

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ДЕРЖАВНИЙ ВИЩИЙ НАВЧАЛЬНИЙ ЗАКЛАД
«УЖГОРОДСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ»
ФАКУЛЬТЕТ ІНОЗЕМНОЇ ФІЛОЛОГІЇ
КАФЕДРА АНГЛІЙСЬКОЇ ФІЛОЛОГІЇ**

**НАВЧАЛЬНО-МЕТОДИЧНИЙ ПОСІБНИК
ТЕСТОВІ ЗАВДАННЯ ДЛЯ САМОСТІЙНОЇ РОБОТИ АСПІРАНТІВ
З ДИСЦИПЛІН
«ІНОЗЕМНА МОВА ДЛЯ КОМУНІКАЦІЇ У НАУКОВО-ПЕДАГОГІЧНОМУ
СЕРЕДОВИЩІ (АНГЛІЙСЬКА)»**

Ужгород - 2021

УДК

Тестові завдання. Іноземна мова для комунікації у науково-педагогічному середовищі (англійська) : навч.-метод. посібник для здобувачів вищої освіти ступеня доктор філософії / С. В. Голик., Гайданка Д.В., Рогач Л.В., Сливка М.І., Шовак О.І., Мигалець О.І., Іванова А.О., Глюдзик Ю.В. – Ужгород, 2021. – 44 с.

Навчально-методичний посібник з дисципліни «Іноземна мова для комунікації у науково-педагогічному середовищі (англійська)» призначений для самостійної роботи аспірантів 1 року навчання денної та заочної форм навчання.

Розробник :

Голик Сніжана Василівна, кандидат філологічних наук, доцент, завідувач кафедри англійської філології;

Гайданка Діана Володимирівна, кандидат філологічних наук, доцент кафедри англійської філології;

Рогач Леся Валеріївна, кандидат філологічних наук, доцент кафедри англійської філології;

Сливка Мирослава Іванівна, кандидат філологічних наук, доцент кафедри англійської філології;

Шовак Оксана Іванівна, кандидат філологічних наук, доцент кафедри англійської філології;

Мигалець Оксана Іванівна, кандидат філологічних наук, доцент кафедри англійської філології;

Іванова Андріана Олександрівна, кандидат філологічних наук, доцент кафедри англійської філології;

Глюдзик Юлія Вікторівна, кандидат філологічних наук, доцент кафедри англійської філології.

Рецензенти :

Приходько Ганна Іллівна, доктор філологічних наук, професор кафедри англійської філології ДВНЗ «Запорізького національного університету»;

Чендей Наталія Василівна, кандидат філологічних наук, доцент кафедри англійської філології.

Рекомендовано до друку Вченою радою факультету іноземної філології ДВНЗ «УжНУ» як навчально-методичний посібник (протокол № 5 від 1 липня 2020 року), кафедрою англійської філології ДВНЗ «УжНУ» (протокол № 10 від 30 червня 2020 року)

3MICT

1. FOREWORD.....	4
2. Grammar	5
3. Academic vocabulary.....	22
4. Reading and vocabulary.....	36

FOREWORD

The present set of tests has been devised to assist PhD students of day-time and extramural departments to learn the style of English peculiar for academic contexts (academic textbooks, articles, academic essays, lectures, seminars, tutorials) and revise their knowledge of grammar acquired throughout the academic year, as well as during the previous cycle of study. The present manual is suitable for both self-study and classroom use.

The set of tests consists of three parts: grammar comprehension tests, lexical tests, and reading comprehension practice.

The first part of tests focuses on *grammar comprehension tests* found in major B2 and C1 level exams. The grammar practice tests follow the order of teaching throughout the academic year and are revision tests.

The academic vocabulary studied covers the key academic verbs, nouns, adjectives, quantifiers, as well as more complex structures and expressions in order to expand one's knowledge of this style of language. Hence, *the set of lexical tests* is not designed for a specific field of study (chemistry or social science), rather it practises the kind of vocabulary employed in academic sphere regardless of the discipline a PhD student studies, since Academic English tends to be an international academic language and may be helpful to a researcher of any specialisation. The tests have been devised based on a corpora of written and spoken academic texts, considered during the academic year. Apart from this, the tests check upon the knowledge of various ways of academic texts organisation, discussing ideas, and putting forward and presenting ideas in academic institutions.

The *reading comprehension practice* is based on academic texts related to various fields of study, followed by practical assignments that check upon the general understanding of the academic language, as well as more profound knowledge of particular terms and specialised expressions.

GRAMMAR

Choose the correct option:

1) In Manet's painting *The Gare Saint-Lazare*, a young girl... at the train station through an iron fence.

- a) *look* c) *is*
b) *looks* looking

2) Excuse me. What time ?

- a) *does the next train leave* b) *do the next train leave* c) *do the next train leaves*

3) Can you give me some advice? I ... about trekking in Nepal and I don't know when is the best time of year to go.

- a) *think* b) *am thinking* c) *thinking*

4) We had to use the stairs because the lifttoday.

- a) *doesn't work* b) *isn't working* c) *don't work*

5) My colleague drives me crazy. He ... about how hard he works, but he's the last person to arrive each day and the first to leave.

- a) *always is complaining* b) *always complain* c) *is always complaining*

6) in the bank in the High Street?

- a) *Do you work* b) *Does you work* c) *Are you working*

7) Of course! You're Janet Trench the actor! You were in my favourite series on TV five years ago.... now, Janet, or have you retired?

- a) *Do you work* b) *Does you work* c) *Are you working*

8) No, I haven't retired yet, but thank you for asking. In fact, at the local theatre this week.

- a) *I appear* b) *I'm appearing* c) *I'm appear*

9) We in quite a big house, so we decided to open a restaurant in our own home.

- a) *are living* b) *lives* c) *live*

10) Every Friday night, people come to our house and a meal which my husband and I cook.

- a) *have* b) *has* c) *are having*

11) I was promoted after I my first big deal.

- a) *was* b) *wined*
 winning c) *won*
- 12)to play the trumpet for years when she decided to join an orchestra.
a) *learnt* b) *had learnt* c) *had been learning*
- 13) The waiter a tray of drinks when he slipped. There was a terrible mess!
a) *carried* b) *was carrying* c) *has carried*
- 14) By the time we got to the station, the train..... , so we decided to take the bus instead.
a) *had left* b) *left* c) *lefted*
- 15) When Tim in his pocket, he realised he'd left his wallet at home.
a) *looked* b) *did look* c) *had looked*
- 16) She breakfast when she opened the letter. She was so surprised that she dropped her toast.
a) *eats* b) *was eating* c) *ate*
- 17) After we half the boxes from the room, we decided to take a break.
a) *'d been clearing* b) *were clearing* c) *'d cleared*
- 18) '.... your glasses when the accident happened?' 'No, which is why I didn't see the cyclist.'
a) *Were you* b) *Was you wearing* c) *Did you*
 wearing *wear*
- 19) Our neighbour's house a swimming pool, so we would spend every day there in the summer, splashing around.
a) *would have* b) *used to having* c) *used to have*
- 20) '..... anything about the company before you decided to take the job?
a) *Did you heard* b) *Had you heard* c) *Have you heard*
- 21) Judith was very tired and dirty – she ... in the garden all afternoon.
a) *'d been working* b) *worked* c) *had worked*
- 22) Sue ... on the right-hand side of the road before, so she was very nervous.
a) *hadn't* b) *didn't drive*
 driven c) *wasn't driving*
- 23) I hated working with Carl. He about something – his work, his salary, his colleagues ... !
a) *always* b) *was complaining* c) *was always*
 complained *complaining*
- 24) I ... to meet up with Nacho in Madrid, but I didn't have time.
a) *have hoped* b) *wasn't hoping* c) *was hoping*
- 25) I didn't use to like vegetables when I was young, but now I love them and I them every day.

- a) *eat* b) *used to eating* c) *used to eat*
- 26) How long in the flat before you discovered there were mice?
a) *had you being living* b) *had you been lived*
c) *had you been living*
- 27) My little sister loves the film *The Lion King*. She.... it three times.
a) *saw* b) *seen* c) *'s seen*
- 28) My new job is based in Algeria so I Arabic. I want to be able to talk to my Algerian colleagues in their own language.
a) *learn* b) *'ve been learning* c) *'ve learned*
- 29) We much this morning and it's almost 12 o'clock. Let's hope we do better this afternoon.
a) *haven't sold* b) *didn't sell* c) *were not selling*
- 30) this book? It's brilliant.
a) *Have you ever read* b) *Have you been reading* c) *Did you ever read*
- 31) How many times someone famous?
a) *were you meeting* b) *did you meet* c) *have you met*
- 32) 'Where's Jake?' 'Oh, he to Munich for a conference. He'll be back in a week.'
a) *'s went* b) *'s gone* c) *'s been*
- 33) The film....., so we can just get there in time if we hurry.
a) *hasn't just started* b) *hasn't started yet* c) *hasn't started already*
- 34) Is everything OK? You your phone.
a) *haven't been answering* b) *haven't answering* c) *didn't been answering*
- 35) My grandfather is learning how to dance salsa. He three classes so far and I think he's really enjoying it, although he gets quite tired.
a) *has been having* b) *had* c) *has had*
- 36) They late this evening, so they might miss the start of the football match.
a) *worked* b) *'ll work* c) *'ll be working*
- 37)an alarm call in the morning, sir?
a) *Will you be needing* b) *Do you be needing* c) *Are you needing*
- 38) What a long day! By seven o'clock this eveningfor ten hours.
a) *we'll have been worked* b) *we'll have been working* c) *worked*

- 39) They a new megastore in the centre of town, but there were so many complaints that they decided not to.
a) were building b) were going to build c) are going to build
- 40) I'm so sorry I broke your phone.... you a new one.
a) I'll buy b) I buy c) I'm buying
- 41) 'I'm afraid I can't get there until seven o'clock.' 'Oh, that's a shame. The others by then so you'll miss them.'
a) will leave b) will have been leaving c) will have left
- 42)Helena about the holiday before we see her? We don't want to spoil the surprise.
a) Will Tony have b) Tony will have spoken to c) Will have Tony spoken to
- 43) They for over an hour by the time we get there. I hope they're not angry.
a) will have been b) will have been waited c) will have be waiting
- 44) Don't worry. I promise I late.
a) will be not b) won't being c) won't be
- 45) We'll have to open a new class. ... too many students in this one.
a) It's b) There are c)There is
- 46) ... an oven, a microwave and a frigde-freezer in the new apartment.
a) There is b) It is c) There are
- 47) I hated being a teenager. ... the most embarrassing time in my life!
a) There is b) It was c)There are
- 48) ... a mistake to think your boss won't notice if you don't go.
a) It was b) There is c) It is
- 49) ... little point in going back over the same old ground.
a) There is b) There are c) It is
- 50) ... a strong possibility of the chairman not making the meeting.
a) It is b) It was c) There is
- 51) ... very hilly and there are steps in most of the streets.
a) It is b) There was c) There is
- 52) ... a lot to be said for vegetarianism, in my opinion.
a) It was b) It is c)There is
- 53) ... a shame you won't be able to see your own son receive his degree.
a) There is b)It is c) It was
- 54) ... a pen, a ruler and some pencils on each desk.
a) There is b) There are c) It is
- 55) ... a sauna and a small gym at the hotel.
a) It is b) There are c) There is

- 56) ... a lot of rain on holiday.
a) It was b) There was c) It is
- 57) ... generally believed to be a good thing to get eight hours' sleep a night.
a) It is b) There were c) There is
- 58) ... no shame attached to being beaten by a player of his calibre.
a) There is b) It is c) It was
- 59) The resort had everything – ... a beach, a hotel and some very good restaurants.
a) there was b) there were c) it was
- 60) All you have to do is tell me everything ... happened once you left the hotel.
a) That b) what c) which
- 61) It was while trying to mend the window ... I fell off the ladder.
a) When b) where c) that
- 62) He claimed to like music but it was literature ... he loved more than anything else.
a) which b) that c) what
- 63) ... I love most about the weather in this country is that it is totally unreliable.
a) What b) All c) That
- 64) He left the country at the age of twenty and it was only after several years ... he returned.
a) where b) when c) that
- 65) Your car isn't here. It ... to the garage.
a) has taken b) has been taken c) was taken
- 66) Sorry. Your clothes ... yet.
a) didn't been ironed b) haven't done iron c) haven't been ironed
- 67) ... in the 1960s?
a) Did the house build b) Was the house built c) Was built the house
- 68) The experiment ... under strict medical supervision.
a) we carried out b) was carried out c) was carrying out
- 69) The event ... before they arrived home.
a) was being reported b) has been reported c) had been reported
- 70) There's someone behind us. I think
a) we are being followed b) we are following c) we are followed
- 71) She ... in a small village in the south of Spain.
a) has been born b) was born c) born
- 72) I couldn't answer the questions I ... at the interview last month.
a) was being asked b) have asked c) was asked
- 73) The questions ... by the teacher now.
a) are asked b) are asking c) are being asked
- 74) The plan of work ... by all the students at five tomorrow.
a) will be discussed b) is being discussed c) will discussed

- 75) Important subjects ... every lunch time.
a) are discussed b) were discussed c) have been discussed
- 76) The school ... by the local government.
a) has built b) was built c) had been built
- 77) The work ... by the end of 1999.
a) had been finished b) has been finished c) had finished
- 78) The police report that the missing person
a) has found b) is found c) has been found
- 79) The news ... every day from 6 am to midnight.
a) is broadcast b) has been broadcast c) was broadcast
- 80) At this very moment the suspect ... by the police.
a) is interviewed b) is interviewing c) is being interviewed
- 81) A new security system ... in all our offices in the next few weeks.
a) is installed b) will be installed c) will install
- 82) By November 30 a new government
a) will be elected b) will elect c) will have been elected
- 83) When we got home, we realised the house
a) had been burgled b) has been burgled c) was burgled
- 84) The Government says tax reforms ... in the new year.
a) will introduce b) will be introduced c) will have been introduced
- 85) Newspapers in some countries ... in kiosks as well as shops.
a) are sold b) sold c) were sold
- 86) The questions ... by the teacher now.
a) are asked b) have been asked c) are being asked
- 87) The book ... to me before it appeared on sale.
a) had been given b) was given c) has been given
- 88) The dinner ... by five o'clock tomorrow.
a) will be served b) will have been served c) will serve
- 89) The Loch Ness monster ... to exist.
a) is told b) tells c) is said
- 90) David ...
a) a car was given by his uncle
b) to his uncle was given a car
c) was given a car by his uncle
- 91) The experiment ... under strict medical supervision.
a) we carried out; b) was carried out; c) was carrying out
- 92) Mrs. Osbourne ... once a month.
a) her hair coloured; b) has coloured her hair; c) has her hair coloured

- 93) She was Tired that she fell asleep.
a) Such b) so c) enough
- 94) The shoe shop ... the shoes I saw last week.
a) doesn't have got; b) hasn't got; c) doesn't got
- 95) Mr. Grainger arrives while I'm at lunch, please ask him to wait in my office.
a) When b) If; c) Unless
- 96) ... Alan for hours but he just doesn't answer his mobile. I hope nothing's wrong.
a) I call b) I've called c) I've been calling
- 97) Swansea, My father was brought up, is a beautiful town.
a) Who b) where c) which
- 98) By the time we arrived, the film ...
a) has already started b) already started c) had already started
- 99) I've got a good chance of getting the job, ... I do okay in the interview.
a) unless b) in case c) only
- 100) When ice melts, it ... water. Everyone knows this.
a) will become b) became c) becomes
- 101) When I ..., I want to be a journalist.
a) grow up b) am growing up c) will grow up
- 102) 'Are you still taking your exams?' 'Yes, but by this time next week ... my last one!'
a) I'm finishing b) I'll finish c) I'll have finished
- 103) 'Where is my bank book?' 'If you ... in the drawer, you'll find it'.
a) look b) will look c) had looked
- 104) 'Can I go and play football, please, Mum?' 'If you ... your homework, you can go and play'.
a) finished b) had finished; c) have finished
- 105) "Did you play football yeaterday?". "Yes we did, ... the show."
a) Despite b) even though c) in spite of.
- 106) Sorry. Your clothes ... yet.
a) didn't been ironed b) haven't done iron c) haven't been ironed
- 107) What happened? ... hurt?
a) Did he get b) Did he been c) Got he
- 108) The government ... lost the election if they hadn't put taxes up.
a) won't have b) hadn't c) wouldn't have
- 109) I won't accept the job ... they offer me more money than I'm earning now.
a) unless b) if c) when
- 110) The manager won't give Kevin his job back, ... he gets on his knees and begs!
a) as long as b) in case c) even if
- 111) I spoke to Victor last night and he says he ... while he was on holiday.

- a) had stolen his phone b) got stolen his phone c) had his phone stolen*
- 112) My teeth were a little yellow so I ... by the dentist.
a) have them cleaned b) was cleaned them c) had them cleaned
- 113) When I told Mr. Peters that the dog ... my homework, he didn't believe me.
a) has eaten b) ate c) had eaten
- 114) Adam told me that his girlfriend ... meat at all.
a) is not eating b) has not eaten c) does not eat
- 115) Ed told me that he ... to look at a flat in the afternoon.
a) will go b) is going c) was going
- 116) When we watched Death Watch III, Paul said he ... a worse movie in his life.
a) has never seen b) had never seen c) will never see
- 117) Did Galileo say that the Earth ... round the sun?
a) goes b) had gone c) has been going
- 118) Fred asked Gloria whether ... him.
a) does she love b) she loves c) she loved
- 119) My mum asked me if I ... my ear pierced.
a) have b) had had c) am having
- 120) It ... that gunshots have been heard in the city centre.
a) is to be reported b) has been reported c) had been reported
- 121) She asked me why ... quitting the gym.
a) was I thinking of b) am I thinking of c) I was thinking of
- 122) "Can you lend me some money?". "I'll give you some I get paid."
a) while b) as soon as c) whenever
- 123) They asked us how ... Peter three days before.
a) we had got on with b) had we got on with c) did we get on with
- 124) I asked them when ... on holiday.
a) did they last be b) were they last c) they had last been
- 125) My wallet, ... was in my handbag, has disappeared.
a) which b) was c) whom
- 126) The receptionist asked us if ... upgrade to a better room.
a) we like to b) would we like to c) we would like to
- 127) I'm sleeping downstairs because my bedroom
a) is being painted b) has been painting c) is painting
- 128) I asked that man where ..., but he doesn't know the city.
a) is the nearest metro b) the nearest metro was c) the nearest metro has been
- 129) Your sister wants to know where ... her football boots.
a) you put b) did you put c) have you put

- 130) Salima asked us why ... to the club recently.
a) we didn't go b) we hadn't been to c) we weren't
- 131) She ... to school by her mother every day.
a) is being b) is driven c) is having driven
- 132) Jenna said the other day that she ... to your party this evening.
a) comes b) had come c) is coming
- 133) Maria said last Sunday that she ... her mother in hospital the day before.
a) had visited b) visited c) has visited
- 134) Mike said yesterday that he ... us as soon as he had any news.
a) calls b) will call c) would call
- 135) She made us ... for several hours.
a) to wait b) wait c) waited
- 136) You will be able ... it yourself when you are older.
a) to do b) do c) did
- 137) They won't let us the Customs till our luggage has been examined.
a) to leave b) leave c) leaving
- 138) They are expected ... in a few days.
a) arriving b) arrived c) to arrive
- 139) We seem ... for many hours now.
a) to fly b) to have been flying c) to be flying
- 140) We didn't succeed in ... tickets for the concert.
a) getting b) having been got c) being got
- 141) She is proud of ... all the exams excellently.
a) passed b) being passed c) having passed
- 142) The competition was won by a sportsman in red.
a) dressing b) dressed c) being dressed
- 143) The ... car was of black colour.
a) to be approached b) approaching c) approached
- 144) Before ... for Paris I shall let you know.
a) leaving b) having left c) being left
- 145) Michael wrote so well! He should... a writer.
a) have been b) to be c) be
- 146) The man seemed... me, and I felt uneasy in his presence.
a) to study b) to be studying c) to have studied
- 147) The strength of the metal proved ... by the designer.
a) to be overestimating b) to have overestimated c) to be overestimated
- 148) Perhaps it would bother himabout new redundancies
a) to tell b) to be telling c) to be told

- 149) The jewellery was believed ... during the war.
a) to have lost b) to be lost c) to have been lost
- 150) Can you smell something...?
a) burn b) burning c) burnt
- 151) Listen! Can you hear a child...?
a) to cry b) crying c) have cried
- 152) I saw him...to the ground.
a) fallen b) being fallen c) fall
- 153) ...photographs of the place, I have no desire to go there.
a) am seeing b) have seen c) having seen
- 154) While...the students test-papers, the teacher underlined the mistakes with a red pencil.
a) checked b) checking c) having checked
- 155) My sister is used ... to bed early.
a) to going b) to go c) going
- 156) He finished writing the history project and went on ... his English assignment.
a) to do b) do c) doing
- 157) He denied ... in the exam.
a) having cheated b) to have cheated c) to cheating
- 158) Julia suggested to the concert.
a) going b) to go c) to have gone
- 159) Oh, no! I totally forgot ... the cooker.
a) turning off b) to turn off c) turn off
- 160) I clearly remember ... with her when I first met her at our old headquarters.
a) falling in love b) having fallen in love c) to fall in love
- 161) After finishing the report, she went on some letters.
a) to type b) typing c) to be typing
- 162) I don't enjoy at by other people.
a) laughing b) to laugh c) being laughed
- 163) Remember the door when you leave.
a) to lock b) lock c) locking
- 164) I am not accustomed to coffee with my meals.
a) drinking b) drink c) to drink
- 165) I have trouble asleep at night.
a) to fall b) falling c) to be falling
- 166) I appreciate your my opinion on the matter.
a) having ask b) asking c) have asked

- 167) It was nice... you today.
a) meeting b) meet c) to meet
- 168) How did the thief get into the house? – I forgot ... the window.
a) shutting b) to shut c) having shut
- 169) He tried ... but she refused to listen.
a) explaining b) having explained c) to explain
- 170) I didn't know how to get to your house so I stopped ... the way.
a) to ask b) asking c) having asked
- 171) They are supposed ... on the problem for the last two months.
a) to work b) working c) to have been working
- 172) Why are you late again? Have you forgotten ...me that you would never be late again?
a) promise b) to promise c) promising
- 173) I am beginning ... what you mean.
a) understanding b) to understand c) understood
- 174) He was fined the speed limit.
a) for exceed b) for exceeding c) for having exceeded
- 175) I regret ... you that your application has been refused.
a) to inform b) informing c) inform
- 176) I couldn't help what you said.
a) overhear b) overhearing c) to overhear
- 177) She doesn't approve
a) of gamble b) for gambling c) of gambling
- 178) The dress ... at the department store was very beautiful.
a) buying b) to buy c) bought
- 179) After walking for three hours we stopped to let the others ... with us.
a) catching b) catch c) to catch
- 180) Data from the comet shed light on how life on earth began.
a) could b) should c) may
- 181) I studied all the contemporary accounts of the battle I find.
a) should b) could c) can
- 182) Environmental issues be at the top of today's political agenda
a) should b) could c) may
- 183) Students whose first language is not English usually to attend a pre-sessional language course before their main classes start.
a) must b) should c) have

184) Before we start the experiment you all set your watches to precisely the same time.

a) are to b) must c) could

185) I have worried, he was given the highest level of care at all times during his 12-day stay.

a) needn't b) couldn't c) had to

186) His words have created ripples of awe among the Senators, but none defy his decision.

a) could b) dare c) must

187) In your opinion, what sorts of things are useful to learn by heart?

a) – b) a c) the

188) A correlational study is good way of seeing if one phenomenon is related to another in a systematic way.

a) - b) a c) the

189) experiment neither proved nor disproved Jessop's theory.

a) – b) A c) The

190) An external observer can often unintentionally disrupt the behaviour of subjects they are observing.

a) - b) a c) the

191) The method they initially chose to use was not ... very reliable one, so he had to find an alternative.

a) - b) a c) the

192) Cole puts forward some fascinating theories on ... development of language in his latest book.

a) - b) a c) the

193) Simpson's book sets out to prove that Chinese reached America long before the Vikings.

a) - b) a c) the

194) women now make up over half the student population in universities in this country.

a) - b) a c) the

195) Nothing will change unless people prepared to take a firm stance against injustice.

a) will be b) are c) were

196) If we no action now, new conflicts are likely to occur periodically around the world.

a) don't take b) will take c) take

- 197) If you brainstorming some good study habits, what would you write down?
a) were b) are c) will be
- 198) In scientific discourse, if words used precisely, then it is hard for the reader to comprehend what the writer is trying to say.
a) will not be b) are not c) are
- 199) I wish I harder at school when I was a teenager
a) studied b) would study c) had studied
- 200) You may have health problems unless you more exercise.
a) do b) don't do c) will do
- 201) The book is primarily concerned the problem of policing the internet.
a) with b) to c) about
- 202) The work of the Institute is not solely devoted cancer research.
a) with b) to c) on
- 203) Fundamentally, we believe we have demonstrated a significant link the two events.
a) between b) among c) on
- 204) The reaction is characteristic the way large corporations keep control of their markets.
a) with b) to c) of
- 205) Virtually every school in the county had reported problems the new system.
a) with b) to c) about
- 206) A lengthy discussion of the advantages of solar power is not relevant this essay topic.
a) to b) with c) on
- 207) The use of original metaphors is characteristic the writer's style.
a) for b) to c) of
- 208) Dark hair and eyes are common all people from the region
a) for b) to c) of
- 209) Most of the students on this master's course have a first degree economics.
a) in b) to c) of
- 210) This college welcomes applications mature students.
a) for b) from c) of
- 211) Is it possible to do a postgraduate degree without to university before?
a) having been b) being c) been
- 212) What are the pros and cons of students to pay tuition fees for higher education?
a) to have b) having had c) having

- 213) The Minister cut taxes in an attempt the economy, which was performing poorly.
a) stimulating b) to stimulate c) to have stimulated
- 214) Before ... the area, the retreating army set the farm buildings on fire.
a) leaving b) having left c) left
- 215) Once there were considered to be nine planets, the outermost, Pluto, as recently as 1930.
a) to be discovered b) having discovered c) being discovered
- 216) I remember her on the news when I was still at school and I thought she was a beautiful woman.
a) being b) be c) to be
- 217) Her role involves advocacy and referral, counselling and activities for young people.
a) to provide b) provide c) providing
- 218) The article focuses narrowly on one aspect of the problem rather than a broad view.
a) taking b) take c) having taken
- 219) The method outlined is of considerable interest to investigating sleeplessness
a) someone b) no one c) anyone
- 220) The texts will be useful for you, discipline you are studying.
a) whatever b) what c) which
- 221) I hope will eventually come up with a solution to the problem of global warming.
a) anyone b) someone c) no one
- 222) It took the politicians some time to convince ... of the need for change.
a) another b) other c) others
- 223) They had to trace everyone who had been exposed for the infection.
a) everyone b) anyone c) each
- 224) At the moment we have nurses attending at too many patients.
a) few b) too few c) too little
- 225) The shop has a lot of different
a) potato b) potatoes c) potatos
- 226) The girl likes
a) sweet b) sweetes c) sweets
- 227) Charles drinks a ... of milk a day.
a) bottle b) bottles c) bottlies

- 228) ... are insects.
 a) *Flys* b) *Flies* c) *Fly*
- 229) swim in the water.
 a) *Fish* b) *Fishes* c) *Fishs*
- 230) If you have time at the end of the exam, check your answers.
 a) *few* b) *little* c) *a little*
- 231) Give me minutes and I'll be ready.
 a) *few* b) *a few* c) *a little*
- 232) Sprinkle sugar on the strawberries.
 a) *A few* b) *a little* c) *little*
- 233) There's coffee left, if anyone wants some.
 a) *Little* b) *a little* c) *few*
- 234) Becoming an astronaut is so demanding that people manage it.
 a) *Few* b) *a few* c) *little*
- 235) I need information about the city.
 a) *some* b) *an* c) *any*
- 236) I always have egg for breakfast.
 a) *any* b) *some* c) *an*
- 237) Can you help me? I need advice.
 a) *some* b) *any* c) *an*
- 238) We don't have money.
 a) *any* b) *an* c) *some*
- 239) Which sentence is correct?
 a) *That's Bob's car.* b) *That's Bobs car.* c) *That's Bobs' car.*
- 240) Can you look after the rabbit while we are on holiday?
 a) *childrens'* b) *childrens's* c) *children's*
- 241) Write your name at the
 a) *page's top* b) *top of the page* c) *page in the top*
- 242) That's car.
 a) *Anne's parents* b) *Annes' parent's* c) *Anne's parents'*
- 243) I never read magazines.
 a) *woman's* b) *women's* c) *womens'*
- 244) The turtle walked across the road.
 a) *slow* b) *fast* c) *slowly*
- 245) Check your work
 a) *careful* b) *carefully* c) *carelessly*

- 246) The class was sitting
 a) *quit* b) *quite* c) *quietly*
- 247) I speak Spanish very
 a) *good* b) *well* c) *nice*
- 248) My classmate is a person.
 a) *nicely* b) *well* c) *nice*
- 249) I offered to help my friend study for this exam.
 a) *happily* b) *happy* c) *beautifully*
- 250) Its rule of all.
 a) *difficult* b) *more difficult* c) *the most difficult*
- 251) Health is than money.
 a) *more important* b) *the most important* c) *important*
- 252) Kenyans are sprinters.
 a) *good* b) *the best* c) *better*
- 253) Apples are than chips.
 a) *Healthier* b) *healthy* c) *the healthiest*
- 254) Gold is than silver.
 a) *more expensive* b) *expensiver* c) *the most expensive*
- 255) I 'm at maths than my best friend.
 a) *bad* b) *the worst* c) *worse*
- 256) The tiger is than a fox.
 a) *heavy* b) *the heaviest* c) *heavier*
- 257) My mum is a chairman's assistant. She has a lot of
 a) *responsibility* b) *responsibilities* c) *responsible*
- 258) Jamie's early came as a shock to all of us.
 a) *die* b) *dead* c) *death*
- 259) I reported the of my passport to the authorities.
 a) *lost* b) *loss* c) *lose*
- 260) It's been a meeting your parents.
 a) *pleasure* b) *pleased* c) *please*
- 261) The headmaster gave us to leave lessons earlier.
 a) *permit* b) *permitted* c) *permission*
- 262) When I opened the door everyone looked at me in
 a) *astonished* b) *astonishment* c) *astonish*
- 263) The of the bank depends on how many customers it can get.
 a) *succeed* b) *success* c) *successful*
- 264) The of flight OS2895 will be announced soon.

- a) *arrive* b) *arrived* c) *arrival*
- 265) My Daughter is still a teenager. She is only
a) *five* b) *fifteen* c) *fifty*
- 266) He knew it was a painting worth \$10
a) *millions* b) *billions* c) *million*
- 267) How many children are there in the school? About
a) *three hundred* b) *three hundreds* c) *three-hundreds*
- 268)years ago the principal means of communication was by post and telegraph.
a) *Hundred* b) *A hundred* c) *Hundreds*
- 269) In we also suggest other topics that need to be researched.
a) *the section 2* b) *section 2* c) *sections 2*

ACADEMIC VOCABULARY

Choose the correct option:

- 1) Environmental should be at the top of today's political agenda.
a) *topics* b) *issues* c) *principles*
- 2) In the exam students had to choose three from a choice of ten essay
a) *subjects* b) *theories* c) *topics*
- 3) There are still people who are reluctant to accept Darwin's of evolution.
a) *nature* b) *topic* c) *theory*
- 4) The professor decided to take moral courage as the for his inaugural lecture.
a) *issue* b) *theme* c) *model*
- 5) Economists used a of human behaviour to help them forecast likely inflation trends.
a) *model* b) *principle* c) *topic*
- 6) The Peter states that members of a hierarchical group will usually end up being promoted to the point at which they become incompetent.
a) *Issue* b) *Principle* c) *Theme*
- 7) The model the differences between the two sets of data.
a) *explain* b) *emphasise* c) *include*
- 8) Political theory to build bridges between different schools of political thought.
a) *gives* b) *explains* c) *attempts*
- 9) The data in Chapter 5 showed that the age of the subjects was not the main factor.
a) *presented* b) *developed* c) *explored*
- 10) Charles Darwin to explain the existence of different species in terms of evolution.
a) *emphasized* b) *attempted* c) *proved*
- 11) The archaeologists should be able to use carbon dating techniques to exactly how old the bones are.
a) *establish* b) *prove* c) *describe*
- 12) It is often most effective to your data in a chart or table.
a) *account* b) *show* c) *present*
- 13) The plant is difficult to grow and needs very conditions to survive.
a) *rigorous* b) *specific* c) *potential*

- 14) His tutor was critical of his work for not being enough.
a) qualitative b) complex c) rigorous
- 15) In the past the northern tribes looked on the tribes of the south as enemies.
a) potential b) rough c) specific
- 16) We chose a approach to our research and interviewed individuals personally.
a) significant b) specific c) qualitative
- 17) A set of circumstances led to a civil war in 1897.
a) simple b) complex c) rigorous
- 18) The..... estimates that we made turned out to be surprisingly accurate.
a) potential b) rough c) significant
- 19) What you are saying is true.
a) essentially b) merely c) directly
- 20) To put it simply, there is no significant difference between the two writers' theories.
a) exactly b) implicitly c) basically
- 21) However, one of them writes in a simply dreadful style while the other has a style that is very impressive.
a) eventually b) generally c) precisely
- 22) There were 350 people living in the village in 2010.
a) exactly b) broadly c) directly
- 23) We investigated the problem and initially found some small errors in the calculations.
a) generally b) currently c) eventually
- 24) Parliament two houses.
a) make up b) is made up of c) set out
- 25) The study the weaknesses in the current school system.
a) be made up of b) make up c) points up
- 26) In his article on the American Civil War Kingston the reasons why the situation developed in the way it did.
a) goes into b) go through c) is made up of
- 27) Before the test you should Chapters 7 and 8 of your textbooks.
a) go through b) set out c) go/look back over
- 28) Women now over half the student population in universities in this country.
a) put forward b) make up c) point up

- 29) Please your work carefully before handing it in.
 a) *go through* b) *go/look back over* c) *set out*
- 30) money was spent on the project.
 a) *A vast amount of* b) *A huge number of* c) *A small number of*
- 31) From the outset, time was wasted waiting for laboratory facilities to be provided by the university.
 a) *an enormous number of* b) *a substantial number of* c) *a huge amount of*
- 32) Meanwhile, dedicated employees (just five) struggled with trying to get the project off the ground.
 a) *a small number of* b) *a huge number of* c) *a small amount of*
- 33) information had to be gathered and processed before the first experiments could be designed.
 a) *A significant number of* b) *An enormous amount of* c) *A huge number of*
- 34) People are becoming aware of the need to conserve energy.
 a) *more and more* b) *fewer and fewer* c) *less and less*
- 35) Only of students chose the course, so it was cancelled.
 a) *the majority* b) *the greatest number* c) *a handful*
- 36) When you are doing research, you must keep good records of your ... as it can be difficult to locate sources later.
 a) *Contacts* b) *references* c) *information*
- 37) This medical condition is most likely to ... in fair-skinned people.
 a) *Occur* b) *exist* c) *happen*
- 38) Engine speed can be measured in ... per minute.
 a) *Turns* b) *revolutions* c) *metres*
- 39) Hope, the theme of the anthology, is general enough to ... a variety of approaches.
 a) *Allow* b) *unite* c) *accommodate*
- 40) The experiment was designed to discover whether gold ... or expanded under different conditions.
 a) *Contracted* b) *shortened* c) *shrunk*
- 41) The ... of society in Ancient Rome has parallels with that of the modern USA.
 a) *Organization* b) *structure* c) *division*
- 42) The results of the investigation have ... a light on the pressures of the global economy on farmers in developing countries.

- a) *Thrown* b) *shone* c) *put*
- 43) Our whole notion of time and space has changed in the ... of recent developments in physics.
- a) *Light* b) *time* c) *way*
- 44) Professor Delrio gave a very ... talk on one of Shakespeare's later plays.
- a) *Glaring* b) *illuminating* c) *detailed*
- 45) These communities have lived for decades in the ... of poverty and social deprivation.
- a) *Shadow* b) *darkness* c) *light*
- 46) The team carried out a series of experiments in an attempt to ... the mysterious processes at work in the organism.
- a) *Shed* b) *illuminate* c) *highlight*
- 47) The collapse of the bridge in 1998 ... the need for a more rigorous analysis of the effects of constant traffic movements.
- a) *Highlighted* b) *shed* c) *illuminated*
- 48) The professor found some ... errors in one student's calculations.
- a) *Shining* b) *illuminating* c) *glaring*
- 49) Until recently, scientists have ... in the dark as to the causes of the disease.
- a) *Remained* b) *stayed* c) *glared*
- 50) Before we go any further we must ... each of our roles more precisely.
- a) *Strengthen* b) *take* c) *define*
- 51) The group succeeded in ... contact long after they had left college.
- a) *Maintaining* b) *establishing* c) *losing*
- 52) My trip to Africa was the ... element in my decision to work in conservation.
- a) *Fundamental* b) *crucial* c) *main*
- 53) Lighting is a(n) ... phenomenon which occurs most frequently in the tropics.
- a) *Isolated* b) *natural* c) *universal*
- 54) Davison did a(n) ... amount of research into earthquake prediction.
- a) *Considerable* b) *major* c) *important*
- 55) Rawlinson drew ... attention to the problem of energy consumption.
- a) *Significant* b) *particular* c) *major*
- 56) The ... argument of Parry's book is that work can be organized in a variety of ways, some more efficient than others.
- a) *Central* b) *major* c) *minor*
- 57) Werner's work had a(n) ... impact on the way we design bridges today.
- a) *Widespread* b) *vast* c) *enormous*
- 58) A(n) ... proportion of Thomaz's work was devoted to international law.

- a) *Important* b) *significant* c) *valuable*
- 59) Prestyn made only a ... contribution to modern psychology, but it was an interesting one, nonetheless.
- a) *Particular* b) *significant* c) *minor*
- 60) Bakhov's work has some extremely ... implications for our work today.
- a) *Important* b) *central* c) *major*
- 61) Mortensen's work has played a ... role in changing attitudes to parenthood.
- a) *Vast* b) *particular* c) *central*
- 62) Professor Soltero said that, ... government guidelines, the team would consult the local community.
- a) *in line with* b) *on line at* c) *at line of*
- 63) She promised that the community would be fully involved
- a) *at the outset* b) *from the outset* c) *on the outset*
- 64) ... this necessary measure, she was sure that the drug would soon return to the market.
- a) *Despite of* b) *In spite* c) *In spite of*
- 65) ... the university's plan, this represents an exciting and much-awaited development.
- a) *In relation to* b) *At relation with* c) *On relation to*
- 66) They were, ... , extremely well-written, and I was determined to learn as much as I could.
- a) *by far* b) *for the most part* c) *on the one hand*
- 67) Anna, I would like to welcome you ... all our members.
- a) *in behalf of* b) *with behalf of* c) *on behalf of*
- 68) I was able, ..., to get to know my family on the basis of the old letters.
- a) *so to tell* b) *so to speak* c) *such to speak*
- 69) He said that he had been the lucky one in that he had been able to work ... such a wonderful team.
- a) *in conjunction with* b) *at conjunction of* c) *within conjunction at*
- 70) ... one study in 1986, no major research has been carried out into the problem.
- a) *Except from* b) *Without the exception* c) *With the exception of*
- 71) When you are doing research, you must keep good records of your ... as it can be difficult to locate sources later.
- a) *words* b) *references* c) *ideas*
- 72) This medical condition is most likely to ... in fair-skinned people.
- a) *became* b) *have* c) *occur*
- 73) Engine speed can be measured in ... per minute.
- a) *revolutions* b) *wars* c) *time*

- 74) Hope, the theme of the anthology, is general enough to ... a variety of approaches.
a) accommodate b) be c) happen
- 75) The ... of society in Ancient Rome has parallels with that of the modern USA.
a) structure b) scheme c) plan
- 76) The results of the investigation have ... a light on the pressures of the global economy on farmers in developing countries.
a) give b) shone c) seen
- 77) Our whole notion of time and space has changed in the ... of recent developments in physics.
a) light b) fact c) point
- 78) These communities have lived for decades in the ... of poverty and social deprivation.
a) light b) shadow c) sun
- 79) The team carried out a series of experiments in an attempt to ... the mysterious processes at work in the organism.
a) illuminate b) see c) watch
- 80) The collapse of the bridge in 1998 ... the need for a more rigorous analysis of the effects of constant traffic movements
a) observe b) contracted c) highlighted
- 81) The introduction to the book comments briefly ... a case study carried out in Brazil.
a) on b) to c) towards
- 82) Scientists to this theory have recently attacked its basic assumptions.
a) opposed b) contracted c) argue
- 83) Views on depression have changed ... recent studies of the brain.
a) in (the) light of b) in (the) sun of c) in (the) speed of
- 84) I first ... into contact with Abdul when I started my doctoral research in 2007.
a) went b) came c) walk
- 85) The country consume so much energy that we don't ... enough to meet all our needs.
a) generate b) have c) produce
- 86) The space race ... an important role in post-war politics.
a) played b) have c) produced
- 87) In her research project Diana ... the phenomenon of extra-sensory perception but she was not able to come to any significant conclusions.
a) conducted b) generated c) investigated
- 88) Although Hans's rivals attempted to ... his results, they met with no success.
a) invalidate b) resist c) oppose
- 89) Green's poetry successfully... elements from a number of different traditions.

- a) *gather* b) *combines* c) *unites*
- 90) Davison did a / an ... amount of research into earthquake prediction.
a) *considerable* b) *important* c) *interesting*
- 91) In this section we concentrate ... the economic aspects of immigration.
a) *on* b) *to* c) *at*
- 92) The ... argument of Parry's book is that work can be organised in a variety of ways, some more efficient than others.
a) *central* b) *considerable* c) *major*
- 93) Werner's work had a / an ... impact on the way we design bridges today.
a) *widespread* b) *vast* c) *enormous*
- 94) An / A ... proportion of Thomaz's work was devoted to international law. Three of her five books were on the subject.
a) *important* b) *significant* c) *widespread*
- 95) Prestyn made only a ... contribution to modern psychology, but it was an interesting one, nonetheless.
a) *minor* b) *particular* c) *enormous*
- 96) Baklov's work has some extremely ... implications for our work today.
a) *important* b) *particular* c) *central*
- 97) Mortensen's work has played a ... role in changing attitudes to parenthood.
a) *widespread* b) *vast* c) *central*
- 98) Here we list again the main ... of the present study and show which have been proven and which have been rejected.
a) *hypotheses* b) *changes* c) *drawbacks*
- 99) The graph enables us to observe recent broad ... in mortality rates.
a) *hypotheses* b) *trends* c) *nature*
- 100) The researchers concluded that it is still difficult to identify the ... of the time related changes in human beings that we call ageing.
a) *origins* b) *hypotheses* c) *drawbacks*
- 101) She wrote a dissertation ... teenage slang in New York and gave a presentation on it to the whole class.
a) *towards* b) *o* c) *of*
- 102) Wu demonstrated the ... for a comprehensive plan in preparation for a pandemic.
a) *need* b) *problem* c) *topic*
- 103) Anna, I'd like to welcome you on behalf all our members.
a) *of* b) *on* c) *at*
- 104) In comparison ... previous works on the semi-colon, this is a very substantial volume.

- a) *to* b) *on* c) *with*
- 105) In spite ... its potentially dry topic, the book contains many fascinating examples
a) *on* b) *of* c) *at*
- 106) We made a rough about what the potential figures might be.
a) *guess* b) *calculation* c) *estimate*
- 107) The standard from the rule may not exceed 1%.
a) *violation* b) *deviation* c) *break out*
- 108) If I repeat the same experiment three times and the results are not... is this method reliable?
a) *insistent* b) *persistent* c) *consistent*
- 109) If I am collecting data on course choices among undergraduates and my ... is too small, what exactly should I do?
a) *number* b) *figures* c) *sample*
- 110) If 20 students out of 200 fail the exam what ... in percentage terms failed?
a) *percentage* b) *proportion* c) *share*
- 111) If the survey covered 200 respondents, is the survey likely to be?
a) *valid* b) *validated* c) *verified*
- 112) The popularity of government in opinion is likely to fall by autumn.
a) *poll* b) *survey* c) *monitoring*
- 113) A (n) of a diagram explains what each segment represents
a) *axis* b) *legend* c) *peak*
- 114) A of teenagers were surveyed on the issue of school attendance
a) *random sample* b) *random number* c) *maximum number*
- 115) The pros and of this argument are presented in Chapter 2.
a) *pons* b) *minuses* c) *cons*
- 116) The eventual drawbacks of this theory will be paid little attention to as they are.... the scope of this essay.
a) *behind* b) *within* c) *beyond*
- 117) She wrote an excellent article with a little help.
a) *even so* b) *albeit* c) *despite the fact*
- 118) A ...point must also now be made against a change in the law.
a) *further* b) *furthermore* c) *respective*
- 119) He is a great poet... his work made a great influence on other writers.
a) *in the sense that* b) *on top of that* c) *provided that*
- 120) Let us now discuss the influence of the revolution on the rich and the poor
a) *say* b) *respectively* c) *moreover*

121) The riots resulted in much damage. ..., we should not ignore the fact that the disorder brought benefit to some.

a) As well as b) With reference to c) Having said that

122) But there is a negative side to new technology. ... the advantages we are to consider a number of disadvantages.

a) Be that as it may b) Apart from c) Referring to

123) As long as you take these factors..., there is no reason to deny this phenomenon,

a) into explanation b) into accountability c) into account

124) The essay is largely based on a list of key sources that I will refer to

a) through b) thoroughly c) throughout

125)... the purposes of this article, I shall mainly focus on the findings of the monitoring.

a) For b) With c) Because of

126) The arguments I shall will be relevant to our understanding of Newton's laws.

a) bring forward b) put forth c) put forward

127) The discussion is based on of the complex research conducted by a team of scholars.

a) numbers b) figures c) findings

128) Many articles have been published of genetic modification of crops.

a) on the object b) about the subject c) on the subject

129) With that in mind, the two opposing theories will be

a) optimised b) practised c) scrutinised

130) A survey makes from data collected via interviews or questionnaires.

a) conferences b) inferences c) preferences

131) Other researchers frequently try to successful experiments.

a) simulate b) duplicate c) replicate

132) Scientists the experiment in the most natural setting.

a) carry off b) carry out c) carry in

133) The data indicate that the findings of the survey may have a small of error.

a) margin b) possibility c) availability

134) Taken together, the data That this phenomenon may date back as far as 5 million years ago.

a) say b) propose c) suggest

135) Scientists have found of an animal that can shrink and grow again.

a) evidence b) witness c) proof

136) The ... influence of the inflow of less-skilled workers and the US growth of import is also worth mentioning.

- a) *interactive* b) *together* c) *mutual*
- 137) The article is concerned with between emotions and logical thinking.
a) *interact* b) *interplay* c) *interrelationship*
- 138) In questionnaire A *zero* to “disagree strongly” and *five* indicates “agree strongly”.
a) *identifies* b) *responds* c) *corresponds*
- 139) Biologists all organisms to a certain position in this system.
a) *locate* b) *allocate* c) *dislocate*
- 140) To help study them, scientists have also... ways of naming and classifying them according to their similarities and differences.
a) *deployed* b) *devised* c) *differentiated*
- 141) Problems in pain measurement: a comparison ... verbal and visual rating scales.
a) *between;* b) *among;* c) *inter.*
- 142) A comparison ... different methods and approaches to homeschooling.
a) *of;* b) *between;* c) *among.*
- 143) Some psycho-physical analogies ... speech and music
a) *between* b) *among;* c) *inter.*
- 144) Differences ... ethical standards between male and female managers: myth or reality?
a) *in* b) *among* c) *between*
- 145) Is globalisation today really different ... globalisation a hundred years ago?
a) *from* b) *among* c) *inter.*
- 146) The study ... credit the need for more research.
a) *highlights* b) *gives* c) *imparts*
- 147) I don't find your arguments either ... or convincing.
a) *hard* b) *solid* c) *firm*
- 148) Unfortunately, the two studies came up with results which were not
a) *compatible* b) *limited* c) *understandable*
- 149) She wrote the first study of this misguided period of Vietnamese history.
a) *contradictory* b) *comprehensive* c) *difficult*
- 150) It is ... recalling that his work was initially criticized for being too limited / flawed in scope.
a) *borne out* b) *worth* c) *necessary*
- 151) The article ... the importance of literacy and numeracy skills in early education.
a) *underlines* b) *is viewed* c) *treated*
- 152) If prices *fluctuate* what do they do?
a) *change* b) *remain steady* c) *go up*

- 153) If a disease is *eliminated*, how much of it remains?
 a) *removed* b) *disappeared* c) *remained*
- 154) If interest in something is *diminishing*, is it becoming less or more?
 a) *reducing* b) *increasing* c) *remains steady*
- 155) If there is a *marked* change in someone's behaviour, is it a big or a small change?
 a) *very noticeable* b) *momentous* c) *quantitative*
- 156) If most people think smartphones *enhance* their lives, do they feel that their lives have become better or worse?
 a) *reinforce* b) *depress* c) *weaken*
- 157) If controls on imports are *relaxed*, do they become more or less strict?
 a) *loosen up* b) *worry* c) *grow*
- 158) I'd like to focus ... waterborne diseases in this presentation.
 a) *at* b) *on* c) *out*
- 159) The situation ... regard ... exports has been very good in recent years.
 a) *with, to* b) *in, with* c) *in, to*
- 160) I'd now like to turn ... a different problem.
 a) *into* b) *at* c) *to*
- 161) I always find it difficult to keep ... just 30 minutes, so please tell me when I have five minutes left.
 a) *to* b) *at* c) *from*
- 162) I'd like to begin ... asking you all to do a small task.
 a) *at* b) *by* c) *out*
- 163) We can discuss this more ... depth later if you would like.
 a) *at* b) *into* c) *in*
- 164) Our work draws ... heavily some research carried ... by the University
 a) *in, out* b) *out, on* c) *into, into*
- 165) a change ... the climate
 a) *towards* b) *in* c) *from*
- 166) to transfer money ... a Swiss bank account
 a) *away* b) *to* c) *between*
- 167) a shift .. the countryside towards the towns
 a) *towards* b) *in* c) *from*
- 168) to have an impact ... the cost of living
 a) *towards* b) *on* c) *from*
- 169) The different bits of the pie chart show the numbers of people in each age group.
 a) *parts* b) *segments* c) *pieces*

- 170) She kept a record by marking the midday temperature on a graph for a month.
 a) *underlying* b) *pointing to* c) *plotting*
- 171) People's salaries usually reach their highest point when they are in their late 40s.
 a) *peak* b) *top* c) *upper level*
- 172) This flowchart shows the different bits of our project over the next five years.
 a) *periods* b) *stages* c) *levels*
- 173) The two lines on the graph cross each other at point A.
 a) *approach* b) *penetrate into* c) *intersect*
- 174) Draw a line connecting the points that are next to each other.
 a) *adjacent* b) *close to* c) *parallel to*
- 175) The government's popularity in the opinion polls is beginning to go down.
 a) *go up* b) *increase* c) *decline*
- 176) To understand the problem, we need to look at all the many factors which may influence development in the child's social and physical _____.
 a) *context* b) *conditions* c) *environment*
- 177) It has been claimed that the _____ of teaching as a profession is not as high as it used to be or as it should be.
 a) *status* b) *circumstances* c) *absence*
- 178) The infrared aerial photograph seems to show the _____ of a large village around 1,000 years ago.
 a) *infrastructure* b) *conditions* c) *existence*
- 179) The company's president died in rather suspicious _____ and his son took over.
 a) *environment* b) *status* c) *circumstances*
- 180) In the _____ of any clear instructions from above, I think we should decide ourselves how to proceed.
 a) *existence* b) *absence* c) *context*
- 181) The country can never become a major economic player unless it improves its _____.
 a) *status* b) *circumstances* c) *infrastructure*
- 182) I can't tell you what the word means unless you tell me it in _____.
 a) *status* b) *context* c) *conditions*
- 183) Students today live in very luxurious _____ compared with students in the past?
 a) *absence* b) *infrastructure* c) *conditions*
- 184) It is sensible to _____ your results before publishing them.
 a) *unify* b) *select* c) *verify*

- 185) Hip replacement is usually a simple medical _____.
a) application b) procedure c) behavior
- 186) Many students _____ their scholarships by doing some part-time work.
a) supplement b) utilize c) verify
- 187) A computer _____ shows what will happen if the ocean current does indeed change direction and start flowing from the Arctic to the West Indies.
a) stage b) procedure c) stimulation
- 188) As the next _____ in our study we plan to carry out interviews.
a) step b) behavior c) application
- 189) Her aim is to _____ a radically different type of electric engine.
a) form b) design c) function
- 190) On _____ it would seem that more people are against the proposed law than for it.
a) close b) words c) balance
- 191) Authors submitting an article for the journal are requested to provide a brief _____ outlining the contents of their article.
a) abstract b) points c) words
- 192) General Pachai's attempts to manipulate the situation to his own advantage _____ led to his own downfall .
a) finally b) eventually c) gradually
- 193) Most theses _____ a summary of the literature in the field in their opening chapter.
a) provide b) give c) deliver
- 194) In the final _____ no one can be completely certain as to what caused the crash.
a) words b) analysis c) points
- 195) To summarize the problem in a few _____: manufacturing in the country has declined drastically in the last ten years.
a) abstract b) words c) points
- 196) Let us now recap the main _____ in the argument.
a) points b) abstract c) words
- 197) Before bringing this paper to a _____, I should like to suggest some areas requiring further research.
a) balance b) analysis c) close
- 198) There has an enormous _____ in aviation in recent years.
a) relaxation b) expansion c) development
- 199) Economists are increasingly concerned that development should be _____.

- 200) There has been no _____ change in the patient's condition.
a) sustainable b) perceptible c) modified
- 201) The survey found that most people feel that modern life is becoming _____ difficult.
a) perceptible b) sustainable c) recovering
- 202) Industrial _____ has, of course, transformed people's working lives.
a) increasingly b) completely c) generally
- 203) The group's aims include the _____ of famine and poverty.
a) elimination b) development c) acquisition
- 204) The apparatus worked well after we had made some _____ to it.
a) relaxation b) development c) elimination
- 205) The apparatus worked well after we had made some _____ to it.
a) modifications b) adjustments c) improvements
- 206) With increasing unemployment many people have had to make _____ to their lives.
a) adjustments b) modifications c) relaxation
- 207) Many linguists have studied first language _____, or how people can learn their mother tongue.
a) acquisition b) relaxation c) expansion
- 208) There is unlikely to be any _____ of controls in the near future.
a) expansion b) acquisition c) relaxation
- 209) It is increasingly hard to _____ traditions in the face of progress.
a) restore b) maintain c) adjust
- 210) The economy now seems to be _____.
a) recovering b) converting c) abandon
- 211) Many people now areto using solar power.
a) refine b) restore c) converting

READING AND VOCABULARY

Read the text. Use a dictionary if necessary but note that it is not essential to understand every word. Then do the exercises.

Nutrition for elite athletes	
HOME HEALTH FITNESS	<p>Becoming an elite athlete requires good genes, good training and conditioning and a sensible diet. Optimal nutrition is essential for peak performance. Nutritional misinformation can do as much harm to the ambitious athlete as good nutrition can help.</p>
NUTRITION EXERCISE	<p>Athletes benefit the most from the amount of carbohydrates stored in the body. In the early stages of moderate exercise, carbohydrates provide 40 to 50 per cent of the energy requirement. Carbohydrates yield more energy per unit of oxygen consumed than fats. Because oxygen often is the limiting factor in long duration events, it is beneficial for the athlete to use the energy source requiring the least amount of oxygen per kilocalorie produced. As work intensity increases, carbohydrate utilization rises.</p> <p>Complex carbohydrates come from foods such as spaghetti, potatoes, lasagna, cereals and other grain products. Simple carbohydrates are found in fruits, milk, honey and sugar. During digestion, the body breaks down carbohydrates to glucose and stores it in the muscles as glycogen.</p> <p>During exercise, the glycogen is converted back to glucose and is used for energy. The ability to sustain prolonged vigorous exercise is directly related to initial levels of muscle glycogen. The body stores a limited amount of carbohydrate in the muscles and liver. If the event lasts for less than 90 minutes, the glycogen stored in the muscle is enough to supply the needed energy. Extra carbohydrates will not help, any more than adding gas to a half-full tank will make the car go faster.</p> <p>For events that require heavy work for more than 90 minutes, a high-carbohydrate diet eaten for two to three days before the event allows glycogen storage spaces to be filled. Long distance runners, cyclists, cross-country skiers, canoe racers, swimmers and soccer players report benefits from a precompetition diet where 70 per cent of the calories comes from carbohydrates.</p>

1. Find words in the text to match the meanings.

- | | | |
|---------------------|------------------|------------------------------|
| 1 the best possible | 3 produce (verb) | 5 changed in form |
| 2 not extreme | 4 use (noun) | 6 continuing for a long time |

2. Explain how the prefix affects the meaning of the base word in these words from the text. Note down three other words using the same prefix.

- | | | | |
|------------------|---------------|-------------|------------------|
| 1 misinformation | 2 kilocalorie | 3 half-full | 4 precompetition |
|------------------|---------------|-------------|------------------|

3. Find five words in the text that fit in each of the following categories.

1 types of carbohydrate food

2 types of sports people

4. Complete the table. Use a dictionary if necessary.

noun	verb	adjective
	require	
		limiting
		beneficial
intensity		
		simple
digestion		

Reading and vocabulary 2

Read the text. Use a dictionary if necessary but note that it is not essential to understand every word. Then answer the questions.

The Solar System

Until very recently, many scientists held the view that the Solar System was unique. In part this was due to the fact that carbon-based life had evolved on Earth, and in part because astronomers had been unable to detect any other planets in our Universe. Today, however, planetary systems have been discovered elsewhere in our own Galaxy and must, by any kind of logic, exist in others. There is thus little reason to suppose that some form of life has not developed there also, and that Homo sapiens and the other forms of life that flourish here, are not unique.

The Solar System comprises a central star – the Sun – and a large number of much smaller, denser, bodies that include the eight planets: Mercury, Venus, Mars, Earth, Jupiter, Saturn, Uranus and Neptune, together with their moons, dwarf planets and large numbers of meteoroids, asteroids and comets.

Most of the smaller bodies orbit the Sun in the same plane – known as the ecliptic – and the entire system rotates and moves through Space. In fact the Sun and its attendant family take roughly 200 million years to rotate around the centre of our Galaxy, known as the Milky Way.

dwarf planets, and asteroids, or much larger bodies, known as giant planets, composed predominantly of gases and ices.

Planets, being relatively non-massive, are gravitationally bound to more massive stars, which is the situation in our own Solar System. During the early stages of its evolution, many of the planets captured smaller bodies that now orbit around them; these are their moons. Amongst them are Earth's Moon, the Galilean satellites of Jupiter and many others. Such bodies have a wide range of size and composition.

Once there were considered to be nine planets, the outermost, Pluto, being discovered as recently as 1930. However, astronomers were not sure about Pluto's mass until the discovery in 1978 of an attendant companion, named Charon. Calculations on the orbital behaviour of the two enabled astronomers to establish that Pluto had a diameter of 2400 km, which was puzzling, as it was far too small to cause certain orbital perturbations that had been observed. However, powerful new ground- and space-based observations have completely changed our understanding of the outer Solar System. Instead of being the only planet in its region, Pluto and its moon

Stars usually are composed of hydrogen, deuterium, tritium, helium, and lithium and have a mass that is sufficient to sustain stable fusion reactions. Because of these nuclear reactions, they emit massive amounts of electromagnetic radiation at a wide range of wavelengths. Planets, on the other hand, are usually relatively cool and stable, and much smaller. They may be small, rocky bodies, such as the terrestrial planets,

are now known to be examples of a collection of objects that orbit the Sun within the Kuiper Belt, a region that extends from the orbit of Neptune out to 55 astronomical units. Astronomers estimate that there are at least 70000 icy objects in this region similar in composition to Pluto, and many of these are more than 100km across. As a consequence, Pluto/Charon was demoted to the class of dwarf planet.

1. Underline word combinations in the first four paragraphs of the text which match the meanings.

- | | |
|------------------------------------|---------------------|
| 1 were of the opinion | 4 generally called |
| 2 it therefore seems very unlikely | 5 in contrast |
| 3 a great many | 6 mainly made up of |

2. Find words in the last two paragraphs that could be replaced by the following words.

- | | | |
|-----------------|--------------|---------------|
| 1 comparatively | 5 ascertain | 9 calculate |
| 2 case | 6 perplexing | 10 downgraded |
| 3 thought | 7 group | |
| 4 allowed | 8 stretches | |

3. Explain the meaning of these words in the text.

- | | | |
|------------|------------|----------|
| 1 evolve | 3 comprise | 5 rotate |
| 2 flourish | 4 orbit | 6 emit |

Reading and vocabulary 3

Read the text. Use a dictionary if necessary but note that it is not essential to understand every word. Then answer the questions.

GRAPHOLOGY

Graphology, in its linguistics sense, is the study of the system of symbols that have been devised to communicate language in written form. It must be clearly distinguished from the psychological sense of the term, which refers to the study of handwriting as a guide to character and personality. It also needs to be seen in contrast with graphetics, the study of the physical properties of manuscript, print and other forms of graphic expression. Linguistic graphology is an abstract study (as is its counterpart in the study of speech, phonology), dealing with the kinds of elements used in a language's writing system, the number of elements there are and how they interrelate, and the rules governing the way these elements combine in written texts.

The term graphology was coined by analogy with phonology, and several of the phonological notions used in the study of speech have also been applied to written language. In particular, the idea of a grapheme has been developed, analogous to phoneme. Graphemes are the smallest units in a writing system capable of causing a contrast in meaning. In English the switch from cat to hat introduces a change; therefore c and h represent different graphemes. The main graphemes in English are the 26 units that make up the alphabet.

Other graphemes include the various marks of punctuation and such special symbols as @, & and £.

Graphemes are abstract units, which may adopt a variety of forms. The grapheme a may appear as A, a, a or in other forms, depending on the handwriting style or typeface chosen. Each of these possible forms is known as a graph (cf phone in speech).

The analogy between graphology and phonology is important but there is no identity of function. Graphemes may signal phonemes, but they may also signal words or word parts (as with the numerals where each grapheme 1, 2 etc is spoken as a word that varies from language to language). Graphemes of punctuation show links and boundaries between units of grammar that may have nothing to do with the sounds of speech (notably the use of the hyphen). And several of the morphological relationships between words are conveyed by graphology more clearly than phonology: for example the link between sign and signature is closer in writing than in speech (where the g is pronounced in the second word but not in the first) and the same applies to such sets as telegraph, telegraphy, telegraphic, where there are several stress and vowel changes in speech but none in writing.

1. Complete the notes about forensic linguistics using words from the text.

Graphology = the study of written 1..... devised to communicate written language.

Grapheme = the smallest 2..... in a writing system 3..... of causing a change in meaning. It may be written in different forms 4..... on handwriting style or typeface chosen. These different forms are 5..... as graphs.

Graphemes can be phonemes, words, word parts or relationships between words.

2. Complete the phrases with the correct prepositions from the text.

- | | |
|--------------------------------------|-----------------------------------|
| 1 to be distinguished something else | 5 analogous something |
| 2 refers something | 6 depending something |
| 3 to be seen contrast with something | 7 relationships things |
| 4 coined analogy something | 8 the same applies something else |

3. Write the abstract nouns based on the same roots as these verbs from the text. Use a dictionary if necessary.

- | | | | |
|---------------|-----------|--------------|--------------|
| 1 communicate | 5 govern | 9 introduce | 13 appear |
| 2 distinguish | 6 combine | 10 represent | 14 know |
| 3 refer | 7 apply | 11 include | 15 speak |
| 4 use | 8 develop | 12 adopt | 16 pronounce |

Reading and vocabulary 4

Read the text. Use a dictionary if necessary but note that it is not essential to understand every word. Then answer the questions.

Measuring time

ACCORDING TO ARCHAEOLOGICAL EVIDENCE, the Babylonians, Egyptians and other early civilizations began to measure time at least 5,000 years ago, introducing calendars to organize and coordinate communal activities and public events, to schedule the shipment of goods and, in particular, to regulate cycles of planting and harvesting. They based their calendars on three natural cycles: the solar day, marked by the successive periods of light and darkness as the earth rotates on its axis; the lunar month, following the phases of the moon as it orbits the earth; and the solar year, defined by the changing seasons that accompany our planet's revolution around the sun.

Before the invention of artificial light, the moon had greater social impact. And, for those living near the equator in particular, its waxing and waning was more conspicuous than the passing of the seasons. Hence, the calendars

Each period of 10 days was marked by the appearance of special star groups (constellations) called decans. The cosmic significance the Egyptians placed in the 12 decans led them to develop a system in which each interval of darkness (and later each interval of daylight) was divided into a dozen equal parts. These periods became known as temporal hours because their duration varied according to the changing length of days and nights with the passing of the seasons. Summer hours were long, winter ones short; only at the spring and autumn equinoxes were the hours of daylight and darkness equal. Temporal hours, which were adopted by the Greeks and then the Romans (who spread them throughout Europe), remained in use for more than 2,500 years.

Ingenious inventors devised sundials, which indicate time by the length or direction of the sun's shadow, to track temporal hours during the

developed at the lower latitudes were influenced more by the lunar cycle than by the solar year. In more northern climes, however, where seasonal agriculture was important, the solar year became more crucial. As the Roman Empire expanded northward, it organized its calendar for the most part around the solar year.

The Egyptians formulated a civil calendar having 12 months of 30 days, with five days added to approximate the solar year.

day. The sundial's nocturnal counterpart, the water clock, was designed to measure temporal hours at night. One of the first water clocks was a basin with a small hole near the bottom through which the water dripped out. The falling water level denoted the passing hour as it dipped below hour lines inscribed on the inner surface. Although these devices performed satisfactorily around the Mediterranean, they could not always be depended on in the cloudy and often freezing weather of northern Europe.

1. Answer the questions about the text.

- 1 What did early civilisations use calendars for?
- 2 What did they base their calendars on?
- 3 Why did the lunar calendar have more significance in the tropics?
- 4 How do temporal hours differ from 'normal' hours?
- 5 Why do sundials and water clocks work less well in northern latitudes than round the Mediterranean?

2. Complete the word combinations.

- 1 to base calendars..... natural cycles
- 2 periods of and darkness
- 3 the waxing and of the moon
- 4 to divide something equal parts
- 5 temporal hours varied to the changing lengths of day and night
- 6 remained in for a century

3. The following words have different meanings in this text from their more familiar everyday meaning. Explain their meanings (a) in this text and (b) in a non-academic context.

- | | | |
|--------------|----------|-----------|
| 1 cycles | 3 waxing | 5 marked |
| 2 revolution | 4 civil | 6 adopted |

Reading and vocabulary 5

Read the introduction to a book on archaeology and medicine. Use a dictionary if necessary but note that it is not essential to understand every word. Then answer the questions.

Introduction

Not everything we do is documented in writing, particularly the routine activities of our daily lives, because records in both the written and oral traditions tend to be generated for extraordinary, unusual, and big events. The written record is, nonetheless, the basis upon which the subject of history, of all types, is investigated. Archaeological remains, meanwhile, can be studied and used to access unrecorded and mundane activities that have a significant impact on how people lived and understood their world. The aim of this book is to look beyond and behind texts and to explain how artefacts and structures associated with medical practices in the Greco-Roman world can be examined to determine past perceptions of health care, healers, and objects and spaces associated with treatments that might not be described in textual sources. It will be shown that archaeology is not simply a means of cataloguing artefacts and digging through layers of soil, but an insightful and critical scholarly discipline that can be used to ask vital and interesting questions about past lifestyles and social regulations that guided people's behaviours and, in this case, medical practices. The examples given in this study are period specific, but the methods and theories introduced through them can be used or adapted to study other eras in history. Scholars and students unfamiliar with archaeological data and their interpretation will gain an ability to make critical analyses of archaeological studies for themselves, draw upon material remains for their own research, and become familiar with the complex interpretations that can be derived from objects.

Social rules regarding actions and behaviours are largely realized and understood through habitual performance rather than through explicit statements. For instance, it is common for visitors to a foreign country to make a social faux pas when they are unfamiliar with the conventions of the culture. If a visitor thinks to ask someone native to the region why activities are performed in certain manners that differ from those with which he or she is familiar, responses tend to be vague, such as "it is the polite thing to do" or "it is common sense", but trying to ascertain why an action is polite or a matter of common sense can be difficult. Medically related activities and feelings about the ill are replete with culturally informed norms that are not verbally acknowledged, such as spacing one's self at specific distances away from the ill, keeping silent in a doctor's office, constructing hospitals in certain manners, discarding medical waste in specific ways, and fearing certain diseases and illnesses over others. Such reactions to the ill, along with spaces and objects associated with them, will generally vary from one society to another.

1. Find words in the first paragraph that could be replaced by the following words.

- | | | |
|--------------|-------------------------|---------------------|
| 1 spoken | 5 influence | 9 different levels |
| 2 created | 6 objects | 10 perceptive |
| 3 foundation | 7 ways of understanding | 11 academic subject |
| 4 routine | 8 method | 12 modified |

2. Explain the meanings of these words in the second paragraph.

- | | | | |
|------------|---------------|----------------|----------------|
| 1 explicit | 3 conventions | 5 replete with | 7 constructing |
| 2 faux pas | 4 ascertain | 6 norms | 8 discarding |

3. Underline all the adjectives in the first paragraph. Then underline the nouns they are combined with.

4. Underline all the adjectives in the second paragraph. Write the nouns formed from the same root.

Reading and vocabulary 6

Read the text. Use a dictionary if necessary but note that it is not essential to understand every word. Then answer the questions.

SEEING THINGS DIFFERENTLY

Visualisations surround us as we work, play and learn. Enter a typical classroom and you will find the walls covered with pictures, photographs, cartoons, diagrams, maps and graphs. But the world is changing. Interactive whiteboards are now commonplace and teachers project animations onto them while annotating and describing the images for the students. Textbooks are no longer predominantly textual, but are rich with images, and their digital versions burst with videos and multimedia. Graphs need not only be constructed by calculating values from an equation, organising them in a table and then translating them to paper. Now anyone can draw them using software. We can even grab part of the line and see the equation change as a result. And students in the classrooms do not just consume visualisations produced by others, but sketch their ideas, upload videos they have created and summarise their understanding using mind-mapping software. It is perhaps only within formal assessments that we continue to place so much emphasis on written expression.

Given the multiplicity and ubiquity of visual representations, it seems sensible to ask whether this is a good thing for education. Are students benefiting from visualisations as they learn languages, study mathematics or develop their understanding of scientific practices? Or, instead, have we dumbed down and prettied up education without considering the consequences?

As ever, the answer is nuanced. There are distinct benefits to learning with visualisations, but it is more complicated than simply asserting that 'a picture is worth a thousand words' and hoping for the best. As

visualisations that can help us design better educational experiences?

Treated broadly, a visualisation is a representation of something that preserves, at least in part, some of the inherent visual or spatial information of the original, such as its shape, colour, texture, size, or spatial orientation. This information might be represented quite directly, in the case of road maps or diagrams for constructing furniture, or more abstractly, as is seen with line graphs or Venn diagrams.

Visualisations are always selective and can also exaggerate or add extra information. When we look at a road map, for example, we do not want to see every bend and twist in the road, nor every tree or house a street passes by, but we do value artificial colouring to indicate whether it is a narrow or wider road.

There are cognitive advantages to this. Visualisations can augment our memory, for example. When we represent information externally, rather than trying to remember it, we free up our short-term memory so that it can be used more efficiently. Imagine trying to remember a series of directions when finding your way around a new city, rather than simply looking at a map. We also tend to remember things that have been represented visually as well as verbally over the long term.

Visualisations organise information more efficiently, grouping relevant elements by physical proximity or by other forms of visual cues such as colour or connecting lines. As a consequence, when we inspect a visualisation as opposed to written

we continue to move into an increasingly visual digital future, what do we know about learning with	description, we do not have to work hard to find related information, and any inferences seem to emerge, rather than having to be laboriously constructed.
---	--

1. Explain the meanings of these words in the text.

- | | | | |
|-----------------|----------------|--------------|----------------|
| 1 commonplace | 5 multiplicity | 9 asserting | 13 proximity |
| 2 annotating | 6 ubiquity | 10 selective | 14 inferences |
| 3 predominantly | 7 dumb down | 11 cognitive | 15 emerge |
| 4 consume | 8 pretty up | 12 augment | 16 laboriously |

2. Read this paragraph from the text. Try to complete it with the missing words without looking back at the text.

Treated broadly, a visualisation is a 1..... of something that preserves, at least in 2....., some of the inherent visual or spatial information of the 3....., such as its shape, colour, texture, size, or spatial orientation. This 4..... might be represented quite directly, in the 5..... of road maps or diagrams for constructing furniture, or more abstractly, as is seen with line graphs or Venn 6.....

3. Choose ten words and expressions from the text that you would like to learn. Write them in your vocabulary notebook in a way that will help you learn them – in a context that is personally meaningful, perhaps.