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«Белорусский государственный университет
информатики и радиоэлектроники»

АНГЛИЙСКИЙ ЯЗЫК (КОНТРОЛЬНЫЕ ЗАДАНИЯ)
THE ENGLISH LANGUAGE. PROFICIENCY EVALUATION
TESTS

*Рекомендовано УМО по образованию в области
информатики и радиоэлектроники для студентов
второй ступени высшего образования в качестве пособия*

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Контрольные задания (тесты) предназначены для студентов второй ступени высшего образования и направлены на комплексную проверку уровня владения материалом.

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ПРЕДИСЛОВИЕ

Важнейшим показателем качества обучения является объективная оценка учебных достижений учащихся, успешно осуществляемая посредством самой популярной в настоящее время техники тестирования – множественного выбора. Настоящее пособие состоит из восьми контролирующих тестов, в основу разработки которых положен учебный материал программы «Типовая программа-минимум кандидатского экзамена по иностранному языку (английский, испанский, итальянский, немецкий, французский)» (приказ высшей аттестационной комиссии Республики Беларусь от 16 декабря 2004 года №164).

Пособие предназначено для студентов второго уровня высшего образования для комплексной проверки уровня сформированности умений (лексических, грамматических, чтения) по английскому языку согласно действующей программе.

Тестовый материал пособия представлен тематическими блоками и включает различные темы по основным проблемам: Science and Society, My Research Work, Higher Education in Foreign Countries, Scientific Cooperation, Attending a Conference, Job Search, Mass Media. Задания каждого теста касаются различных аспектов заявленной темы-проблемы (лексический аспект). Тесты являются методически аутентичными и идентичными по уровню трудности.

Каждый тест состоит из двух частей – А и В. Часть А состоит из 63 тестовых заданий закрытого типа, направленных на контроль уровня сформированности лексико-грамматических умений, в том числе умений работы с текстами определенной проблематики. В заданиях этой части основные разделы английской грамматики (предлоги, артикли, местоимения, наречия, видо-временные формы глагола, неличные формы глагола и т. д.) проверяются не в изолированных предложениях, а на основе цельных текстов. Часть А содержит также задания на проверку коммуникативной компетенции, состоящей в умении владеть фразами этикетного общения в различных ситуациях. Для проверки чтения предлагается аутентичный текст по контролируемой проблематике.

В процессе выполнения теста по чтению учащиеся должны продемонстрировать понимание информации, содержащейся в тексте, а именно:

- понять основное содержание текста;
- установить смысловые связи между отдельными фактами и явлениями в тексте;
- найти требуемую информацию в тексте;
- соотнести некоторые элементы текста.

В части В содержится 25 заданий закрытого типа. Тестируемым предлагается образовать производные слова от исходных, перевести фрагменты предложения с русского на английский язык, восполнить пробелы в связном тексте и т. д. Задания в этой части, как и в предыдущей, тематически ориентированы, что позволяет реализовать принцип преемственности и последовательности контроля знаний определённой тематической области.

TEST 1

PART A

Task 1. Read the text. Then study the statements after the text and mark them as true (T) or false (F).

FRAUD IN SCIENCE

Science is the search for truth. Its tools are rationality, objectivity, experimentation, and the free exchange of reliable information. But what happens when a scientist reports unreliable or fraudulent information?

According to a traditional view, the process of science is governed by rationality, logic, and truth. The scientist carefully and objectively observes, collects, and classifies information, then formulates a hypothesis in order to explain the data and to predict what might happen under various conditions. The scientist also performs experiments to test the hypothesis. Depending on the outcome, the hypothesis may be expanded, revised, or completely rejected. If the hypothesis proves sturdy enough to withstand a series of experiments, a scientist might develop a broader set of explanations and predictions known as a theory. In turn, even theories are subject to modification or replacement as new knowledge accumulates.

In science, an essential form of communication is the scientific paper – a detailed summary of an experiment, published in a specialized journal for fellow scientists around the world to read. Several steps ensure the integrity of the scientific paper. Before publication, the journal’s editors typically send the paper to referees – experts in the field who evaluate the quality of the data and the soundness of the paper’s conclusions. And each scientific paper includes specific information on how the work was done, in sections discussing materials, methods, and so forth. This enables any other scientist to perform an identical experiment – a process known as replication – in order to verify the results. Refereeing and replication are two elements that allow science to correct itself – to ensure that not only are honest errors corrected, but also that instances of deliberate cheating are promptly exposed. That, at any rate, is how the process is supposed to work.

Scientists, of course, are human beings. An important scientific achievement – a discovery, a cure, or some other breakthrough – can bring prestigious awards, worldwide recognition, and lasting fame (not to mention financial gain). The prospects of these kinds of rewards can be powerful motivators. Just as every teenager with a guitar dreams about writing a hit song, and every aspiring actor imagines accepting an Academy Award, it is likely that many scientists daydream about traveling to Stockholm, Sweden, to accept a Nobel Prize for a scientific breakthrough.

Daydreams aside, there is intense competitive pressure in science to be first to achieve some significant result – a distinction referred to as priority. “Credit in science goes only for originality, for being the first to discover something,” write science journalists William Broad and Nicholas Wade in their book *Betrayers of the Truth*. “With rare exceptions, there are no rewards for being second.”

A scientist must also be concerned with a career – with job placement, promotion, and obtaining funds for research. “Publish or perish,” goes the old saying, and for many a scientist trying to build a career in a competitive world, it is barely an exaggeration. In recent years, competition in science has created pressure to stand out from the crowd by having a long list of published papers to one’s credit – preferably, papers in prestigious journals reporting significant findings.

Science itself has changed in recent decades. Before World War II (1939–1945), the federal government provided minimal support for science. Now, through such agencies as the National Institutes of Health (NIH), the National Science Foundation (NSF), and the Department of Defense (DOD), the United States government funnels upwards of \$70 billion annually into scientific research at universities and other institutions. Competition for federal dollars provides yet another source of pressure on scientists to produce noteworthy results. And still another financial lure lies in patents for drugs, chemical compounds, new materials, and other fruits of basic research. It is not uncommon for scientists to be employees (or even founders) of companies in such areas as biotechnology and pharmaceuticals. This raises the possibility of a conflict of interest in which an objective report, for example on the results of a drug trial, might jeopardize the financial success of the company.

- A1. Science develops through objective analysis, instead of through personal belief.
- A2. Once the data have been collected and analyzed, scientists are ready to formulate and verify the hypothesis.
- A3. A theory is the result of hard work to explain a series of conducted experiments.
- A4. Scientists communicate their results with other scientists by publishing them in science journals.
- A5. Priority has nothing in common with intense competitive pressure in science.
- A6. Scientists are indifferent to rewards and promotion.
- A7. US government’s financial support of nowadays science has considerably decreased.

Task 2. *Choose the correct answer to the following questions:*

- A8. What is science?
 - A. Science is a process that never changes.
 - B. Science is a systematic study of anything that can be examined, tested and verified.
 - C. Science is not concerned with causal relationships in the material world.
 - D. Science can’t be considered to be an objective source for understanding the eternal laws of nature.

- A9. What are many scientists likely to dream about?
- A. They are likely to dream about accepting an Academy Award.
 - B. They hope that their efforts will be justly rewarded by the Department of Defense (DOD).
 - C. They hope to be given one of six international prizes given each year for excellent work in science, literature, economics and work towards world peace.
 - D. They dream about being awarded a medal for bravery by the National Science Foundation (NSF).
- A10. What is a scientific hypothesis?
- A. It is a means to explain the gained data and make predictions.
 - B. It provides scientists with a lot of useful information.
 - C. It is a final stage of any scientific research.
 - D. It always confirms a suggested theory.
- A11. What do scientists do in order to confirm their hypothesis?
- A. They use their opponents' data to support it.
 - B. They conduct further experiments to prove it.
 - C. They carry out further experiments in order to reject it.
 - D. They formulate the hypothesis only when they know exactly what might happen under various conditions.
- A12. What is a scientific paper?
- A. It is a means to communicate with the scientific community.
 - B. It is a form of writing published in popular magazines.
 - C. It is a form of communication with home readers.
 - D. It is a very short summary of an experiment published in a specialized journal for home readers.
- A13. Why is priority so important for a scientist?
- A. Being the first to discover something very important is a reliable way to be rewarded.
 - B. A Nobel Prize is given to scientists who are the first to publish their scientific results not necessarily resulting in a scientific breakthrough.
 - C. U S government supports only initial research in science.
 - D. It's easier to build a career if you don't have any competitors in your field of science.

Task 3. Match the words from the text with their definitions.

- | | |
|-----------------|--|
| A14. rational | a) based on reason rather than emotions, |
| A15. fraudulent | b) that cannot be trusted or depended on |
| A16. objective | c) similar in every detail, |

- A26. 1) is primarily inherited 3) was primarily being inherited
 2) is primarily inheriting 4) had primarily been inheriting
- A27. 1) will be placed 3) will have been placed
 2) would be placed 4) would be placing
- A28. 1) will be regarded 3) was regarded
 2) has been regarding 4) had regarded

Task 5. Study the text and choose the correct variant.

INFORMATION SCIENCE

Information Science is an interdisciplinary academic field that deals (29)___ the generation, collection, organization, storage, retrieval, and dissemination of recorded knowledge. Although it is related (30)___ library science, information science is a separate discipline.

Library science is (31)___ professional area of study designed to prepare individuals (32)___ careers as librarians. (33)___ librarians are primarily concerned with such tasks as evaluating, processing, storing, and retrieving information.

Information science combines elements of librarianship (34)___ ideas and technologies from many other fields, including social sciences, computer science, mathematics, electrical engineering, linguistics, management, neuroscience, and information systems theory. Within the field of information science, *information* may be defined as the knowledge contained (35)___ the human brain and in all electronic and written records. Information science is the scientific study of that information: how it is created, transmitted, encoded, transformed, retrieved, measured, used, and valued.

Information scientists are interested (36)___ studying such questions as the following: What is the effect of information (37)___ individuals and groups when it is presented in various formats? How do humans and computers interact? What is the reliability of retrieving information (38)___ online databases and the Internet?

- A29. 1) on 2) with 3) in 4) at
- A30. 1) at 2) with 3) from 4) to
- A31. 1) a 2) an 3) the 4) —
- A32. 1) at 2) onto 3) for 4) out
- A33. 1) a 2) an 3) the 4) —
- A34. 1) within 2) from 3) of 4) with
- A35. 1) in 2) on 3) off 4) into
- A36. 1) with 2) in 3) at 4) from
- A37. 1) onto 2) into 3) on 4) at
- A38. 1) off 2) at 3) with 4) from

Task 6. Find a mistake in the underlined parts of the sentences given below.

A39. Over the last hundred years, some of the technological advances that
A
make life easier or more enjoyable have proved to have unwanted and
B C
often unexpected long-term effects.
D

A40. Most experiments involve real objects in the physical world, so as electric
A B
circuits, chemical compounds, or living organisms.
C D

A41. The first transmission systems to be influenced with information theory
A B C
were spacecraft communication systems.
D

A42. Computer scientists continue to expand the frontiers of computer and
A B
information systems by pioneered the designs of more complex, reliable,
C
and powerful computers.
D

A43. Despite the considerable attention paying to scientific misconduct,
A B
no one knows for certain how extensive the problem is.
C D

A44. Scientists utilize existed knowledge in new scientific investigations
A B
to predict how things will behave.
C D

Task 7. Study the text and choose the correct variant.

MODERN SCIENCE

It seems entirely (45)___ to us that there are teams of scientists in universities and other institutions around the world, attempting to (46)___ the way the world works. However, it hasn't always been that (47)___. Although the scientific method is now four or five hundred years old, the ancient Greeks, for example believed that they could work out the (48)___ of natural events just by the power of thought.

During the 17th century, more and more people began to realise that they could (49)___ their scientific ideas by designing a relevant (50)___ and seeing what

- 2) Nothing of the kind.
- 3) Far from it.
- 4) You can or you can't.

Task 10. *Read the question. Choose one of the given variants.*

- A57. What causes fraud in science?
- 1) Lust for financial reward and fame.
 - 2) Lust for fame mainly.
 - 3) Lust to be singled-out.
 - 4) Lust to be accepted by the scientific community.

Task 11. *Read quick facts from the biographies of famous scientists. Then choose the name of the scientist described in each passage.*

- A58. This English mathematician and physicist was born on December 25, 1642 in Woolsthorpe, England. He is known for inventing, in part, the branch of mathematics now known as calculus, formulating the three laws of motion, which describe classical mechanics and proposing the theory of universal gravitation, which explains that all bodies are affected by the force called gravity. He was reluctant to share his research with other scientists for fear they would take credit for his discoveries. In addition to science, he showed an interest in alchemy, mysticism, and theology. French writer Voltaire first recorded the story that a falling apple gave him the inspiration for his theory of gravitation. Voltaire cited his niece as the source for the story.
- A59. This American inventor was born on February 11, 1847 in Milan, Ohio. He is known for inventing numerous useful devices, including a practical electric light bulb and the phonograph. As a young man he saved a stationmaster's son from being hit by a train, and out of gratitude the stationmaster taught him how to use the telegraph. He patented over 1,000 inventions. He worked for the Navy during World War I, improving submarines and flamethrowers.
- A60. This Scottish-born American inventor and speech teacher for deaf students was born on March 3, 1847, in Edinburgh, Scotland. He is known for contributing to the invention and spread of the telephone and teaching deaf students how to speak. He carried out the first wireless transmission of speech using an invention he called the photophone, which used beams of light to transmit speech. He had a strong interest in aviation, and invented a four-sided kite capable of lifting a person.
- A61. This German-born American physicist was born on March 14, 1879, in Ulm, Germany. He is known for proposing the theory of relativity, a physical theory of gravity, space, and time and explaining the photoelectric effect and Brownian motion. He could not find a job in physics upon graduating from college, and became a technical assistant in the Swiss Patent Office. He worked on theoretical physics in his spare time. He did not receive a Nobel

Prize for his theory of relativity.

- A62. This American astronomer was born on November 20, 1889, in Marshfield, Missouri. He is known for recognizing that galaxies other than our own exist, and finding evidence that the universe is expanding. Prior to his discovery, distant galaxies were thought to be gas nebulae within the Milky Way. He earned an advanced degree in law and worked as a lawyer before beginning a career in astronomy. The space telescope is named in his honour.
- A63. This British theoretical physicist and mathematician was born on January 8, 1942, in Oxford, England. He is known for making advances in the field of cosmology, discovering several new properties of black holes and explaining theoretical physics to the public through books, films, and lectures. His research indicates that black holes can lose mass over time, eventually evaporating away completely. He has suffered from amyotrophic lateral sclerosis since the early 1960's. Although he can no longer speak and can barely move, his mind remains unaffected. His present objective is a unified field theory that, if successful, will combine quantum mechanics with relativity.

Choose the name A58–A60 from the given below (1–4). One name is odd.

- 1) Alexander Graham Bell
- 2) Robert Boyle
- 3) Thomas Edison
- 4) Sir Isaac Newton

Choose the name A61–63 from the given below (1–4). One name is odd.

- 1) Stephen William Hawking
- 2) Edwin Powell Hubble
- 3) Blaise Pascal
- 4) Albert Einstein

PART B

Task 1. *Read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning.*

Another area of computer science that has found wide <i>practical</i> (0) use is (B1) – the design and (B2) of computer controlled mechanical devices. Robots range in (B3) from toys to automated factory assembly lines, and relieve humans from tedious, repetitive, or dangerous tasks. Robots are also employed where (B4) of speed, precision,	PRACTICE ROBOT DEVELOP COMPLEX REQUIRE
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consistency, or cleanliness exceed what humans can accomplish. Roboticists – scientists involved in the field of robotics – study the many aspects of (B5) robots. These aspects include modeling the robot’s physical properties, modeling its environment, (B6) its actions, directing its mechanisms (B7), using sensors to provide feedback to the controlling program, and ensuring the (B8) of its behavior. They also study ways of simplifying the (B9) of control programs. One area of research seeks to provide robots with more of the dexterity and adaptability of humans, and is (B10) associated with artificial intelligence (AI).

CONTROL

PLAN

EFFICIENT

SAFE

CREATE

CLOSE

Task 2. Read the text (B11–B12). Write down two odd words from each sentence in the order they are given in the text.

B11. The technology of the Industrial Revolution was not been developed by scientists but by practical craftsmen who have pioneered innovations on the earliest machines of those days.

B12. In science, little important advances can also to be made when current ideas are shown to be wrong.

Task 3. Read text. Fill in the gaps with only one suitable word. The first letter of each missing word is given.

Human-computer interfaces provide the means for p... (B13) to use computers. An example of a human-computer i... (B14) is the keyboard, which lets humans enter c... (B15) into a computer and e... (B16) text into a specific application. The diversity of research into human-computer interfacing corresponds to the diversity of computer u... (B17) and applications. However, a unifying theme is the d... (B18) of better interfaces and experimental evaluation of their effectiveness. Examples include improving computer a... (B19) for people with disabilities, simplifying program use, developing three-dimensional i... (B20) and output devices for virtual r... (B21), improving handwriting and s... (B22) recognition.

Task 4. Translate into English sentence fragments given in brackets.

B23. Computer science also has indirect (связи) with virtually all disciplines that use computers.

B24. Applications developed in other fields often involve collaboration with computer scientists, who contribute their (знание) of algorithms, data structures, software engineering, and existing technology.

B25. The candidates’ experience and qualifications will be (приняты) into consideration when the decision is made.

TEST 2

PART A

Task 1. *Read the text. Then study the statements after the text and mark them as true (T) or false (F).*

UNDERSTANDING RESEARCH

Research is at the heart of academic life, one of the defining characteristics of Higher Education which differentiates it from other forms of adult training. Academic staff undertake research in order to create new knowledge and understanding in their subject area, hopefully involving and engaging students in the process and using outcomes to inform curriculum developments.

As a student you will almost certainly have to engage in research at some stage. Typically this will be in the form of an individual project or dissertation during the final year of undergraduate study, although universities are increasingly introducing elements of research-based or enquiry-based learning into all levels of study.

Part of the research process involves exposing your findings to peer review and ultimately to public scrutiny. Unfortunately there are large numbers of small-scale research projects whose findings are rejected because their methodology is not appropriate, their methods are flawed or lack rigour, or their conclusions are invalid.

Whether consciously or not any research question will be investigated from a particular standpoint. The way in which we view the world is called a paradigm. When it comes to doing research, our paradigms are determined in particular by our views on ontology and epistemology.

A positivist standpoint adopts a scientific approach to research. In terms of ontology and epistemology it assumes that the world has an objective reality, that knowledge exists and that it can be observed and measured. A positivist approach generally translates into quantitative research methodology.

One of the cornerstones of the positivist approach is the process of deduction, whereby empirical evidence is collected in order to prove or disprove a hypothesis. Strictly speaking, the research aims to falsify the hypothesis, testing what is known as the null hypothesis. If the null hypothesis is rejected, then the theoretical hypothesis is supported. Critics of the positivist approach would claim that it is too mechanistic and inflexible, limited in scope and pseudo-scientific.

Interpretivism supports the view that people and their institutions are fundamentally different from the natural sciences. The study of the social world therefore requires a different approach and seeks an understanding of human behaviour, an empathic understanding of human action.

There is a view that all research is interpretive, that research is guided by the researcher's set of beliefs and feelings about the world and how it should be understood and studied. Interpretive research methods are prone to criticism because they embrace multiple, individually constructed realities.

An interpretivist approach will always adopt an inductive process, meaning that theory is developed from the evidence base. Because of its underpinning belief that reality is personally constructed, it inevitably uses qualitative methods to gain insight into each individual's experience of a phenomenon. Critics of the interpretivist approach would argue that it is unscientific and value-laden, open to conjecture and subjective interpretation.

Quantitative research involves the collection and analysis of data in numerical format. A prime aim of quantitative research is to analyze evidence from a sample in order to produce results which can be extended to the whole population. This also allows direct comparisons to be made. Consequently, a quantitative study needs to pay particular attention to issues of reliability and validity, to ensure that these claims stand up to scrutiny. These issues of generalizability and comparability make quantitative research methods particularly attractive to managers.

The main aim of qualitative research is to discover how research subjects, or participants, feel about their lived experiences. The research usually begins with gut instinct rather than with a hypothesis to be tested. Emphasis is given to how participants express themselves in their discourse, with particular attention being paid to the use of metaphor and imagery.

- A1. Research is done with the aim of creating new knowledge and understanding in a particular subject field.
- A2. University students are engaged in research at all levels of their study.
- A3. Small-scale projects utilize appropriate methodology to draw valuable conclusions.
- A4. A positivist approach states that knowledge can be gained, tested, measured and verified.
- A5. From the interpretivist point of view there is no difference between the study of the social world and natural sciences.
- A6. Quantitative research is based on information collection and its subsequent estimation in figures and numbers.
- A7. A qualitative research usually begins with the formulation of a hypothesis to be tested.

Task 2. Choose the correct answer to the following questions:

- A8. What research methods does the interpretivist approach use?
 - A. qualitative
 - B. quasi-experimental
 - C. quantitative
 - D. mixed
- A9. What is the positivist approach criticized for?
 - A. subjective interpretation

- B. inflexibility and non-scientific nature
 - C. lack of credibility in evidence
 - D. unreliability and incomplete confirmability
- A10. On what condition is the original hypothesis supported?
- A. if the null hypothesis is revised and further developed
 - B. if the null hypothesis is backed up
 - C. if the null hypothesis is formulated
 - D. if the null hypothesis is refuted
- A11. What makes quantitative research methods attractive?
- A. the ability to create insight in how the individuals experience a phenomenon
 - B. the ability to compare and generalize the research findings and extend them to the whole population
 - C. the ability to get different results under the same conditions
 - D. the ability to document the findings and avoid criticism
- A12. Which approach supports the view that reality is personally constructed?
- A. positivist
 - B. empiricist
 - C. interpretivist
 - D. realistic
- A13. What does a qualitative research involve?
- A. the collection and analysis of narrative data
 - B. the collection and analysis of numerical data
 - C. the combination of a variety of data sources to produce a more accurate result
 - D. the clarification of the actor part of the problem under scrutiny

Task 3. Match the terms with their definitions.

- | | |
|-------------------|---|
| A14. paradigm | a) a branch of philosophy that deals with the study of knowledge, its nature, sources and limits. It is concerned with what must be added to beliefs to convert them into knowledge |
| A15. ontology | b) a process that involves the collection of evidence in order to prove or disprove a hypothesis |
| A16. epistemology | c) an empirical process that develops a general rule from the observation of particulars |
| A17. deduction | d) a particular standpoint which governs the way an individual views a phenomenon and guides their approach to research |
| A18. induction | e) a branch of philosophy that concerns with our conceptions of being and reality |

Task 4. Study the text and choose the correct variant.

PROVISION OF RESEARCH SKILLS TRAINING

It (19)___ that different mechanisms (20)___ to support learning as appropriate, including self-direction, supervisor support and mentoring, departmental support, workshops, conferences, elective training courses, formally assessed courses and informal opportunities. As a guide it is recommended that postgraduate research student training and development (21)___ no more than 2 weeks per year of a student's time.

a. Masters in Research (MRes)

Formal research skills training provision across the University is primarily focused within the University's suite of Masters in Research (MRes) Programmes available within the following Faculties:

- Media, Arts and Social Sciences,
- Education, Community and Leisure,
- Health and Applied Social Sciences/Science (cross-Faculty provision),
- Business and Law.

The MRes programme is a taught Masters level programme which (22)___ generic research skills training with specialist subject training and a short dissertation based on original research undertaken by the student. It provides an ideal platform for further research at doctoral level and within the University's 4 year New Route PhD programme (23)___ the 1st year of study.

The generic research skills training component of the MRes programme (24)___ to either the Research Councils Joint Statement of the Skills Training Requirements for Research Students or the ESRC Postgraduate Training Guidelines. Postgraduate research students (25)___ individual modules on an ad hoc basis as part of their research training programme and (26)___ to generic research training modules available within their own Faculty but (27)___ to look at the suitability of modules provided in other Faculties.

b. Support for Teaching and Learning

For those students who (28)___ to develop academic skills related to teaching and learning the Learning and Development Unit provides a series of workshops focusing on key subjects/issues that face those who are new to teaching in higher education.

- | | | |
|------|---------------------------------|----------------------------|
| A19. | 1) is expecting | 3) has expected |
| | 2) is expected | 4) has been expecting |
| A20. | 1) will use | 3) will be using |
| | 2) is being used | 4) will be used |
| A21. | 1) should have been constituted | 3) should constitute |
| | 2) should have constituted | 4) should be constituted |
| A22. | 1) combines | 3) has been combined |
| | 2) is being combined | 4) will have been combined |

- A23. 1) form 3) has been formed
2) forms 4) is formed
- A24. 1) will be mapping 3) has been mapping
2) will map 4) has been mapped
- A25. 1) are able to attend 3) will be able attending
2) is able to attending 4) would have been able to attend
- A26. 1) limit 3) are not limited
2) are not limiting 4) will be limiting
- A27. 1) should encourage 3) should be encouraging
2) should be encouraged 4) should have encouraged
- A28. 1) wishes 3) wish
2) will have been wished 4) is wished

Task 5. Study the text and choose the correct variant.

SUPERVISOR AND FACULTY/SCHOOL SUPPORT

It is acknowledged (29)___ a significant proportion of student learning and development is via a close working relationship (30)___ the student and his or her supervisory team (31)___ the continuing development of critical appraisal and writing skills through (32)___ iterative process involving the submission and review of work undertaken. Students should be encouraged to reflect (33)___ and acknowledge such development particularly through the annual training needs skills audit.

Where there is (34)___ identified need (35)___ training and development within a student’s subject specialism that support will be provided via the individual School or Faculty where the expertise should be readily available. Such needs may encompass gaps (36)___ subject knowledge, specialist computer software and detailed methodologies.

It is also seen as best practice that students are provided (37)___ the opportunity to present their research and network with other researchers in their field either internally at Faculty or School seminars or conferences or externally (38)___ attendance at specialist conferences. It is expected that during a typical students registration period that they would undertake either a poster or oral presentation annually.

- A29. 1) which 2) that 3) whose 4) what
- A30. 1) between 2) among 3) amid 4) amongst
- A31. 1) such 2) so 3) such a 4) such as
- A32. 1) a 2) an 3) the 4) –
- A33. 1) on 2) at 3) in 4) for

Task 7. Study the text and choose the correct variant.

Research is a (45)___ part of university life and students are increasingly (46)___ with opportunities to engage in small-scale research projects. However, it is important that research is conducted in a (47)___ which is methodologically and ethically sound, so that research (48)___ can stand the test of peer-review and public scrutiny. Researchers must be able to justify the rationale for the methodology they have used and not simply use the method which is most (49)___.

If using quantitative methods, it is essential that the (50)___ is both large enough and representative of the population and that (51)___ drawn from the data are (52)___ and statistically significant. Qualitative methods, on the other hand, can give (53)___ insight into human behaviour but do not claim to produce results that can be extended to the rest of the population. Consequently, a mixed methods approach can (54)___ the strengths of different approaches and enhance the validity of research findings.

- | | | |
|------|------------------------------|--------------------------------|
| A45. | 1) marginal
2) initial | 3) fundamental
4) founding |
| A46. | 1) provided
2) supplied | 3) given
4) delivered |
| A47. | 1) kind
2) style | 3) sort
4) manner |
| A48. | 1) inputs
2) outputs | 3) products
4) turnout |
| A49. | 1) convenient
2) skillful | 3) comfortable
4) handy |
| A50. | 1) picture
2) sample | 3) illustration
4) instance |
| A51. | 1) end
2) completion | 3) closing
4) conclusions |
| A52. | 1) authentic
2) valid | 3) impressive
4) current |
| A53. | 1) powerful
2) awful | 3) drastic
4) mighty |
| A54. | 1) blend
2) mix | 3) merge
4) combine |

Task 8. Choose the appropriate remark in an answer to the suggested stimulus remark.

- A55. You have to work long hours in a job like that, I suppose.
1) Haven't I?
2) I imagine so.

- 3) As a matter of fact, I do.
- 4) Nothing at all.

Task 9. *Choose the stimulus remark compatible with the suggested responsive remark.*

A56. No problem.

- 1) It's a serious problem, isn't it?
- 2) I think you are facing a problem.
- 3) It has taken much time to solve this problem.
- 4) Could I just say a few words before we start the general discussion.

Task 10. *Read the question. Choose one of the given variants.*

A57. What do you have to do to become a successful researcher?

- 1) Let complexity be your guide.
- 2) Never be proven wrong.
- 3) Try to work as closely as possible at the boundary of your abilities.
- 4) Don't be distracted by comments of others.

Task 11. *Read the text. Then choose the best suitable title to each passage.*

A58. Being a good researcher involves more than “merely” coming up with brilliant ideas and implementing them. Most researchers spend the majority of their time reading papers, discussing ideas with colleagues, writing and revising papers, staring blankly into space – and, of course, having brilliant ideas and implementing them.

Keeping a journal of your research activities and ideas is very useful. Write down speculations, interesting problems, possible solutions, random ideas, references to look up, notes on papers you've read, outlines of papers to write, and interesting quotes. Read back through it periodically. You'll notice that the bits of random thoughts start to come together and form a pattern, often turning into a research project or even a thesis topic. I was surprised, looking back through my journal as I was finishing up my thesis, how early and often similar ideas had cropped up in my thinking, and how they gradually evolved into a dissertation.

A59. At times, particularly in the “middle years,” it can be very hard to maintain a positive attitude and stay interested. Many postgraduate students suffer from insecurity, anxiety, and even boredom. First of all, realize that these are normal feelings. Try to find a sympathetic ear – another postgraduate student, your advisor, or a friend outside of university. Next, try to identify why you're having trouble and identify concrete steps that you can take to improve the situation. To stay focused and motivated, it often helps to have organized activities to force you to manage your time and to do something every day. Setting up regular meetings with your advisor, attending seminars, or even extracurricular activities such as sports or music can help you to maintain a regular schedule.

- A60. Finding the right scientific supervisor can help you immeasurably in successfully completing a thesis. You should ideally have selected the schools you applied to by identifying faculty members you'd like to work with. If not, start looking around as early as possible. Of course, the ideal scientific supervisor will be in the area you're interested in working in, and will actively be doing high-quality research and be involved in and respected by the research community.
- A61. Doing a master's project is often a good idea and if you want to do your Ph.D. dissertation on, choosing a master's project that will lead into the dissertation is wise: you will get a head start on the Ph.D., or may decide that you're not interested in pursuing the topic after all. A good source of ideas for master's projects (and sometimes for dissertation topics) is the future work section of papers you're interested in. Generally speaking, a good Ph.D. thesis topic is interesting to you, to your advisor, and to the research community. If you pick a topic that you're not truly interested in simply because it's your advisor's pet area, it will be difficult to stay focused and motivated – and you may be left hanging if your advisor moves on to a different research area before you finish.
- A62. Postgraduate students often think that the thesis happens in two distinct phases: doing the research, and writing the dissertation. This may be the case for some students, but more often, these phases overlap and interact with one another. Sometimes it's difficult to formalize an idea well enough to test and prove it until you've written it up; the results of your tests often require you to make changes that mean that you have to go back and rewrite parts of the thesis; and the process of developing and testing your ideas is almost never complete (there's always more that you could do) so that many postgraduate students end up “doing research” right up until the day or two before the thesis is turned in.
- A63. To be successful at research, it is essential that you learn to cope with criticism, and even that you actively seek it out. Learn to listen to valid, constructive criticism and to ignore destructive, pointless criticism (after finding any pearls of wisdom that may be buried in it). In order to get feedback, you have to present your ideas. Write up what you're working on, even if you're not ready to write a full conference or journal paper, and show it to people. Give presentations at seminar series at your university, at conferences, and at other universities and research labs when you get the chance. Your advisor should help you find appropriate forums to present your work and ideas. Many fields have informal workshops that are ideal for presenting work in progress.

Choose the titles A58–A60 from the given below (1–4). One title is odd.

- 1) Looking for High-quality Research Assistance
- 2) Think Positive and Be Motivated
- 3) Getting to the Thesis
- 4) The Daily Grind

Choose the titles A61–63 from the given below (1–4). One title is odd.

- 1) Writing a Thesis Proposal
- 2) There is Always Place for Improvement
- 3) Stay Open: Present and Discuss your Ideas
- 4) Make the Right Decision

PART B

Task 1. Read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning.

PRÉCIS OR SUMMARY

A précis or summary is an *encapsulation*(0) of someone's writing or ideas. It can be(B1) for readers if you include high-quality summaries of (B2) texts in your own academic (B3), as we all have a (B4) time to access all the (B5) that's available. It is a constant source of delight in academic life to speculate whether an author has (B6) read a text they are talking about, or someone's précis, or even someone else's (B7) of that précis. Summaries may not always follow a direct line through what they're summarizing – if you want to (B8) someone else's ideas in a few sentences, it might make more sense if you begin with their (B9), and work back to the (B10) they use to develop that conclusion.

ENCAPSULATE
USE
ACADEMY
WRITE
LIMIT INFORM
ACTUAL
DESCRIBE
SUM
CONCLUDE
ARGUE

Task 2. Read the text (B11–B12). Write down two odd words from each sentence in the order they are given in the text.

- B11. Writing a dissertation is hard work but it should also be rewarding, because it represents individual academic achievement of a kind that may make it as a difference to your field of enquiry.
- B12. In a short, always, take a few steps in the beginning to make sure of that your topic will be relatively easy to research over the days and weeks to come.

Task 3. Read the text. Fill in the gaps with only one suitable word. The first letter of each missing word is given.

JOURNAL ARTICLES

Journal articles are one of the common currencies¹ of the academic w... (B13). They're where new research is p... (B14), and where the debates and ideas at the center of any discipline are put f... (B15). It's great to think about journal publication at any stage of your academic journey, but it's perhaps more common in postgraduate studies.

It's hard to say how l... (B16) a journal article should be, as t... (B17) is huge variation between disciplines and journals. It's also important to be a... (B18) of the different kinds of articles that exist – some offer neutral reports of primary research, o...(B19) are provocative contributions that stimulate discussion, others still summarize the state of play in a field and where future research could go. Different journals may prefer different types of articles, so it's important to know your audience.

Given these differences in what journal a... (B20) are and do, it's essential to pay close a... (B21) to the information the journal provides about what's expected. In particular, they're likely to have a style guide, offering i... (B22) about all sorts of fine details, how the submitted article should be referenced, to whether single or double quotation marks should be used. Getting these small details right is essential in helping the journal take your submitted article seriously.

¹common currencies – standard ways in which something is done; in this instance, how academics carry on conversations with one another.

Task 4. Translate into English sentence fragments given in brackets.

- B23. It is vitally important that you learn how (решать) all the kinds of problems you may encounter.
- B24. Giving feedback to other postgraduate students is (полезно) for many reasons.
- B25. When you meet someone new and they ask you what you're working on, seize the (возможностью).

TEST 3

PART A

Task 1. Read the text. Then study the statements after the text and mark them as true (T) or false (F).

COLLEGE AND UNIVERSITY DEGREES AMERICAN TEACHERS CAN HAVE

At the doctoral level there are professional degrees and research degrees. The most common professional degrees are the MD for medicine and the JD for law.

The purpose of a doctoral degree program is to train research scholars in a particular field. The doctoral degree typically involves both course work and a major research project. It usually takes four to six years of full-time study to complete a Ph.D. Admission into a doctoral program is considered after a candidate has passed a set of examinations and the research project has been approved.

The bachelor's degree typically takes four years to complete, though some students take slightly less time to finish, while others may take longer. The associate degree usually takes two years to complete. Associate degree programs may be "terminal" programs, which lead into specific careers upon graduation, or "transfer" programs, which correspond to the first two years of a bachelor's degree and tend to be more liberal arts based. Under the latter option you could then transfer into the third year of a four-year bachelor's degree program. Associate degree programs are offered at two-year colleges known as junior or community colleges. Four-year colleges and universities offer bachelor's degree programs, with a small number also offering associate degree programs.

One of the most attractive features of the bachelor's degree program in the United States is that it is highly flexible. You can usually choose from a wide variety of courses and create your own unique program of study. The degree is awarded after you complete a specified number of credits, which are usually completed in four years of full-time study. The first year is called the freshman year; the second is called sophomore; the third, junior; and the fourth, senior. You may read that students in the United States often take longer than four years to complete their degrees. This may be because they change majors and need to accumulate enough credits in the new major field to earn the degree. Or it may be because they take less than a full-time course load per term for academic, personal, or financial reasons. International students, however, cannot study part-time and must maintain full-time status. Courses taken in the first two years are known as lower division courses, and courses taken in the final two years are called upper division courses. College catalogs usually assign a number to a course, which indicates the level of study as follows:

- 100–199 Freshman
- 200–299 Sophomore
- 300–399 Junior
- 400–499 Senior

There are two kinds of graduate degrees: professional degrees and research degrees, and two levels: master's and doctoral. The professional master's degree provides specific set of skills needed to practice a particular profession and leading directly to employment. Professional master's degrees are offered in areas such as business and public administration, social work, journalism, public health, international relations, urban and regional planning, communications etc. This type of degree consists of a year of required course work, forming the basic training, followed by a second year of specialized study within the field. Usually these degrees do not include a thesis option or a language requirement, but they may involve some type of internship or fieldwork.

The research master's MA (Master of Arts) or MS (Master of Science) provides experience in research and scholarship. The research master's is usually part of the progression to the doctorate. It is often based on a selection process by which those who perform adequately may be awarded their master's but be denied entry to the doctoral program. Some universities do not admit students in the humanities and social sciences for a master's degree, as they are only interested in prospective doctoral students.

- A1. The research master's is usually a step towards the doctorate.
- A2. At the doctoral level one can choose between professional degrees and research degrees.
- A3. The doctoral degree typically involves only a major research project.
- A4. The possibility to choose from a variety of courses means that the bachelor's degree program in the USA is highly flexible.
- A5. The associate degree takes a considerably shorter period of time to complete compared to the bachelor's degree.
- A6. Associate degree programs are offered at two-year colleges known as junior or community colleges.
- A7. The bachelor's degree typically takes five years to complete.

Task 2. Choose the correct answer to the following questions:

- A8. What is the purpose of a doctoral degree program?
 - A. To train research scholars in various fields of knowledge.
 - B. To train researchers how to concentrate on a major research project.
 - C. To involve researchers in course activities only.
 - D. To train research scholars in a special field of knowledge.
- A9. What are associate degree programs?
 - A. They may be only terminal programs.
 - B. They may be only "transfer" programs.
 - C. They tend to be more liberal arts based.
 - D. They take two years to complete and can be transferred into a bachelor's degree program.
- A10. What feature is characteristic of the bachelor's degree program?
 - A. It is fully adaptable.
 - B. It can be chosen only from a limited number of courses.
 - C. Unique program of study is out of the question.
 - D. International students must study only part-time to get a bachelor's degree.
- A11. What is the reason for students taking sometimes longer than four years to get a bachelor's degree?

- A. They want to get more sufficient knowledge in their majors.
- B. They want to take a full-time course load per an academic year.
- C. They often face personal problems.
- D. It happens because of several reasons.

- A12. What does the professional master's degree provide?
- A. It has no direct connection with a particular profession.
 - B. It provides employment in a very limited number of spheres.
 - C. It can provide a good job opportunity if you prepare a thesis and comply with the language requirements.
 - D. It provides a special set of abilities required for a particular profession.
- A13. What is the research master's (master of arts (MA) or master of science (MS))?
- A. It can lead to the doctorate.
 - B. It can be awarded at all US universities.
 - C. It provides experience in a very limited sphere of scientific research.
 - D. It's a degree awarded only in the humanities and social sciences.

Task 3. Match the teachers' positions with their definitions.

- | | |
|---|---|
| A14. tutor | a) a representative body of a college, university or school faculty, that participates in the institution's policy making and decision-making process |
| A15. educational consultant | b) the chief executive officer of an institution of higher education |
| A16. faculty senate | c) any advisor specializing in educational matters, but commonly used to refer to an educator with particular skills in school and college placement |
| A17. president of college or university | d) leader of a college or university academic department |
| A18. department chairperson (department head, department chair) | e) a member of the school or college faculty assigned as personal counselor to one or more students. |

Task 4. Study the text and choose the correct variant.

UNIVERSITIES IN GREAT BRITAIN

Britain has more than 90 universities. British universities (19)___ into several categories. The foremost universities are the University of Oxford and the University of Cambridge, both founded in the Middle Ages. The term Oxbridge (20)___ to refer to both schools as a single entity. Another type of university is the so-called redbrick

variety – old and solid schools that (21)___ in the 19th century. In those days bricks (22)___ as the standard building material. The large number of ultramodern universities that sprouted up in the last half of the 20-th century (23)___ cement block and plateglass universities. London has its own great schools, the enormous University of London and its world-famous college, the London School of Economics.

Students interested in advanced education can also attend polytechnics, which are schools dedicated to the sciences and applied technology. An education act in 1992 (24)___ the status of these colleges to universities. Higher education (25)___ through the Open University, which (26)___ in 1969. The University (27)___ extension courses taught through correspondence, television and radio programs, and videocassettes. It also (28)___ local study centres and residential summer schools. The purpose of the Open University is to reach people who may not ordinarily be qualified for university study.

- | | | |
|------|-----------------------------|----------------------------------|
| A19. | 1) will be divided | 3) had divided |
| | 2) would be divided | 4) can be divided |
| A20. | 1) used | 3) is used |
| | 2) will have been used | 4) uses |
| A21. | 1) were built | 3) are building |
| | 2) have been built | 4) are being built |
| A22. | 1) have been used | 3) will be used |
| | 2) were used | 4) are being used |
| A23. | 1) are called | 3) would be called |
| | 2) will be called | 4) will have been called |
| A24. | 1) has changed | 3) was changed |
| | 2) changed | 4) is being changed |
| A25. | 1) can also be obtained | 3) could also have been obtained |
| | 2) could also have obtained | 4) can also obtain |
| A26. | 1) has been founded | 3) was founded |
| | 2) is being founded | 4) founded |
| A27. | 1) offers | 3) was offered |
| | 2) is offered | 4) will be offered |
| A28. | 1) is sponsored | 3) is being sponsored |
| | 2) sponsors | 4) will be sponsored |

- A40. Albright graduated with honors Wellesley College near Boston, Massachusetts, in 1958 with a bachelor's degree in political science.
- A B
C D
- A41. The committee raised numerous objections, asked many questions, and, in the end, rejected to the plan.
- A B
C D
- A42. Institutions of higher learning have granted degrees since the 12-th century and the academic degree is a title granted by a college or university, usually signifying completion of an establishing course of study.
- A B
C D
- A43. It wasn't until the last century when Oxford and Cambridge universities started taking female students.
- A B C
D
- A44. Correspondence courses are especially suitable for the physically handicapped and homebound. Special programs designed for the blind and for parents of deaf children.
- A B C D

Task 7. Study the text and choose the correct variant.

SELECTING COURSES

The courses given by a college or university are called its (45)__. The prospectus of the institution (46)__ the complete curriculum. It gives the (47)__ for entry to each course, as well as the credits given for the course.

Each course is (48)__ as giving a specified number of credits. These are usually equal to the number of class hours (49)__ each week to the course. For example, a course that gives three credits towards graduation. Schools using the semester calendar (50)__ about 120 credits for graduation. Between 30 and 40 of required credits must be in the student's (51)__ subject.

Schools vary considerably in the (52)__ of freedom given to students in selecting their courses. Almost all schools have a certain (53)__ of required subjects. Students can also choose nonrequired courses called electives. Liberal – art colleges usually give students more (54)__ to chose than do technical schools.

- | | | |
|------|--------------------------------|------------------------------|
| A45. | 1) program
2) curriculum | 3) syllabus
4) prospects |
| A46. | 1) outlines
2) observes | 3) indicates
4) possesses |
| A47. | 1) demands
2) instructions | 3) requirements
4) rules |
| A48. | 1) designated
2) reached | 3) allowed
4) devoted |
| A49. | 1) meant
2) devoted | 3) instructed
4) applied |
| A50. | 1) insert
2) require | 3) demand
4) possess |
| A51. | 1) major
2) minor | 3) interesting
4) valued |
| A52. | 1) volume
2) number | 3) amount
4) quantity |
| A53. | 1) number
2) amount | 3) value
4) volume |
| A54. | 1) opportunity
2) necessity | 3) demand
4) requirement |

Task 8. Choose the appropriate remark in an answer to the suggested stimulus remark.

- A55. She has failed her test in physics.
- 1) Good for her!
 - 2) Has she? What a pity!
 - 3) Hasn't she?
 - 4) Sure she will like it!

Task 9. Choose the stimulus remark compatible with the suggested responsive remark.

- A56. I'd rather you didn't. I must solve the problem myself.
- 1) Do you agree?
 - 2) I want to give you a hand with this.
 - 3) How nice!
 - 4) It's out of the question.

Task 10. Read the question. Choose one of the given variants.

- A57. What is one of the most attractive features of the bachelor's degree program in the United States?

- 1) It is comprehensive.
- 2) It is superficial.
- 3) It is flexible.
- 4) It is specialized.

Task 11. *Read the text. Then choose the best suitable title to each passage.*

- A58. The United States have more institutions of higher learning than any other country in the world. More importantly than that, however, is the quality of these academic bodies. Most American colleges and universities offer top-notch education programs with highly qualified teaching staff. The research at many of these universities is cutting-edge and often published in journals worldwide. Many of the professors at these schools are leading authorities in their field. The list of world-class learning institutions in the USA is endless and includes, but is not limited to: Stanford University, Harvard, Yale, Cornell, California Institute of Technology, UC Berkeley, University of Pennsylvania, MIT, John Hopkins, Northwestern University etc.
- A59. One of the best things about studying in the USA is the vast “number of academic options” offered to students. Since the USA is such a large country with vast resources, almost every field of study is available in the country. One can study everything from Russian history to nuclear physics.
- A60. A degree or certificate from a college or university is useless if it is not recognized by employers, other institutions or field authorities. Therefore, it is of the utmost importance to ensure that the degree from the school you choose is recognized in the place you plan to use it in. Fortunately, colleges and universities in America are given professional accreditation by different governing bodies. There are thousands of US schools that offer credentials recognized in almost every corner of the world.
- A61. Because of the vast wealth of resources in America, the opportunities for practical training related to your field of study are vast. Most colleges and universities have established affiliations with employers and researchers in different fields of study, thereby creating an avenue for students to obtain hands-on and invaluable experience. Many universities even require that students obtain practical training in order to graduate. In many cases, these opportunities are not available anywhere else in the world.
- A62. Regardless of what degree a student chooses to pursue in school, he or she will have to use computers and other technologies in order to succeed. Many universities incorporate the latest technology into their curriculum, encouraging students to obtain proficiency before they go out into the workplace.
- A63. Since the USA school system utilizes credit units and often accommodates working students, most schools offer academic programs that are flexible in nature. This means that, very often, one can choose when to attend classes,

how many classes to enroll in each semester or quarter, what elective or optional classes to take etc.

Choose the titles A58–A60 from the given below (1–4). One title is odd.

- 1) Endless Study Choices.
- 2) World-Class Learning Institutions.
- 3) Worldwide Recognition.
- 4) The Academic Calendar.

Choose the titles A61–63 from the given below (1–4). One title is odd.

- 1) Supporting Industries and Research.
- 2) Practical Training in all Universities.
- 3) Technology.
- 4) Flexibility.

PART B

Task 1. *Read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning.*

My attempt to teach myself Spanish has been *unsuccessful* (0) so far and I'm wondering whether I'm simply (B1) to learn foreign languages at my age. I'm not (B2) and neither am I (B3) so why have I found it almost (B4) to learn more than just the basics of Spanish after nearly six months of study? My vocabulary is (B5) beyond very basic expressions and my grammar is (B6) to say the least. It is not only that my Spanish is (B7) but I suspect I sound very (B8), too. Recently I met a Cuban tourist in a café and (B9), I must have said something (B10) because she looked very offended and got up and sat at another table.

SUCCESS	
ABLE	
PATIENCE	INTELLIGENCE
POSSIBLE	
ADEQUATE	
SATISFY	
CORRECT	
POLITE	
FORTUNE	
APPROPRIATE	

Task 2. *Read the text (B11–B12). Write down two odd words from each sentence in the order they are given in the text.*

- B11. My friend said that because he had been only recently started to work in the office everybody was taking of advantage of him.
- B12. We enjoyed ourselves her lectures not just because we were her students but because she was enough fun to be with.

Task 3. Read texts *A* and *B*. Fill in the gaps with only one suitable word. The first letter of each missing word is given.

A. At the a... (B13) of 16 prior to leaving school students in Great Britain are tested in various s... (B14) to earn a General Certificate of Secondary Education (GCSE). IF they w... (B15), to go on to higher e... (B16) at a university, they t... (B17) Advanced Level examinations, commonly known as “A” levels. About a third of British students l... (B18) school as soon as possible after turning 16, usually taking a lower-level jobs in the workplace.

B. Language experts have found that children can learn two languages at the s... (B19) time and they can’t really tell the d... (B20) between them. They can easily s... (B21) from one language to the other once they have learnt when and with whom they should use e... (B22) language.

Task 4. Translate into English sentence fragments given in brackets.

B23. Traditionally (большинство) of primary and secondary school teachers are women.

B24. I’ll give you this information (по памяти) as I have left my notes in the office.

B25. You can take great (гордость за) your students’ achievements.

TEST 4

PART A

Task 1. Read the text. Then study the statements after the text and mark them as true (T) or false (F).

THE AIMS AND PRINCIPLES OF THE INTERNATIONAL SCIENTIFIC COOPERATION

It is hard to imagine peaceful coexistence of nations without all-round scientific and engineering cooperation among the states. Moreover, there are fields which cannot be developed effectively on a national scale, such as environmental protection, space exploration, and development of nuclear and solar energy or the rational use of the ocean’s resources.

Scientific and technological cooperation between different countries has always rested on respect for sovereignty, equality and mutual advantage. International contacts in science and technology have been regarded as a means of speeding up socio-economic progress of all the countries. Universality, freedom and critical thinking constitute basic elements in the scientific process and form a common bond between all cultures. Accordingly, science can make a significant contribution to constructive dialogue between different cultures and thereby act as a powerful antidote to intolerance and to ideological and racial barriers. Moreover, the progress and application of scientific knowledge can offer effective means for solving many of the problems which face humanity, including those generated by the misuse of science.

Recognizing the important and distinctive potential of science to contribute to a better future for mankind, the world scientific community emphasizes its adherence to the following principles:

– respect for the diversity of cultures within societies and promotion of science as a distinctive and important contributor to bridging such diverse cultures and promoting peaceful coexistence in accord with the principles of freedom, autonomy and rationality;

– mutual cooperation, reflecting the recognition that the production and utilization of scientific and technological knowledge are decisive for the future welfare of humanity and that science, with its universality, is uniquely positioned to serve as a laboratory in which mankind can work together to achieve a better future in accord with the principles of responsibility, solidarity and respect for the rights of individuals and nations.

A great number of scientists from different countries, as well as from Belarus, are involved into the realization of different international projects sponsored by numerous international organizations and funds: UNESCO, WHO, WMO, CERN, ISO, ICSTI, JINR, IAEA, etc. The spheres of joint endeavour include nuclear energetics, space research, geology and geophysics of the world ocean, different branches of medical sciences, microelectronics, bioorganic chemistry, transport engineering, telecommunication equipment, information technologies, etc.

The active exchange of information at the international meetings, scientific congresses, conferences and symposia, experts and students exchange programmes facilitate establishing close relations between scientists, open new opportunities for coordination of joint efforts in solving the most urgent problems, accelerate dissemination of new knowledge and advanced technologies improving the life of humankind.

Notes:

UNESCO United Nations Educational, Scientific and Cultural Organization

WHO World Health Organization

WMO World Meteorological Organization

CERN *Conseil Européen pour la Recherche Nucléaire (φp)* – European Organization for Nuclear Research

ISO International Organization for Standardization

ICSTI International Centre for Scientific and Technical Information

JINR Joint Institute for Nuclear Research

IAEA International Atomic Energy Agency

- A1. Peaceful coexistence of nations rests on scientific and engineering cooperation among the states.
- A2. Such problems as environmental protection, the rational use of the ocean's resources can be successfully solved on a national scale.
- A3. International contacts in science and technology accelerate both economic and social progress of all the countries contributing to the dissemination of new knowledge.

- A4. Mutual cooperation is of minor importance to the world scientific community.
- A5. Science, being universal, can be regarded as a laboratory in which men can work together to achieve a better future.
- A6. Science and its applications are indispensable for development and well-being of the nations.
- A7. Such organizations as UNESCO, WHO, WMO, CERN, etc. are subsidized and supported by different international projects.

Task 2. *Choose the correct answer to the following questions:*

- A8. Why is it important to develop all-round scientific and engineering cooperation among the states?
 - A. To provide scientific and technical support to developing countries.
 - B. Some problems can be solved only with joint efforts.
 - C. International cooperation plays a key role for economic and social development.
 - D. To respond to major global societal challenges.
- A9. What is the scientific and technological cooperation based on?
 - A. International contacts in science and technology.
 - B. Universality, freedom and critical thinking.
 - C. Constructive dialogue between different cultures.
 - D. Not only on respect for sovereignty but also on equality and mutual advantage.
- A10. What is the role of science in relations between countries?
 - A. Science slows down the development of humankind.
 - B. Science can impede constructive dialogue between different cultures.
 - C. Science can break ideological and racial barriers.
 - D. Science has nothing to do with the elimination of ideological and racial barriers.
- A11. What are the main principles of scientific cooperation?
 - A. Scientists should have respect for various cultures.
 - B. The benefits of science should be distributed between developed countries.
 - C. Scientists are free of any ethical standards.
 - D. Scientists are not concerned with the promotion of scientific development, technological advance, application of IT technologies.
- A12. In what spheres is international scientific cooperation practiced?
 - A. Scientists and researchers across the world work in the sphere of science and technology.
 - B. Scientists have narrowed their participation in finding a coordinated solution for such global problems as atmospheric changes and the

depletion of the ozone layer.

- C. Scientists' mission is to produce fundamental knowledge.
- D. Scientists from different countries are involved solely in long-term research projects.

- A13. What are the forms of international cooperation?
- A. They may be either international meetings or scientific conferences.
 - B. They may be only international meetings and scientific congresses, conferences and symposia.
 - C. They may be not only international meetings but also experts and students exchange programmes.
 - D. They may be neither experts nor students exchange programmes.

Task 3. Match the names of organizations with their aims.

- | | |
|-------------|---|
| A14. UNICEF | a) was established in 1972 to guide and coordinate environmental activities within the United Nations system. |
| A15. UNEP | b) was dedicated to increasing the contribution of atomic energy to the world's peace and well-being and ensuring that agency assistance is not used for military purposes. |
| A16. WHO | c) was created in 1946 to provide relief to children in countries devastated by World War II. |
| A17. IAEA | d) was established for the purpose of collaborative research into high-energy particle physics. |
| A18. CERN | e) was established in 1948 to further international cooperation for improved health conditions. |

Task 4. Study the text and choose the correct variant.

UNESCO

UNESCO is a specialized agency of the United Nations (UN) that (19)___ in 1946 to promote international collaboration in education, science, and culture. Its permanent headquarters (20)___ in Paris, France.

UNESCO's initial emphasis (21)___ on rebuilding schools, libraries, and museums that (22)___ in Europe during World War II. Since then its activities (23)___ mainly facilitative, aimed at assisting, supporting, and complementing the national efforts of member states to eliminate illiteracy and to extend free education. UNESCO also (24)___ to encourage the free exchange of ideas and knowledge.

As many less-developed countries (25)___ the UN in the 1950s, UNESCO began to devote more resources to their problems, which included poverty, high rates of illiteracy, and underdevelopment.

Besides its support of educational and science programs, UNESCO (26)___ in efforts to protect the natural environment and humanity's common cultural heritage. For example, in 1972 it sponsored an international agreement to establish a World Heritage List of cultural sites and natural areas that (27)___ government protection. In the 1980s a controversial study by UNESCO's International Commission for the Study of Communication Problems proposed a New World Information and Communication Order that (28)___ communication and freedom of information as basic human rights and seek to eliminate the gap in communications capabilities between developing and developed countries.

- A19. 1) created
2) had been created
3) was created
4) had created
- A20. 1) are
2) were
3) was
4) are being
- A21. 1) is
2) are
3) was
4) were
- A22. 1) had been destroyed
2) had destroyed
3) have been destroyed
4) destroyed
- A23. 1) are
2) were
3) has been
4) have been
- A24. 1) seeks
2) seek
3) sought
4) is sought
- A25. 1) had been joined
2) joined
3) were being joined
4) were joined
- A26. 1) also has involved
2) also involves
3) were also involved
4) is also involved
- A27. 1) will enjoy
2) had enjoyed
3) would enjoy
4) will be enjoyed
- A28. 1) would treat
2) will treat
3) will be treated
4) would be treated

Task 5. Study the text and choose the correct variant.

VISIT THE ATOM SMASHER TUNNEL IN GENEVA

CERN, which stands (29)___ the European Organization for Nuclear Research was first established in 1954 as (30)___ joint European research center, located just north of Geneva . The Large Hadron Super Collider which makes (31)___ 2 kilometre diameter circle through (32)___ Switzerland and France countryside in a tunnel about 100 meters underground is only (33)___ most recent addition (34)___ a series of

particle accelerators at the CERN Laboratory. It's a huge facility, rather like a large collegiate campus. CERN is also where the World Wide Web was born more than twenty years ago.

CERN offers a number of possibilities for visiting the facility. Lectures and presentations are regularly given in the CERN's iconic Globe of Science and Innovation, constructed as a venue for film showings, conferences, exhibitions and debates. Tours are (35)___ various themes, starting with an introductory presentation on CERN, followed (36)___ a film, and a visit to one of the experiments or to one of the above-ground smaller accelerators. Tours are not allowed (37)___ into the actual Hadron Collider underground tunnels while it is in operation.

The CERN laboratory campus is (38)___ twenty minute tram and bus ride from the Geneva main Cornavin train station.

- A29. 1) in 2) for 3) from 4) with
- A30. 1) a 2) an 3) the 4) –
- A31. 1) a 2) an 3) the 4) –
- A32. 1) a 2) an 3) the 4) –
- A33. 1) a 2) an 3) the 4) –
- A34. 1) to 2) for 3) in 4) on
- A35. 1) to 2) of 3) by 4) with
- A36. 1) with 2) at 3) from 4) by
- A37. 1) down 2) up 3) below 4) above
- A38. 1) a 2) an 3) the 4) –

Task 6. Find a mistake in the underlined parts of the sentences given below.

- A39. He took up computer-aided design last year because he thought
 A B
it to be most fascinated to study.
 C D
- A40. During World War II, Massachusetts Institute of Technology administered
 A
the Radiation Laboratory, that became the nation's leading centre for radar
 B C
research and development, as well as other military laboratories.
 D
- A41. If your qualification doesn't meet the required standard, try to agree on an
 A B C
improvement plan and ask them to let you to be interviewed another time.
 D

A42. The nature of fundamental scientific research mean that you
A
may be working on projects with long timescales or where
B C
the full benefits are only realised years later.
D

A43. Scientific development takes knowledge gained from scientific research and
A B
applies them to improve or create new products, processes and services.
C D

A44. Industry is more likely to research areas which may lead
A B
to a commercially viable product or service, despite some large
C D
corporations also support blue sky research centres.

Task 7. Study the text and choose the correct variant.

SCIENTIFIC COMMUNICATION

Scientists frequently (45)___ with other scientists in their research. Cooperative efforts may (46)___ scientists from many different countries. Another way in which scientists share their (47)___ is by attending local, national, or international conferences. Conferences are periodic meetings in which scientists formally or informally (48)___ their research and opinions. Conferences (49)___ scientists with immediate feedback on their work. Many historic scientific breakthroughs have been presented to the scientific community at such conferences. Consequently, many scientists attend conferences to follow scientific developments and share methods, results, and ideas with (50)___ researchers. In (51)___ to attending conferences, many scientists regularly correspond with (52)___ another. Some of these letters have become historic documents. (53)___ may also write formal (54)___ describing their experimental procedures, hypotheses, results, and conclusions.

- | | | |
|------|----------------|----------------|
| A45. | 1) cooperate | 3) cope |
| | 2) rely | 4) depend |
| A46. | 1) contain | 3) involve |
| | 2) include | 4) represent |
| A47. | 1) research | 3) interest |
| | 2) combination | 4) examination |
| A48. | 1) use | 3) develop |
| | 2) carry | 4) present |

- A49. 1) give
2) provide
- A50. 1) another
2) other
- A51. 1) according
2) besides
- A52. 1) each
2) only
- A53. 1) research
2) science
- A54. 1) journals
2) papers
- 3) keep
4) offer
- 3) others
4) the other
- 3) addition
4) except
- 3) every
4) one
- 3) researchers
4) scientist
- 3) situations
4) knowledge

Task 8. Choose the appropriate remark in an answer to the suggested stimulus remark.

- A55. He is going to take up another project.
- 1) Isn't he?
2) Don't mention it.
3) Never mind.
4) That's not a very good idea.

Task 9. Choose the stimulus remark compatible with the suggested responsive remark.

- A56. I don't think much of it.
- 1) Why do you always think I'm wrong?
2) How's Mike getting on?
3) Do you often think about presentation?
4) How do you like their project?

Task 10. Read the question. Choose one of the given variants.

- A57. What international organization was formed to help countries eliminate poverty and improve the quality of life while conserving the environment and natural resources for future generations?
- 1) UNESCO
2) UNDP
3) UNEP
4) ISO

Task 11. Read the text. Then choose the best suitable title to each passage.

- A58. We have known about the atomic nature of the structure of matter for over a century, however this microscopic world was always considered abstract and invisible, hidden from our direct view by the limitations on how closely

we can look at any material that forms everyday reality. Over the past two decades, this divide has been dramatically removed with the development of a new class of microscopes that allow us to probe and even manipulate the surfaces of materials with unprecedented precision. The invention of the Scanning Tunnelling Microscope (STM) in 1982 by the IBM researchers Gerd Binnig and Gerhard Rohrer (for which they were awarded the Nobel prize four years later), allowed us for the first time to directly observe the structure of matter on the atomic scale.

- A59. In the STM, a sharp metallic tip (terminated with a single metal atom) is scanned back and forth across the material to be observed, and an effect known as “quantum tunnelling” results in a very small electrical current flowing between the tip and the surface, which can be measured very precisely and is used to create images. The amount of current that flows is very sensitive to the exact distance between the tip atom and the atoms in the surface, and in this way the microscope can resolve an atomic structure.
- A60. The STM has undoubtedly been very successful in opening up the microworld, however it suffers from one major handicap: that both the tip and the surface must be conductors (in order for the tunnelling current to flow). This prevents the STM being used with insulating surfaces, and rules out many important systems, including biological samples. In fact, for the architecture described above to be fully realized, the molecules must be attached to an insulating substrate. To overcome this problem, the Atomic Force Microscope (AFM) was developed by the same team that invented the STM.
- A61. The wavelength problems that created so much confusion in the United States and provided a strong argument for monopoly in Britain also arose internationally, particularly in Europe, where the concentration of heavily populated and technologically advanced sovereign nations compelled international agreement. Telegraphy had led to an early conference in Paris in 1865 that created what later became the International Telecommunications Union.
- A62. The founding mission of CERN, to promote collaboration between scientists from many different countries, required for its implementation the rapid transmission and communication of experimental data to sites all over the world. In the 1980s Tim Berners-Lee, an English computer scientist at CERN, began work on a hypertext system for linking electronic documents and on the protocol for transferring them between computers. His system, introduced to CERN in 1990, became known as the World Wide Web, a means of rapid and efficient communication that transformed not only the high-energy physics community but also the entire world.
- A63. Among WMO’s major programs are World Weather Watch, a system of satellites and telecommunication networks connecting land and sea sites for

monitoring weather conditions; the World Climate Programme, which monitors climate change, including global warming; and the Atmospheric Research and Environment Programme, which was designed to promote research on issues such as ozone depletion.

Choose the titles A58–A60 from the given below (1–4). One title is odd.

- 1) Shortcomings
- 2) Principle of Operation
- 3) Architecture
- 4) Visual Capabilities

Choose the titles A61–A63 from the given below (1–4). One title is odd.

- 1) Research Communication
- 2) Areas of Cooperation
- 3) Environmental Risks
- 4) Broadcasting

PART B

Task 1. *Read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning.*

<p><i>Engineers (0) are trying to make..... (B1) think and behave like humans. By combining artificial..... (B2) and (B3) techniques, they are building many (B4) types of robots and androids. Robots usually contain software that runs..... (B5), without the (B6) of a person. Today, robots are used in a wide..... (B7) of contexts, from factories to space (B8) In the future, tiny robotic (B9) will be injected into the human body and move through the arteries, curing..... (B10).</i></p>	<p>ENGINE COMPUTE INTELLIGENT ENGINE DIFFER AUTOMATIC INTERVENE VARY EXPLORE CREATE ILL</p>
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Task 2. *Read the text (B11–B12). Write down two odd words from each sentence in the order they are given in the text.*

- B11. Every year I am invited to take part in the Conference which held under the auspices of this university. Every time I come here, I meet the colleagues I know them very well.
- B12. Many participants of the conference emphasize about the necessity of expanding scientific exchange programmes such as one of the effective forms of cooperation.

Task 3. Read the text. Fill in the gaps with only one suitable word. The first letter of each missing word is given.

In o... (B13) to provide overseas telecommunications, people had to develop networks that could link widely separated nations. The first networks to provide such l... (B14) were telegraph n...(B15) that used undersea c... (B16), but these networks could provide channels for only a few simultaneous communications. Shortwave r... (B17) also made it possible for wireless transmissions of both telegraphy and voice over very long d...(B18). To t... (B19) advantage of the capability of satellites to provide telecommunications s...(B20), companies from all over the world pooled resources and shared risks by creating a cooperative k... (B21) as the International Telecommunications S... (B22) Organization, or Intelsat, in 1964.

Task 4. Translate into English sentence fragments given in brackets.

- B23. Intelsat has expanded and diversified to (удовлетворять) the global and regional satellite requirements of over 200 nations and territories.
- B24. These images are so similar that I can't (различить) them apart.
- B25. Everyone has been told about the conference, (не так ли)?

TEST 5

PART A

Task 1. Read the text. Then study the statements after the text and mark them as true (T) or false (F).

NT11 INTERNATIONAL CONFERENCE ON THE SCIENCE AND APPLICATION OF NANOTUBES

NT11 International Conference on the Science and Application of Nanotubes was held at the University of Cambridge during July 10-16, 2011. The International Conference on the Science and Application of Nanotubes is an annual meeting. The Founder of NT conference series is David Tomanek (Michigan State University, USA). Indeed, the NT series of conferences is one of the most important series of nanotechnology-related conferences, and traditionally the most important international conference series devoted to carbon nanotubes. The NT11 Conference provided a unique opportunity for companies to showcase products of interest to the nanotube and graphene research community. The number of registered participants was over 600 ranging from university to government research laboratory. Among them were the Nobel Laureate in Physics 2010 Konstantin Novoselov (University of Manchester) and other prominent scientists and researchers from many countries of the world. The chairman of the Organizing Committee was Alan Windle (University of Cambridge, UK). The NT11 Conference was sponsored by the following: NT10 Conference on Carbon Nanotubes Thomas Swan (Trinity College, Cambridge), Cambridge Integrated Knowledge Centre (CIKC), Cambridge CNT Society.

Conference Scope. Carbon nanotubes have many fascinating properties, owing to their quasi one-dimensional structure. This creates a wide range of issues for fundamental research, as well as a wealth of opportunities for technological application. Progress in the field over the past few years has been remarkable, and applications for this unique material are starting to make the move from the laboratory into the mainstream. In the tradition of the NT conference series, this meeting brought together leading researchers in the area of nanotube science and technology together. The conference encompassed the frontiers of fundamental science as well as applied research, and helped to enable and encourage participants to exchange their latest ideas and results.

Topics that received special attention included:

- Structure and physical characterization
- Synthesis and mechanism
- Nanotube-related structures
- Devices and their physics

Format of the Conference. The main “general session” of the NT11 conference was 4 days long with a combination of plenary talks (6 keynotes and 9 invited), contributed presentations (41 selected from submitted abstracts), and poster sessions (8 sessions).

There was also a tutorial session before the main conference, with a selection of overview lectures from international speakers covering many of topics featured in the main conference. The Tutorial session addressed general themes of relevance to the main NT11 conference via lectures at the level accessible to graduate students beginning their research careers.

Following the main conference were 5 satellite symposia, each up to 2 days long, addressing specific topics, and each with additional invited talks, contributed talks and posters selected from submitted abstracts.

The first satellite symposium of the Nanotube 2011 Conference was devoted to applied research and technology developments in the area of graphene. Graphene is a two dimensional allotrope of carbon, with unique structural and electronic properties. Keynote talks were presented by leading researchers in the field, to give perspectives on the current status of graphene applications.

The workshop consisted of both invited and contributed talks and posters spanning these areas, a dinner in one of the historical Cambridge colleges, and closed with a round table discussion. Exchange of results and ideas from different disciplines, and amongst researchers specializing in graphene and/or nanotubes was highly encouraged.

At the poster sessions, there were also exhibitors displaying materials and equipment of interest to nanotube researchers.

- A1. The NT International Conferences are considered to be the most significant conferences dedicated to carbon nanotubes.
- A2. It was truly an international gathering as over six hundred participants from

different countries of the world presented their nanotube and graphene products.

- A3. Carbon nanotubes have a limited scope of applications.
- A4. The conference consisted of ten satellite symposia.
- A5. The main conference was preceded by a tutorial session.
- A6. The first satellite symposium of the Nanotube 2011 Conference included a selection of overview lectures from international speakers covering many of the topics featured in the main conference.
- A7. Experts of diverse disciplines had an ample opportunity to exchange information and fresh ideas about graphene and/or nanotubes.

Task 2. *Choose the correct answer to the following questions:*

- A8. How often are the International Conferences on the Science and Application of Nanotubes held?
 - A. They are yearly meetings.
 - B. Twice a year.
 - C. Every three years.
 - D. Once a decade.
- A9. Why can this conference be considered an international gathering?
 - A. The Nobel Laureate Konstantin Novoselov participated in it.
 - B. The Founder of NT conference series is David Tomanek from Michigan State University (USA).
 - C. It was sponsored by Thomas Swan from Trinity College (Cambridge).
 - D. The participants represented different countries of the world.
- A10. What was the main objective of the conference?
 - A. To build and strengthen international networking between researchers.
 - B. To share information on the current findings in computational method-based researches.
 - C. To evaluate the impact of new technologies on education.
 - D. To analyze the topical questions and determine up-to-date tendency.
- A11. What problem was the conference devoted to?
 - A. All areas of nanotechnology within the areas of IEEE interest.
 - B. Optimization of technological processes of IC manufacturing.
 - C. Development of the models and design methods of microelectronics devices and technical systems.
 - D. The research in the field of carbon nanotubes science and practical application.

- A12. What is a specific feature of carbon nanotubes?
 A. They possess irresistibly attractive qualities.
 B. They have a three-dimensional structure.
 C. Carbon nanotubes is a standard material.
 D. Carbon nanotubes are quasi multidimensional.
- A13. What was this conference especially noteworthy for?
 A. Practical ways were suggested to help scientists participate more actively in the conferences.
 B. This conference gathered scholars, researchers, engineers, practitioners to present advances in nanotubes.
 C. This meeting provided an ideal venue for governmental organizations to share common objectives.
 D. This conference made it possible for world experts to present their findings in the field of optoelectronics.

Task 3. Match the words on the left with their definitions.

- | | |
|------------------|---|
| A14. exhibitor | a) one honoured for achievements especially in sciences. |
| A15. chairman | b) a person who participates in a conference. |
| A16. laureate | c) a person who exhibits materials and equipment at a conference. |
| A17. participant | d) a person who originated a conference. |
| A18. founder | e) one who presides over an assembly, meeting, conference. |

Task 4. Study the text and choose the correct variant.

SCIENTIFIC ATTITUDE

What is the nature of the scientific attitude, the attitude of the man or woman who (19)__ physics, biology, chemistry or any other science?

What (20)__ their special methods of thinking? What qualities do we usually expect them to possess?

To begin with, we expect a successful scientist (21)__ full of curiosity – he wants to find out how and why the universe (22)__. He usually directs his attention towards problems which have no satisfactory explanation, and his curiosity makes him (23)__ the underlying relationships even if the data to be analysed (24)__ not apparently interrelated. He (25)__ a good observer, accurate, patient, objective. Furthermore, he is not only critical of the work of others, but also of his own, since he (26)__ man to be the least reliable of scientific instruments.

And to conclude, he (27)__ highly imaginative since he often (28)__ for data which are not only complex, but also incomplete.

- A19. 1) to be studying 3) studies
 2) studying 4) is studied
- A20. 1) were 3) will have been
 2) are 4) are being
- A21. 1) to be 3) being
 2) be 4) have been
- A22. 1) has worked 3) will have been worked
 2) works 4) has been worked
- A23. 1) look for 3) looking for
 2) to look for 4) to have been looking for
- A24. 1) is 3) was
 2) are 4) will have been
- A25. 1) was 3) is
 2) have been 4) to be
- A26. 1) is known 3) will be known
 2) knows 4) was known
- A27. 1) is to be 3) will have been to be
 2) was to be 4) is being
- A28. 1) is being looked for 3) was looked for
 2) looks for 4) was being looked for

Task 5. Study the text and choose the correct variant.

Professor Higgins, who (29)___ major science prize last month, was invited to take part in a conference which (30)___ in London last week. He was met at the airport by a driver who, unfortunately, (31)___ the name of the wrong hotel to take the professor to. A large reception (32)___ for the professor, and at least 200 eminent scientists had been invited to meet him that evening. The poor professor, however, was left at a small hotel in a rather bad area, and when he (33)___ to speak to the Head of the Conference Committee he was told to try somewhere else because he (34)___ of there. Luckily, later that evening, the driver was sent to the hotel where the reception (35)___, and when he was asked what he had done with the professor, everyone realized that a mistake (36)___. The professor says that if he (37)___ ever sent another invitation to a conference, he hopes it (38)___ more efficiently.

- A29. 1) is awarding 2) was awarded 3) awarded 4) has been awarded
- A30. 1) would be held 2) held 3) is being held 4) was held
- A31. 1) was giving 2) had given 3) would be given 4) had been given

Task 7. Study the text and choose the correct variant.

NOBEL PRIZE

Nobel Prize is any of the prizes that are (45)___ annually by four institutions from a fund established under the (46)___ of Alfred Bernhard Nobel. Distribution was begun on December 10, 1901, the fifth anniversary of the death of the (47)___, whose will specified that the awards should (48)___ be made “to those who, during the preceding year, shall have (49)___ the greatest benefit to mankind”. The five prizes were established by his will. An (50)___ award, the Prize for Economic Sciences in Memory of Alfred Nobel, was (51)___ in 1968 by the Bank of Sweden.

Each award consists of a gold medal, a diploma (52)___ a citation, and a sum of money, the (53)___ depending on the income of the foundation.

A prize is either given (54)___ to one person, divided equally between at most two works, or shared jointly by two or three persons.

- | | | |
|------|-----------------|--------------|
| A45. | 1) rewarded | 3) awarded |
| | 2) granted | 4) prized |
| A46. | 1) want | 3) request |
| | 2) will | 4) desire |
| A47. | 1) founder | 3) developer |
| | 2) finder | 4) author |
| A48. | 1) monthly | 3) annual |
| | 2) twice a year | 4) annually |
| A49. | 1) referred | 3) inferred |
| | 2) interfered | 4) conferred |
| A50. | 1) special | 3) general |
| | 2) additional | 4) typical |
| A51. | 1) set in | 3) set on |
| | 2) set up | 4) set out |
| A52. | 1) bearing | 3) wearing |
| | 2) passing | 4) tearing |
| A53. | 1) volume | 3) amount |
| | 2) number | 4) quantity |
| A54. | 1) entire | 3) total |
| | 2) hole | 4) enough |

Task 8. Choose the appropriate remark in an answer to the suggested stimulus remark.

A55. I have enjoyed the plenary session of the conference. Some of the ideas

were really challenging.

- 1) So I have.
- 2) Either have I.
- 3) On the contrary. I've found it quite ordinary.
- 4) I couldn't care less.

Task 9. Choose the stimulus remark compatible with the suggested responsive remark.

A56. So do I.

- 1) I would like my paper to be published in English.
- 2) He didn't take the floor at the conference.
- 3) He often takes part in international conferences.
- 4) They never send their abstracts of papers in advance!

Task 10. Read the question. Choose one of the given variants.

A57. What is usually a conference participant required to do?

- 1) To help with hotel reservations.
- 2) To provide a forum for experts of diverse disciplines to come.
- 3) To accept the papers to be included in the programme for the conference.
- 4) To register and pay the appropriate fee.

Task 11. Read the text. Then choose the best suitable title to each passage.

A58. Eight scientists received the 1995 U.S. National Medal of Science, including Isabella Karle from the Naval Research Laboratory (NRL) and Hermann Haus from the Massachusetts Institute of Technology (MIT). The medal is awarded annually by the President of the United States in special recognition of outstanding contributions in science and engineering, many of which have directly enhanced long-term economic growth and improved standards of living.

A59. Karle's pioneering X-ray analysis of complex crystal and molecular structures has profoundly affected the disciplines of organic and biological chemistry. Her work has elucidated the crystal structures of numerous complex organic substances, natural products, photo-rearrangement products, biologically active molecules, ionophores, peptides containing many residues and supramolecular assemblies, which have significance in synthetic chemistry, medical drug design, materials design, reaction mechanisms, ion channel formation, molecular modeling programs, and energy calculations.

A60. Karle's method systematized analyses that were formerly tedious and frustrating. From a small number of simple structure analyses published in the 1960s, her procedure has led to the analysis and publication of many thousands of structures of complicated molecules annually. All the present

computerized programs for X-ray structure analyses are based on Karle's fundamental work, known as the Symbolic Addition Procedure. Karle has also identified and determined the structures of a number of complex substances of chemical and biomedical significance.

- A61. Her procedures have been adopted worldwide and have contributed to the output of crystal structure analyses. More than 10 000 analyses are now published annually, compared to about 150 annually in the early 1960s.
- A62. Haus's research and teaching in quantum optics have enabled scientists to make significant advances in eye surgery and instrumentation, as well as fiber optics communications. His work ranges from fundamental investigations of quantum uncertainty as manifested in optical communications to the practical generation of ultrashort optical pulses (10 000 times shorter than a nanosecond).
- A63. Fiber optical undersea cables providing rapid voice and data communications among the United States, Europe, and Asia are beneficiaries of the pioneering investigations of Haus and fellow researchers at AT&T Bell Laboratories and Nippon Telegraph and Telephone Research Laboratories, which developed the "solution" method of transmission. Their work opens new possibilities for transmitting voice and data signals across an ocean without repeaters, thus simplifying the method and enabling higher rates of signal transmission.

Choose the titles A58–A60 from the given below (1–4). One title is odd.

- 1) Appreciation of scientific and engineering contribution.
- 2) A structured approach to previously exhausting analyses.
- 3) A profound impact of Karle's analysis on some disciplines.
- 4) The advantages and disadvantages of Karle's pioneering X-ray analyses.

Choose the titles A61–63 from the given below (1–4). One title is odd.

- 1) Karle's worldwide contribution to science and technology.
- 2) Practical application of Haus' research.
- 3) The scope of Haus' research.
- 4) Joint research of the two outstanding scientists.

PART B

Task 1. *Read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning.*

The MSIGN11 workshop will be held as a two day satellite *meeting*(0) to NT11. The themes for this year's workshop are:(B1) metrology of | MEET
PHYSICS

assemblies and composites; standards(B2). The workshop will consist of both(B3) and(B4) talks and posters spanning these areas, a dinner in one of the(B5) Cambridge colleges, and will close with a round table(B6). A strong effort has been made to ensure global(B7) among the speakers at MSIGN11. The(B8) would like to extend an invitation to all NT11 conferees(B9) in nanotube and graphene metrology and standardization issues to join us for a(B10) discussion at MSIGN11.

DEVELOP
 INVITE CONTRIBUTE

 HISTORY
 DISCUSS
 REPRESENT
 ORGANISE
 INTEREST

 LIVE

Task 2. *Read the text (B11–B12). Write down two odd words from each sentence in the order they are given in the text.*

- B11. There is no doubt that the problems which under discussion at this congress proved them very important.
- B12. The scientific programme which was followed included a series of symposia and between two and three thousand of original contributions.

Task 3. *Read the text. Fill in the gaps with only one suitable word. The first letter of each missing word is given.*

The VII International Congress on Crystallography was h... (B13) in Moscow.

The total number of p... (B14) was in excess of 2000. The opening session w... (15) preceded by the Central Assembly to e... (B16) a new president of the Congress.

The success of the d... (B17) on protein structure exceeded all expectations. Most fruitful w... (B18) the discussions carried on between the sessions during w... (B19) time participants succeeded in m... (20) informal contacts and in exchanging views and ideas.

The proceedings of the Congress were p... (B21) as a separate volume, with all communications presented in the original l... (22).

Task 4. *Translate into English sentence fragments given in brackets.*

- B23. When the conference was opened the chairman read (повестку дня).
- B24. Scientific discussions are always useful because they (способствуют) to general scientific advance.
- B25. The chairman informed that everyone who wanted (выступить) the floor had to ask the chairman in advance.

TEST 6

PART A

Task 1. Read the text. Then study the statements after the text and mark them as true (T) or false (F).

SOAP

Where can you watch someone hang between life and death in a hospital bed - AND ENJOY IT?

Where can you share the worry of unemployment or the problems of troublesome neighbours, YET SLEEP LIKE A LOG?

The answer is in soap opera, and in Britain there are more than 20 hours of it on television each week.

Soaps have been popular ever since American businessmen found they could sell more of their products if they advertised them on radio in between episodes of a continuing story, each with little cliff-hanger endings. If the stories were aimed at women at home, and were about parents, children, relationships with neighbours, love, and sorrow, listeners enjoyed them all the more. The fact that the first big sponsors were soap manufacturers gave them the tag 'soap operas'.

Exactly why soap opera is so popular is a mystery. Jan Bishop, who is at the University of Amsterdam, argues that the key is that soaps deal with feelings first, ideas and actions second. She says we enjoy the opportunity to overhear the private dialogues between husband and wife, lovers, friends, that normally remain secret to us.

Some people believe that you have to be a bit mad or sad to follow them. But is it like a real addiction? Jan Bishop believes this is simple prejudice. For example, it is accepted that men have good reasons to watch hours of football on TV – they're sports *fans*. Soap opera viewers are stereotyped as soap *addicts*.

There is no doubt, however, that a lot of people watch several soaps a week. One reason may be that soaps provide a 'shared experience'. Everyone has an opinion about soaps and they give us something to talk about with friends.

In Britain, a popular soap with young people is *Neighbours*. This Australian soap is set in a Melbourne suburb and it has many young people in its cast. Jason Donovan and Kylie Minogue, who became successful pop stars, were both in *Neighbours*. For some young people, soap may be a way of thinking about their problems. As one fan said: 'Any sort of social problem you can think of, or that you're ever likely to face, comes up in *Neighbours* – teenage pregnancy, couples running away together, divorce, a woman trying to shoot her husband, that sort of thing. It helps me to solve my own problems by showing me what might happen if I do certain things. Sometimes it shows you what not to do'.

But what about people who don't just watch but who seem to believe there really *is* a Ramsay Street? They write to the characters, often sending money and gifts, and sometimes offering to marry or adopt them. These fans make no distinction between the actor and the character. Should we pity these people?

An ex-teacher who started a soap fan club says that perhaps the people who do this are a bit lonely and hope the stars will get in touch with them. He's sure that it does no harm and feels that it's natural that people project soap characters and storylines into their lives.

Glossary

pregnancy: state or period of having a baby develop in the womb

- A1. There are more than 20 hours of soap opera on television each day.
- A2. Cliff – hanger endings are not typical for soaps.
- A3. The first big sponsors of soaps were soap distributors.
- A4. Soap fans think it's impolite to overhear personal conversation.
- A5. Following soaps has nothing to do with addiction.
- A6. Some soap viewers identify actors with soap characters.
- A7. The desire to project soap characters and story lines into personal lives is a way not to feel lonely.

Task 2. *Choose the correct answer to the following questions:*

- A8. Why have soaps become so popular among American businessmen?
 - A. Because of the advertisement in between episodes of a continuing story.
 - B. Because of high quality of the serials.
 - C. Because of the opportunity to sleep like a log.
 - D. Because of the mystery of their attraction.
- A9. Why were they called soaps?
 - A. Because American businessmen like to use soap.
 - B. Because American businessmen manufactured soap.
 - C. Because the first big sponsors were soap producers.
 - D. Because they are aimed exclusively at American businessmen.
- A10. Why are soaps popular?
 - A. They are about ideas first.
 - B. They are about feelings first.
 - C. They are about actions first.
 - D. They are about prejudices.
- A11. Why do people watch soap?
 - A. Because they are sports fans.
 - B. Because they are absolutely mad.
 - C. Because they dislike private dialogues.
 - D. Because they can be a part of a 'shared experience'.

- A12. What may watching soap be for some young people?
- A. It may help to neglect their problems.
 - B. It may help to solve their own problems.
 - C. It may open the opportunity to become successful pop stars.
 - D. They may become influential sponsors.
- A13. Should we sympathize with the believers in soap reality?
- A. We must neglect item.
 - B. We must help them.
 - C. We should take pity on them and try to understand them.
 - D. They deserve no compassion.

Task 3. Match the teachers' positions with their definitions.

- | | |
|-------------------|---|
| A14. soap opera | a) a person in a play, a novel, etc. |
| A15. cliff-hanger | b) one who is given to some habit esp. to the use of narcotic drugs. |
| A16. addict | c) a daytime television or radio serial drama usu. dealing with highly emotional domestic themes. |
| A17. cast | d) a situation marked by suspense or uncertainty of outcome. |
| A18. character | e) the actors who portray the characters in a play, movie, etc. |

Task 4. Study the text and choose the correct variant.

Technology (A19)___ the media. Cables and satellites (A20)___ television. Already half of American homes subscribe to cable TV, which broadcast dozens of channels providing information and entertainment of every kind.

Today over 95 % of all American homes (A21)___ TV sets and 50 % have two or more sets. Surveys show that in the average American household the television (A22)___ 7 hours a day. It has changed the Americans' view of the world in which they live, as well as their lives at home.

Despite enjoying a period of unsurpassed wealth and influence, the American media (A23)___ by growing public dissatisfaction. Experts say that the ownership of the news media (A24)___ in fewer and fewer hands and that chains-companies that own two or more newspapers, broadcast stations and other media outlets – (A25)___ larger. Critics complain that journalists (A26)___ always the negative, the sensational, and the abnormal rather than the normal. There is a feeling that the press sometimes goes too far, crossing the fine line between the public's right to know and the right of individuals to privacy and the right of the government to protect the national security. In many cases the courts decide when the press (A27)___ the bounds of its rights.

“Knowledge (A28)___ forever ignorance”, said President James Madison. “And a people who mean to be their own governors must arm themselves with the power knowledge gives”. Mass media help us to acquire this kind of power.

- A19. 1) continue to change 3) continues to change
 2) is continued to change 4) has been continued to change
- A20. 1) is expanding 3) has expanded
 2) are expanding 4) will be expanded
- A21. 1) has 3) is having
 2) has had 4) have
- A22. 1) is watched 3) have been watched
 2) are watched 4) is watching
- A23. 1) is troubled 3) troubles
 2) is troubling 4) has troubled
- A24. 1) concentrates 3) is being concentrated
 2) are concentrating 4) have concentrated
- A25. 1) grows 3) has grown
 2) are growing 4) have been grown
- A26. 1) are always emphasizing 3) will always be emphasized
 2) is always emphasized 4) have always been emphasized
- A27. 1) have overstepped 3) will be overstepped
 2) has overstepped 4) overstep
- A28. 1) govern forever 3) have forever been governed
 2) have forever governed 4) will forever govern

Task 5. Study the text and choose the correct variant.

NEWSPAPERS

More daily newspapers are sold per person (29)___ the UK than in almost any other country: there are twelve national daily newspapers and eleven national Sunday ones. While the more serious newspapers have (30)___ lot of home and international news, some of the more popular ‘tabloids’ (so called because of their size) concentrate (31)___ the more spectacular and scandalous aspects of life in Britain.

Although newspaper sales have fallen slightly over the past few years, newspapers have (32)___ important effect on public opinion. Most British newspapers are owned by big businesses and although they are not directly linked to political parties, there are strong connections. The majority of newspapers – even those which carry little serious news – are conservative in outlook.

- A42. We have even given up sitting at table and having a leisurely evening meal,
 A B
exchanged the news of the day.
 C D
- A43. We become utterly dependent on the two most primitive media of
 A B C
 communication pictures and the speaking word.
 D
- A44. Following the dress rehearsal there is time for one more meeting, when
 A B
 people involving in producing the program may suggest final changes.
 C D

Task 7. Study the text and choose the correct variant.

We have all seen an enormous increase in the role of the mass (45)___ in people's lives. First of all, the growth of the (46)___, of both serious and (47)___ newspapers, has been tremendous. Public (48)___ is influenced by powerful (49)___ who not only own our newspapers which often have a (50)___ of millions, but who also own television and radio (51)___ in many different countries. The huge quantity of (52)___ that people have to deal with has rocketed with the advent of satellite and cable television. At the same time, more and more people have (53)___ to (54)___ computers.

- A45. 1) medium 3) mediums
 2) media 4) news means
- A46. 1) printing 3) interest
 2) press 4) security
- A47. 1) cheap 3) popular
 2) easy 4) public
- A48. 1) opinion 3) office
 2) health 4) services
- A49. 1) poets 3) celebrities
 2) writers 4) editors
- A50. 1) profit 3) circulation
 2) readers 4) popularity
- A51. 1) networks 3) sets
 2) users 4) ports
- A52. 1) correspondence 3) information
 2) details 4) reporters

- A53. 1) control
2) ownership
3) contact
4) access
- A54. 1) bulky
2) personal
3) large
4) electrical

Task 8. Choose the appropriate remark in an answer to the suggested stimulus remark.

- A55. Actually advertising is a splendid career.
1) An impressive record.
2) But it isn't everyone's cup of tea.
3) I'm much obliged.
4) Any time you are welcome.

Task 9. Choose the stimulus remark compatible with the suggested responsive remark.

- A56. He is in charge of the advertising department.
1) Each to his own.
2) No wonder.
3) And what does Mr. Kelly do for the living?
4) Did he choose his career himself?

Task 10. Read the question. Choose one of the given variants.

- A57. What kind of TV programme can be described as "more drama and emotion as deserted Julia seeks revenge on her lover...".
1) chat show
2) soap opera
3) documentary
4) news

Task 11. Read the text. Then choose the best suitable title to each passage.

TV AND RADIO

- A58. Watching television is one of the great British pastimes! Broadcasting in the United Kingdom is controlled by the British Broadcasting Corporation (BBC) and the Independent Broadcasting Authority (IBA). The BBC receives its income from the government, but the private companies controlled by the IBA earn money from advertising.
- A59. National radio is controlled by the BBC, and listeners can choose between four stations. Radio 1 is a pop-music station with news and magazine-style programmes. Radio 2 plays light music and reports on sport. Radio 3 plays classical music whilst Radio 4 has news programmes, drama and general interest programmes. There are many local stations, some private and some run by the BBC. Their programmes consist mainly of music and local news.

- A60. The BBC has two TV channels. BBC 2 has more serious programmes and news features. The IBA is responsible for looking after the regional independent TV companies who broadcast their own programmes and those they have bought from other regions. There is a break for advertisement about every 15–20 minutes. The most recent independent channel is called Channel 4 and it has more specialized programmes than the main channels. All these channels are basically national, with just a few regional programmes, for example extra news programmes.
- A61. Breakfast TV (magazine programmes on BBC and ITV, giving news and interviews from approximately 6 a.m. to 8.30 a.m.) is very popular.
- A62. In general, people think the programmes offered on British television are of a very high standard. Some people, however, are becoming worried about the amount of violence on TV, and the effect this may have on young people. TV and radio are also two of the main teaching channels used by the Open University. This ‘university of the air’ allows many thousands of students to study at home for degrees they never would have obtained in the main educational system. They also have to do without sleep as most of their programmes are broadcast early in the morning or late at night!
- A63. New technology has made it possible for viewers to receive many more programmes into their homes through satellite TV. The 1990s saw many changes in British TV and radio.

Choose the titles A58–A60 from the given below (1–4). One title is odd.

- 1) National Radio Stations.
- 2) The main Broadcasting Organizations in Great Britain.
- 3) The Effectiveness of TV and Radio.
- 4) BBC and IBA TV Responsibilities.

Choose the titles A61–A63 from the given below (1–4). One title is odd.

- 1) Teaching through TV and Radio.
- 2) Breakfast TV.
- 3) The Right to Privacy.
- 4) New Technologies for Viewers.

PART B

Task 1. *Read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning.*

What do you need to become a <i>successful</i> (0) TV	SUCCESS
personality? The people who are(B1) chosen to host	USUAL
TV quiz shows and chat shows seem to have few(B2)	QUALIFY

for the job apart from having an(B3) appearance; in the case of woman, this often means being blonde and(B4). A certain level of intelligence and education is(B5) but most people who work in the media do not seem to be very(B6) in any other respects. The sad thing is that TV personalities have a(B7) influence on viewers and it is(B8) for younger viewers to admire these charming people, wearing the(B9) fashions and always smiling. However, today's youth deserve(B10) role models than these

ATTRACT
BEAUTY
ESSENCE
TALENT
POWER
NATURE
LATE
GOOD

Task 2. Read the text (B11–B12). Write down two odd words from each sentence in the order they are given in the text.

- B11. In her letter she says she is enjoying doing drama at the university but still finds in the social life of a bit boring.
- B12. We were pleased to hear this and though in fact I had been advised her to make as many friends as she could.

Task 3. Read text. Fill in the gaps with only one suitable word. The first letter of each missing word is given.

MEDIA HYPE

The mass media refers to the people and organizations that provide news and i... (B13) for the public. Until recently these were mainly newspapers, television, and radio. Today, computers play a very big p... (B14). The internet is a computer system that allows millions o... (B15) people around the w... (B16) to receive and exchange information about almost anything. Ordinary post has been taken over by e-mail which stands for electronic m... (B17) because it is sent and received via a c... (B18). It is a system that allows people to send m... (B19) to each other quickly and cheaply. Ordinary post is now referred to as 'snail-mail' and one wonders i... (B20) the postman is a j... (B21) in danger o... (B22) extinction!

Task 4. Translate into English sentence fragments given in brackets.

- B23. The media have to satisfy a very demanding (аудиторию).
- B24. Such radio shows were especially (популярный) in the USA and Great Britain.
- B25. I am writing in connection with the (рекламой) which appeared on 3 December.

TEST 7

PART A

Task 1. *Read the text. Then study the statements after the text and mark them as true (T) or false (F).*

We are living in the age of swiftly changing and developing communication technologies. New technologies have led to significant changes in the social, economic, and cultural activity of society. Take the Internet as an example. Many people call the Internet one of the modern wonders.

The Internet is an international web of interconnected government, education, business and individuals' computer networks. Nevertheless the Internet isn't just about email or the Web anymore. Increasingly, people online are taking the power of the Internet back into their own hands. They're posting opinions on online journals – weblogs, or blogs; they're organizing political rallies on MoveOn.org; they're trading songs on illegal file-sharing networks; they're volunteering articles for the online encyclopedia Wikipedia; and they're collaborating with other programmers around the world. Thanks to new technologies such as blog software, peer-to-peer networks, open-source software, people are getting together to take collective action like never before.

eBay, for instance, wouldn't exist without the 61 million active members who list, sell, and buy millions of items a week. But less obvious is that the whole marketplace runs on the trust created by eBay's unique feedback system, by which buyers and sellers rate each other on how well they carried out their half of each transaction. Pioneer e-tailer Amazon encourages all kinds of customer participation in the site – including the ability to sell items alongside its own books, CDs, DVDs and electronic goods. MySpace and Facebook are the latest phenomena in social networking, attracting millions of unique visitors a month. Many are music fans, who can blog, email friends, upload photos, and generally socialize. There's even a 3-D virtual world entirely built and owned by its residents, called Second Life, where real companies have opened shops, and pop stars have performed concerts.

Some sites are much more specialized, such as the photo-sharing site Flickr. There, people not only share photos but also take the time to attach tags to their pictures, which help everyone else find photos of, for example, Florence, Italy. Another successful example of a site based on user-generated content is YouTube, which allows users to upload, view and share movie clips and music videos, as well as amateur videoblogs. Another example of the collective power of the Internet is the Google search engine. Its mathematical formulas surf the combined judgements of millions of people whose websites link to other sites.

Skype on the surface looks like software that lets you make free phone calls over the Internet – which it does. But the way it works is extremely clever. By using Skype, you're automatically contributing some of your PC's computing power and Internet connection to route other people's calls. It's an extension of the peer-to-peer network software such as BitTorrent that allows you to swap songs – at your own risk if those songs are under copyright. BitTorrent is a protocol for transferring music,

films, games and podcasts. A podcast is an audio recording posted online. Podcasting derives from the words iPod and broadcasting. You can find podcasts about almost any topic – sports, music, politics.

What is next?

- A1. You can use Facebook to buy books and DVDs.
- A2. More and more people on-line use the Internet to participate in political campaigns.
- A3. A peer-to-peer system allows users to upload, view and share movie clips.
- A4. Thanks to new technologies people can buy and sell personal items in online auctions.
- A5. You can use a search engine to share photos.
- A6. BitTorrent is a protocol used for displaying in chronological order the postings of one or more people.
- A7. Skype is a program that allows you to make voice and video calls from a computer.

Task 2. Choose the correct answer to the following questions:

- A8. Which new technologies let people all over the world get together to take collective actions?
 - A. It is biometrics.
 - B. It is nanotechnology.
 - C. It is Internet Telephony.
 - D. It is the peer-to-peer networking, the open-source software.
- A9. Why are the latest phenomena in social networking so much attractive to millions of people?
 - A. They provide an easy access to the Internet.
 - B. They let you choose products from a website.
 - C. People can blog (email friends, upload photos) socialize, organize political rallies, collaborate with other programmers.
 - D. They provide instant messaging.
- A10. What purpose was the Google search engine designed for?
 - A. To buy books and DVDs.
 - B. To participate in political campaigns.
 - C. To surf the combined opinions of a great number of people.
 - D. To view and exchange video clips.
- A11. How can people buy and sell personal items online?
 - A. In online journals (weblogs).
 - B. On Internet auction sites (in online auctions).
 - C. By email.
 - D. On the open market.

A44. Innovations now seem to appear at a rate that increases geometrically,
A B C
without respect for geographical limits or political systems.
D

Task 7. Study the text and choose the correct variant.

Twentieth – century (45)___ from Europe and the U.S. to other major nations. It has not, however, (46)___ all the countries of the world, by any means. Some so-called developing nations have never (47)___ the factory system and other (48)___ of industrialization. The leaders of such countries tend to feel that the (49)___ of modern weapons and new technology will provide them with power and prestige. No one, however, can (50)___ the religious, social, and cultural (51)___ of the (52)___ of technologies to these countries. In fact, some of the most severe social (53)___ during recent decades have occurred in regions where radical changes caused by technology transfer have taken place; Uganda and Iran are two unhappy examples.

Technology has always been a (54)___ means for creating new physical and human environments. It is possible to ask today whether technology will also destroy the global civilization that human beings have created.

- | | | |
|------|-------------------|-----------------|
| A45. | 1) spread | 3) proliferated |
| | 2) overwhelmed | 4) sprawled |
| A46. | 1) saturated | 3) filled |
| | 2) pervaded | 4) invaded |
| A47. | 1) experienced | 3) exercised |
| | 2) expected | 4) required |
| A48. | 1) institutes | 3) authorities |
| | 2) institutions | 4) universities |
| A49. | 1) purchase | 3) acquisition |
| | 2) borrowing | 4) stealing |
| A50. | 1) predict | 3) foretell |
| | 2) formalize | 4) forecast |
| A51. | 1) consequence | 3) achievements |
| | 2) development | 4) advantages |
| A52. | 1) transformation | 3) translation |
| | 2) transfer | 4) transmission |
| A53. | 1) dislocations | 3) stability |
| | 2) violation | 4) progress |
| A54. | 1) major | 3) healthy |
| | 2) useful | 4) questionable |

Task 8. Choose the appropriate remark in an answer to the suggested stimulus remark.

A55. They have made a remarkable progress.

- 1) What a nuisance!
- 2) Oh, hell, no!
- 3) That's terrific great!
- 4) It's good for nothing.

Task 9. Choose the stimulus remark compatible with the suggested responsive remark.

A56. I'd rather you didn't. It's too late.

- 1) It goes without saying.
- 2) What an idea!
- 3) It's too good to be true.
- 4) It's worth taking a risk.

Task 10. Read the question. Choose one of the given variants.

A57. Once you are online, what most absorbing operations can you do?

- 1) Browse the Web.
- 2) Visit chat rooms.
- 3) Send and receive e-mails.
- 4) Get together to take collective actions.

Task 11. Read the text. Then choose the best suitable title to each passage.

MICROCHIP TECHNOLOGY

A58. RFID stands for Radio Frequency Identification. It uses microchips, smaller than a grain of sand, to store and transmit data using radio waves. These chips are called radio tags and can be attached to a product, animal, or person for the purpose of identification.

A59. There are two types of radio tag. Passive RFID tags are so called because they have no power supply. They have an antenna that receives energy from a reader device and can only be read at short distances – up to five metres. Active RFID tags, on the other hand, come with a battery that provides internal power and have practical ranges of several hundred metres.

A60. Most tags used to track products like clothes or books only contain a unique identification number, similar to a bar code. But the chips being implanted into passports can store data such as name, address, nationality, sex, as well as biometric data like iris patterns or fingerprints. Radio tags can also be attached to animals and everyday items. That means you'll be able to find your dog, glasses or car keys when they're lost.

A61. RFID chips can be used in humans as well. They can be inserted under the skin. For example, some nightclubs are using an implantable chip to identify

their customers, who then use it to pay for drinks. Some hospitals are implanting chips into patients' arms, so that hospital staff can access their medical records. Another company is working on an implant that will contain a GPS. A device like that would allow us to pinpoint someone's position on the globe.

- A62. It looks like this microchip technology might change our lives completely. But can anyone think of any potential problems with RFID? Take, for example, security risks or privacy concerns.
- A63. Consumer organizations say that tags might be used to track people to their homes after they've left the shop. Another risk is from hackers, who might steal another person's identity. But manufacturers say we needn't worry, because they're developing encryption systems to protect radio tags from unauthorized scanning, and the tags embedded into humans will be easily removable.

Choose the titles A58–A60 from the given below (1–4). One title is odd.

- 1) Heading radio tags.
- 2) Radio tags to store and transmit data.
- 3) Microchips to identify things.
- 4) Practical rangers of radio tags.

Choose the titles A61–63 from the given bellow (1–4). One title is odd.

- 1) Potential risks with radio tags.
- 2) Radio-acoustic tags.
- 3) Implantable radio chip.
- 4) Means of protection of radio tags.

PART B

Task 1. *Read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning.*

<p>Wearable computers is another trend in <i>mobile</i> (0) communications. Can you imagine (B1) a PC on your belt and (B2) email on your sunglasses? Some devices are (B3) with a (B4) modem, a keypad and a small screen; others are (B5) by voice. The users of (B6) technology are sometimes even (B7) cyborgs? The term was (B8) by Manfred Clynes and Nathan Kline in 1960 to describe (B9) organism – (B10) that are part robot, part human.</p>	<p>MOBILITY WEAR GET EQUIP WIRE ACTIVATE WEAR CALL INVENT CYBERNETICS BE</p>
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Task 2. Read the text (B11–B12). Write down two odd words from each sentence in the order they are given in the text.

B11. Both science and technology imply a thinking process, both are being concerned with our causal relationships in the material world.

B12. Advances in science have frequently had made their bitter opponents, but today many people have come understood to fear technology much more than science.

Task 3. Read text. Fill in the gaps with only one suitable word. The first letter of each missing word is given.

ISLAND'S GENETIC QUIRK: DARK SKIN, BLOND HAIR

In the Solomon Islands, about 10 percent of the dark-skinned indigenous people have strikingly blond h... (B13). Some islanders theorize that coloring could be a result of excess sun exposure, or a d... (B14) rich in fish.

Another explanation is that the blondness was i... (B15) from distant a... (B16) – European traders and explorers who came to the islands.

But that's not the case, researchers now report. The gene variant r... (B17) for blond hair in the islanders is distinctly d... (B18) from the gene that causes blond hair in Europeans.

“For me it breaks down any kind of simple notions you might have about race,” said Carlos Bustamante, a geneticist at Stanford University. “Humans are beautifully diverse, and this is just the tip of the iceberg.”

Dr. Bustamante and his colleagues published their findings in the current i... (B19) of the journal Science.

The researcher analyzed saliva samples from more than 1,000 islanders, looking closely at a subset of the samples – from 43 blond and 42 dark-haired islanders.

They were soon able to identify the single gene responsible for the variance in hair color. Called TYRP1, the gene is known to influence pigmentation in humans.

The researchers also found that the variant of TYRP1 that causes blond hair in Solomon Islanders is absent in Europeans' genomes.

“Here you go into an unstudied population with a small s... (B20) size and you can really find some cool things,” Dr. Bustamante said. “So what about other places, like what about light pigmentation in parts of Africa? How do we not know the genetic basis of skin and hair pigmentations across the g... (B21)?”

He and his team hope to raise more m... (B22) to further analyze the Solomon Islands data.

Task 4. Translate into English sentence fragments given in brackets.

B23. Technological innovations tend to transform traditional cultural systems, frequently with (неожиданными) social consequences.

- B24. In the age of technology high-tech devices occupy (чрезвычайно) important place in our household.
- B25. Electronic mail is an excellent (способ) to communicate with people all over the world.

TEST 8

PART A

Task 1. Read the text. Then study the statements after the text and mark them as true (T) or false (F).

MARKETING SKILLS HANDY FOR GETTING HIRED.

As you start to think about choosing a job, you will not know about all the jobs available in particular industries, but a good starting point is to think about what you enjoy, where your interests lie and what you are good at. The more clearly you know what you like doing, what your talents are and which skills and strengths you want to use in your working life, the easier it is to recognize the opportunities that best suit you.

Once you have an idea of work you would like to do and the industry you would like to work in, it is important to research the jobs available in that industry. Remember you can never do too much research – visit your university careers centre, use search engines or read job adverts like: what jobs would suit me?, industry insights, careers services.

Learning what people actually do on a day-to-day basis is a crucial step in your job search. Understanding jobs is the best way to ensure you make the right decision for you.

You may want to apply your subject-related knowledge and skills directly to the world of work. Ask your university careers service for the results of surveys that provide some insight into what people with your degree have gone on to do. Visit what do graduates do? to view national survey results of what students on your course have pursued. Also, check options with your subject for suggestions about what to do with your degree. It is also essential to write strong applications to persuade a company or organization that you are a good fit for the job.

Learning how to market yourself is a critical skill for all job seekers because it allows you to apply marketing theory to the most important product – yourself. It's all about a brand called you. The marketing communication department at Columbia College Chicago offers a 15-week course: "Marketing yourself: Job-hunting skills for the rest of your life." The course prepares students not only for their first, but also for their second and third jobs.

Marketing yourself is a special skill and needs to be addressed over your lifetime.

What's the advantage of teaching career guidance in a marketing setting? The strong edge it offers is a marketing perspective on finding a job. Another plus: its instructors are marketing professionals who know the exact skills job seekers in any field need to sell themselves to a prospective employer.

All that is a big plus in a slow and challenging job market, where anything that gives you an advantage is needed. And here's what's needed, from a marketing perspective: job seekers need to know job hunting is a full-time job, so you have to plan to hunt for one 30 to 40 hours a week. You have to network on a regular basis, use informational interviewing, keep track of your accomplishments and keep a job-search portfolio and everything related to it in one place.

Marketing yourself also is about understanding what you can do for the employer – and what the employer needs. Classes include getting started; self-assessment; job assessment and the exploration of alternative choices such as internships and volunteering. Also included is reassessment of career goals; resumé preparation; development of cover letters; role playing for job interviews; job search strategies; getting interviews; weekly calls to employers and assessing your progress.

“A job search is like launching a new product – it takes focus, concentration and support”, experts say. When manufacturers want to introduce something new, they first do market research, product development and assess the marketplace.

And that's what job seekers have to do, too.

Learning the ropes about how marketing really works is another important tool in a successful job hunt.

- A1. A good starting point (in choosing a job) is to find vacancies.
- A2. It is not essential to write an application to persuade a company or organization that you are a good fit for the job.
- A3. Marketing yourself is a special skill.
- A4. Marketing yourself is about understanding yourself.
- A5. It takes much of your time to hunt for a job.
- A6. Employer's needs count first.
- A7. A proper market research is important for both manufacturers and job seekers.

Task 2. Choose the correct answer to the following questions:

- A8. What is a good starting point in choosing a job?
 - A. To make a resolution.
 - B. To meet your potential employer.
 - C. To think about where your interests are and what you are good at.
 - D. To visit a particular company.
- A9. Why is it essential to write strong applications?
 - A. To ask for a new position.
 - B. To find out the reason for being declined.
 - C. To solve the problem of your low salary.
 - D. To persuade your could be employer that you are the very person for the job.

- A10. Why is learning how to market yourself a critical skill for job seekers?
- Because it helps you to find a good employer.
 - Because you want to get a higher salary.
 - Because it allows you to apply marketing theory to your own personality.
 - Because it will help you to move to another department.
- A11. What is the goal of a “Marketing yourself...” course at the marketing communication department at Columbia College Chicago?
- The course prepares students for a number of possible jobs.
 - The course helps graduates to find their first job.
 - The course gives students knowledge in product development.
 - The course teaches how to become a professional marketing instructor.
- A12. What is the advantage of teaching career guidance in a marketing setting?
- It has little connection with job choosing.
 - It can lead to a high position.
 - It can highlight students’ talents.
 - It offers a marketing perspective on finding a job.
- A13. What is marketing yourself?
- Marketing yourself is to know yourself.
 - Marketing yourself is a special skill.
 - It is to learn how to introduce yourself in the best way.
 - It is also about understanding your expectations.

Task 3. Match the words from the text with their definitions.

- | | |
|-------------------------------------|--|
| A14. internship | a) a written list and description of your education and your previous jobs, that you use when you are looking for a job |
| A15. résumé / CV | b) the activity of deciding how to advertise a product, what price to charge for it, or the type of job in which you do this |
| A16. cover letter / covering letter | c) the period of time when an intern works, or the particular job she/he does |
| A17. marketing | d) the activity of looking for a job |
| A18. job hunting / search | e) a letter that you send with another letter or a package to explain what it is or give more information |

Task 4. Study the text and choose the correct variant.

CHOOSING A GOOD CAREER

One of the most difficult problems a young person (19)___ is deciding what to do about a career. There are individuals, of course, who from the time they are six years old (20)___ that they want to be doctors or pilots or fire fighters, but the majority of us do not get around to making a decision about an occupation or career until somebody (21)___ us to face the problem.

Choosing an occupation (22)___ time, and there are a lot of things you have to think about as you (23)___ to decide what you would like to do. You may find that you will have to take special courses to qualify for a particular kind of work, or may find out that you (24)___ to get some actual work experience to gain enough knowledge to qualify for a particular job.

Fortunately, there are a lot of people you (25)___ to for advice and help in making your decision. At most schools, there are teachers who (26)___ professionally to counsel you and to give detailed information about job qualifications. And you can talk over your ideas with family members and friends who (27)___ always to listen and to offer suggestions. But even if you get other people involved in helping you make a decision, self evaluation (28) an important part of the decision-making process.

- | | | |
|------|----------------------|----------------------|
| A19. | 1) is facing | 3) faces |
| | 2) will face | 4) has faced |
| A20. | 1) "will have known" | 3) "will know" |
| | 2) "were known" | 4) "know" |
| A21. | 1) will force | 3) forces |
| | 2) has forced | 4) forced |
| A22. | 1) took | 3) takes |
| | 2) is taking | 4) will be taking |
| A23. | 1) have been tried | 3) tried |
| | 2) are trying | 4) try |
| A24. | 1) will need | 3) are needed |
| | 2) are needing | 4) have need |
| A25. | 1) can turn | 3) could have turn |
| | 2) could turn | 4) would turn |
| A26. | 1) qualify | 3) are qualified |
| | 2) will qualify | 4) will be qualified |
| A27. | 1) are ready | 3) is ready |
| | 2) has been ready | 4) will be ready |
| A28. | 1) is | 3) would be |
| | 2) is being | 4) will have been |

Task 5. Study the text and choose the correct variant.

TEENS GET AN EARLY JOBS LESSON

In summer teens are battling adults (29)___ work. They share (30)___ same problem as job seekers of all ages: there's too much demand (31)___ too few jobs. Teens, new college graduates, immigrants and unemployed adults (32)___ more education and experience are all competing for jobs.

(33)___ Northeastern University in Boston annually surveys those between 16 and 19 years old about job prospects. It shows that older teens – at 18 and 19 – have better opportunities than younger teens, especially if they have good grades and strong communication skills. The best opportunities for younger teens are (34)___ juice bars and ice-cream shops.

Meanwhile, many college students are struggling to find work related (35)___ their major. Some sophomores from Wright College in Chicago, currently working part-time, want to find full-time jobs within their major. They say that finding one is hard. That's why all the help you can get helps, e.g. (36)___ group's 8-day course (37)___ improving job skills, such as interviewing techniques.

They agree that teens have an opportunity to get a job if they work hard (38)___ finding one.

- A29. 1) with 2) for 3) at 4) about
- A30. 1) a 2) – 3) the 4) an
- A31. 1) in 2) about 3) within 4) for
- A32. 1) of 2) with 3) for 4) within
- A33. 1) – 2) a 3) the 4) an
- A34. 1) in 2) for 3) at 4) about
- A35. 1) with 2) to 3) about 4) on
- A36. 1) the 2) a 3) – 4) an
- A37. 1) about 2) in 3) on 4) along
- A38. 1) for 2) on 3) at 4) to

Task 6. Find a mistake in the underlined parts of the sentences given below.

A39. Five to 15 résumés in a highly focused job search is more productive than hundreds in a random search.

A B C D

A40. My goal is a job that led to a career in marketing.

A B C D

- A41. Things will be better if I will get a job and earn some money so I won't have to live with my parents.
A B C D
- A42. Many recruiters says job applicants are clueless about the companies they are interviewed at.
A B C D
- A43. In today's economy, there's one remaining class a graduate need to sign up for: Job Hunting.
A B C D
- A44. To succeed in your job search you have to be flexible enough to changing your approach.
A B C D

Task 7. Study the text and choose the correct variant.

TAKING ADVANTAGE OF JOB FAIRS

Making an appearance at a local job fair will (45)___ you a (46)___ to meet and find work with recruiters with the hopes of landing a (47)__. If it's a career or geography (48)___ job you're looking for, a job fair can be very helpful. It can also be very helpful if you (49)___ to practice looking good for an interview.

The recruiters will be making a visual assessment of you so you'll want to look (50)__. Experts recommend working with an objective person beforehand to (51)___ constructive criticism on your look, résumé and presentation. Job fairs are crowded with good people, and if you meet someone and don't (52)___ an impression, you're done. You may have less than 10 seconds to present your résumé to a recruiter. So make it crisp, clean and easy to read. Bullet (53)___ points on the top so a recruiter can (54)___ you accurately during that brief time.

- A45. 1) give 3) offer
2) propose 4) provide
- A46. 1) opportunity 3) idea
2) chance 4) variant
- A47. 1) occupation 3) work
2) profession 4) job
- A48. 1) specific 3) evident
2) special 4) peculiar
- A49. 1) hope 3) insist
2) want 4) demand

- | | | |
|------|--------------|----------------|
| A50. | 1) beautiful | 3) pretty |
| | 2) lovely | 4) presentable |
| A51. | 1) to reach | 3) to gain |
| | 2) to get | 4) to acquire |
| A52. | 1) do | 3) make |
| | 2) prepare | 4) win |
| A53. | 1) more | 3) some |
| | 2) several | 4) many |
| A54. | 1) charge | 3) value |
| | 2) rate | 4) assess |

Task 8. Choose the appropriate remark in an answer to the suggested stimulus remark.

- A55. You know, Alice has won the competition.
- 1) Has she?
 - 2) Good job!
 - 3) You never know!
 - 4) I hope she'll like her new position.

Task 9. Choose the stimulus remark compatible with the suggested responsive remark.

- A56. You had better address some experts to compile your application package if you want to get a good job.
- 1) Isn't it nice?
 - 2) I'll be a success, it goes without saying!
 - 3) I'm sure I'll win in my job search and get the best job with my résumé!
 - 4) You are not against, are you?

Task 10. Read the question. Choose one of the given variants.

- A57. What do experts recommend to start your qualification statement with?
- 1) With listing your education.
 - 2) With your interests.
 - 3) With a summary statement.
 - 4) With your most recent work.

Task 11. Read the text. Then choose the best suitable title to each passage.

- A58. A résumé in today's competitive market should 'sell' the candidate, not just the experience and skills, but the 'personal brand' – what the person uniquely brings to the table.
- So how do you organize your résumé to sell your unique skills? Stick to the basics and spend time customizing your experience and education to fit the description of the job for which you're applying. With today's technology, it's easier than ever.

- A59. Though your résumé is a marketing tool, there's no need to get fancy. Keep it clean and traditional. The point is to communicate information quickly and clearly. Accomplishments and the quality of experience make candidates stand out from others, not the paper color or some fashionable font. It's smart to use a traditional font, since you may send your résumé electronically and many businesses don't have a lot of fonts loaded on their computers. With many companies using online assessment tools and databases, your résumé will likely be requested in plain text format or automatically switched to plain text anyway.
Of course, there's nothing wrong with saving a nice print version using a font other than Times New Roman so your mailed or hand delivered résumé will stand out.
- A60. The résumé objective may not take up much space on your résumé, but it is one of its most crucial components.
A résumé without an objective, title or headline causes the (recruiter) to have to work harder – they have to search for the candidate's purpose in sending the résumé.
Job seekers often make the mistake of using their objective to tell the recruiter what they want from the company. Instead, candidates should be doing the opposite. Employers want to know what you can do for them.
Think of your objective as a headline, title, or, as résumé writer Mark Bartz calls it, a “branding statement”.
The branding statement opens up our résumé, and it tells the reader in as few words as possible what makes this product – the job candidate – a unique value among the other products.
- A61. Most experts agree that a summary statement – a brief highlight of your qualifications – should go first. Deciding whether to put education or experience next depends on your situation. If someone is just graduating and up to three years out of college or graduate school, it makes sense to keep education on page one. But some experts say that some recent graduates have solid work experience. In that case they should mention their degree and school in the qualifications statement, then elaborate in the education section, which goes last.
Except for recent graduates with limited experience and those for whom education is a key requirement, such as physicians or university professors, experience goes before education on the résumé.
- A62. Begin your qualification statement with your most recent work and include all of your jobs, so no mysterious gaps appear. Many people think they don't need to include jobs lasting only three months. But gaps make employers wonder what was going on.
Any gap of more than three months or sketchy employment information looks

suspicious and makes potential employers reluctant. And remember, the application is a legal document. If you willingly leave out information, that can be considered falsification the same as if you make it up. Experts remind applicants to use bullet points, which make the résumé much easier to scan.

A63. Technology has made applying for jobs easier, which helps and hurts applicants. On the one hand, you can easily tailor your résumé with a few keystrokes. On the other hand, so can all applicants. With a database often deciding who stands out, it's more important than ever to pay attention to the words you use and how you organize them.

Choose the titles A58–A60 from the given below (1–4). One title is odd.

- 1) No fancy!
- 2) Strong objective sets the tone for résumé
- 3) A good résumé is an efficient means to attract the attention of your would be employer.
- 4) What is on the market?

Choose the titles A61–A63 from the given bellow (1–4). One title is odd.

- 1) Leaving out some information in your résumé is not advisable.
- 2) Arranging your qualification statement.
- 3) Applying for a job.
- 4) What employers want to hear.

PART B

Task 1. *Read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning.*

<p>If you have mastered all the <i>information</i> (0) above and have (B1) a (B2) résumé/CV and a cover letter you are likely to be (B3) for a job interview. However, you should not relax. Job (B4) is a minefield. You prospective (B5) have a stack of résumé from talented (B6). They want to know more about you. Are you hard to get along with? Can you meet deadlines? How (B7) do you want the job? here some of the (B8) interviewers reveal their most frequent questions and suggest how you might (B9) them: what (B10) do you want from us?, Why did you leave your last job?, etc.</p>	<p>INFORM HAND WRITE INVITE INTERVIEW EMPLOY APPLY BAD TOUGH CONVINCE EXACT</p>
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Task 2. Read the text (B11–B12). Write down two odd words from each sentence in the order they are given in the text.

B11. The face of the American labor movement is changing – women sure gradually are becoming the majority of about trade union workers.

B12. Women are joining unions in increasing numbers because trade unions offer the protections that make it possible to have a family and a job at the same time.

Task 3. Read text below. Fill in the gaps with only one suitable word. The first letter of each missing word is given.

There is a lot of unemployed nowadays so it is getting more and m... (B13) difficult to get the kind of job you really w... (B14). Then you have to d... (B15) what is more important to you – how much you e... (B16) or job s... (B17)? Do you want to work with your hands (called m... (B18) work) or do you prefer to work in office (called clerical work)? Do you p... (B19) to work indoors or o... (B20)? Whatever you decide, when you are thinking of a career, or applying for a j... (B21), you will find the following vocabulary u... (B22):

- apply for a job
- to make a lot of money
- dismiss someone from a job
- make an application
- to have a large income
- employ someone
- to earn a good wage
- to retire from work
- to hand in one's resignation

Task 4. Translate into English sentence fragments given in brackets.

B23. For the first year we were operating our business, we didn't need (нанимать) any new employees.

B24. Understanding jobs is the best way to ensure you make the correct (решение).

B25. The best way to convince the boss that you can (решить) the problem is to illustrate how you have done similar work in the past.

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Содержание

Test 1.....	3
Test 2.....	14
Test 3.....	24
Test 4.....	34
Test 5.....	44
Test 6.....	54
Test 7.....	63
Test 8.....	72
Литература.....	82

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