

- A do away with
B do with
- C make out with
D make away with
12. Elisa _____ her flat. It looks very stylish now.
A did for
B did up
C made up
D made away with
13. It is difficult to _____ how you feel when you are in trouble.
A get through
B get around
C get across
D get back to
14. My business makes me _____ a lot. I have been to many countries.
A get around
B get back
C get across
D get over
15. Fortunately, all of my classmates _____ university.
A got over to
B went over to
C got into
D made for
16. Sarah _____ fine with everybody in the group. She is easy-going and communicative.
A gets after
B gets on
C makes on
D holds on
17. The manager promised to _____ the contract as soon as possible.
A draw out of
B draw up
C get through
D come along with
18. Mary _____ the details of the contract and only then agreed to sign it.
A figured in
B figured over
C found in
D figured out
19. When I was walking in the park, I _____ an old friend.
A ran across
B passed out
C ran into
D ran up
20. The company is still _____ the project of the new advertisement.
A talking over
B talking in
C watching out
D putting out
21. I wish I _____ him the truth, he doesn't talk to me any more.
A didn't tell
B hadn't told
C wouldn't tell
D not told
22. Mr Dobson doubts if he _____ the position.
A gets
B will get
C would get
D got
23. Look! Mr Green _____ his garage painted. He paid 200\$ for it.
A made
B had got
C has had
D did
24. He is _____ for the crime committed in 1999.
A famous
B notorious
C well-known
D prominent
25. He appeared _____ a great discovery.
A to make
B making
C to have made
D having made

depend to a high degree on the efficiency and security of servers (43) _____ the Internet.

TASK 3.

READ THE TEXTS AND MATCH THE HEADINGS A-H AND THE TEXTS 44–50. USE EACH LETTER ONLY ONCE. ONE HEADING IS EXTRA.

- | | |
|--------------------|------------------|
| A. Harvest | E. Breeding |
| B. Etymology | F. Cultivation |
| C. Toxicity | G. Culinary uses |
| D. Growing indoors | H. History |

44. The avocado originated in Mexico. The native uncultivated variety is small, with dark black skin, and contains a large seed. The oldest evidence of avocado use, which dates to around 10 000 BC, was found in a cave in Mexico. The avocado tree also has a long period of cultivation in Central and South America. A water jar shaped like an avocado, dating to AD 900, was discovered in the pre-Incan city of Chan Chan.

45. The word ‘avocado’ comes from the Spanish ‘*aguacate*’. Avocados were known by the Aztecs as ‘the fertility fruit’. In some countries of South America, such as Argentina, Bolivia, Chile, Peru, and Uruguay, the avocado is known by its Quechua name ‘*palta*’. The fruit is sometimes called an ‘avocado pear’ or ‘alligator pear’ due to its shape and the rough green skin. It is known as ‘Butter Fruit’ in parts of India.

46. The avocado tree does not tolerate freezing temperatures, and can be grown only in subtropical or tropical climates. High winds reduce the humidity, dehydrate the flowers, and affect pollination. When even a mild frost occurs, premature fruit drop may occur. The trees also need well-aerated soils, ideally more than 1m deep. These soil and climate conditions are available only in a few areas of the world.

47. An average avocado tree produces about 500 avocados annually. Commercial orchards produce an average of seven tonnes per hectare each year, with some orchards achieving 20 tonnes per hectare. The avocado is a climacteric fruit, which means it matures on the tree, but ripens off the tree. Avocados used in commerce are picked hard and green and kept in coolers until they reach their final destination.

48. Avocados are often grown from pits. This is done by removing the pit from a ripe, unrefrigerated avocado. The pit is placed in a jar or vase with tepid water. In four to six weeks, it should split and out should come roots and a sprout. Once the stem has grown a few inches, it is placed in a pot with soil. It should be watered every few days. Avocados have been known to grow large, so owners must be ready to repot the plant several times.

49. The fruit is not sweet, but fatty, and distinctly yet subtly flavoured. It is used in both savoury and sweet dishes, though in many countries not for both. The avocado is very popular in vegetarian cuisine as substitute for meats because of its high fat content. Generally, avocado is served raw, though some cultivars can be cooked for a short time without becoming bitter. Avocados are also used to make salads.

50. Avocado leaves, bark, skin, or pit are documented to be harmful to animals. Cats, dogs, cattle, and horses can be severely harmed or even killed when they consume them. Avocado leaves contain a fatty acid derivative, persin, which in sufficient quantity can cause equine colic and, without veterinary treatment, death. Birds also seem to be particularly sensitive to this compound. Negative effects in humans seem to be primarily in allergic individuals.

READ THE TEXTS AND MATCH THE HEADINGS A-H AND THE TEXTS 51–57. USE EACH LETTER ONLY ONCE. ONE HEADING IS EXTRA.

- A.** Head-and-heart listening
- B.** Clear responsibilities
- C.** Family discussions
- D.** Flexibility

- E.** Balanced communication
- F.** Caring and appreciation
- G.** Family roots
- H.** Encouragement

51. Building a successful family is like building a home. Both need a plan. A successful family based on unity and love takes careful planning, but it's worth every moment. The best way to be organized as a family is to talk together about family matters. By doing this, families enjoy a special closeness and stability. Memories made together during this time will bond and sustain your family through the years.

52. Family traditions promote feelings of warmth and unity. Trace your family tree and collect all the photographs of your ancestors that you can find. Public libraries and bookstores have books on genealogy for you to get you started. Compile a family oral history. Ask older relatives to talk about their parents and childhood and record their comments. These stories contain a glimpse of the past that would be lost otherwise.

53. How much time should families spend together? That varies from family to family. Families with young children usually spend most of their time together. Families with teenagers may spend less time together because teens naturally want to spend more time with their friends. Healthy families keep a good balance between 'too much' and 'not enough' time together. They spend enough time to satisfy all family members.

54. Strong families take time to talk to one another. They share their hopes and dreams, feelings and concerns. It means laying aside personal views and really trying to understand the other person's point of view. This involves listening beyond words to the meanings and feelings attached to them. A good listener can better understand and respond to the needs and concerns of others if he or she cares about them.

55. Members of successful families feel they really belong in their family. They feel accepted for what they are and promote one another's self-esteem. They celebrate their victories and help each other learn from mistakes. However,

sometimes life gets rough and we need all the support we can get. A cheering word from a family member can really come in handy. Put the words on sticky notes and stick them in places where they can be easily found.

56. Strong families develop predictable routines and rules that govern their everyday life. Stable patterns empower a family to deal with challenges inevitable in family life; without such patterns, chaos would result. At the same time, strong families adapt their relationships and family rules when the need arises. Since no family knows what tomorrow will bring, being adaptive is a good trait for family members to develop.

57. Recent studies confirm the importance of love in families. Research shows that expressions of affection towards children enhance their development. Strong families notice positive aspects of each member. They notice the talents, skills and achievements that make a person unique. They find ways to be positive even when another family member makes a mistake and make a conscious effort to develop closeness and show love at home.

TASK 4. READ THE TEXT AND CHOOSE ONE OF THE ANSWERS TO POINTS 58–64:

The Guest

‘The landscape seen from our windows is certainly charming,’ said Annabel; ‘those cherry orchards and green meadows, and the river winding along the valley. However, nothing ever happens here. Rather dreadful, isn’t it?’ ‘On the **58** _____,’ said Matilda, ‘I find it soothing and restful; but then, you see, I’ve lived in countries where things do happen, especially when you’re not ready for them happening all at once.’

‘That, of course, makes a **59** _____,’ said Annabel.

‘I’ll never forget,’ said Matilda, ‘the occasion when the Bishop of Bequar **60** _____ us an unexpected visit.’

‘I thought that out there you were always prepared for emergency guests turning **61** _____,’ said Annabel.

‘I was quite prepared for half a dozen Bishops,’ said Matilda, ‘but this particular one was a distant cousin of mine, belonging to a branch of the family that had quarreled bitterly with our branch. To make **62** _____ worse, my husband was away, talking sense to a village community that one of their leading men was a were-tiger.’

‘A what tiger?’

‘A were-tiger; you’ve heard of were-wolves, haven’t you, a mixture of wolf and human being and demon? Well, in those parts they have were-tigers. **63** _____, as we gave up witchcraft prosecutions about three hundred years ago, we wouldn’t like to have other people keeping on our discarded practices.’

‘I hope you weren’t unkind to the Bishop,’ said Annabel.

‘Well, of course he was my guest, so I had to be polite to him, but he was tactless enough to rake up the incidents of the old quarrel, and from that moment we were scarcely on speaking **64** _____.’

58. 1) contrast 2) contrary 3) inside 4) opposite

59. 1) statement 2) splash 3) move 4) difference
 60. 1) paid 2) sent 3) made 4) gave
 61. 1) to 2) over 3) up 4) in
 62. 1) issues 2) matters 3) problems 4) situation
 63. 1) Although 2) However 3) Finally 4) Despite
 64. 1) conditions 2) relationships 3) relations 4) terms

TASK 5. READ THE TEXT AND FILL IN THE GAPS (65–70) WITH A SUITABLE PHRASE OR SENTENCE (1 – 7) BELOW. ONE POINT IS EXTRA.

Every invention has an official birth date. For the Cube this date is 1974 **65** _____. The inventor's name is now a household word, Rubik's Cube. Although 1974 marks the appearance of the Cube, the processes that led to the invention began a few years earlier. At the time, Erno Rubik was a lecturer at the Academy of Applied Arts and Crafts in Budapest.

In the course of his teaching, Erno Rubik preferred to communicate his ideas by the use of actual models, made from wood or plastic, **66** _____. When the Cube was completed, Erno Rubik demonstrated it to his students and let some of his friends play with it. The effect was instantaneous. Once somebody laid his hands on the Cube, **67** _____! The compulsive interest of friends and students in the Cube caught its creator completely by surprise and it was months before any thought was given to the possibility of producing it on an industrial scale.

During 1978, the Cube began to make its way through the hands of fascinated youths into homes and schools **68** _____. The challenge of trying to master the Cube seemed to have a mesmeric effect on an amazing variety of individuals. Grandmothers, bank managers, pilots and librarians could be seen working away at their Cubes at any hour of the day. But it was the young, schoolboys and students, **69** _____. Now the Cube is part of a family of puzzles and games which bear the stamp of the genius who created the greatest three dimensional puzzle the world has ever known.

Erno Rubik has not changed much over the years. Working closely with Seven Towns, he is still deeply engaged in creating new games and puzzles, and remains one of the principal beneficiaries of **70** _____.

1. it was difficult to get it back
2. which was the first step on the long road that led finally to the Cube
3. who proved most adept at solving the puzzle
4. where it was finally rejected
5. what proved to be a spectacularly successful invention
6. when the first working prototype came into being
7. without any promotion or publicity

TASK 6. READ THE TEXT AND ANSWER THE QUESTIONS (71–77)
CHOOSING ONE OF THE ANSWERS:

It was the second of September, 1859. The clipper ship *Southern Cross* was off Chile when it sailed into a living hell. Hailstones from above and waves from all around whipped the deck. When the ocean spray fell away to leeward, the men noticed they were sailing in an ocean of blood. The colour was reflected from the sky, which was wreathed in a red glow.

The sailors recognized the lights as the southern aurora that usually clung to the Antarctic Circle. To see them from this far north was highly unusual. As the gale subsided, they witnessed an even more astonishing display. Fiery lights loomed against the horizon as if some terrible fire had engulfed the Earth. Upon their arrival in San Francisco, they discovered that two thirds of the Earth's skies had been similarly smothered. Also, there was a sinister side to the aurora.

The beguiling lights had disabled the telegraph system, wiping out communications across the world. It was as if to; day's Internet had suddenly shut down. In some offices the equipment burst into flames. In Norway, the operators had to disconnect the apparatus, risking electrocution. On top of this, compasses spun uselessly under the grip of the aurora, disrupting global navigation.

In the scramble to understand just what had engulfed Earth, the Victorians had only one clue. On the previous morning amateur astronomer Richard Carrington was working in his private observatory and found himself witness to an unprecedented celestial event.

He was studying sunspots, the unexplained dark blemishes that occasionally speckle the Sun. The sunspot that Carrington gazed upon that day was really huge. It was almost ten times the diameter of the Earth. Without warning, two beads of white light appeared over it.

No one had ever described the Sun behaving like this before and Carrington instantly began timing the lights as they drifted across the sunspot, faded and vanished. That night, the apocalyptic aurora burst over the Earth. Could it be that Carrington's titanic explosion had somehow hurled the electrical and magnetic energy at the Earth?

Carrington himself never pursued the research. Yet his discovery of the solar flare began half a century of intrigue, rivalry and speculation as other astronomers raced to understand the mysterious way in which the Sun could reach out the Earth. With the benefit of hindsight, we can see that the Carrington flare was a tipping point for astronomy. Suddenly aware that the Earth and its technology could be affected by celestial events, astronomers turned their attention away from charting the positions of stars to aid navigation, and began studying the nature of celestial objects.

Today, the study continues. Astronomers routinely watch solar flares and know that these explosions usually eject huge clouds of electrically-charged particles into space. When these strike the Earth, they produce the aurora in the atmosphere and cause technology to malfunction. Astronomers call it space weather, and the ferocity of it still occasionally comes as a surprise. In October 2003, a Japanese weather satellite

died during a solar storm. In 1989, millions of North Americans were blacked out when a solar storm damaged the power station in Canada.

The scale of the solar storm of 1859 has never been equalled since. With our current reliance on technology higher than at any time in history, another ‘Carrington event’ could cost us billions.

71. When the clipper ship *Southern Cross* was off Chile,

- 1) the weather improved.
- 2) huge stones started falling from above.
- 3) the ocean water changed its colour.
- 4) there was a lot of blood around.

72. It is rare for the southern aurora to

- 1) be seen against the horizon.
- 2) have red colour.
- 3) appear so far north.
- 4) occur near the Antarctic Circle.

73. What was **NOT** the effect of the aurora?

- 1) The telegraph system was disabled.
- 2) The Internet suddenly shut down.
- 3) The equipment in some offices burst into flames.
- 4) Compasses spun uselessly, disrupting global navigation.

74. The probable reason for the aurora was

- 1) a huge sunspot.
- 2) the light from the sun.
- 3) the electrical and magnetic energy of the Earth.
- 4) powerful solar flares.

75. Carrington’s discovery was a tipping point for astronomy because

- 1) it began half a century of intrigue, rivalry and speculation.
- 2) it proved celestial events were unable to affect our planet.
- 3) astronomers began studying the nature of the celestial objects.
- 4) astronomers turned their attention to charting the positions of stars.

76. Today astronomers are still amazed by the

- 1) extreme force of solar storms.
- 2) amount of electrically-charged particles ejected by solar flares.
- 3) fact that the aurora causes technology to malfunction.
- 4) fact that a Japanese weather satellite died during a solar storm.

77. The solar storm of 1859 was

- 1) the first solar storm on our planet.
- 2) twice as big as the fiercest recent storms.
- 3) less fierce than most recent solar storms.
- 4) the fiercest in recent history.

TASK 7. READ THE TEXT. MAKE THE WORDS OF THE RIGHT COLUMN SUIT THE CONTENT OF THE TEXT GRAMMATICALLY OR/AND LEXICALLY (GAPS 78 – 100).

Public Education

The history of education in the United States has certain **78** _____ which are closely connected with the specific conditions of life in the New World and the history of the American society. **PECULIAR**

The early Colonies and different politics of education for the **79** _____ white settlers who came to North America from Europe in the 17th century brought with them the educational ideas of the time most typical of the countries they represented. **ONE**

In Virginia and South Carolina, for example, education was **80** _____ private. **ENTIRE**

The children of the rich either had tutors or were sent to Europe for **81** _____. **SCHOOL**

At the very beginning, school **82** _____ were often rough shacks. **BUILD**

They were poorly equipped with a few benches, a stove, and **83** _____ enough textbooks. **RARE**

Old English

Old English was not static, and its **84** _____ covered a period of 700 years, from the Anglo-Saxon settlement of Britain in the 5th century to the late 11th century. **USE**

While indicating that the **85** _____ of dates is an arbitrary process, Albert Baugh dates Old English from 450 to 1150, a period of full inflections, a synthetic language. **ESTABLISH**

Perhaps around 85 per cent of Old English words are no **86** _____ in use, but those that survived, to be sure, are basic elements of Modern English vocabulary. **LONG**

Anglo-Saxon literacy developed after Christianisation in the late **87** _____ century. **SEVEN**

The **88**_____ surviving text of Old English literature is Cædmon's Hymn, composed between 658 and 680. OLD

After the Norman Conquest of 1066, English was replaced for a time as the language of the upper classes by Anglo-Norman, a relative of French, and Old English developed into the next **89**_____ form of English, known as Middle English. HISTORY

Nationalism

From the origins of national school systems in the 19th century, the teaching of history to promote national sentiment has been a high **90**_____. PRIOR

In the United States after World War I, a strong movement emerged at the university level to teach courses in **91**_____ Civilization, so as to give students a common heritage with Europe. WEST

In the U.S. after 1980 attention **92**_____ moved toward teaching world history or requiring students to take courses in non-western cultures, to prepare students for life in a globalized economy. INCREASE

At the university level, historians debate the question of whether history belongs more to social science or to the **93**_____. Many view the field from both perspectives. HUMAN

The teaching of history in French schools was influenced by the Nouvelle histoire as **94**_____ after the 1960s by Cahiers pédagogiques and Enseignement and other journals for teachers.. DISSEMINATE

Louis François, Dean of the History/Geography group in the Inspectorate of National Education advised that teachers should provide historic documents and promote "active methods" which would give pupils "the immense **95**_____ of discovery. HAPPY

Albert Schweitzer, a Nobel Peace Prize Winner

Albert Schweitzer is known throughout the world for his missionary work in Africa. He was born on January 14, 1875 in Alsace, which was part of Germany and **96**_____. Part of France after World War I. LATE

He was a talented person. By the age of thirty, he **97** _____ as an author, a lecturer, and a musician. KNOW

It was at this time that he learned of the great need of medical doctors in Africa. He decided to become a doctor of medicine. In 1913, Doctor Schweitzer and his wife **98** _____ for Africa. LEAVE

The morning after the Schweitzers arrived, they started to treat their patients in an old farmhouse. However, a new hospital building **99** _____ with the help and the trust of the African people. BUILD

In 1953 Dr. Schweitzer **100** _____ the Nobel Peace Prize. GIVE

Председатель предметной комиссии _____