



**НАВЧАЛЬНІ  
ВИДАННЯ**

**Білоус А. А.**

# **Готуємося до ЗНО/ЄВІ**

**Методичні рекомендації**



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Комунікативні тести у читанні та тести лінгвістичної компетентності, а також ключі для самоперевірки – все це дозволяє виявити певні прогалини у володінні англійською мовою, оцінити рівень сформованості навичок у читанні, граматичних та лексичних навичок та опанувати технологію тестового контролю. Методичні рекомендації будуть корисними абітурієнтам, студентам та викладачам закладів вищої освіти.

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## ВСТУП

### Перша частина “READING”

**Типи текстів:** пропонувані для опрацювання тексти, що присвячені різним аспектам життя людини, дібрано з автентичної художньої та періодичної літератури. Вони містять певну кількість незнайомих учням та абітурієнтам слів, тлумачення яких зазвичай не подається.

**Форми завдань:** завдання з вибором правильної відповіді, завдання на встановлення відповідностей (добір логічних пар), запитання з відповідями, встановлення логічного порядку простого тексту, знаходження аргументів та висновків, встановлення зв'язків між інформаційними блоками, вибір назв абзаців тексту із запропонованих назв. Для кожного тестового завдання запропоновано декілька варіантів відповідей, з яких тільки одна правильна.

### Друга частина “LANGUAGE USE”

**Граматичні вправи:** пропонувані завдання включають різноманітні вправи на закріплення лексико-граматичних структур. Вправи містять завдання на заповнення пропусків і завдання з розгорнутою відповіддю.

У завданнях на заповнення пропусків необхідно дібрати лексичні одиниці відповідно до контексту.

**Комунікативна ситуація:** у завданні з розгорнутою відповіддю слід записати власне висловлення у письмовій формі відповідно до запропонованої комунікативної ситуації. Усі письмові завдання супроводжуються спеціальними поясненнями, які визначають про що треба писати.

## READING

### TRUE/FALSE TASKS

#### Text 1

*Decide if the following information is true or false. Write T or F in the box next to each statement.*

More apples are harvested in the United States than any other country in the world; the amount far exceeds that of France, the number two country in the world list.

It could be that this is why the word “apple” features in a whole range of American expressions including the famous old saying “American as apple pie” . Something that is excellent can be in apple pie order while a ridiculous assertion is apple sauce. A scheme or plan that can be overturned unexpectedly is an applecart.

Then there was the dance, the Big Apple, which was a big hit in the 1930’s. This name was also given, by jazzmen, to the city of New York, and this name has continued up to the present day.

Apples are valued nowadays for their aid to digestion and their help in keeping teeth clean and healthy. Also an ordinary apple only contains 85 calories.

Everybody knows an old proverb “An apple a day keeps a doctor away”.

- A. The United States is the world’s leading country in the harvesting of apples.
- B. Although France is a prominent harvester of apples, the United States’ harvest is much larger.
- C. The extent of the American harvest of apples may explain why apples are so popular.
- D. Many different American expressions are about apple-pie.
- E. To be in apple-pie order means to be in fair condition.
- F. Apple sauce can refer to an absurd statement.
- G. An applecart may be overturned unexpectedly.
- H. There are many schemes or plans that can be overturned.
- I. The Big Apple was the name given to Manhattan in the 1930’s.
- J. Jazzmen gave the name Big Apple to New York City.
- K. Apples are worth a lot of money nowadays.
- L. Apples are a help to our digestion and in keeping our teeth clean.
- M. The Big Apple was a very popular dance.

**N.** While an apple is good for our health it doesn't contain the large sum of 85 calories.

**Answer:**

A	B	C	D	E	F	G	H	I	J	K	L	M	N

## Text 2

**Decide if the following information is true or false. Write T or F in the box next to each statement.**

Tepees were used as homes by the American Indian as he moved around looking for better buffalo hunting grounds and richer soil. They could be put up or taken down in minutes, so the Indian could be extremely mobile.

There were outside smokeflats at the top which could be adjusted by outside poles to let smoke out of the opening at the top: a kind of chimney system. There was a kind of double wall with dead air space for insulation in between; this was made by hanging a large piece of buffalo skin all around the inside of the tepee.

The tepee's poles were tied to the saddle of the horse, one on each side, when it was necessary to move. Its cover was rolled up and tied across the two poles, a kind of transportation called a drag or travois. On the drags could be carried various belongings and, sometimes, young children.

- A.** Tepees were the most convenient dwellings for American Indians.
- B.** The American Indians used tepees on the hunting grounds.
- C.** American Indians kept herds of buffalo.
- D.** The American Indians were primarily farmers.
- E.** The American Indians had to be mobile because of fear of the buffalo.
- F.** The design of tepees was not at all easy to understand.
- G.** The tepees greatly assisted Indian mobility.
- H.** Tepees could be made from buffalo skins in a few minutes.

**Answer:**

A	B	C	D	E	F	G	H

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### Text 3

*Decide if the following information is true or false. Write T or F in the box next to each statement.*

The word parliament comes from the French word “parlement”. Parler in French means to speak. The UK parliament consists of the sovereign, that is the king or queen, the House of Lords and the House of Commons. Although the power of each of the three elements has changed considerably, this structure was in place by the 14th century.

In the Middle Ages, kings used to consult their barons and lords before making decisions. The situation changed in the 13th century, when Henry III decided he could make decisions by himself — although he still wanted the barons to help pay for his activities. After a particularly expensive and unsuccessful war, the barons rebelled. On defeating the king, they formed a council, or parliament. At first this was just a meeting of noblemen, but within a few years representatives of counties and towns were invited to join it. The full parliament, including the representatives of the “common” people, met when the king needed money and they discussed how to raise this through taxes. A reduced parliament of lords and barons discussed new laws.

The conflict between the sovereign and parliament did not stop after Henry III but continued in following centuries. In the 17th century, Charles I, who was then king, disagreed with parliament about how much power he should have. He thought he had been chosen to be king by God and therefore didn’t need to consult parliament about taxes, foreign policy and other matters. Parliament disagreed. The result was a civil war which the parliamentarians won. Charles was beheaded and Britain became a republic for 11 years. Although the monarchy returned in 1660, parliament’s importance was clearly established by the end of the century.

Today parliament has two main duties. Its first is to make new laws, the second is to make sure the government’s decisions are examined and discussed properly. Both houses are involved in these, although the House of Commons is more important. The two houses also have separate responsibilities. The House of Commons makes decisions on taxes and public finance, while the House of Lords acts as the highest court of justice in the UK.

1. The word parliament comes from an old English word.

2. The members of the House of Commons are barons and bishops.
3. In the Middle Ages, the king needed a parliament to raise money.
4. The queen or king has little political power nowadays.
5. The House of Lords is responsible for creating new laws.

**Answer:**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

#### **Text 4**

***Decide if the following information is true or false. Write T or F in the box next to each statement.***

Take fifteen unemployed young people and a celebrity chef, put them together in a kitchen for a year and sit back and watch the drama unfold. Jamie Oliver is the celebrity chef. His idea was “to train a team of unemployed kids with an interest in and a passion for food and to open a first class restaurant in London to be run by them”.

Jamie Oliver is a phenomenon in the UK, where his TV series shows him in his trendy apartment, cooking fashionable recipes for his cool friends. He is also seen riding his scooter and going shopping at local markets. He became so famous for his lifestyle that the supermarket chain Sainsbury’s offered him a fee of over two million pounds to star in their television adverts. They claim that this has resulted in a 20 % increase in their profits.

Cooking has always been part of Jamie Oliver’s life. His father runs a pub and restaurant in Essex (South-east England), and, while he was growing up, Jamie helped out in the kitchen, where he gained valuable experience before going on to train as a professional chef and work in famous Italian restaurants in London.

Jamie Oliver is very rich because of his TV shows and adverts and his successful cookery books. However, he remains in touch with his roots, and his down-to-earth style and cheeky humour have made him popular with people of all ages. He wanted “to give a little back and help inspire others”, so he decided to invest in a long-term plan to help disadvantaged young people to learn about the catering industry. He has also used his influence to raise money for the project.

His restaurant is called Fifteen, reflecting both the address, 15 Westland Place, London, and the number of novices he recruited. They were chosen from 1,000 applicants, and the whole process was filmed for a five-part documentary. It wasn't easy — the restaurant went over budget, and it looked as if the team wouldn't learn to be chefs in time. Only ten students survived the training, and viewers saw some of the dramatic moments when individual students broke down, didn't turn up for work, burned food, or when Jamie discussed their progress using his characteristic direct approach.

But the restaurant did open and is still in business. All its profits go to a charity called Cheeky Chops, aimed at producing 30 professional chefs a year. Jamie invested £1.3 million in the venture and put his own house at risk to finance it. He wants to set up similar schemes in New York and Sydney. And Jamie's recipe for success?

1. In the TV series Jamie Oliver cooks in his new restaurant.
2. Sainsbury's supermarket chain gave Jamie Oliver 20 % of their profits.
3. Jamie Oliver trained people in a pub restaurant.
4. Jamie Oliver has decided to invest some of his money in helping other people.
5. He called his restaurant Fifteen to reflect the age of the young people he recruited.
6. TV viewers could watch the training of the chefs in a five-part documentary.
7. All of the original fifteen trainees became professional chefs.
8. Jamie Oliver received £1.3 million from the new business.
9. Jamie Oliver has the intention of opening more restaurants like Fifteen.

**Answer:**

1	2	3	4	5	6	7	8	9

## MULTIPLE CHOICE

### Text 1

*Read a magazine article about childhood experiences. Answer the questions by choosing from the people A-D. The people may be chosen more than once.*

#### Which person mentions

- 1) being particularly close to a family member?
- 2 ) his/her intention to act differently from a parent?
- 3) enjoying the fact that something was difficult?
- 4) a way of making sure that he / she did not leave anything out?
- 5) an act of great generosity?
- 6) an opportunity to be creative?
- 7) getting in touch with people who could be of help?
- 8) regret at what may have been missed?
- 9) someone who found something puzzling?
- 10) someone else making a decision with his/her well-being in mind?
- 11) learning to be more independent?
- 12)purchasing something which changed his/her life?
- 13) someone who is unpredictable by nature?
- 14) something which is no longer available?
- 15) something that was in short supply?

## CHILDHOOD MEMORIES

Four successful people look back at significant events in their childhood.

### A. COLIN

When I was eleven years old, my dad inherited quite a large amount of money from a distant relative. It was typical of him that he decided to use the money to take a whole party of local kids to Disneyland in Florida for three days. Fortunately, I was able to go as well, which was tremendous. In those days, you had to buy tickets for each ride and so we made a checklist of them all and ticked them off one by one until we'd been on every one. They still had a donkey train and a canoe ride back then. My friend Eric bought a funny hat with his name on the front and then kept wondering

how, all over Disney land, random people knew his name and kept saying, “Hi Eric!” My family will never let me forget how I ordered a bowl of potato chips on room service at the motel, which cost them a staggering \$20. They were good chips, though!

## **B. MARILYN**

Most teenagers’ parents have normal jobs, you know like working in an office or being part of a company, but not my mum. She lives for her work and makes spur-of-the-moment decisions. When I was a teenager, it almost felt as if I was the parent and she was the child, as I tried to talk her out of whatever her latest scheme involved. You see, my mum’s an archaeologist. She travels round the world finding exciting things in old ruins, and because she was always on the move, so was I! Sometimes I used to wonder if we’d ever settle down and lead a normal family life, but we never did, which is a shame really. Of course, now I’m going to make sure that I don’t do the same to my daughter.

## **C. JEREMY**

I suppose being twins, my brother and I were always regarded as a single unit and we did do everything together. From an early age, we were into inventing things, especially things which exploded like rockets, although I don’t ever recall any actually leaving the ground. We were keen on Maths at school and bought a computer when we were eleven years old. It was the best time for getting into computers because there was very little software about in those days, so if you wanted to make the computer do anything, you had to write it yourself. Before long we were selling the stuff we’d written to software companies. I don’t think we knew how to turn our interest into money at that stage, having no commercial experience. But we soon found plenty of people who did know, but who couldn’t handle the technical side. We haven’t looked back since.

## **D. ANN**

When I was a teenager, my parents used to send my brother and me off on a week-long summer activity camp each year. Actually, we went to the same place five years running. I think it was because they wanted us to do something outdoors rather than have us sitting in front of a computer screen at home. And it was certainly challenging, if you consider we learnt to do things like climbing and caving. It wouldn’t suit all kids, but for us it was great. We found out how to fend for ourselves and we met lots of people from around the world. I’m still in touch with some of them by e-mail even now. Looking back, I guess it cost my parents a lot of money, but as far as I’m concerned it was a good investment because it really broadened my horizons.

**Answer:**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>

## **Text 2**

***Read the text. Choose the best answer (A, B, C or D) which you think fits best according to the text***

### **ADVENTURES OF DON QUIXOTE**

**by Miguel de Cervantes**

Once, long ago, in the small farming village of La Mancha in Spain there lived a rather quiet country gentleman. Now, like most of the country gentlemen in La Mancha, this country gentleman rose with the sun, loved to hunt, and spent most of his time caring for his estate. He was, however, different in one way. He loved to read. He read books about knights, battles, knighthood, quarrels, knights' armour, challenges, knights' ladies, and knights of old. All the books he read, in fact, had something to do with knights.

This gentleman read from dawn until the wee hours of the morning. He read so much in fact, that he began to neglect his farm. Not only that, his brain began to come loose with all these stories about knights. He became so entranced with knights and knighthood, that one day a wonderful thought occurred to him. He would become a knight. After all, he thought, there were few knights around these days, it seemed to the gentleman that there were a lot of wrongs that needed righting. Yes, he decided that's what he would do. He would become a wandering knight and travel the world with his horse, properly outfitted, of course, seeking adventures. There would be great risks and great dangers, but the gentleman was sure that he would win great honor and glory.

Once he decided to become a knight, he set about outfitting himself. Lying in a corner, he found some old and rusty armour that once belonged to a forgotten relative. He happily cleaned and polished it, whistling as he did so. As he cleaned away, he noticed that the helmet was missing a visor. Now this disturbed the gentleman. He couldn't very well go into battle with a helmet that didn't work. What could he do? Finally, the gentleman had an idea. He would make a new visor out of cardboard. Now, as you can imagine, a visor made out of cardboard could hardly be called protection. But nonetheless, the gentleman went right to work. He worked hard and long on his project and after almost a week it was finished.

The gentleman might have been on the road to adventure a lot sooner had he not decided to test his visor. But, unfortunately, he did. Taking his sword, he sliced at the cardboard visor a number of times to check its strength. The sword neatly cut through the visor, turning it into a pile of thin, little strips. A week to make! Needless to say, the gentleman wasn't pleased that he had destroyed his visor. He spent the next few days rebuilding the visor, and reinforcing it with strips of tin. Once it was finished, he attached it to his helmet. Since he had no welding materials, he tied it to his helmet with two pieces of green ribbon. No knight had ever gone into battle with two green bows on his helmet, but it was the best the gentleman could do.

Now that his armor was ready, the gentleman went to inspect his horses. Unfortunately, there was only one horse in the barn and that horse was quite old. Its head sagged over, and its bones showed through its weary skin. To the gentleman, however, it was a mighty steed, stomping and snorting, anxious for battle. "I shall name you Rocinante", said the gentleman, "a fine and noble name".

Now that his horse had a name, the gentleman decided it was time that he too had a title. After all, he couldn't very well ride out into the countryside with his simple country gentleman's name. He thought and thought about a proper name for a knight. Finally, he decided to call himself Don Quixote. Like all good knights, he added the name of his town to his name and called himself Don Quixote de la Mancha.

All his preparations were complete, and Don Quixote was anxious to get on the road.

1. This country gentleman...

- A. rose with the sun,
- B. loved to hunt,

- C. spent most of his
- D. all above time caring for his estate

2. One day a wonderful thought occurred to Don Quixote...

- A. He would become a farmer.
- B. He would become a king.

- C. He would become a knight.
- D. He would become a burglar.

3. The gentleman was sure that he would...

- A. win great honor and glory
- B. become a wandering knight

- C. travel the world with his horse
- D. seek adventures

4. He found some old and rusty armour...

- A. scissors, helmet, knife
- B. spoon, fork, sword

- C. spade, shield, lance
- D. the lance, shield, sword, and helmet

5. His visor was made out of...

- A. board
- B. cardboard

- C. iron
- D. wood

6. He decided to test his...

- A. horse
- B. sword

- C. visor
- D. house

7. The gentleman decided to call himself...

- A. Don Quixote
- B. Quixote de la Mancha

- C. Don de la Mancha.
- D. Don Quixote de la Mancha.

**Answer:**

1	2	3	4	5	6	7

### Text 3

***Read the text. Choose the best answer A, B, C or D.***

Frontier schools were every bit as rugged as the rest of frontier life. But the pioneers believed in education. Of all the possessions packed into their covered wagons, books were among those they valued most. When the first pioneer families settled in a new area, there were no schools of any kind. Young children were sometimes taught at home in spare moments by an older brother or sister. Or they would meet in a neighbor's home for lessons in reading, writing, and arithmetic. Their teacher was usually a pioneer woman with her own home and family to care for. Often her blackboard was the dirt floor, and her chalk was a long stick.

A school was put up when enough children lived in an area. Families worked together to gather the materials and build the school. Most schools were built of wood, but on the plains where wood was scarce, schools were built of sod. Both kinds of schoolhouses had dirt floors, unplastered walls, and few windows.

The schoolroom had no desks. Children sat in rows on hard, flat wooden benches without backs. Roxanna Rice, a pioneer girl in Kansas, described her early schooldays: "I remember the first school I attended, a room crowded full of big boys and girls. ...I and my brother, with another boy, occupied a bench with no back, near the stove. When the stove became too warm, we whirled around and faced the other side. The boy with us wore a paddle fastened around his neck. On the paddle were posted several letters of the alphabet and these were changed (by his parents) every day. How I envied that boy because his parents were making such pains with him".

Frontier schools, like frontier homes, had no electricity, no plumbing, and no running water. The schoolrooms were poorly lighted. The "restroom" was an outhouse,

one for the boys and one for the girls. The “drinking fountain” was a bucket and dipper kept in a corner of the room.

“There wasn’t any drinking water”, one student explained, “so usually two kids went after it. You’d go to the nearest house with the bucket. It was quite a thing to do that. It was during classes, you see, and you got out of class. But you had to be good or she wouldn’t send you. Then everybody who wanted a drink would line up and use the same bucket and the same dipper”.

Pioneer children started their day long before school began. By four o’clock in the morning, many were already up doing their daily chores. One pioneer remembered what it was like. “I’d get up and get the cows in and milk them and get the horses and the hogs fed. Then we’d get ourselves fed. Then I’d stick my books and my lunch in a pail and go to school. Across the fields it was two miles, and I’d run all the way”.

1. What was valued most in pioneers wagons?

- A. tents
- B. books
- C. instruments
- D. kettle

2. What did the teachers use at frontier schools?

- A. computers and calculators
- B. whips
- C. the floor, a long stick
- D. the desks and chairs

3. What materials were used to build the school?

- A. bricks
- B. wood and sod
- C. plastic
- D. concrete

4. Frontier schools, like frontier homes, had no

- A. benches without backs
- B. electricity, plumbing, running water
- C. dirt floors, unplastered walls, few windows
- D. stove

5. What does the word she in line 34 refer to?

- A. teacher
- B. mother
- C. the person on duty
- D. your neighbour

**Answer:**

1	2	3	4	5	6	7

## Text 4

*Read the text For each of the questions choose the best answer A, B, C or D.*

Did you ever wonder how cameras work? You may be surprised to discover the answer — just like your eye!

Everything you see in the world is lighted for you in some way — by the sun, or by a lamp, or by fire. Light rays travel from these sources in straight lines. When these light rays hit something solid, like your big brother, they bounce off in every direction. Millions of rays bounce off his nose, his toes, and everything in-between. What ever the light has bounced off — that's the picture you see!

How do you see the picture? Your eye is designed to receive these rays of light through a tiny opening. Only a narrow light beam entering this tiny opening can form a clear picture. Too much light coming in would cause a blur. The tiny opening is called the pupil. When it is dark out, the pupil opens a little to admit more light. When it is sunny, the pupil closes a little.

The camera has a tiny opening like the pupil. Light forms its picture in the camera the same way it does in your eye. A camera is a man-made eye. An eye is a natural camera.

Eyes and cameras can take pictures for you — but they can't keep them — not without help. The eye sends its pictures upside down to the brain. The brain interprets the pictures right-side up. Your memory stores the pictures, both new ones and old ones, so you can remember the way your teacher looked yesterday, and also the face of a friend from your old neighborhood, or how the yard looked when it snowed, or even the pony you glimpsed once from a car window. Like your eye, a camera can't keep the pictures it takes — not by itself. A camera needs film. Film makes a print of the camera's pictures so you can always look at them again. Film is the camera's memory.

1. What are the routes of light?

A. solid

B. square

C. straight

D. clear

2. People's eye is designed to receive these rays of light through

A. a wide hole

B. a narrow crack

C. a window

D. a pupil

3. Too much light coming in would cause
- A. a spot  
B. an injury  
C. a disease  
D. a picture
4. A camera is
- A. a man-made organ of sight  
B. a made-man eye  
C. an organ of vision  
D. a sight
5. What can't eye and camera do?
- A. take pictures  
B. make films  
C. store the pictures  
D. keep the pictures

**Answer:**

1	2	3	4	5

### Text 5

***Read the text For each of the questions choose the best answer A, B, C or D.***

The planet Venus is almost the same size as Earth. For that reason, Venus is called the sister planet of Earth. For many years, astronomers, people who study planets and stars, thought that life might exist on Venus. They even thought that a human civilization might exist on Venus. A gigantic, dense cloud covers most of Venus's surface, and the planet cannot be easily seen. For a long time scientists could not take a clear photograph of it.

Today, scientists know Venus is too hot to support life as we know it. Its cloud cover traps much of the heat the planet absorbs from the sun. Venus has the hottest average temperature for planets in our solar system.

Venus has other similarities to Earth. It has mountains, valleys, earthquakes, and volcanoes. It has formations from lava flows, which may have formed during a long-past time when Venus's volcanoes erupted.

Today information about Venus comes mainly from spacecraft. The vehicles have orbited the planet and inserted probes into its atmosphere. These probes have mapped the complete surface of the planet. They have explored the materials that make up Venus's surface and recorded the planet's surface temperature.

Venus is indeed a fascinating planet. There is still much on Venus to explore and discover.

1. What is the size of the planet Venus?
  - A. It is about the size of the sun.
  - B. It is the largest planet in the solar system.
  - C. It is gigantic.
  - D. It is about the size of Earth.
  
2. Which of the following is true of the planet Venus?
  - A. Civilization existed on Venus long ago.
  - B. Primitive life exists on Venus.
  - C. Venus is covered by a thick cloud.
  - D. The surface of Venus is liquid rock.
  
3. What is the climate like on Venus?
  - A. It is extremely hot.
  - B. It is extremely cold.
  - C. It is much like the climate on Earth.
  - D. It is hot and humid.
  
4. How does the cloud cover over Venus affect the planet?
  - A. It traps the heat of the sun.
  - B. It protects the life forms on the planet.
  - C. It makes the climate cold and rainy.
  - D. It prevents life from developing.
  
5. Which of the following does Venus have in common with Earth?
  - A. It has a variety of climates.
  - B. It has mountains and valleys.
  - C. It once had a high civilization.
  - D. Its surface cannot be seen from space
  
6. What evidence is there that volcanoes have erupted on Venus?
  - A. Dust and ash in the clouds.
  - B. Volcanic ash on the surface.
  - C. Deep craters left by volcanoes.
  - D. Lava formations on the surface.
  
7. How do scientists collect information about the planet Venus?
  - A. By orbiting the planet in spacecraft.
  - B. Through powerful telescopes.

- C. With probes from spacecraft.
- D. By landing on the planet's surface.

8. What information about Venus has been gained in modern times?

- A. Samples of tiny life forms.
- B. Maps of the planet's surface.
- C. Photographs of the planet's surface.
- D. Samples of volcanic eruption.

**Answer:**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>

## Text 6

***Read the text For each of the questions choose the best answer A, B, C or D.***

The sport of boxing has had a long history. It began 6,000 years ago in sub-Saharan Africa and spread to Egypt and Greece. Ancient boxing had no ring, no gloves, and few rules. In Greece, two fighters sat on stones and pounded each other on the head until one of them was knocked out.

Boxing became part of the Olympic Games in 688 B.C. In the games, boxers wore leather strips to protect their hands and wrists. Romans adopted the sport, and invented the boxing "ring" . It was simply a marked circle that defined the field of action. Roman boxing was especially brutal and even deadly. In 30 B.C., the sport was abolished and disappeared for more than 1,600 years.

In seventeenth-century Europe, boxing made a comeback. At first it combined wrestling and bareknuckle fighting. Boxers grabbed their opponents, threw them to the ground, and hit them while they were down. There was little technique and few rules.

In 1719 James Figg, an expert fencer as well as a boxer, opened a boxing school in London. He helped boxers develop skill in sidestepping, counterpunching, and quick movements.

A set of rules were drawn up, and eventually boxing became so popular that English gentlemen took up the sport.

1. Where did the sport of boxing first begin?

- |                          |             |
|--------------------------|-------------|
| A. in Greece             | C. in Egypt |
| B. in sub-Saharan Africa | D. in Rome  |

2. How long has the sport of boxing been in existence?

- A. about 2,000 years  
B. about 688 years  
C. 6,000 years  
D. 1,600 years

3. Which of the following is true of ancient boxing?

- A. Rules were created to protect the boxers.
- B. Boxers wore leather boxing gloves.
- C. Boxing in ancient Rome had rigid rules.
- D. Ancient boxing had few rules.

4. What happened when the Romans adopted the sport of boxing?

- A. They began to use a boxing ring.  
B. They established a set of rules.  
C. Boxing became less dangerous.  
D. They entered the Olympic Games.

5. What had happened in the sport by the time it was abolished in 30 B.C.?

- A. People had lost interest in it.  
B. It had become too difficult to compete.  
C. Most boxers had been killed.  
D. It had become very brutal.

6. How long did boxing disappear before it made a comeback?

- A. For 30 years. C. For 6,000 years.  
B. For more than 1,600 years. D. Until the 1800s.

7. How was boxing conducted in 17th century Europe?

- A. Important rules were developed, and the boxing became a gentleman's sport.  
B. Boxing combined the rules of wrestling and fencing.  
C. Boxers used bare knuckles, and the sport had few rules.  
D. Boxing was a deadly sport, and boxers were often killed during a contest.

8. What did James Figg contribute to boxing?

- A. His school taught boxers new skills and techniques.  
B. He was an English gentleman who made boxing a popular sport.  
C. He taught young boxers how to fence and wrestle.  
D. He drew up a set of rules for boxing, which made the sport less difficult.

**Answer:**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>

## Text 7

***Read the text. For each of the questions choose the best answer A, B, C or D.***

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

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

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

### ***1. Reference***

- What does “this” in line 1 refer to?
- A. The belief that bananas grow on trees.
- B. Certain beliefs about bananas.
- C. Widely-held beliefs about banana trees.
- D. The belief that bananas do not grow on trees.

### ***2. Main Idea***

- What would be the best title for the first paragraph?
- A. Beliefs about banana plants.
- B. The growth of a banana plant to maturity.
- C. A year in the life of a banana plant.
- D. Banana plants: from birth to maturity.

### ***3. Scanning***

- Why are blue polyethylene bags mentioned in paragraph 2?
- A. They are used to prop up bananas.
- B. They protect growing bananas and speed ripening.
- C. They help increase heat and humidity and so prevent bruising.
- D. Bunches of bananas are always covered with them.

#### ***4. Skimming— General Idea***

- What is the main idea of the last paragraph?
- A. How the banana plant produces its fruit.  
B. How a sucker plant is called a pup.  
C. The death of mother plants.  
D. The growth of sucker plants.

#### ***5. Prediction and Inference***

- The next sentence after the passage is most likely to be:
- A. The old banana plants are chopped up and used as manure.  
B. Chicken manure can now be used to feed all kinds of banana plants.  
C. Bananas are used in dessert recipes all over the world.  
D. Bananas are grown all over South and Central America.

#### ***6. Restatement***

- Another way of expressing the last sentence is:
- A. Sucker plants grow beside the parent plant and create new banana plants.  
B. A new generation of parent plants grows next to the sucker plants.  
C. Growing next to the parent plant helps sucker plants make a new generation of banana plants.  
D. Parent plants have sucker plants growing beside them; two generations of plants thus grow together.

***Answer:***

1	2	3	4	5	6

## Text 8

*Read the text. For each of the questions choose the best answer A, B, C or D.*

The first English settlers in America soon discovered that they had to learn to make the best of indigenous foods. They had brought wheat and rye seeds with them but these were difficult to grow in fields still tufted with tree stumps after the colonists' amateurish clearing operations. Maize, on the other hand, was easy.

From the North American Indians they learned not only how to grow it but how to cook it in a dozen simple and enjoyable ways—as porridge, flatbread, and a kind of frumenty. They were pleased, too, to recognize their friend the turkey (the Indians' turkee). From the Indians the settlers discovered not only what was edible, but how to cook it; one example is the seacoast clambake, a way of cooking clams and corn. Another cooking technique discovered was the barbecue, which seems to have filtered north from the Caribbean where the Carib Indians salted and smoke-dried meat over a fire of animal hides, a technique they called boucan.

1. It can be inferred from the passage that the first settlers
  - A. enjoyed the taste of indigenous foods.
  - B. had come to America well prepared for farming.
  - C. were amateurs when it came to planting crops.
  - D. were dependent on the North American Indians for everything.
2. What does the first "it" refer to?
  - A. Wheat.
  - B. Rye.
  - C. Maize.
  - D. Porridge.
3. It can be inferred from the passage that
  - A. the seacoast clambake was a very English way of preparing clams.
  - B. the seacoast clambake and the barbecue were new ways of cooking for the settlers.
  - C. the barbecue was brought over from the Caribbean by the Carib Indian
  - D. the barbecue gets its name from a kind of smoke-dried meat.
4. The best title for the passage would be
  - A. The foods and cooking techniques of the North American Indians
  - B. Carib Indian foods and cooking techniques.
  - C. Difficulties encountered by the English settlers in growing crops in North America.
  - D. The new foods and cooking techniques used by the settlers.
5. It can be inferred from the passage that
  - A. the first settlers were expert at cutting down trees.

- B. the first settlers preferred English cooking.
- C. the first settlers and the Indians both valued the turkey.
- D. the Indians and the first settlers enjoyed cooking food together.

6. What does the second “it” refer to?

- A. turkey.
- B. The seacoast clambake.
- C. All the new food.
- D. Salted meat.

**Answer:**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

## Text 9

***Which sentence in a passage is unnecessary because it does not fit in with the rest of the passage. It is, for one reason or another, irrelevant; it does not continue or develop the main idea of the passage.***

**1.** The first officially recognized dragon sightings were on the South Island of New Zealand. But, although photographs were published in the international press, the world at large either ignored or disbelieved the reports. The local population tolerated the dragons until they began to make serious problems for the sheep industry. After considerable debate it was decided to bomb and napalm the small dragon colony. Subsequently under pressure from the dragons much of the southern tip of the South Island was deserted Eventually the dragons were forced out by a policy of petty harassment. The beasts retired to Stewart Island where they descended in force at night without warning, destroying all human habitation.

**2.** It was Freud who established the concept of the unconscious. He directed the attention towards the period in a person’s development when the conscious was in its most dynamic relationship with the unconscious, during infancy and childhood. Most people conceive of this period in their lives as, in many respects, the least troublesome and problematical. It was, for him, during this period of early childhood that the Ego is called upon to decide between the demands of the Id and those of external reality. The stable personality would be the personality which resolved the conflict. Stability, in so far as it ever could be attained, would lie in the resolution by the Ego of the conflicts within the mental structure.

**3.** In 1969 the Apollo 11 capsule splashed down in the Pacific Ocean at the end of one of the most spectacular missions of exploration ever undertaken by man. Three American astronauts had just returned from the moon. Their real life adventures rival those of fictional heroes from the age of the comic strip. Two of them, Neil Armstrong and Edwin Aldrin, had secured a place in history by becoming the first men to set foot on the dusty surface of the moon. Ten years before no one had reached more than 40 kilometers above the surface of the earth. The exploits of the spacemen who conquered the 380,000 kilometers between us and the moon match those of the greatest explorers of the past.

**4.** In any science a good general theory is the handiest tool possible. Not only does it link many seemingly random facts into one coherent framework, but it also acts as a powerful aid to prediction. Making predictions has become one of the leading growth industries of the twentieth century. For instance, if you wanted to find out whether there is a planet beyond the known series, you could ask several hundred astronomers to keep their eyes open at night. But it would be more fruitful to turn to gravitational theory, which predicts that if there was a further planet out there it would cause detectable move-ments in the orbit of some other known planets. Indeed that is exactly how Leverrier predicted in 1846 that a planet would be discovered: Uranus.

**5.** The princes owed their power and wealth to a monopoly of new implements of war-long rapiers of costly bronze, huge shields and light horse-drawn war-chariots. The social implications of this armament are disclosed by Homer's epic poems. Whether it was Homer who actually wrote the "Iliad" and the "Odyssey", however, is a matter of some dispute. Battles resolved themselves into single combats between richly-armed champions who arrived in chariots. These decided the issue; the infantry were mere spectators. In fact, only the few could afford the long blades of bronze and the chariots, so that the masses were militarily worthless.

**6.** The very existence of the market sometimes endangered whole cities. The food stores of the great merchants, the waste material of the slaughterhouses, and the refuse flung aside by everyone all these were a haven for the omnivorous black rat. When, in the crowded conditions of the market place a diseased rat paused to scratch itself, displaced fleas might find some new home on some passing human. By the thirteenth century rats, those deadly carriers of pestilence, infested most of the new towns of Europe. A bite from an infected flea could bring plague or typhus, and a killer epidemic could easily result. When this happened, people died by scores, sometimes by hundreds, occasionally by thousands.

***Answer:***

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **HEADINGS + PARAGRAPHS**

### **Text 1**

***Read the article and choose the best answer A, B, C or D to answer questions 1-4.***

**1.** Ann White doesn't look like a teenager who's been to hell and back, but the 17-year-old has just spent three months in a dark and dirty nineteenth-century house with the rest of her family. For all this time, Ann didn't have a hairdryer, CDs or her own clothes. She was forced to wear shapeless dresses and was sent to bed at 8 p.m. every night. Ann wasn't being punished, and she hadn't committed a crime. In fact she and her family were taking part in a television documentary called 1900 House. The documentary was an experiment to see how much everyday life has improved over the last 100 years. For three months, the Whites agreed to turn back the clock and only use household appliances, cook food and wear clothes that were available in 1900. A film crew visited regularly to record how the family coped with their change of lifestyle.

**2.** So what was life like in 1900? "It wasn't too difficult to be a child then", says Ann. "My 12-year-old twin sisters and 9-year-old brother had a great time — they just kept on being children. But it was more difficult for me. Girls didn't stay at home if they were old enough to find a job as a maid. If they did live at home, they were trying to find someone to marry". Ann spent some of her time helping her mother with the household chores, but most of the time she was bored. "In Victorian life I felt left out", she explains. "There just wasn't enough for teenagers to do. Seventeen-year-old Victorian girls had a really tedious time".

**3.** Then there were the clothes. Ann had to tie her hair back, wear no make-up and only had three outfits. "All I could put on was a blouse that hadn't been washed in two months and a long skirt", she says. "You couldn't go through your wardrobe and think, I'll wear this or that today". But most of all she wanted her hair gel, shampoo and make-up. "I feel stupid that those things were important, but I was used to using them everyday". She also felt permanently dirty. The house was covered in a layer of coal dust from the coal fire, and they were only allowed one bath every other day. "If you had a bath at night you'd wake up in the morning with dust on your skin. It was awful", she said.

**4.** Fortunately, Ann has a strong character, so she didn't give up. But did the experience change her? "When I look back, I think it made the family closer", she says. "We communicate better now because we couldn't run away from problems; we had to deal with them. And after the experience, my parents said how much more grown-up I had become. I think we all matured".

From *The Independent on Sunday*

1. What did Ann White do?
  - A. She acted in a 19th century play.
  - B. She lived with a family which is not her own.
  - C. She took take part in a social experiment.
  - D. She modelled clothes for a TV drama documentary.
  
2. What does Ann say about life in 1900?
  - A. Children hadn't a hard time.
  - B. Girls usually found work outside the home.
  - C. Married children usually lived with their parents.
  - D. It was the best time in Ann's life.
  
3. What did Ann miss most?
  - A. Her morden clothes.
  - B. Having cold baths.
  - C. Her hair gel, shampoo and make-up.
  - D. Living in a clean house.
  
4. What effect did living in the 1900 house have on Ann and her family?
  - A. Ann has become more difficult to live with.
  - B. The family appreciate living in the modern world more than before.
  - C. The family have more problems now than they did before.
  - D. Ann has become a little older and wiser.

**Answer:**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

## Text 2

***Read the article and match headings A-H to paragraphs 1-7. There is one heading you don't need.***

**1.** Many large companies are thinking about the future. In particular they're thinking about how you are going to live. They are designing a home for the future that is both simple and convenient. This home is called the "smart' house as it responds to your individual needs. Any questions? Let's see if the smart house has got the answers.

2. You will have an automated wardrobe, just key in the weather and the type of clothes you want to wear to the built-in computer, and it will suggest an outfit for you. It will even clean your clothes with a steam cleaner.

3. You will have an automated kitchen. All your appliances will be intelligent. A camera in the fridge will send a list of ingredients to the cooker's computer, which will suggest a recipe for you to cook. The smart fridge will even write a shopping list and order your food for you. Your work surface will connect with your appliances so they won't need cords to work. And you won't be able to burn yourself on the cooker as it will only heat up the area which is covered with pans.

4. The lounge will be the centre of the smart home, as it is today, but it will also be automated. It will have a big glass table in the middle. The table is in fact an e-table, a powerful central computer programmed for each family member's tastes and moods. It will know what music you like, what TV programmes you watch and even what pictures you want to see on the walls.

5. The house will have a robot that knows each family member individually. It will greet you at the door and will know if there are intruders in the house. It will help you to plan your schedule or communicate with other members of the family, and it will also find and print out information for you.

6. The bathroom mirror will monitor your health and skin condition, telling the taps to dispense the right kind of water for your skin. Your toilet will analyse your urine and email your doctor if the results are worrying, and the air conditioner will kill the flu bug and other viruses.

7. The building's computer will monitor the house's solar batteries and tell you how much power you are consuming. The air conditioning system will recycle waste energy to cool or warm the air, and water will be supplied from recycled rain water. Of course, at the end of the day, you can still do something traditional. You can switch off the TV and turn out the lights.

A. How will I be able to relax?

B. What effect will it have on the environment?

C. What type of houses are companies designing for the future?

D. What am I going to put on?

E. How am I going to feed myself?

F. How much will a new house cost?

G. What happens if I'm not well?

H. How will I organise myself?

**Answer:**

1	2	3	4	5	6	7

### Text 3

*Read the text and choose the most suitable heading from the list A-E for each part of the article. There is one extra heading which you don't need to use.*

#### 1 ...

You don't see many birds in winter. Most have left your area. Those that stay are not as active. Activity uses energy that is needed to keep warm.

The worst problems for birds in winter are getting enough heat and holding on to the heat once it is made. These are problems for all birds. But it is especially true for very small ones. They cannot find enough food. The weather stays so cold for so long that they cannot eat enough to keep alive. But birds have many ways of fighting the cold.

#### 2 ...

You shiver to keep warm. The heat that you make is made mostly in your muscles. The muscles make more heat when they are active.

So one way of keeping warm is to move about, use your muscles. Another way is to shiver. When your body needs heat, the muscles tighten and loosen quickly. They become active. Just as you shiver to keep warm, so do birds.

#### 3 ...

When it's cold, temperatures go down and down. When it's 10° below zero and the wind is blowing 30 miles an hour, the temperature feels like 63° below zero. The wind makes air seem even colder. Yet birds survive. They keep alive by eating, and by shivering. They shiver without stopping. They just perch and shiver. They make as much heat as possible. They stay still so they use as little as possible. Shivering helps a bird to make four or five times more heat than it would make if it were not shivering. The only times birds leave a perch is to look for more food. Shivering is only one way that birds keep alive during very cold weather.

#### 4 ...

Another way that birds reduce the amount of heat they need is by lowering their body temperature. You and I are not able to do this. Humans need to keep their body temperature at 98.6°, or very close to it. When a bird is active, its body temperature is 104°, higher than your temperature. But when a bird rests or sleeps its body temperature drops. The bird can survive even when its temperature has dropped some 20 degrees, to about 84°. Birds can store up only a small amount of food. Their bodies aren't large enough to hold much. So one way of stretching the amount of food is to lower the body

temperature. Lower temperatures mean that food is used more slowly. Birds can “turn up the thermostat” in the morning. In a few minutes their body temperature is once more at 104°. Then the bird becomes active.

- A. Changing temperatures.
- B. The reaction of human’s body on cold.
- C. The process of warming.
- D. The worst problem for birds.
- E. The change of the beating.

**Answer:**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

#### **Text 4**

***Read the following short texts, then match the headings to the texts.***

**1 ...**

Check out the Planet Earth Club which is the place to be seen these days. Actors, musicians and agents have found the deal meeting place. Taking photographs is not allowed so don’t even think of taking a camera to prove to your friends that you were in this exclusive club.

**2 ...**

Among the latest best-selling novels, the one that’s causing the biggest storm is Jackie Dickens’ “Fashionable Scandals”. The book has been in the top ten bestsellers for more than a month now. Jackie’s publisher couldn’t have been more pleased with her work. The novel reveals the scandals and drama backstage in today’s fashion shows.

**3 ...**

Staying in an Alpine village is the ultimate in glamorous holidays. Every winter they’re considered the place to be. Trendily-dressed skiers frequent the smart cafes where they exchange advice on skiing techniques whilst sipping their brandies.

**4 ...**

We can see a return to the brightly coloured furnishings of the sixties. So decorate your house in the style that has always been associated with “Le Corbysier”. This will undoubtedly win your friends’ and associates’ admiration. More and more interior decorators are advising their clients to adopt this unforgettable style.

**5 ...**

These totally wicked sounds have created a huge commotion on dance floors around the country. Ravers join together to enjoy the hypnotic and mesmerizing beat. It is definitely catching on all over Europe.

**6 ...**

V.I.P.s usually expect luxurious treatment. Aromatherapy is really gaining ground along with the use of healing crystals among famous people, such as Vanessa Balladur and Cindy Baldwin. The guru of acupuncture, James Canova, can barely cope with the demand for appointments from the rich and famous who are keen to experience the benefits of his treatment.

- A. The book on everybody's reading list
- B. The latest music craze
- C. Fashionable eating places
- D. On holiday with the rich and famous
- E. Interior trends
- F. Trendy treatment

**Answer:**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

### **Text 5**

***Read the following article and choose a suitable heading from the list to match each paragraph.***

**1.** The study of weather is called meteorology. Meteorologists look at the atmosphere and measure the temperature, pressure and humidity, and find out in what form the rain is going to fall.

**2.** Meteorologists learn that certain cloud formations are typical of certain types of weather. The direction and strength of winds is measured accurately with special equipment. Weather forecasters work out which way the weather will move and when by determining the direction of the wind.

**3.** Scientists have positioned permanent weather stations in the Arctic and in the North Atlantic Ocean to help forecast the weather. At least 3,200 ships help the prediction of the weather by reporting regularly on their local weather conditions.

**4.** Knowing what the weather is all over the globe helps forecasters predict long-term weather conditions. Weather satellites are sent into space to broadcast pictures of the Earth's cloud cover. From space, entire weather formations can be seen easily. More importantly the satellites are also able to show the positions of hurricanes and cyclones. We can therefore be giving warning to prepare for coming storms.

**5.** It is vital for some professions to know what the weather will be both long and short term. For instance, people who spend months at sea need to be prepared for adverse weather conditions so they can change their route accordingly. Farmer whose livelihood depends on making the most of their land need to know both what to plant and when to harvest and this is directly linked to weather conditions.

- A. The importance of weather forecasts.
- B. Meteorology and meteorologists.
- C. Weather satellites.
- D. Wind and clouds.
- E. Weather stations.

***Answer:***

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

## GAPS

### Text 1

*Read the text. Seven sentences were moved from it. Choose from the sentences A-I the one which fits each gap. There is one extra sentence you don't need to use.*

Daedalus was an ingenious artist and was not discouraged. “Minos may control the land and the sea”, he said, “but he does not control the air. I will try that way”.

He called his son Icarus to him and told the boy to gather up all the feathers he could find on the rocky shore. As thousands of gulls soared over the island, Icarus soon collected a huge pile of feathers. (1)... The smallest feathers he pressed into the soft wax and the large ones he tied on with thread. Icarus played about on the beach happily while his father worked, chasing the feathers that blew away in the strong wind that swept the island and sometimes taking bits of the wax and working them into strange shapes with his fingers.

It was fun making the wings. The sun shone on the bright feathers, the breezes ruffled them. (2) ... Filled with excitement, he made another pair for his son. They were smaller than his own, but strong and beautiful.

Finally, one clear, wind-swept morning, the wings were finished and Daedalus fastened them to Icarus’s shoulders and taught him how to fly.

(3)... He pointed out the slow graceful sweep of their wings as they beat the air steadily, without fluttering. Soon Icarus was sure that he, too, could fly. Raising his arms up and down, he skirted over the white sand and even out over the waves, letting his feet touch the snowy foam as the water thundered and broke over the sharp rocks. (4)... He called Icarus to his side, and putting his arm round the boy’s shoulders, said, “Icarus, my son, we are about to make our flight. No human being has ever traveled through the air before, and I want you to listen carefully to my instructions. Keep at a moderate height, for if you fly too low the fog and the spray will clog your wings, and if you fly too high the heat will melt the wax that holds them together. (5) ... .

He fastened the wings more securely to his son’s shoulders. Icarus, standing in the bright sun, the shining wings drooping gracefully from his shoulders, his golden hair wet with spray and his eyes bright and dark with excitement, looked like a lovely bird.

(6)... From time to time, he looked back to see that the boy was safe and to note how he managed his wings in his flight. (7) ... Plowmen below stopped their work and shepherds gazed upward in wonder.

A. When they were finished Daedalus fastened them to his shoulders and found himself lifted upwards where he hung poised in the air.

- B. Daedalus then melted some wax and made a skeleton in the shape of a bird's wing.
- C. Keep near me and you will be safe.
- D. Daedalus's eyes filled with tears and turning away he soared into the sky, calling to Icarus to follow.
- E. He told him to watch the movements of the birds, how they soared and glided overhead.
- F. Daedalus watched him proudly but with misgivings.
- G. It was fun creating a new device.
- H. They flew across the land to test their skill before setting out across the wild, dark sea.

**Answer:**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>

## Text 2

***Read the text. Choose from the words A-I the one which fits each gap. There are two extra words you don't need to use.***

The English are said to be obsessed by the weather, and with the unpredictable weather that they have to face daily that is not surprising. And, of course, one's moods are bound to be affected by its constant change.

One might feel (1) ... for days if the sky is overcast, and the sun fails to break through the clouds. In just the same way, rain can put you in a (2) ... . Although the winter is not normally very cold, it is the damp that makes you (3) ... .

However, when the sun shines your mood lifts. A rainbow after a storm can make you feel extremely (4) ... . A spring breeze can be (5) ..., and a sunny day can make you feel (6) ... . "There's nothing like an English summer to (7) ... . With clear blue skies and cotton wool clouds you can feel on top of the world.

- A. on top of the world  
B. depressed

- C. normally
- D. optimistic
- E. lively
- F. moody
- G. bad mood
- H. cheer you up
- I. refreshing

**Answer:**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>

### **Text 3**

***Read the text Choose from the words A-H the one which fits each gap. There is one extra word you don't need to use.***

As a tourist the fastest and perhaps the most comfortable way to travel long distances is (1) ... . You can sit back and relax, read, or even watch a video. Of course you have to pay more money and run the risk of being delayed. Some people refuse to fly for fear of (2)... . However, according to statistics it's a safe way to travel.

Travelling by ship is often the cheapest form of travel. Unlike other means of transport you have the chance to move around on or below deck. Large ships often have shops, T.V. lounges and restaurants so there's plenty to do. However, a sea (3) ... is the slowest way to get to your destination and should be avoided if you suffer from sea (4) ... .

Perhaps the most convenient way to travel is (5) ... , simply because you decide when and where to stop. You have the freedom to organise your own timetable so there's no danger of missing appointments. However you may need somebody else to help share the driving, a good map reader and petrol money. There is also the possibility that the car will break down or you will feel travel sick.

A train (6) ... is often the best way to see a country. You can sit back and enjoy the view or have a meal in the restaurant car. For long journeys you can reserve a bed in a (7) ... . However, you may be delayed, or miss your connection. It's also not the fastest or cheapest way to travel.

- A. voyage
- B. by air
- C. by car
- D. accidents
- E. journey
- F. sickness
- G. sleeping compartment
- H. travel

**Answer:**

1	2	3	4	5	6	7

#### Text 4

*Read the text. Choose from the words A-I the one which fits each gap. There is one extra word you don't need to use.*

Let's make a short history of youth street fashion.

In the early 1960's (1)... was born. Full employment made it both possible and fashionable for young people to look very smart. Many (2) ... had short neat (3) ... and bought expensive tailor-made suits. They were known as mods. However, fashion changed very quickly and by the late 1960's the (4) ... were appearing. They had long hair and wore loose, (5) ... clothing. They believed in peace and love. Youth fashion changed again in the mid 1970's. Many youngsters began listening to extremely loud, violent music. Punk had arrived Spiky hairstyles in wild colours, scruffy T-shirts and leather trousers became trendy. Things changed once again in the early 1980's Sporty designer labels and expensive trainers became popular. Hair styles returned to being short and neat. The casual look was (6) ... By the early 1990's fashion was again repeating itself. The (7) ... was taking over. The followers of fashion were growing their hair, buying loose, untidy clothes and looking remarkably similar to the hippies.

- A. youngsters
- B. punk
- C. first hippies
- D. grunge look
- E. youth street fashion
- F. brightly-coloured
- H. haircuts
- I. fashionable

**Answer:**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>

### **Text 5**

***Read the text. Choose from the words A-H the one which fits each gap. There is one extra word you don't need to use.***

Different types of powerful weather systems affect different parts of the world. A whirlwind is a tall column of air that spins very rapidly. The air circulates inside the column at a terrific (1)... — about 600 km/h and the whole column moves at 60-70 km/h. A severe whirlwind is called a tornado. This (2) ... wind can destroy everything in its path and usually (3) ... on the plains of North America. Hurricanes or typhoons are violent (4) ... which normally occur in the Caribbean, China Seas and western parts of the Atlantic and Pacific Oceans. They consist of ferocious winds and torrential rain and cause (5) ... damage to homes and property. A drought can occur when there is a long period of time with no (6)... . Harvests can fail and people can face (7)... Areas of The Third World in Africa and Asia are most frequently affected by serious droughts.

- A. storms
- B. starvation
- C. speed
- D. occurs
- E. rainfall
- F. fierce
- G. extensive
- H. weather

**Answer:**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>

### **Text 6**

***Read the text. Choose from the words A-H the one which fits each gap. There is one extra word you don't need to use.***

They're creepy. They're (1) ... . They feast on flies and crickets. Most people find them (2) ... and often go to war trying to keep them out of their home and lives. However, there are people who find them fascinating and even keep them as pets.

There are over 40,000 different (3) ... of spiders. Remember: spiders are not insects, although many people think they are. Ask your friends, and if they say spiders are insects, give them a surprise. Spiders are (4) ...! Insects have six legs, and arachnids have eight. Arachnids also have a two-part body and two pinchers. They don't have antennae, but instead have bristly hairs on their body and legs, which are used to pick up signals and messages — spiders can taste things with their feet!

Spiders live everywhere, from the tops of mountains to the bottoms of caves, wherever there is food.

Most spiders catch their own food and most eat insects, woodlice and centipedes. Larger spiders, such as tarantulas, can catch and kill birds, lizards and snakes.

Only half of all spiders can spin webs, which they use to catch prey. Other spiders have to hunt or lie waiting for their food. Spiders don't get stuck in their webs because they have special claws on the ends of their legs, which they use to move across the web without touching the sticky areas. Some spiders build webs which can be up to 1.5 metres in diameter!

Only a few spiders are harmful to humans. In Europe there are no (5) ... spiders, but in Australia and in the USA, people learn to live with some of the most dangerous spiders, including the black widow. The world's most poisonous spider is found in Brazil and is called the Brazilian huntsman. There is an antidote for this spider, and the number of people who die from their bites is very low.

So most of spiders are not (6)..., and you might seriously consider having a spider for a (7) ... . They can be useful at home, for they kill flies, they don't need much space and they aren't too noisy.

- A. crawly
- B. pet
- C. poisonous
- D. species
- E. arachnids
- F. dangerous
- G. disgusting
- H. spider

**Answer:**

1	2	3	4	5	6	7

## LANGUAGE USE

### PRESENT ACTION

(Present Simple, Present Continuous)

#### Exercise 1

Choose the correct answer.

1. He should take ... a sport and then you would get more exercise.  
A off                      B up                      C down
2. I'm trying to work! Could you please turn your music ... ?  
A down                      B in                      C out
3. Just ask and I'm sure the other children will let you join ... .  
A out                      B up                      C in
4. The referee sent David ... for arguing with him.  
A off                      B down                      C up
5. This is my favourite song! Turn it ... !  
A off                      B out                      C up
6. A mobile phone rang, but the musician just carried ... playing.  
A on                      B up                      C in
7. We can't afford to eat ... very often.  
A off                      B up                      C out
8. We've decided to become a vegetarian and give ... meat.  
A up                      B off                      C out

**Answer:**

1	2	3	4	5	6	7	8

#### Exercise 2

Write one word in each gap.

1. We were waiting outside the stadium ... a long time before they finally let us in.
2. I can watch that concert ... the Internet — it's fantastic!
3. I ran all the way home and I was just ... time for my favourite programme.
4. Everyone clapped when the singer came ... stage.
5. At the cinema, Mum sat on the right, Dad sat on the left and I sat ... the middle.

6. Ed doesn't want to become a professional footballer. He just does it ... fun.

**Answer:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

### **Exercise 3**

**Complete by changing the form of the word in capitals when this is necessary.**

1. What's the name of that ... you were singing earlier? SING

2. I started to learn the piano, but I don't think I've got much ... talent, to be honest.  
MUSIC

3. My dad used to be really fit and was on his college ... team. ATHLETE

4. When you were young, did you ever play in the street with other local ... ? CHILD

5. Alan is studying to be an ... , but I don't think he's enjoying it. ACT

6. They have a wonderful ... of old toys at the museum in town. COLLECT

7. My grandad loves to ... and we often go out on his boat. SAIL

8. You have to practise a lot if you want to work as a ... . MUSIC

**Answer:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

## PAST ACTION

(Present Perfect, Past Simple, Past Continuous)

### Exercise 1

Choose the correct answer.

1. When you rang, I ... my bike.

- |                |                 |
|----------------|-----------------|
| A cleaned      | C used to clean |
| B was cleaning | D clean         |

2. At my last basketball club, we ... every Saturday for three hours.

- |                 |                 |
|-----------------|-----------------|
| A were training | B training      |
| C train         | D used to train |

3 .I really ... the meal we had at your house last Tuesday.

- |              |             |
|--------------|-------------|
| A was liking | B liked     |
| C like       | D am liking |

4. We ... to the beach every day when we were on holiday.

- |        |                 |
|--------|-----------------|
| A went | B were going    |
| C go   | D used to going |

5 .I broke my leg when Tony and I ... for the school sports day.

- |                   |                    |
|-------------------|--------------------|
| A practised       | B used to practise |
| C were practising | D are practising   |

6. Leon never ... about it, but he was once a world champion skier.

- |               |              |
|---------------|--------------|
| A talks       | B is talking |
| C was talking | D talk       |

7 .I ... like golf, but now I really like it.

- |                  |                 |
|------------------|-----------------|
| A don't use to   | B don't used to |
| C didn't used to | D didn't use to |

8. Denise ... at the stadium until she finds a better job.

- |                |               |
|----------------|---------------|
| A works        | B is working  |
| C used to work | D was working |

**Answer:**

1	2	3	4	5	6	7	8
---	---	---	---	---	---	---	---

--	--	--	--	--	--	--	--

## Exercise 2

### Match the two halves of the sentences.

- |  |   |
|--|---|
| 1. I waited outside the tennis club for    | A. fun, and I don't want to do it as a job  |
| 2. When you rang, I was in                 | B. stage, with all the audience clapping    |
| 3. We finally got to the stadium just in   | C. time to see the match start              |
| 4. I just play football for                | D. a long time, but George didn't appear    |
| 5. I loved that film and when it comes out | E. on TV, I'll definitely watch it          |
| 6. It's great to appear on                 | F. the middle of cleaning my football boots |

### Answer:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

## Exercise 3

### Complete using the correct Present Perfect Simple form of the verbs in brackets.

- I ... (see) this film already.
- John and Nina ... (had) their car for about a year.
- She ... (not/ take) her driving test yet.
- Sue ... (be) a tour guide since she left university.
- (you / ride) into town on your new car yet?
- This new computer ... (make) my life a lot easier.
- We ... (not/decide) what to get Lena for her birthday yet.
- ... (Paul / ever / meet) a famous person?

**Answer:**

1. \_\_\_\_\_  
3. \_\_\_\_\_  
5. \_\_\_\_\_  
7. \_\_\_\_\_

2. \_\_\_\_\_  
4. \_\_\_\_\_  
6. \_\_\_\_\_  
8. \_\_\_\_\_

#### **Exercise 4**

**Choose the correct answer.**

1. ... never played this game before.  
A. I've                                      B. I
2. Max ... his room last night.  
A. has tidied                              B. tidied
3. ... here since 2011?  
A. Have you lived                      B. Did you live
4. Bill and I ... to the cinema three nights ago.  
A. have been                              B. went
5. It's the first time ... our flat, isn't it?  
A. you've visited                      B. you visited
6. They ... the baby a name yet.  
A. haven't given                      B. didn't give
7. ... to New York when you went to the States last summer?  
A. Have you been                      B. Did you go
8. ... an e-mail before?  
A. Have you ever sent              B. Did you ever send

**Answer:**

1	2	3	4	5	6	7	8

## Exercise 5

**Circle the correct word or phrase.**

1. I think I've *heard/been hearing* that song before.
2. They haven't *arrived /been arriving* yet, but they should be here soon.
3. You've *written /been writing* that e-mail for over an hour. How long is it going to take you?
4. Have you *talked/been talking* on the phone since eight o'clock?
5. Mary has already *invited /been inviting* Tom to dinner.
6. I've *read /been reading* an interview with Brad Pitt, but I haven't finished it yet.
7. Have the boys *played/been playing* computer games since this morning?

**Answer:**

- |          |          |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ |          |

## Exercise 6

**Complete using the words in the box.**

Already, ever, for, just, never, since, yet
---

1. I haven't listened to their new song ... Is it any good?
2. We've been waiting for you ... over an hour. Where have you been?
3. Have you ... been to the UK before?
4. I'm afraid we've ... made plans for this weekend, so we won't be free.
5. Pedro has been having English lessons ... he was five years old.
6. It's strange that you mention the film Crash. I've ... been reading about it in the paper.
7. I've ... heard of a "sudoku" . What is it?

**Answer:**

- |          |          |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ |          |

## FUTURE ACTION

(Present Continuous, will be, going to, Present Simple)

### Exercise 1

Complete using will or shall and the verb in the box. You may have to use some negative forms.

be, come, find, have, lend, live, take, visit
---

1. This year more than a million tourists ... our local area.
2. I'm sure we ... your bag soon. Where did you last see it?
3. ... you ... me some money until Monday?
4. Everything on the menu looks delicious. I ... meat balls, please.
5. One day people ... on Moon in special buildings.
6. There ... any problem with delivering your parcel next week.
7. I ... you to the railway station, if you like.
8. ... we ... at 8 to help you get things ready for a party?

**Answer:**

- |          |          |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |

### Exercise 2

Complete using the correct form of be going to and the verbs in brackets. You may have to use some negative forms.

1. When I grow up, I ... (play) guitar in a rock group!
2. My friends ... (start) going to the gym twice a week.
3. Ann ... (tell) her mum about what happened?
4. I ... (look) on the Internet for information about boxing.
5. No, Rita ... (invite) everyone from class — just her close friends.
6. Carina ... (be) ready on time or not?
7. Careful! You ... (break) something with that ball! Go outside!
8. I ... (lie down) for half an hour. Call me at eight o'clock.

**Answer:**

1. \_\_\_\_\_
3. \_\_\_\_\_
5. \_\_\_\_\_
7. \_\_\_\_\_

2. \_\_\_\_\_
4. \_\_\_\_\_
6. \_\_\_\_\_
8. \_\_\_\_\_

### Exercise 3

**Circle the correct word or phrase.**

1. James says he *is doing/will* do the washing-up after dinner.
2. I'm a bit scared because I *am seeing/ will see* the dentist this afternoon.
3. What are you going *to do / do you* do this evening?
4. *Shall you tell/Will you tell* Seline I 'm sorry about yesterday?
5. My dad *will grow/ is going to grow* a beard, but my mum doesn't like the idea.
6. I have to revise tonight because we *are having / will have* an exam tomorrow.
7. I *am remembering/ will remember* this day for the rest of my life!
8. *Do you go /Are you going to the* Carpatians next Christmas?
9. I'm sure you *are passing / will pass* your driving test. Don't worry.
10. If you want me to, I *will complain/am going to complain* to the manager about it.

**Answer:**

1. \_\_\_\_\_
3. \_\_\_\_\_
5. \_\_\_\_\_
7. \_\_\_\_\_
9. \_\_\_\_\_

2. \_\_\_\_\_
4. \_\_\_\_\_
6. \_\_\_\_\_
8. \_\_\_\_\_
10. \_\_\_\_\_

### Exercise 4

**Choose the correct answer.**

1. "Have you made plans for the summer?" "Yes, ... to the United Kingdom".  
A. We'll go                      B. We're going                      C. We go
2. "We're moving house tomorrow" . "Really? ... you with the furniture".  
A. I help                      B. I'm helping                      C. I'll help
3. "Do you need this paintbrush?" "Ah, yes ... it to me, please?"  
A. Do you pass                      B. Will you pass                      C. Are you passing

4. "What do you want to be when you grow up, Stevie?" " ... a scientist. That's what I want to do, anyway".

A. I be

B. I'm going to be

C. I'm being

5. "John is a better player than Martin, isn't he?" "Oh, yes ... the match tomorrow, I expect".

A. He'll win

B. He wins

C. He's winning

6. "The weather has been terrible, hasn't it?" "Yes, I think ... again later".

A. it's going to rain

B. it's raining

C. it rains

**Answer:**

1	2	3	4	5	6

### Exercise 5

**Read the conversation and say if the verb refers to the present or the future.**

Mark: What are you reading, Claire?

Claire : Oh, it's a guidebook to Brazil. (1) *I'm going* there next month. (2) My sister and I are having a holiday there. (3) I'm really *looking* forward to it. (4) *We're spending* three weeks in Rio. (5) So *I'm finding* out about all the things we can do there.

**Answer:**

1	2	3	4	5

### Exercise 6

**Put in the missing words. Use one word only in each space.**

1. I don't want a steak. I think I ... the chicken.

2. There's a fireworks display tomorrow. Janet is ... to watch it.

3. We're at that table in the corner ... you join us?

4. I'm seeing the boss this afternoon. But I must study this report before I ... her.

5. There will be drinks at the reception, but there will ... be any food.

6. The European heads of state are ... meet in Brussels on 3 October.
7. It's a lovely day ... we go for a walk?
8. My birthday ... on a Sunday next year.
9. My brother is engaged. He's ... married in June.
10. You won't be allowed to go to your seat after the play ... started.
11. Martin's got his coat on. I think he's ... to go out.

**Answer:**

- |           |           |
|-----------|-----------|
| 1. _____  | 2. _____  |
| 3. _____  | 4. _____  |
| 5. _____  | 6. _____  |
| 7. _____  | 8. _____  |
| 9. _____  | 10. _____ |
| 11. _____ |           |

### Exercise 7

**Look at the answers below and write the correct answer in each space.**

1. **P1.** Let's go to the carnival, shall we?  
**P2.** Yes, good idea. I expect ... be fun.  
 A. it'll be                      B. it's                      C. it's being
2. **P1.** Could I have a word with you, please?  
**P2.** Sorry, I'm in a big hurry. My train ... in fifteen minutes,  
 A. is going to leave      B. leaves                      C. will leave
3. **P1.** Have you decided about the course?  
**P2.** Yes, I decided last weekend ... for a place,  
 A. I apply                      B. I am to apply                      C. I'm going to apply
4. **P1.** I'm trying to move this cupboard, but it's very heavy.  
**P2.** Well, ... you, then,  
 A. I help                      B. I'll help                      C. I'm going to help
5. **P1.** Is the shop open yet?  
**P2.** No, but there's someone inside. I think  
 A. it opens                      B. it's about to open      C. it will open
6. **P1.** Do you mind not leaving your papers all over the table?  
**P2.** Oh, sorry. I'll take them all with me when  
 A. I go                      B. I'll go                      C. I'm going

7. **P1.** It's a public holiday next Monday.

**P2.** Yes, I know anything special?

A. Are you doing

B. Do you do

C. Will you do

***Answer:***

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>

## PREPOSITIONS OF TIME AND PLACE

### Exercise 1

If the word in *italic* in each sentence is correct, put T. If it is wrong put F and write the correct word.

1. We first visited France on 2020.
2. My birthday is at the second of July.
3. Let's meet on five o'clock, shall we?
4. School starts again in September.
5. There's a party at Emily's at Saturday.
6. What do you want to do on the morning?
7. Let's go and see Grandma on Easter.
8. Where do you usually go in Christmas Day?

**Answer:**

1	2	3	4	5	6	7	8

### Exercise 2

Complete using *on, in* or *at*.

1. There are lots of people ... the restaurant.
2. The people who live ... number 54 are away on holiday.
3. You should go to the Louvre when you're ... Paris.
4. Gorillas live ... forests in Africa and eat fruit.
5. What does that sign ... the wall say?
6. What did Andrew say ... his letter?
7. Have you heard of the strange statues ... Easter Island?
8. Do you really want to spend the whole day ... the beach?

**Answer:**

1. \_\_\_\_\_
2. 3. \_\_\_\_\_
3. 5. \_\_\_\_\_
4. 7. \_\_\_\_\_

2. \_\_\_\_\_
4. \_\_\_\_\_
6. \_\_\_\_\_
8. \_\_\_\_\_

### Exercise 3

Complete using the words in the box.

at, in, on, to
----------------

1. My aunt and uncle have decided to move ... New Zealand.
2. Do you want to go ... the theatre tomorrow?
3. We stayed ... a great hotel in Dubai.
4. Wait ... the end of the street and I'll come and meet you.
5. You can come ... my house for dinner, if you like.
6. Connor was walking ... the corner shop when he realised he'd lost his wallet.
7. We drove all night and finally arrived ... Lisbon at eight o'clock.
8. Did you leave your book ... the teacher's desk, so she can see it?
9. Look at those sheep ... that field over there.
10. It takes about six hours to fly ... Asia from here.

**Answer:**

- |          |           |
|----------|-----------|
| 1. _____ | 2. _____  |
| 3. _____ | 4. _____  |
| 5. _____ | 6. _____  |
| 7. _____ | 8. _____  |
| 9. _____ | 10. _____ |

### Exercise 4

Circle the correct word.

1. I'm meeting Andy *at/ on* the cinema in an hour.
2. Have you seen the new building *at / in* front of the school?
3. My new job starts *in/ on* the first day of August.
4. We're going to Martin's to see their new baby *in/on* Wednesday evening.
5. See if there are any tomatoes *at / in* the fridge, will you?
6. We'll all have computers connected to our brains *at /in* the future.
7. I don't feel like playing chess *at/on* the moment.
8. I think there's someone *at/in* the door. I'll go and check.

**Answer:**

- |          |          |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

5. \_\_\_\_\_  
7. \_\_\_\_\_

6. \_\_\_\_\_  
8. \_\_\_\_\_

## Exercise 5

**Write one word in each gap.**

When you travel (1) ... the other side of the world, jetlag is a real problem. You find yourself awake (2) ... the middle of the night and you feel like going to bed (3) ... the morning, just when everyone around you is getting up.

Jetlag happens when you go (4) ... a country where the time is very different.

For example, you might leave London (5) ... midday and fly (6) ... Los Angeles. The flight takes about eleven hours, so when you arrive (7) ... Los Angeles airport, your body thinks you're there (8) ... 11 pm. But Los Angeles is eight hours behind London, so you actually get there (9) ... 3 pm local time. So, (10) ... midnight Los Angeles time, your body (which still thinks it's (11) ... London says it's 8 am. It takes a few days for your body clock to change.

**Answer:**

1. \_\_\_\_\_  
3. \_\_\_\_\_  
5. \_\_\_\_\_  
7. \_\_\_\_\_  
9. \_\_\_\_\_  
11. \_\_\_\_\_

2. \_\_\_\_\_  
4. \_\_\_\_\_  
6. \_\_\_\_\_  
8. \_\_\_\_\_  
10. \_\_\_\_\_

## KEYS (КЛЮЧИ)

### READING

#### True / False Task

##### Text 1

True — D, I, N. False — A, B, C, E, F, G, H, J, K, L, M.

##### Text 2

True — A, H. False — B, C, D, E, F, G.

##### Text 3

True — 3, 4. False — 1, 2, 5.

##### Text 4

True — 4, 6, 9. False — 1, 2, 3, 5, 7, 8.

#### Multiple Choice

##### Text 1

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

##### Text 2

1 D; 2 C; 3 C; 4 D; 5 B; 6 C; 7 D.

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

##### Text 4

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

##### Text 5

1 C; 2 A; 3 A; 4 B; 5 D; 6 C; 7 B.

Text 6 1 B; 2 C; 3 D; 4 A; 5 D; 6 B; 7 C; 8 A.

Text 7 1 A; 2 B; 3 B; 4 D; 5 A; 6 A.

Text 8 1 C; 2 C; 3 B; 4 D; 5 C; 6 C.

##### Text 9

1. Subsequently under pressure from the dragons much of the southern tip of the South Island was deserted.

2. Most people conceive of this period in their lives as, in many respects, the least troublesome and problematical.
3. Their real life adventures rival those of fictional heroes from the age of the comic strip.
4. Making predictions has become one of the leading growth industries of the twentieth century.
5. Whether it was Homer who actually wrote the “Iliad” and the “Odyssey” , however, is a matter of some dispute.
6. By the thirteenth century rats, those deadly carriers of pestilence, infested most of the new towns of Europe.

### **Headings + Paragraphs**

#### **Text 1**

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

#### **Text 2**

1 C; 2 D; 3 E; 4 A; 5 H; 6 G; 7 B. Heading F is not needed.

#### **Text 3**

1 D; 2 B; 3 C; 4 A. Heading E is not needed.

#### **Text 4**

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

#### **Text 5**

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

### **Gaps**

#### **Text 1**

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

**Text 2** 1 B; 2 G; 3 F; 4 D; 5 I; 6 E; 7 H; 8 A; 9 C.

#### **Text 3**

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

#### **Text 4**

1 E; 2A; 3 H; 4 C; 5 F; 6 I; 7 D.

**Text 5**

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

**Text 6**

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

**LANGUAGE USE****Present Action (Present Simple, Present Continuous)****Exercise 1**

1 B; 2 A; 3 C; 4 A; 5 A; 6 A; 7 C; 8 A.

**Exercise 2**

1 for; 2 on; 3 in; 4 in the middle of; 5 in; 6 for.

**Exercise 3**

1 singer; 2 musical; 3 athletic; 4 children; 5 actor; 6 collection; 7 sailing; 8 musician.

**Past Action (Present Perfect, Past Simple, Past Continuous)****Exercise 1**

1 B; 2 A; 3 B; 4 A; 5 C; 6 A; 7 D; 8 C.

**Exercise 2**

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

**Exercise 3**

1 have seen; 2 have had; 3 hasn't taken; 4 has been; 5 Have you ridden; 6 has made; 7 haven't decided; 8 Has Paul ever met.

**Exercise 4**

1 A; 2 B; 3 A; 4 B; 5 A; 6 A; 7 B; 8 A.

**Exercise 5**

1 heard; 2 arrived; 3 been writing; 4 been talking; 5 invited; 6 been reading; 7 been playing.

**Exercise 6**

1 yet; 2 for; 3 ever; 4 already; 5 since; 6 just; 7 never.

**Future Action**  
**(Present Continuous, will be, going to, Present Simple)**

**Exercise 1**

1 Will visit; 2 Shall find; 3 Will you lend; 4 Shall take; 5 Will live; 6 Won't be; 7 Shall take; 8 Shall... come.

**Exercise 2**

1. Am going to play 3. Is... going to tell; 5. Isn't going to invite; 7. Are going to break;  
2. Are going to start 4. Am going to look; 6. Is... going to be; 8. Are going to lie down.

**Exercise 3**

1 Is going; 2 I am seeing; 3 Are you going to do; 4 Will you tell; 5 Is going to grow; 6 Will have; 7 Will remember; 8 Are you going; 9 Will pass; 10 Will complain.

**Exercise 4**

1 B; 2 C; 3 B; 4 B; 5 A; 6 A.

**Exercise 5**

1 F; 2 F; 3 P; 4 F; 5 P.

**Exercise 6**

1 '11 have; 2 Is going to; 3 Will; 4 See; 5 Not; 6 Going to; 7 Shall; 8 Will be; 9 Going to be; 10 Will be; 11 Going.

**Exercise 7**

1 A; 2 B; 3 C; 4 B; 5 B; 6 A; 7C

**Prepositions of Time and Place**

**Exercise 1**

1 F (in); 2 F (on); 3 F (at); 4 T; 5 F (on); 6 F (in); 7 F (at); 8 F (on).

**Exercise 2**

1 In; 2 At; 3 In; 4 In; 5 On; 6 In; 7 On; 8 On.

**Exercise 3**

1 To; 2 To; 3 A t/in ; 4 At; 5 To; 6 To; 7 In; 8 On; 9 In; 10 To.

**Exercise 4**

1 At; 2 In; 3 On; 4 On; 5 In; 6 In; 7 At; 8 At.

**Exercise 5** 1 To; 2 In; 3 In; 4 To; 5 At; 6 To; 7 At; 8 At; 9 At; 10 At; 11 In.

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