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ENGLISH
STRUCTURE TIPS
Єдиний вступний іспит (ЄВІ)

Методичні рекомендації для вступників до магістратури

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Методичні рекомендації призначено для студентів старших курсів, вступників до магістратури, які складатимуть єдиний вступний іспит із англійської мови у форматі ЗНО. Метою розробки є забезпечення абітурієнтів необхідною інформацією щодо структури самого іспиту. У розробці подано адаптовані пояснення щодо виконання різних типів завдань. Містить зразки тестових завдань у форматі ЄВІ. В кінці розміщено додатки, де подано ключі до тестів, довідкові джерела й онлайн-посилання.

Видання може використовуватись у процесі вивчення англійської мови у ЗВО або в самостійній підготовці абітурієнтів.

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ПОЯСНЮВАЛЬНА ЗАПИСКА

Методичні рекомендації призначено для студентів старших курсів, вступників до магістратури, які складатимуть єдиний вступний іспит із англійської мови у форматі ЗНО. Метою розробки є забезпечення абітурієнтів необхідною інформацією щодо структури самого іспиту.

У розробці подано адаптовані пояснення щодо виконання різних типів завдань з іноземної мови (англійської) у межах програми ЄВІ. Навчальне видання містить зразки тестових завдань у форматі ЄВІ. В кінці розміщено додатки, де подано ключі до тестів, довідкові джерела й онлайн-посилання. Це сприятиме якісній підготовці, кращому розумінню матеріалу та вдалому виконанню аналогічних завдань під час реального складання єдиного вступного іспиту з англійської мови.

Видання може використовуватись у процесі вивчення англійської мови у ЗВО або в самостійній підготовці абітурієнтів.

Єдиний вступний іспит (ЄВІ)

- У єдиному вступному іспиті з іноземної мови беруть участь особи, які бажають вступити на навчання для здобуття ступеня магістра на основі здобутого ступеня вищої освіти.
- Програму єдиного вступного іспиту створено з урахуванням Загальноєвропейських рекомендацій з мовної освіти (рівень B1-B2).
- Мета іспиту – визначити результати навчання кандидатів із іноземної мови за шкалою 100-200 балів на основі кількості балів, набраних ними за виконання завдань: «**Читання**» (4 завдання, що містять **22** питання) та «**Використання мови**» (3 завдання, що містять **20** питань).
- Час виконання всіх завдань – **60 хвилин!**
- Результат виконання усіх **завдань** сертифікаційної роботи буде використано під час прийому до ЗВО.

Хай вам щастить!

Автори

STRUCTURE

Reading

- **Task 1.** Read the texts below. Match choices (A-H) to (1-5). There are three choices you do not need to use.

- **Task 2.** Read the text below. For questions (6-10) choose the correct answer (A, B, C or D).

- **Task 3.** Read the texts below. Match choices (A-H) to (11-16). There are two choices you do not need to use.

- **Task 4.** Read the text below. Choose from (A-H) the one that best fits each space (17-22). There are two choices you do not need to use.

ЧИТАННЯ

Завдання №1 на встановлення відповідності:

- у завданнях пропонується підібрати заголовки до текстів із наведених варіантів;
- твердження / ситуації до оголошень / текстів;
- запитання до відповідей або відповіді до запитань;
- перевіряється вміння знайти конкретну інформацію і здогадатися про значення слова (вислову) з контексту;
- перш ніж прийняти остаточне рішення про правильний варіант, упевніться, що інші варіанти не підходять.

Завдання №2 на вибір однієї правильної відповіді. Завдання складається із основи та чотирьох варіантів відповідей, серед яких лише одна правильна:

- перевіряється глибинне розуміння розгорнутого тексту;
- уважно перечитайте увесь текст і варіанти відповідей, намагайтесь встановити зв'язок між параграфами та відповідями;
- проскануйте увесь текст і перевірте себе.

Завдання №3 на встановлення відповідності.

Завдання №4 на заповнення прогалин у тексті. У завданнях пропонується доповнити абзаци в тексті реченнями / частинами речень, словосполученнями / словами з наведених варіантів:

- швидко визначившись із відповідями, перечитайте увесь текст, перевірте себе.

Use of English

- **Task 5.** Read the text below. For question (23-32) choose the correct answer (A, B, C or D) /1 short text, vocabulary/.
- **Task 6.** Read the texts below. For questions (33-42) choose the correct answer (A, B, C or D) /2 short texts, grammar/.

Використання мови

Завдання №5 Заповнення пропусків у тексті (лексика) – 1 текст

Завдання №6 Заповнення пропусків у тексті (граматика) – 2 тексти

- побутує помилкова думка, що вся лексика в ЄВІ буде знайома;
- у разі, якщо деякі слова незнайомі, не панікуйте;
- зосередьтеся на тих словах, які ви зрозуміли, це допоможе подолати незрозумілості.

Main problems and solutions

Poor time management

Tricky questions

Lack of vocabulary

Task 1 Tips

- Прочитати назву тексту та перший абзац, щоб зрозуміти загальну тему.
- Прочитати абзац і придумати самостійно підзаголовок. Потім обрати потрібний із запропонованих варіантів.
- Три неправильні варіанти часто містять слово, яке вживається в тексті!

No matter how good you think you are at doing several tasks at the same time, you aren't. Enough studies have shown that if you're doing more than one thing at a time, especially when it comes to learning, your speed and attention drops off. It's better to spend 20 uninterrupted minutes a day on the topic you've decided to master than an hour of distracted learning.

A *Don't multitask*

B *Be ready to practice a lot*

C *Don't delay doing your work*

Most people think that learning in their preferred way is better. Some like to read things, auditory learners like to hear information aloud, while visual learners like images, graphs and live-action descriptions. But just because it's easier to learn in a certain style doesn't mean it's really better. You learn better when you don't limit instruction or experience to the style you're used to.

A *Choose hard things to learn*

B *Try various learning methods*

C *Don't delay doing your work*

Task 2. Tips

- Текст довгий, художній або науково публіцистичний. Читаємо абзац, після тексту запитання і варіанти відповідей. Шукаємо в абзаці підтвердження неправильності трьох із чотирьох варіантів відповіді.

In any period of rapid social change, age may become as important an identity-marker as differences between social and ethnic groups. Any immigrant family, for example, joins in a process of rapid identity change. An extraordinary proportion of today's school children are immigrant children or children of immigrants. In some US cities, the numbers range up to sixty percent; some schools are a virtual UN of immigrant children. When children go to school they may make friends from a very different kind of background, and they usually become fluent in a new language. Typically, an intergenerational gap appears when at least one parent may speak both the language of his or her own parent and that of the country they have settled in. Children, however, may not share a language in common with grandparents. Such experience can be stressful for each generation and it can create burdens on young children who have to act as intermediaries and interpreters for older family members.

What is stated in PARAGRAPH 1 about immigrant children?

A They try to learn their native language from their grandparents.

B They lose fluency in their own native language with time.

C They help their grandparents to converse in a new language.

D They are burdened with getting skills in a new language.

Task 3 Tips

- Читаємо загальну назву текстів і назви кожного з шести текстів, намагаючись

зрозуміти загальну тему, яка їх об'єднує.

- Дивимось на запитання, щоб зрозуміти, що потрібно шукати (напр., який жанр фільму, яка особливість готелю і т. і.)

- Читаємо тексти та підкреслюємо слова, які вказують на відповідь і лише згодом вибираємо із запропонованих варіантів.

Thrill Coaster Tours

Thrill Coaster Tours is the only camp of its kind that takes kids all over the country with the opportunity to ride roller coasters. Each day brings about a different park and a new type of ride. The camp travels in luxury buses equipped with a DVD player and a bathroom. Campers stay at hotel rooms with no balconies. Each night a counsellor goes into each room, ensures that everyone is situated in the room and then puts the tape on the door for the campers' protection. This tape remains on the door until the morning when a counsellor removes it.

Which of the camps _____?

A provides well-equipped accommodation

B lets its campers have meals in nightwear

C offers a program in mountaineering

D organizes regular parents' days

E takes special safety measures

F offers a holiday in the international community

G provides online information for parents

H forbids the use of any gadgets

Task 4 Tips

- Швидко прочитати текст, щоб зрозуміти про що йде мова.
 - Уважно подивитися на речення, в якому пропущене слово, особливу увагу звертаємо на слова до й після пропуску.
 - Подумати самостійно, яке слово пропущене (або за значенням, або за граматикою).
 - В кінці ще раз перечитати текст, щоб переконатися, що все звучить нормально.
-

Garcia told the court that he had turned up to the office, although he admitted 1 _____. He said he was the victim of workplace bullying because of his family's socialist politics and 2 _____.

His friends told *El Mundo* that the engineer had been unwilling to report his accusations of bullying because he 'had a family to support' and was worried that 3 _____.

A had been deliberately sidelined /2/

B to supervise a waste water treatment plant

C after tax of one year of his annual salary

D to make the most of the confusion as a reader

E being responsible for his current employment

F he would not find another job at his age /3/

G had the office opposite Garcia's

H he might not have kept regular business hours /1/

The environmental concerns

Earth is the only place we know of in the universe that can support human life. (1) _____ human activities are making the planet less fit to live on. As the western world (2) _____ on consuming two-thirds of the world's resources while half of the world's population do so (3) _____ to stay alive we are rapidly destroying the very resource we have by which all people can survive and prosper. Everywhere fertile soil is (4) _____ built on or washed into the sea. Renewable resources are exploited so much that they will never be able to recover completely. We discharge pollutants into the atmosphere without any thought of the consequences. As a (5) _____ the planet's ability to support people is being reduced at the very time when rising human numbers and consumption are (6) _____ increasingly heavy demands on it. The Earth's natural resources are there for us to use. We need food, water, air, energy, medicines, warmth, shelter and minerals to (7) _____ us fed, comfortable, healthy and active. If we are sensible in how we use the resources they will (8) _____ indefinitely. However, if we use them wastefully and excessively they will soon run out and everyone will suffer.

1.	A despite	B although	C yet	D still
2.	A continues	B repeats	C carries	D follows
3.	A already	B just	C entirely	D for
4.	A neither	B sooner	C either	D rather
5.	A) product	B) reaction	C) development	D result
6.	A) doing	B) making	C) taking	D having
7.	A) hold	B) maintain	C) keep	D) stay
8.	A) remain	B) last	C) go	D) stand

A BIG DECISION

When Lucy (1) _____ that she was going to move abroad because she was bored (2) _____ her life, we weren't surprised. After all, she had been talking about moving to a warmer country for ages, one which would (3) _____ sun, sea and opportunities for outdoor activities. A country like Spain or Portugal would (4) _____ her just fine.

We took her even more seriously when she called (5) _____ an interview for a job she was sure of getting.

Of course, her parents were annoyed with her decision, but I had to admit that I sympathized with her. I had done something (6) _____ when I was her age, so I supported her all the way. I even helped her decide on a suitable destination.

It was near an ancient site which, given Lucy's academic background in archaeology, was (7) _____ for her. I (8) _____ her that in the beginning she would feel (9) _____ an (10) _____, but people from small towns are friendly and she wouldn't feel lonely for too long.

The time came for Lucy to depart. She wasn't sad, (11) _____ her parents who were crying and couldn't bear to see their daughter leaving. Seeing her parents cry made me feel responsible for what had happened. In the end, I (12) _____ for having encouraged Lucy to leave. To tell the truth, however, I'm glad to have influenced her decision to move abroad.

1	A announced	B told	C agreed	D claimed
2	A with	B for	C about	D at
3	A supply	B offer	C reveal	D cater
4	A fit	B suit	C combine	D match
5	A out	B up	C for	D off
6	A similar	B common	C same	D likely
7	A ideal	B special	C particular	D fine
8	A insisted	B explained	C said	D warned
9	A as	B alike	C like	D unlike
10	A outdoor	B outsider	C outcome	D outfit
11	A not alike	B unlikely	C not as	D unlike
12	A admitted	B denied	C apologized	D accused

ПРОБНЕ ТЕСТУВАННЯ

TEST 1

Частина «ЧИТАННЯ»

Reading

Task 1

Read the text below. Match choices (A-H) to (1-5). There are three choices you do not need to use.

Some Psychological Tricks to Make People Like You Immediately

Most friendships develop so naturally that you don't even realize how or when they started. Sometimes, though, you want to make an effort to befriend a new acquaintance or become a better friend to existing pals. Read on to find out how to develop better relationships faster.

1 _____

This strategy is called mirroring, and involves mimicking the other person's behaviour. In 1999, New York University researchers documented the "chameleon effect", which occurs when people unconsciously mimic each other's behaviour, and this facilitates liking. The psychological experiments showed that the participants were more likely to say that they liked their partner when their partner had mimicked their behaviour.

2 _____

People tend to like things that are familiar to them. It was discovered that college students who lived closer together were more likely to be friends than students who lived farther apart. This could be because students who live close by can experience more day-to-day interactions with each other. Under certain circumstances, those interactions can develop into friendships. Even if you don't live near your friends, try sticking to a steady routine with them, such as going out for coffee every week or taking a class together.

3 _____

People will associate the adjectives you use to describe other people with your personality. According to Gretchen Rubin, "whatever you say about other people influences how people see you." If you describe someone else as genuine and kind, people will also associate you with those qualities. The reverse is also true: if you are constantly trashing people behind their backs, your friends will start to associate the negative qualities with you as well.

4 _____

People are more attracted to those who are similar to them. This is known as the similarity-attraction effect. In his experiment, Theodore Newcomb measured his subjects' attitudes on controversial topics and then put them in a university-owned house to live together. By the end of their stay, the subjects liked their housemates more when they had similar attitudes about the topics that were measured. If you hope to get friendly with someone, try to find a point of similarity between you two and highlight it.

5 _____

Self-disclosure may be one of the best relationship-building techniques. You can try this technique on your own as you're getting to know someone. For example, you can build up from asking them about their last trip to the movies to learning about the people who mean the most to them in life. When you learn personal information about another person, they are likely to feel closer to you and want to confide in you in the future.

- A Expect good things from people
- B Encourage people to talk about themselves
- C Spend more time together with others
- D Emphasize the shared values
- E Compliment other people
- F Always be in a good mood
- G Tell people your secrets
- H Imitate other people

Task 2

Read the text below. For questions (6-10) choose the correct answer (A, B, C or D).

Cooking in the Classroom? Elementary!

The workplace of professional chef Catherine Pressler is a former storage room at Hunters Woods Elementary School. Outside Room 106, a sign proclaims, "Chef Pressler, Food FUNdamentals." This is where students come to take part in a cooking-based course which began several years ago when Pressler was looking for a way to be active in her children's school. Her kids aren't in elementary school anymore, but Pressler has stayed. Named Parent Teacher Association (PTA) Volunteer of the Year, she is the creator of a highly detailed and organised series of classes for kindergarten through sixth grade that adds to themes from daily course work.

How is cooking connected with math, science or history? Just look: Kindergartners whip up a recipe inspired by a popular children's tale, "Stone Soup"; as they handle the ingredients, they learn about geometric shapes, sorting, identification of fruits and vegetables, and the five senses. Lessons become more complex for the older kids.

Fourth-graders prepare a grand menu from Colonial Virginia to review the state's history, culture and natural resources. Hunters Woods Principal Stephen Hockett says, "Everything she does is amazing. To have children use their thinking skills and make connections to the real world is incredible. When kids are having a good time is when they learn the most." Pressler spends up to 60 hours a week preparing lessons, buying supplies and teaching. She volunteers her time; the supply budget comes from student fees, the PTA and sometimes her own pocket. The program has grown so large that Pressler is looking for grants and other sources of income.

You have to see Pressler in action to truly understand the scope of her program, and her dedication to the kids. On a spring afternoon in Room 106, third-grade students arrive to find gleaming stainless-steel pasta machines and other carefully organized supplies waiting on clean tabletops. Pressler isn't two minutes into the lesson before she gives the first hints that the program is about a lot more than cooking.

Pressler manages to talk without stopping, but without losing her young audience. Their eyes follow her as she springs around the room discussing history and geography, pulling down a world map here and pointing to an architectural poster there. Pulling out packages of pasta, she wows the kids with the variety of ingredients used to make different kinds of it, including soy, buckwheat, rice, corn and rye. Soon the class is shrieking with delight as they run dough through pasta machines and measure it for the longest-noodle contest.

Pressler is a role model with a diverse background. "I went to school in architecture and interior design. I'd always loved science, so then I went to graduate school in textile chemistry. Then I said, "I'm going to chef school now, as a hobby." And I found that's where my heart was. I worked as a pastry chef for a number of years and really loved that." She missed interacting with more people, however.

Pressler says she dreams of expanding the program to reach more students at other schools or taking her program to television. Her recipe for success is to integrate learning with life, instill enthusiasm for learning in the children, and inspire them to achieve their heart's desire.

6. Which of the following is **TRUE** of Catherine Pressler, according to **PARAGRAPH 1**?

- A Pressler used to cook meals for elementary school pupils.
- B Pressler started her food-based course at the PTA's request.
- C Pressler's work at school earned her public recognition.
- D Pressler's kids gave her the idea of "Food **FUND**amentals".

7. What can be inferred from **PARAGRAPH 2** about Pressler's course?

- A It teaches children practical skills.
- B It requires quick thinking.
- C It is provided free of charge.
- D It is arranged for one age group.

8. What problems does Pressler face in teaching her course?

- A creating the menu for pupils
- B searching for additional financing
- C getting the necessary ingredients
- D clearing up the mess after classes

9. Which of the following is **NOT TRUE** of Pressler's teaching techniques?

- A She captures students' attention.
- B She holds competitions in class.
- C She applies an interdisciplinary approach.
- D She conducts her lessons outdoors.

10. What are Pressler's plans for the future?

- A to open her own bakery
- B to continue her education
- C to widen her audience
- D to develop her own recipes

Task 3

Read the texts below. Match choices (A-H) to (11-16). There are two choices you do not need to use.

Famous Castles

11

Tintagel Castle

After a period as a Roman settlement and military outpost, **Tintagel, Great Britain**, became a trading settlement of Cornwall during the 5th and 6th centuries. The castle itself was constructed in the 13th century. Its remains are still breathtaking: steep stone steps and thick walls which encircle the great hall. There are many myths and unanswered questions surrounding Tintagel. It is even associated with the romance of Tristan and Isolde. The visitors of the local museum may see a display on the history of the site, including a series of finds from the medieval period excavations.

12

Arundel Castle

Arundel Castle, Great Britain, is a restored medieval castle. Since the 11th century, the castle has been in the family of the Duke of Norfolk, and is still the principal seat of the family. Although the present Duke and Duchess still live in a section of the

castle, the rest is open to the public. Arundel has been renovated and refurbished many times over the last seven centuries and its spectacular gardens and beautiful exterior have served as a shooting area for several movies. The modern castle may also be used for Corporate Events and Conferences.

13

Ussé Castle

Ussé Castle, France, is a pretty castle situated close to the River Loire. It is said that Ussé was the inspiration for the Sleeping Beauty fairy tale. The castle is lived in, and much of it is not open to the public, but there is still plenty to enjoy, including the 15th century kitchen, an impressive dining room, and some richly decorated bedrooms. For the past two decades, the castle has been filled with wax figures dressed in costumes from the 18th century up to now. The exhibition is changed each year to show the development of people's outfit.

14

Eltz Castle

Eltz Castle, Germany, is set in the hills in the middle of the forest surrounded on three sides by the river. It seems to have just grown out of the rock itself. Thanks to its beneficial position, it is among a few castles in Germany that have never been taken by enemies or destroyed. Remarkably, it is owned by the same noble family who built it over eight centuries ago in the 12th century, 33 generations ago.

15

Leeds Castle

Leeds Castle, Great Britain, is what many people imagine when they think of an English castle. During its 900-year history, Leeds Castle has been the private property of six of England's medieval Queens and a palace used by Henry VIII. Lady Baillie, the last private owner, inherited the place in the early 1900s. In the 1930s Lady Baillie entertained high society from London coming to the castle for weekends. Today the interior offers visitors a glimpse of its rich past with a fine collection of art, porcelain and furniture.

16

Urquhart Castle

Urquhart Castle, Scotland, was one of the largest strongholds of medieval Scotland. Though now in ruins, abandoned in the late 17th century, it remains an impressive structure, overlooking Loch Ness. The castle is now owned by the National Trust for Scotland, and run by Historic Scotland Fund, which undertook a major construction

program to create a visitor centre at the site, and to improve parking facilities. The visitor centre includes a display on the history of the site, a cinema, a restaurant and a shop. Urquhart Castle also hosts marriage ceremonies throughout the year.

Which castle _____?

A is attractive to people interested in the history of dress

B displays a collection of jewellery

C is used for holding weddings

D was protected by its location

E was used as a venue for social events

F was available as a film location

G inspired a famous artist with its scenery

H was a site of archaeological digging

Task 4

Read the text below. Choose from (A–H) the one which best fits each space (17–22). There are two choices you do not need to use.

World's Most Expensive Book Goes Up for Sale

A rare copy of John James Audubon's *Birds of America*, (17)_____, has been announced to go on sale at Sotheby's. Only 119 complete copies of the 19th-century book are known to exist, and 108 are owned by museums and libraries.

A separate edition of the wildlife book was sold for a record-breaking price of £5.7million a decade ago. The copy going under the hammer in December comes from the collection of Lord Hesketh. It contains 1,000 life-sized illustrations of almost 500 breeds. It took wildlife artist John James Audubon 12 years (18)_____ . He did so by travelling across America, shooting the birds. He would then hang them on bits of wire to paint them. The artist then went to Britain to print the volumes and targeted the rich to buy copies.

Lord Hesketh's collection also includes a rare copy of Shakespeare's First Folio, which Sotheby's said is (19)_____. Of the 750 that were probably printed, only 219 are known to exist today. The copy, (20)_____, is offered for sale. It has a valuation of up to £1.5 million, and only has three pages missing. It is one of only three textually complete copies to exist in private hands in a comparably early binding.

Letters written from Elizabeth I relating to Mary Queen of Scots are also going under the hammer at the sale, (21)_____. David Goldthorpe, a senior specialist in Sotheby's books and manuscripts department in London, said: "To have all these items in one sale is remarkable; it's certainly never happened in my time, 15 years, and (22)_____ .

A "the most important book in all of English Literature"

- B** which takes place on 7 December
- C** billed as the world's most expensive book
- D** the famous American naturalist and artist
- E** which dates back to 1623
- F** portrayed even the largest birds
- G** to complete his study
- H** people who've been here longer can't recall it

Частина «ВИКОРИСТАННЯ МОВИ»

Use of English

Task 5

Read the text below. For questions (23-32) choose the correct answer (A, B, C or D).

Tea and Ceylon are synonymous in many (23)____. Sri Lanka (Ceylon) is a land which has inherited a rich history of tea and continues to grow the best tea in the world, with its different climatic (24)____, producing variations in taste, quality, character and appearance. Ceylon tea is a brand of its own carrying out the (25)____ flavours of all regions in Sri Lanka. The various soil conditions and different elevations in each region give its teas the diverse characteristics. And no two teas are the same even when grown in the same region. Tea may (26)____ in flavour, colour and the aroma which embodies the sense of place.

As the world takes an organic (27)____ to life, tea has become a beverage preferred by many. The health benefits in tea are numerous, the most outstanding one being its antioxidants. Scientific (28)____ has confirmed that regular tea drinkers are protected from many chronic diseases, the main being heart diseases due to its powerful antioxidants. Ceylon tea is (29)____ in antioxidants, since it is packed right where it's grown and (30)____ within days to protect the freshness of the tea.

Ceylon tea is an element of the art of drinking tea. Each range of tea (31)____ its own story related to the rich Sri Lankan heritage.

Each product means unique tea drinking (32)____, which transports its tea drinkers to another time and place. It is the taste of Ceylon's finest tea at its best, creating luxury in everyday life.

23.	A means	B ways	C directions	D routes
24.	A effects	B positions	C states	D conditions
25.	A accurate	B possible	C probable	D definite
26.	A exchange	B differ	C adapt	D rotate
27.	A approach	B style	C manner	D system
28.	A attention	B research	C thinking	D progress
29.	A wealthy	B rich	C great	D valuable
30.	A directed	B shipped	C moved	D referred
31.	A imagines	B plays	C belongs	D reflects
32.	A ability	B view	C experience	D evidence

Task 6

Read the text below. For questions (33-42) choose the correct answer (A, B, C or D).

Mary Kingsley

Mary Kingsley didn't travel during the first 30 years of her life. (33)_____, when her father died, leaving her an inheritance, she (34)_____ to set off for West Africa, that was still largely unmapped in (35)_____. Kingsley travelled alone, (36)_____ was almost unheard of for a female at the time. During her travels, she lived with local people and learned their skills and customs.

Kingsley became quite well known after returning to England. She spent a lot of time criticizing missionaries for trying to change the native (37)_____ traditions.

Japan's famed cherry blossoms, *sakura*, are reported to be blooming several months ahead of schedule. The *Weathernews* website said it (38)_____ more than 350 reports of premature blossoms.

Experts said the flowers' surprise appearance (39)_____ to extreme weather events in Japan in recent weeks, including two particularly powerful typhoons: the violent storms had stripped many trees of their leaves. One purpose of the leaves is (40)_____ hormones that prevent buds from flowering ahead of time. Hiroyuki Wada, a tree doctor at the Flower Association of Japan said that the unusually warm weather that followed the typhoons (41)_____ have "tricked" the trees' buds into flowering as well. "This has happened before, but I don't remember (42)_____ anything on this scale," said Wada.

33.	A However	B Although	C Moreover	D Besides
34.	A has decided	B had decided	C decided	D decides
35.	A 1890s	B 1890th	C the 1890s	D the 1890th
36.	A whether	B which	C when	D how
37.	A Africans's	B African's	C Africans	D Africans'
38.	A receives	B was received	C received	D has received
39.	A linked	B had linked	C was linking	D was linked
40.	A release	B to release	C to be releasing	D to have released
41.	A would	B need	C cought	D might
42.	A seeing	B to see	C to be seen	D being seen

TEST 2

Частина «ЧИТАННЯ»

Reading

Task 1

Read the text below. Match choices (A-H) to (1-5). There are three choices you do not need to use.

Top 5 Time Management Tips

Good time management skills can help students increase their grades and improve their overall college work performance. By learning to complete assignments on time every time, students will have a better classroom experience. Discover which tips are right for you.

1 _____

Do you find yourself rushing to complete your homework assignment at the last moment? The root of this common problem may be time management. Some easy exercises may help you identify the tasks or habits that take time away from you and help you develop more healthy homework habits.

2 _____

“The assignment is due when? Tomorrow?”

Somehow, that assignment due date just slipped right up on us without our noticing. That is why organizational skills are so important to college performance. Who can afford to score a big fat “0” on a paper just because we got lazy and didn’t pay attention to the due date? Then, how about putting it down?

3 _____

If you have a Yahoo! account or another email system, you can use the free calendar feature to organize your homework. You will be able to enter each assignment as you receive it, make notes, and receive reminders as each due date approaches.

4 _____

Postponing a task is like telling ourselves a little white lie. We think we'll feel better if we do something fun, like watch a TV show, instead of studying or reading. But when we give in to the urge we always feel worse in the long run, not better.

5 _____

If you're like many students, you sometimes have trouble getting started on a project, because the end result seems so far away and impossible to reach. Sometimes when you start out with an idea and a blank sheet of paper and look into the future, all you see is lots and lots of unfinished research, reading, planning, and work. Next time try starting at the end and moving step by step to the beginning!

A Use Time for Better Results

B Send Yourself Memos

C Use a Day Planner

D Avoid Delaying Assignments

E Find out Time Consuming Routines

F Attend to Unfinished Tasks

G Try Backward Planning

H Organize Your Desk

Task 2

Read the text below. For questions (6-10) choose the correct answer (A, B, C or D).

Remarkable Survival

On Christmas Eve, 1971, just a few hours after attending her high school, 17-year-old Juliane Koepcke, got on a flight from Lima, Peru, to Pucallpa. She was heading out to join her father, Hans-Wilhelm, a famous German zoologist, who was working at a remote research station in the rainforest.

Approximately 30 minutes into the flight, the plane flew into a storm with thunder and lightning. The right wing motor was hit by lightning and the aircraft

broke apart in the air. Still strapped to her seat, Juliane was ejected from the aircraft and fell approximately 2 miles into the dense Peruvian rainforest. She was lying on the ground, dressed in only a sleeveless mini-dress and was missing one of her sandals and her glasses. It took Juliane half the day just to be able to stand, but eventually she managed it and set out to find help. During her search, she found a bag of candy, and more significantly, a stream. Her father had once given her advice that if she were ever lost in the rainforest and came across a stream or river, she should follow it downstream because people tend to live on or near water.

Juliane then set off. She walked as much as possible in the river as it was an easier way to go, rather than through the dense jungle. On the tenth day she came across a boat, which at first she thought was a mirage until she finally came up to it and touched it. Next to the boat was a path, which she could hardly crawl up. At the end of the path was a small hut, where Juliane found an outboard motor and some diesel fuel in a barrel. She tried to sleep in the hut, but found the ground to be much too hard, so she went back down to the riverside and lay down in the sand.

The next day, Juliane woke up and, hearing frogs all around her, tried to catch some to eat. Luckily for her she was unable to as they were poisonous dart frogs. She soon heard voices. Three people came out of the forest and spotted her. At first they thought she was a “Yemanjá”, a blond, pale-skinned water spirit. When they saw her, they were pretty frightened. However, she explained what had happened and how she had got there, and they had heard of the plane crash, so accepted her story. They then fed her and cared for her wounds as best as they could and took her downstream to a village. A local pilot knew of some missionaries nearby running a hospital in Pucallpa, where she got after a 15-minute fearful flight and where the day after Juliane’s rescue she was reunited with her father.

Juliane moved to Germany, where she fully recovered from her injuries. Like her parents, she studied biology at university. She went to Peru in the early eighties to study the area’s native bats. In 1998, she returned to the site of the crash for the documentary *Wings of Hope* about her incredible story that was made for German television by Werner Herzog. This trip inspired her to tell a tale of her remarkable survival in the book called *When I Fell From the Sky*, for which she received the

Corine Literature Prize in 2011. Koepcke's experience is also the subject of a feature-length fictional film.

6 Which of the following is **TRUE** of Juliane, according to **PARAGRAPH 1**?

- A** Juliane wanted to be a zoologist after graduation.
- B** Juliane's father was a well-known scientist.
- C** Juliane was going to spend Christmas in Germany.
- D** Juliane's parents put her on the plane in Lima.

7 How did Juliane's father help her to survive in the rainforest?

- A** He taught her how to find the way in the jungle.
- B** He told her about poisonous frogs.
- C** He showed her how to treat various wounds.
- D** He trained her to use a motorboat.

8 Why did Juliane decide to spend the night by the riverside?

- A** She wasn't strong enough to walk up the path.
- B** She was afraid of meeting the house owners.
- C** She couldn't sleep comfortably in the house.
- D** She wanted to wait for people near the boat.

9 What did the three people think when they met Juliane?

- A** She was going to steal their boat.
- B** She was lying about the plane crash.
- C** She was a supernatural creature.
- D** She was able to travel on her own.

10 Which of the following is stated in the text about Juliane's life after the crash?

A She graduated from a Peruvian university.

B She directed a documentary about her survival.

C She played herself in a German fictional film.

D She got an award for her autobiographical story.

Task 3

Read the texts below. Match choices (A-H) to (11-16). There are two choices you do not need to use.

Top Things to Do in Chicago

11

The Field Museum

Every trip to Chicago should include a date with Sue. Holding court in The Field Museum's grand Stanley Field Hall, the remarkable Sue is the world's largest, most complete, and best-preserved Tyrannosaurus rex. Beyond The Field's extensive rock and fossil collections, visitors can journey through 4 billion years of life on Earth in the Evolving Planet exhibit and admire precious stones – from their rough beginnings to sparkling jewellery.

12

John Hancock Observatory

Located in the heart of the Windy City's tourist district, the John Hancock Observatory – with its one-of-a-kind open-air Skywalk – is open until 11 p.m. daily. The fastest elevators in North America zoom to the 94th floor – 305 meters up – in only 40 seconds. The real fun is spotting Chicago landmarks, such as Wrigley Field, Navy Pier, and glamorous marinas. Guests enjoy a multimedia Sky Tour and can contemplate Chicago's history on the 24-meter history wall.

13

Museum of Science and Industry

The largest science centre in the Western Hemisphere, the Museum of Science and Industry was the first museum in North America to offer visitors the chance to touch and interplay with exhibits. That tradition continues to this day with exhibits that encourage people to do more than watch: you can make a giant heart beat in time to your own, open a Chicago River drawbridge for a model train, and practice your moves with the help of a virtual instructor.

14

Navy Pier

Encompassing more than 20 hectares of prime Chicago lakefront territory, Navy Pier is truly a city within the city. With shopping, restaurants, parks and gardens, museums and attractions galore, this Chicago landmark attracts millions every year. Fireworks light up the Chicago skyline twice a week during the summer months, and the 150-foot (45.7 meters) Ferris wheel operates year-round, weather permitting. It's no wonder that Navy Pier is often considered one of the top things to do in Chicago.

15

Millennium Park

It may be one of Chicago's newest places to visit, but Millennium Park has quickly become a destination of choice for travelers and locals alike. With hundreds of free concerts offered throughout the year at the dramatic Jay Pritzker Pavilion; an immense, walk-up-and-touch sculpture known affectionately as "The Bean"; and a 2.2-hectare garden to explore, Millennium Park lives up to the Chicago's official Latin motto: *Urbs in Horto* – City in a Garden.

16

Chicago Food Planet Food Tours

Rated Best Chicago Tour by Lonely Planet, Chicago Food Planet Food Tours offer unique 3-hour food tasting and cultural walking tours focused exclusively in Chicago's off-the-beaten-path neighbourhoods. Suitable for all age groups and fitness levels, they provide a local experience so you feel like a native Chicagoan. Their guided, narrated food tours include mouth-watering food tastings, enough for a hearty lunch. It is a fantastic way for visitors and locals alike to discover the hidden gems of Chicago!

Which place of interest _____?

A provides a device to take you up in no time

B hosts a number of public performances

C boasts old sculptures decorating its façade

D offers seasonal attractions to its visitors

E displays a life-size model of a dinosaur

F exhibits the life evolution through gems

G lets its visitors manipulate the exhibits

H lies off the popular tourist routes

Task 4

Read the text below. Choose from (A–H) the one which best fits each space (17–22). There are two choices you do not need to use.

Lollipop Men and Women

In Britain someone helping children cross the street is called “lollipop person”, because their sign looks like a lollipop.

The job of a lollipop person is to walk to the middle of the road at a suitable time, (17) _____ ; it is a legal requirement for traffic (18) _____. The lollipop man/lady will signal that it is all right (19) _____. Traffic may only move once the sign has been lowered.

Generally speaking, school crossings are manned for approximately 3 hours a day or less. As a result, the work has always appealed more to people who were just seeking (20) _____ such as the retired.

Lollipop people were introduced (21) _____ , who had previously run crossing patrols, to perform other duties. The earliest lollipops were red and black rectangles printed with “Stop, Children Crossing”.

In 2001 in Europe patrollers were given extra powers allowing them (22) _____. The most recent change in the history of the School Crossing Patrol saw the word “children” replaced with a symbol to bring the UK in line with the rest of the EU.

A to stop at this command

B to enable policemen

C awarding the lollypop lady

D holding up the sign

E to cross the road safely

F to assist adults with crossing, too

G to supplement their income

H doing away with the practice

Частина «ВИКОРИСТАННЯ МОВИ»

Use of English

Task 5

Read the text below. For questions (23-32) choose the correct answer (A, B, C or D).

Exams

It's the end of the school year and the exam period is on the way. Undoubtedly, exams (23) _____ pressure on both students and parents alike. Most parents would like to see their children succeeding academically, as they believe a good education gives them an added advantage in life. They want to see their children settled in a rewarding job and be (24) _____ well off. But is that what their children have planned for themselves? Apparently not. Most students either can't think that far ahead or have no (25) _____ of doing so. They would rather aim low so as not to be disappointed if they get low marks. However, child psychologists, who have been (26) _____ on the matter, stress that students should aim high, but at the same time have a variety of other options. As a result, students will not have to worry about grades and in the long (27) _____ will have better chances of succeeding. On the whole, there are many practical things that parents can do and which may prove invaluable to their children. (28) _____ being people their children can (29) _____ to, parents can plan a reasonable schedule that both they and their children (30) _____ on. According to psychologists' (31) _____, this schedule should include no more than eight hours of studying, three proper meals a day and some exercise. Finally, prior to each exam, parents need to (32) _____ their children that everything will be fine whatever the result.

23.	A force	B set	C put	D bring
24.	A richly	B economically	C financially	D valuably
25.	A intention	B demand	C opinion	D reaction

26.	A consulted	B recommended	C suggested	D advised
27.	A time	B run	C term	D process
28.	A Nevertheless	B Apart from	C Instead of	D As far as
29.	A turn	B communicate	C depend	D apply
30.	A approve	B accept	C agree	D confirm
31.	A clues	B instructions	C announcements	D directions
32.	A ensure	B insure	C make sure	D reassure

Task 6

Read the text below. For questions (33-42) choose the correct answer (A, B, C or D).

I (33) _____ to your letter, which (34) _____ before (35) _____ for Rome. (36) _____ yesterday that the company is going to send me there next week for a business conference. If I (37) _____ about it earlier I would have told you. Anyway, I'll ring you as soon as I (38) _____ there. John Marshall came into my office while I (39) _____ the arrangements for my flight to Rome. You may have met him last year when you were in England. If you met him, you would remember him because he is over two meters tall. He told me that he (40) _____ for the previous two months on the plans for the new factory in Naples. He must have worked very hard because he (41) _____ very tired. By the time I come to Rome he (42) _____ them so I'll bring them with me.

33.	A like to repl y	B would like replying	C would like to reply	D am wanting to reply
34.	A arrived two days ago	B has arrived tw o days ago	C arrived since two days	D has arrived since two days
35.	A to go out	B to leave	C leave	D leaving
36.	A I was said	B It was said	C I was told	D I was told me

37.	A knew	B had known	C would have known	D would know
38.	A get	B will get	C got	D will have got
39.	A made	B did make	C had made	D was making
40.	A has worked	B has been worked	C worked	D had been working
41.	A looked	B looks	C has looked	D has been looking
42.	A will finish	B will be finished	C will have finished	D has finished

ANSWERS KEYS

TEST 1

1: H; 2: C; 3: E; 4: D; 5: B;
6: C; 7: A; 8: B; 9: D; 10: C
11: H; 12: F; 13: A; 14: D; 15: E; 16: C
17: C; 18: G; 19: A; 20: E; 21: B; 22: H
23: B; 24: D; 25: D; 26: B; 27: A; 28: B; 29: B; 30: B; 31: D; 32: C
33: A; 34: C; 35: C; 36: B; 37: D; 38: C; 39: D; 40: B; 41: D; 42: A

TEST 2

1: E; 2: C; 3: B; 4: D; 5: G;
6: B; 7: A; 8: C; 9: C; 10: C
11: E; 12: A; 13: G; 14: D; 15: B; 16: H
17: D; 18: A; 19: E; 20: G; 21: B; 22: F
23: C; 24: C; 25: A; 26: A; 27: B; 28: B; 29: A; 30: C; 31: B; 32: D
33: C; 34: A; 35: D; 36: C; 37: B; 38: A; 39: D; 40: D; 41: A; 42: C

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