first declared its independence with the invasion of Bolsheviks in late 1917. **4)** _____ the conclusion of the World War I and with the peace of Riga, Ukraine 5**)** _____ once again between Poland and the Bolshevik Russia. The Bolshevik occupied territory was made a puppet state of its pocket Communist Party, the Ukrainian Soviet Socialist Republic.

In 1922, the Ukrainian Soviet Socialist Republic, together with the Russian Soviet Federative Socialist Republic, the Byelorussian Soviet Socialist Republic and the Transcaucasian Socialist Federative Soviet Republic, **6)** _____ the founding members of the Soviet Union. The Soviet famine of 1932–33 or Holodomor killed an estimated 6 to 8 million people in the Soviet Union, the majority of **7)** _____ in Ukraine.

Starting out the World War II with the Nazi Germany and being excluded from the League of Nations, in 1941 the Soviet Union was invaded by Germany and its other allies. **8)** _____ Ukrainians initially regarded the Wehrmacht soldiers as liberators from Soviet rule, while others formed an anti-German partisan movement. Some elements of the Ukrainian nationalist underground formed a Ukrainian Insurgent Army that fought both Soviet and Nazi forces.

Sometime after the deportation of Crimean Tatars, in 1954 the Crimean Oblast **9)** _____ from the RSFSR to the Ukrainian SSR.

With the dissolution of the Soviet Union in 1991, Ukraine became an independent state, formalised with a referendum on December 1. With the 2004 enlargement of the European Union, Ukraine now became an area of overlapping spheres of influence of the European Union and the Russian Federation. This manifested in a political split between the "pro-Russian" Eastern Ukraine, and the "pro-European" Western Ukraine, leading to an ongoing period of political turmoil, beginning with the "Orange Revolution" of 2004, and culminating in 2014 with the "Euromaidan" uprising and the Crimean Crisis, in which Crimea **10)** _____ under the control of the Russian Federation.

	A	B	C	D
1	is believed	believed	are believed	believe
2	is traditionally connecting	were traditionally connected	are traditionally connected	is traditionally connected
3	An	The	A	-
4	Follow	Followed	Following	Follows
5	are partitioned	were partitioned	was partitioned	is partitioned
6	becomes	become	became	to become
7	themselves	their	they	them
8	Many	Much	Little	Less
9	were transferred	was transferred	will be transferred	are transferred
10	fall	fell	falln	falls

Text 8. Read the text below. For questions (1-10) choose the correct answer (A, B, C or D). Write your answer on the separate answer sheet.

World War II

Ukrainian SSR in 1940, after the Soviet invasions of Poland and Romania and before the German invasion of Soviet Union. Soviet soldiers preparing rafts 1) _____ the Dnieper during the Battle of the Dnieper (1943). The sign reads "To Kiev!".



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2) _____ the Ribbentrop-Molotov pact, in September 1939, German and Soviet troops divided the territory of Poland, including Galicia with its Ukrainian population. Next, after France surrendered to Germany, Romania ceded Bessarabia and northern Bukovina to Soviet demands. The Ukrainian SSR incorporated northern and southern districts of Bessarabia, the northern Bukovina, and additionally the Soviet-occupied Hertsa region, but ceded the **3)** _____ part of the Moldavian ASSR to the newly created Moldavian SSR. All these territorial gains were internationally recognized by the Paris Peace Treaties, 1947. When Nazi Germany with its allies invaded the Soviet Union in 1941, many Ukrainians and Polish people, particularly in the west where they had experienced two years of harsh Soviet rule, initially regarded the Wehrmacht soldiers **4)** _____ liberators. Retreating Soviets murdered thousands of prisoners. Some Ukrainian activists of the national movement hoped for a momentum **5)** _____ an independent state of Ukraine. German policies initially gave some encouragement to such hopes through the vague promises of sovereign 'Greater Ukraine' as the Germans **6)** _____ to take advantage of anti-Soviet, anti-Ukrainian, anti-Polish, and anti-Jewish sentiments. A local Ukrainian auxiliary police was formed as well as Ukrainian SS division, 14th Waffen Grenadier Division of the SS Galicia (1st Ukrainian). **7)** _____, after the initial period of a limited tolerance, the German policies soon abruptly changed and the Ukrainian national movement **8)** _____.

Some Ukrainians, however, utterly resisted the Nazi onslaught from its start and a partisan movement immediately spread over the occupied territory. **9)** _____ elements of the Ukrainian nationalist underground formed a Ukrainian Insurgent Army that fought both Soviet and Nazi forces. In some western regions of Ukraine, the Ukrainian Insurgent Army

survived underground and continued the resistance against the Soviet authorities well into the 1950s, though many Ukrainian civilians were murdered in this conflict by **10)** _____ sides.

	A	B	C	D
1	crossed	crossing	cross	to cross
2	Follow	To follow	Followed	Following
3	western	west	westerns	wests
4	like	as	while	when
5	establish	to establish	established	establishing
6	were being tried	was trying	were trying	was being tried
7	However	While	And	Or
8	is brutally crushed	were brutally crushed	was brutally crushed	are brutally crushed
9	Somewhere	Any	Some	Something
10	either	neither	another	both

Text 9. Read the text below. For questions (1-10) choose the correct answer (A, B, C or D). Write your answer on the separate answer sheet.

Burned out buildings in Kiev during the Second World War

The Nazi administrators of conquered Soviet territories **1)** _____ little attempt to exploit the population's possible dissatisfaction with Soviet political and economic policies. Instead, the Nazis preserved the collective-farm system, systematically carried out genocidal policies against Jews, and deported **2)** _____ Ukrainians to forced labour in Germany. In their active resistance to Nazi Germany, the Ukrainians comprised a significant share of the Red Army and its leadership as well as the underground and resistance movements.

Total civilian losses during the War and German occupation in Ukraine are estimated at seven million, **3)** _____ over a million Jews shot and killed by the *Einsatzgruppen*.

Many civilians **4)** _____ victim to atrocities, forced labor, and even massacres of whole villages in reprisal for attacks against Nazi forces. Of the estimated eleven million Soviet troops **5)** _____ fell in battle against the Nazis, about 16% (1.7 million) were ethnic Ukrainians. Moreover, Ukraine saw some of the biggest battles of the war starting with the encirclement of Kiev (the city itself fell to the Germans on 19 September 1941 and was later acclaimed as a *Hero City*) where **6)** _____ than 660,000 Soviet troops were taken captive, to the fierce defence of Odessa, and on to the victorious storming across the Dnieper river. According to the researcher Rolf

Michaelis who is referring to the SS-Hauptamt's document No. 8699/42, the Police Battalion "Ostland" (Field Post Number 47769) resided in the Reichskommissariat Ukraine in 1941–1942, and was one of the main executioners of the Jews. The Police Battalion "Ostland" was an Ordnungspolizei unit that served in World War II under the command of the Schutzstaffel. The battalion **7)** _____ in October 1941 carried out punitive duties.

On June 28, 1941 the town of Rivne (Równe) was captured by Nazi Germany, which later established the city as the administrative centre of the Reichskommissariat Ukraine. In July 1941 the 1st company of the Police Battalion "Ostland" was in Frankfurt, the rest of the battalion was in Rivne. In October 1941 the battalion **8)** _____ to Lviv (Lwów). At the time, roughly half of Równe's inhabitants were Jewish. About 23,000 of these people were taken to a pine grove in Sosenki and slaughtered by the 1st company of the Police Battalion "Ostland" between the November 6, and 8, 1941 (1st company). A ghetto was established for the remaining ca 5,000 Jews.

On July 13–14, 1942, the remaining population of the Równe ghetto – about 5,000 Jews – was sent by train some 70 kilometres north to Kostopil (Kostopol) where they were murdered by the 1st company of the Police Battalion "Ostland" in a quarry near woods outside the town. The Równe ghetto was subsequently liquidated. As reported on July 14, 1942: The battalion or elements of it provided security along with the Ukrainische Hilfspolizei for a transport of the Jews from the Riga Ghetto to the Riga Central Station using the wagons (1st company). July 15, 1942 another thousand Jews **9)** _____ in the same place. As reported on June 27, 1942, ca 8,000 Jews were executed near the town of Słonim. As reported on July 28, 1942, ca 6,000 Jews were executed in Minsk.

In November 1942 the Police Battalion Ostland together with an artillery regiment, and three other German Ordnungspolizei battalions under the command of *Befehlshaber der Ordnungspolizei im Reichskommissariat Ukraine* and *SS-Gruppenführer und Generalleutnant der Polizei* Otto von Oelhafen, took part in a joint anti-partisan operation near Ovruch (Owrucz) with over 50 villages burnt down and over 1,500 people executed. In a village 40 people **10)** _____ alive for revenge for the killing of the SS-Untersturmführer Türnpu(u). In February 1943 the battalion was sent to Reval, Estland with Polizei Füsilier Bataillon 293. By March 31, 1943, the Estnische Legion had 37 officers, 175 noncoms and 62 privates of the Police Battalion "Ostland".

Kiev was recaptured by the Soviet Red Army on 6 November 1943.

	A	**B**	**C**	**D**
1	made	to make	make	makes
2	the least	the most	much	many
3	to include	included	including	includes

4	falls	fell	falln	to fall
5	who	when	what	why
6	more	the most	most	much
7	establishes	to establish	establishing	established
8	send	sent	were sent	was sent
9	executed	was executed	were executed	were being executed
10	were burnt	was burnt	burnt	had burnt

MODULE 4. GEOGRAPHY

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

Naming Columbus' discovery

Christopher Columbus never **(1)** ____ why he failed to find Asia. The reason is easy to understand today. Columbus **(2)** ____ thousands of miles from Asia. North and South America and the Pacific Ocean lay between him and Asia. He **(3)** ____ the shores of two continents that Europeans knew nothing about.

One of the firts people to realize that Columbus had not reached Asia was Amerigo Vespucci. Vespucci **(4)** ___ an Italian trader who lived in Spain. He had sold Columbus many of the things Columbus needed for his trips across the ocean.

Vespucci talked several Spanish sailors into taking him along on their westward voyages. On these trips, he **(5)** ____ more certain that the land they saw was not part of Asia. Many of the plants and animals he saw **(6)** ____ in Asia, Europe and Africa. For that reason, he decided this must be a new continent.

Vespucci wrote much about the new continent. Then a German mapmaker made **(7)** ____ new map of the world. In it he included the continent Vespicci had described. The mapmaker named it America in honour of Amerigo Vespucci.

As Europeans learned more about America, they found that it was not one continent but two. They named them North and South America.

Why **(8)** ____ people keep coming to the two Americas long after everyone knew they were not part of Asia? Some, like Columbus, were looking **(9)** ___ a water route through the Americas to Asia. Others **(10)** __ eager to see if the Americas had treasures too.

	A	**B**	**C**	**D**
1	know	knew	known	did knew

2	was	were	are	is
3	had reached	has reached	reached	reach
4	is	am	were	was
5	become	became	becomed	becaming
6	were unknown	was unknown	are unknown	unknown
7	a	an	the	-
8	do	did	done	does
9	to	of	for	at
10	were	are	was	is

Text 2. Read the text below. For questions (1-10) choose the correct answer (A, B, C or D). Write your answer on the separate answer sheet.

Discovery part of ongoing L. A. Spider survey by the natural history Museum of Los Angeles County

Los Angeles, Feb. 3, 2003 — A tropical 'Brown Widow' spider, new to the Los Angeles area, **(1) ___** as part of the Natural History Museum of Los Angeles County's ongoing Spider Survey. The live, venomous spider, along with its egg sac containing up to 100 baby spiders, is currently on public display in the Museum's Insect Zoo.

Brian Brown, associate curator of entomology, said this spider **(2) ___** previously in the Los Angeles area. 'The Brown Widow probably originated in Africa, but **(3) ___** into the tropics almost worldwide', he said. According to Brown, one of the many ways the spider could have made it to the Southland was through commercial imports of plants, flowers, food or furniture.

The Brown Widow is so rare to the Los Angeles area that this is the first one out of 3,000 spiders so far to be collected as part of the Museum's Spider Survey. The survey began last Spring to discover which types of spiders are found in the greater Los Angeles basin. 'This is **(4) ___** specimen we've found through the survey so far', Brown said.

It was a 4th-grade student from Van Deene Elementary School in Torrance, while on a Honda Earth Odyssey Program field trip run by the Museum, who discovered the spider.

The program is designed to introduce elementary school children to biodiversity and build environmental awareness, The children **(5) __** about spiders before the field trip onto the school grounds. The student recognized the spider as being of particular interest and pointed it out to Beth Nordeen, a Museum outreach educator.

'The spider **(6) ___** inside a rolled-up leaf of a Bird of Paradise plant on the school grounds', Nordeen said. 'It was in a tangled web along with

an egg sac'. Using a stick, she tugged on the web, until she was able to place the spider and its egg sac into a plastic bottle with a cap. Nordeen added that you never want to handle any spider with your bare hands.

The scientific name for the Brown Widow is Lactrodectus geometricus. There are about 30 described widow species including Black Widows, Red Widows, and the Brown Widows — the Black Widow being the **(7)** ___ of the widow family in the Los Angeles area. A Brown Widow spider can grow to one-and- a-half inches long. It has an orange-to-yellow hourglass design on its underside, as opposed to the familiar red hourglass design on the Black Widow.

'The good news **(8)** ___ that Brown Widows are not as aggressive as the Black Widows. The bad news is that they are twice as poisonous', Brown said. 'Brown W'idows will not attack if they are not bothered or made to feel threatened'. He added that a Brown Widow will more than likely 'play possum' if confronted by a potential enemy.

Most spiders in Southern California are unable to puncture human skin and if they do, their venom would not be harmful to humans. There are three known species in Los Angeles that pose a threat to humans — the Black Widow, Violin spider, and now the Brown Widow. The Violin spider, often misidentified as the Brown Recluse, **(9)** ___ a fast little spider measuring only a half-inch as an adult. **(10)** ___ Southern California, it has only been found in only a few areas of Los Angeles County and the Inland Empire. If bitten by any one of these spiders, seek medical assistance.

	A	**B**	**C**	**D**
1	has been captured	had been captured	been captured	has captured
2	has not been found	had not been found	not been found	not found
3	had been introduced	had introduced	been introduced	has been introduced
4	the more unusual	the most unusual	unusualest	the most unusualest
5	had been briefed	has been briefed	been briefed	had briefed
6	was	were	are	is
7	most common	more common	the more common	common
8	is	was	am	are
9	is	was	am	are
1	in	on	at	to

0				

Text 3. Read the text below. For questions (1-10) choose the correct answer (A, B, C or D). Write your answer on the separate answer sheet.

Famous Mountain

A new study says ancient snow on top of Mount Kilimanjaro in Tanzania could be gone in about twenty years. Huge layers of ice formed on the African mountain during a wet period about eleven-thousand years ago. But scientists say the ice on top of the mountain **(1)** _____ because of rising temperatures in recent years.

Lonnie Thompson of Ohio State University in Columbus, Ohio led the study. It **(2)** _____ in Science magazine. The scientists **(3)** _____ maps, modern navigational satellites and markers placed on the mountain to measure the ice. They **(4)** _____ that the ice on Mount Kilimanjaro has shrunk from about twelve square kilometers in nineteen-twelve to about two square kilometers today. That is about an eighty percent reduction in the ice. Scientists say the ice **(5)** _____ by two-thousand-twenty if it continues to melt at its current rate. Mount Kilimanjaro **(6)** _____ the highest mountain in Africa. It is almost five-thousand-nine-hundred meters high. The top part of the mountain is covered with snow. The mountain rises above flat land, called the savannah. The land is home to many different kinds of animals. Many stories have been written about the famous mountain. The most famous is Ernest Hemingway's 'The Snows of Kilimanjaro'.

Some ancient beliefs in Africa consider the mountain to be a holy place. About twenty-thousand people visit Mount Kilimanjaro every year **(7)** _____ the famous snow-topped mountain. It even **(8)** _____ its own international airport. The government of Tanzania fears that the melting ice will affect tourism and weaken the economy. The decreasing ice already **(9)** _____ the amount of water flowing from the mountain to some Tanzanian rivers. Water from the mountain supplies many villages. The scientists are working to save pieces of the shrinking ice for more study. The frozen layers tell about Africa's weather in ancient times. The ice also provides information about the world's climate. Experts say other ice glaciers around the world **(10)** _____ because of climate change caused by human activities. But they say natural climate change could be the cause of Mount Kilimanjaro's problems.

	A	B	C	D
1	melting	am melting	is melting	are melting
2	was published	published	is published	were published

3	use	used	is used	using
4	find	found	founded	founding
5	be gone	will go	will gone	will be gone
6	is	am	are	will be
7	see	seeing	to seen	to see
8	have	has	had	having
9	have reduced	had reduced	has reduced	has reduce
10	is melting	melting	melt	are melting

Text 4. Read the text below. For questions (1-10) choose the correct answer (A, B, C or D). Write your answer on the separate answer sheet.

New York city and the city of London

NY city **(1)** _____ at the mouth of the Hudson River, south-eastern New York state, northeastern U.S. New York City is the centre of the largest urban agglomeration in the United States. It occupies Manhattan and Staten islands, the western end of Long Island, a portion of the mainland, and various islands in New York Harbor and Long Island Sound. Its urban area extends into neighbouring parts of New York, New Jersey, and Connecticut. New York City is an ethnic melting pot where the most dramatic cultural contrasts are commonplace.

It is among the most geographically and demographically complex of world cities, its economy one of the most divers? And its cultural scene among the richest and most variegated.

The city consists of five boroughs (Manhattan, Brooklyn, Queens, the Bronx, and Staten Island [formerly Richmond]), which correspond to five counties of New York state (New York, Kings, Queens, Bronx, and Richmond, respectively). All **(2)** _____ near the point where the Hudson River empties into Upper New York Bay of the Atlantic Ocean. The city's only land boundaries are Westchester county on the north and Nassau county on Long Island to the east. The **(3)** _____ waterfront is used for shipping and recreation.

The city may **(4)** _____ as a collection of many neighbourhoods, each with its own character and life-style. Manhattan is the economic and cultural heart of the city and is often considered to be 'the city'. Administration and services, however, have become increasingly decentralized as community planning boards have assumed more power in areas such as education, health, housing, and public works. Manhattan, the magnet for tourists and businessmen, is at first glance a city of skyscrapers, glaring lights, and frenetic pace. The shopping promenade of Fifth Avenue, the financial institutions of Wall Street, the residential mansions of Park

Avenue, or the bohemian life in the East Village and SoHo give typical impressions.

Only Brooklyn of the other boroughs **(5)** _____ a similar ethnic heterogeneity and a similar range of social life, with commercial and industrial districts and residential areas ranging from the wealth of Brooklyn Heights to the most abject poverty of parts of Bedford-Stuyvesant.

The artists of New York City exhibit **(6)** _____ a wide variety of forms, ranging from traditional crafts to the most avant-garde work, flavoured by complex blends of ethnic and national influences. Theatrical arts and entertainment are also widespread: Broadway **(7)** _____ the synonym for musical comedies and legitimate drama; Carnegie Hall is one of the most famous concert halls in the world; and Lincoln Center for the Performing Arts is the home of the Metropolitan Opera, the New York City Opera, the New York Philharmonic, and the New York City Ballet.

When we talk about "the City of London" we **(8)** _____ London, the capital of England. We think of a small area east of the town centre. It is an area of a long and exciting history, and it has a traditional role as a centre of trade, law, finance and banking for the entire UK.

The City **(9)** _____ one of the major banking centres of the world and you can find banks of many nations in it. Here is also the Bank of England, which issues banknotes, advises the government on financial matters and determines the bank rate.

Nearby is the Stock Exchange where you can buy or sell shares on the open market. There are also many insurance companies, among which Lloyd's is the most famous. During weekdays you can see gentlemen with their bowler hats, umbrellas and pin-striped suits. This is the symbol of the City, and you will not see anybody dressed like this outside this part of London. From Monday to Friday the City teems with life. Haifa million people work in this area, but only 5,000 live there. That is why at weekends it is deserted and uncannily silent.

Nowadays, the City has to compete with cities which now have **(10)** _____ financial markets, such as Tokyo and New York.

	A	B	C	D
1	am located	is located	are located	located
2	am located	is located	are located	located
3	city's	city'	citys'	cities's
4	described	is described	am described	be described
5	has	have	had	having
6	on	in	to	at
7	am	is	are	will be
8	do mean	does not mean	do not mean	not mean
9	am	is	are	will be

10	large	the larger	largest	larger

Text 5. Read the text below. For questions (1-10) choose the correct answer (A, B, C or D). Write your answer on the separate answer sheet.

What is geography?

Geography is the science that **(1)** _____ the lands, the features, the inhabitants, and the phenomena of the Earth. A literal translation would be «to describe or write about the Earth». The first person to use the word «geography» was Eratosthenes (276-194 BC). Four historical traditions in geographical research are the spatial analysis of the natural and the human phenomena (geography as the study of distribution), the area studies (places and regions), the study of the human-land relationship, and research in the Earth sciences. Modern geography is an all-encompassing discipline that foremost seeks to understand tire Earth and all of its human and natural complexities—not merely where objects are, but how they have changed and come to be. Geography **(2)** _____ «the world discipline» and «the bridge between the human and the physical science». Geography is divided into two main branches: human geography and physical geography.

Geography is the study **(3)** _____ places and the relationships between people and their environments. Geographers explore both the physical properties of Earth's surface and the human societies spread across it. They also examine how human culture interacts with the natural environment, and the way that locations and places can have an impact on people. Geography seeks to understand where things are found, why they are there, and how they develop and change over time.

The term "geography" comes to us from the ancient Greeks, who needed a word to describe the writings and maps that **(4)** _____ them make sense of the world in which they lived. In Greek, *geo* means "earth" and *-graphy* means "to write." Using geography, Greeks developed an understanding of where their homeland **(5)** _____ in relation to other places, what their own and other places were like, and how people and environments were distributed. These concerns have been central to geography ever since.

Of course, the Greeks were not the only people interested in geography. Throughout human history, most societies have sought to understand something about their place in the world, and the people and environments around them.

Indeed, mapmaking probably **(6)** _____ even before writing in many places. But ancient Greek geographers were particularly influential. They **(7)** _____ very detailed maps of areas in and around Greece, including parts of Europe, Africa, and Asia. More importantly, they also

raised questions about how and why different human and natural patterns came into being on Earth's surface, and why variations existed from place **(8)** _____ place. The effort to answer these questions about patterns and distribution led them to figure out that the world was round, to calculate Earth's circumference, and to develop explanations of everything from the seasonal flooding of the Nile River to differences in population densities from place to place.

During the Middle Ages, geography ceased to be a major academic pursuit in Europe. Advances in geography were chiefly made by scientists of the Muslim world, based around the Arabian Peninsula and North Africa. Geographers of this Islamic Golden Age created the world's first rectangular map based on a grid, a map system that is still familiar today. Islamic scholars also applied their study of people and places to agriculture, determining which crops and livestock were most suited to specific habitats or environments.

In addition to the advances in the Middle East, the Chinese empire in Asia also contributed immensely to geography. Until about 1500, China **(9)** _____ the most prosperous civilization on Earth. The Chinese were scientifically advanced, especially in the field of astronomy. Around 1000, they also achieved one of the **(10)** _____ developments in the history of geography: They were the first to use the compass for navigational purposes. In the early 1400s, the explorer Cheng Ho embarked on seven voyages to the lands bordering the China Sea and the Indian Ocean, establishing China's dominance throughout Southeast Asia.

	A	**B**	**C**	**D**
1	studie	studies	study	studyes
2	have been called	has been called	had been called	been called
3	on	of	for	to
4	was helping	are helping	is helping	were helping
5	was located	were located	located	are located
6	come	came	comes	coming
7	develop	developed	develops	developing
8	in	at	of	to
9	am	were	are	was
10	important	most important	more important	importantest

Text 6. Read the text below. For questions (1-10) choose the correct answer (A, B, C or D). Write your answer on the separate answer sheet.

Age of discovery

Through the 13th-century travels of the Italian explorer Marco Polo, Europeans learned about the riches of China. Curiosity was awakened; a desire to trade with wealthy Asian cultures motivated a renewed interest in exploring the world. The period of time between the 15th and 17th centuries **(1)** _____ in the West as the Age of Exploration or the Age of Discovery.

With the dawn of the Age of Discovery, the study of geography regained popularity in Europe. The invention of the printing press in the mid-1400s **(2)** _____ spread geographic knowledge by making maps and charts widely available. Improvements in shipbuilding and nvigation facilitated more exploring, greatly improving the accuracy of maps and geographic information.

Greater geographic understanding allowed European powers to extend their global influence. During the Age of Discovery, European nations established **(3)** _____ around the world. Improved transportation, communication, and navigational technology allowed countries such as the United Kingdom to successfully govern colonies as far away as the Americas, Asia, Australia, and Africa.

Geography **(4)** _____ not just a subject that made colonialism possible, however. It also helped people understand the planet on which they lived. Not surprisingly, geography became an important focus of study in schools and universities.

Geography also became an important part of other academic disciplines, such as chemistry, economics, and philosophy. In fact, every academic subject has some geographic connection. Chemists study where certain chemical elements, such as gold or silver, can be found. Economists examine which nations trade with other nations, and what resources are exchanged. Philosophers analyze the responsibility people have to take care of the Earth.

Physical Geography

The natural environment is the primary concern of physical geographers, although many physical geographers also look at how humans have altered natural systems. Physical geographers study **(5)**_____seasons, climate, atmosphere, soil, streams, landforms, and oceans. Some disciplines within physical geography include geomorphology, glaciology, pedology, hydrology, climatology, biogeography, and oceanography.

Geomorphology is the study of landforms and the processes that shape them. Geomorphologists investigate the nature and impact of wind, ice, rivers, erosion, earthquakes, volcanoes, living things, and other forces that shape and change the surface of the Earth. Glaciologists focus on the

Earth's ice fields and their impact on the planet's climate. Glaciologists document the properties and distribution of glaciers and icebergs. Data collected by glaciologists has demonstrated the retreat of Arctic and Antarctic ice in the past century. Pedologists **(6)** _____ soil and how it is created, changed, and classified. Soil studies are used by a variety of professions, from farmers analyzing field fertility to engineers investigating the suitability of different areas for building heavy structures. Hydrology is the study of Earth's water: its properties, distribution, and effects. Hydrologists are especially concerned with the movement of water as it cycles from the ocean to the atmosphere, then back to Earth's surface. Hydrologists study the water cycle through rainfall into streams, lakes, the soil, and underground aquifers. Hydrologists provide insights that **(7)** _____ critical to building or removing dams, designing irrigation systems, monitoring water quality, tracking drought conditions, and predicting flood risk.

Climatologists study Earth's climate system and its impact on Earth's surface. For example, climatologists make predictions about El Nino, a cyclical weather phenomenon of warm surface temperatures in the Pacific Ocean. They analyze the dramatic worldwide climate changes caused by El Nino, such as flooding in Peru, drought in Australia, and, in the United States, the oddities of heavy Texas rains or an unseasonably warm Minnesota winter.

Biogeographers study the impact of the environment on the distribution of plants and animals. For example, a biogeographer might document all the places **(8)** _____ the world inhabited by a certain spider species, and what those places have in common.

Oceanography, a related discipline of physical geography, **(9)** _____ on the creatures and environments of the world's oceans. Observation of ocean tides and currents constituted some of the first oceanographic investigations. For example, 18th-century mariners figured out the geography of the Gulf Stream, a massive current flowing like **(10)** _____ river through the Atlantic Ocean.

	A	B	C	D
1	is known	are known	am known	known
2	help	helps	helped	helping
3	colony	colonies	colonys	colonie
4	was	are	is	will
5	Earth'	Earth's	Earths	Earths'
6	studies	studys	study	studying
7	am	were	are	was
8	in	at	of	to
9	focuses	focus	focused	focusing
1	a	an	the	-

0				

Text 7. Read the text below. For questions (1-10) choose the correct answer (A, B, C or D). Write your answer on the separate answer sheet.

History of geography

The **(1)** _____known world maps date back to ancient Babylon from the 9th century BC. The best known Babylonian world map, however, is the *Imago Mundi* of 600 BC. The map as reconstructed by Eckhard Unger shows Babylon on the Euphrates, surrounded by a circular landmass showing Assyria, Urartu and several cities, in turn surrounded by a "bitter river" (Oceanus), with seven islands arranged around it so as to form a seven-pointed star. The accompanying text **(2)** _____ seven outer regions beyond the encircling ocean. The descriptions of five of them have survived. In contrast to the *Imago Mundi*, an earlier Babylonian world map dating back to the 9th century BC depicted Babylon as being further north from the center of the world, though it is not certain what that center was supposed to represent.

The ideas **(3)** _____ Anaximander (c. 610–545 BC): considered by later Greek writers to be the true founder of geography, **(4)** _____ to us through fragments quoted by his successors. Anaximander **(5)** _____ is with the invention of the gnomon, the simple, yet efficient Greek instrument that allowed the early measurement of latitude. Thales is also credited with the prediction of eclipses. The foundations of geography can **(6)** _____ to the ancient cultures, such as the ancient, medieval, and early modern Chinese. The Greeks, who were the first to explore geography as both art and science, achieved this through Cartography, Philosophy, and Literature, or through Mathematics. There is some debate about who was the first person to assert that the Earth is spherical in shape, with the credit going either to Parmenides or Pythagoras. Anaxagoras was able to demonstrate that the profile of the Earth was circular by explaining eclipses. However, he still believed that the Earth was a flat disk, as did many of his contemporaries. One of the first estimates of the radius of the Earth was made by Eratosthenes.

The first rigorous system of latitude and longitude lines **(7)** _____ to Hipparchus. He employed a sexagesimal system that was derived from Babylonian mathematics. The meridians were sub-divided into 360°, with each degree further subdivided into 60 (minutes). To measure the longitude at different locations on Earth, he suggested using eclipses to determine the relative difference in time. The extensive mapping by the Romans as they explored new lands would later provide a high level of information for Ptolemy to construct detailed atlases. He extended the work

of Hipparchus, using a grid system on his maps and adopting a length of 56.5 miles for a degree.

From the 3rd century onwards, Chinese methods of geographical study and writing of geographical literature became much more comprehensive than what was found in Europe at the time (until the 13th century). Chinese geographers such as Liu An, Pei Xiu, Jia Dan, Shen Kuo, Fan Chengda, Zhou Daguan, and Xu Xiake **(8)** _____ important treatises, yet by the 17th century advanced ideas and methods of Western-style geography were adopted in China.



During the Middle Ages, the fall of the Roman empire led to a shift in the evolution of geography from Europe to the Islamic world. Muslim geographers such as Muhammad al-Idrisi produced detailed world maps (such as Tabula Rogeriana), while other geographers such as Yaqut al-Hamawi, Abu Rayhan Biruni, Ibn Battuta, and Ibn Khaldun provided detailed accounts of their journeys and the geography of the regions they visited. Turkish geographer, Mahmud al-Kashgari drew a world map on a linguistic basis, and later so did Piri Reis (Piri Reis map). Further, Islamic scholars **(9)** _____ and interpreted the earlier works of the Romans and the Greeks and established the House of Wisdom in Baghdad for this purpose. Abū Zayd al-Balkhī, originally from Balkh, founded the "Balkhī school" of terrestrial mapping in Baghdad. Suhrāb, a late tenth century Muslim geographer **(10)** _____ a book of geographical coordinates, with instructions for making a rectangular world map with equirectangular projection or cylindrical equidistant projection.

	A	B	C	D
1	old	older	oldest	more oldest
2	mentions	mention	mentionind	mentioned
3	in	at	of	to
4	come	came	comes	coming
5	are credited	am credited	is credited	were credited
6	am traced	be traced	traced	is traced
7	are credited	am credited	is credited	were credited
8	write	wrote	written	writes
9	translat	translated	translates	translating
1	accompanied	accompany	accompanies	accompaning

0				

Text 8. Read the text below. For questions (1-10) choose the correct answer (A, B, C or D). Write your answer on the separate answer sheet.

The European Age of discovery

The European Age of Discovery during the 16th and the 17th centuries, where many new lands **(1)** _____ and accounts by European explorers such as Christopher Columbus, Marco Polo, and James Cook revived a desire for both accurate geographic detail, and more solid theoretical foundations in Europe. The problem facing both explorers and **(2)** _____ **(3)** _____ the latitude and longitude of a geographic location. The problem of latitude **(4)** _____ long ago but that of longitude remained; agreeing on what zero meridian should be was only part of the problem. It was left to John Harrison to solve it by inventing the chronometer H-4 in 1760, and later in 1884 for the International Meridian Conference to adopt by convention the Greenwich meridian as zero meridian.

The 18th and the 19th centuries **(5)** _____ the times when geography became recognized as a discrete academic discipline, and became part of a typical university curriculum in Europe (especially Paris and Berlin). The development **(6)** _____ many geographic societies also occurred during the 19th century, with the foundations of the Société de Géographie in 1821, the Royal Geographical Society in 1830, Russian Geographical Society in 1845, American Geographical Society in 1851, and the National Geographic Society in 1888. The influence of Immanuel Kant, Alexander von Humboldt, Carl Ritter, and Paul Vidal de la Blache can be seen as a major turning point in geography from a philosophy to **(7)** _____ academic subject.

Over the past two centuries, the advancements in technology with computers **(8)** _____ to the development of geomatics and new practices such as participant observation and geostatistics being incorporated into **(9)** _____ portfolio of tools. In the West during the 20th century, the discipline of geography went through four major phases: environmental determinism, regional geography, the quantitative revolution, and critical geography. The strong interdisciplinary links between geography and the sciences of geology and botany, as well as economics, sociology and demographics have also grown greatly, especially as a result of earth system science that **(10)** _____ to understand the world in a holistic view.

	A	**B**	**C**	**D**
1	was discovered	were discovered	are discovered	are discover

2	geographer	geographers	geographerss	geographeres
3	was finding	am finding	were finding	finding
4	were solved	was solved	solved	are solved
5	was	were	are	is
6	to	of	from	at
7	an	a	the	-
8	have led	had led	has led	led
9	geography's	geographys	geographys'	geographys's
10	seek	seeked	seekss	seeks

Text 9. Read the text below. For questions (1-10) choose the correct answer (A, B, C or D). Write your answer on the separate answer sheet.

Chinese methods of geographical study

From the 3rd century onwards, Chinese methods of geographical study and writing of geographical literature **(1)** _____ much more comprehensive than what was found in Europe at the time (until the 13th century). Chinese geographers such as Liu An, Pei Xiu, Jia Dan, Shen Kuo, Fan Chengda, Zhou Daguan, and Xu Xiake wrote important treatises, yet by the 17th century advanced ideas and methods of Western-style geography were adopted in China

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Abu Rayhan Biruni (976–1048) first described a polar equi-azimuthal equidistant projection of the celestial sphere. He **(6)** _____ as the **(7)** _____ skilled when it came to mapping cities and measuring the distances between them, which he did for many cities in the Middle East and the Indian subcontinent. He often combined astronomical readings

and mathematical equations, in order to develop methods of pin-pointing locations by recording degrees of latitude and longitude. He also **(8)** _____ similar techniques when it came to measuring the heights of mountains, depths of the valleys, and expanse of the horizon. He also discussed human geography and the planetary habitability of the Earth. He also calculated the latitude of Kath, Khwarezm, using the maximum altitude of the Sun, and solved a complex geodesic equation in order to accurately compute the Earth's circumference, which **(9)** _____ to modern values of the Earth's circumference. His estimate of 6,339.9 km for the Earth radius was only 16.8 km less than the modern value of 6,356.7 km. In contrast to his predecessors, who measured the Earth's circumference by sighting the Sun simultaneously from two different locations, al-Biruni developed a new method of using trigonometric calculations, based on the angle between a plain and mountain top, which yielded more accurate measurements of the Earth's circumference, and **(10)** _____ it possible for it to be measured by a single person from a single location.

	A	B	C	D
1	become	became	becomes	becomed
2	produce	produced	produces	producing
3	drow	drew	drown	drowing
4	a	an	the	-
5	in	at	of	to
6	were regarded	was regarded	have regarded	are regarded
7	more	most	moest	-
8	develop	developes	developed	developing
9	was close	were close	are close	close
10	make	made	making	makes

MODULE 5. FOOD

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

Food and restaurants

Are you **(1)** _____ for somewhere special to go this weekend? Do you want to try something new? Check out one of **(2)** _____ hot new restaurants.

Last Days of the Raj.A centrally located Indian restaurant, perfect for **(3)** _____ before or after the cinema or a show. In summer **(4)** _____ your meal in the beautiful garden. The most popular dishes are lamb and chicken **(5)** _____ with mild, medium or hot spices. For brave customers there is extra hot!

A Taste of Tuscany.Whether you'd like a great value-for-money lunch or a relaxed evening meal in stylish surroundings, this is the place for you. The chefs have all **(6)** _____ in Italy and they make both traditional and contemporary dishes. We recommend the pasta and seafood.

Your Local Caff. Remember when cafés **(7)** _____ full English breakfasts – sausages, beans, fried bread, bacon and eggs – with a strong cup of tea? Well, this place still does and you can have your breakfast **(8)** _____ any time you like during the day while you listen to your favorite tunes from the 1980s.

The Lemon Tree. This pretty restaurant serves healthy food that's tasty too. Come in for a vegetarian snack at lunchtime or a great fruit smoothie or a cappuccino and a delicious piece of cake in the afternoon. Food **(9)** _____ from local producers whenever possible.

Cheesy Bites. A restaurant that only serves cheese, but hundreds of cheeses from many countries and in lots of different forms. They serve reasonably priced lunches but dinner **(10)** _____ be expensive. Lovely food and a very elegant dining room, looking onto an amazing flower garden.

	A	**B**	**C**	**D**
1	looked	look	looking	looks
2	these	this	that	those
3	eating	to eat	eats	are eating
4	enjoys	to enjoy	enjoying	enjoyable
5	is cooked	cooking	to cook	cooked
6	to train	training	trains	been trained
7	is served	serves	served	to serve
8	in	at	on	-
9	is bought	are bought	bought	have bought
10	have to	may	can	could

Text 2. Read the text below. For questions (1-10) choose the correct answer (A, B, C or D). Write your answer on the separate answer sheet.

Food and culture: what is it?

Food Culture can be defined **(1)** _____ the attitudes, beliefs and practices that surround the production and consumption of food. Food Culture incorporates our ethnicity, and cultural heritage and provides a mechanism of communication with **(2)** _____ both externally and within our families and communities.

Food anthropology is a sub-discipline within the field of anthropology and it is a critical part of **(3)** _____ a culture. Culinary anthropologists have provided a greater understanding of broad societal processes **(4)** _____ politics, economics and value creation and the social constructs of collective memory. Simply put you **(5)** _____ study a country and develop ethnography of that culture without understanding the role food and food production have on all levels of the community.

Archaeologists search for evidence of culture through digs and ancient sites for the physical evidence left by previous cultures. They find clues about the past to learn how are ancestors lived and worked. A food anthropologist **(6)** _____ with archaeologists investigate the food culture of the community through the remains of food left in fire pits and found objects.

Food is the linchpin of society and it creates a connection between our beliefs, our ethnicity, our individual cultures and our cultural heritage. On a larger scale than most people realize, food is not just a part of the culture it can define culture.

Traditional foods and cuisine **(7)** _____ down from one generation to the next within families and communities. In areas where the family or person **(8)** _____ contact with their heritage one of the first places, they turn to are cooking schools or classes to learn what their cultural food traditions are.

Immigrants **(9)** _____ the food they grew up with to their new countries and in many cases passed these traditions down to their children. With war and conflict, however, many people became **(10)** _____ their culture and their food culture.

In many cases, regional cuisines are dependent on what can be grown within a specific area.

	A	**B**	**C**	**D**
1	like	as	-	is
2	others	another	other	-
3	to understand	understood	understanding	-
4	such as	such	likes	like
5	cannot	can	must not	have not
6	works	is working	worked	working
7	is passed	passed	are passed	to pass
8	lost	has lost	have lost	to lose

9	To bring	have brought	has brought	brought
10	detached	detached from	detached in	detached away

Text 3. Read the text below. For questions (1-10) choose the correct answer (A, B, C or D). Write your answer on the separate answer sheet.

Food: Identity of Culture and Religion

Food **(1)** _____ more than just a means of survival. According to Barthes food is considered to be multidimensional, as something that shapes us, our identities, and our cultures and in the end, our society. Just as different clothes signify different things example the white coat a doctor, the uniform of a police officer or army personnel, food **(2)** _____ transmits a meaning. But the meaning **(3)** _____ culture to culture. Furthermore, food could not **(4)** _____ as a trope if it did not signify a meaning of something to begin with, for example: tomato, basil and mozzarella cheese on a pizza signify a taste of Italy. In addition, various food tropes **(5)** _____ in everyday life.

Many scholars **(6)** _____ the relationships between food, identity and communication. Does food have its place within a broader set of values linked to age, religion, social status, of which some are closely linked to diet, while **(7)** _____ have no link to food?

Religion and Food is also connected which adds meaning and significance to our lives. Some food beliefs and practices **(8)** _____ on religion. Around the world, Muslims fast during Ramadan, believed to be the month during which the Quran, the Islamic holy book, **(9)** _____ from God to the Prophet Muhammad. During this month, Muslims fast during daylight hours, eating and drinking before dawn and after sunset. Orthodox Jews and some conservative Jews follow dietary laws, popularly **(10)** _____ as a kosher diet which is part of their Jewish scripture. The dietary laws, which describe the use and preparation of animal foods, are followed for purposes of spiritual health.

	A	**B**	**C**	**D**
1	are seen	is seen	sees	is seeing
2	also	as well	too	-
3	varies	varies from	varies on	varies at
4	is viewing	is viewed	viewed	be viewed
5	used	is used	are used	are using
6	have analyzed	analyzed	has analyzed	analyzing
7	another	others	other	some others
8	based	are based	is based	basing

9	have been given	have given	is given	was given
10	referred	referred on	referred to	refers

Text 4. Read the text below. For questions (1-10) choose the correct answer (A, B, C or D). Write your answer on the separate answer sheet.

Most popular Chinese dishes

A typical Chinese meal **(1)** _____ two things: a carbohydrate or starch like noodles, rice or buns, and accompanying stir fries or dishes of veggies, fish and meat. They use **(2)** _____ fresh vegetables like mushroom, water chestnuts, bamboo and even tofu. In North China, wheat-based accompaniments like noodles and steamed buns **(3)** _____ the table, in contrast to South China where rice is a favorite. The short-grain sticky rice, grown throughout Southern China, is absolutely irresistible.

Each dish **(4)** _____ creating a balance between three aspects: appearance, aroma, and taste. They **(5)** _____ a lot of attention to the aesthetic appearance of the food with diversified colors. Sauces and seasonings like fish sauce, five spice powder, oyster sauce, soy sauce, vinegar, root garlic, fresh ginger and others **(6)** _____ generously to offer a complex play of flavor and aroma.

Much like Japanese cuisine, Chinese dishes are **(7)** _____ umami which is **(8)** _____ a "pleasant savory taste". The umami taste is **(9)** _____ many ingredients used in their cuisine like Chinese cabbage, spinach, celery, green tea or fermented products like soy sauce and pastes.

Chinese food and the way it is prepared **(10)** _____ by the two major philosophies: Confucianism and Taoism. One of the standards set by Confucius was that food must be cut into small bite-size pieces before being served. Those who follow Taoism focus more on food that promote health and longevity and those that have healing powers.

	A	**B**	**C**	**D**
1	has	will have	will has	have
2	a lot of	many	much	lots of
3	is dominated	dominated	dominate	dominates
4	focused at	is focused	focuses	focuses on
5	pay	pays	paid	are paid
6	uses	are used	used	is used
7	-	rich at	rich	rich in
8	described	describing	described as	described like
9	common to	common	common like	common as

10	influenced	is influenced	are influenced	is being influenced

Text 5. Read the text below. For questions (1-10) choose the correct answer (A, B, C or D). Write your answer on the separate answer sheet.

Common Food Additives: Should You Avoid Them?

Take a look at the ingredients label of just about any food in your kitchen pantry and there's a good chance you'll spot a food additive. They **(1)** _____ to enhance the flavor, appearance or texture of a product, or to extend **(2)** _____ shelf life. Some of these substances **(3)** _____ with adverse health effects and should be avoided, **(4)** _____ others are safe and **(5)** _____ with minimal risk.

Here are most common food additives, plus recommendations **(6)** _____ which ones to keep out of your diet. Monosodium glutamate, or MSG, is a common food additive **(7)** _____ to intensify and enhance the flavor of savory dishes. It's found in a variety of processed foods like frozen dinners, salty snacks and canned soups. It's also often added to foods at restaurants and fast food places. MSG has been a subject of heated controversy **(8)** _____ a 1969 study of mice found that large amounts **(9)** _____ harmful neurological effects and impaired growth and development.

However, this additive is likely to have little to no effect on human brain health as it's unable to cross the blood-brain barrier. Artificial food coloring is used to brighten and improve the appearance of everything from candies to condiments. In recent years, though, there **(10)** _____ many concerns about potential health effects.

When exposed to high heat and in the presence of amino acids, nitrites can turn into nitrosamine, a compound that can have many negative effects on health.

	A	**B**	**C**	**D**
1	are used	used	using	are being used
2	his	its	it's	this
3	have associated	have been associated	associated	been associated
4	than	where	when	while
5	can be consume	may be consumed	can be consumed	must be consumed
6	for	to	according	towards
7	use	used	are used	using
8	from	since	in	on
9	is caused	causing	caused	have caused

10	were	has been	had	have been

Text 6. Read the text below. For questions (1-10) choose the correct answer (A, B, C or D). Write your answer on the separate answer sheet.

Fun facts about food

Here are some fun and interesting food facts that **(1)** _____ your mind. We hope you enjoy **(2)** _____ about some of these random and interesting facts about food as much as we did putting them together.

Dark chocolate. Chocolate was first **(3)** _____ in bar form around 1910. Dark chocolate is made from the roasted beans of the cacao tree and has many health benefits. From **(4)** _____ bad cholesterol to lowering blood pressure, helping to reduce stress and improving vision, it's definitely worth **(5)** _____ a square or two a day. A study by Harvard also found that drinking two cups of hot chocolate a day prevented memory decline. Drink up!

As sweet as nectar. Did you know that the word "nectarine" means sweet like nectar and this is most likely the origin of the name? Studies **(6)** _____ that nectarines, like peaches originated in China over 2,000 years ago and were introduced to England in the late 16th or early 17th centuries.

Raspberries are a member of the rose family. As are cherries, apricots, plums, pears, apples, quinces, peaches, strawberries, and blackberries. These types of fruits typically have flowers with five equal petals arranged around a central core. Unlike many other fruits, once **(7)** _____, unripe raspberries do not ripen.

Broccoli contains more protein than steak. Former President George W. Bush may have once famously proclaimed: "I'm president of the United States and I'm not going to eat any more broccoli", but don't listen to him! Besides the usual nutrition one **(8)** _____ from eating their greens, broccoli has a great deal of protein. Calorie for calorie, there is more protein in broccoli **(9)** _____ steak. And it doesn't come with all those saturated and trans fats or cholesterol, so you can get all the protein you need with a significantly lower risk of cardiovascular disease with this healthy food.

Apples give you more energy than coffee. The coffee snobs may not don't want to **(10)** _____, but it's true. If you're ever a little low on energy during the afternoon, then consider munching into an apple instead of buying a cup of coffee. Thanks to its high carbohydrate, fiber, vitamin C and mineral content, eating apples are the perfect (and healthy) option to help you stay energized all day. The world's most hated vegetable is one of the best for you.Brussels sprouts may be the most hated vegetable, but it's among the most nutritious veggies out there. It's

packed full of vitamins and minerals, has virtually no calories, no fat, no cholesterol, and it fills you up!

	A	B	C	D
1	blows	will blow	blow	should blow
2	to read	read	reading	to reading
3	saw	seen	to see	have been seen
4	being improving	to improve	improved	improving
5	eating	ate	to eat	eats
6	are suggested	have been suggested	suggested	have suggested
7	have been picked	being picked	picked	are picked
8	gets	get	is getting	got
9	as	then	than	like
10	believe about	believe	believe in it	believe it

Text 7. Read the text below. For questions (1-10) choose the correct answer (A, B, C or D). Write your answer on the separate answer sheet.

Most popular Ukrainian foods you should know

Many **(1)** _____ that the locals use Ukrainian foods as a means to show off their fertile soil, bountiful harvest, and healthy livestock. And it's true, nearly 60% of Ukraine's land is **(2)** _____ vegetable production, ensuring a year-round supply of wheat, sugar, and potatoes. The Carpathian Mountains also have large meadows for cattle to graze, **(3)** _____ high-quality beef products for many Ukrainian recipes.

So when you have the chance to visit Ukraine, besides admiring stunning scenery with majestic mountains, remember **(4)** _____ their unique traditional dishes, like the ones I **(5)** _____ below!

Don't Skip The Appetizers In Ukraine! It is very common to enjoy an appetizer or starter before the main meals in European cuisine. Give this section a read and learn what the Ukrainians usually eat during this time.

Salo. Everyone **(6)** _____ the Ukrainians love their Salo, not only for **(7)** _____ unique taste but also for the health benefits it brings. Pork fat is high in vitamin D and A, which helps with brain function, digestion, and detoxification. Although this dish is quite unusual, Salo is frequently **(8)** _____ as one of Ukraine's primary icons.

Holodets/ Kholodets – Meat Jelly. This gelatinized pork dish served with horseradish is prevalent in Eastern European nations, not just in Ukraine. Although, yes, the term "meat jelly" may not be that enticing, you

(9) _____ your mind after just one bite! The dish's name comes from the Ukrainian word holodnyii, which means "cold".

Pampushky – Ukrainian Garlic Bread. Pampushky is the epitome of garlic bread! With a soft pillowy texture and flavorful garlic toppings, Ukrainian garlic bread will surely make your mouth water. These lovely yeasted buns from Ukraine come in both sweet and savory varieties. The sweet form is frequently loaded with jam, berries, cottage cheese, and fresh fruit, while the savory variant is usually seasoned with garlic sauce and (10) _____ with Borscht (Ukrainian beet soup). German colonists may have been the ones who brought Pampushky to Ukraine. These delicious buns became a popular national dish at the end of the 19th century, eventually gaining "status" as a typical Ukrainian dish.

	A	**B**	**C**	**D**
1	says	said	have said	say
2	suitable at	suitable in	suitable	suitable for
3	provides	providing	being providing	provided
4	to enjoy	enjoying	to enjoying	enjoys
5	had listed	listed	have listed	to list
6	is knowing	know	is knowing	knows
7	its	it's	this	-
8	is regarding	regarded	regards	to regard
9	change	will change	would change	changed
10	was eaten	eaten	is eaten	eats

Text 8. Read the text below. For questions (1-10) choose the correct answer (A, B, C or D). Write your answer on the separate answer sheet.

What are carrots?

Carrots are root vegetables that **(1) _____** first grown in Afghanistan around 900 AD. Orange may be their best-known color, but they also come **(2) _____** other hues, including purple, yellow, red, and white. Early carrots were purple or yellow. Orange carrots were developed in Central Europe around the 15th or 16th century. This popular and versatile veggie may taste slightly different **(3) _____** the color, size, and where it's grown. The sugar in carrots gives them a slightly sweet flavor, but they also can taste earthy or bitter.

Carrots are a great source of important vitamins and minerals. A half-cup can **(4) _____** you up to:

- 73% of your daily requirement of vitamin A;
- 9% of your daily vitamin K;
- 8% of your daily potassium and fiber;
- 5% of your daily vitamin C;

- 2% of your daily calcium and iron.

Health Benefits of Carrots. Carrots have a wealth of antioxidants and offer many health benefits. **They're good (5) _____ your** eyes**.** This is probably the best-known carrot superpower. They're rich in beta-carotene, a compound your body changes into vitamin A, **(6)** _____ helps keep your eyes healthy. And beta-carotene helps protect your eyes from the sun and lowers your chances of cataracts and other eye problems.

Yellow carrots have lutein, which is also good for your eyes. Studies **(7)** _____ that it can help with or prevent age-related macular degeneration, the leading cause of vision loss in the U.S.

They can lower your risk (8) _____ cancer**.** Antioxidants have been proven to fight off harmful free radicals in your body, and that can make you less likely to have cancer. The two main types of antioxidants in carrots are carotenoids and anthocyanins. Carotenoids give carrots their orange and yellow colors, while anthocyanins are responsible **(9) _____** red and purple coloring.

They help your heart**.** First, all those antioxidants are also good for your heart. Second, the potassium in carrots can help keep your blood pressure in check. And third, they have fiber, which can help you stay at a healthy weight and lower your chances of heart disease. Red carrots also have lycopene, which helps prevent heart disease.

They boost your immune system**.** The vitamin C in carrots helps your body build antibodies that defend your immune system. Vitamin C also helps your body take **(10) _____** and use iron and prevent infections.

	A	B	C	D
1	was	were	had been	have
2	of	at	in	with
3	depending on	depending from	depending	depending in
4	to give	gives	giving	give
5	-	with	**for**	to
6	which	that	who	whose
7	found	is found	have found	was founding
8	with	at	in	**of**
9	with	in	for	-
10	in	-	about	off

Text 9. Read the text below. For questions (1-10) choose the correct answer (A, B, C or D). Write your answer on the separate answer sheet.

Fast food is the food of the future?

It is difficult **(1)** _____ our life without fast food. It is gradually **(2)** _____ out the traditional cuisine, and many people **(3)** _____ that fast food

will dominate in the future. **(4)** _____ my opinion, fast food is really the thing of the future. First of all, people's life **(5)** _____ faster, and in the future it will require much quicker solutions in **(6)** _____ every sphere. People will have to do things more quickly, including meals. The schedule of most people is becoming tougher, so, eventually, they will not have **(7)** _____ time to eat properly. Fast food will be the best suited for a quick meal. In addition, fast food is a flourishing business promoted vigorously worldwide. Sandwiches and burgers of various kinds are advertised and sold on every corner, so people cannot resist a temptation **(8)** _____ one. In the future, the temptation will definitely grow on. But there are people who believe that fast food will never dominate home-cooked meal because of **(9)** _____ harm to the health. It is common knowledge that this kind of food causes serious illnesses, because it is made mostly from artificial substances. Nevertheless I cannot support the opposing opinion because food production **(10)** _____ at a high rate, and future fast food is overwhelmingly likely to consist of healthy ingredients.

In conclusion, I would like to emphasize the fact that the future is born in the present. If we want to predict what our life will look like in the years to come, we should pay attention to the modern tendencies. As regards our meal, fast food is booming today, which means it will be our basic food tomorrow.

	A	B	C	D
1	imagining	to imagine	to have imagine	imagined
2	forced	is forcing	forcing	to force
3	are sure	sure	were sure	is sure
4	with	to	on	in
5	is getting	gets	are getting	was getting
6	-	almost	also	nearly
7	many	much	full	enough
8	of buying	to buy	bought	in buying
9	this	it's	its	-
10	is being perfected	is perfected	was perfected	is perfect

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

How we make the best homemade fluffy pancakes

We love simple, no-fail recipes and this pancake recipe is just that. It's quick to make, and we **(1)** _____ to bet you've got everything you need

(2) _____ them right now. We **(3)** _____ eggs in this recipe. Here's a quick breakdown of what you will need.

Flour. Use all-purpose flour, whole wheat flour, or a combination of the two. For gluten-free pancakes, use your favorite gluten-free flour blend or try buckwheat flour.

Sugar. We use granulated sugar, but **(4)** _____ sugars like coconut sugar, raw sugar, or brown sugar will work in the recipe.

Salt. We like to use 1/2 teaspoon of fine salt. It **(5)** _____ the sugar nicely and brings out lots of flavor in the pancakes. If you are using salted butter, consider reducing the salt to 1/4 teaspoon.

Milk. Whole milk, reduced-fat, and even skim milk will work in this recipe. For dairy-free pancakes, substitute non-dairy milk (like unsweetened almond milk or homemade oat milk). I've also used orange juice in place of the milk before and it **(6)** _____ nicely.

Melted Butter. You can't beat the taste of butter for this, but if you need a plant-based option, melted coconut oil or melted plant-based butter work, too. We use unsalted butter, but salted butter **(7)** _____ as a substitute. If you do use salted butter, reduce the amount of salt by 1/4 teaspoon.

One Egg. The egg **(8)** _____ structure, flavor, and fluffiness. We use a flax egg. You might also enjoy our recipe for vegan pancakes.

Vanilla Extract. Vanilla adds sweetness and depth of flavor. You **(9)** _____ try other extracts, too. Almond extract would be pretty delicious. We have lots of pancake recipes on the blog. If you love blueberries, you must take a look at this recipe and if you **(10)** _____ to swap regular flour for whole wheat, try these fluffy whole wheat pancakes. We have also recently added a vegan pancake recipe to the blog, which we both love!

	A	B	C	D
1	wills	were willing	are willing	is willing
2	made	are making	is make	to make
3	call in	call for	call	call to
4	other	others	another	some
5	will balance	balance	is balanced	balances
6	was working	is worked	worked	works
7	will work	works	is worked	is working
8	is added	add	is adding	adds
9	can	could	may	have to
10	liked	likes	like	is liking

Text 11. Read the text below. For questions (1-10) choose the correct answer (A, B, C or D). Write your answer on the separate answer sheet.

My first cooking experience

When I was young, the kitchen had an invisible "stop" sign put there by my mom. "No you cannot enter here!" she always **(1)** _____ to me. Well, I really don't blame her as it is no place for kids.

I was just left outside in awe, looking at what wonders the kitchen held. A few years **(2)** _____ by and I became very interested **(3)** _____ food, both eating and preparing it. Nonetheless, the kitchen was still out of bounds so I couldn't experiment with cooking. But they couldn't stop me forever now, **(4)** _____ they?

It was early morning, mom **(5)** _____ for grocery shopping and my sister was fast asleep, and no one else was at home. Time to strike! I sneaked through the dining room and there was the kitchen in front of me!

I stepped inside and took in the sight in front of me – cabinets rising high like skyscrapers, the oven **(6)** _____ a majestic place beside one wall, the dishes sparkling like diamonds. I had seen it from outside but this time it was up close. As I hadn't had breakfast I decided to begin my first experience as a chef by making an omelette. Sure I **(7)** _____ mom do it, so how could it be hard?

I set to work quietly so as not to wake my sister up. I took an egg, and some tomatoes and onions. I knew the basics, so I began the work. I chopped the onions on the work surface just I had seen chefs do it. Then came the tomatoes. I washed them first and started **(8)** _____. This time disaster struck and I cut my finger. Ouch! There was no bleeding but it was just as painful.

This little nib didn't stop me and after about a few minutes of whining, I got back on my feet. The egg awaited its fate, to be cracked in half. It took two or three attempts to crack it open and into the bowl. The spices were next.

Well, as most of you know, mothers always keep spices on the top shelf of the cabinet. Whatever the logic may be, it is very **(9)** _____ trying to jump to reach them. After a failed attempt, I went to the hall and grabbed a stool. After climbing up the stool, I grabbed the chilli powder and the salt.

I put the ingredients in the bowl with the egg, and whisked it. I lighted the stove and put the big frying pan on it and poured some oil in it... and spilled some on the floor too, accidentally, of course!

Soon, I was running all over the kitchen, searching all the cabinets to find the cooking spoon, all the while the omelette was sizzling in the pan. Finally I found the spoon and made a rush to turn over the omelette. I managed to do that without breaking or spilling it out of the pan only to see a very nicely browned, or rather burnt, side up! While I was busy taking it

out in a plate, someone came up behind me. It was mom. I was dumbstruck. She was angry **(10)** _____ the kitchen in a mess, the drawers all open, and some salt and chilli powder on the stoves and countertop.

	A	B	C	D
1	was saying	said	have said	says
2	passed	was passed	have passed	were passed
3	with	at	about	in
4	can't	can	could	couldn't
5	had gone	gone	went	has gone
6	is occupying	was occupying	occupies	occupying
7	have seen	saw	seen	had seen
8	to chop	chopping	-	with chopping
9	annoyful	annoys	annoying	annoyable
10	at seeing	to see	with seeing	on seeing

Text 12. Read the text below. For questions (1-10) choose the correct answer (A, B, C or D). Write your answer on the separate answer sheet.

Eating Like an Ancient Greek

There are many things that **(1)** _____ on in civilization from the time of the ancient Greeks; they contributed literature, philosophy, democracy, theater, and the Olympics. But how much of what they ate and how they dined **(2)** _____ into current-day Greece?

Some foods, like pasteli (Greek sesame honey candy), have undoubtedly been around a long time. But unfortunately, historians may never **(3)** _____ for sure about ingredients and dishes in ancient Greek food. In terms of their **(4)** _____ style, the ancient Greeks ate as in modern times, with three meals **(5)** _____. They woke and ate breakfast, they broke from work at midday for lunch, and then they ended the day with dinner and perhaps a little dessert.

Breakfast. Most ancient Greeks had the same thing for breakfast – bread dipped in wine. The bread **(6)** _____ from barley, the main source of all bread in ancient times. It was probably hard, **(7)** _____ is why the Greeks would dip it in the wine, to soften it up and make it easier to eat. The Greeks also ate something called a ***teganites***, which resembles a pancake. These were made with wheat flour, olive oil, honey, and curdled milk, and usually topped with honey or cheese.

Lunch. Bread and wine made an appearance at this midday meal as well, but the Greeks **(8)** _____ a bit more of the wine versus simply dunking bread into it. Lunch was considered a midday snack, so it was common for

the Greeks to dine on relatively light foods like figs, salted fish, cheeses, olives, and more bread.

Dinner. Dinner was and still is the most important meal of the day in Greece. In ancient times, it was when everyone **(9) _____** with friends – not family – and discuss things like philosophy or maybe just daily events.

Men and women normally ate separately. In some homes, enslaved people would serve the men dinner first, then the women, then themselves. If the family (10) _____ enslaved laborers, the women of the house served the men first, and then they ate when the men were finished. **Dinner was when most of the foods were consumed. The ancient Greeks would eat eggs from quail and hens, fish, legumes, olives, cheeses, bread, figs, and any vegetables they could grow, which might include arugula, asparagus, cabbage, carrots, and cucumbers.**

	A	B	C	D
1	are carried	carried	have carried	carries
2	continued	has continued	had continued	is continued
3	known	knew	know	knowed
4	eatings	eatable	eats	eating
5	a day	at a day	during a day	in a day
6	has made	had been made	is made	was made
7	it	whose	which	that
8	drank	would drink	would drank	drunk
9	would gather	gather	gathered	would gathered
10	haven't	didn't had	didn't has	didn't have

ДОВІДНИК З ГРАМАТИКИ

7.1. ТАБЛИЦЯ ЧАСОВИХ ФОРМ В АКТИВНОМУ ТА ПАСИВНОМУ СТАНІ

Tense	**Active**	**Passive**
Present Simple	**Tom brings the package.** Том приносить пакунок.	**The package is brought.** Пакунок приносять. (Пакунок принесений)
Past Simple	**Tom brought the package a day ago.** Том приніс пакунок один день тому назад.	**The package was brought two days ago.** Пакунок принесли два дні тому. (Пакунок принесений два дні тому)
Future Simple	**Tom will bring the package.** Том принесе пакунок.	**The package will be brought.** Пакунок принесуть. (Пакунок буде принесений)
Present Continuous	**Tom is writing a letter now.** Том зараз пише листа.	**The letter is being written right now.** Лист пишуть прямо зараз.

Past Continuous	**Tom was writing a letter at 5 p.m. yesterday.** Том писав листа вчора о 5-й годині вечора.	**The letter was being written at 5 p.m. yesterday.** Лист писали вчора о 5-й годині вечора.
Future Continuous	**Tom will be writing a letter tomorrow at 5 p.m.** Том буде писати листа завтра о 5-й вечора.	**---** не існує
Present Perfect	**Tom has already brought the package.** Том вже приніс пакунок.	**The package has already been brought.** Пакунок вже принесли.
Past Perfect	**Tom had brought the package before you came.** Том приніс пакунок до того, як ти прийшов.	**The package had been brought before you came.** Пакунок принесли перед тим, як ти прийшов.
Future Perfect	**Tom will have brought the package by 10 o'clock tomorrow.** Том принесе пакунок до 10-ї ранку завтра.	**The package will have been brought by 10 o'clock tomorrow.** Пакунок принесуть завтра до 10-ї ранку.
Present Perfect Continuous	**Tom has been driving the car for 6 hours.** Том сидить за кермом машини протягом 6 годин.	**---** не існує
Past Perfect Continuous	**I said that Tom had been driving a car for 6 hours.** Я сказав, що Том був за кермом машини протягом 6 годин.	**---** не існує
Future Perfect Continuous	**I will have been living here for 1 year next month.** Наступного місяця виповниться рік, як я тут	**---** не існує

	живу.	
Future-in-the-Past	**Jack said that Tom would bring the package.** Джек сказав, що Том принесе пакунок.	**Jack said that the package would be brought.** Джек сказав, що пакунок принесуть.
To be going to	**Tom is going to bring the package.** Том планує принести пакунок.	**The package is going to be brought.** Пакунок планують принести.
Used to	**Tom used to bring the package.** Звичайно Том приносив пакунок.	**The package used to be brought by Tom.** Звичайно пакунок був принесений Томом.

7.2. ІНФІНІТИВ ЧИ ГЕРУНДІЙ?

Вживається		
інфінітив		герундій
з часткою **to** (to + infinitive)	без частки **to**	
1) для вираження	1) після	1) у функції іменника:
мети:	модальних	Eating fruits is good for your health.
She went out to	дієслів	2) після дієслів admit, avoid, consider,
buy some bread.	(крім ought to):	continue, delay, deny, enjoy, escape,
2) після дієслів	You must be back	excuse, fancy, finish, forgive, imagine,
advise, agree,	by 10 p.m.	involve, keep (у значенні continue), look
expect, promise,	2) після	forward to, mention, mind, miss, object to,
hope, refuse:	словосполучень	postpone, practise, prevent, report, resist,
He agreed to	had better, would	risk, save, stand, suggest, understand:
come.	rather:	Do you mind my opening the window?
Tom promised to	You'd better go.	Smith admitted murdering his wife.
come.	3) після	3) після дієслова go:
3) після	конструкції	I go swimming every morning in summer.

питальних слів	make/let/see/ hear/	4) після дієслів see, hear, listen, watch
where, how, what,	feel + object:	для вираження дії, що відбувалося
who, which (крім	My parents let me	протягом якогось проміжку часу:
why):	watch TV until 11	I heard a police siren screaming in the
I don’t know what	p.m.	distance and breaking the silence of the
to do.	I heard my brother	night.
4) після	come back.	5) після конструкцій be busy, be no use,
словосполучень		what’s the use of, it’s (no) good, it’s (not)
would like/would		worth, can’t help, there’s no point (in),
love/ would prefer:		can’t stand, be/get used to, have difficulty
I’d love to have a		in, be interested in, be good at, be keen
cup of tea.		on:
5) після		It’s no use crying over the spilt milk.
іменників:		6) після словосполучення spend/waste
It’s a hard job to		time:
teach children.		You waste your time playing computer
6) після		games.
прикметників:		7) після прийменників:
I’m glad to see you happy.		He entered without knocking at the door.

7.3. ТАБЛИЦЯ НЕПРАВИЛЬНИХ ДІЄСЛІВ

A			
Infinitive	**Past Simple**	**Past Participle**	**Переклад**
to abide	abode/abided	abode/abided	дотримуватися
to arise	arose	arisen	виникати
to awake	awoke/awakened	awoken/awakened	прокидатися
B			
to backslide	backslid	backslid / backslidden	відступати
to be	was / were	been	бути
to bear	bore	born / borne	нести
to beat	beat	beaten	бити

to become	became	become	ставати
to begin	began	begun	починати
to bend	bent	bent	згинатися
to bet	bet	bet / betted	ставити
to bid	bid / bade	bid / bidden	ставити ставку
to bind	bound	bound	пов’язувати
to bite	bit	bitten	вкусити
to bleed	bled	bled	кровоточити
to blow	blew	blown	дути
to break	broke	broken	ламати
to breed	bred	bred	вирощувати
to bring	brought	brought	приносити
to broadcast	broadcast / broadcasted	broadcast / broadcasted	передавати
to browbeat	browbeat	browbeaten / browbeat	залякувати
to build	built	built	будувати
to burn	burnt / burned	burnt / burned	горіти
to burst	burst	burst	вибухати
to bust	bust / busted	bust / busted	розорювати
to buy	bought	bought	купляти
C			
to cast	cast	cast	кидати
to catch	caught	caught	хапати
to choose	chose	chosen	вибирати
to cling	clung	clung	чіплятися
to clothe	clad / clothed	clad / clothed	одягати
to come	came	come	приходити
to cost	cost	cost	коштувати
to creep	crept	crept	повзти
to crossbreed	crossbreed	crossbreed	схрещувати
to cut	cut	cut	різати
D			
to daydream	daydreamt / daydreamed	daydreamt / daydreamed	мріяти
to dare	durst	dared	відважуватися
to deal	dealt	dealt	вирішувати
to dig	dug	dug	копати
to disprove	disproved	disproved / disproven	спростовувати
to dive	dove / dived	dived	ниряти
to do	did	done	робити

to draw	drew	drawn	малювати
to dream	dreamed / dreamt	dreamed / dreamt	мріяти
to drink	drank	drunk	пити
to drive	drove	driven	керувати
to dwell	dwelt / dwelled	dwelt / dwelled	жити
E			
to eat	ate	eaten	їсти
F			
to fall	fell	fallen	падати
to feed	fed	fed	годувати
to feel	felt	felt	відчувати
to fight	fought	fought	боротися
to find	found	found	знаходити
to fit	fit / fitted	fit / fitted	підходити
to flee	fled	fled	уникати
to fling	flung	flung	кидати
to fly	flew	flown	літати
to forbid	forbade	forbidden	забороняти
to forecast	forecast	forecast	передбачати
to forego / forgo	forewent	foregone	відмовлятися
to foresee	foresaw	foreseen	передбачати
to foretell	foretold	foretold	пророкувати
to forget	forgot	forgotten	забувати
to forgive	forgave	forgiven	пробачати
to forsake	forsook	forsaken	залишати
to freeze	froze	frozen	заморожувати
to frostbite	frostbit	frostbitten	відморожувати
G			
to get	got	got / gotten	отримувати
to give	gave	given	давати
to go	went	gone	йти
to grind	ground	ground	молоти
to grow	grew	grown	рости
H			
to hand-feed	hand-fed	hand-fed	годувати з рук
to handwrite	handwrote	handwritten	писати від руки
to hang	hung	hung	висіти
to have	had	had	мати (щось)
to hear	heard	heard	чути
to hew	hewed	hewn / hewed	рубати

to hide	hid	hidden	ховатися
to hit	hit	hit	вдаряти
to hold	held	held	тримати
to hurt	hurt	hurt	завдавати болю
I			
to inbreed	inbred	inbred	розводити (рослини)
to inlay	inlaid	inlaid	інкрустовувати
to input	input / inputted	input / inputted	вводити дані
to interbreed	interbred	interbred	схрещувати
to interweave	interwove / interweaved	interwoven / interweaved	вплітати
to interwind	interwound	interwound	заплітати
J			
to jerry-build	jerry-built	jerry-built	будувати халтурно
K			
to keep	kept	kept	тримати
to kneel	knelt / kneeled	knelt / kneeled	ставати на коліна
to knit	knitted / knit	knitted / knit	в’язати
to know	knew	known	знати
L			
to lay	laid	laid	класти (щось)
to lead	led	led	вести
to lean	leaned / leant	leaned / leant	спиратися
to leap	leaped / leapt	leaped / leapt	стрибати
to learn	learned / learnt	learned / learnt	вчити
to leave	left	left	полишати
to lend	lent	lent	давати у борг
to let	let	let	дозволяти
to lie	lay	lain	лежати
to light	lit / lighted	lit / lighted	освічувати
to lip-read	lip-read	lip-read	читати з губ
to lose	lost	lost	втрачати
M			
to make	made	made	робити, створювати
to mean	meant	meant	означати
to meet	met	met	зустрічати
to miscast	miscast	miscast	неправильно вирахувати
to misdeal	misdealt	misdealt	діяти невірно
to misdo	misdid	misdone	помилятися
to misgive	misgave	misgiven	передчувати зле

to mishear	misheard	misheard	недочути
to mislead	misled	misled	вводити в оману
to mishit	mishit	mishit	промахнутися
to mislearn	mislearned / mislearnt	mislearned / mislearnt	вивчати невірно
to misread	misread	misread	неправильно тлумачити
to misset	misset	misset	невірно настроїти
to misspeak	misspoke	misspoken	обмовлятися
to misspell	misspelled / misspelt	misspelled / misspelt	писати з помилками
to misspend	misspent	misspent	розтринькувати гроші
to mistake	mistook	mistaken	помилятися
to misteach	mistaught	mistaught	вчити невірно
to misunderstand	misunderstood	misunderstood	не порозумітися
to miswrite	miswrote	miswritten	писати невірно
to mow	mowed	mowed / mown	жати
O			
to offset	offset	offset	компенсовувати
to outbid	outbid	outbid	перекуповувати
to outbreed	outbred	outbred	виховувати поза сім’єю
to outdo	outdid	outdone	перевершувати
to outdraw	outdrew	outdrawn	привертати увагу
to outdrink	outdrank	outdrunk	перепити
to outdrive	outdrove	outdriven	обганяти
to outfight	outfought	outfought	перемагати в бою
to outfly	outflew	outflown	перелітати
to outgrow	outgrew	outgrown	переростати
to outleap	outleaped / outleapt	outleaped / outleapt	вистрибувати
to outride	outrode	outridden	випереджати
to outrun	outran	outrun	випереджати
to outsell	outsold	outsold	продавати більше
to outshine	outshined / outshone	outshined / outshone	затьмарювати
to outshoot	outshot	outshot	стріляти далі
to outsing	outsang	outsung	співати краще
to outsit	outsat	outsat	засиджуватися
to outsleep	outslept	outslept	прогавати
to outsmell	outsmelled / outsmelt	outsmelled / outsmelt	винюхати
to outspeak	outspoke	outspoken	висловлюватися
to outspeed	outsped	outsped	переганяти
to outspend	outspent	outspent	витрачати більше

to outswear	outswore	outsworn	клястися більше
to outswim	outswam	outswum	перепливти когось
to outthink	outthought	outthought	перехитрити
to outthrow	outthrew	outthrown	викидати
to outwrite	outwrote	outwritten	писати краще
to overbid	overbid	overbid	перебивати ціну
to overbuild	overbuilt	overbuilt	будувати занадто багато
to overbuy	overbought	overbought	купувати у великій кількості
to overcome	overcame	overcome	подолати
to overeat	overate	overeaten	переїдати
to overfeed	overfed	overfed	перегодовувати
to overhang	overhung	overhung	випинатися
to overhear	overheard	overheard	підслуховувати
to overlay	overlaid	overlaid	перекривати
to overpay	overpaid	overpaid	пеепачувати
to override	overrode	overridden	відкидати
to overrun	overrun	overrun	виминати
to oversee	oversaw	overseen	спостерігати
to oversell	oversold	oversold	робити розпродаж
to oversew	oversewed	oversewn / oversewed	зшивати
to overshoot	overshot	overshot	промахуватися
to oversleep	overslept	overslept	проспати
to overspeak	overspoke	overspoken	багато говорити
to overspend	overspent	overspent	смітити грошима
to overtake	overtook	overtaken	доганяти
to overthink	overthought	overthought	мудрувати
to overthrow	overthrew	overthrown	скидати
to overwind	overwound	overwound	перекручувати
to overwrite	overwrote	overwritten	переписувати
P			
to partake	partook	partaken	брати участь
to pay	paid	paid	платити
to plead	pleaded / pled	pleaded / pled	благати
to preset	preset	preset	заздалегідь встановлений
to proofread	proofread	proofread	коректувати
to prove	proved	proven / proved	доводити
to put	put	put	класти
R			
to read	read	read	читати
to relay	relaid	relaid	змінювати

to remake	remade	remade	перероблювати
to repay	repaid	repaid	віддячувати
to resell	resold	resold	перепродавати
to reset	reset	reset	перезавантажувати
to retell	retold	retold	переказувати
to rewind	rewound	rewound	перемотувати
to rid	rid	rid	позбавлятися
to ride	rode	ridden	їхати
to ring	rang	rung	дзвонити
to rise	rose	risen	підніматись
to roughcast	roughcast	roughcast	намічати
to run	ran	run	бігти
S			
to saw	sawed	sawed / sawn	пилити
to say	said	said	казати
to see	saw	seen	бачити
to seek	sought	sought	шукати
to sell	sold	sold	продавати
to send	sent	sent	надсилати
to set	set	set	встановлювати
to sew	sewed	sewn / sewed	шити
to shake	shook	shaken	трясти
to shave	shaved	shaved / shaven	голитися
to shear	sheared	sheared / shorn	стригти
to shed	shed	shed	проливати
to shine	shined / shone	shined / shone	світитися
to shit	shit / shat / shitted	shit / shat / shitted	гадити
to shoot	shot	shot	стріляти
to show	showed	shown / showed	показувати
to shrink	shrank	shrunk	стискати
to shut	shut	shut	закривати
to sight-read	sight-read	sight-read	читати з аркуша
to sing	sang	sung	співати
to sink	sank	sunk	опускатися
to sit	sat	sat	сидіти
to slay	slew	slain	вбивати
to sleep	slept	slept	спати
to slide	slid	slid	ковзати
to sling	slung	slung	кидати
to slink	slunk	slunk	красти
to slit	slit	slit	розрізати
to smell	smelt	smelt	пахнути

to sneak	sneaked / snuck	sneaked / snuck	крастися
to sow	sowed	sown	засівати
to speak	spoke	spoken	розмовляти
to speed	sped	sped	прискорювати
to spell	spelt	spelt	зачаровувати
to spend	spent	spent	витрачати
to spill	spilt	spilt	проливати
to spin	spun	spun	крутити
to spit	spit / spat	spit / spat	плювати
to split	split	split	розділяти
to spoil	spoilt/spoiled	spoilt/spoiled	псувати
to spoon-feed	spoon-fed	spoon-fed	годувати з ложечки
to spread	spread	spread	поширюватися
to spring	sprang	sprung	виникати
to stand	stood	stood	стояти
to steal	stole	stole	красти
to stick	stuck	stuck	прикріплювати
to sting	stung	stung	жалити
to stink	stank	stunk	смердіти
to strew	strewed	strewn	посипати
to stride	strode	stridden	крокувати
to strike	struck	stricken	вдаряти
to string	strung	strung	зав’язувати
to strive	strove	striven	досягати
to sublet	sublet	sublet	передавати в суборенду
to sunburn	sunburnt	sunburnt	загоряти
to swear	swore	sworn	клястися
to sweat	sweat	sweat	пітніти
to sweep	swept	swept	підмітати
to swell	swelled	swollen	надуватися
to swim	swam	swum	плисти
to swing	swung	swung	гойдати
T			
to take	took	taken	брати
to teach	taught	taught	вчити
to tear	tore	torn	рвати
to telecast	telecast	telecast	передавати по телебаченню
to tell	told	told	розповідати
to test-drive	test-drove	test-driven	випробовувати
to test-fly	test-flew	test-flown	проводити випробування
to think	thought	thought	думати
to throw	threw	thrown	кидати
to thrust	thrust	thrust	штовхати

to tread	trod	trodden	вступати
to typeset	typeset	typeset	набирати (текст)
to typewrite	typewrote	typewritten	набирати на машинці
U			
to unbend	unbent	unbent	розгинати
to unbind	unbound	unbound	звільняти
to unclothe	unclothed / unclad	unclothed / unclad	роздягатися
to underbid	underbid	underbid	збивати ціну
to undercut	undercut	undercut	підсікати
to underfeed	underfed	underfed	недоїдати
to undergo	underwent	undergone	зазнавати
to underlie	underlay	underlain	лежати в основі
to undersell	undersold	undersold	продешевити
to understand	understood	understood	розуміти
to undertake	undertook	undertaken	вживати (заходів)
to underwrite	underwrote	underwritten	гарантувати
to undo	undid	undone	відміняти
to unfreeze	unfroze	unfrozen	розморожувати
to unhang	unhung	unhung	знімати
to unhide	unhid	unhidden	вивести
to unknit	unknit	unknit	розпускати
to unlearn	unlearnt	unlearnt	відучитися
to unsew	unsewed	unsewn	розпорювати
to unstick	unstuck	unstuck	відклеювати
to unstring	unstrung	unstrung	розхитувати
to unweave	unwove	unwoven	розплутувати
to unwind	unwound	unwound	відпочивати
to uphold	upheld	upheld	підтримувати
to upset	upset	upset	засмучувати
W			
to wake	woke	woken	прокидатися
to waylay	waylaid	waylaid	підстерегти
to wear	wore	worn	одягати
to weave	wove	woven	ткати
to wed	wed	wed	одружуватися
to weep	wept	wept	плакати
to wet	wet	wet	вимочувати
to win	won	won	вигравати
to wind	wound	wound	вертіти
to withdraw	withdrew	withdrawn	виводити
to withhold	withheld	withheld	утримувати

to withstand	withstood	withstood	протистояти
to wring	wrung	wrung	вичавлювати
to write	wrote	written	писати

7.4. ТАБЛИЦЯ ІЗ НАЙБІЛЬШ УЖИВАНИМИ СПОЛУЧНИКАМИ, ТА ПРИКЛАДИ ЇХ ВЖИВАННЯ

Conjunction	***English***	***Ukrainian***
and *і, а*	*There are many English **and** German books in our library. One of his brothers is a mathematician **and** the other is a philologist.*	*У нашій бібліотеці багато англійських **і** німецьких книг. Один з братів математик, **а** інший – філолог.*
as well as *також, як і*	*The internal combustion engines can operate on oil and kerosene **as well as** benzene.*	*Двигуни внутрішнього згорання можуть працювати на нафті і газі, **а також** на бензині.*
both … and *як… так і,* *і… і*	*This engine radically differs both in construction and operation from that designed 7 years ago.*	*Цей двигун корінним образом відрізняється від двигуна, розробленого 7 років тому, **як і** за конструкцією, **так і** у роботі.*
but *але, а*	*He is very busy, **but** he promised to take part in the discussion.*	*Він дуже зайнятий, **але** обіцяв взяти участь в обговоренні.*
either … or	*He will deliver his report **either** at this*	*Він зробить доповідь **або** на цих*

або … або	*meeting **or** at the next.*	*зборах, **або** на ступних.*
neither … not *ні … ні*	*He was **neither** in the Crimea, nor in the Caucasus.*	*Він не був **ні** в Криму, **ні** на Кавказі.*
or *або, інакше*	*Hurry up, **or** you will be late.*	*Покваптесь, **або** ви запізнитеся.*
yet *однак, все ж*	*My experiment seems to have been successful; **yet** I am not satisfied.*	*Мій дослід, здається, пройшов успішно, і **все ж** я не задоволений.*

7.5. СПОСОБИ ПЕРЕДАЧІ НЕПРЯМОЇ МОВИ

Типи речень **Type of sentences**	**Пряма мова** **Direct Speech**	**Непряма мова** **Indirect (Reported) Speech**
Розповідне речення	He says, ‘I often play football.’ He said to me, ‘You are wrong.’ He said, ‘I must call her now.’	He says (that) he often plays football. He ***told*** me (that) I was wrong. He said (that) he ***had to*** call her then.
Наказове речення	He says to me, ‘Get your coat.’ He said to me, ‘Don’t go away.’ He said, ‘You’d better not drink this water.’	He ***tells*** me to get my coat. He ***asked*** me not to go away. He ***advised*** me not to drink

		that water.
Окличне речення	He said, ‘What a good idea!’ He said, ‘Thank you!’ He said, ‘Liar!’	He exclaimed that it was a good idea. He thanked me. He called her a liar.
Запитальне речення 1) Загальне запитання 2) Спеціальне запитання	He asks, ‘Is anyone there?’ He asked, ‘Did you see the accident?’ He asked, ‘Will you be here tomorrow?’ He says, ‘Laura, when is the next flight?’ He asked, ‘Why didn’t you come yesterday?’ He asked, ‘When shall I see you again?’	He asks ***if*** anyone is there. He asked ***whether*** I had seen the accident. He ***wondered if*** I would be there the next day. He asks Laura ***when the next flight is***. He asked ***why we hadn’t come the day before***. He ***wondered when he would*** see her again.

Підрядні речення

Види підрядних речень	**Приклади**
Підрядний підмет (Subject clause)	Where he got a gun is still unknown. It is good that he decided to stay.
Підрядне предикативне (Predicative clause)	The trouble is that I was late for the train. The weather is not what was in the

	morning.
Підрядне доповняльне (Object clause)	He told me that he had retired the year before. We laughed at what we heard.
Підрядне означальне (attribute clause)	The man whom you mean is over there. The watch which was bought by the man was very old.
Підрядна обставина (Adverbial clause of): • часу (time) • місця (place) • образу дії (manner) • цілі (purpose) • причини (cause) • поступка (concession) • умови (condition) • порівняння (comparison)	As soon as I arrive I'll call you. I shall go where my mother goes every year. You ought to do it as we do. I bought it there so you could have a look. They were angry because we were late. No matter what he says, stay calm. If he is at home he'll help me. It is warmer today than it was yesterday.

Прийменники, що виражають різні відношення

Прийменники	Значення	Приклади вживання
about, on	про щось, на якусь тему	Have seen this book on the history of this place?

		She saw a lot of films about lions and other wild animals.
after	за, після, позаду, з якоюсь ціллю, за чимось	Come and see me after school. She was dressed after the latest fashion. He went to Berlin after big money. What are they after?
beside, near, next to, by	поряд, біля	He stood beside me. I sat next to him all the way. They live near Chernivtsi. I saw him by the river.
besides	крім, крім того	There were lots of girls at the game besides me.
but, except	Крім, за винятком	There was no one but me. Everyone except you has come
by	на зазначення автора чи суб'єкта дії	She came there by bus / by train / by plane / by air / by car. He read some books by Thomas Hardy.

		Our dog was hit by a bus.
due to, owning to, because of	з-за, завдяки, внаслідок	He lost his job due to / owing to / because of his bad temper.
for	Для когось, для чогось, заради якоїсь цілі, в напрямку, з-за, по причині	He bought this dress for me. This table is not for sale. I did it just for fun. This is the train for Chernivtsi. I can’t do it for many reasons.
from	походження, причина чи підстава, матеріал з якого виготовлено предмет	She`s from Ukraine. I know this from experience. He died from a stroke. Bronze is made from copper and tin.
of	матеріал з якого складається предмет приналежність, відношення частини і цілого, вікові та інші характеристики людини	These carpets are made of wool and silk. He`s the owner of that boat.  I would like a cup of tea.  She`s a woman of 55.

		He was a man of means.
with	з, разом з, по відношенню до знаряддя чи спосіб здійснення дії, фізичні характеристики чи володіння чимось	She went shopping with me. Why are you angry with me? He cut bread with a knife. I will buy it with your money. Who`s the man with a long beard?

Про прийменники часу в англійській мові у форматі таблиці.

about, after, around, at, before, between, by, during, for, from, in, on, past, since, through, throughout, to, toward(s), until, till, within		
Прийменники	**Значення**	**Приклади вживання**
at	Зазначення моменту в часі Зазначення віку	at 3 o’clock, at dawn, at noon, at night, at dinner time, at Easter, at this time, at once, at the age of 45
on	Вказівка на певний день, дату, момент.	On Sunday, on the 7 of January, on Friday evening, on Christmas day, on that day, on my birthday, on their wedding day
in	Вказівка на певний проміжок часу Значення «через, за»	in the morning, in March, in 2012, in spring, in that age, in the past, in the future, in ten years, in seven days time

by	Вказує граничний строк	by 4 o`clock, by the end of September, by midsummer, by now, by then
from	Вказує на початковий момент	from yesterday, from dusk to dawn
to	Вказує на часову границю, закінчення терміну	The working hours were from ten to eight. It’s a quarter to six.
till/until	Значення «до якогось моменту»	from two till four, till dark, till now, till doomsday, until last week, until then, until the end of the year, until further notice
since	Значення «з, починаючи з»	He has been on vacation since this Monday. They seem to have changed since then.
for	Вказує на період часу Вказує на визначений момент	to wait for years, to last for hours, for ever The meeting was arranged for 11:30 He was left alone for the first time.
during	Вказує на період часу	during 2010, during the night, during his childhood, during my holidays, during

Прийменники розташування та руху

about, above, across, against, along, among, around, at, behind, below, beneath, beside, between, beyond, by, down, from, in, in front of, inside, into, near, next to, off, on, onto, opposite, out (of), outside, over, over, past, round, through, to, toward(s), under, up, upon	
Розташування всередині простору чи рух до нього **in** (в, на) to be in a country, a town, a village, a street, a square, the house, a room, a forest, a field, a desert, in the car, in a factory, in the sky, in the world, in the air, to arrive in a country, city	*Знаходження в деякій точці чи в установі чи рух до них* **at** (в, у, на) to be at home, at work, at school, at university, at the office, at the bus-stop, at the crossroads, at the airport, at the cinema, at a party, at the door, at an address, at sea, to arrive at a small station, at the hotel
Розташування всередині якого-небудь простору **in** (в) I poured some water into the vase. We got into car.	*Рух всередину якого-небудь простору* **into** (в) We were sitting in the car. There was no water in the vase.
Розташування на поверхні чи рух до неї **on** (на)	*Рух до поверхні* **onto** (на)

The painting is on the wall. Do you see the ship on the river? I put the book on the chair.	The cat jumped onto the bookcase. We lifted the box onto the table. People climbed onto the roofs.
Перебування *над якимось предметом* **above** (над) The plane flew above us. I can't sleep with a light on above my head.	*Перебування* *над якимось предметом чи впоперек* *чи по інший бік від нього* ***over*** *(над, через, за)* Flags waved over our heads. These people live over the mountains. There is a bridge over the river.
Розташування *під предметом* **below** (під, нижче) The stone hit me below the knee. We swam just below the surface.	*Розташування* *під предметом (часто безпосередньо* *близько від нього)* **under** (під) There's nothing new under the sun. The girl put the doll under the pillow.
Розташування	*Розташування*

між двома людьми чи предметами **between** (між)	*між багатьма людьми чи предметами* **among** (серед)
Divide them between two of you. There's a good service between here and the island.	He is among the men who own the bank. It was strange to see this old boat among beautiful new ships.

Форми та функції дієприкметника у минулому часі Present Participle (Participle II):

Правильні дієслова: *інфінітив* + ***–ed***

Неправильні дієслова: *третя форма дієслова*

finished,
shut, been

Функції	**Приклади**
Означення: • перед іменником • після іменника	It was a neatly **written** note. The book **referred to** can be found only in specialized libraries.
Частина складеного іменного присудка	This vase is **broken**. You seem **surprised**.

	Everybody was **gone**.
Обставина часу, причини, умови, порівняння	**Viewed** from the harbor New York looks impressive. **Convinced** that they were trying to poison him he refused to eat anything. She entered **accompanied** by her husband. I'll give it to them if **requested**. He kept on looking at her as if **hypnotized**.
Частина складного додатку (Complex Object) • після дієслів, що означають бажання *wish, want, prefer, would like* • після дієслів *have, get, made*, для визначення дії, що виконується для підмета	I want this table **replaced**. He wants these letters **printed**. He had his hair **cut**. They were talking about having central heating **put** in. We must get our bags **registered**.

Форми і функції дієприкметника в теперішньому часі

Present Participle (Participle I)

Час	**Активний стан**	**Пасивний стан**
Simple Perfect	writing having written	being written having been written
Функції в реченні		
<u>Означення:</u> • перед іменником • після іменника		He came up to the **crying** child. He picked up a pen **lying** on the carpet. Tourists **wishing** to visit the Zoo may ask for the tickets at reception.
Обставина часу , причини, умови, порівняння		**Arriving** at the station we bought two tickets. **Having failed** twice, he didn't tried again. He stood at the door **smoking** a pipe.
<u>Частина складного додатку</u> (Complex Object) • після дієслів чуттєвого сприйняття *see, here, watch, notice, observe, smell, feel*		She smelt some thing **burning** and saw smoke **rising**. Didn't you hear the clock **striking** midnight? I caught her **reading** me letters.

• після дієслів *catch, find, leave*	They left him **talking** over the phone.
<u>Вставні фрази</u> *generally/strictly/roughly speaking/ putting it mildy, joudging by (from), allowing for, taking everthing in consideration*	It will take months, roughly **speaking**. **Judging** from what we see, he should lose the game.

7.6. ПОРІВНЯННЯ ВЖИВАННЯ ІНФІНІТИВУ І ГЕРУНДІЯ ПІСЛЯ ДІЄСЛІВ

Однакове значення		
Дієслова	**Інфінітив**	**Герундій**
attempt, begin, cease, omit, continue, intend, start, can't bear, can't afford, advice, allow, forbid	He began **to write** a new book. I can't bear **to see** children crying. Would you advise me **to phone** him now.	He began **writing** a new book. I can't bear **seeing** children crying. Would you advice me him **phoning** now?
Деякі змістовні відмінності		
hate, like, love, prefer, dread, would like	*Більш конкретне значення*	*Більш загальне значення*

	I prefer **to wait** here. *(в даному випадку)* I hate **to disturb** you. *(в даному випадку)*	I prefer **waiting** here. *(взагалі)* I hate **disturbing** you. *(взагалі)*
Різні змістовні значення		
remember, forget, try, stop, go on	Remember to post the letter. *(Не забудь відправити листа)* Don't forget to ask them about it. *(Не забудь спитати їх про це)*	I remember **posting** the letter. (*Я пам'ятаю, що відправив листа*) Have you forgotten **meeting** them in the bar? (*Ти забув, що зустрів їх у барі?*) I couldn't stop **laughing** for a few minutes. (*Я не міг перестати сміятися декілька хвилин.*)

7.7. ФУНКЦІЇ ГЕРУНДІЯ У РЕЧЕННІ

Функції	**Приклади**
Підмет в конструкціях **it's no…, there is no** (it's no use, it's not worth)	**Parking** is practically impossible here.

	Being lost can be awful. It’s no good **complaining**. There’s no **telling** when he’ll be back.
Частина складеного іменного присудка	His hobby is **bird-watching**. He is against **doing** it this way. It is still very far from **being ended**.
Частина складеного дієслівного присудка	Are you going to start **working**? We went on **talking** till midnight. He began **writing** poetry when he has 30.
Додаток	He was accused of **planning** a theft. I regret **having** said this. He’s good at **painting** horses. I’m giving up **smoking**. The grass needs **cutting**.

Означення (*після іменників з прийменником* **of**)	I like the idea of **talking** a bubble bath. The door showed no signs of **having been touched**. There are many ways of **decorating** houses.
Обставина часу, поведінки, умови (*з прийменниками*)	After **making** some calls she set to work. He left home without **eating** breakfast. You can open the door by **turning** the key twice in the lock. They will never speak English well without **learning** grammar.

7.8. ФУНКЦІЇ ІНФІНІТИВУ У РЕЧЕННІ

Функції	**Приклади**
<u>Підмет</u> Після формального підмету **it**	**To save** money is not easy. **To grow** vegetables here seems impossible. It is dangerous **to go** there alone. It would be a mistake **to build a house** here.

<u>Частина складного підмету (Complex Subject)</u> • Після дієслів *say, believe, know, expect, think, state, announce* і т.п. • Після прикметників *(un)likely, certain, sure*	She is known **to have** the best garden in town. He is said **to have lived** in Ukraine. He proved **to be** a good friend. The bridge appears **to have been built** centuries ago. He is likely **to know** her phone number. She is certain **to sell** her house.
<u>Частина складеного іменного присудка</u>	His aim is **to keep** these things secret. This man is easy **to talk** to. Your mistake was **to write** this letter.
<u>Частина складеного дієслівного присудка</u> • З модальними дієсловами • З дієсловами, що характеризують перебіг дії *begin, start, continue, cease, would, used to*	You ought **to go** to bed earlier. Should I **phone** her? Katia's just started **to unpack** her things. My mother used **to work** in this building. He would take **me** to the Zoo every Saturday.

<u>Додаток</u> • Після дієслів: *want, wish, decide, aim, fail, hurry, manage, offer, prepare, refuse, try struggle, hesitate, afford, attempt, deserve, hate, love, like, prefer, plan, ask, choose, hope, promise, remember, swear, forget* • Після прикметників і дієприкметників: *glad, pleased, happy, sorry, able, afraid, ready, useless, fortunate, ashamed*	We asked to **speak** to the manager. I can't afford **to buy** a new car. Please remember **to pay** the bill. Don't hesitate **to ask** any questions. Can you promise **to be** on time? I'm pleased **to meet** you. Sorry **to have missed** you in the airport. He was ready **to help** us.
<u>Частина складного додатку (ComplexObject)</u> • Після дієслів *want, wish, like, would, like, need, prefer, consider, believe, know, think, prove, suppose, expect* (з **to**) • Після дієслів чуттєвого сприйняття ***see, watch, feel, notice*** *(без* ***to)***	I want you **to speak** to the teacher. I suppose him **to be** about 60. He expects me **to arrive** tomorrow. I saw your son **drop** litter in the street. They heard him **cough**.

	I noticed her **light** a cigarette.
<u>Означення</u>	He made an attempt **to stand** up. Their plan **to build** a new school was not taken seriously. Have you anything **to say**? He's the first **to come** and the last **to leave**. I had the courage **to admit** my mistakes.
<u>Обставина</u> • цілі • результат після слів **enough, too** • наслідки	He went to Berlin **to brush** up his German. She closed the door so as not to **wake** her son. The tea was too hot **to drink**. She is not old enough **to travel** alone. He was too experienced a businessman **to accept** the first offer. We came up to him **to see** a changed man. They disappeared never **to be seen** again.

Вставні фрази *to tell the truth, to be perfectly frank, to be honest, to cut a long story short, to begin with, to put to another way, to say the least*	**To be honest**, I don't like his friends. **To cut a long story short**, we came back. I've never met her, **to tell you the truth**. He was rude to **say the least** of it.

7.9. ВЖИВАННЯ ІНФІНІТИВУ БЕЗ ЧАСТКИ *ТО*

Випадки вживання	**Приклади**	**Примітка**
Після допоміжних дієслів ***do, shall, will, should/would***.	Do **sit** down. I won't **ask** him any questions. You **pay** attention to this deal.	
Після дієслів ***let, have*** (в складному додатку)	I won't let you **leave** now. **Have** the next patient come in. They always let him **see** his daughter.	Дієслово ***let*** в пассивному стані замінюється дієсловом ***allow***: He was always allowed **to see** his daughter.

Після дієслова ***make*** (в складному додатку)	He made me **postpone** the trip. This bread makes you **look** older than you are.	В пасивному стані ***make*** вживається з часткою ***to:*** He was *made* to **work** without any breaks,
Після модальних дієслів ***must, can, may*** і модальних сполучень	You must **read** this book. I can't **wait** for them any longer. This work may **be done** later.	
Після дієслів чуттєвого сприйняття ***see,*** ***near,*** ***watch,*** ***feel,*** ***notice*** (в складному додатку)	I felt somebody **touch** my hand. They heard him **lock** the door. Andrii watched the car **drive off**.	В пасивному стані дієслова **see, hear** вживаються з часткою ***to:*** He was seen **to enter** their office. She was heard **to say** very strange things.
Після сполучень ***had, better, would rather/sooner, rather/sooner … than***	You had better **do** it quickly. He would rather **listen** than talk.	
В запитаннях, що розпочинаються з ***Why?***	Why not **begin** now? Why **worry**?	

Тип умовного речення	**Умова**	**Результат**	**Приклад**

0 Conditional Завжди реальні події	*If + Present Simple*	*Present Simple*	*If a cat sees a dog, it runs away.* Якщо кіт бачить собаку, він тікає.
1st Conditional Реальний теперішній і майбутній час	*If + Present Simple*	*Future Simple*	*I will have a cup of coffee if I have a break.* Я вип'ю чашечку кави, якщо у мене буде перерва.
2nd Conditional Малоймовірний теперішній або майбутній час	*If + Past Simple*	*Would + дієслово без to*	*If I had vacation in summer, I would spend it in Athens.* Якби у мене була відпустка влітку, я б провів її в Афінах.
3rd Conditional Нереальне минуле	*If + Past Perfect*	*Would have + Past Participle*	*If we had taken a taxi, we would not have missed the plane.* Якби ми взяли таксі, то не спізнилися б на літак.

7.10. УТВОРЕННЯ І ОСОБЛИВОСТІ ВЖИВАННЯ ПАСИВНОГО СТАНУ (THE PASSIVE VOICE)

to be (у потрібній формі) + **Past Participle**			
Tense		**Active Voice**	**Passive Voice**
Simple	**Present**	*He **writes** a new play every time the theatre asks for it.*	*A new play **is written** by him every time the theatre asks for it.*
	Past	*He **wrote** a new play last month.*	*A new play **was written** by him last month.*
	Future	*He **will write** a new play some day.*	*A new play **will be written** by him some*

			day.
Continuous	**Present**	*He **is writing** a new play now.*	*A new play **is being written** by him now.*
	Past	*He **was writing** a new play when we came to see him.*	*A new play **was being written** by him when we came to see him.*
	Future	*He **will be writing** a new play on holiday.*	*Не вживається*
Perfect	**Present**	*He **has** just **written** a new play.*	*A new play **has** just **been written** by him.*
	Past	*He **had written** a new play by then.*	*A new play **had been written** by him by then.*
	Future	*He **will have written** a new play by the end of the year.*	*A new play **will have been written** by him by the end of the year.*
Perfect Continuous	**Present**	*He **has been writing** a new play since last Monday.*	*Не вживається*
	Past	*He **had been writing** a new play for a month when he fell ill.*	*Не вживається*
	Future	*He **will have been writing** a new play for 15 years by 2005.*	*Не вживається*
Особливості вживання			
Підмет пасивного стану може ставати як прямим, так і непрямим додатком.		Serg gave me a pen. — **A pen** was given to me by Serg. (прямий додаток). **I** was given a pen by Serg. (непрямий	

	додаток)
В пасивному стані не вживаються дієслова становища **appear, belong, consist, cost, depend, exist, detest, have, lack, fit, owe, matter, doubt** і т.п.	The work of the whole group **depends** on him. Strange ideas **exist** in her mind. He **was lacking** in common sense.
В пасивному стані не вживаються дієслова з пасивним значенням **sell, wash, wear, read, bake, clean, reprint** і т.п.	This wine **is selling** quickly. These clothes **wash** well. Her novel **is reprinting** already.
Дієслова, які потребують прийменникової конструкції, в пасивному стані прийменник зберігають.	They laughed **at** him. — He was laughed **at**. I can depend **on** her. — She can be depended **on**. We'll look **into** this matter soon. — This matter will be looked **into** soon.

Дієслова, які не вживаються у формах Continuous

Дієслова, які виражають розумову діяльність	Know, believe, guess, imagine, realize, suppose, remember, recognize, recognize, understand.
Дієслова, які виражають почуття	Love, like, dislike, hate, prefer
Дієслова, що виражають сприйняття	Hear, see, smell, taste, touch.

Дієслова, що виражають абстрактні відношення	Be, belong, depend, concern, consist of, fit, include, cost, involve, deserve.
Дієслова, що виражають враження	Astonish, impress, please, satisfy, surprise.
Дієслова, що виражають володіння та бажання	Own, posses, need, want, wish, object, agree, refuse.

Деякі дієслова в якихось своїх значеннях можуть вживатися у формах *Continuous*:

> ~~*I am wanting a coffee.*~~ – *I **want** a coffee.*

> ~~*I am not believing you are right.*~~ – *I **don't believe** you are right here.*

> ~~*Is this pen belonging to you?*~~ – ***Does** this pen **belong** to you?*

> ~~*It was seeming wrong.*~~ – *It **seemed** wrong.*

Слова з подвійним значенням

Деякі дієслова мають два різних значення або почуття. З одного боку, ми не можемо використовувати безперервну напругу. Для іншого сенсу ми можемо використовувати будь-який час.

Наприклад, дієслово *think* має два різних значення:

- Мати свою думку.

I think blue is colour of calmness.

- Роздумувати, вирішувати проблеми.

I am thinking about my homework.

В першому варіанті немає дійсної дії. Це називається «статив». У другому випадку існує своєрідна дія, вид діяльності. Це називається "динаміка".

Дієслово **to *be*** використовуватись як допоміжне дієслово або ж як головне дієслово. Зараз ми розглянемо його в ролі головного дієслова.

Зазвичай ми не використовуємо його у реченні типу *Continuous. Для прикладу:*

> ~~London is being the capital of the UK~~. – London is the capital of the UK.

> ~~Is she being beautiful?~~ – Is she beautiful?

> ~~Were you being late?~~ – Were you late?

Хоча в деяких випадках ми можемо використати головне дієслово Be у реченні. Це те речення, де значення дієслова be є «поводитись». А дія є тимчасовою. Можете порівняти дані приклади:

Simple Tense	***Continuous Tense***
Mary is a careful person. (Мері є обережною завжди – це у неї в крові.)	John is being careful. (Джон поводить себе акуратно в цей самий момент, але не завжди як Мері.)
Is he always so stupid? (Це його особистість?)	They were being really stupid. (Вони поводили себе дійсно нерозумно в той самий момент.)
Andrew is not usually selfish. (Егоїстичність – це не характеристика Андрю.)	Why is he being so selfish? (Чому він поводить себе так егоїстично в даний момент?)

7.11. СПОСОБИ УТВОРЕННЯ СТУПЕНІВ ПОРІВНЯННЯ ПРИКМЕТНИКІВ

Спосіб утворення	**Звичайний** Positive	**Вищий** Comparative	**Найвищий** Superlative	**Примітки**

Синтетичний спосіб (в коротких словах: 1-2 склади)				
За допомогою закінчення: + **–er**, **–est** -y + -er, -est = *–ier, -iest* (після приголосної)	*clean* *gay* *sad* *funny* *busy* *early*	*cleaner* *gayer* *sadder* *funnier* *busier* *earlier*	*cleanest* *gayest* *saddest* *funniest* *busiest* *earliest*	Кінцева приголосна подвоюється
За допомогою закінчення: + **–r**, **–st** (в словах на *-e*)	nice large	nicer larger	nicest largest	
Аналітичний спосіб (в довгих словах)				
За допомогою слів **more** / **less**, **most** / **least**	*dangerous* *important*	*more dangerous* *less important*	*most dangerous* *least important*	
Паралельні форми				
	polite *clever* *unhappy*	*politer* *more polite* *cleverer*	*politest* *most polite* *cleverest*	

		more cleverer *unhappier* *more unhappy*	*most clever* *unhappiest* *most unhappy*	

Іменники, які визначаються прикметниками в найвищому ступені, вживаються з означеним артиклем

*This i **the** best room in hotel.*

*Yesterday was **the** hottest day of the summer.*

Прикметник **most** вживається не тільки для утворення найвищого ступеню, але і в інших випадках:

- «надто, вельми»: *This is a most unusual flower*. – Це надто незвична квітка. (з неозначеним артиклем)
- «здебільшого, більша частина»: ***Most men** are fond of football.*

Якісні прикметники, що не мають ступенів порівняння.

Прикметники, що визначають тип людей чи предметів	*previous, middle, left,* *childless, medical, dead*
Прикметники латинського походження з вищим і найвищим значенням	*former, inner, upper,* *junior, senior, superior, minimal, optimal*
Прикметники, що означають ступінь якості	*darkish, greenish*

Утворення множини іменників

Спосіб утворення множини		Приклад утворення	Примітка
За допомогою закінчення			
I	+ **–s**	*a set – sets* *a name – names* *a boy – boys*	[s] після глухої приголосної АЛЕ: *mouth – mouths* [z] після дзвінкої голосної і після приголосної
	(-ge; -ce; -ze; -se;) + **-s**	*a place – places* *a prize – prizes* *a horse – horses*	[iz] АЛЕ: *a house – houses*
	(-s; -ss; -sh; -ch; -x;) + **-es**	*a bus – buses* *a box – boxes* *a class – classes* *a church – churches*	[iz]
	-o + **-es**	*a torpedo – torpedoes* *a hero – heroes* *a potato – potatoes*	АЛЕ: *photos, videos, kilos* Подвійний варіант: *a flamingo – flamingos (es)* *a volcano – volcanos (es)*
	-y + **–s** = ies	*a city – cities*	АЛЕ: *Kennedys,*

	(після голосної)	*a spy – spies*	*the two Germanys*
	(-ay; -ey; oy;) + **-s** = ys	*a ray – rays* *a journey – journeys*	-
	-f (-fe) + **-s** = ves [vz]	*a wife – wives* *a half – halves* *a life – lives*	АЛЕ: *roofs, beliefs, chiefs, safes* Подвійний варіант: *dwarfs (ves) карлик, hoofs (ves) копито , handkerchiefs (ves) хусточка* АЛЕ: *a still life (натюрморт) – still lifes (натюрморти)*
II	+ **-en**	*an ox – oxen* *a child – children* *a brother – brethren (реліг.)*	-
Інші способи утворення			
III	Зміною кореневої голосної	*a man – men* *a foot – feet* *a mouse – mice*	-
IV	Збіг форм однини і	*a fish – two fish*	АЛЕ: *a fish – fishes* (*y*

	множини	*a Chinese – many Chinese* *a sheep – three sheep* *a means – numerous means*	*значенні «різноманітні види риб»*)
V	Іменники латинського походження на:		-
	-us = i	*a stimulus (стимул) – stimuli* *a bacillus (бацила) – bacilli*	АЛЕ: *a bonus – bonuses,* *a virus – viruses* Подвійний варіант: *a radius – radiuses(radii)*
	-a = ae	*an alumna – alumnae* *a larva (личинка) – larvae*	АЛЕ: *an area – areas,* *a diploma – diplomas,* *an arena – arenas* Подвійний варіант: *a formula – formulas(в загальному значенні)* *formulae (в матем.)*
	-um = a	*a stratum(шар геог.) – strata* *an agendum – agenda*	АЛЕ: *an album – albums,* *a chrysanthemum – chrysanthemums*

			Подвійний варіант: *a memorandum – memorandums*
	(**-ex**; **-ix** = ces	*an index – indices (матем.)* *an appendix – appendices (в книгах)*	АЛЕ: *indexes (в книгах), appendixes (в медицині)*
VI	Іменники грецького походження на:		-
	–s = es	*a thesis – theses* *a crisis – crises*	АЛЕ: *a metropolis – metropolises*
	-n = a	*a criterion – criteria* *a phenomenon – phenomena*	АЛЕ: *a demon – demons,* *an electron – electrons*
VII	Складені іменники	*a breakdown – breakdowns,* *an assistant director – assistant directors,* *an Englishman – Englishmen*	АЛЕ: *a mother-in-love – mother**s**-in-love,* *a passer-by – passers-by,* *a woman doctor – women doctors*
VIII	Скорочення	*p. (page) – pp. (pages)* *Mr. (Mister) – Messrs* *MP (Member of Parliament) – MPs*	-

		VIP – VIPs	

CLUES (ПРАВИЛЬНІ ВІДПОВІДІ)

MODULE 1. EDUCATION

TEXT 1: 1. B; 2. A; 3. D; 4. C; 5. B; 6. A ; 7. A; 8. D; 9. B; 10. A.
TEXT 2: 1. B; 2. A; 3. C; 4. C; 5. A; 6. D ; 7. A; 8. C; 9. A; 10. A.
TEXT 3: 1. D; 2. A; 3. B; 4. A; 5. D; 6. C ; 7. A; 8. D; 9. B; 10. B.
TEXT 4: 1. D; 2. A; 3. B; 4. A; 5. B; 6. B ; 7. A; 8. C; 9. B; 10. B.
TEXT 5: 1. B; 2. B; 3. A; 4. D; 5. D; 6. A ; 7. C; 8. A; 9. C; 10. B.
TEXT 6: 1. A; 2. D; 3. C; 4. B; 5. B; 6. A ; 7. A; 8. C; 9. B; 10. C.
TEXT 7: 1. A; 2. A; 3. B; 4. C; 5. D; 6. D ; 7. C; 8. B; 9. A; 10. A.
TEXT 8: 1. C; 2. D; 3. D; 4. A; 5. C; 6. B ; 7. A; 8. C; 9. B; 10. B.
TEXT 9: 1. B; 2. A; 3. B; 4. A; 5. D; 6. A ; 7. B; 8. B; 9. A; 10. A.
TEXT 10: 1.A; 2. B; 3. A; 4. C; 5. D; 6. AC; 7. A; 8. A; 9. C; 10.B.
TEXT 11: 1. A; 2. D; 3. A; 4. A; 5. A; 6. B ; 7. C; 8. C; 9. B; 10. A.
TEXT 12: 1. B; 2. C; 3. A; 4. B; 5. A; 6. A ; 7. B; 8. A; 9. C; 10. A.

MODULE 2. BIOLOGY

TEXT 1: 1. C; 2. B; 3. A; 4. D; 5. B; 6. C; 7. A; 8. A; 9. B; 10. C.
TEXT 2: 1. B; 2. B; 3. A; 4. D; 5. C; 6. A; 7. C; 8. D; 9. A; 10. B.
TEXT 3: 1. C; 2. A; 3. D; 4. B; 5. D; 6. A; 7. B; 8. A; 9. C; 10. A.
TEXT 4: 1. C; 2. A; 3. B; 4. C; 5. A; 6. D; 7. A; 8. B; 9. C; 10. A.
TEXT 5: 1. C; 2. A; 3. B; 4. D; 5. C; 6. A; 7. D; 8. C; 9. A; 10. B.
TEXT 6: 1. D; 2. A; 3. C; 4. A; 5. C; 6. D; 7. A; 8. B; 9. C; 10. D.
TEXT 7: 1. A; 2. B; 3. C; 4. B; 5. A; 6. C; 7. A; 8. B; 9. D; 10. C.
TEXT 8: 1. B; 2. A; 3. D; 4. C; 5. B; 6. A; 7. C; 8. C; 9. A; 10. B.
TEXT 9: 1. B; 2. D; 3. C; 4. A; 5. B; 6. B; 7. A; 8. B; 9. C; 10. D.
TEXT 10: 1. C; 2. A; 3. B; 4. D; 5. A; 6. B; 7. C; 8. D; 9. A; 10. B.
TEXT 11: 1. B; 2. A; 3. C; 4. D; 5. D; 6. A; 7. C; 8. D; 9. A; 10. B.

MODULE 3. HISTORY

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

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

MODULE 4. GEOGRAPHY

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

MODULE 5. FOOD

TEXT 1: 1. C; 2. A; 3. A; 4. B; 5. D; 6. D; 7. C; 8. B; 9. A; 10. C.
TEXT 2: 1. B; 2. A; 3. C; 4. A; 5. A; 6. D; 7. C; 8. B; 9. D; 10. B.
TEXT 3: 1. B; 2. A; 3. B; 4. D; 5. C; 6. A; 7. B; 8. B; 9. D; 10. C.
TEXT 4: 1. B; 2. A; 3. C; 4. D; 5. A; 6. B; 7. D; 8. C; 9. A; 10. B.
TEXT 5: 1. A; 2. B; 3. B; 4. D; 5. C; 6. A; 7. B; 8. B; 9. C; 10. D.
TEXT 6: 1. B; 2. C; 3. B; 4. D; 5. A; 6. D; 7. C; 8. A; 9. C; 10. D.
TEXT 7: 1. C; 2. D; 3. B; 4. A; 5. C; 6. D; 7. A; 8. B; 9. C; 10. B.
TEXT 8: 1. B; 2. C; 3. A; 4. D; 5. C; 6. A; 7. C; 8. D; 9. C; 10. A.
TEXT 9: 1. B; 2. C; 3. A; 4. D; 5. A; 6. B; 7. D; 8. A; 9. C; 10. A.
TEXT 10: 1. C; 2. D; 3. B; 4. A; 5. D; 6. C; 7. A; 8. D; 9. B; 10. C.
TEXT 11: 1. B; 2. A; 3. D; 4. C; 5. A; 6. D; 7. D; 8. B; 9. C; 10. A.
TEXT 12: 1. C; 2. B; 3. C; 4. D; 5. A; 6. D; 7. C; 8. B; 9. A; 10. D.

Бланк для відповідей
(A separate answer sheet)
(Зразок)

Text 1

	A	B	C	D
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Text 2

	A	B	C	D
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

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Навчальне видання

GRAMMAR IN USE

(тести з граматики)

Видається в авторській редакції