

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ «ОДЕСЬКА ЮРИДИЧНА
АКАДЕМІЯ»

Серія: Навчально-методичні посібники

Збірник тестових завдань
для підготовки до зовнішнього незалежного оцінювання
з англійської мови
для студентів 4, 6 курсів
(Частина II)

НАВЧАЛЬНО-МЕТОДИЧНИЙ ПОСІБНИК

Одеса
«Юридична література»
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А в т о р и:

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Навчально-методичний посібник складається з чотирьох розділів, що містять тренувальні тести і типові завдання для підготовки до зовнішнього незалежного оцінювання з англійської мови.

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Вступ

Пропонований вашій увазі навчальний посібник призначений для навчання студентів вищих навчальних закладів. Неухильно зростаюча потреба у фахівцях юридичних спеціальностей, які володіють англійською мовою, вимагає посиленої і цілеспрямованої підготовки від студентів, що навчаються в університеті.

Мета даного посібника:

- дати студенту уявлення про рівень складності матеріалів, що використовуються під час іспиту з англійської мови на гуманітарних факультетах;
- допомогти студенту збільшити свій словниковий запас і ознайомитися з лексикою, що застосовується в наведених нижче текстах;
- розвинути у студентів навички роботи зі словником;
- удосконалити навички роботи студента з текстами, що необхідні не тільки для успішної здачі іспиту, а й для подальшого навчання;
- розширити знання студентів у різних галузях;
- навчити студентів інтегрувати знання, отримані при вивченні інших предметів, в роботі з текстами.

Посібник складається з чотирьох частин, і має на меті послідовно ознайомити студента з різними аспектами підготовки до іспиту з англійської мови. У передмові даються загальні методичні рекомендації щодо роботи з текстом. Кожен розділ містить зразки екзаменаційних текстів, що використовуються під час іспиту з англійської мови. Після кожного тексту наводяться завдання, засновані на його розумінні. За ними йдуть тренувальні тестові завдання, складені за зразком екзаменаційних.

У підготовку до іспиту включені наступні види роботи:

- читання тексту англійською мовою;
- переклад цього тексту рідною мовою;

- відповідь на питання за текстом;
- письмове виконання завдань до тексту;
- лексичні та граматичні тестові завдання.

Послідовність роботи з текстом

На проведення іспиту надається 60 хвилин. За цей час необхідно виконати різні види завдань, засновані на читанні і розумінні англомовних текстів.

До іспиту, тобто в період навчання, роботу з текстом доцільно здійснювати в такий спосіб:

- 1) Прочитати текст повністю, не користуючись словником (переглядове читання);
- 2) Працювати з кожним реченням, виписуючи слова зі словника і добираючи необхідні значення (аналітичне читання);
- 3) Прочитати текст ще раз, послідовно перекладаючи його рідною мовою, зупиняючись на місцях, важких для читання і перекладу (синтетичне читання);
- 4) Ще раз повернутися до тексту і проговорити «про себе» читання і переклад;
- 5) Виконати завдання за змістом тексту.

Види читання

Переглядове читання служить для визначення загального змісту тексту. Це дуже важливий етап, яким не варто нехтувати. Він дає загальне уявлення про характер тексту, його спрямованість і стиль та полегшує пошуки правильного перекладу.

Аналітичне читання служить безпосередньо для визначення змісту тексту. На цьому етапі звертається увага як на читання незнайомих слів, так і на їх переклад. Під час аналітичного читання слід користуватися словником.

Синтетичне читання допомагає сприйняти текст як єдине ціле з урахуванням інформації, яку знайдено в словнику. На цьому етапі створюється цілісний усний переклад тексту.

Принципи роботи зі словником

Слід користуватися своїм словником. Словник повинен включати не менше 80 тис. словникових статей. Рекомендовано користуватися як електронними, так і звичайними словниками, які містять в собі необхідні відомості. Головною вимогою до хорошого словника є наступне: словникова стаття в електронних словниках і "перекладачах" повинна бути побудована за принципам класичних словників, щоб полегшити пошук необхідних значень. Наприклад, значення повинні надаватися не в алфавітному порядку: словник повинен виділяти перше, друге та інші значення слова. Лексикографічні принципи описані на початку кожного словника. Має сенс ознайомитися з ними, а також з системою спеціальних позначень і скорочень, що використовуються в даному словнику, в процесі підготовки до заняття. Тоді буде значно простіше орієнтуватися у всьому різноманітті словникових значень і знаходити ті, що потрібні в даному контексті.

Робота з незнайомими словами

Під час пошуку незнайомих слів у словнику слід:

1. Визначити частину мови та морфологічний склад слова (значення деяких слів слід шукати без префіксів); виписати початкову форму слова.
2. Знайти слово в словнику, виписати транскрипцію даного слова (звертаючи увагу на наголос).
3. Вибрати зі словникової статті значення, що підходить за контекстом і виписати його. Якщо немає перекладу, який би точно відповідав змісту речення, виписати найближчий за значенням, а також записати свій варіант контекстуального перекладу. Під час усної відповіді на занятті дозволяється користуватися записами, зробленими в ході роботи з текстом, як при читанні, так і при перекладі.

При розробленні цього посібника були використані запозичення текстів різних підручників, посібників та інтернет-ресурсів:

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HISTORY

Marie Curie

Read the text and complete the tasks.

Marie Curie was one of the most accomplished scientists in history. Together with her husband, Pierre, she discovered radium, an element widely used for treating cancer, and studied uranium and other radioactive substances. Pierre and Marie's amicable collaboration later helped to unlock the secrets of the atom.

Marie was born in 1867 in Warsaw, Poland, where her father was a professor of physics. At the early age, she displayed a brilliant mind and a blithe personality. Her great exuberance for learning prompted her to continue with her studies after high school. She became disgruntled, however, when she learned that the university in Warsaw was closed to women. Determined to receive a higher education, she defiantly left Poland and in 1891 entered the Sorbonne, a French university, where she earned her master's degree and doctorate in physics.

Marie was fortunate to have studied at the Sorbonne with some of the greatest scientists of her day, one of whom was Pierre Curie. Marie and Pierre were married in 1895 and spent many productive years working together in the physics laboratory. A short time after they discovered radium, Pierre was killed by a horse-drawn wagon in 1906. Marie was stunned by this horrible misfortune and endured heartbreaking anguish. Despondently she recalled their close relationship and the joy that they had shared in scientific research. The fact that she had two young daughters to raise by herself greatly increased her distress.

Curie's feeling of desolation finally began to fade when she was asked to succeed her husband as a physics professor at the Sorbonne. She was the first woman to be given a professorship at the world-famous university. In 1911 she received the Nobel Prize in chemistry for isolating radium. Although Marie Curie eventually suffered a fatal illness from her long exposure to radium, she never became disillusioned about her work. Regardless of the consequences, she had dedicated herself to science and to revealing the mysteries of the physical world.

Questions 1-7. Fill the gaps with appropriate words or word combinations.

1. The Curies' _____ collaboration helped to unlock the secrets of the atom.

- A) friendly
- B) competitive
- C) courteous
- D) industrious
- E) chemistry

2. Marie had a bright mind and a _____ personality.

- A) strong
- B) lighthearted
- C) humorous
- D) strange
- E) envious

3. When she learned that she could not attend the university in Warsaw, she felt _____.

- A) hopeless

- B) annoyed
- C) depressed
- D) worried
- E) none of the above

4. Marie _____ by leaving Poland and traveling to France to enter the Sorbonne.

- A) challenged authority
- B) showed intelligence
- C) behaved
- D) was distressed
- E) answer not available in article

5. _____ she remembered their joy together.

- A) Dejectedly
- B) Worried
- C) Tearfully
- D) Happily
- E) Sorrowfully

6. Her _____ began to fade when she returned to the Sorbonne to succeed her husband.

- A) misfortune
- B) anger
- C) wretchedness
- D) disappointment
- E) ambition

7. Even though she became fatally ill from working with radium, Marie Curie was never _____.

- A) troubled
- B) worried
- C) disappointed
- D) sorrowful
- E) disturbed

The Round Table

Read the text and answer the questions below.

1 _____

Many places in England, particularly in the south and west, claim connections with King Arthur and his Knights of the Round Table. Yet even today, with all the tools of modern archaeology, it's still impossible to know whether such a king existed, or whether his story is simply a legend. Similarly, many people wonder if the Round Table was a real round table, a group of men, or just a legend. It was actually a real table created to seat over 150 knights in King Arthur's castle, Camelot.

2 _____

The significance of the Round Table was that no one person, not even King Arthur, would be able to sit at the head of such a table. A round table enforced the concept of equality. The legend states that King Arthur ordered the Round Table to be built in order to resolve a conflict among his knights concerning superiority. The Round Table was therefore built to ensure that all the Knights of the Round Table were equal. That is why each of the seats at the Round Table was considered of equal rank.

3 _____

Certainly, there are historical references to a leader called Arthur, who lived around the end of the fifth century. He had already become something of a folk hero by the ninth century as a warrior king. But none of the information that has come down to us is very reliable. What is certain is that the idea of honor that we associate with King Arthur was not so popular in that period of British history, rightly known as the Dark Ages.

4 _____

And yet Arthur's Round Table exists - near Winchester. It is inside the magnificent Great Hall, the only part of the former Winchester Castle that remains undamaged. The Round Table is made of 121 separate pieces and is nearly 3 inches thick. Although the table once had twelve legs, has a diameter of 18 feet (5.4 meters) and weighs nearly one and a half tons, it has hung on the wall for centuries. It was made of very valuable wood and by its size must have been worth a lot of money. It has this inscription: "This is the round table of Arthur with 24 of his named knights." The names were said to have been written by Merlin in magical gold paint which miraculously changed along with the knights sitting at it. It was created by Merlin as a wedding present when Arthur married Guinevere.

5 _____

Unfortunately, scientific tests have shown that all this is unlikely to be true. The table was made at some time between 1250 and 1280 - about thirty years after the Hall itself was built. The table was painted (or, just possibly, re-painted) in 1520, on the instructions of King Henry VIII. Indeed, there are those who say that the face of the king painted on the table could easily belong to young Henry. It is interesting to note that the

Tudors claimed to be linked to King Arthur, which was additional justification for their claims to both the Welsh and English thrones.

Questions 1-5. Put the titles A-F back to the right paragraphs in the text. There is one extra title which you do not need to use. Write **LETTERS** only!

A A real hero?

B Facts or legend?

C Magical dimensions

D The King's portrait

E Equality

F Welsh kings

Questions 6-10. Decide if the sentences are true (T) or false (F). **CIRCLE** the right answer.

6 New technology has allowed to prove the existence of King Arthur. **T F**

7 Arthur's legend has some historical evidence in stories from the Dark Ages. **T F**

8 Winchester Castle wasn't completely destroyed in the past. **T F**

9 The table is attached to the walls of the Hall by its twelve legs. **T F**

10 Scientific tests support the legendary age of the table. **T F**

The Trojan War

Read the text and complete the tasks.

The Trojan War is one of the most famous wars in history. It is well known for the ten-year duration, for the heroism of a number of legendary

characters, and for the Trojan horse. What may not be familiar, however, is the story of how the war began.

According to Greek myth, the strife between the Trojans and the Greeks started at the wedding of Peleus, King of Thessaly, and Thetis, a sea nymph. All of the gods and goddesses had been invited to the wedding celebration in Troy except Eris, goddesses of discord. She had been omitted from the guest list because her presence always embroiled mortals and immortals alike in conflict.

To take revenge on those who had slighted her, Eris decided to cause a skirmish. Into the middle of the banquet hall, she threw a golden apple marked “for the most beautiful.” All of the goddesses began to haggle over who should possess it. The gods and goddesses reached a stalemate when the choice was narrowed to Hera, Athena, and Aphrodite. Someone was needed to settle the controversy by picking a winner. The job eventually fell to Paris, son of King Priam of Troy, who was said to be a good judge of beauty.

Paris did not have an easy job. Each goddess, eager to win the golden apple, tried aggressively to bribe him.

“I’ll grant you vast kingdoms to rule”, promised Hera. “Vast kingdoms are nothing in comparison with my gift,” contradicted Athena. “Choose me and I’ll see that you win victory and fame in war.” Aphrodite outdid her adversaries, however. She won the golden apple by offering Helen, Zeus’ daughter and the most beautiful mortal, to Paris. Paris, anxious to claim Helen, set off for Sparta in Greece.

Although Paris learned that Helen was married, he accepted the hospitality of her husband, King Menelaus of Sparta, anyway. Therefore,

Menelaus was outraged for a number of reasons when Paris departed, taking Helen and much of the king's wealth back to Troy. Menelaus collected his loyal forces and set sail for Troy to begin the war to reclaim Helen.

Questions 1-3. Fill the gaps with appropriate words or word combinations.

1. Eris was known for _____ both mortals and immortals.

- A) scheming against
- B) involving in conflict
- C) feeling hostile toward
- D) ignoring
- E) comforting

2. Each goddess tried _____ to bribe Paris.

- A) boldly
- B) effectively
- C) secretly
- D) carefully
- E) answer not stated

3. Athena _____ Hera, promising Paris victory and fame in war.

- A) denied the statement of
- B) defeated
- C) agreed with
- D) restated the statement
- E) questioned the statement

The Victory of Greek Democracy

Read the text and complete the tasks.

The victory of the small Greek democracy of Athens over the mighty Persian Empire in 490 B. C. is one of the most famous events in history. Darius, king of the Persian Empire, was furious because Athens had interceded for the other Greek city-states in revolt against Persian domination. In anger the king sent an enormous army to defeat Athens. He thought it would take drastic steps to pacify the rebellious part of the empire. Persia was ruled by one man.

In Athens, however, all citizens helped to rule. Ennobled by this participation, Athenians were prepared to die for their city-state. Perhaps this was the secret of the remarkable victory at Marathon, which freed them from Persian rule. On their way to Marathon, the Persians tried to fool some Greek city-states by claiming to have come in peace. The frightened citizens of Delos refused to believe this. Not wanting to abet the conquest of Greece, they fled from their city and did not return until the Persians had left. They were wise, for the Persians next conquered the city of Etria and captured its people.

Tiny Athens stood alone against Persia. The Athenian people went to their sanctuaries. There they prayed for deliverance. They asked their gods to expedite their victory. The Athenians refurbished their weapons and moved to the plain of Marathon, where their little band would meet the Persians. At the last moment, soldiers from Plataea reinforced the Athenian troops.

The Athenian army attacked, and Greek citizens fought bravely. The power of the mighty Persians was offset by the love that the Athenians had

for their city. Athenians defeated the Persians in archery and hand combat. Greek soldiers seized Persian ships and burned them, and the Persians fled in terror. Herodotus, a famous historian, reports that 6400 Persians died, compared with only 192 Athenians.

Questions 1-5. Fill the gaps with appropriate words or word combinations.

1. Athens had _____ the other Greek city-states against the Persians.

- A) refused help to
- B) intervened on behalf of
- C) wanted to fight
- D) given orders for all to fight
- E) defeated

2. Darius took drastic steps to _____ the rebellious Athenians.

- A) weaken
- B) destroy
- C) calm
- D) placate
- E. answer not available

3. Their participation _____ to the Athenians.

- A) gave comfort
- B) gave honor
- C) gave strength
- D) gave fear
- E) gave hope

4. The people of Delos did not want to _____ the conquest of Greece.

- A) end
- B) encourage
- C) think about
- D) daydream about
- E) answer not available

5. The Athenians were _____ by some soldiers who arrived from Plataea.

- A) welcomed
- B) strengthened
- C) held
- D) captured
- E) answer not available

Spain versus England

Read the text and complete the tasks. Conflict had existed between Spain and England since the 1570s. England wanted a share of the wealth that Spain had been taking from the lands it had claimed in the Americas.

Elizabeth I, Queen of England, encouraged her staunch admiral of the navy, Sir Francis Drake, to raid Spanish ships and towns. Though these raids were on a small scale, Drake achieved dramatic success, adding gold and silver to England's treasury and diminishing Spain's omnipotence.

Religious differences also caused conflict between the two countries. Whereas Spain was Roman Catholic, most of England had become Protestant. King Philip II of Spain wanted to claim the throne and make

England a Catholic country again. To satisfy his ambition and also to retaliate against England's theft of his gold and silver, King Philip began to build his fleet of warships, the Armada, in January 1586.

Philip intended his fleet to be indestructible. In addition to building new warships, he marshaled one hundred and thirty sailing vessels of all types and recruited more than nineteen thousand robust soldiers and eight thousand sailors. Although some of his ships lacked guns and others lacked ammunition, Philip was convinced that his Armada could withstand any battle with England.

The martial Armada set sail from Lisbon, Portugal, on May 9, 1588, but bad weather forced it back to port. The voyage resumed on July 22 after the weather became more stable.

The Spanish fleet met the smaller, faster, and more maneuverable English ships in battle off the coast of Plymouth, England, first on July 31 and again on August 2. The two battles left Spain vulnerable, having lost several ships and with its ammunition depleted. On August 7, while the Armada lay at anchor on the French side of the Strait of Dover, England sent eight burning ships into the midst of the Spanish fleet to set it on fire. Blocked on one side, the Spanish ships could only drift away, their crews in panic and disorder. Before the Armada could regroup, the English attacked again on August 8.

Although the Spaniards made a valiant effort to fight back, the fleet suffered extensive damage. During the eight hours of battle, the Armada drifted perilously close to the rocky coastline. At the moment when it seemed that the Spanish ships would be driven onto the English shore, the wind shifted, and the Armada drifted out into the North Sea. The Spaniards

recognized the superiority of the English fleet and returned home, defeated.

Questions 1-5. Fill the gaps with appropriate words or word combinations.

1. Sir Francis Drake added wealth to the treasury and diminished Spain's _____.

- A) unlimited power
- B) unrestricted growth
- C) territory
- D) treaties
- E) answer not available in article

2. Philip recruited many _____ soldiers and sailors.

- A) warlike
- B) strong
- C) accomplished
- D) timid
- E) non-experienced

3. The _____ Armada set sail on May 9, 1588.

- A) complete
- B) warlike
- C) independent
- D) isolated
- E) answer not available

4. The two battles left the Spanish fleet _____.

- A) open to change
- B) triumphant

C) open to attack

D) defeated

E) discouraged

5. The Armada was _____ on one side.

A) closed off

B) damaged

C) alone

D) circled

E) answer not available in this article

King Louis XVI and Queen Marie Antoinette

Read the text and complete the tasks.

King Louis XVI and Queen Marie Antoinette ruled France from 1774 to 1789, a time when the country was fighting bankruptcy. The royal couple did not let France's insecure financial situation limit their immoderate spending, however. Even though the minister of finance repeatedly warned the king and queen against wasting money, they continued to spend great fortunes on their personal pleasure. This lavish spending greatly enraged the people of France. They felt that the royal couple bought its luxurious lifestyle at the poor people's expense.

Marie Antoinette, the beautiful but exceedingly impractical queen, seemed uncaring about her subjects' misery. While French citizens begged for lower taxes, the queen embellished her palace with extravagant works of art. She also surrounded herself with artists, writers, and musicians, who encouraged the queen to spend money even more profusely.

While the queen's favorites gluttoned themselves on huge feasts at the royal table, many people in France were starving. The French government taxed the citizens outrageously. These high taxes paid for the entertainments the queen and her court so enjoyed. When the minister of finance tried to stop these royal spendthrifts, the queen replaced him. The intense hatred that the people felt for Louis XVI and Marie Antoinette kept building until it led to the French Revolution. During this time of struggle and violence (1789-1799), thousands of aristocrats, as well as the king and queen themselves, lost their lives at the guillotine. Perhaps if Louis XVI and Marie Antoinette had reined in their extravagant spending, the events that rocked France would not have occurred.

Questions 1 and 2. Fill the gaps with appropriate words or word combinations.

1. The people surrounding the queen encouraged her to spend money _____.

- A) wisely
- B) abundantly
- C. carefully
- D) foolishly
- E) joyfully

2. The minister of finance tried to curb these royal _____.

- A) aristocrats
- B) money wasters
- C) enemies
- D) individuals
- E) spenders

TESTS

Read the text below. For each of the empty space (1 – 9) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

The story of bread

If you had bread for breakfast today, a slice of toast, or perhaps a croissant, you are certainly not alone. No matter where you travel, you will probably find a culture that has its own type of bread. The story of bread goes back a long way --- in fact, about 10,000 years. However, they discovered that they (1) _____ use rocks to crush the hard grains (2) _____ some plants, which we know today as wheat, to make a rough powder, or flour. They mixed the flour with water, put the mixture on flat stones and waited (3) _____ the bread to bake. These first breads (4) _____ hard and flat and they probably didn't taste very nice, but gradually, the recipe for bread improved. The ancient Egyptians, for example, discovered how (5) _____ fermented dough: they added ingredients to make the mixture rise, so that it became (6) _____ and tasted better. In the same way, different cultures developed their own recipes, (7) _____ local ingredients and suiting it to their traditions. The technology for baking bread also improved. The first ovens (8) _____ of clay and a wood fire burned inside them. By the time the oven had cooled, the bread was baked. At first, bread was made in people's homes. Then, in the Middle Ages, people started to take their bread mixtures to local bakeries to (9) _____. These bakeries had large brick ovens which were heated by wood or coal. Today, of course, most of the world's bread is baked in large factories and is then transported to where it is sold. Most people can easily go to a supermarket or a baker's shop to buy bread when they need it. Bread is an emotional issue. It's mentioned in ancient books, prayers, and proverbs of many different cultures. In many places it's seen as one of the most important foods and is central to many cultures in ways that other foods are not. However, when things go wrong, it's often bread that disappears first.

1	A	could	B	can	C	are able	D	was able
2	A	of	B	off	C	from	D	out
3	A	to	B	for	C	while	D	until
4	A	was being	B	had been	C	was	D	were
5	A	making	B	is made	C	to make	D	makes
6	A	lighter	B	light	C	lightest	D	the lightest
7	A	used	B	uses	C	are used	D	using
8	A	making	B	made	C	were made	D	make
9	A	bake	B	baked	C	be baked	D	was baked

Read the texts below. For each of the empty space (1–5) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Ancient Olympic Events

The ancient Olympics were rather different from the modern Games. There were (1) _____ events, and only free men who (2) _____ Greek could compete, instead of athletes from any country. Also, the games were always held at Olympia instead of moving around to different sites every time. Like our Olympics, though, winning athletes were heroes who made their (3) _____ towns proud. One young Athenian nobleman defended his political reputation by (4) _____ how he entered seven chariots in the Olympic chariot-race. This high number of entries made both the aristocrat and Athens (5) _____ very wealthy and powerful.

- | | | | | | | | | |
|---|----------|-----------|----------|-----------|----------|------------|----------|---------|
| 1 | A | the least | B | little | C | the fewest | D | few |
| 2 | A | spoke | B | speak | C | speaking | D | speaks |
| 3 | A | home's | B | homes | C | homes' | D | home |
| 4 | A | mentions | B | mentioned | C | mentioning | D | mention |
| 5 | A | looks | B | looked | C | look | D | looking |

Read and complete the text below. For each the empty space (1–10) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Vikings

Many hundreds of years ago men began to explore the seas in tiny, frail ships. Searching of adventure and wealth they braved the unknown and uncharted waters, travelling (1) _____ distances in their small craft. The most (2) _____ adventurers of all were the Scandinavian sea rovers called Vikings.

Vikings from Norway sailed their oar – and – sail – powered ships (3) _____ the North Atlantic to Iceland and Greenland. About five hundred years (4) _____ Columbus made his first voyage to the New World, the Viking Leif Ericson landed on the shores of North America. All these early explorers used sails to catch the (5) _____ of the wind to power their ships.

It was not (6) _____ the late 1700's that the power of steam was first used to move boats and ships. One of (7) _____ of these early steamboats was Robert Fulton's Clermont. It made its first successful trip up the Hudson River in 1807. Ocean-going vessels soon began to combine steam and sail power. The first vessel (8) _____ the Atlantic under steam power alone was the British ship Sirius. This ship, with its side paddle wheels, took eighteen and a half days for its historic (9) _____ in 1838.

Ships and their steam engines continued to improve, especially with the development of the ship propeller. In the 1890's the steam turbine engine (10) _____, and in the early 1900's the first vessels using diesel engines went into operation. These gave new speed and power to ships. Then, in the 1950's, nuclear energy was successfully harnessed to power submarines and cargo ships.

1	A	great	B	prolong	C	quick	D	length
2	A	cute	B	exciting	C	powerful	D	daring
3	A	beyond	B	across	C	around	D	among

4	A	before	B	until	C	after	D	while
5	A	speed	B	energy	C	force	D	destruction
6	A	for	B	while	C	during	D	until
7	A	the famous	B	more famous	C	the most famous	D	most famous
8	A	to cross	B	for crossing	C	cross	D	crossed
9	A	tour	B	run	C	voyage	D	journey
10	A	had introduced	B	was introduced	C	introduced	D	had to introduced

Read the text below. For each of the empty space (1–10) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Renee Bordereau

Shortly after the American Revolution, the people of France had a revolution of their own. The French people rebelled against their king and overthrew him. But some of the French people wanted the former king's family (1) _____ to rule the country.

A young woman named Renee Bordereau was one of those who (2) _____ loyal to the king's family. At the start of the war, Renee was twenty – three years old. She saw her father (3) _____ by Napoleon soldiers. Renee decided to join the king's army.

At the time of French revolution, women did not serve as soldiers in uniform. Renee Bordereau (4) _____ as a man and entered the army. Renee was always in the most dangerous part of the battle. She always led the attack and fought as well as or even better than any man. She (5) _____ her courage. The other soldiers considered Bordereau (6) _____ very brave man.

During the first days of the war, the armies loyal to the king were successful. Meanwhile, Napoleon gathered his forces and began a series of attacks. The battles went for six years. Toward the end, it was clear that Napoleon's armies (7) _____.

Finally, the armies that were loyal to the king surrendered, but Renee Bordereau refused (8) _____ Napoleon offered a reward for Bordereau's capture. At him as this time he did not know that this brave soldier was a woman. When Renee (9) _____, people discovered that she was a woman. Napoleon did not care that his prisoner turned to be female.

Napoleon continued to rule for nine more years. Toward the end of his rule, the armies of many countries joined forces (10) _____ Napoleon and send him as a prisoner into exile. Not long afterward, a new king was placed on the throne of France. Renee Bordereau was brought to the court, presented to the king, and honoured as a brave soldier.

1	A	return	B	to return	C	returning	D	being returned
2	A	was	B	were	C	Has been	D	being
3	A	to kill	B	kill	C	killing	D	killed
4	A	dresses	B	dressed	C	had dressed	D	was dressed
5	A	was admired for	B	admired for	C	admired	D	was admired with
6	A	being	B	to be	C	was	D	had been
7	A	will win	B	would have won	C	won	D	would win
8	A	giving in	B	giving up	C	to give up	D	gave in
9	A	had finally caught	B	was finally caught	C	finally caught	D	Was finally catched
10	A	defeated	B	to defeat	C	for defeating	D	defeat

SCIENCE

Is Science Dangerous?

Read the text and complete the tasks.

The idea that scientific knowledge is dangerous is deeply embedded in our culture. Adam and Eve were forbidden to eat from the Tree of Knowledge, and in Milton's *Paradise Lost* the serpent addresses the tree as the 'Mother of Science'. Indeed, the whole of western literature has not been kind to scientists and is filled with images of them meddling with nature with disastrous results. Just consider Shelley's *Frankenstein*, Goethe's *Faust* and Huxley's *Brave New World*. One will search with very little success for a novel in which scientists come out well - the persistent image is that of scientists as a soulless group unconcerned with ethical issues. And where is there a film sympathetic to science?

Part of the problem is the conflation of science and technology. The distinction between science and technology, between knowledge and understanding on the one hand and the application of that knowledge to making something, or using it in some practical way, is fundamental.

Science produces ideas about how the world works, whereas the ideas in technology result in usable objects. Technology is much older than anything one could regard as science and unaided by any science. Technology gave rise to the crafts of early humans, like agriculture and metalworking. It is technology that carries with it ethical issues, from motorcar production to cloning a human.

By contrast, reliable scientific knowledge is value-free and has no moral or ethical value. Science merely tells us how the world is. That we

are not at the centre of the universe is neither good nor bad, nor is the possibility that genes can influence our intelligence or our behaviour.

The social obligations that scientists have as distinct from those responsibilities they share with all citizens comes from them having access to specialised knowledge of how the world works, not easily accessible to others. Their obligation is to both make public any social implications of their work and its possible applications and to give some assessment of its reliability.

It is not easy to find examples of scientists as a group behaving immorally or in a dangerous manner, the classic paradigm being the eugenics movement. The scientific assumptions behind this proposal are crucial; the assumption is that most desirable and undesirable human attributes are inherited. Not only was talent perceived of as being inherited, but so too were insanity and any kind of so-called feeble-mindedness. They completely failed to give an assessment of the reliability of their ideas. Quite the contrary, and even more blameworthy, their conclusions seem to have been driven by what they saw as the desirable social implications. By contrast, in relation to the building of the atomic bomb, scientists behaved morally and fulfilled their social obligations by informing their governments about the implications of atomic theory. It was an enormous engineering feat to build the bomb but the decision to do this was taken by politicians, not scientists.

The moralists have been out in force telling us of the horrors of cloning. Many others, national leaders included, have joined in a chorus of horror. But what horrors? What ethical issues? In all the righteous indignation not a single relevant new ethical issue has been spelled out.

Those who propose to clone a human are medical technologists not scientists. It is not, as the bio-moralists claim, that scientific innovation has outstripped our social and moral codes. Just the opposite is the case. Their obsession with the life of the embryo has deflected our attention away from the real issue, which is how children are raised and nurtured. The ills in our society have nothing to do with assisting or preventing reproduction but are profoundly affected by how children are treated.

So what danger does genetics pose? Gene therapy, introducing genes to cure a genetic disease like cystic fibrosis, carries risks, as do all new medical treatments. There may well be problems with the testing of new treatments, but are these difficulties any different from those related to trying out new drugs for AIDS? Anxieties about creating designer babies are at present premature as it is too risky, and we may have, in the first instance, to accept what has been called procreative autonomy, a couple's right to control their own role in reproduction unless the state has a compelling reason for denying them that control. Should the ethical issues relating to the applications of genetics, for example, lead to stopping research in this field? The individual scientist cannot decide, for science, like genetics, is a collective activity with no single individual controlling the process of discovery. It is ethically unacceptable and impractical to censor any aspect of trying to understand the nature of our world.

Questions 1-6. Do the following statements agree with the information given in Reading Passage?

- | | |
|-----------|--|
| TRUE | if the statement is true according to the passage |
| FALSE | if the statement is false according to the passage |
| NOT GIVEN | if the information is not given in the passage |

1. The film industry does not make films about science.
2. Scientists do not work in unison when deciding what needs to be researched.
3. Parents want to have cloned children now.
4. Technology was important before the development of science.
5. Many people consider cloning to be undesirable.
6. Science and Technology must be seen as separate entities.

Question 7. Choose NO MORE THAN TWO WORDS from the passage for your answer.

What influenced the eugenics movement when they were summarizing the findings of their research? 7) _____

Questions 8-11. Choose ONE phrase from the list of phrases A - H below to complete each of the following sentences.

List of Phrases

- A) work in groups in an unethical way
- B) was responsible for helping to develop basic trades and skills
- C) scientists are portrayed as being irreligious
- D) does not make moral judgements
- E) become involved in hazardous research
- F) scientists are seen to interfere with nature
- G) does not help us to understand how the world works
- H) is more concerned with ethics than research

8. In literature _____
9. Technology _____
10. Science _____
11. Rarely do scientists _____

Question 12. Choose the best answer A, B, C or D. According to the writer, Science shows us

- A) our position in the universe.
- B) how intelligence affects our behavior.
- C) what the world is really like.
- D) scientists have special social obligations.

A Revolution in Knowledge Sharing

Read the text and complete the tasks.

The pressure to transform our institutions of learning continues. Virtually every enterprise and institution is grappling with the disruptions and opportunities caused by Web-enabled infrastructures and practices. New best practices, business models, innovations, and strategies are emerging, including new ways to acquire, assimilate, and share knowledge. Using technologies that are already developed or that will be deployed over the next five years, best practices in knowledge sharing not only are diffusing rapidly but will be substantially reinvented in all settings: educational institutions, corporations, government organizations, associations, and nonprofits. But institutions of learning are in a unique position to benefit from an added opportunity: providing leadership in e-knowledge.

E-knowledge finds expression in many shapes and forms in a profoundly networked world. It is not just a digitised collection of knowledge. E-knowledge consists of knowledge objects and knowledge flows that combine content, context, and insights on application. E-knowledge also emerges from interactivity within and among communities

of practice and from the troves of tacit knowledge and tradecraft that can be understood only through conversations with knowledgeable practitioners.

E-knowing is the act of achieving understanding by interacting with individuals, communities of practice, and knowledge in a networked world. E-knowledge commerce consists of the transactions based on the sharing of knowledge. These transactions can involve the exchange of digital content/context and/or tacit knowledge through interactivity.

Transactable e-knowledge can be exchanged for free or for fee. E-knowledge is enabling not only the emergence of new best practices but also the reinvention of the fundamental business models and strategies that exist for e-learning and knowledge management. E-knowledge is technologically realized by the fusion of e-learning and knowledge management and through the networking of knowledge workers.

Transactable e-knowledge and knowledge net-working will become the lifeblood of knowledge sharing. They will create a vibrant market for e-knowledge commerce and will stimulate dramatic changes in the knowledge ecologies of enterprises of all kinds. They will support a “Knowledge Economy” based on creating, distributing, and adding value to knowledge, the very activities in which colleges and universities are engaged. Yet few colleges and universities have taken sufficient account of the need to use their knowledge assets to achieve strategic differentiation.

In “It Doesn’t Matter,” a recent article in Harvard Business Review, Nicholas G. Carr endorsed corporate leaders’ growing view that information technology offers only limited potential for strategic

differentiation. Similar points are starting to be made about e-learning, and knowledge management has been under fire as ineffectual for some time.

The truth is that e-learning and knowledge management can provide strategic differentiation only if they drive genuine innovation and business practice changes that yield greater value for learners. Carr's article provoked a host of contrary responses, including a letter from John Seely Brown and John Hagel III. Brown is well-known for his insights into the ways in which knowledge sharing can provide organizations with a solid basis for strategic differentiation.

Questions 1-4. Choose NO MORE than TWO WORDS for each answer.

Thanks to the advent of the computer, learning institutions today are providing new ways of acquiring knowledge, through tools that are 1) _____ fast and which are being already 2) _____ in all fields and settings, despite the 3) _____ the process may entail, which all institutions are now 4) _____.

Questions 5-9. Do the following statements agree with the information given in Reading Passage?

YES	if the statement agrees with the views of the writer
NO	if the statement contradicts the views of the writer
NOT GIVEN	if it is impossible to say what the writer thinks about this

5. E-knowledge is primarily based on practices used in business.
6. Educational institutions can be leaders in knowledge net-working.
7. E-knowledge has several benefits to it.
8. Communities of practice are one source of E-knowledge.

9. The key to the success of knowledge management and e-learning is offering strategic differentiation.

In Praise of Amateurs

Read the text and complete the tasks.

Despite the specialization of scientific research, amateurs still have an important role to play

During the scientific revolution of the 17th century, scientists were largely men of private means who pursued their interest in natural philosophy for their own edification. Only in the past century or two has it become possible to make a living from investigating the workings of nature. Modern science was, in other words, built on the work of amateurs. Today, science is an increasingly specialized and compartmentalized subject, the domain of experts who know more and more about less and less. Perhaps surprisingly, however, amateurs – even those without private means – are still important.

A recent poll carried out at a meeting of the American Association for the Advancement of Science by astronomer Dr Richard Fienberg found that, in addition to his field of astronomy, amateurs are actively involved in such fields as acoustics, horticulture, ornithology, meteorology, hydrology and palaeontology. Far from being crackpots, amateur scientists are often in close touch with professionals, some of whom rely heavily on their co-operation.

Admittedly, some fields are more open to amateurs than others. Anything that requires expensive equipment is clearly a no-go area. And some kinds of research can be dangerous; most amateur chemists, jokes Dr

Fienberg, are either locked up or have blown themselves to bits. But amateurs can make valuable contributions in fields from rocketry to palaeontology and the rise of the internet has made it easier than before to collect data and distribute results.

Exactly which field of study has benefited most from the contributions of amateurs is a matter of some dispute. Dr Fienberg makes a strong case for astronomy. There is, he points out, a long tradition of collaboration between amateur and professional sky watchers. Numerous comets, asteroids and even the planet Uranus were discovered by amateurs. Today, in addition to comet and asteroid spotting, amateurs continue to do valuable work observing the brightness of variable stars and detecting novae- ‘new’ stars in the Milky Way and supernovae in other galaxies. Amateur observers are helpful, says Dr Fienberg, because there are so many of them (they far outnumber professionals) and because they are distributed all over the world. This makes special kinds of observations possible: “if several observers around the world accurately record the time when a star is eclipsed by an asteroid, for example, it is possible to derive useful information about the asteroid’s shape”.

Another field in which amateurs have traditionally played an important role is palaeontology. Adrian Hunt, a palaeontologist at Mesa Technical College in New Mexico, insists that his is the field in which amateurs have made the biggest contribution. Despite the development of high-tech equipment, he says, the best sensors for finding fossils are human eyes – lots of them.

Finding volunteers to look for fossils is not difficult, he says, because of the near-universal interest in anything to do with dinosaurs. As well as

helping with this research, volunteers learn about science, a process he calls ‘recreational education’.

Rick Bonney of the Cornell Laboratory of Ornithology in Ithaca, New York, contends that amateurs have contributed the most in his field. There are, he notes, thought to be as many as 60 million birdwatchers in America alone. Given their huge numbers and the wide geographical coverage they provide, Mr Bonney has enlisted thousands of amateurs in a number of research projects. Over the past few years, their observations have uncovered previously unknown trends and cycles in bird migrations and revealed declines in the breeding populations of several species of migratory birds, prompting a habitat conservation programme.

Despite the successes and whatever the field of study, collaboration between amateurs and professionals is not without its difficulties. Not everyone, for example is happy with the term ‘amateur’. Mr Bonney has coined the term ‘citizen scientist’ because he felt that other words, such as ‘volunteer’ sounded disparaging. A more serious problem is the question of how professionals can best acknowledge the contributions made by amateurs. Dr Fienberg says that some amateur astronomers are happy to provide their observations but grumble about not being reimbursed for out-of-pocket expenses. Others feel let down when their observations are used in scientific papers, but they are not listed as co-authors. Dr Hunt says some amateur palaeontologists are disappointed when told that they cannot take finds home with them.

These are legitimate concerns but none seems insurmountable. Provided amateurs and professionals agree the terms on which they will work together beforehand, there is no reason why co-operation between

the two groups should not flourish. Last year Dr S. Carlson, founder of the Society for Amateur Scientists won an award worth \$290,000 for his work in promoting such co-operation. He says that one of the main benefits of the prize is the endorsement it has given to the contributions of amateur scientists, which has done much to silence critics among those professionals who believe science should remain their exclusive preserve.

At the moment, says Dr Carlson, the society is involved in several schemes including an innovative rocket-design project and the setting up of a network of observers who will search for evidence of a link between low-frequency radiation and earthquakes. The amateurs, he says, provide enthusiasm and talent, while the professionals provide guidance 'so that anything they do discover will be taken seriously'. Having laid the foundations of science, amateurs will have much to contribute to its ever – expanding edifice.

Questions 1-8. Complete the summary below. Choose NO MORE THAN TWO WORDS for each answer.

Prior to the 19th century, professional 1) _____ did not exist and scientific research was largely carried out by amateurs. However, while 2) _____ today is mostly the domain of professionals, a recent US survey highlighted the fact that amateurs play an important role in at least seven 3) _____ and indeed many professionals are reliant on their 4) _____. In areas such as astronomy, amateurs can be invaluable when making specific 5) _____ on a global basis. Similarly, in the area of palaeontology their involvement is invaluable and helpers are easy to recruit because of the popularity of 6) _____. Amateur birdwatchers also play an active role and their

work has led to the establishment of a 7) _____. Occasionally the term 'amateur' has been the source of disagreement and alternative names have been suggested but generally speaking, as long as the professional scientists 8) _____ the work of the non-professionals, the two groups can work productively together.

Questions 9-13. Chose the correct letter A, B, C or D. Classify the following opinions as referring to

- A) Dr Fienberg
- B) Adrian Hunt
- C) Rick Bonney
- D) Dr Carlson

9. Amateur involvement can also be an instructive pastime.

10. Amateur scientists are prone to accidents.

11. Science does not belong to professional scientists alone.

12. In certain areas of my work, people are a more valuable resource than technology.

13. It is important to give amateurs a name which reflects the value of their work.

High-tech crime-fighting tools

Read the text and complete the tasks.

A) Crime-fighting technology is getting more sophisticated and rightly so. The police need to be equipped for the 21st century. In Britain we've already got the world's biggest DNA database. By next year the state will have access to the genetic data of 4.25m people: one British-

based person in 14. Hundreds of thousands of those on the database will never have been charged with a crime.

B) Britain is also reported to have more than 4 million CCTV (closed circuit television) cameras. There is a continuing debate about the effectiveness of CCTV. Some evidence suggests that it is helpful in reducing shoplifting and car crime. It has also been used to successfully identify terrorists and murderers. However, many claim that better lighting is just as effective to prevent crime and that cameras could displace crime. An internal police report said that only one crime was solved for every 1,000 cameras in London in 2007. In short, there is conflicting evidence about the effectiveness of cameras, so it is likely that the debate will continue.

C) Professor Mike Press, who has spent the past decade studying how design can contribute to crime reduction, said that, in order for CCTV to have any effect, it must be used in a targeted way. For example, a scheme in Manchester records every licence plate at the entrance of a shopping complex and alerts police when one is found to belong to an untaxed or stolen car. This is an effective example of monitoring, he said. Most schemes that simply record city centres continually — often not being watched - do not produce results. CCTV can also have the opposite effect of that intended, by giving citizens a false sense of security and encouraging them to be careless with property and personal safety. Professor Press said: All the evidence suggests that CCTV alone makes no positive impact on crime reduction and prevention at all. The weight of evidence would suggest the investment is more or less a waste of money unless you have lots of other things in place.’ He believes that much of the

increase is driven by the marketing efforts of security companies who promote the crime-reducing benefits of their products. He described it as a lazy approach to crime prevention' and said that authorities should instead be focusing on how to alter the environment to reduce crime.

D) But in reality, this is not what is happening. Instead, police are considering using more technology. Police forces have recently begun experimenting with cameras in their helmets. The footage will be stored on police computers, along with the footage from thousands of CCTV cameras and millions of pictures from number plate recognition cameras used increasingly to check up on motorists.

E) And now another type of technology is being introduced. It's called the Microdrone and it's a toy-sized remote-control craft that hovers above streets or crowds to film what's going on beneath. The Microdrone has already been used to monitor rock festivals, but its supplier has also been in discussions to supply it to the Metropolitan Police, and SOCA, the Serious Organised Crime Agency. The drones are small enough to be unnoticed by people on the ground when they are flying at 350ft. They contain high-resolution video surveillance equipment and an infrared night vision capability, so even in darkness they give their operators a bird's-eye view of locations while remaining virtually undetectable.

F) The worrying thing is, who will get access to this technology? Merseyside police are already employing two of the devices as part of a pilot scheme to watch football crowds and city parks looking for antisocial behaviour. It is not just about crime detection: West Midlands fire brigade is about to lease a drone, for example, to get a better view of fire and flood scenes and aid rescue attempts; the Environment Agency is considering

their use for monitoring of illegal fly tipping and oil spills. The company that makes the drone says it has no plans to license the equipment to individuals or private companies, which hopefully will prevent private security firms from getting their hands on them. But what about local authorities? In theory, this technology could be used against motorists. And where will the surveillance society end? Already there are plans to introduce smart water' containing a unique DNA code identifier that when sprayed on a suspect will cling to their clothes and skin and allow officers to identify them later. As long as high-tech tools are being used in the fight against crime and terrorism, fine. But if it's another weapon to be used to invade our privacy then we don't want it.

Glossary:

drone: a remote-controlled pilotless aircraft

350ft: about 107 meters

bird's eye view: a view from above

fly-tipping: illegally dumping waste (British English)

Questions 1-5. The Reading Passage has six paragraphs A–F. Choose the correct heading for each paragraph from the list of headings below.

List of Phrases:

- | | |
|--------------------------------|-----------------------------------|
| i The Spy in the sky | vi Lack of conclusive evidence |
| ii The spread of technology | vii Cars and cameras |
| iii The limitations of cameras | viii Advantages and disadvantages |
| iv The cost of cameras | ix A natural progression |

v Robots solving serious crimes x A feeling of safety

Example: Paragraph A – Answer ix

Questions 6-8. Choose the correct letter, A, B, C or D.

6. Britain has already got

A) four million CCTV cameras.

B) more data about DNA than any other country.

C) the most sophisticated crime-fighting technology.

D) access to the genetic data of one in fourteen people living in Britain.

7. Professor Press

A) works at the University of Manchester.

B) studies car-related crime.

C) is concerned about the negative impact of the use of CCTV.

D) feels that some marketing departments lie about the crime-reducing benefits of CCTV.

8. The Microdrone is

A) a type of toy in the shape of a plane.

B) being used by the Metropolitan Police.

C) being used by the government.

D) able to film in the dark.

Questions 9 and 10. Answer the questions below with words taken from the Reading Passage. Use NO MORE THAN THREE WORDS for each answer.

9. Give examples of 2 events where technology is used to watch crowds.

10. According to the passage, who do we not want to use the Microdrone?

Questions 11-13. Do the following statements agree with the views of the writer in the Reading Passage?

YES if the statement agrees with the views of the writer.

NO if the statement contradicts what the writer thinks.

NOT GIVEN if it is impossible to know what the writer's point of view is.

11. The British authorities use too much technology to monitor their citizens.

12. Microdrone is currently not used to check drivers.

13. Technology should not be used to check on people's private affairs.

Giving the Brain a Workout

Read the text and complete the tasks.

Mental agility does not have to decline with age, as long as you keep exercising your mind, says Anna van Praagh.

A) Use your brain and it will grow – it really will. This is the message from neuropsychologist Ian Robertson, professor of psychology at Trinity College, Dublin and founding director of the university's Institute of Neuroscience. His book, *Puzzler Brain Trainer 90-Day Workout*, contains puzzles which he devised to stretch, sharpen and stimulate the brain. The puzzles, from 'memory jogs' to Sudoku to crosswords to number games are all-encompassing and have been specially formulated to improve each and every part of the brain, from

visual-spatial ability to perception, attention, memory, numerical agility, problem-solving and language.

B) Professor Robertson has been studying the brain for 57 years, in a career dedicated to changing and improving the way it works. During this time there has been a remarkable paradigm shift in the way scientists view the brain, he says. 'When I first started teaching and researching, a very pessimistic view prevailed that, from the age of three or four, we were continually losing brain cells and that the stocks couldn't be replenished. That has turned out to be factually wrong. Now that we know that the brain is "plastic" – it changes, adapts and is physically sharpened according to the experiences it has.'

C) Robertson likens our minds to trees in a park with branches spreading out, connecting and intertwining, with connections increasing in direct correlation to usage. He says that the “eureka” moment in his career – and the reason he devised his ‘brain trainer’ puzzles – was the realisation that the connections multiply with use and so it is possible to boost and improve our mental functions at any age. 'Now we know that it's not just children whose brains are "plastic",' he says. 'No matter how old we are, our brains are physically changed by what we do and what we think.'

D) Robertson illustrates his point by referring to Dr Eleanor McGuire's seminal 2000 study of the brains of London taxi drivers. That showed that their grey matter enlarges and adapts to help them build up a detailed mental map of the city. Brain scans revealed that the drivers had a much larger hippocampus (the part of the brain associated with navigation in birds and animals) compared with other people. Crucially, it grew larger the longer they spent doing their job. Similarly, there is strong statistical

evidence that, by stretching the mind with games and puzzles, brainpower is increased. Conversely, if we do not stimulate our minds and keep the connections robust and intact, these connections will weaken and physically diminish. A more recent survey suggested that a 20-minute problem-solving session on the Nintendo DS game called 'Dr Kawashima's Brain Training' at the beginning of each day dramatically improved pupils' test results, class attendance and behaviour. Astonishingly, pupils who used the Nintendo trainer saw their test scores rise by 50 per cent more than those who did not.

E) Robertson's puzzles have been designed to have the same effect on the brain, the only difference being that, for his, you need only a pencil to get started. The idea is to shake the brain out of lazy habits and train it to start functioning at its optimum level. It is Robertson's belief that people who tackle the puzzles will see a dramatic improvement in their daily lives as the brain increases its ability across a broad spectrum. They should see an improvement in everything, from remembering people's names at parties to increased attention span, mental agility, creativity and energy.

F) 'Many of us are terrified of numbers,' he says, 'or under-confident with words. With practice, and by gently increasing the difficulty of the exercises, these puzzles will help people improve capacity across a whole range of mental domains.' The wonderful thing is that the puzzles take just five minutes but are the mental equivalent of doing a jog or going to the gym. 'In the same way that physical exercise is good for you, so is keeping your brain stimulated,' Robertson says. 'Quite simply, those who keep

themselves mentally challenged function significantly better mentally than those who do not.'

G) The puzzles are aimed at all ages. Robertson says that some old people are so stimulated that they hardly need to exercise their brains further, while some young people hardly use theirs at all and are therefore in dire need of a workout. He does concede, however, that whereas most young people are constantly forced to learn, there is a tendency in later life to retreat into a comfort zone where it is easier to avoid doing things that are mentally challenging. He compares this with becoming physically inactive and warns of comparable repercussions. 'As the population ages, people are going to have to stay mentally active longer,' he counsels. 'We must learn to exercise our brains just as much as our bodies. People need to be aware that they have the most complex entity known to man between their ears,' he continues, 'and the key to allow it to grow and be healthy is simply to keep it stimulated.'

Questions 1 and 2. Choose TWO letters, A-E. Which TWO of the following are claims that Robertson makes about the puzzles in his book?

- They will improve every mental skill.
- They are better than other kinds of mental exercise.
- They will have a major effect on people's mental abilities.
- They are more useful than physical exercise.
- They are certain to be more useful for older people than for the young.

Questions 3 – 8. Complete the summary below. Choose NO MORE THAN THREE WORDS from the passage for each answer.

Evidence supporting Robertson's theory

Research was carried out using 3) _____ in London as subjects. It showed that their brains change, enabling them to create a 4) _____ of London. Tests showed that their 5) _____ increased in size as they continued in their job. There is also evidence of a 6) _____ kind. People playing a certain game involving 7) _____ for a period of time every day achieved significantly better 8) _____.

Questions 9 – 13. Reading Passage has seven paragraphs A-G. Which paragraph contains the following information?

9. An example of a situation in which people will benefit from doing the puzzles in the book

10. A reason why some people don't exercise their minds

11. A discovery that had an enormous effect on Robertson

12. Examples of things that people commonly feel they are not very good at

13. A reference to a change in beliefs about what happens to the brain over time.

A Greener 'Artificial Leaf'

Read the text and answer the questions below.

Photosynthesis, nature's way of converting sunlight to fuel, happens all around us, from leaves on a tree to the smallest blade of grass. But finding a way to imitate this ability cheaply and efficiently has bothered engineers for decades. Now researchers have taken a step forwards, with a device that is even more efficient than natural photosynthesis and relies on low-cost, widely available materials.

Conventional solar cells produce electricity when a photovoltaic material is exposed to light. The new device goes a step further, using the produced electricity to split water into hydrogen and oxygen, which can be stored and used to generate electricity via a fuel cell.

Daniel Nocera, a professor at MIT, described details of the device, which he calls the first practical "artificial leaf." The device combines a typical solar cell with a pair of inexpensive catalysts made of cobalt and nickel that split water into oxygen and hydrogen. Using this approach, a solar panel roughly one square meter bathed in water could produce enough hydrogen to supply a house in a developing country with electricity for both day and night, Nocera says.

Nocera says his group achieved 5 percent efficiency for the conversion of sunlight to hydrogen. In comparison, natural photosynthesis is less than 1 percent efficient at converting sunlight to energy.

The device is not the first attempt to improve natural photosynthesis. It does, however, offer some advantages over previous devices, which either used costly precious-metal catalysts to split water into hydrogen and oxygen, or performed the water splitting indirectly with a separate device, which is less efficient and more expensive.

Nocera's device is the first to use inexpensive and widely available catalyst materials in the solar cell. You just need a piece of silicon covered with catalysts that you can put in a glass of water, and it starts splitting the water into hydrogen and oxygen.

Sun Catalytix, a company founded by Nocera, will now work with Indian industrial giant Tata to commercialize the technology for use in developing countries. The companies are already working together to

develop another Nocera's artificial photosynthesis device. This initial device will be based on a 100-watt solar panel. It should sell for around \$100. Nocera says he hopes to deliver this initial solar-powered hydrogen-producing device to Tata by the end of 2011. The new artificial leaf should be less expensive, but it could be another two and a half years before a commercial prototype would be ready.

James Stevens, a researcher at Dow Chemical, says the technology still has a long way to go. Other practical issues, such as safely storing hydrogen gas and preventing the system from freezing in subzero temperatures, are also significant challenges. "We're not really interested in the state of the art as it now stands," he says.

Questions 1-5. Circle the right option.

1. The new artificial photosynthesis technology

A) produces more energy than natural photosynthesis

B) requires expensive substances

C) requires very rare substances

2. The final product of the new device is

A) electricity

B) water

C) hydrogen

3. A device 1ml big can supply a house with electricity for _____ hours.

A) 12

B) 24

C) 48

4. The previous devices

A) had 1% efficiency

B) used expensive materials

C) were less complicated

5. Nocera's artificial leaf should be ready to sell

A) for \$100

B) by the end of 2011

C) after more tests are done

Questions 6-10. Find the words in the text that correspond to the following definitions.

6. changing (para1)

7. to divide or break something into (several) parts (para2)

8. a particular way of thinking about or dealing with something (para3)

9. an effort to achieve or complete a difficult task or action (para5)

10. the first form of something new, made before it is produced in large quantities (para7)

TESTS

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

Is There Such a Thing as Internet Addiction?

Ben Alexander always struggled to (1) _____ in. Teased at school, he (2) _____ to the internet, where he found a (3) _____ new world of friends. Subscribing (4) _____ the hugely popular online game *World of Warcraft*, he (5) _____ 12 million other people — including the actor Vin Diesel, the presenter

Jonathan Ross and his wife Jane Goldman — in a quest reminiscent of Tolkien’s *Lord of the Rings*.

In the game, players create avatars in whose guise they spend hours with other players (6) _____ battles. “There’s lots of working together,” says Alexander. “That’s what made it so attractive, because the social thing was something I always had trouble with. It was a lot easier to socialize and make friends online than it was in real life.”

The 19-year-old’s interest in the game soon developed into an obsession. He began (7) _____ his biology lectures at university and spending up to 17 hours a day online. Eventually he had depression diagnosed and was (8) _____ medication. He was also treated (9) _____ internet addiction.

Alexander admits that he needed help: “I don’t think I would have been able to (10) _____ out of it myself.

1	A	suit	B	fit	C	adjust	D	match
2	A	faced	B	addressed	C	turned	D	watched
3	A	specific	B	definite	C	whole	D	full
4	A	to	B	at	C	in	D	on
5	A	introduced	B	joined	C	connected	D	involved
6	A	setting	B	running	C	arranging	D	fighting
7	A	missing	B	wasting	C	losing	D	delaying
8	A	taken in	B	put on	C	kept from	D	cut on
9	A	from	B	against	C	for	D	of
10	A	run	B	go	C	fall	D	get

Read the text below. For each of the empty space (1–6) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Male Birds Belt out Their Song by Putting a Little Muscle into It

Some male songbirds can sing (1) _____ notes than females because they have stronger muscles to make the sounds. Some scientists used to think it was all about how well the birds could force air out of their lungs, but new research says it has more to do with muscles in the (2) _____ throats.

There's a reason the boy birds are better singers. They have (3) _____ a mate. The more varied their songs, (4) _____ it will stand out from other boy birds who are also singing in hopes of finding a mate. Varied songs also are easier to hear over noises, like a rushing stream or the noisy calls of other birds.

Although all birds (5) _____ knowing certain calls, songbirds learn how to sing from their parents. That ability is only found in songbirds, humans and a few other mammals like dolphins, whales and bats. So, think about muscles the next time you hear a bird singing. Muscles (6) _____ just in your arms and legs, or in a bird's wings. They also help us make a variety of sounds.

1	A	much	B	the most	C	more	D	many
2	A	songbird	B	songbirds'	C	songbird's	D	songbirds
3	A	attracted	B	attracting	C	been attracted	D	to attract
4	A	better	B	the better	C	best	D	the best
5	A	are born	B	will be born	C	to be born	D	born
6	A	weren't found	B	weren't finding	C	aren't finding	D	aren't found

For questions (1 – 12), read the text below and decide which answer (A, B, C or D) best fits each gap.

The Internet Bus

In the desert areas that (1) _____ Tucson City, USA, students spend hundreds of hours on yellow buses each year getting to and from their schools. But when mobile internet equipment was (2) _____ on a yellow school bus, the bored, often noisy, teens were (3) _____ into quiet, studious individuals.

District officials got the idea during (4) _____ drives on school business to Phoenix, two hours each way, when they (5) _____ that, when they went in pairs, one person could drive and the other could work using a laptop and wireless card.

They (6) _____ if internet access on a school bus could (7) _____ students' academic productivity, too.

But the idea for what students call 'the internet bus' really (8) _____ shape when the district's chief information officer (9) _____ across an article about having internet access in cars. He thought, 'What if you could put that in a bus?'

The officials have been delighted to see the (10) _____ of homework getting done, morning and evening, as the internet bus (11) _____ up and drops off students along 70-minute drive. (12) _____ some students spend their time playing or visiting social networking sites, most students do make use of their travel time to study.

	A	B	C	D
1	edge	surround	enclose	turn
2	installed	set	included	structured
3	replaced	exchanged	switched	transformed
4	extraordinary	occasional	exceptional	few
5	believed	acknowledged	estimated	realised
6	thought	imagined	suspected	wondered
7	increase	enlarge	rise	heighten
8	formed	took	held	did
9	got	looked	came	put
10	total	amount	number	measure
11	brings	picks	rides	catches
12	Since	Despite	Although	However

LANGUAGE & LITERATURE

Communication Problems

Read the text and complete the tasks.

The discovery that language can be a barrier to communication is quickly made by all who travel, study, govern or sell. Whether the activity is tourism, research, government, policing, business, or data dissemination, the lack of a common language can severely impede progress or can halt it altogether. 'Common language' here usually means a foreign language, but the same point applies in principle to any encounter with unfamiliar dialects or styles within a single language. 'They don't talk the same language' has a major metaphorical meaning alongside its literal one.

Although communication problems of this kind must happen thousands of times each day, very few become public knowledge. Publicity comes only when a failure to communicate has major consequences, such as strikes, lost orders, legal problems, or fatal accidents — even, at times, war. One reported instance of communication failure took place in 1970, when several Americans ate a species of poisonous mushroom. No remedy was known, and two of the people died within days. A radio report of the case was heard by a chemist who knew of a treatment that had been successfully used in 1959 and published in 1963. Why had the American doctors not heard of it seven years later? Presumably because the report of the treatment had been published only in journals written in European languages other than English.

Several comparable cases have been reported. But isolated examples do not give an impression of the size of the problem — something that can

come only from studies of the use or avoidance of foreign-language materials and contacts in different communicative situations. In the English-speaking scientific world, for example, surveys of books and documents consulted in libraries and other information agencies have shown that very little foreign-language material is ever consulted. Library requests in the field of science and technology showed that only 13 per cent were for foreign language periodicals. Studies of the sources cited in publications lead to a similar conclusion: the use of foreign-language sources is often found to be as low as 10 per cent.

The language barrier presents itself in stark form to firms who wish to market their products in other countries. British industry, in particular, has in recent decades often been criticized for its linguistic insularity - for its assumption that foreign buyers will be happy to communicate in English, and that awareness of other languages is not therefore a priority. In the 1960s, over two-thirds of British firms dealing with non-English-speaking customers were using English for outgoing correspondence; many had their sales literature only in English; and as many as 40 per cent employed no-one able to communicate in the customers' languages. A similar problem was identified in other English-speaking countries, notably the USA, Australia and New Zealand. And non-English-speaking countries were by no means exempt - although the widespread use of English as an alternative language made them less open to the charge of insularity.

The criticism and publicity given to this problem since the 1960s seems to have greatly improved the situation. Industrial training schemes have promoted an increase in linguistic and cultural awareness. Many

firms now have their own translation services; to take just one example in Britain, Rowntree Mackintosh now publish their documents in six languages (English, French, German, Dutch, Italian and Xhosa). Some firms run part-time language courses in the languages of the countries with which they are most involved; some produce their own technical glossaries, to ensure consistency when material is being translated. It is now much more readily appreciated that marketing efforts can be delayed, damaged, or disrupted by a failure to take account of the linguistic needs of the customer.

The changes in awareness have been most marked in English-speaking countries, where the realization has gradually dawned that by no means everyone in the world knows English well enough to negotiate in it. This is especially a problem when English is not an official language of public administration, as in most parts of the Far East, Russia, Eastern Europe, the Arab world, Latin America and French-speaking Africa. Even in cases where foreign customers can speak English quite well, it is often forgotten that they may not be able to understand it to the required level - bearing in mind the regional and social variation which permeates speech and which can cause major problems of listening comprehension. In securing understanding, how 'we' speak to 'them' is just as important, it appears, as how 'they' speak to 'us'.

Questions 1-4. Complete each of the following statements with words taken from the text. Write NO MORE THAN THREE WORDS for each answer.

1. Language problems may come to the attention of the public when they have _____ such as fatal accidents or social problems.

2. Evidence of the extent of the language barrier has been gained from _____ of materials used by scientists such as books and periodicals.

3. An example of British linguistic insularity is the use of English for materials such as _____.

4. An example of a part of the world where people may have difficulty in negotiating English is _____.

Questions 5-7. Choose the appropriate letters A-D.

5. According to the passage, 'They don't talk the same language' (paragraph 1), can refer to problems in...

- A) understanding metaphor.
- B) learning foreign languages.
- C) understanding dialect or style.
- D) dealing with technological change.

6. The case of the poisonous mushrooms (paragraph 2) suggests that American doctors ...

- A) should pay more attention to radio reports.
- B) only read medical articles if they are in English.
- C) are sometimes unwilling to try foreign treatments.
- D) do not always communicate effectively with their patients.

7. According to the writer, the linguistic insularity of British businesses...

- A) later spread to other countries.
- B) had a negative effect on their business.
- C) is not as bad now as it used to be in the past.
- D) made non-English-speaking companies turn to other markets.

Questions 8-11. List the FOUR main ways in which British companies have tried to solve the problem of the language barrier since the 1960s. Write NO MORE THAN THREE WORDS for each answer.

8. _____

9. _____

10. _____

11. _____

Questions 12 and 13. Choose the appropriate letters A-D.

12. According to the writer, English-speaking people need to be aware that...

- A) some foreigners have never met an English-speaking person.
- B) many foreigners have no desire to learn English.
- C) foreign languages may pose a greater problem in the future.
- D) English-speaking foreigners may have difficulty understanding English.

13. A suitable title for this passage would be ...

- A) Overcoming the language barrier
- B) How to survive an English-speaking world
- C) Global understanding - the key to personal progress
- D) The need for a common language

American Renaissance Writers

Read the text and complete the tasks.

Despite their many differences of temperament and of literary perspective, Emerson, Thoreau, Hawthorne, Melville, and Whitman share certain beliefs. Common to all these writers is their humanistic

perspective. Its basic premises are that humans are the spiritual center of the universe and that in them alone is the clue of the nature, history and ultimately the cosmos itself. Without denying outright the existence either of a deity or of brute matter, this perspective nevertheless rejects them as exclusive principles of interpretation and prefers to explain humans and the world in terms of humanity itself. This preference is expressed most clearly in the Transcendentalist principle that the structure of the universe literally duplicates the structure of the individual self: therefore, all knowledge begins with self-knowledge. This common perspective is almost always universalized. Its emphasis is not upon the individual as a particular European or American, but upon the human as universal, freed from the accidents of time, space, birth and talent. Thus, for Emerson, the "American Scholar turns out to be simply "main thinking"; while, for Whitman, the "Song of Myself" merges imperceptibly into a song of "Children of Adam" where "every atom belonging to me as good belongs to you". Also common to all five writers is the belief that individual virtue and happiness depends upon the self-realization, which, in turn, depends upon the harmonious reconciliation of two universal psychological tendencies: first, the self-asserting impulse of the individual to withdraw, to remain unique and separate, and to be responsible only to himself or herself, and second, the self-transcending impulse of the individual to embrace the whole world in the experience of a single moment and to know and become one with that world. These conflicting impulses can be seen in the democratic ethic. Democracy advocates individualism, the preservation of the individual's freedom and self-expression. But the democratic self is torn between the duty to self, which is implied by the

concept of liberty, and the duty to society, which is implied by the concept of equality and fraternity. A third assumption common to the five writers is that intuition and imagination offer a surer road to truth than does abstract logic or scientific method. It is illustrated by their emphasis upon the introspection of their belief that the clue to external nature is to be found in the inner world of individual psychology and by their interpretation of experience as, in essence, symbolic. These writers' faith in the imagination and in themselves as practitioners of imagination led them conceive of the writer as a seer and enabled them to achieve supreme confidence in their own moral and metaphysical insights.

Question 1. The author's discussion of Emerson, Thoreau, Hawthorne, Melville, and Whitman is primarily concerned with explaining

- A) some of their beliefs about the difficulties involved in self-realization
- B) some of their beliefs concerning the world and the place that humanity occupies in the universal order
- C) some of their beliefs concerning the relationship between humanism and democracy
- D) the way some of their beliefs are shaped by differences in temperament and literary outlook.
- E) the effects of some of their beliefs on their writings

Question 2. According to the passage, the humanistic perspective of the five writers presupposes which of the following?

- I) The structures of the universe can be discovered through self-knowledge.
- II) The world can be explained in terms of humanity.

III) The spiritual and the material worlds are incompatible.

A) I only

B) II only

C) I and II only

D) II and III only

E) I, II and III

Question 3. The author quotes Whitman primarily in order to

A) show that the poet does not agree with Emerson.

B) indicate the way the poet uses the humanists ideal to praise himself.

C) suggest that the poet adapts the basis premises of humanism to his own individual outlook on the world.

D) illustrate a way the poet expresses the relationship of the individual to the humanistic universe.

E) demonstrate that the poet is concerned with the well being of all humans.

Question 4. According to the passage, the five writers object to the scientific method primarily because they think it

A) is not the best way to obtain an understanding of the relationship between the individual and the cosmos.

B) is so specialized that it leads to an understanding of separate parts of the universe but not of the relationships among those parts.

C) cannot provide an adequate explanation of intuition and imagination.

D) misleads people into believing they have an understanding of truth, when they do not.

E) prevents people from recognizing the symbolic nature of experience.

Question 5. It can be inferred that intuition is important to the five writers primarily because it provides them with

A) information useful for understanding abstract logic and scientific method.

B) the discipline needed in the search for truth.

C) inspiration for their best writing.

D) clues to the interpretation of symbolic experience.

E) the means of resolving conflicts between the self and the world.

Question 6. The author discusses "the democratic ethic" in order to

A) explain the relationship between external experience and inner imagination.

B) support the notion that the self contains two conflicting and reconcilable factions.

C) illustrate the relationship between the self's desire to be individual and its desire to merge with all other selves.

D) elaborate on the concept that the self constantly desires to realize its potential.

E) give an example of the idea that, in order to be happy, the self must reconcile its desires with external reality.

Attitude of Language

Read the text and complete the tasks.

It is not easy to be systematic and objective about language study. Popular linguistic debate regularly deteriorates into invective and polemic.

Language belongs to everyone, so most people feel they have a right to hold an opinion about it and when opinions differ, emotions can run high. Arguments can start as easily over minor points of usage as over major policies of linguistic education.

Language more often is a very public behavior, so it is easy for different usages to be noted and criticized. No part of society or social behavior is exempt: linguistic factors influence how we judge personality, intelligence, social status, educational standards, job aptitude, and many other areas of identity and social survival. As a result, it is easy to hurt, and to be hurt, when language use is unfeelingly attacked.

In its most general sense prescriptivism is the view that one variety of language has an inherently higher value than others, and that this ought to be imposed on the whole of the speech community. The view is propounded especially in relation to grammar and vocabulary, and frequently with reference to pronunciation. The variety which is favoured, in this account, is usually a version of the 'standard' written language, especially as encountered in literature, or in the formal spoken language which most closely reflects this style. Adherents to this variety are said to speak or write "correctly"; deviations from it are said to be "incorrect".

All the main languages have been studied prescriptively, especially in the 18th century approach to the writing of grammars and dictionaries. The aims of these early grammarians were threefold: a) they wanted to codify the principles of their languages, to show that there was a system beneath the apparent chaos of usage b) they wanted a means of settling disputes over usage, and c) they wanted to point out what they felt to be common errors, in order to 'improve' the language. The authoritarian

nature of the approach is best characterized by its reliance on 'rules' of grammar. Some usages are prescribed to be learnt and followed accurately; others are prescribed to be avoided. In this early period, there were no half-measures: usage was either right or wrong and it was the task of the grammarian not simply to record alternative but to pronounce judgement upon them.

These attitudes are still with us, and they motivate a widespread concern that linguistic standards should be maintained. Nevertheless, there is an alternative point of view that is concerned less with standards than with the facts of linguistic usage. This approach is summarized in the statement that it is the task of the grammarian to describe not prescribe to record the facts of linguistic diversity, and not to attempt the impossible tasks evaluating language variation or halting language change. In the second half of the 18th century, we already find advocates of this view, such as Joseph Priestley, whose *Rudiments of English Grammar* (1761) insists that “the custom of speaking is the original and only just standard of any language”. Linguistic issues, it is argued, cannot be solved by logic and legislation. And this view has become the tenet of the modern linguistic approach to grammatical analysis.

In our own time, the opposition between “descriptivists” and “prescriptivists” has often become extreme with both sides painting unreal pictures of the other. Descriptive grammarians have been presented as people who do not care about standards, because of the way they see all forms of usage as equally valid. Prescriptive grammarians have been presented as blind adherents to a historical tradition. The opposition has

even been presented in quasi-political terms - of radical liberalism vs elitist conservatism.

Questions 1-8. Do the following statements agree with the claims of the writer in Reading Passage? For statements 1-8 write:

YES if the statement agrees with the claims of the writer
NO if the statement contradicts the claims of the writer
NOT GIVEN if it is impossible to say what the writer thinks about this

1. There are understandable reasons why arguments occur about language.

2. People feel more strongly about language education than about small differences in language usage.

3. Our assessment of a person's intelligence is affected by the way he or she uses language.

4. Prescriptive grammar books cost a lot of money to buy in the 18th century.

5. Prescriptivism still exists today.

6. According to descriptivist it is pointless to try to stop language change.

7. Descriptivism only appeared after the 18th century.

8. Both descriptivists and prescriptivists have been misrepresented.

Questions 9-12. Complete the text The Language Debate with suitable word.

According to 9 _____, there is only one correct form of language. Linguists who take this approach to language place great importance on grammatical 10 _____. Conversely, the view of

11 _____, such as Joseph Priestley, is that grammar should be based on 12 _____.

Question 13. Choose the correct letter A, B, C or D.

What is the writer's purpose in Reading Passage?

A) to argue in favour of a particular approach to writing dictionaries and grammar books

B) to present a historical account of different views of language

C) to describe the differences between spoken and written language

D) to show how a certain view of language has been discredited.

Experience versus Speed

Read the text and complete the tasks.

Certain mental functions slow down with age, but the brain compensates in ways that can keep seniors as sharp as youngsters. Jake, aged 16, has a terrific relationship with his grandmother Rita, who is 70. They live close by, and they even take a Spanish class together twice a week at a local college. After class they sometimes stop at a cafe for a snack. On one occasion, Rita tells Jake, 'I think it's great how fast you pick up new grammar. It takes me a lot longer.' Jake replies, 'Yeah, but you don't seem to make as many silly mistakes on the quizzes as I do. How do you do that?'

In that moment, Rita and Jake stumbled across an interesting set of differences between older and younger minds. Popular psychology says that as people age their brains 'slow down'. The implication, of course, is that elderly men and women are not as mentally agile as middle-aged adults or even teenagers. However, although certain brain functions such

as perception and reaction time do indeed take longer, that slowing down does not necessarily undermine mental sharpness. Indeed, evidence shows that older people are just as mentally fit as younger people because their brains compensate for some kinds of declines in creative ways that young minds do not exploit.

Just as people's bodies age at different rates, so do their minds. As adults advance in age, the perception of sights, sounds and smells takes a bit longer, and laying down new information into memory becomes more difficult. The ability to retrieve memories also quickly slides and it is sometimes harder to concentrate and maintain attention.

On the other hand, the ageing brain can create significant benefits by tapping into its extensive hoard of accumulated knowledge and experience. The biggest trick that older brains employ is to use both hemispheres simultaneously to handle tasks for which younger brains rely predominantly on one side. Electronic images taken by cognitive scientists at the University of Michigan, for example, have demonstrated that even when doing basic recognition or memorization exercises, seniors exploit the left and right side of the brain more extensively than men and women who are decades younger. Drawing on both sides of the brain gives them a tactical edge, even if the speed of each hemisphere's process is slower.

In another experiment, Michael Falkenstein of the University of Dortmund in Germany found that when elders were presented with new computer exercises they used longer before reacting and took longer to complete the tasks, yet they made 50% fewer errors, probably because of their more deliberate pace.

One analogy for these results might be the question of who can type a paragraph 'better': a 16-year-old who glides along at 60 words per minute but has to double back to correct a number of mistakes or a 70-year-old who strikes keys at only 40 words per minute but spends less time fixing errors? In the end, if 'better' is defined as completing a clean paragraph both people may end up taking the same amount of time.

Computerized tests support the notion that accuracy can offset speed. In one so-called distraction exercise, subjects were told to look at a screen, wait for an arrow that pointed in a certain direction to appear, and then use a mouse to click on the arrow as soon as it appeared on the screen. Just before the correct symbol appeared, however, the computer displayed numerous other arrows aimed in various other directions. Although younger subjects cut through the confusion faster when the correct arrow suddenly popped up, they more frequently clicked on incorrect arrows in their haste.

Older test takers are equally capable of other tasks that do not depend on speed, such as language comprehension and processing. In these cases, however, the elders utilize the brain's available resources in a different way. Neurologists at Northwest University came to this conclusion after analyzing 50 people ranging from age 23 to 78. The subjects had to lie down in a magnetic resonance imaging (MRI) machine and concentrate on two different lists of printed words posted side by side in front of them. By looking at the lists, they were to find pairs of words that were similar in either meaning or spelling.

The eldest participants did just as well on the tests as the youngest did, and yet the MRI scans indicated that in the elders' brains, the areas

which are responsible for language recognition and interpretation were much less active. The researchers did find that the older people had more activity in brain regions responsible for attentiveness. Darren Gleitman, who headed the study, concluded that older brains solved the problems just as effectively but by different means.

Questions 1-3. Choose the correct answer A, B, C or D.

1. The conversation between Jake and Rita is used to give an example of:

- A) the way we learn languages.
- B) the changes that occur in our brains over time.
- C) the fact that it is easier to learn a language at a young age.
- D) the importance of young and old people doing things together.

2. In paragraph six, what point is the analogy used to illustrate?

- A) Working faster is better than working slower.
- B) Accuracy is less important than speed.
- C) Accuracy can improve over time.
- D) Working faster does not always save time.

3. In the computerized distraction exercises, the subjects had to

- A) react to a particular symbol on the screen.
- B) type a text as quickly as possible.
- C) move an arrow in different directions around the screen.
- D) click on every arrow that appeared on the screen.

Questions 4-7. Complete each sentence with the correct ending A-F.

4. According to popular psychology

5. Researchers at the University of Michigan showed that

6. Michael Falkenstein discovered that

7. Scientists at Northwest University concluded that

A) the older we get the harder it is to concentrate for any length of time.

B) seniors take longer to complete tasks but with greater accuracy.

C) old people use both parts of their brain more than young people.

D) older people use their brains differently but achieve the same result.

E) the speed of our brain decreases with age.

F) older people do not cope well with new technology.

Questions 8-12. Complete the summary below. Choose NO MORE THAN ONE WORD from the passage for each answer.

People's bodies and **8** _____ grow older at varying stages. As we age our senses take longer to process information and our aptitude for recalling **9** _____ also decreases. However, older people's brains do have several advantages. Firstly, they can call upon both the **10** _____ and **11** _____ which is already stored in their brain. Secondly, although the **12** _____ of each side of their brain is reduced, they are able to use both sides at once.

Elizabethan Literature

Read the text and complete the tasks.

Those examples of poetic justice that occur in medieval and Elizabethan literature, and that seem so satisfying, have encouraged a whole school of twentieth-century scholars to "find" further examples. In fact, these scholars have merely forced victimized character into a moral framework by which the injustices inflicted on them are, somehow or

other, justified. Such scholars deny that the sufferers in a tragedy are innocent; they blame the victims themselves for their tragic fates. Any misdoing is enough to subject a character to critical whips. Thus, there are long essays about the misdemeanors of Webster's *Duchess of Malfi*, who defined her brothers, and the behavior of Shakespeare's *Desdemona*, who disobeyed her father. Yet it should be remembered that the Renaissance writer Matteo Bandello strongly protests the injustice of the severe penalties issued to women for acts of disobedience that men could, and did, commit with virtual impunity. And Shakespeare, Chaucer, and Webster often enlist their readers on the side of their tragic heroines by describing injustices so cruel that readers cannot but join in protest. By portraying *Griselda*, in the *Clerk's Tale*, as a meek, gentle victim who does not criticize, much less rebel against the prosecutor, her husband Walter, Chaucer incites readers to espouse *Griselda's* cause against Walter's oppression. Thus, efforts to supply historical and theological rationalization for Walter's persecutions tend to turn Chaucer's fable upside down, to deny its most obvious effect on reader's sympathies. Similarly, to assert that Webster's *Duchess* deserved torture and death because she chose to marry the man she loved and to bear their children is, in effect to join forces with her tyrannical brothers, and so to confound the operation of poetic justice, of which readers should approve, with precisely those examples of social injustice that Webster does everything in his power to make readers condemn. Indeed, Webster has his heroin so heroically lead the resistance to tyranny that she may well inspire members of the audience to imaginatively join forces with her against the cruelty and hypocritical morality of her brothers. Thus, Chaucer and Webster, in

their different ways, attack injustice, argue on behalf of the victims, and prosecute the persecutors. Their readers serve them as a court of appeal that remains free to rule, as the evidence requires, and as common humanity requires, in favour of the innocent and injured parties. For, to paraphrase the noted eighteenth-century scholar, Samuel Johnson, despite all the refinements of subtlety and the dogmatism of learning, it is by the common sense and compassion of readers who are uncorrupted by the characters and situations in medieval and Elizabethan literature, as in any other literature, can best be judged.

Question 1. According to the passage, some twentieth-century scholars have written at length about Walter's persecution of his wife in Chaucer's the Clerk's Tale

- A) the Duchess of Malfi's love for her husband
- B) the tyrannical behaviour of the Duchess of Malfi's brothers
- C) the actions taken by Shakespeare's Desdemona
- D) the injustices suffered by Chaucer's Griselda

Question 2. The primary purpose of the passage is to

A) describe the role of the tragic heroine in medieval and Elizabethan literature.

B) resolve a controversy over the meaning of "poetic justice" as it is discussed in certain medieval and Elizabethan literary treatises.

C) present evidence to support the view that characters in medieval and Elizabethan tragedies are to blame for their fate.

D) assert that it is impossible for twentieth-century readers to fully comprehend the characters and situations in medieval and Elizabethan literary works.

E) argue that some twentieth-century scholars have misapplied the concept of "poetic justice" in analyzing certain medieval and Elizabethan literary works.

Question 3. It can be inferred from the passage that the author considers Chaucer's *Grisselda* to be

- A) an innocent victim
- B) a sympathetic judge
- C) an imprudent person
- D) a strong individual
- E) a rebellious daughter

Question 4. The author's tone in her discussion of the conclusions reached by the "school of twentieth-century scholars" (line 4) is best described as

- A) plaintive
- B) philosophical
- C) disparaging
- D) apologetic
- E) enthusiastic

Question 5. It can be inferred from the passage that the author believes that most people respond to intended instances of poetic justice in medieval and Elizabethan literature with

- A) annoyance
- B) disapproval
- C) indifference
- D) amusement
- E) gratification

Question 6. As described in the passage, the process by which some twentieth-century scholars have reached their conclusions about the blameworthiness of victims in medieval and Elizabethan literary works is not similar to which of the following?

A) Derivation of logically sound conclusions from well-founded premises.

B) Accurate observation of data, inaccurate calculation of statistics, and drawing of incorrect conclusions from the faulty statistics.

C) Establishment of a theory, application of the theory to ill-fittings data, and drawing of unwarranted conclusions from the data.

D) Development of two schools of thought about a factual situation, debate between the two schools, and rendering of a balanced judgment by an objective observer.

E) Consideration of a factual situation by a group, discussion of various possible explanatory hypotheses and agreement by consensus on the most plausible explanation

Question 7. The author's paraphrase of a statement by Samuel Johnson serves which of the following functions in the passage?

A) it furnishes a specific example

B) it articulates a general conclusion

C) it introduces a new topic

D) it provides a contrasting perspective

E) it clarifies an ambiguous assertion

Question 8. The author of the passage is primarily concerned with:

A) reconciling opposing viewpoints

B) encouraging innovative approaches

- C) defending an accepted explanation
- D) advocating an alternative interpretation
- E) analyzing an unresolved question

Jane Austen

Read the text and complete the tasks.

At the time Jane Austen's novels were published – between 1811 and 1818 – English literature was not part of any academic curriculum. In addition, fiction was under strenuous attack. Certain religious and political groups felt novels had the power to make so called immoral characters so interesting that young readers would identify with them; these groups also considered novels to be of little practical use. Even Coleridge, certainly no literary reactionary, spoke for many when he asserted that "novel-reading occasions the destruction of the mind's power". These attitudes towards novels help explain why Austen received little attention from early nineteenth century literary critics (in any case, a novelist published anonymously, as Austin was, would not be likely to receive much critical attention). The literary response that was in accord with her, however, was often as incisive as twentieth century criticism. In his attack in 1816 on novelistic portrayals "outside of ordinary experience," for example, Scott made insightful remarks about the merits of Austen's fiction. Her novels, wrote Scott, "present to the reader an accurate and exact picture of ordinary everyday people and places, reminiscent of seventeenth –century Flemish painting." Scott did not use the word "realistic probability in judging novels". The critic did not use the word realism either, but he expressed agreement with Scott's evaluation, and went on to suggest the

possibilities for moral instruction in what we have called Austen's realistic method. Her characters, wrote Whately, are persuasive agents for moral truth since they are ordinary persons "so clearly evoked that we feel an interest in their fate as if it were our own Moral instruction", explained Whately, is more likely to be effective when conveyed through recognizably human and interesting characters than when imparted by a sermonizing narrator. Whately especially praised Austen's ability to create characters who "mingle goodness and villainy, weakness and virtue", as in life they are always mingled. Whately concluded his remarks by comparing Austen's art of characterization to Sicken's, stating his preference for Austen's, often anticipated the reservations of twentieth-century critics. An example of such a response was Lewes' complaint in 1859 that Austen's range of subjects and characters was too narrow. Praising her verisimilitude, Lewes added that nonetheless her focus was too often upon only the unlofty and the common place. Twentieth-century Marxists, on the other hand, were to complain about what they saw as her exclusive emphasis on a lofty upper-middle class. In any case, having been rescued by some literary critics from neglect and indeed gradually lionized by them, Austen's steadily reached, by the mid-nineteenth century, the enviable pinnacle of being considered controversial.

Question 1. The primary purpose of the passage is to

A) demonstrate the nineteenth-century preference for realistic novels rather than romantic ones.

B) explain why Jane Austen's novels were not included in any academic curriculum in the early nineteenth century.

C) urge a reassessment of Jane Austen's novels by twentieth-century literary critics.

D) describe some of the responses of nineteenth – century critics to Jane Austen's novels as well as to fiction in general.

E) argue that realistic character portrayal is the novelist's most difficult task as well as the aspect of novel most likely to elicit critical response.

Question 2. The passage supplies information for answering which of the following questions?

A) Was Whately aware of Scott's remarks about Jane Austen's novels?

B) Who is an example of a twentieth-century Marxist critic?

C) Who is an example of twentieth-century critic who admired Jane Austen's novels?

D) What is the author's judgment of Dickens?

E) Did Jane Austen express her opinion of those nineteenth-century critics who admired her novels.

Question 3. The author mentions that English literature "was not part of any academic curriculum" in the early nineteenth century in order to

A) emphasize the need for Jane Austen to create ordinary, everyday character in her novels.

B) give support to those religious and political groups that had attacked fiction.

C) give one reason why Jane Austen's novels received little critical attention in the early nineteenth century.

D) suggest the superiority of an informal and unsystematized approach to the study of literature.

E) contrast nineteenth-century attitudes towards English literature with those towards classical literature.

Question 4. The passage supplies information to suggest that the religious and political groups mentioned and Whately might have agreed that the novel

A) has little practical use.

B) has the ability to influence the moral values of its readers.

C) is of most interest to readers when representing ordinary human characters.

D) should not be read by young readers.

E) needs the sermonizing of a narrator in order to impart moral truths.

Question 5. The author quotes Coleridge in order to

A) refute the literary opinions of certain religious and political groups.

B) make a case for the inferiority of novels to poetry.

C) give an example of a writer who was not a literary reactionary.

D) illustrate the early nineteenth-century belief that fiction was especially appealing to young readers.

E) indicate how widespread was the attack on novels in the early nineteenth century.

Question 6. The passage suggests that twentieth century Marxists would have admired Jane Austen's novels more if the novels had

A) described the values of upper-middle class society.

- B) avoided moral instruction and sermonizing.
- C) depicted ordinary society in a more flattering light.
- D) portrayed characters from more than one class of society.
- E) anticipated some of controversial social problems of the twentieth century.

Question 7. It can be inferred from the passage that Whately found Dickens' characters to be

- A) especially interesting to readers.
- B) ordinary persons in recognizably human situations.
- C) less liable than Jane Austen's characters to have a realistic mixture of moral qualities.
- D) more often villainous and weak than virtuous and good.
- E) less susceptible than Jane Austen's characters to the moral judgments of sermonizing narrator.

Question 8. According to the passage, the lack of critical attention paid to Jane Austen can be explained by all of the following nineteenth-century attitudes towards the novel EXCEPT the

- A) assurance felt by many people that novels weakened the mind.
- B) certainty shared by many political commentators that the range of novels was too narrow.
- C) lack of interest shown by some critics in novels that were published anonymously.
- D) fear exhibited by some religious and political groups that novels had the power to portray immoral characters attractively.
- E) belief held by some religious and political groups that novels had no practical value.

TESTS

Read two texts below. For each of the empty space (1–6) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Sherlock Holmes, a Famous Literary Character

If Sherlock Holmes (1) _____ were alive today, he would be more than 140 years old. We can say it from the books about him. He would certainly no longer (2) _____ at Baker Street. He would have retired and lived in the country. But letters addressed to him continue to arrive (3) _____ Baker Street. Many people write to the great detective (4) _____ him for help. There is no (5) _____ than one letter a week. Some of those people, who write, especially from abroad, really believe that Holmes is a real person. Many letters come from Europe. People sometimes ask Holmes for his photograph. Some letters (6) _____ as a joke. Children also write many letters. They ask to find their lost dogs and other things. People in our country also know and love this literary character.

1	A	is	B	have been	C	was	D	were
2	A	live	B	be living	C	lived	D	was living
3	A	at	B	in	C	to	D	for
4	A	are asking	B	to ask	C	asking	D	asked
5	A	few	B	less	C	little	D	least
6	A	sent	B	were sending	C	are sending	D	are sent

Charles Dickens

Charles Dickens was born in Portsmouth in 1812 and died in London in 1870. He is buried in Poets' Corner in Westminster Abbey. Dickens spent (7) _____ his life in London and often used to walk (8) _____ ten and twenty miles all over the city when he was (9) _____ to sleep and was thinking about the plot of a new novel. While (10) _____, he used to observe the sights, sounds and smells of London in order to write about them. Because of the Industrial Revolution Britain, and especially London (11) _____ very quickly.

7	A	more of	B	most	C	the most of	D	most of
8	A	for	B	between	C	through	D	among
9	A	enabled	B	enabling	C	disable	D	unable
10	A	walking	B	walk	C	was walking	D	walked
11	A	growing	B	was grown	C	grew	D	grown

Read and complete the text below. For each of the empty space (1-10) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

WHY NOT BE A WRITER?

Being a writer can (1) _____ you a second income, extra spending money or even be a fulltime career. It's your choice. But (2) _____ your writing ambitions we have a course that will help you to (3) _____ them. That's because our first-class home-study creative writing course (4) _____ all you need to know to become a successful, published writer. You (5) _____ how to write articles, short stories, novels, TV, radio, drama and more. You are (6) _____ how to develop your writing style, present your manuscripts, contact editors, find markets and how to sell your work. What's more, you do not need any previous writing experience to (7) _____ on the course as it's suitable for the absolute beginner. Throughout the course you will be tutored by a professional writer, who will offer constructive feedback (8) _____ your twenty marked assignments. In addition, you can (9) _____ on the support of our dedicated Student Services team who will do all they can to (10) _____ that you get the most out of your studies.

1	A supply	B propose	C offer	D suggest
2	A whatever	B whichever	C whoever	D however
3	A satisfy	B approach	C get	D achieve
4	A tells	B contains	C consists	D encloses
5	A instruct	B learn	C study	D teach
6	A said	B showed	C explained	D shown
7	A succeed	B enroll	C get	D apply
8	A in	B for	C to	D on
9	A look	B expect	C count	D wait
10	A ensure	B insure	C assure	D help

CAREER & EMPLOYMENT

Occupations

Read the text and complete the tasks.

Task A. What's their job? You are going to read about four different jobs. Read the paragraphs as quickly as you can and write on the line below each paragraph which job you think the person is describing.

1) _____

'I spend about half of my time in my office, and the other half in court. I don't have customers. I have clients. They come to me with legal problems and I represent them. It's a very demanding job, because you feel responsible for what happens to your clients, but it's also very satisfying. One of my clients was recently arrested for a crime he hadn't committed, and I was able to persuade the police they'd made a mistake. It's a great feeling helping people when they're in trouble.'

2) _____

'Many people think that this is an easy job, but in fact it can get very tiring and lonely. You're often away from your family for long periods of time - maybe two or three weeks, if you have to go to Germany or somewhere. That can be difficult. I do love it, though. I like being on the road behind the wheel and being able to look down on all the cars. But it's a pain when you have to unload all the boxes and stuff at the end of the journey. Still, it's all part of the job.'

3) _____

'Well, I used to work for a tabloid, but now I work for a more serious paper. I generally write two or three pieces a day. You really have to keep

up with current affairs in this job, though. I'm often going to press conferences and interviewing politicians and famous people, so I have to know what questions to ask. The most satisfying thing is seeing my name in print above a story. I look at it and think, 'I wrote that yesterday, and today millions of people are reading it.' Amazing!'

4) _____

People have this image of us being very boring and old-fashioned, but I don't think that's true at all. Where I work, it's often very lively and interesting and, these days, people don't have to whisper all the time. Kids are welcome, and it's a very friendly place. Of course, you couldn't do this job if you didn't love books. I adore literature, and it's great being in an environment where everyone around you also gets pleasure from it. I think we provide a very valuable service to the public. People can borrow books from us which they would never be able to afford to buy for themselves.'

Task B. Do you agree with these descriptions of the jobs?

Task C. Write TWO words or phrases from each paragraph which helped you make your decision.

Task D. Now answer these questions about the four paragraphs.

Paragraph 1 What does the writer enjoy most about the job?

- A) working in two places.
- B) having a lot of responsibility.
- C) being able to help clients.
- D) arguing with the police.

Paragraph 2 What does the writer dislike most about the job?

- A) being on the road for so long.

- B) the fact that the work is so easy.
- C) driving through foreign countries.
- D) the fact that the work is physical.

Paragraph 3 According to the writer, one of the skills required to do this job well is ...

- A) being able to write quickly and accurately.
- B) knowing what is happening in the world.
- C) making sure your questions are answered.
- D) getting your name printed in the newspaper.

Paragraph 4 The writer suggests that modern libraries...

- A) have a better atmosphere than they used to.
- B) have more books than they used to.
- C) provide a better service than they used to.
- D) employ more caring librarians than they used to.

Now match these headings with the four paragraphs in Task A.

- A) Member of the media _____
- B) Serious consequences _____
- C) Good atmosphere _____
- D) A long way from home _____

Task E. Here are two more descriptions of different jobs. Quickly read them and underline the best heading for each description.

A) An actor's life for me / Luck is so important / The same every night

'I can't imagine being in any other profession. This job is my life. I do a little TV work, but I'm mainly based in the theatre. Every night, Monday to Saturday, and twice on Thursdays. At the moment, I'm in a

production of King Lear. I'm playing Cordelia. It's a great role, and I've been lucky to have some very good reviews. The rest of the cast are so supportive - we're like a family - and John, the director, is marvelous. I just can't wait to get on the stage every night. And the audiences are so appreciative, too. We got a standing ovation last night.'

B) Low cost housing / Building a building / I'd rather be inside

'You actually feel a real sense of achievement once a house is finished. You know, you've seen it grow from just a hole in the ground to somewhere for someone to live in. And you've made it happen. You've dug the foundations, laid the brickwork, put the roof on, put in the windows and the doors. It's actually very creative. Of course, it's hard work too, with all the carrying and lifting you have to do. You have to be prepared to get dirty, and work outside in all weathers, but that's a small price to pay, if you ask me.'

Task F. Here's another description of a job. Can you think of a good heading for the paragraph?

C) _____

'I have to be very careful in my job. Working with wires, cables and plugs can be very dangerous if you don't know what you're doing. If you make a mistake, you could be electrocuted. But of course, I've been trained, so I make sure nothing like that happens to me. I do all sorts of things each day, from changing an old lady's light bulbs to rewiring a whole factory. That's why I like my job - it's so varied. You're in a new place almost every day and, without you, people wouldn't be able to cook, or listen to music, or even see at night.'

Task G. Now write the letter of one of the three job descriptions above, A, B or C, next to each idea below.

- 1 It's satisfying taking something to completion.
- 2 I really value the people I work with.
- 3 You have to put up with some unpleasant working conditions.
- 4 Safety is a very important issue.
- 5 I'm always on the move.
- 6 I wouldn't want any other job.

Task H. Read these sentences and then use the words in bold to complete the sentences below.

■ When I worked on the building site, I was paid my **wages** every Friday afternoon.

■ The **salary** is J15, 000 per year and you will be paid at the end of every month.

■ Most people **retire** when they are about sixty- five years old.

■ When you retire you get a **pension**, which is paid every month.

■ 450 workers were made **redundant** when the company went bankrupt.

■ I'm going to get a **raise/pay rise** next week!

■ John has just been **promoted** to Senior Manager.

■ I live outside the city, so I have to **commute** to work every day by train.

■ I'd love to **work as** a clown in a circus, but only for a few months.

■ Please send a **CV /Curriculum Vitae /resume** with your application form.

1) I haven't had a _____ for over two years; it's not fair!

- 2) When I _____, I'm going to travel round the world.
- 3) You need to update your _____ if you're going to start job hunting.
- 4) Jan`s parents were furious when she decided to _____ a waitress.
- 5) The best thing about working from home is that you don't have to _____ to work every morning.
- 6) Although she's ninety-two years old, she still walks to the Post Office to get her _____ every Thursday.
- 7) I love being a nurse, even though the _____ isn't very good.
- 8) Derek hasn't had a job since he was made _____ two years ago.
- 9) You'll get your _____ every night before you leave the bar.
- 10) In this company, you generally get _____ every two years or so.

Employment in Japan

Read the text and complete the tasks.

A) Every autumn, when recruitment of new graduates and school leavers begins, major cities in Japan are flooded with students hunting for a job. Wearing suits for the first time, they run from one interview to another. The season is crucial for many students, as their whole lives may be determined during this period.

B) In Japan, lifetime employment is commonly practised by large companies. While people working in small companies and those working for sub-contractors do not in general enjoy the advantages conferred by the large companies, there is a general expectation that employees will in fact remain more or less permanently in the same job.

C) Unlike in many Western countries where companies employ people whose skills can be effective immediately, Japanese companies select applicants with potential who can be trained to become suitable employees. For this reason, recruiting employees is an important exercise for companies, as they invest a lot of time and money in training new staff. This is basically true both for factory workers and for professionals. Professionals who have studied subjects which are of immediate use in the workplace, such as industrial engineers, are very often placed in factories and transferred from one section to another. By gaining experience in several different areas and by working in close contact with workers, the engineers are believed, in the long run, to become more effective members of the company. Workers too feel more involved by working with professionals and by being allowed to voice their opinions. Loyalty is believed to be cultivated in this type of egalitarian working environment.

D) Because of this system of training employees to be all-rounders, mobility between companies is low. Wages are set according to educational background or initial field of employment, ordinary graduates being employed in administration, engineers in engineering and design departments and so on. Both promotions and wage increases tend to be tied to seniority, though some differences may arise later on as a result of ability and business performance. Wages are paid monthly, and the net

sum, after the deduction of tax, is usually paid directly into a bank account. As well as salary, a bonus is usually paid twice a year. This is a custom that dates back to the time when employers gave special allowances so that employees could properly celebrate bon, a Buddhist festival held in mid-July in Tokyo, but on other dates in other regions. The festival is held to appease the souls of ancestors. The second bonus is distributed at New Year. Recently, bonuses have also been offered as a way of allowing workers a share in the profits that their hard work has gained.

E) Many female graduates complain that they are not given equal training and equal opportunity in comparison to male graduates. Japanese companies generally believe that female employees will eventually leave to get married and have children. It is also true that, as well as the still-existing belief among women themselves that nothing should stand in the way of child-rearing, the extended hours of work often do not allow women to continue their careers after marriage.

F) Disappointed career-minded female graduates often opt to work for foreign firms. Since most male graduates prefer to join Japanese firms with their guaranteed security, foreign firms are often keen to employ female graduates as their potential tends to be greater than that of male applicants.

G) Some men, however, do leave their companies in spite of future prospects, one reason being to take over the family business. The eldest sons in families that own family companies or businesses such as stores are normally expected to take over the business when their parents retire. It is therefore quite common to see a businessman, on succeeding to his

parents' business, completely change his professional direction by becoming, for example, a shopkeeper.

H) On the job, working relationships tend to be very close because of the long hours of work and years of service in common. Social life in fact is frequently based on the workplace. Restaurants and *nomi-ya*, "pubs", are always crowded at night with people enjoying an evening out with their colleagues. Many companies organize trips and sports days for their employees. Senior staff often play the role of mentor. This may mean becoming involved in the lives of junior staff in such things as marriage and the children's education.

I) The average age of retirement is between 55 and 60. For most Westerners, retirement may be an eagerly awaited time to undertake such things as travel and hobbies. Many Japanese, however, simply cannot get used to the freedom of retirement and they look for ways of constructively using their time. Many look for new jobs, feeling that if they do not work they will be abandoned by society. This has recently led to the development in some municipalities of municipal job centres which advertise casual work such as cleaning and lawn mowing. Given that Japan is facing the problem of an increasingly ageing society, such activities may be vital in the future.

Questions 1-9. The Reading Passage has nine paragraphs A–I. Choose the correct heading for each paragraph from the list of headings below.

List of Phrases

1. How new employees are used in a company
2. Women and Japanese companies

3. Why men sometimes resign from Japanese companies
4. Permanency in employment in Japan
5. Recruiting season: who, when and where
6. The social aspect of work
7. The salary structure
8. The recruitment strategy of foreign firms
9. Japanese people after retirement

Questions 10-12. Complete the sentences below with words taken from the reading passage. Use NO MORE THAN THREE WORDS for each answer.

10. Japanese employers believe that moving professionals within companies and listening to workers' views leads to _____

11. Employees receive their wages monthly and a bonus _____

12. Japanese workers often form close personal relationships and older staff may even become a _____. to junior staff.

Questions 13-15. Choose the correct letter, A, B, C or D.

13. Company training in Japan

A) is not important.

B) is for factory workers only.

C) is for professionals only.

D) is for all staff.

14. Foreign firms are keen to employ Japanese women because

A) the women are more intelligent than men.

B) the women that apply are more capable than the men that apply.

C) the women will be only short-term employees.

D) the women prefer guaranteed security.

15. Japanese people continue to work after retirement because

A) they need the income.

B) they miss working.

C) they assist in the family business.

D) they have no status outside employment.

First Impressions Count

Read the text and complete the tasks.

A) Traditionally uniforms were — and for some industries still are — manufactured to protect the worker. When they were first designed, it is also likely that all uniforms made symbolic sense - those for the military, for example, were originally intended to impress and even terrify the enemy; other uniforms denoted a hierarchy - chefs wore white because they worked with flour, but the main chef wore a black hat to show he supervised.

B) The last 30 years, however, have seen an increasing emphasis on their role in projecting the image of an organization and in uniting the workforce into a homogeneous unit — particularly in ‘customer facing’ industries, and especially in financial services and retailing. From uniforms and workwear has emerged ‘corporate clothing’. "The people you employ are your ambassadors," says Peter Griffin, managing director of a major retailer in the UK. "What they say, how they look, and how they behave is terribly important." The result is a new way of looking at corporate workwear. From being a simple means of identifying who is a

member of staff, the uniform is emerging as a new channel of marketing communication.

C) Truly effective marketing through visual cues such as uniforms is a subtle art, however. Wittingly or unwittingly, how we look sends all sorts of powerful subliminal messages to other people. Dark colours give an aura of authority while lighter pastel shades suggest approachability. Certain dress style creates a sense of conservatism, others a sense of openness to new ideas. Neatness can suggest efficiency but, if it is overdone, it can spill over and indicate an obsession with power. "If the company is selling quality, then it must have quality uniforms. If it is selling style, its uniforms must be stylish. If it wants to appear innovative, everybody can't look exactly the same. Subliminally we see all these things," says Lynn Elvy, a director of image consultants House of Colour.

D) But translating corporate philosophies into the right mix of colour, style, degree of branding and uniformity can be a fraught process. And it is not always successful. According to Company Clothing magazine, there are 1000 companies supplying the workwear and corporate clothing market. Of these, 22 account for 85% of total sales - J380 million in 1994.

E) A successful uniform needs to balance two key sets of needs. On the one hand, no uniform will work if staff feel uncomfortable or ugly. Giving the wearers a choice has become a key element in the way corporate clothing is introduced and managed. On the other, it is pointless if the look doesn't express the business's marketing strategy. The greatest challenge in this respect is time. When it comes to human perceptions, first impressions count. Customers will size up the way staff look in just a few

seconds, and that few seconds will colour their attitudes from then on. Those few seconds can be so important that big companies are prepared to invest years, and millions of pounds, getting them right.

F) In addition, some uniform companies also offer rental services. "There will be an increasing specialization in the marketplace," predicts Mr Blyth, Customer Services Manager of a large UK bank. The past two or three years have seen consolidation. Increasingly, the big suppliers are becoming 'managing agents', which means they offer a total service to put together the whole complex operation of a company's corporate clothing package - which includes reliable sourcing, managing the inventory, budget control and distribution to either central locations or to each staff member individually. Huge investments have been made in new systems, information technology and amassing quality assurance accreditations.

G) Corporate clothing does have potential for further growth. Some banks have yet to introduce a full corporate look; police forces are researching a complete new look for the 21st century. And many employees now welcome a company wardrobe. A recent survey of staff found that 90 per cent welcomed having clothing which reflected the corporate identity.

Questions 1-6. The passage First Impressions Count has seven paragraphs A-G. Which paragraphs discuss the following points?

Example: the number of companies supplying the corporate clothing market – Answer: D

1. different types of purchasing agreement
2. the original purposes of uniforms
3. the popularity rating of staff uniforms

4. involving employees in the selection of a uniform
5. the changing significance of company uniforms
6. perceptions of different types of dress

Questions 7-13. Do the following statements agree with the views of the writer of the passage?

YES if the statement agrees with the writer's views

NO if the statement contradicts the writer's views

NOT GIVEN if it is impossible to say what the writer thinks about this

7. Uniforms were more carefully made in the past than they are today.

8. Uniforms make employees feel part of a team.

9. Using uniforms as a marketing tool requires great care.

10. Being too smart could have a negative impact on customers.

11. Most businesses that supply company clothing are successful.

12. Uniforms are best selected by marketing consultants.

13. Clothing companies are planning to offer financial services in the future.

Motivating Employees under Adverse Condition

The Challenge

Read the text and complete the tasks.

It is a great deal easier to motivate employees in a growing organization than a declining one. When organizations are expanding and adding personnel, promotional opportunities, pay rises, and the excitement of being associated with a dynamic organization create Slings of optimism.

Management is able to use the growth to entice and encourage employees. When an organization is shrinking, the best and most mobile workers are prone to leave voluntarily. Unfortunately, they are the ones the organization can least afford to lose - those with the highest skills and experience. The minor employees remain because their job options are limited.

Morale also suffers during decline. People fear they may be the next to be made redundant. Productivity often suffers, as employees spend their time sharing rumours and providing one another with moral support rather than focusing on their jobs. For those whose jobs are secure, pay increases are rarely possible. Pay cuts, unheard of during times of growth, may even be imposed. The challenge to management is how to motivate employees under such retrenchment conditions. The ways of meeting this challenge can be broadly divided into six Key Points, which are outlined below.

KEY POINT ONE

There is an abundance of evidence to support the motivational benefits that result from carefully matching people to jobs. For example, if the job is running a small business or an autonomous unit within a larger business, high achievers should be sought. However, if the job to be filled is a managerial post in a large bureaucratic organization, a candidate who has a high need for power and a low need for affiliation should be selected. Accordingly, high achievers should not be put into jobs that are inconsistent with their needs. High achievers will do best when the job provides moderately challenging goals and where there is independence and feedback. However, it should be remembered that not everybody is motivated by jobs that are high in independence, variety and responsibility.

KEY POINT TWO

The literature on goal-setting theory suggests that managers should ensure that all employees have specific goals and receive comments on how well they are doing in those goals. For those with high achievement needs, typically a minority in any organization, the existence of external goals is less important because high achievers are already internally motivated. The next factor to be determined is whether the goals should be assigned by a manager or collectively set in conjunction with the employees. The answer to that depends on perceptions of the culture, however, goals should be assigned. If participation and the culture are incongruous, employees are likely to perceive the participation process as manipulative and be negatively affected by it.

KEY POINT THREE

Regardless of whether goals are achievable or well within management's perceptions of the employee's ability, if employees see them as unachievable, they will reduce their effort. Managers must be sure, therefore, that employees feel confident that their efforts can lead to performance goals. For managers, this means that employees must have the capability of doing the job and must regard the appraisal process as valid.

KEY POINT FOUR

Since employees have different needs, what acts as a reinforcement for one may not for another. Managers could use their knowledge of each employee to personalize the rewards over which they have control. Some of the more obvious rewards that managers allocate include pay,

promotions, autonomy, job scope and depth, and the opportunity to participate in goal-setting and decision-making.

KEY POINT FIVE

Managers need to make rewards contingent on performance. To reward factors other than performance will only reinforce those other factors. Key rewards such as pay increases and promotions, or advancements should be allocated for the attainment of the employee's specific goals. Consistent with maximizing the impact of rewards, managers should look for ways to increase their visibility. Eliminating the secrecy surrounding pay by openly communicating everyone's remuneration, publicizing performance bonuses and allocating annual salary increases in a lump sum rather than spreading them out over an entire year are examples of actions that will make rewards more visible and potentially more motivating.

KEY POINT SIX

The way rewards are distributed should be transparent so that employees perceive that rewards or outcomes are equitable and equal to the inputs given. On a simplistic level, experience, abilities, effort and other obvious inputs should explain differences in pay, responsibility and other obvious outcomes. The problem, however, is complicated by the existence of dozens of inputs and outcomes and by the fact that employee groups place different degrees of importance on them. For instance, a study comparing clerical and production workers identified nearly twenty inputs and outcomes. The clerical workers considered factors such as quality of work performed and job knowledge near the top of their list, but these were at the bottom of the production workers' list. Similarly,

production workers thought that the most important inputs were intelligence and personal involvement with task accomplishment, two factors that were quite low in the importance ratings of the clerks. There were also important, though less dramatic, differences on the outcome side. For example, production workers rated advancement very highly, whereas clerical workers rated advancement in the lower third of their list. Such findings suggest that one person's equity is another's inequity, so an ideal should probably weigh different inputs and outcomes according to employee group.

Questions 1-5. Reading Passage contains six Key Points. Choose the correct heading for Key Points TWO to SIX from the list of headings below. Match the correct heading with the right Key Point.

List of Headings

- I. Ensure the reward system is fair
- II. Match rewards to individuals
- III. Ensure targets are realistic
- IV. Link rewards to achievement
- V. Encourage managers to take more responsibility
- VI. Recognize changes in employees' performance over time
- VII. Establish targets and give feedback
- VIII. Ensure employees are suited to their jobs.

Example: Key Point One – Answer: VIII

Questions 6-11. Do the following statements agree with the views of the writer in Reading Passage?

- | | |
|-----|---|
| YES | if the statement agrees with the claims of the writer |
| NO | if the statement contradicts the claims of the writer |

NOT GIVEN if it is impossible to say what the writer thinks about this

6. A shrinking organization tends to lose its less skilled employees rather than its more skilled employees.

7. It is easier to manage a small business than a large business.

8. High achievers are well suited to team work.

9. Some employees can be manipulated when asked to participate in goal-setting.

10. The staff appraisal process should be designed by employees.

11. Employees' earnings should be disclosed to everyone within the organization.

Questions 12-14. Look at the following groups of workers (Questions 12-14) and the list of descriptions below. Match each group with the correct description A –D.

12. high achievers

13. clerical workers

14. production workers

List of Descriptions

A) They judge promotion to be important.

B) They have less need of external goals.

C) They think that the quality of their work is important.

D) They have limited job options.

Homeworking

Read the text and complete the tasks.

Task 1. Read the article and find the following information

- a) how long Sunjit has lived in England.
- b) how long Sunjit has been working at home.
- c) how many people work from home in Britain nowadays.
- d) a reason why employers might encourage homeworking.
- e) a disadvantage for an employee of working from home.
- f) three methods of communication mentioned by Sunjita .

Working from Home – Dream? Now a Reality.

Sunjit Patel is a graphic designer with a well-known publishing company. He has lived in England since he was five. He lives in South London, and for the last three years he has been working from home. He prefers working from home because he can spend more time with his family and have a better work-life balance. Sunjit isn't alone: in Britain, there are 2.1 million people who work from home at present. In addition, about eight million people spend some time working in the home rather than in an office. This is almost twice as many as ten years ago.

This rapidly-growing trend towards working from home is the same in many countries. But what are the reasons for it? The main reason is technological: easy access to broadband and the availability of phone and video-conferencing. These enable people to use their home as an office in an efficient and cost-effective way.

Other reasons for homeworking are the benefits to both employers and employees: office space is costly, so if an organization can reduce its workstations, it may be able to move to a smaller site. Employees often work better at home: travelling to work can be very time-consuming and tiring. Many homeworkers save a lot of time if they don't commute and

they can start the day fresher and therefore work more efficiently; parents with young children appreciate the flexibility that homeworking allows and are more relaxed.

Sunjit Patel says, 'I have been working from home since my son was born and have been really enjoying it. But, I can tell you that homeworking requires special skills like self-discipline and time management. I've known my boss and colleagues for a long time now, which really helps because you've got to trust each other. You also need to have regular contact, by phone, email or video conferences, and you need to make regular trips to your office. Otherwise you really miss out on the gossip and on the social side of work.'

Not everyone agrees with Sunjit though. This response to a query about homeworking was recently posted on the internet: "The only people who can work from home are those who do an unnecessary job. Can surgeons work from home? Ambulance drivers? Firefighters? If you can work from home full-time, you have a pointless job." Fortunately for Sunjit and the 2.1 million like him, not many people think that way!

Task 2. Match the expressions with their meanings.

- | | |
|-----------------------|--|
| I. time-consuming | a) organizing your time effectively |
| II. time management | b) taking up a lot of time |
| III. workstation | c) how much time you spend at work and home |
| IV. work-life balance | d) use time doing something |
| V. spend time | e) the place in an office where a person works, especially with a computer |

Task 3. Complete the text with the words and expressions from the text.

I've got a full-time job and I'm tired all the time. I don't need to improve my (1) _____ skills as I organize my time efficiently. But I do have to (2) _____ (a lot of) _____ commuting to work and it's very (3) _____. One way I could save time would be to look at homeworking. My boss might like that as she could reduce the number of (4) _____. I could stay in touch with the office by email and phone. I'm not a workaholic. What I want is a better (5) _____ so I can be with my family more of the time.

Task 4. Complete the text with the phrases below (A – E):

Sunjit Patel is a graphic designer with a well-known publishing company. He has lived in England since he was five. He lives in South London, and for the last three years he has been working from home. He prefers working from home (1) _____. Sunjit isn't alone: in Britain, there are 2.1 million people who work from home at present. In addition, (2) _____. This is almost twice as many as ten years ago.

This rapidly-growing trend towards working from home is the same in many countries. But what are the reasons for it? The main reason is technological: easy access to broadband and the availability of phone and video-conferencing. These enable people to use their home (3) _____.

Other reasons for homeworking are the benefits to both employers and employees: office space is costly, so if an organization can reduce its workstations, it may be able to move to a smaller site. Employees often work better at home: travelling to work can be very time-consuming and

tiring. Many homeworkers save a lot of time if (4) _____; parents with young children appreciate the flexibility that homeworking allows and are more relaxed.

Sunjit Patel says, 'I have been working from home since my son was born and have been really enjoying it. But I can tell you that homeworking requires special skills like self-discipline and time management. I've known my boss and colleagues for a long time now, (5) _____. You also need to have regular contact, by phone, email or video conferences, and you need to make regular trips to your office. Otherwise you really miss out on the gossip and on the social side of work.'

A) about eight million people spend some time working in the home rather than in an office

B) because he can spend more time with his family and have a better work-life balance

C) which really helps because you've got to trust each other

D) they don't commute and they can start the day fresher and therefore work more efficiently

E) as an office in an efficient and cost-effective way

A Career in Law

Read the text and complete the tasks.

Task 1. Read the text below and answer these questions.

1) Which courses do law students in the UK have to take?

2) Which optional courses might a student who wants to work in a big law firm take? The study of law is intellectually stimulating and challenging and can lead to a variety of interesting careers.

In the UK and the USA, law degree programmes usually take three years to complete. In the UK, these programmes typically include core subjects such as criminal law, contract law, tort law, land law, equity and trusts, administrative law and constitutional law. In addition, students are often required to take courses covering skills such as legal writing and legal research.

There is also a variety of optional (elective) courses available. Since many law students go on to become lawyers, students often take courses that will be useful to them during their future careers. Someone wishing to run a small partnership or to work alone as a sole practitioner in a small town may decide to take subjects such as family law, employment law and housing law. Those wishing to work in a large law practice will consider subjects such as company law, commercial law and litigation and arbitration.

Many universities also offer courses on legal practice. Courses like this give students the opportunity to experience the work of a lawyer before deciding on a career in the law. Another way of finding out more about law in practice is to get involved with a voluntary advice centre or law clinic. These clinics offer free legal assistance to the local community and provide a useful introduction to some of the day-to-day work of a lawyer.

For students wishing to work in a commercial practice, knowledge of foreign languages is essential. When law firms hire new recruits, they generally look at four things: education, personality, work experience and language ability. Since English is the language of the international legal

community, law firms increasingly expect graduates to have a good command of English.

Task 2. Read the text again and decide whether these statements are true (T) or false (F). If the statement is false, correct it.

1. A course in family law is usually included among the core subjects at law schools in the UK.

2. Some law degree programmes offer courses in some of the important skills that lawyers need in order to do their work, such as legal writing or legal English.

3. Law clinics give law students the opportunity to learn about the legal problems of the medical profession.

4. Today, commercial law firms expect recruits to be completely fluent in English.

Task 3. How many collocations with the words legal (e.g. legal writing) and law (e.g. law firm) can you find in the text?

Course descriptions

Task 4. Read the following list of strategies and decide how useful they are. What factors might affect the strategy you use?

A) Try to understand the new word with the help of surrounding words.

B) Look up every unknown word in a dictionary.

C) Ignore the unknown word and read on.

D) Look up some new words, ignore others.

E) Analyze the unknown word: ask what part of speech it is (a noun or an adjective, for example); if it has a root or a prefix (Latin or French, for example) that may help you understand it; if it has a positive or

negative meaning, etc. Keep these strategies in mind when reading the text.

Task 5. Quickly read the law course descriptions taken from a university website. Ignore the gaps for now. Do you think this university is in the UK? Why (not)?

First-year course descriptions

Introduction to Law: This course aims to familiarize the student with the study of law; to begin the development of certain basic skills, such as reading, analysis and synthesis of legal decisions, and interpretation of statutes; to discuss fundamental aspects of the legal process, e.g. how courts “make law” and the function of the courts with respect to statutory law.

1) _____: This course covers the fundamental principles governing the formation, interpretation, performance, and enforcement of contracts. In addition, special attention is given to the requirements of offer and acceptance, consideration, formal requirements, public policy, and the problems of choosing a remedy in case of a breach. Some attention will also be given to the Uniform Commercial Code.

2) _____: Topics covered include liability for intentional and negligently caused injuries to person and property; strict liability; vicarious liability; ultra-hazardous activities; products liability; nuisance; invasion of privacy; defamation; the impact of insurance and risk distribution upon liability; accident compensation plans; damages; losses.

3) _____: This course presents the basic concepts of criminal law. Crimes against persons, property, and public administration are covered, with special emphasis placed upon the law of homicide.

Second-year course descriptions

Evidence: This course will explore the rules of evidence and their rationale, including relevancy, hearsay, impeachment, cross-examination, opinions and experts, documents, and privileges.

Criminal Procedure: This course will cover regulation of law enforcement conduct during the investigation of crimes, with special emphasis on constitutional and statutory limitations. Topics include search and seizure, confessions and incriminating statements, electronic surveillance, entrapment, identification procedures, and remedies for improper police conduct.

4) _____: This course covers the general principles of federal constitutional law, including government authority and its distribution under the constitution; the judicial function in constitutional cases; powers delegated to the national government and the reserved powers of the states in areas of federal authority; intergovernmental relations; rights, privileges, and immunities under the constitution; national citizenship; the contract clause; the federal constitution and the amendments thereto.

5) _____: This course is designed to acquaint students with the nature of legal research. Students will analyze judicial opinions; apply legal concepts and rules; and learn correct legal citation and use of correct precedent. Special attention is given to the mechanics of legal research, the techniques of writing memoranda, and briefs.

Task 6. Choose the correct title for each course in the catalogue excerpt.

1. Criminal law / Crime law

2. Law of the constitution / Constitutional law
3. Contract law / Contracting law
4. Legal research and writing / Legal investigation and writing
5. Liability law / Tort law

Task 7. Read the excerpt again and answer these questions.

1. Which course covers basic skills that students will need during their studies?
2. Which course deals with research and writing skills needed in professional life?
3. Which course teaches students how to cross-examine a witness?

Task 8. Which of the courses in the excerpt are you required to take in the law degree programme you are enrolled in?

TESTS

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

Quick thinking

It happened in 1921, one year before I joined the Indian Police. I had just passed out of the Police College in England and had not been placed very high in the list. I never was much (1) _____ at examinations, you know. One day an advertisement in The Times (2) _____ my attention. It said something about “young man wanted for unusual work. Must have cool head.” I sat down and wrote to the paper and two days later I had a note asking me (3) _____ at one of London’s best hotels in Piccadilly and ask (4) _____ Mijnheer Van Lutjens. Van Lutjens was a very pleasant Dutchman. Small, round; you know, the kind of fellow, with no angles at all but with small bright eyes. He offered me a smoke and (5) _____ to talk business at once. Van Lutjens was one of Amsterdam’s leading

diamond merchants. An American group of diamond buyers (6) _____ asked him to come over to New York with the famous Rozelles ear-rings. He explained that they were two (7) _____ diamonds, perfectly matched, which he had some time before obtained from a member of one of Central Europe's royal families in Paris. He was going (8) _____ in the Berengaria two days later and he wanted someone (9) _____ over the ear-rings. It sounded rather dull and I didn't understand why it (10) _____ a "cool head", as the advertisement said. But the money he offered me was generous, and so I accepted.

1	A	more	B	better	C	good	D	D well
2	A	was attracting	B	was attracted	C	has attracted	D	attracted
3	A	calling	B	call	C	calls	D	to call
4	A	for	B	about	C	from	D	of
5	A	had started	B	was starting	C	started	D	has started
6	A	had	B	have	C	were	D	has
7	A	more valuable	B	valuable	C	valuabler	D	value
8	A	to sailing	B	sail	C	sailing	D	to sail
9	A	watching	B	to watch	C	watches	D	watch
10	A	needs	B	has needed	C	will need	D	needed

Read the texts below. For each of the empty space (1-10) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Video game testers

Video games aren't just for kids. Each video game console that comes out (1) _____ as having the best graphics and amazing game play. Several of the games (2) _____ now are for mature audiences, making video games more popular with adults than ever before.

Video game testers, who play (3) _____ games for a living, are the first people outside of the (4) _____ to see the new games. Video game testers preview the games before they (5) _____ the last stages of development. They (6) _____ to the company on how well the game plays, and their thoughts on the game. Testers check for bugs and analyze the game for details that regular gamers might not even notice.

There are a lot of people who would love to become a video game tester. Because of this, it can be a difficult job (7) _____. The best place to start is by (8) _____ a lot of video games. Learn how to work your consoles, and start analyzing games you already own. Notice details you might (9) _____ the first time through. Get active in online forums and in online gaming communities. Also, start reading up on what (10) _____ of video game testers.

	A	B	C	D
1	advertise	advertised	was advertised	is advertised
2	made	having been made	being made	was being made
3	it	that	those	these
4	company	companies'	companies	companion
5	to reach	reaching	reaches	reach
6	report back	report down	report about	report with
7	to get into	to getting into	to gets into	got into
8	played	playing	being played	was played
9	has missed	have missed	had missed	is missed
10	is required	are required	will be required	are being required

Read and complete the text below. For each of the empty space (1-10) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Job

How would you feel if the (1) _____ you've been doing for most of your life just moved offshore without any (2) _____? What if you just spent several years getting a(n) (3) _____ for what you thought would be a very hot job but

later (4) _____ to be a very bad choice? How would you like to know the (5) _____ to choosing a satisfying (6) _____ that will also be a hot job? By understanding the major (7) _____ that are affecting our lives, you will be able to play an active role in planning and (8) _____ your career. By understanding these trends, you will have a better (9) _____ of seeing the big changes before they hit. This look into the future will show you the hot jobs that are (10) _____ to have high demand and some that aren't. But more importantly this article will show you the basics of 'trend spotting' so that you can make your own intelligent career choices.

1	A task	B job	C work	D career
2	A warning	B threat	C notice	D tip
3	A education	B learning	C tutoring	D studying
4	A bring	B turned out	C manifest itself	D become apparent
5	A privacy	B mystery	C secrets	D hugger-mugger
6	A fortune	B profession	C labour	D career
7	A inclination	B leanings	C drifts	D trends
8	A referring	B aiming	C directing	D relegating
9	A event	B chance	C occurrence	D potential
10	A expected	B waited	C anticipated	D awaited

Read and complete the text below. For each of the empty space (1-10) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

A success story — or is it?

Success, like beauty, lies in the (1) _____ of the beholder. How one person chooses to define it can be very different from how others perceive it. For some people, it's earning a fortune, (2) _____ for others it's working in a voluntary position helping those less fortunate. It's also relative rather than (3) _____ because the person who (4) _____ a new skill has achieved success in their terms just as much as the self-made millionaire.

Ironically, there may also be an underlying contradiction in the term. (5) _____, an actress who has a glamorous life and seems to have everything she wants may actually be troubled by the loss of her (6) _____ life as paparazzi invade her personal (7) _____.

It also has something to do with the length of time success (8) _____. Many young people are happy with short-term fame but (9) _____ it's true that reaching that one goal might be comparatively straightforward, maintaining that success is often much harder. And surely, it's long-term success that is (10) _____ the most satisfying and also the most enviable?

	A	B	C	D
1	hand	eye	intelligence	experience
2	as	while	so	since
3	total	whole	complete	absolute
4	wins	earns	gets	masters
5	After all	At first	At once	Apart from
6	secret	private	individual	separate
7	zone	area	space	place
8	goes	holds	keeps	lasts
9	despite	even	although	however
10	finally	conclusively	ultimately	extremely

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