

PLEASE, PAY ATTENTION THAT ALL THE ANSWERS SHOULD BE TRANSFERRED TO YOUR ANSWER SHEET.

1. Put the bracketed verbs in the correct tense, voice and mood forms.

Dear Ann,

I (1)_____ (to receive) your letter about two weeks ago and (2)____ (to try) to find time to write you back ever since. I (3) _____ (to be) very busy lately. In the past two weeks I (4) _____ (to have) four tests, and I (5)_____ (to have) another test next week. In addition, a friend (6)_____ (to stay) with me since Thursday. She (7) _____ (to be) fond of sightseeing, so we (8)_____ (to spend) a lot of time visiting some of the interesting places here. Between showing her the city and studying for my exam, I barely (9)_____ (to have) enough time to breathe.

Right now it (10)_____ 3 a.m. and I (11) _____ (to sit) at my best. I (12) _____ (to sit) here five hours doing my studying. My friend's plane (13)_____ (to leave) at 6:05, so I (14) _____ (to decide) not to go to bed. That's why I (15)_____ (to write) to you at such an early hour of the day. I (16) _____ (to get) a little sleepy, but I would rather stay up. I (17) _____ (to take) a nap after I (18)_____ (to get) back from taking her to the airport.

How you (19) _____ (to get) along? Please, (20) _____ (to write) soon.

2. Use the right article by writing 'a', 'an', 'the' or '-' in the gaps.

(1)____ whole meaning of (2)____ song can change if you mishear (3)____ lyrics. Every day around (4)____ world, people sing (5)_____ wrong words to all sorts of (6)____ songs. (7)____ English speaker, for example, might hear '(8)____ ants are my friends' instead of '(9)____ answer my friend'. With (10) ____ songs in (11)____ foreign languages, (12)____ strange thing happens if you don't speak (13)____ language: (14)____ brain tries to understand it in your first language. (15)____ Arabic speaker in (16)____ Jordan, for example, might hear (17)____ English song on (18)____ radio and understand something completely different in (19)____ Arabic. There are many examples of (20)_____ songs with (21)____ lyrics like this on (22)____ internet.

3. Complete the sentences with the correct word or phrase.

1. She is feeling very nervous because it's her *large / big* day tomorrow.
2. I bought some new software for my computer off the *shelf / peg*.
3. If you let your feelings get the *best / better* of you, you won't be able to finish the speech.
4. We had nothing *only / but* praise for the way the reception was organized.

5. We can spend whatever we feel like – the sky's the *top* / *limit*.
6. When Chris *popped* / *popped out* the question, did he give her the ring?
7. They had a rehearsal the day before wedding, and it went *out* / *off* without a hitch.
8. I offered to help with the decorations, but they *wouldn't* / *didn't* hear of it.
9. She rarely spoke *from* / *out of* the heart.
10. McDonald's is trying to win *back* / *up* some old customers.

4. Choose the best alternative to fill the gaps in these sentences.

1. If someone is seriously ill, they may need to go to hospital to have a(n) ____.
a) operation b) plaster c) filling d) helping e) surgery
2. If you want antibiotics, you'll have to ask the doctor for a _____.
a) notice b) medicine c) prescription d) receipt e) recipe
3. In the good old days everything you ate was _____.
a) home-made b) processed c) well-done d) hotpot-made
4. The plot of the novel was exciting, but I didn't find the ____ interesting.
a) persons b) people c) figures d) characters
5. There were so many _____ in the plot that I didn't think it was convincing.
a) turns b) circles c) twists d) curves e) bends
6. It's difficult these days for anyone to find a well-paid _____ job.
a) eternal b) permanent c) stable d) steady
7. A newspaper's opinions are given in its _____.
a) captions b) editorial c) leader column d) report
8. Over 2 £ million was _____ in the lottery.
a) ceased b) seized c) heat d) captured e) hit
9. The burglar was sentenced to 18 months in _____.
a) jail b) jury c) train d) liberation
10. Make notes. Decide on your _____ sentence.
a) least b) end c) final d) closing e) stop

5. Use the words in brackets to form new suitable words in the provided spaces.

I found a (1) _____ (to forget) bar of soap after winter at my home in northern Sardinia. It (2) _____ (to grow) a coat of mold. How did it grow on soap, which is supposed to keep your hands (3) _____ (clean)? We use soap for cleaning because it is a detergent: a means of emulsifying dirt in water. Its (4) _____ (nutrition) value is usually irrelevant, but pure traditional soap consists of fatty-acid salts. Because of this, it is completely (5) _____ (digestion) in modest quantities. You may see a dog eating a chunk of soap because it smells (6) _____ (appetite) of fatty acids. Toilet soap commonly contains (7) _____ (to surprise) amounts of other materials that make it smoother, less aggressive to the stance simply cheaper to produce. These are all (8) _____ (to eat) too, and molds are happy to consume them. As long as the soap doesn't contain too much sodium and the air is moist enough, as it well might be in a bathroom, a bar of soap can certainly grow some very contented fungi.

6. Read the text below and do the tasks that follow.**BRIGHT CHILDREN**

By the time Laszlo Polgar's first baby was born in 1969 he already had firm views on child-rearing. An eccentric citizen of Hungary, he had written a book called "Bring up Genius!" and one of his favorite sayings was "Geniuses are made, not born". An expert on the theory of chess, he proceeded to teach little Zsuzsa at home, spending up to ten hours a day on the game. Two more daughters were similarly hot-housed. All three obliged their father by becoming world-class players. The youngest, Judit, is currently ranked 13th in the world, and is by far the best female chess player of all time. Would the experiment have succeeded with a different trio of children? If any child can be turned into a star, then a lot of time and money are being wasted worldwide on trying to pick winners.

America has long held "talent searches", using test results and teacher recommendations to select children for advanced school courses, summer schools and other extra tuition. This provision is set to grow. In his state-of-the-union address in 2006, President George Bush announced the "American Competitiveness Initiative", which, among much else, would train 70,000 high-school teachers to lead advanced courses for selected pupils in mathematics and science. Just as the superpowers' space race made Congress put money into science education, the thought of China and India turning out hundreds of thousands of engineers and scientists is scaring America into prodding its brightest to do their best.

The philosophy behind this talent search is that ability is innate; that it can be diagnosed with considerable accuracy; and that it is worth cultivating. In America, bright children are ranked as "moderately", "highly", "exceptionally" and "profoundly" gifted. The only chance to influence innate ability is thought to be in the womb or the first couple of years of life. Hence the fad for "teaching aids" such

as videos and flashcards for newborns, and “whale sounds” on tape which a pregnant mother can strap to her belly.

In Britain, there is a broadly similar belief in the existence of innate talent, but also an egalitarian sentiment which makes people queasy about the idea of investing resources in grooming intelligence. Teachers are often opposed to separate provision for the best-performing children, saying any extra help should go to stragglers. In 2002, in a bid to help the able while leaving intact the ban on most selection by ability in state schools, the government set up the National Academy for Gifted and Talented Youth. This outfit runs summer schools and master classes for children nominated by their schools. To date, though, only seven in ten secondary schools have nominated even a single child. Last year all schools were told they must supply the names of their top 10%.

Picking winners is a hangover from the times when talented individuals were plucked from their homes and ruthlessly trained for the glory of the nation. But in many other countries, opposition to the idea of singling out talent and grooming it runs deep. In Scandinavia, a belief in virtues like modesty and social solidarity makes people flinch from the idea of treating brainy children differently.

And in Japan, there is a widespread belief that all children are born with the same innate abilities – and should, therefore, be treated alike. All are taught together, covering the same syllabus at the same rate until they finish compulsory schooling. Those who learn quickest are expected then to teach their classmates. In China, extra teaching is provided, but to a self-selected bunch. “Children’s palaces” in big cities offer a huge range of after-school classes. Anyone can sign up; all that is asked is excellent attendance.

Statistics give little clue as to which system is best. The performance of the most able is heavily affected by factors other than state provision. Most state education in Britain is nominally non-selective, but middle-class parents try to live near the best schools. Ambitious Japanese parents have made private, out-of-school tuition a thriving business. And Scandinavia’s egalitarianism might work less well in places with more diverse populations and less competent teachers. For what it’s worth, the data suggest that some countries – like Japan and Finland – can eschew selection and still thrive. But that does not mean that any country can ditch selection and do as well.

Mr. Polgar thought any child could be a prodigy given the right teaching, an early start and enough practice. At one point he planned to prove it by adopting three baby boys from a poor country and trying his methods on them. (His wife vetoed the scheme.) Some say the key to success is simply hard graft. Judit, the youngest of the Polgar sisters, was the most driven, and the most successful; Zsafia, the middle one, was regarded as the most talented, but she was the only one who did not achieve the status of grandmaster. “Everything came easiest to her,” said her older sister. “But she was lazy.”

Task 6.1 Are the sentences true (T) or false (F)?

1. America has a long history of selecting talented students into different categories.
2. Teachers and schools in Britain held welcome attitude towards the government's selection of gifted students.
3. Some parents agree to move near reputable schools in Britain.
4. Japan and Finland comply with selected student's policy.
5. Avoiding-selection-policy only works in a specific environment.

6.2 Use the information in the passage to match the countries/regions with correct connection below.

1	Scandinavia
2	Japan
3	Britain
4	China
5	America

a.	Less gifted children get help from other classmates.
b.	Attending extra teaching is open to anyone.
c.	People are reluctant to favor gifted children due to social characteristics
d.	Both views of innate and egalitarian co-existed.
e.	Craze of audio and video teaching for pregnant women.