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**ENGLISH SELF-STUDY WORKOUTS:
READING, GRAMMAR & VOCABULARY**

Навчальний посібник

Львів

2026

УДК 811.111(075.8)
В 68

Рекомендовано до друку та розміщення в електронних сервісах ЛьвДУВС
Вченою радою Львівського державного університету внутрішніх справ
(протокол від 27 січня 2026р. № 7)

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В 68 English Self-Study Workouts: Reading, Grammar & Vocabulary :
навчальний посібник. Львів : Львівський державний університет
внутрішніх справ, 2026. 252 с.

ISBN 978-617-511-438-4

Навчальний посібник призначений для здобувачів закладів вищої освіти, які вивчають англійську мову, незалежно від спеціальності. Матеріал спрямований на розвиток умінь читання, збагачення словникового запасу, формування навичок усного й писемного мовлення, а також умінь аналізувати тексти різних жанрів.

Структура посібника охоплює три частини: адаптовані тексти для читання з контролем розуміння; тексти з комплексом вправ для поглибленої роботи й розвитку аргументованого мовлення; лексико-граматичні тестові завдання для систематизації знань. Матеріали можуть бути використані і під час аудиторних занять, і для самостійної роботи.

Посібник сприятиме розширенню мовних можливостей студентів, формуванню культури читання іноземною мовою та вдосконаленню комунікативної компетентності у ситуаціях реального спілкування.

The textbook is intended for students of higher education institutions who study English regardless of their field of specialization. The material is aimed at developing reading skills, enriching vocabulary, strengthening oral and written communication skills, and developing the ability to analyze texts of various genres.

The structure of the textbook covers three parts: adapted reading texts with comprehension checks; texts accompanied by a set of exercises for in-depth work and the development of reasoned speech; and lexical-grammatical test tasks for systematizing knowledge. The materials can be used both during classroom instruction and for independent study.

The textbook will contribute to expanding students' language capabilities, fostering a culture of reading in a foreign language, and improving communicative competence in real-life communication situations.

УДК 811.111(075.8)

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ISBN 978-617-511-438-4

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ПЕРЕДМОВА

Читання іноземною мовою часто супроводжується труднощами, пов'язаними з новою лексикою, незвичним стилем викладу або культурно-історичним контекстом твору. Це може призводити до зниження інтересу здобувачів вищої освіти та сприйняття читання як формальної вимоги. Ефективне навчання передбачає створення умов, за яких читання стає осмисленим процесом пізнання, що розвиває мовленнєві навички, критичне мислення та комунікативні здібності.

Пропонований навчальний посібник укладено для здобувачів закладів вищої освіти, які вивчають англійську мову, незалежно від спеціальності. Матеріал спрямований на вдосконалення здатності розуміння прочитаного матеріалу, збагачення словникового запасу, формування навичок усного та писемного мовлення, а також уміння аналізувати і переосмислювати тексти різних жанрів.

Посібник складається з трьох частин. Перша частина містить короткі адаптовані тексти для читання й обговорення. Завдання до кожного тексту спрямовані на перевірку розуміння змісту, засвоєння нової лексики та розвиток умінь висловлювати власну позицію.

Друга частина включає автентичні тексти з комплексом вправ, що орієнтовані на поглиблений аналіз, відтворення змісту, побудову усних і письмових висловлювань, а також розвиток навичок аргументованого мовлення.

Третя частина містить лексико-граматичні тестові завдання, що дають можливість систематизувати отримані знання та перевірити рівень оволодіння текстовим масивом.

Матеріали посібника можуть бути використані як під час аудиторних занять, так і для виконання самостійної роботи, передбаченої робочою програмою дисципліни. Самостійна робота полягає у самостійному читанні, аналізі текстів, виконанні вправ і тестових завдань, що забезпечує формування відповідальності за результат навчання, умінь самоконтролю та самооцінювання.

Рекомендований навчальний матеріал може бути використаний для організації самостійної роботи студентів, а також може залучатись як додатковий матеріал до основного підручника з дисципліни. Застосування матеріалів посібника сприятиме розширенню мовних можливостей студентів, розвитку культури читання іноземною мовою та удосконаленню комунікативної компетентності у ситуаціях реального спілкування.

PART I

THE VANISHING FORTUNE TELLER OF THE HIMALAYAS

A few years ago, while I was on vacation in the Himalayas, I stayed for the night in a small village. It was a very poor place with no real hotel, but the owner of a restaurant kindly offered me a bed for the night.

«Please wait here», he said, pointing to a table outside his restaurant, «while I prepare your room».

It was a beautiful evening. The sun was setting behind the dark mountains, and the stars were beginning to appear. The villagers were lighting fires for their evening meals, and there was a pleasant smell of wood smoke in the air.

Then I realized I wasn't alone anymore. Someone was sitting at the table beside me. It was an old man with a long white beard. His clothes were dirty and ragged.

«What do you want?» I asked. «Let me tell your fortune, sir», he replied. I laughed. «I don't believe in that sort of thing», I said. But the old man took my hand. «I can tell you your future», he said. I tried to pull my hand away, but he held it gently but firmly.

«Alright», I said. «But first tell me about my past. If you can do that, I'll let you tell me about the future too». The old man stared at my hand for a long time without saying anything. I smiled to myself, thinking, «He can't do it».

Then, in a soft voice, the old man began to speak about my childhood. He described my family and the town I used to live in. He continued telling me about my life in various places around the world.

Every single thing he said was true!»Stop!» I said. «How do you know all this?» «I know about the past and the present», he replied. «And I also know about the future. Would you like to hear about your future as well?» I hesitated. Did I really want to know?

Just then, the restaurant owner came outside. «Your room is ready now, sir», he said. «Oh! I thought I heard voices. Were you talking to someone?»

I turned around, but the old man was gone. «Yes», I said. I described the old man. «Oh, him!» the restaurant owner said. «He's the village madman. He thinks he can tell fortunes! I hope he wasn't bothering you!»

Active vocabulary:

stay for the night – залишитися на ніч
offer a bed – запропонувати ліжко
prepare a room – підготувати кімнату
a beautiful evening – гарний вечір
wood smoke – дим від деревини
long white beard – довга біла борода
dirty and ragged – брудний і подертий
tell your fortune – передбачити долю
don't believe in that – не вірити в це
pull (my) hand away – відсмикнути руку
smile to myself – посміхнутися самому собі
every single thing – усе до останньої деталі
just then – саме тоді
describe someone – описати когось
village madman – сільський божевільний

Exercise 1. Match the words with their definitions.

Word	Definition
1. vacation	a) to give a detailed account of something or someone
2. owner	b) a place where people live that is smaller than a town, usually in the countryside
3. prepare	c) to pause or be unsure before making a decision or taking action
4. fortune	d) a prediction of what will happen in the future
5. ragged	e) a person who owns something
6. gently	f) worn out, torn, or in bad condition
7. describe	g) to vanish or no longer be visible
8. hesitated	h) a break from work or school, often for travel or relaxation
9. disappeared	i) in a soft or calm manner
10. village	j) to make something ready for use

Exercise 2. Decide whether the statements are true or false based on the text:

1. The narrator stayed in a luxury hotel.
2. The old man predicted the future of the narrator.
3. The restaurant owner thought the old man was trustworthy.
4. The old man described the narrator's childhood and family.
5. The old man disappeared when the restaurant owner came outside.
6. The story suggests the narrator imagined the whole conversation with the old man

7. The narrator immediately believed in the old man's abilities.
8. A young man with clean clothes sat next to the narrator.
9. When the restaurant owner returned, the old man was still sitting next to the narrator
10. The restaurant owner offered the narrator a place to sleep for the night.

Exercise 3. Complete the sentences with the correct word from the text:

Words: *poor, long white, past childhood, madman, restaurant owner, wood smoke, beard, past, true.*

1. The narrator stayed in a very _____ place with no real hotel.
2. The old man had a _____ beard and ragged clothes.
3. The narrator asked the old man to tell him about his _____ first.
4. The old man knew about the narrator's _____ and the places he had lived.
5. The restaurant owner called the old man the village _____.
6. There was no hotel in the village, but a _____ offered him a bed for the night.
7. There was a pleasant smell of _____ in the evening air.
8. An old man with a long white _____ sat down next to the narrator.
9. The narrator asked the old man to first tell him about his _____.
10. Everything the old man said about the narrator's life was _____.

Exercise 4. Answer the following questions based on the text:

1. Where did the narrator stay during their vacation?
2. What did the owner of the restaurant offer the narrator?
3. How did the old man describe himself when he spoke to the narrator?
4. What did the old man tell the narrator about?
5. What did the restaurant owner say about the old man?
6. How did the restaurant owner describe the old man?
7. How did the narrator react when the old man offered to tell his fortune?
8. What did the old man talk about that surprised the narrator?
9. What happened when the restaurant owner returned?
10. Why did the narrator stay at a restaurant instead of a hotel?

Exercise 5. Put the following events in the correct order:

1. The restaurant owner pointed to a table outside and asked the narrator to wait while he prepared the room.
2. The old man began to tell the narrator about his past.
3. The narrator described the old man to the restaurant owner.
4. The restaurant owner told the narrator that the room was ready.
5. The old man asked the narrator if he wanted to hear about his future.
6. The narrator tried to pull his hand away, but the old man held it firmly.
7. The narrator was sitting outside, enjoying the evening, when he realized he wasn't alone.
8. The narrator described the old man as having dirty and ragged clothes.
9. The restaurant owner came outside and asked if the narrator had been talking to someone.
10. The old man told the narrator that he could tell his future.

Exercise 6. Find synonyms for these words:

Vacation, kindly, prepare, beautiful, pleasant, realize, dirty, ragged, fortune, madman, disappear.

Vanish, lunatic, filthy, notice, destiny, lovely, arrange, enjoyable, shabby, generously, holiday.

Exercise 7. Write the opposite (antonym) of each word:

Vacation, kindly, prepare, beautiful, realize, dirty, ragged, fortune, true, madman, disappear.

Appear, false, lunatic, clean, misfortune, ugly, ignore, neat, rudely, neglect, work.

Exercise 8. Discuss and reflect on your own experiences or cultural traditions:

1. Do you believe in fortune-telling? Why or why not?
Have you ever met someone who claimed to know the future? How did you feel?
2. What would you do in the narrator's place?
If a stranger offered to read your fortune, would you allow it? Why? What risks or curiosities would influence your decision?
3. Would you want to know your future?
Some people believe knowing the future could help them avoid mistakes; others think it might take away the joy or mystery of life. Which opinion do you agree with? Explain your reasoning.

4. Why do people believe fortune-tellers?

Discuss the psychological and emotional reasons—fear, hope, need for control, cultural habits, etc. What makes people trust someone who claims to «know»?

5. How do you interpret the ending?

Was the old man truly gifted or just a coincidence? Do you think the narrator imagined part of the experience? What alternative explanations can you think of?

6. Have you ever met a «mysterious» or unusual person while traveling?

Describe your experience. How did it influence your perception of the place or people?

7. What does the story say about first impressions?

The narrator first saw the man as dirty and ragged, then became impressed. How do clothing and appearance influence the way we judge people?

8. Do you think the old man was really a «madman»?

Reflect on how society labels people. Can someone be considered «crazy» and still possess unusual insight or knowledge?

9. Which part of the story surprised you the most? Why?

Analyze the twist and how it affected your expectations.

10. What is the message or moral of the story, in your opinion?

Is it about mystery, human intuition, deception, or open-mindedness?

COURAGE IN THE SMOKE

They could see smoke from the end of the street.

«It's our house!» Elsa shouted.

«It can't be», Alan said, but he knew Elsa was right, so they both started running.

There was a small crowd outside their house. Smoke was coming out of the downstairs room's front window, but there were no flames yet.

And there was no sign of Elsa's father, old Mr. Cox, who lived with them. His room was upstairs at the back of the house. He wasn't in the crowd.

«Alan!» Elsa shouted. «He's probably asleep upstairs! He must have gone to bed and left the fire on in the front room!»

Alan pushed his way through the crowd and went to the front door.

«Don't be silly!» someone shouted. «Wait for the firemen. They'll be here soon».

But Alan knew he couldn't wait. He put a handkerchief over his face and ran upstairs. He opened the door to Mr. Cox's room. Old Mr. Cox was sleeping peacefully.

«What's wrong?» Mr. Cox said as he woke up.

«There's nothing to worry about. Just a small fire downstairs», Alan said. «Put on your coat and cover your face with a handkerchief like this».

Alan helped Mr. Cox climb onto his back and quickly ran down the stairs with him. When they came out of the house, the crowd cheered.

At the same time, the fire engine and an ambulance arrived. The first flames were coming out of the front window.

«It's all my fault!» Mr. Cox said sadly as they carried him into the ambulance. «I was reading the newspaper and left it too close to the electric fire».

Active vocabulary:

courage – сміливість

flames – полум'я

asleep – сплячий

push (one's way through) – пробиватися крізь

wait for – чекати на

firemen – пожежники

handkerchief – носова хустинка

peacefully – спокійно

worry about – хвилюватися про

cover your face – закривати обличчя

climb onto (one's) back – піднятися (залізти) на спину

run down the stairs – спуститися сходами

cheer – вітати, радісно кричати

fire engine – пожежна машина

ambulance – швидка допомога

carry (someone) into – нести когось кудись

fault – провина

electric fire – електричний обігрівач

newspaper – газета

Exercise 1. Match the words with their definitions.

Word	Definition
1. shouted	a) large group of people
2. crowd	b) yelled loudly
3. pushed	c) to press or force something
4. cheered	d) fire with a bright and dangerous glow
5. covered	e) to make someone feel anxious
6. flames	f) covered or protected
7. silly	g) laughable or not serious
8. worry	h) a positive reaction or applause
9. firemen	i) the floor above the ground floor in a building
10. upstairs	j) people whose job is to put out fires

Exercise 2. Decide whether the statements are true or false based on the text:

1. Elsa and Alan saw flames coming from their house right away.
2. Mr. Cox was with the crowd outside the house when they arrived.
3. Alan waited for the firemen to arrive before doing anything.
4. Alan helped Mr. Cox climb onto his back to escape the fire.
5. Mr. Cox accidentally started the fire by leaving his newspaper too close to the electric fire.
6. Elsa believed Mr. Cox was still asleep upstairs.
7. Alan used a handkerchief to protect his face from the smoke.
8. Mr. Cox was already awake and ready to leave when Alan entered the room.
9. The crowd was angry when Alan brought Mr. Cox out of the house.
10. Alan waited for the firemen before going inside the house.

Exercise 3. Complete the sentences with the correct word from the text:

Words: *shouted, wait, cheered, put, said, upstairs, back, sleeping, downstairs, handkerchief.*

1. Elsa _____ when she saw the smoke coming from their house.
2. Alan was sure they couldn't _____ for the firemen.
3. The crowd _____ when Alan came out of the house with Mr. Cox.
4. Alan _____ a handkerchief over his face before going upstairs.
5. Mr. Cox _____ he left his newspaper too close to the electric fire.
6. Mr. Cox's room was _____ at the back of the house.
7. Alan helped Mr. Cox onto his _____ and carried him out.
8. Mr. Cox was _____ peacefully when Alan found him.
9. Smoke was coming out of the _____ room's front window.
10. Alan ran into the house with a _____ over his face.

Exercise 4. Answer the following questions based on the text:

1. What did Elsa and Alan notice at the end of the street?
2. How did Alan react when Elsa said the fire was at their house?
3. Where exactly was the smoke coming from?
4. Why were Elsa and Alan especially worried about Mr. Cox?
5. What did someone in the crowd tell Alan to do?
6. Why did Alan decide not to wait for the firemen?
7. What did Alan do to protect himself from the smoke before entering the house?

8. What was Mr. Cox doing when Alan found him?
9. How did Alan help Mr. Cox escape from the fire?
10. What explanation did Mr. Cox give for how the fire started?

Exercise 5. Put the following events in the correct order:

1. Elsa shouted, «It's our house!»
2. Alan ran upstairs to check on Mr. Cox.
3. Alan pushed his way through the crowd to the front door.
4. The fire engine and an ambulance arrived.
5. Alan helped Mr. Cox climb onto his back and ran downstairs with him.
6. Alan covered his face with a handkerchief and ran upstairs to help Mr. Cox.
7. Mr. Cox was sleeping peacefully in his room.
8. There was a small crowd outside the house, and smoke was coming out of the downstairs window.
9. The first flames started coming out of the front window.
10. Mr. Cox explained that he left the newspaper too close to the electric fire.

Exercise 6. Find synonyms for these words:

Smoke, shout, crowd, flames, peacefully, woke up, worry about, climb onto (one's) back, run down the stairs, carry (someone) into fault.

Error, take someone into, be anxious, rush down, roused, hop on, gathering, quietly, fire, scream, fumes.

Exercise 7. Write the opposite (antonym) of each word:

Shout, flames, asleep, wait, peacefully, worry, put on, cover, climb onto, run down, carry, electric.

Walk up, manual, take off, drop, get off, uncover, awake, relax, noisily, whisper, hurry, ashes.

Exercise 8. Discuss and reflect on your own experiences or cultural traditions:

1. Responsibility and Carelessness

Have you ever forgotten something important that could have caused danger (e.g., leaving something on, forgetting to lock a door, etc.)? How did it make you feel afterward? What did you learn from the experience?

2. Acting in an Emergency

If you saw smoke coming from your house, what would you do first? Would you act like Alan or wait for help? Why? Share a moment when you had to stay calm in a stressful situation.

3. Helping Others

Alan risked his safety to help Mr. Cox. Have you ever helped someone in a difficult situation? What motivated you to help? How did the other person react, and how did it make you feel?

4. Family Care and Responsibility

Mr. Cox lived with his family because he needed care. What responsibilities come with living with elderly relatives? Do you think younger family members should always help older ones? Why or why not? Reflect on someone in your own family who needs extra help.

5. Mistakes and Forgiveness

Mr. Cox admitted the fire was his fault. Have you ever caused a problem by accident? How did the people around you react? Why is it important to admit mistakes?

6. Community Reactions

The crowd gathered outside the house. If you were part of that crowd, what would you do? Do you think bystanders should take action in emergencies or wait for professionals? Describe a time you witnessed a situation where people gathered but only a few helped.

7. Safety at Home

What safety rules do you follow at home to prevent accidents like fires? Have you or your family ever had a fire-safety plan? What new safety ideas did this story make you think about?

8. Courage

What does courage mean to you? Can you think of a moment when you showed courage, even in a small way? How do you think Alan felt while running upstairs?

THE UNEXPECTED RESCUE

It was a cold winter afternoon. Robert stopped for a moment while walking across the bridge. He looked down at the river. There were almost no boats on it. But right under the bridge, he saw a small canoe with a boy inside. Robert noticed that the boy wasn't wearing many clothes. Robert felt cold and kept walking.

Suddenly, he heard someone shouting, «Help! Help!» The sound clearly came from the river. Robert looked down again and saw the boy in the water. The canoe was floating away. The boy shouted again, «Help! Help!»

Robert was a good swimmer. He waited only for a second, took off his coat, and jumped into the river. The water was very cold, and it was hard to breathe. But soon he reached the boy. «Don't panic,» he said, holding the boy. «Stay calm. I'll get you out soon.»

But the boy started moving and shouting something. Robert didn't understand him. He repeated, «Don't panic,» and began swimming to

the riverbank, pulling the boy with him. Then Robert saw a big motorboat under the bridge. There were some people on it, watching him. He swam toward the boat.

«Help me!» he shouted as he got close. He looked up and saw several people looking down at him. «Strange», he thought. «They look angry.» The people helped the boy get onto the boat and gave him a blanket, but they didn't help Robert.

«Aren't you going to help me too?» Robert asked.

«You?» said one of the men. Robert saw a large camera next to him. «You? We were filming a movie, and you ruined the whole afternoon's work! You can stay in the water!»

Active vocabulary:

rescue – порятунок

winter afternoon – зимній полудень

stop for a moment – зупинитися на мить

walking across the bridge – йти через міст

look down – дивитися вниз

boat – човен

wear clothes – носити одяг

float away – відпливати

good swimmer – хороший плавець

take off coat – знімати пальто

jump into the river – стрибати у річку

hard to breathe – важко дихати

don't panic – не панікуй

stay calm – залишайся спокійним

swim to the riverbank – пливти до берега річки

pull – тягти

motorboat – моторний човен

get onto the boat – сідати на човен

blanket – ковдра

film a movie – знімати фільм

ruin – псувати, зіпсувати

Exercise 1. Match the words with their definitions.

Word	Definition
1. canoe	a) to cry out loudly, usually because of fear or need for help
2. shout	b) a warm cover made of soft material, often used when someone is cold
3. float	c) a small, narrow boat moved with a paddle

4. panic	d) to stay on the surface of water and not sink
5. coat	e) to move through water using your arms and legs
6. bridge	f) a piece of clothing worn over other clothes to keep warm
7. swim	g) a strong structure built over a river or road so people can cross
8. blanket	h) a vehicle used on water, powered by an engine
9. camera	i) to suddenly feel very afraid and not think clearly
10. motorboat	j) a device used to take pictures or record video

Exercise 2. Decide whether the statements are true or false based on the text:

1. Robert saw many boats on the river.
2. The boy in the canoe was wearing warm clothes.
3. Robert jumped into the river to save the boy.
4. The water was warm and easy to swim in.
5. The boy stayed calm and didn't move in the water.
6. Robert pulled the boy toward the riverbank.
7. There was a motorboat with people under the bridge.
8. The people on the boat helped both the boy and Robert.
9. Robert accidentally interrupted a film being made.
10. The people were happy that Robert saved the boy.

Exercise 3. Complete the sentences with the correct word from the text:

Words: *afternoon, canoe, clothes, shouting, floating, coat, cold, panic, swimming, blanket.*

1. It was a cold winter _____ when Robert stopped on the bridge.
2. Robert saw a small _____ under the bridge with a boy in it.
3. The boy wasn't wearing many _____.
4. Robert heard the boy _____ for help.
5. The canoe was _____ away on the river.
6. Robert took off his _____ and jumped into the river.
7. The water was very _____, and it was hard to breathe.
8. «Don't _____», Robert said to the boy.
9. Robert began _____ to the riverbank.
10. On the motorboat, people gave the boy a _____.

Exercise 4. Answer the following questions based on the text:

1. Where was Robert when he saw the boy in the canoe?
2. What did Robert notice about the boy in the canoe?
3. What happened to the boy and the canoe?
4. How did Robert react when he heard the boy calling for help?
5. Why was it hard for Robert to swim in the river?
6. What did Robert say to the boy to calm him down?
7. Where did Robert try to swim after rescuing the boy?
8. How did the people on the motorboat react when they saw Robert and the boy?
9. What did the people on the boat do for the boy?
10. Why were the people angry with Robert?

Exercise 5. Put the following events in the correct order:

1. Robert saw a canoe under the bridge with a boy inside.
2. Robert heard someone shouting for help and saw the boy in the river.
3. Robert took off his coat and jumped into the cold water.
4. Robert started swimming toward the boy.
5. The boy was shouting and moving, and Robert told him not to panic.
6. Robert saw a motorboat under the bridge with people on it.
7. Robert swam toward the motorboat, asking for help.
8. The people helped the boy onto the boat but didn't help Robert.
9. Robert asked why they wouldn't help him.
10. A man explained they were filming a movie, and Robert had ruined the scene.

Exercise 6. Find synonyms for these words:

Walk, boat, shout, help, float, hard, panic, calm, pull, watch, strange, angry, ruin.

Destroy, lose control, observe, unusual, peaceful, tow, ship, mad, difficult, yell, assist, glide, move.

Exercise 7. Write the opposite (antonym) of each word:

Shout, help, float, jump, hard (to breathe), panic, calm, pull, big, strange, angry, ruin, work.

Save, nervous, rest, push, normal, tiny, ignore, stand, happy, easy, stay calm, whisper, sink.

Exercise 8. Discuss and reflect on your own experiences or cultural traditions:

1. Courage and Quick Decisions

Robert jumped into the freezing river without thinking twice. Have you ever made a quick decision to help someone? What made you act so fast? Do you think it's better to act immediately or to think carefully first?

2. Helping Others vs. Personal Safety

Would you have jumped into the cold river like Robert did? Why or why not? When is it important to help someone, even if it puts you at some risk? Is there a moment in your life when you helped someone despite feeling afraid?

3. Misunderstandings

Robert thought the boy was in real danger, but the people were filming a movie. Have you ever misunderstood a situation and acted wrongly because of it? How did you feel afterward? What does this story teach about judging situations quickly?

4. Fairness and Respect

The film crew got angry at Robert instead of thanking him. Do you think their reaction was fair? How do you usually react when someone interrupts your plans, even accidentally? Why is it important to stay respectful, even when things go wrong?

5. Helping Without Expecting Reward

Robert didn't know he would receive no gratitude. Why do people help others even when they might not be thanked? Is it enough to know you did the right thing? Why or why not? Describe a time you helped someone and didn't receive any recognition.

6. Responsibility in Dangerous Situations

Who was responsible for the misunderstanding — Robert or the film crew? Should people filming risky scenes warn others nearby? Have you ever been responsible for someone else's safety? How did it feel?

7. Emotions After a Difficult Experience

Imagine how Robert felt when the people on the boat refused to help him. Have you ever felt unfairly treated after trying your best? How did you handle those feelings?

8. The Meaning of Heroism

Do you consider Robert a hero? Why or why not? What qualities make someone a hero in your opinion? Who is someone you consider a hero in your own life, and why?

BORN TO EXPLORE

Johnny was only three years old when he first left home by himself. The garden gate had been left open, and Johnny walked out. He crossed a few fields and, after about two hours, reached a nearby village. He could only tell people his name and where he lived.

By the age of seven, Johnny had made a habit of disappearing from home a few times a year. Sometimes he walked long distances. On other occasions, he would board a bus or train and stay on until someone asked to see his ticket. Usually, the police ended up bringing him back.

«Why do you keep doing this?» they would ask. «You're not unhappy at home, are you?»

«Not at all», Johnny would say.

«Then why?»

«I just enjoy seeing new places», he explained.

Despite efforts from everyone around him to stop these adventures, Johnny kept escaping. His parents and teachers tried to keep a close eye on him, but eventually he always found a way to get out. As he got older, he came up with a new idea: hiding in trucks that travelled long distances. Sometimes, he would go unnoticed for hundreds of miles.

So it's not too surprising that one day, Johnny managed to get onto an airplane. He was twelve years old at the time. It was a cargo plane, and a few hours later, Johnny ended up in Cairo. No one could figure out how he got on board. Johnny said it was simple: he walked into the airport, followed some corridors, and climbed onto the nearest aircraft.

Even with all his travels, Johnny did well at school. He had a special interest in mathematics and languages, and he was especially talented in geography — which isn't surprising.

«What do you want to do when you're older?» his teachers asked.

«I want to be an explorer!» he said without hesitation.

«But these days, that's hard to do», they told him. «Maybe if you become an astronaut!»

Still, Johnny was sure of his dream.

Shortly before finishing school, Johnny noticed an ad in a newspaper. An expedition was being organized to travel along the Amazon River in Brazil. They were looking for three young people who were adventurous and ready to work hard. Johnny sent in his application — and two months later, he was heading to Brazil.

Active vocabulary:

by himself – самотійно

habit – звичка

adventurous – схильний до пригод, відважний

explorer – дослідник

without hesitation – без вагань
sure of (his) dream – впевнений у своїй мрії
crossed (fields) – переходити (поля)
reached (a village) – дістатися (села)
disappearing – зникання
board a bus/train – сісти на автобус/потяг
hide in (trucks) – ховатися у (вантажівках)
go unnoticed – залишатися непоміченим
get onto a plane – потрапити в літак
heading to (Brazil) – вирушати до (Бразилії)
do well at school – добре вчитися
special interest in (maths/languages) – особливий інтерес до (математики/мов)
talented in geography – здібний у географії

Exercise 1. Match the words with their definitions.

Word	Definition
1. explorer	a) a place where planes take off and land
2. board (a bus/train/plane)	b) to get onto a vehicle like a bus, train or plane
3. habit	c) a small town in the countryside
4. disappear	d) a person who travels to new or unknown places
5. airport	e) a plane that carries goods, not people
6. adventurous	f) something you do often, sometimes without thinking
7. village	g) to not be seen or recognized by others
8. go unnoticed	h) not afraid to try new or dangerous things
9. sure of	i) to go away suddenly and be hard to find
10. cargo plane	j) confident or certain about something

Exercise 2. Decide whether the statements are true or false based on the text:

1. Johnny first ran away from home when he was five years old.
2. He could say his name and address when he arrived in the nearby village.
3. Johnny only ran away from home once or twice in his life.
4. Sometimes Johnny travelled by bus or train without a ticket.
5. The police often brought Johnny back home.
6. Johnny's parents and teachers never noticed when he disappeared.
7. At the age of twelve, Johnny flew to Cairo on a passenger plane.
8. Johnny didn't do well in school because he was always travelling.
9. Johnny dreamed of becoming an explorer when he grew up.
10. Johnny joined an expedition to Brazil before finishing school.

Exercise 3. Complete the sentences with the correct word from the text:

Words: *gate, nearby, disappeared, ticket, cargo, airport, geography, explorer, expedition, adventurous.*

1. Someone left the garden _____ open, and Johnny walked out.
2. Johnny crossed some fields and reached a _____ village.
3. By the age of seven, Johnny often _____ from home.
4. When he took the bus or train, he didn't have a _____.
5. Johnny got into a _____ plane and flew to Cairo.
6. He said it was easy to get on the plane at the _____.
7. Johnny was good at school, especially in _____.
8. He wanted to become an _____ when he grew up.
9. His teachers said that being an explorer is difficult, unless you go on an _____ to space.
10. The team going to Brazil was looking for young, _____ people.

Exercise 4. Answer the following questions based on the text:

1. How old was Johnny when he first ran away from home?
2. What helped Johnny get out of the garden the first time?
3. How often did Johnny run away from home by the age of seven?
4. What types of transport did Johnny use during his adventures?
5. Who usually brought Johnny back home?
6. What method did Johnny use to travel long distances as he got older?
7. How did Johnny manage to get on a plane to Cairo?
8. What subjects did Johnny enjoy most at school?
9. What did Johnny want to be when he grew up?
10. What did Johnny do when he saw an advertisement about the Amazon expedition?

Exercise 5. Put the following events in the correct order:

1. Johnny got on a cargo plane and flew to Cairo when he was twelve.
2. Johnny told his teachers he wanted to be an explorer.
3. Johnny started hiding in long-distance trucks to travel far.
4. Johnny applied for an expedition to Brazil and went there.
5. Johnny sometimes travelled by bus or train without a ticket.
6. The police often brought Johnny back home.
7. Johnny ran away from home two or three times a year by the age of seven.
8. Johnny crossed some fields and reached a nearby village.
9. Johnny did well at school and liked geography.
10. Johnny was three years old when he first left home alone.

Exercise 6. Find synonyms for these words:

Left, walked, habit, disappeared, enjoy, escape, close (as in «close eye on him»), succeeded, managed, especially, notice.

Vanished, went away, observe, particularly, custom, went on foot, run away, like, careful.

Exercise 7. Write the opposite (antonym) of each word:

Adventurous, difficult, successful, disappear, close (to watch closely), nearly, possible, arrive, early, accept.

Refuse, appear, late, easy, exactly, careless, leave, impossible, unsuccessful, cautious.

Exercise 8. Discuss and reflect on your own experiences or cultural traditions:

1. Discuss why Johnny felt the need to explore new places even though he was happy at home.

Do you ever feel the desire to explore or travel on your own? What motivates you to discover new places or experiences?

2. Talk about how Johnny's parents and teachers tried to stop him from running away. Were they right to be worried?

Have you ever wanted to do something that adults thought was unsafe? How did you feel about their rules or limitations?

3. Discuss Johnny's dream of becoming an explorer and how he stayed committed to it.

What dream did you have when you were younger? Has it changed as you grew older? Why or why not?

4. Explore the ways Johnny's curiosity helped him — for example, his interests in geography, languages, and school success.

What subjects or hobbies make you feel excited or curious? How do they help you understand the world better?

5. Consider the dangers Johnny faced when traveling alone at such a young age. Were the experiences worth the risks?

Have you ever taken a risk to try something new? Was it worth it? What did you learn from it?

6. Talk about what it means to be an «explorer» in modern times. Is it still possible?

If you had the chance to join an expedition — like the journey along the Amazon — would you go? Why or why not?

7. Discuss how Johnny's travels shaped who he became.

Do you think traveling (even short trips) has changed you in any way? What did you learn about yourself or the world?

THE SIGNAL IN THE DARK

The night was thick with silence. A black sedan sat motionless on the side of a deserted country road, its engine cold, its lights off. Inside, two men waited. Lacey, calm and sharp-eyed, sat behind the wheel. Beside him, Barnes fidgeted, lighting yet another cigarette with nervous fingers. Neither man spoke much. The only sounds were the occasional rustle of wind through the trees and the faint crackle of burning tobacco.

It was just past midnight when it happened — a flicker of light from the second floor of the distant mansion. It blinked once. Then again. Then a third time.

«That's the signal», Lacey said quietly.

Without another word, the two men stepped out of the car. They were dressed entirely in black, their figures melting into the shadows. Lacey reached into the backseat and grabbed a small leather bag — the kind that carried quiet tools meant for quiet jobs. They slipped on gloves with the casual efficiency of men who'd done this before.

Barnes glanced at him, hesitating. «Should I bring the gun?»

Lacey shot him a glare, his voice low and hard. «How many times do I have to tell you? No guns. Not when you're with me».

They moved quickly and silently across the narrow stretch of grass, slipping through a side gate into the garden. The night pressed in around them, thick with the scent of damp earth and summer leaves.

«I hope there aren't any dogs», Barnes muttered as they hugged the garden's edge, creeping toward the back of the house.

«There are no dogs. No people, either», Lacey said, voice sharp with irritation. «Just the man upstairs. Now shut up and stay close».

They emerged into a wide backyard bathed in darkness. Lacey pointed toward a small window tucked beside the kitchen door.

«That's our way in,» he whispered. «Wait here. I'll go first. If I can't get the door open, you'll have to come in the same way».

Barnes nodded, crouching low as Lacey crossed the yard, picked the window latch with practiced ease, and slipped inside. For a moment, everything was still. Then, from inside, Lacey's silhouette appeared behind the glass.

«No good», he whispered through the crack. «The door's locked, and the key's gone. You'll have to come through here».

Barnes moved cautiously toward the window — but just then, the quiet night was shattered by the roar of an engine. Headlights cut through the dark like knives. A car tore up the driveway, gravel spitting under its tires. Doors slammed. Voices rang out.

Barnes froze. «It's the police», he breathed. «It's a setup. I knew it!»

Lacey's eyes narrowed. «Don't lose your head,» he said, voice steady. «Get back to the car. Wait for me there. I'll follow as soon as I can. Stay low, and stay in the shadows».

Barnes hesitated only a moment before melting into the darkness.

Active vocabulary:

sit motionless — сидіти нерухомо

behind the wheel — за кермом

fidget — нервово рухатися, крутитися

rustle — шелест

flicker of light — мерехтіння світла

melt into the shadows — зливатися з тінями

hesitate — вагатися

glare — лютий погляд

bathed in darkness — поглинутий темрявою

tucked beside — схований поряд із

shatter the night — порушити тишу ночі

tear up the driveway — швидко мчати по під'їзній доріжці

freeze — завмерти, застигнути

setup — пастка, підстава

lose your head — панікувати, втрачати голову

stay low — триматися низько (приховано)

melt into the darkness — зникнути в темряві

Exercise 1. Match the words with their definitions.

Word	Definition
1. sit motionless	a) to be driving a vehicle
2. behind the wheel	b) to move nervously or restlessly
3. fidget	c) to sit without moving at all
4. rustle	d) to shine unsteadily or briefly
5. flicker of light	e) to be hidden or placed next to something
6. melt into the shadows	f) a soft, light sound made by leaves or paper moving
7. hesitate	g) to become hidden by blending with darkness or shadows
8. glare	h) to pause before doing something because of doubt
9. bathed in darkness	i) a very angry or intense look
10. tucked beside	j) completely covered or surrounded by darkness

Exercise 2. Decide whether the statements are true or false based on the text:

1. The two men were waiting in a brightly lit area.
2. Barnes was calm and did not show any nervous behavior.
3. The signal came from the first floor of the mansion.
4. Both men wore light-colored clothes.
5. Lacey told Barnes that there were no dogs or people in the garden.
6. Lacey planned to enter through a window near the kitchen door.
7. The kitchen door was unlocked.
8. Barnes had to climb through the window after Lacey.
9. Suddenly, a car arrived quickly, shining its headlights on the house.
10. Barnes waited in the shadows as instructed.

Exercise 3. Complete the sentences with the correct word from the text:

Words: *silence, black, fidgeted, flicker, tools, gun, side, summer, window, engine*

1. The two men sat in the car, waiting quietly in the _____.
2. Lacey and Barnes were dressed in _____ clothes to blend into the night.
3. Barnes nervously _____ as he waited beside Lacey.
4. The signal came as a _____ of light from the mansion window.
5. Lacey carried a small leather bag filled with _____ for the job.
6. Barnes asked if he could bring a _____, but Lacey refused.
7. They entered the garden through a small _____ gate.
8. The night was filled with the scent of damp earth and _____ leaves.
9. Lacey planned to enter the house through a _____ near the kitchen door.
10. Suddenly, the quiet night was shattered by the roar of an _____ approaching the house.

Exercise 4. Answer the following questions based on the text:

1. Where were Lacey and Barnes waiting before they got out of the car?
2. What time of night was it when the signal appeared?
3. How many times did the light in the mansion window blink?
4. What kind of clothes were the men wearing?
5. What did Lacey carry with him when they left the car?
6. Did Lacey allow Barnes to bring a gun? Why or why not?

7. How did the men enter the garden?
8. What did Barnes worry about as they moved through the garden?
9. Where did Lacey plan to enter the house?
10. What surprised the men after Lacey went inside the window?

Exercise 5. Put the following events in the correct order:

1. Barnes asks if he can bring a gun.
2. The two men wait quietly in the car.
3. A light flashes three times in the mansion window.
4. Lacey opens the kitchen window and climbs inside.
5. They enter the garden through a side gate.
6. The car with headlights arrives quickly, surprising them.
7. Lacey tells Barnes not to panic and to wait in the car.
8. Barnes moves cautiously toward the window after Lacey.
9. Lacey grabs a small bag of tools from the car.
10. Lacey tells Barnes there are no dogs or people in the garden.

Exercise 6. Find synonyms for these words:

Waited, darkness, signal, gloves, nervous, cautiously, locked, shattered, approaching, panicked.

Lost control, handwear, secured, night, broken, coming, alert, anxious, carefully, remained.

Exercise 7. Write the opposite (antonym) of each word:

Motionless, calm, dark, quiet, locked, quick, inside, nervous, sharp, low.

High, slow, dull, outside, relaxed, anxious, noisy, open, light, moving.

Exercise 8. Discuss and reflect on your own experiences or cultural traditions:

1. Discuss the relationship between Lacey and Barnes. How does trust — or lack of it — shape their actions during the break-in?

Have you ever been in a situation where you had to rely on someone else completely? What made you trust or distrust them?

2. Examine how Barnes reacts when he thinks the police have arrived. How does fear influence his decisions compared to Lacey's calmness?

How do you usually react under stress or fear — calmly, or impulsively? Can you think of a moment when fear made you act differently than you normally would?

3. Talk about the moral complexity of the characters. They're clearly doing something illegal — but do they seem like «bad» people? Why or why not?

Have you ever faced a situation where the «right thing» wasn't clearly right, or where you understood why someone did something wrong? What did you learn from that experience?

4. Discuss why Lacey refuses to carry guns and what this says about his principles.

Do you have a personal rule or boundary you stick to, even when others disagree or pressure you? What made that rule important to you?

5. Compare Lacey's calm, strategic behavior with Barnes's panic when the headlights appear. How does staying calm affect the outcome of difficult situations?

Can you recall a time when someone else's calm attitude helped you manage a stressful moment?

6. Barnes immediately assumes it's a setup. What does this reveal about the dynamic between the characters or the world they operate in?

Have you ever felt suspicious of a situation or person, even without solid proof? Were your instincts right or wrong?

7. Discuss how silence and darkness in the story create tension and affect the characters' actions.

How do you feel in tense or quiet environments? Do silence and darkness make you uncomfortable, or do you find them calming? Why?

ADVENTURE ON THE LAKE

We were standing on a bridge, trying to catch some fish for dinner when, out of nowhere, a small red plane flew just above our heads. It was so close that we could clearly see the pilot's face.

«What's he doing?» I asked, feeling a little annoyed.

«I think there's something wrong», Jack replied. «The engine sounds off».

«There's no phone signal here — we can't really help», I said.

We were on a boat holiday, far from the nearest town or road.

«We could follow the plane along the river», Jack suggested. «Maybe we'll see where it goes».

I liked the idea — the fishing wasn't going well anyway, and I was starting to get bored.

We dropped our fishing rods and ran to our boat, which was hidden under some bushes about 100 meters away.

Luckily, the engine started without any trouble, and we sped down the river.

«Is there anywhere nearby where a plane could land?» I asked. Jack knew the area well, since he came here every summer.

«There's a lake about 15 miles from here», he said. «If the pilot's really in trouble, that's probably where they'll head».

As we moved downstream, the river got wider. After turning a bend, the lake came into view.

«Do you see anything?» Jack asked.

I scanned the lake. «Not yet... wait! There's something in the water, near that island».

It was the red plane!

We crossed the lake quickly and reached the island. Sitting on top of the plane was the pilot – a young woman, waving at us.

«Hey!» she called out. «Thanks for coming. Sorry I interrupted your fishing trip. Want some fish for dinner?»

She leaned into the cockpit and pulled out a huge fish.

«There's plenty more inside!» she said with a grin.

Active vocabulary:

out of nowhere – раптом / несподівано

feel a little annoyed – відчувати легке роздратування

there's something wrong – щось не так

boat holiday – відпочинок на човні

follow the plane – слідувати за літаком

start to get bored – почати нудьгувати

drop fishing rods – кинути вудочки

without any trouble – без жодних проблем

anywhere nearby – десь поблизу

turn a bend – зігнути (повернути) за поворот річки / дороги

came into view – з'явився в полі зору

scan the lake – оглянути озеро

reach the island – дістатись острова

lean into the cockpit – нахилитися в кабіну

plenty more inside – ще багато всередині

with a grin – з усмішкою / ухмилкою

Exercise 1. Match the words with their definitions.

Word	Definition
1. out of nowhere	a) to look carefully over an area to find something
2. clearly	b) to appear suddenly and unexpectedly
3. annoyed	c) to go after or move behind something
4. boat holiday	d) easily, without difficulty
5. follow	e) smiling in a happy or cheeky way
6. hidden	f) covered or placed so that it can't be seen
7. without any trouble	g) a vacation spent traveling by boat

8. come into view	h) easy to see or understand
9. scan	i) a little angry or irritated
10. with a grin	j) to become visible, to be seen after not being visible

Exercise 2. Decide whether the statements are true or false based on the text:

1. The red plane flew high above the boys.
2. The boys were trying to catch fish for their lunch.
3. Jack thought the plane had engine problems.
4. The boys called for help using their phones.
5. They decided to follow the plane by boat.
6. The boat didn't start at first, so they had to fix it.
7. Jack knew the area well because he lived there.
8. The boys saw the lake before they saw the plane in the water.
9. The pilot was an older man with a beard.
10. The pilot offered the boys some fish from the plane.

Exercise 3. Complete the sentences with the correct word from the text:

Words: *bridge, just, sounds, signal, boat, rods, without, view, sitting, fish.*

1. We were standing on a _____, trying to catch some fish.
2. A red plane flew _____ above our heads.
3. Jack said the engine _____ strange.
4. There was no phone _____, so they couldn't call for help.
5. They were on a _____ holiday, far from town.
6. They dropped their fishing _____ and ran to the boat.
7. The boat engine started _____ any trouble.
8. The lake came into _____ after they turned a bend.
9. The pilot was _____ on top of the plane.
10. She pulled out a huge _____ from the cockpit.

Exercise 4. Answer the following questions based on the text:

1. What were the boys doing when the red plane flew over them?
2. Why did Jack think the pilot had a problem?
3. Why couldn't the boys call for help?
4. What did Jack suggest they do instead of calling for help?
5. Where was their boat hidden?
6. Why did the narrator agree to follow the plane?
7. Where did Jack think the pilot might try to land?
8. What did the boys see near the island on the lake?
9. Who was the pilot of the red plane?
10. What surprising thing did the pilot offer them?

Exercise 5. Put the following events in the correct order:

1. They saw something in the water near the island.
2. They decided to follow the red plane by boat.
3. The pilot pulled a big fish out of the plane.
4. The engine of their boat started without trouble.
5. The lake came into view after they turned a bend.
6. The boys were fishing on a bridge.
7. A small red plane flew low above their heads.
8. The boys reached the island and saw the pilot.
9. Jack said the pilot might land on a nearby lake.
10. The boys couldn't call for help because there was no phone signal.

Exercise 6. Find synonyms for these words:

Small, close, annoyed, problem, suggest, bored, hidden, quickly, nearby, huge.

Large, tired, not far, rapidly, covered, nearby, propose, trouble, upset, tiny.

Exercise 7. Write the opposite (antonym) of each word:

Start, far, friendly, bright, full, slow, young, safe, open, happy.

Empty, sad, dangerous, old, stop, closed, dark, unfriendly, fast, near.

Exercise 8. Discuss and reflect on your own experiences or cultural traditions:

1. Describe a time when something unexpected happened during a trip or outdoor activity.

How did you react? What did you learn from the experience?

2. In the story, the characters decide to help the pilot even though they aren't sure how.

Describe a situation when you helped someone (or wanted to). What motivated you? Would you act differently today?

3. The characters take a risk by following the plane down the river.

Would you have done the same? Explain why or why not, using an example from your own life where you chose to take — or avoid — a risk.

4. Jack and the narrator cooperate quickly and effectively.

Think of a time when teamwork made a difficult situation easier. What role did you play in the group? What did you learn about working with others?

5. The story takes place in a remote natural setting.

How do you feel about spending time in nature? Describe a memorable experience you had in the outdoors and how it made you feel.

6. The pilot and the boys stay surprisingly calm.

How do you usually handle stressful or urgent situations? Give an example from your life and reflect on what you did well and what you would change.

7. The ending of the story is humorous and unexpected.

Have you ever had a surprising or funny ending to a worrying situation? What happened, and how did it change how you felt?

HIDDEN TREASURE

When we moved into our new house, one of the first things we noticed was the huge apple tree in the garden. It stood tall and wide, just a few metres from the kitchen window. I loved the way its branches swayed in the wind and how the apples looked so bright against the leaves. But my husband didn't feel the same way.

«That tree is dangerous», he said one morning while drinking his coffee. «We should cut it down».

I laughed. «Don't be ridiculous. It's perfectly fine. It's not going to fall on the house».

He frowned. «I read in the newspaper last week about a tree that collapsed during a storm. It crashed into a woman's bedroom. She had planned to remove it — now she's in hospital».

I shook my head, but the story stayed with me. After several similar conversations, we agreed to call some workers and have the tree removed.

They arrived early one morning and started cutting. It took them hours. Branch by branch, the old apple tree came down, and by lunchtime, it lay flat on the ground.

«What about the roots?» one of the workers asked. «Want us to take them out too?»

I hesitated, thinking about the extra cost. Then I said, «Yes. Let's do it properly».

They began digging in the afternoon, and by evening, there was a wide, deep hole in the middle of our garden. As the men packed up their tools, they joked, «You can throw all your old junk in there now!»

We laughed, and they left.

Curious, my husband climbed into the hole to have a closer look at the ground. A few minutes later, he called out, «Hey! Come here — look at this!»

I joined him, and together we stared at the soil. There, half-covered in dirt, were some old coins. They were small, round, and gold.

«Are they real?» I whispered, already feeling a strange excitement.

We began to dig more carefully. Soon, we found even more coins. Then my husband's hand hit something hard — a small metal box. We opened it slowly.

Inside was a collection of old jewellery — rings, necklaces, bracelets, and even a brooch. Each piece looked beautiful, old, and valuable.

«Someone must have buried this a long time ago», I said quietly. «Maybe during the war».

My husband's eyes sparkled. «They must be worth a fortune».

We stood there for a moment, not speaking, still holding the box.

Then he smiled at me. «So... are you finally happy we got rid of that old tree?»

I couldn't help but smile back. «Yes», I said. «I really am».

Active vocabulary:

treasure – скарб

swayed in the wind – розхитувалося на вітрі

ridiculous – смішний/безглуздий

frowned – насупився/зморщив лоба

collapsed during a storm – завалився під час бурі

roots – коріння

digging – копання/риття

excitement – збудження/хвилювання

throw old junk – викидати старий мотлох

fortune – статок/багатство

half-covered in dirt – наполовину вкритий землею

strange excitement – дивне збудження/хвилювання

old jewellery – старі коштовності

shook my head – похитала головою (в знак незгоди)

necklaces – намиста/кольє

brooch – брошка

sparkled – блищало/іскрилося

Exercise 1. Match the words with their definitions.

Word	Definition
1. kitchen window	a) said something loudly to get someone's attention
2. call out	b) spoke very quietly so only someone near could hear
3. coin	c) made a happy expression with your mouth
4. valuable	d) said «yes» to a suggestion or plan
5. whisper	e) stopped for a moment before doing something
6. agree	f) metal money used in the past or now
7. buried	g) worth a lot of money

8. hesitate	h) something under the ground and covered it
9. smile	i) done slowly and with attention
10. carefully	j) a window close to where food is prepared

Exercise 2. Decide whether the statements are true or false based on the text:

1. The apple tree was close to the bedroom window.
2. The husband thought the tree might be dangerous.
3. The wife wanted to remove the tree from the beginning.
4. The workers needed one full day to cut and remove the tree and roots.
5. The wife told the workers to leave the roots in the ground.
6. After removing the tree, the workers found the coins.
7. The husband discovered gold coins in the hole.
8. They found a small wooden box filled with old photos.
9. The jewellery they found looked old and valuable.
10. In the end, the wife was happy the tree was gone.

Exercise 3. Complete the sentences with the correct word from the text:

Words: *tree, roots, coins, jewellery, digging, hole, collapsed, smiled, dangerous, excited.*

1. My husband said the old apple _____ was too close to the house and might fall.
2. The workers took all morning to cut down the big apple _____.
3. After cutting the tree, they started removing the _____ from the ground.
4. While _____ in the garden, my husband found some old gold _____.
5. They also found a small metal box full of old _____.
6. The tree had nearly _____ during a storm, according to the husband.
7. There was now a big _____ in the middle of our garden.
8. When we opened the box, we felt very _____ about the discovery.
9. My husband _____ happily and asked if I was glad the tree was gone.
10. I was worried the tree might be _____ and cause damage.

Exercise 4. Answer the following questions based on the text:

1. Where was the apple tree located in relation to the house?
2. Why did the husband want to cut down the tree?
3. What story did the husband read in the newspaper?

4. How long did it take the workers to cut down the tree and remove the roots?
5. What did the workers joke about when they finished the job?
6. Who first noticed something unusual in the hole?
7. What did the husband and wife find in the ground?
8. How did the wife react when they opened the metal box?
9. What did they guess about the origin of the jewellery?
10. What did the husband ask at the end of the story — and how did the wife respond?

Exercise 5. Put the following events in the correct order:

1. The workers arrived and started cutting the tree.
2. The wife said the tree was not dangerous.
3. The husband found gold coins in the hole.
4. The husband read a story about a tree collapsing during a storm.
5. The couple agreed to remove the tree.
6. The workers removed the roots.
7. The couple discovered a small metal box full of jewellery.
8. The tree was lying flat on the ground.
9. The workers joked about throwing junk into the hole.
10. The wife admitted she was happy the tree was gone.

Exercise 6. Find synonyms for these words:

Silly, shout, excitement, fortune, jewellery, valuable, carefully, huge, dangerous, junk.

Giant, riches, treasure, call out, joy, threatening, rubbish, ridiculous, precious, cautiously.

Exercise 7. Write the opposite (antonym) of each word:

Huge, dangerous, ridiculous, careful, valuable, happy, agree, quiet, full, old.

Careless, loud, disagree, small, new, empty, reasonable, safe, sad, worthless.

Exercise 8. Discuss and reflect on your own experiences or cultural traditions:

1. In many cultures, trees have symbolic meanings (wisdom, family roots, protection, etc.).

Reflect on whether trees or plants hold any special meaning in your culture or family traditions. Do you have a tree that is important to you personally?

2. The couple discovers treasure in their garden. In some cultures, land and homes hold stories, memories, or even hidden history.

Think about your home or hometown: Are there any traditions, legends, or stories connected to the place where you live or grew up? How do they shape your view of «home»?

3. The couple must make a big decision together.

Reflect on a time when your family had to make an important decision (e.g., moving house, renovating, cutting a tree, dealing with danger). How did your family discuss it? Does your culture influence how family decisions are made?

4. The buried jewellery and coins were valuable because of their age.

How does your culture view old objects? Are they kept for sentimental value, passed down as family heirlooms, or replaced with new things? Share an example from your own life.

5. In some cultures, treasure means wealth; in others, it means stories, memories, or wisdom.

What does «treasure» mean to you personally? Does your cultural background influence this meaning?

6. The discovery feels like good luck.

Does your culture have traditions, sayings, or beliefs about luck, fortune, or hidden blessings? Have you ever experienced a moment that felt like «good luck» or «good karma»?

7. The couple removed the tree for safety. Some cultures place strong value on protecting nature; others prioritise safety or practicality.

How does your culture view the balance between respecting nature and protecting homes or people? Reflect on your own views as well.

THE SLEEPLESS DREAMER

Roy always felt tired when he woke up.

«I don't understand», his brother said one day. «You go to bed earlier than me and wake up later. I know you sleep deeply because you snore so loudly — sometimes I can't sleep because of it! So why are you still so tired in the morning?»

«Maybe it's because I dream a lot», Roy replied.

«But dreaming is good for you», his brother said. «Doctors and psychologists always say that».

«Maybe that's true», Roy agreed. «But my dreams make me feel really tired. I always dream about working hard. For example, last night I dreamed I was a miner. As soon as I fell asleep, I was in a coal mine, digging all night. No wonder I was exhausted when I woke up! A few nights ago, I dreamed I was a sailor on an old ship in a big storm. We spent hours trying to save the ship. It's always like that. Recently, I've also been a waiter, a truck driver, and a football player in my dreams. I never get an easy job!»

«Well», his brother said, «I read in a magazine that it helps to relax before going to bed».

«How should I do that?» Roy asked.

«Try listening to some music. Something calm and relaxing».

Roy decided to try. He liked pop music, but he thought it was too energetic. So he chose some classical music instead. Before going to sleep that night, he played a Mozart record. In fifteen minutes, he was fast asleep.

The next morning at breakfast, his brother asked, «Well? Did it help?»

Roy gave a big yawn. «Hmm», he said, «I didn't dream about physical work this time. I dreamed I was conducting an orchestra. But the musicians were terrible, and we had to play the same piece again and again. We practiced all night! Honestly, I feel even more tired today than usual!»

Active vocabulary:

feel tired – почуватися втомленим

sleep deeply – міцно спати

snore – хропіти

dream a lot – багато снитись

dreaming is good for you – сни — це корисно для тебе

make me feel tired – змушує мене почуватися втомленим

dream about working hard – сниться важка праця

coal mine – вугільна шахта

digging all night – копати всю ніч

try to save the ship – намагатися врятувати корабель

never get an easy job – ніколи не трапляється легка робота

relax before going to bed – розслабитися перед сном

give a big yawn – широко позіхнути

conduct an orchestra – диригувати оркестром

terrible musicians – жахливі музиканти

play the same piece again and again – грати ту ж саму мелодію знову і знову

even more tired than usual – ще більш втомлений, ніж зазвичай

Exercise 1. Match the words with their definitions.

Word	Definition
1. tired	a) a person who works underground, usually digging for coal or minerals
2. snore	b) a short sleep story you see in your mind during sleep
3. dream	c) to make a loud breathing noise while sleeping
4. miner	d) a loud or violent weather condition with wind and rain

5. exhausted	e) to become calm and comfortable, often before sleep
6. storm	f) feeling like you need rest or sleep
7. waiter	g) a person who serves food and drinks in a restaurant or café
8. relax	h) very, very tired
9. energetic	i) full of energy or activity
10. yawn	j) to open your mouth wide and take a deep breath when you're tired or bored

Exercise 2. Decide whether the statements are true or false based on the text:

1. Roy goes to bed later than his brother.
2. Roy sleeps deeply and snores loudly.
3. Roy often dreams that he is relaxing on a beach.
4. Roy feels tired in the morning because his dreams are full of hard work.
5. He once dreamed that he was a miner working all night.
6. Roy never dreams about jobs or work.
7. His brother suggests relaxing before bed by reading a book.
8. Roy tries listening to classical music before going to sleep.
9. The classical music helped Roy fall asleep quickly.
10. In his last dream, Roy was conducting an orchestra all night.

Exercise 3. Complete the sentences with the correct word from the text:

Words: *dream, tired, relax, snore, storm, miner, orchestra, music, magazine, yawn, exhausted, pop.*

1. Roy always feels _____ when he wakes up in the morning.
2. His brother can't sleep sometimes because Roy _____ loudly.
3. Roy thinks his dreams make him feel _____.
4. In one dream, Roy was a _____ working in a coal mine.
5. He also dreamed he was in a dangerous _____ at sea.
6. His brother read in a _____ that relaxing before bed can help.
7. Roy decided to _____ before sleep by listening to music.
8. Instead of _____ music, he chose something more calming.
9. Roy fell asleep quickly and dreamed he was conducting an _____.
10. At breakfast, he gave a big _____ because he still felt tired.

Exercise 4. Answer the following questions based on the text:

1. Why is Roy's brother surprised that Roy feels tired in the morning?
2. What does Roy think is the reason he always feels tired?

3. What kind of dreams does Roy usually have?
4. What job did Roy dream about doing in the coal mine?
5. What happened in Roy's dream about the sailing ship?
6. What kinds of jobs has Roy had in his other dreams?
7. What advice did Roy's brother read in a magazine?
8. Why did Roy choose classical music instead of pop music?
9. What did Roy dream about after listening to classical music?
10. How did Roy feel the next morning after conducting the orchestra in his dream?

Exercise 5. Put the following events in the correct order:

1. Roy listened to a Mozart record before going to sleep.
2. Roy told his brother that he dreams a lot.
3. Roy's brother couldn't understand why Roy was always tired.
4. Roy dreamed he was a sailor in a storm.
5. Roy agreed to try relaxing before bed.
6. Roy explained that his dreams are about hard physical work.
7. Roy gave a big yawn at breakfast.
8. Roy dreamed he was conducting an orchestra.
9. His brother suggested listening to calm music.
10. Roy said he had also dreamed about being a miner.

Exercise 6. Find synonyms for these words:

Tired, dream, deeply, exhausted, storm, job, relax, calm, terrible, energetic.

Awful, peaceful, sleep vision, very tired, lively, rest, hard weather, feel sleepy, work, strongly.

Exercise 7. Write the opposite (antonym) of each word:

Tired, deeply, noisy, relax, calm, terrible, late, physical, energetic, asleep.

Lightly, stress, excellent, mental, awake, early, energetic / rested, tired, anxious, quiet.

Exercise 8. Discuss and reflect on your own experiences or cultural traditions:

1. Describe a dream you remember clearly.
Did the dream make you feel tired, happy, scared, or confused the next morning? Do you think your dreams reflect your daily life or stress?
2. Explain what you usually do before going to bed.
Does your routine help you relax? Have you ever tried changing your routine to sleep better, like Roy did?

3. Discuss whether you ever dream about work, school, or responsibilities like Roy.

Why do you think these dreams happen? Do they affect your mood or energy the next day?

4. Share any cultural beliefs, stories, or traditions related to dreams in your family or country.

Are dreams considered meaningful or symbolic? Are there any practices to avoid bad dreams or encourage good ones?

5. Talk about how music affects you before sleeping.

Do you prefer silence or sound at night? If you listened to different types of music before bed, how do you think it would influence your dreams?

6. Imagine you are Roy. What would you try next to stop having exhausting dreams?

Would you change your lifestyle, your sleep environment, or your habits? Do you think dreams can be controlled or influenced?

7. Discuss what «feeling rested» means to you.

What makes a night of sleep good or bad for you? Is deep sleep enough, or do you think emotional rest matters too?

JANE AND THE GORILLA

Jane had always loved animals. While other girls her age decorated their rooms with posters of celebrities, Jane's bedroom walls were covered with pictures of animals. Her shelves were full of books about them, and she spent a lot of time caring for small creatures in the garden.

Sometimes, she even tried to bring them inside — but her mother didn't allow it.

«Get those animals out of the house!» she would say. «If you want to keep them, they belong in the shed at the bottom of the garden!»

Most of the animals Jane took care of were tiny — rabbits, birds, mice, and the like. But one day, something very different appeared.

Jane's mother noticed that she was spending more and more time in the shed. At the same time, food from the kitchen — especially fruit and bread — kept disappearing. One evening, feeling suspicious, her mother decided to investigate.

Outside the shed, she heard Jane talking. «She must be with a friend», her mother thought. But when she opened the door, she froze.

At first, all she saw was Jane sitting on the ground. But then, out of the shadows, a large figure came into view. Two huge eyes looked straight at her — it was a gorilla!

«Jane! What is going on?» her mother gasped. But then she remembered something: a young gorilla had escaped from the zoo a few days earlier, and no one had been able to find it.

«I saw him in the park», Jane explained, completely calm. «He looked so lonely, so I talked to him. We became friends right away. He just followed me home».

«You know you can't keep a gorilla», her mother said firmly. «We have to call the police and tell them the truth».

Soon after, the police and a zoo van arrived. Luckily, nobody was angry. The police already knew about Jane's passion for animals. The zookeeper smiled kindly.

«It's clear Gor likes you a lot», he said. «But he has to come back with us. Still, you're welcome to visit him anytime — we'll even give you a free pass!»

Since then, Jane hasn't kept as many animals at home. But she visits Gor at the zoo often, and the two friends still enjoy spending time together — talking just like they always did.

Active vocabulary:

take care of – піклуватися про

bring inside – занести в дім

spend time – проводити час

freeze (from fear/surprise) – завмерти (від страху/здивування)

come into view – з'явитися в полі зору

look straight at – дивитися прямо на

follow (someone) home – піти за кимось додому

explain – пояснювати

smile kindly – доброзичливо посміхнутися

be familiar with – бути знайомим з

be welcome to (do something) – мати дозвіл / бути бажаним гостем

zookeeper – доглядач у зоопарку

zoo van – фургон із зоопарку

suspicious – підозрілий

shed – сарай

bottom of the garden – кінець саду

Exercise 1. Match the words with their definitions.

Word	Definition
1. creature	a) a small building in a garden used for storage or animals
2. shed	b) someone who works at a zoo and looks after the animals
3. zookeeper	c) to stop moving suddenly, usually because of fear or surprise
4. suspicious	d) a talk between two or more people
5. follow	e) to move behind someone, going wherever they go

6. pass	f) a living being, especially an animal
7. enormous	g) very large or huge
8. take care of	h) feeling that something is wrong or not quite right
9. freeze	i) to look after or provide for someone or something
10. conversation	j) a ticket or permission to enter a place regularly

Exercise 2. Decide whether the statements are true or false based on the text:

1. Jane's bedroom was decorated with posters of music stars.
2. Jane's mother allowed her to keep animals inside the house.
3. Jane usually looked after small animals like birds and rabbits.
4. Jane found the gorilla while visiting the zoo with her class.
5. Jane kept the gorilla in the shed at the end of the garden.
6. Her mother became suspicious because Jane spent less time at home.
7. Jane and the gorilla became friends in the park.
8. The police were angry with Jane for hiding the gorilla.
9. The zoo gave Jane a free pass to visit the gorilla anytime.
10. After the event, Jane completely stopped caring for animals.

Exercise 3. Complete the sentences with the correct word from the text:

Words: *creature, shed, gorilla, suspicious, zookeeper, followed, passionate, conversation, free, lonely*

1. Jane was very _____ about animals and loved learning about them.
2. Her mother told her to keep the animals in the _____ at the bottom of the garden.
3. Most of the time, Jane looked after small animals, but one day, a large _____ appeared.
4. The animal looked sad and _____ when Jane first saw it in the park.
5. The gorilla _____ her home and stayed in the shed.
6. Jane's mother became _____ when food started disappearing and Jane spent more time outside.
7. When she opened the shed door, she found Jane having a _____ with someone.
8. The _____ said Jane could visit the gorilla anytime she liked.
9. As a thank-you, the zoo gave Jane a _____ pass to visit the animal.
10. A gorilla is a large and intelligent _____.

Exercise 4. Answer the following questions based on the text:

1. What did Jane's bedroom walls look like compared to other girls' rooms?
2. Where did Jane usually keep the small animals she looked after?
3. How did Jane's mother react when she found animals inside the house?
4. What made Jane's mother suspicious before she discovered the gorilla?
5. Where did Jane find the gorilla?
6. Why did the gorilla follow Jane home?
7. How did Jane's mother react when she saw the gorilla?
8. What did the zookeeper say when they arrived to collect the gorilla?
9. What gift did the zoo give Jane?
10. Does Jane still keep small animals after the event with the gorilla?

Exercise 5. Put the following events in the correct order:

1. Jane explained that she met the gorilla in the park and it followed her home.
2. The police and a van from the zoo arrived to take the gorilla back.
3. Jane's mother noticed food was disappearing and became suspicious.
4. Jane spent most of her time caring for small animals like rabbits and birds.
5. Jane received a free zoo pass so she could visit Gor whenever she liked.
6. Jane's mother opened the shed and discovered the gorilla sitting next to Jane.
7. The gorilla escaped from the zoo a few days before Jane found it.
8. Jane stopped keeping small animals and visited Gor regularly at the zoo.

Exercise 6. Find synonyms for these words:

Passionate, suspicious, enormous, friend, lonely, calm, conversation, follow, freeze, arrive.

Come, stop suddenly, go after, talk, peaceful, doubtful, companion, interested, huge, suspicious.

Exercise 7. Write the opposite (antonym) of each word:

Suspicious, enormous, calm, familiar, clearly, welcome, discover, explain, surprised, patient.

Impatient, expected, confuse, miss, rejected, vaguely, unfamiliar, agitated, tiny, reliable.

Exercise 8. Discuss and reflect on your own experiences or cultural traditions:

1. Talk about your own feelings toward animals.

Do you like animals as much as Jane does? Why or why not? Have you ever taken care of an animal? How did it make you feel?

2. Share a real experience when you helped or rescued an animal.

What happened, and why did you decide to help? Did the experience change how you think about animals?

3. Discuss whether you think it's a good idea to keep pets at home.

What are the responsibilities of keeping a pet? If your parents don't allow pets, do you understand their reasons?

4. Talk about the difference between domestic pets and wild animals.

Should wild animals ever be kept at home, even for a short time? What dangers or problems might occur, like in Jane's situation?

5. Jane formed a bond with a gorilla. Think about unusual friendships.

Have you ever made a surprising friendship — with an animal or a person? What made that connection special?

6. Discuss your opinion about zoos.

Do you think zoos protect animals or restrict them? How might Jane feel visiting Gor at the zoo instead of keeping him at home?

7. Consider the mother's reaction in the story.

Do you think her decision to call the authorities was right? If you were the parent, what would you have done?

8. Imagine you found a lost or escaped animal (not necessarily a gorilla!).

What steps would you take to handle the situation safely? Who would you contact for help?

LOST IN THE SKY

The balloon went up slowly at first. After a few minutes, it was flying high above the field. People on the ground waved at them, but soon, Andy couldn't see them anymore.

It was Andy's first time in a hot air balloon. He felt a little nervous. Pete, who was flying the balloon, had a lot of experience. He flew almost every weekend when the weather was good. But today, he was busy with the controls and didn't talk much.

«Just enjoy the ride,» Pete said. «It's a great experience.»

Andy wasn't sure about that, but he liked the view. He looked down and tried to recognize villages, farms, and rivers. Everything looked very different from above.

«Where are we going?» Andy asked.

Pete pointed to the north. «That way for now,» he said. «But the wind is moving us toward those hills.» He pointed to the west. «It's okay. I'll take us higher.»

But fifteen minutes later, Pete looked worried. Thick clouds were ahead.

«I don't like this,» he said quietly.

Soon they were inside the cloud. They couldn't see anything, and it became much colder.

«I didn't expect this weather,» Pete said. «Let's drink some coffee to stay warm.» He gave Andy a cup. Andy was happy to take it.

«We're still flying toward the mountains, right?» Andy asked.

«Yes,» Pete said, «but don't worry. We'll fly over them.»

They kept flying through the cloud. Andy was scared they might crash into the mountain. But nothing happened. Then suddenly, they came out of the cloud. The sun was shining again.

«One problem now,» Pete said. «I don't know exactly where we are!»

Andy looked down. «That looks like a farm. Maybe we can land and ask?»

Pete didn't like the idea of asking for help. But after a moment, he agreed.

«Okay,» he said.

They landed safely near the farmhouse. A farmer walked out to greet them.

«You've traveled far!» the farmer said. «But don't worry, we'll find out where you are. First, come inside and have some tea. We don't usually get visitors in a balloon!»

Active vocabulary:

thick cloud – густа хмара

bright sunlight – яскраве сонячне світло

low visibility – погана видимість

to lift off slowly – повільно злітати

to fly high above the field – летіти високо над полем

to land near a farmhouse – приземлитися біля фермерського будинку

to feel anxious – відчувати тривогу

to enjoy the view – насолоджуватися краєвидом

to be worried about something – хвилюватися через щось

to recognize a village – впізнати село

to offer tea or coffee – запропонувати чай або каву

experienced balloonist – досвідчений повітроплавець

friendly farmer – дружелюбний фермер

first-time passenger – пасажир, що летить уперше

Exercise 1. Match the words with their definitions.

Word	Definition
1. balloon	a) a feeling of worry or nervousness
2. to lift off	b) to go up into the air
3. visibility	c) a building where a farmer lives
4. anxious	d) to slowly move through the air or on water, usually without control
5. to drift	e) a large bag filled with hot air used for flying
6. to recognize	f) the distance one can see, especially when driving or flying
7. farmhouse	g) to know or identify something from before
8. experienced	h) not clear or easy to see through; heavy and dense in appearance
9. thick cloud	i) having done something many times; having skill or knowledge
10. to offer	j) to give something kindly or politely

Exercise 2. Decide whether the statements are true or false based on the text:

1. Andy was an experienced balloon pilot.
2. Pete often flew balloons on weekends when the weather was good.
3. At first, the balloon went up very fast.
4. Andy enjoyed the view from the balloon, even though he felt nervous.
5. Pete expected the thick cloud and had planned for it.
6. Visibility was very good inside the cloud.
7. Andy suggested landing near a farmhouse to ask for directions.
8. The balloon crashed into the mountain during the flight.
9. The farmer was not happy to see the balloon land.
10. Pete and Andy were invited to have tea at the farmhouse.

Exercise 3. Complete the sentences with the correct word from the text:

Words: *balloon, lift off, cloud, visibility, drifted, nervous recognized, offered, farmer, experienced.*

1. Andy felt a bit _____ because it was his first time flying.
2. The hot air _____ slowly at first, then went higher.
3. Pete was an _____ balloonist who flew nearly every weekend.
4. Suddenly, a thick _____ surrounded them, and it became cold.
5. Inside the cloud, the _____ was very low — they couldn't see anything.

6. The balloon _____ through the sky, carried by the wind.
7. Andy _____ some places on the ground, like villages and rivers.
8. Pete _____ Andy a cup of coffee to help him warm up.
9. A friendly _____ came out to meet them after they landed.
10. They traveled a long distance in the _____ without knowing where they were.

Exercise 4. Answer the following questions based on the text:

1. Who was flying in the hot air balloon for the first time?
2. Why didn't Pete talk much during the flight?
3. What did Andy do while they were flying above the ground?
4. Where did Pete say the wind was pushing them?
5. How did the weather change during the flight?
6. What happened when they entered the thick cloud?
7. How did Andy feel when they were flying through the cloud?
8. Why did Pete say he wasn't sure where they were?
9. What did Andy suggest when they saw the farmhouse?
10. How did the farmer react when the balloon landed near his house?

Exercise 5. Put the following events in the correct order:

1. Pete gave Andy a cup of coffee to warm up.
2. The balloon flew high above the field, and the crowd disappeared.
3. They landed near a farmhouse, and a friendly farmer came out.
4. Andy suggested landing to ask for directions.
5. The balloon entered a thick cloud and visibility dropped.
6. Pete said the wind was pushing them toward the hills.
7. Andy felt nervous because it was his first flight.
8. They came out of the cloud into bright sunlight.
9. Pete admitted he wasn't sure where they were.
10. Andy enjoyed the view and tried to recognize places on the ground.

Exercise 6. Find synonyms for these words:

Nervous, to recognize, to offer, to land, experienced, to travel, to lift off, thick, friendly, to ask.

Kind, to identify, skilled, to give, to question, to move, to take off, dense, worried, to go down (from the air).

Exercise 7. Write the opposite (antonym) of each word:

Slowly, high, crowd, companion, direction, concerned, temperature, smooth, distance, visit.

Leave, rough, closeness, quickly, extreme cold, stranger, calm, confusion, low, emptiness.

Exercise 8. Discuss and reflect on your own experiences or cultural traditions:

1. Talk about how you feel about heights or flying.

Would you enjoy a ride in a hot-air balloon like Andy, or would it make you nervous? Have you ever been in a situation where you felt scared but excited at the same time?

2. Discuss a time when you tried something for the first time — like Andy did.

What were your feelings before, during, and after the experience? What helped you overcome your fear (if you had one)?

3. Reflect on a situation where you had to trust someone who knew more than you.

Did their confidence help you feel calm, or did you stay worried? What qualities make you trust someone in a risky or uncertain situation?

4. Discuss a time when something didn't go as planned.

How did you react when the situation changed suddenly, like Pete facing the clouds? What did you learn from handling the unexpected?

5. Talk about any experience you've had getting lost.

How did you find your way again? Did you ask someone for help, or try to solve the problem yourself?

6. Discuss your strategies for staying calm during stressful situations.

What helps you think clearly when you feel scared? How do you support others when they are frightened?

7. Imagine you are flying above your town or countryside.

What would you enjoy looking at the most from the sky? How do you think seeing your world from above would change your perspective?

8. The farmer meets them in a surprising situation. Reflect on encounters with strangers.

Have you ever met someone unexpectedly who helped you? How did that experience make you feel about kindness?

MY FIRST WEEKS AT UNIVERSITY

Sept 30

I moved into the hostel today. It is an ugly concrete building, and it is next to a busy main road. My room is small but quite nice. I want to buy some posters for the walls. I met a few other students at supper,

but the food was terrible! They all look much younger than me — and of course, they are.

Oct 7

Lectures started last Monday. They are not very interesting so far, except for the man who teaches drama — he is excellent. I would actually prefer to go to the library and read, but I must attend ten lectures every week. Those are the rules! At least I can meet people there.

Oct 12

I really don't like living in the hostel. The food is bad and the students are very noisy. They stay up almost all night and play games in the corridor outside my room. When do they sleep? When do they study? Also, I don't like my room anymore. It feels like living in a small box, and it looks even smaller with all the posters on the walls.

Oct 26

I tried to tell my supervisor about my problems today. She listened, but she didn't do much. She only said, «You have to go to lectures, Ann. And the hostel is cheap and convenient.» But it isn't cheap if I can't eat the food, and it isn't convenient if I can't sleep at night!

Oct 30

I can't believe what happened! Three other students — I met them at a lecture, and they are about my age — asked me to share a flat with them. It is in an old house and has its own kitchen, so we can cook for ourselves. And my room, at the top of the house, is fantastic!

Nov 10

I moved into my new room last Sunday. I feel really happy. Life is going to be much more enjoyable now!

Active vocabulary:

hostel – гуртожиток

busy main road – жвава головна дорога

an ugly concrete building – потворна бетонна будівля

pleasant – приємний

poster – плакат

fellow students – однокурсники / інші студенти

I would prefer to... – Я б віддала/віддав перевагу...

awful – жахливий

stay up half the night – не спати пів ночі

prefer – надавати перевагу

attend – відвідувати (заняття)
live in a box – жити ніби в коробці (дуже маленька кімната)
noisy – шумний
corridor – коридор
cheap and convenient – дешевий і зручний
supervisor – науковий керівник / куратор
convenient – зручний
share a flat – ділити квартиру / жити разом
life is going to be more enjoyable – життя стане приємнішим
enjoyable – приємний, що приносить задоволення

Exercise 1. Match the words with their definitions.

Word	Definition
1. hostel	a) a talk given to students at university
2. attend	b) to go to an event regularly
3. noisy	c) someone who guides or helps you with your studies
4. supervisor	d) comfortable or easy to use
5. share	e) to choose something rather than something else
6. corridor	f) a place where students live
7. lecture	g) nice or enjoyable
8. pleasant	h) not quiet
9. convenient	i) a long passage inside a building
10. prefer	j) to use something together with other people

Exercise 2. Decide whether the statements are true or false based on the text:

- Ann thinks the hostel building looks attractive.
- She likes her room at first but later starts to dislike it.
- The food in the hostel is delicious.
- Ann enjoys all her lectures from the beginning.
- The students in the hostel make a lot of noise at night.
- Ann's supervisor gives her a lot of helpful advice.
- Ann meets three students who are about her age at a lecture.
- The flat they offer to share has a kitchen.
- Ann's new room is on the top floor of the house.
- Ann feels happier after moving into the new place.

Exercise 3. Complete the sentences with the correct word from the text:

Words: *hostel, posters, lectures, noisy, corridor, supervisor, convenient, share, kitchen, fantastic.*

- Ann wants to buy some _____ for the walls of her room.

2. She has to attend ten _____ every week.
3. The students in the _____ stay up late and make a lot of noise.
4. They play games in the _____ outside her room.
5. Ann tries to talk to her _____ about her problems.
6. Her supervisor says the hostel is cheap and _____.
7. Three students invite Ann to _____ a flat with them.
8. The flat has its own _____, so they can cook for themselves.
9. Ann thinks her new room at the top of the house is _____.
10. She is happy to move out of the _____.

Exercise 4. Answer the following questions based on the text:

1. What does Ann think about the hostel building when she first arrives?
2. How does Ann feel about the food in the hostel?
3. Which lectures does Ann find interesting?
4. Why doesn't Ann enjoy living in the hostel?
5. What problems does she have with the other students in the hostel?
6. How does Ann's supervisor react when she tells her about her problems?
7. Where does Ann meet the three students who invite her to share a flat?
8. Why does Ann like the flat they offer her?
9. Where is Ann's new room located in the house?
10. How does Ann feel after moving into her new room?

Exercise 5. Put the following events in the correct order:

1. Ann moves into her new room in the flat.
2. Ann meets three students who invite her to share a flat.
3. Ann talks to her supervisor about her problems.
4. Ann moves into the hostel.
5. Ann begins her lectures at the university.
6. Ann realizes she doesn't like living in the hostel.
7. Ann meets some students at supper in the hostel.
8. Ann learns that the flat has a kitchen where they can cook for themselves.

Exercise 6. Find synonyms for these words:

Ugly, pleasant, awful, interesting, noisy, explain, convenient, fantastic, happy, problems.

Describe, nice, wonderful, easy, difficulties, terrible, joyful, exciting, loud, unpleasant.

Exercise 7. Write the opposite (antonym) of each word:

Ugly, pleasant, awful, interesting, noisy, happy, cheap, convenient, fantastic, small.

Sad, terrible, boring, quiet, beautiful, inconvenient, awful, large, unpleasant, expensive.

Exercise 8. Discuss and reflect on your own experiences or cultural traditions:

1. Have you ever moved to a new home, city, or school?

How did you feel at first? Were there any challenges like Ann experienced in the hostel? What helped you adjust and feel comfortable in your new environment?

2. Have you ever shared a room, flat, or house with other people?

What was easy or difficult about living with others? How do you deal with noise, different schedules, or personal space?

3. How do you feel about attending classes or lectures?

Do you prefer studying alone or with classmates? Why? What makes studying enjoyable or difficult for you?

4. Ann didn't like the hostel food. Have you ever had a similar experience?

How important is food for your comfort when living somewhere new? Do you cook for yourself, or do you prefer eating ready-made meals?

5. How do changes in your living situation affect your mood and motivation?

Think of a time when a small change made your life better. What was it? What do you think makes a place «home» for you?

6. How do student hostels in your country differ from Ann's experience?

Are there any local traditions related to moving into a new home or starting university? How do families or students usually handle sharing living spaces in your culture?

RETURN TO THE PAST

Tandem felt a little nervous as he entered the school gates. He was going back to his old school after twenty years and it was a very strange experience! He crossed the schoolyard and walked towards the main entrance. He paused for a moment to examine the building. He could see his old classroom on the first floor. It had a broken window. «It always had a broken window!» he thought.

Tandem pushed open the door and went in. It was exactly as he remembered it. The headmaster's study was on the left; the main staff room was on the right. While he was standing there, the door of the staff room opened and two teachers came out. He caught a glimpse of the room inside. There were teachers standing near the fire, talking. Others were reading or correcting homework. Then the door closed again.

Tandem decided to have a quick look around the school before calling on the headmaster. He passed classroom after classroom. When he came to his old classroom on the first floor, he paused for a moment. There was a lot of noise inside. «There was always a lot of noise!» he said to himself.

Next he came to the laboratories—physics, chemistry and biology. These were new. He could see the boys inside, busy with experiments. And finally he came to the library, where a few of the older boys were working quietly. It all seemed so peaceful!

Then a bell rang and within seconds the corridor was full of noisy boys, all shouting and laughing. They were like a great flood, almost carrying Tandem along with them. He was glad when he finally reached the door of the headmaster's study. He knocked on the door and waited.

«Come in!» a voice called out. The headmaster stood up to greet him as he went in. He was an old man now and Tandem hardly recognised him.

«Good afternoon, Tandem,» the headmaster said. «So you're an inspector now! Well, quite a few boys come back to visit their old school, but no one has ever come back to inspect it before!»

Active vocabulary:

enter the school gates – зайти на шкільне подвір'я

feel nervous – почуватися нервово

pause for a moment – зупинитися на мить

examine the building – оглянути будівлю

push open the door – штовхнути двері й відчинити

exactly as I remembered – саме таким, яким я пам'ятав

catch a glimpse – помітити краєм ока

correct homework – перевіряти домашнє завдання

have a quick look around – швидко оглянутися
pass classroom after classroom – проходити повз клас за класом
busy with experiments – зайняті дослідками
ring (about a bell) – дзвонити
within seconds – за кілька секунд
a great flood – справжній потік
hardly recognise – ледве впізнати

Exercise 1. Match the words with their definitions.

Word	Definition
1. nervous	a) to stop briefly
2. pause	b) a room where the headmaster works
3. examine	c) feeling worried or anxious
4. glimpse	d) to study or look at carefully
5. corridor	e) a narrow passage inside a building
6. laboratory	f) to hit or use your hand to open
7. knock	g) a place for scientific experiments
8. inspector	h) a very quick look
9. study	i) a person who checks schools or institutions
10. push	j) to hit a door to get attention

Exercise 2. Decide whether the statements are true or false:

1. Tandem was visiting his school for the first time.
2. He returned to his school after twenty years.
3. The school building looked completely different.
4. The broken window in his classroom was new.
5. Tandem saw teachers talking in the staff room.
6. The laboratories were exactly the same as before.
7. The library was noisy and crowded.
8. The bell caused many boys to run into the corridor.
9. Tandem immediately recognised the headmaster.
10. The headmaster was surprised by Tandem's visit.

Exercise 3. Complete the sentences with the correct word from the text:

Words: *nervous, paused, broken, glimpse, experiments, peaceful, flood, inspector, recognised, corridor.*

1. Tandem felt _____ when he entered the school gates.
2. He _____ to look at the building.
3. His old classroom had a _____ window.
4. He caught a _____ of the staff room.
5. The boys in the laboratories were busy with _____.

6. The library seemed very _____.
7. The boys rushed through the corridor like a great _____.
8. Tandem had come back as an _____.
9. He hardly _____ the headmaster at first.
10. The _____ was suddenly full of noisy boys.

Exercise 4. Answer the following questions:

1. Why did Tandem feel nervous at the beginning?
2. How long had he been away from his school?
3. What did Tandem notice about his old classroom?
4. What were the teachers doing in the staff room?
5. Why did Tandem walk around the school first?
6. Which rooms were new to him?
7. How did the atmosphere change after the bell rang?
8. What happened in the corridor?
9. How did the headmaster react to Tandem?
10. Why was Tandem's visit unusual?

Exercise 5. Put the events in the correct order:

1. Tandem knocked on the headmaster's door.
2. Tandem entered the school gates.
3. The bell rang and the corridor filled with boys.
4. Tandem examined the school building.
5. He visited the laboratories and the library.
6. Tandem saw teachers in the staff room.
7. Tandem reached his old classroom.
8. The headmaster greeted Tandem.
9. Tandem walked along the corridor.
10. Tandem decided to look around the school.

Exercise 6. Find synonyms for these words:

Nervous, pause, examine, glimpse, peaceful, noisy, inspector, recognise, corridor, flood

Calm, notice, stop briefly, hall, chaos, check, visitor, wave, see, quiet

Exercise 7. Write the opposite (antonym) of each word:

Nervous, broken, noisy, peaceful, inside, old, hardly, busy, open, recognise.

Calm, new, quiet, outside, closed, ignore, free, whole, easily, noisy.

Exercise 8. Discuss and reflect on your own experiences or memories:

1. How would you feel if you returned to your old school after many years?

What emotions do you think you would experience?

2. Have you ever visited a place from your childhood or school years?

How did it make you feel?

3. Why do people like to return to places from their past?

What do they hope to find or remember?

4. What details in the text show that Tandem feels nostalgic?

Which moments remind him of his school days?

5. How does the author show the contrast between peace and noise in the school?

Which scenes describe calm, and which describe chaos?

6. Do you think schools change more in appearance or in atmosphere over time?

Give examples from the text or your own experience.

7. How does noise affect your feelings in places like schools or public buildings?

Does it make you uncomfortable or energetic?

8. Why do you think Tandem decided to walk around the school before meeting the headmaster?

What does this tell us about his character?

9. Which moment in the story impressed or surprised you the most?

Why?

10. What do you think is the main message of the text?

Is it about memories, change, the passage of time, or something else?

THE VEGETARIAN WAY OF LIFE

Vegetarianism promotes a natural way of life. But despite its implicit message of universal love and non-violence, it has not spread, as it should have. This may be because it usually is an inward-looking habit and is best cultivated in the mind. Leading a vegetarian way of life helps the animal kingdom to coexist with man. The animals supply milk, manure and energy. This has been central to the Indian culture for thousands of years.

A vegetarian lifestyle is natural, multifaceted, and helps self-preservation in a healthy way. Food and health are closely related. In India, a vegetarian is usually a lacto-vegetarian. In the Western world, vegetarians are subdivided as 'vegans' (pure vegetarians who do not take any food coming from the animal kingdom), lacto-vegetarians', who use dairy products of the vegetable kingdom and 'lacto-ovo-vegetarians'. The last category includes eggs, in addition to dairy products. The western

science of food considers food as something to sustain only the human body, whereas the Indian science considers food as something which sustains not only the body, but also maintains the purity of heart, mind and the soul.

Thus an item of food which is injurious to the mind is not considered to be fit for consumption even if it is otherwise beneficial to the body or satisfies the taste. Indian food science does not give so much importance to protein or even to the balanced diet but it gives importance to food that increases the strength of the body. Vegetarian foods provide an infinite variety of flavours. whereas non-vegetarian foods have hardly any taste of their own. In fact, non-vegetarian foods have to be seasoned with ingredients from the vegetable kingdom to make them palatable.

Active vocabulary:

vegetarianism – вегетаріанство

promotes – сприяє

implicit – неявний, прихований

universal love – універсальна любов

non-violence – ненасильство

inward-looking – зосереджений на собі, інтроспективний

cultivated – розвинений, вихований

coexist – співіснувати

animal kingdom – царство тварин

manure – гній

lacto-vegetarian – лакто-вегетаріанець

vegan – веган (пурист-вегетаріанець)

lacto-ovo-vegetarian – лакто-ово-вегетаріанець

sustains – підтримує, живить

purity – чистота

injurious – шкідливий

palatable – смачний, приємний на смак

Exercise 1. Match the words with their definitions.

Word	Definition
1. vegetarianism	a) a person who does not eat meat
2. implicit	b) hidden or suggested but not directly expressed
3. coexist	c) live together in harmony
4. manure	d) natural fertilizer from animals
5. sustains	e) supports or nourishes
6. injurious	f) harmful or damaging
7. palatable	g) pleasant to taste

8. vegan	h) a strict vegetarian who does not consume any animal products
9. lacto-ovo-vegetarian	i) includes eggs and dairy products in the diet
10. non-violence	j) the principle of avoiding harm to living beings the principle of avoiding harm to living beings

Exercise 2. Decide whether the statements are true or false based on the text:

1. Vegetarianism encourages violence toward animals.
2. A vegetarian lifestyle has spread everywhere easily.
3. Indian vegetarianism has been part of culture for thousands of years.
4. Lacto-vegetarians consume dairy products.
5. Vegans eat eggs and dairy products.
6. Indian food science focuses only on proteins and balanced diets.
7. Non-vegetarian foods usually need seasoning from vegetables to taste good.
8. Vegetarian foods offer a wide variety of flavors.
9. Western food science emphasizes spiritual purity of food.
10. Vegetarianism is connected with self-preservation and health.

Exercise 3. Complete the sentences with the correct word from the text:

Words: *promotes, coexist, manure, lacto-vegetarian, vegan, purity, injurious, palatable, flavors, eggs.*

1. Vegetarianism _____ a natural way of life.
2. Leading a vegetarian life helps humans and animals to _____.
3. Animals supply milk, energy, and _____.
4. In India, a vegetarian is usually a _____.
5. Vegans do not consume any product from the animal kingdom, including dairy and _____.
6. Indian food science focuses on the _____ of heart, mind, and soul.
7. Food that is _____ to the mind is not considered fit for consumption.
8. Non-vegetarian foods often need ingredients from the vegetable kingdom to be _____.
9. Vegetarian foods provide an infinite variety of _____.
10. Lacto-ovo-vegetarians include _____ in their diet.

Exercise 4. Answer the following questions based on the text:

1. What is the main message of vegetarianism?
2. Why has vegetarianism not spread as widely as expected?
3. How does vegetarianism help the animal kingdom?
4. What are the differences between vegans, lacto-vegetarians, and lacto-ovo-vegetarians?
5. How does Indian food science view food compared to Western food science?
6. Why might a food be considered unfit for consumption in India even if it is otherwise healthy?
7. What does vegetarianism contribute to health and self-preservation?
8. How do non-vegetarian foods get their taste, according to the text?
9. Why has vegetarianism been central to Indian culture for thousands of years?
10. What does the text say about the variety of vegetarian foods?

Exercise 5. Put the following ideas in the correct order according to the text:

1. Vegetarianism promotes a natural lifestyle.
2. It has not spread as much as it could have.
3. Vegetarianism helps animals coexist with humans.
4. India has a long tradition of vegetarianism.
5. Vegetarian diets are classified into vegans, lacto-vegetarians, and lacto-ovo-vegetarians.
6. Western food science focuses mainly on sustaining the human body.
7. Indian food science focuses on body, mind, and soul.
8. Some foods may be unfit for the mind even if healthy for the body.
9. Vegetarian foods have a wide variety of flavors.
10. Non-vegetarian foods need vegetables to enhance their taste.

Exercise 6. Find synonyms for these words:

Promotes, coexist, harm, sustains, injurious, palatable, flavors, traditional, maintain, implicit.

Encourages, live together, damages, supports, harmful, tasty, tastes, cultural, preserve, hidden

Exercise 7. Write the opposite (antonym) of each word:
Promotes, coexist, injurious, palatable, implicit, sustains, vegan, traditional, purity, harmless.

Opposes, fight, beneficial, unpleasant, explicit, harms, omnivore, modern, impurity, dangerous.

Exercise 8. Discuss and reflect on your own experiences or cultural traditions:

1. Do you follow a vegetarian diet? Why or why not?
2. Have you ever tried vegan or lacto-vegetarian food? What did you think about it?
3. Why do people choose vegetarianism? Discuss health, ethical, and cultural reasons.
4. How important is the variety of flavors in food for you?
5. How do you feel about the Indian perspective of food affecting mind and soul?
6. Would you consider changing your diet to vegetarianism for health or ethical reasons? Why?
7. How does cultural tradition influence food choices in your country?
8. Do you think vegetarianism could become more widespread worldwide? Why or why not?
9. Compare vegetarian and non-vegetarian foods in terms of taste and health benefits.
10. What is the message or moral of this text about lifestyle and diet?

PART II

NOT. TONIGHT. DANGER

(by Brett Halliday)

The telephone in Michael Shayne's Miami apartment began ringing shortly after eleven o'clock.

A man's voice answered Shayne. It sounded agitated.

— Is that Michael Shayne, the detective? Thank heavens I've reached you. This is Mr. Schoolman speaking. Harold Schoolman.

Shayne said,

— I don't know you, do I?

— No. I'm staying at the Splendid Hotel on Miami Beach. Something terrible has happened, Mr. Shayne. I must consult you.

Shayne glanced at his watch.

— Can't it wait until morning?

— It definitely cannot. You see I... I hardly know how to say this. I... I've done a horrible thing. I'm... a thief.

— Wait! Splendid Hotel? Are you telling me you stole the Duchess Montalba's diamond this afternoon?

— Good heavens, no! I wasn't even present at the concert when it happened, though my wife was. This is another matter. I'm not far from your place at the moment. If I could come up and explain...?

— Come along, said Shayne.

Harold Schoolman arrived a short time later. He was a slight, middle-aged man with a bulging forehead and rimless glasses.

He gave Shayne a limp hand.

— This is the most upsetting experience of my life. I find myself a criminal, Mr. Shayne. I want you to find the owner of the stolen property and return it without publicity.

— Sit down and tell me about it.

Schoolman sat on the edge of a chair, reached in a side pocket and brought into view a small, beautiful evening bag with gold clasp and a thin gold chain.

— I bought this for my present wife last Christmas. It cost three hundred dollars, and you see there's a chain to go over the wrist for safety while it is being carried.

Shayne nodded.

— But my wife is very careless. She refused to use the chain, though I often warned her how easily a thief might snatch it from under her arm. So I decided to teach her a lesson. We were leaving the hotel at

nine o'clock for a party here in Miami. It was raining hard and there was a crowd under the marquee waiting for taxis.

I left Alice to give the doorman a dollar bill, and when I pushed back to her I saw the bag just begging to be stolen. So I took it. She had tucked the bag in the crook of her white fur sleeve, and she was not even aware it had been taken. At that moment some men shouldered their way between us and I lost sight of Alice. Then the doorman waved that he had a taxi and we both pushed forward through the crowd and drove away with the bag in my pocket.

Then I put my plan into effect. I said, 'I have nothing smaller than a ten for the driver. Do you have a dollar bill in your bag, my dear?' Mr. Shayne, you will never guess what happened.

Shayne grinned at him,

– Your wife took a bill from her bag. You put your hand into your pocket and realized you had become a thief. In the crowd you mistook another woman for your wife, one wearing a similar white fur coat and with a similar evening bag. So you snatched the wrong one. Is there some identification inside?

– There was nothing inside the bag.

– Nothing? Shayne took the bag in his hands. It was empty except for a small torn piece of paper, with a margin on the right and printed lines on the left.

– Only that, said Schoolman. A piece torn from a galley proof, with proofreader's corrections on the margin.

– Galley proof? How do you know?

– I'm a publisher in Boston, you see, Schoolman explained.

He pointed to the penciled marks.

– Quotation marks, you see. The next is the symbol for more space. Then a single quote and a dollar sign that have evidently been omitted.

Shayne nodded.

– Three of the printed words are underlined. *Not. Tonight. And danger.* Looks like a message.

– A message? But what can it mean?

– That's what we'll have to find out. I'd like to talk to your wife, said Shayne.

– Yes. Of course. Schoolman looked at his watch. I must be getting back to the hotel. I expect a long distance call at twelve fifteen from my daughter in Boston — from my first marriage. I left Alice at the party while I came here, and she promised to return to the hotel at twelve thirty. Would you like to see her?

– Very much. Shayne replaced the scrap of paper in the bag and rose. I'll drive you to the hotel, he said.

It was a little after midnight when they reached the Splendid Hotel. As they entered the lobby, Shayne said,

– Suppose you go up to wait for your call. I'll nose downstairs a while and join you in half an hour.

– Very well. Our room is 610.

Shayne crossed the lobby to a nail-studded leather door. He knocked and entered.

A pudgy man, seated at a desk, looked up at him with a smile.

– Hi, Mike. What brings you here?

– Hello, Branson. Had any robberies lately?

– Do you mean that crazy Spanish Duchess and her quarter-million-dollar diamond? asked the security officer.

– Yes. How did it happen?

– It was a benefit concert in the main ballroom. A hundred or more guests were present. It happened at the punch bowl. A dame stumbled into the Duchess just as she was drinking a cup of punch. It spilled on her and there was a lot of confusion. A minute later she screamed that her medallion was missing. There were four persons close enough to steal it. A Mrs. Davis from Atlanta, who stumbled into her... insisted that she was pushed. A Myrtle Hodson, unemployed secretary. Lucille Lassale, the movie actress, and... John Tarleton, who registered here yesterday.

Gentleman John? Good Lord, Branson!

– Gentleman John Tarleton. With a record of arrests in every major world capital for suspected jewel thefts. Sure he got it. Right under my nose. I recognized him at once and grabbed him. We also grabbed the three women and they agreed to be searched, after we explained that John is suspected of always working with a woman confederate to whom he passes the loot. But it had no result.

– So he passed the diamond to some other woman before you got him?

– Yes. To any one of two or three dozen. He had sixty seconds. That's all Tarleton needs.

– Arrest him?

– How the devil could we? We had to let him go with an apology. All we can do is tail him and wait for him to contact his confederate. Monitor his telephone line.

– Any idea how many of your guests wear white fur coats?

– There were three at the concert. The Duchess, Miss Lassale and a woman from Boston. Mrs. Schoolman.

Shayne drew the evening bag from his pocket.

– I hoped that this bag had been reported stolen this evening. About nine o'clock.

– Sorry. Branson looked bewildered.

– Nothing like that was reported stolen. — Shayne said,

- See what you make of the paper inside.
- Three words underlined. Could be some sort of message.

A warning?

– Could be, agreed Shayne. You say you've got men on Tarleton. What were his movements this evening?

Branson picked up one of the papers and read: «Stayed in his room until eight. Down to lobby at eight twelve. Bought newspaper and cigar. Sat alone in chair and read until nine six. Spoke to no one. Went out at nine six where there was a crowd waiting for taxis. Stayed there, closely observed, for ten minutes. Returned to room».

Suddenly the telephone began ringing. Branson listened a moment while his pudgy face went white.

– I'll be up at once. Stay right there.

He put down the phone and told Shayne:

– Harold Schoolman has just been murdered upstairs.

The woman who confronted them in Room 610 was obviously fighting hard to hold back tears. She stepped aside to show them the body of her husband lying on the floor beside a small table where a portable typewriter stood. Schoolman's head was crushed, and the blood still flowed from the wound onto the carpet. A heavy, bloodstained whiskey decanter lay beside the body. From his position, it appeared that Schoolman had been seated in a chair before the typewriter, with his back to the door, when the fatal blow was struck. A single sheet of paper was in the typewriter with the figures 2 and 3 typed on it.

Schoolman had died instantly, and not more than ten minutes the detectives arrived. Mrs. Schoolman's white fur coat lay on the floor, with a pair of white gloves and an evening bag beside it.

– I returned from a party just a few minutes ago, she explained. I expected Harold to be in because he was expecting a telephone call. I rang the bell but he didn't answer. I thought he was on the phone, and used my key. He was... like that. She covered her face with both hands.

Shayne said:

– Branson, check Tarleton's room. - Is it on this floor?

– One above. Branson turned to the phone. Shayne looked down at the dead man and the typewriter.

– Did you or your husband use this machine, Mrs. Schoolman?

– I... mostly.

– What do the figures two and three mean to you?

– I don't know, she said.

Branson came from the phone. – Gentleman John has been on the phone in his room chatting with a friend in New York for the past twenty minutes.

Shayne nodded. He took out the evening bag that Schoolman had given to him and asked Alice Schoolman.

— Have you ever seen this before?

She looked at it with surprise.

— It's like mine on the floor. Isn't it the one Harold grabbed by mistake? Didn't he explain that to you?

— He told me. Shayne opened the bag and withdrew the scrap of paper. He also showed you this. Do you agree that these are proofreader's marks in the margin?

— I suppose so. He said they were. He was a publisher, you know.

Shayne told Branson:

— Ask the Duchess and Miss Lassalle to come here at once and bring their evening bags with them.

In a few minutes Branson turned from the phone.

— Miss Lassalle is out. Her maid insists that she has only jeweled evening bags. The Duchess refuses to come and denies owning such a bag like these.

Shayne was looking down at the scrap of paper and the two digits on the sheet in the typewriter.

— I think I know why Schoolman typed those two figures. Where is the private safe in this room?

Alice Schoolman pointed to a silver dial in the wall above the divan. Shayne went to it, asking her,

— What is the combination?

— I don't... know. Harold set it this morning and didn't tell me.

— Can you get the combination? he asked Branson.

— Not a chance. Each guest sets his own. It's a simple one. Just two figures on the dial. You make two full turns to the right and stop. Then back to the second figure you've chosen.

Shayne turned the dial two full circles to the right, stopped on two and started to turn back to three.

— Not that way, said Branson. The first digit has to be larger. You can't turn back past zero.

Shayne made two more full turns, stopped at three. He turned back to two. Nothing happened. He glanced at Alice Schoolman. She was pale and frightened.

Shayne went to the typewriter and studied the scrap of paper again. Then he pressed one of the keys of the typewriter. An eight appeared next to the two and three already on the sheet. He pressed another key and had four figures in a row: two, three, eight, four.

He told Branson:

— That's the real message that was hidden in the bag. Not the three underlined words. They were camouflage to draw attention away from the four penciled symbols in the margin. Quotation marks, a space symbol, single quote, a dollar sign...

He pointed to the symbols on the top row of the top line of keys.

– A beautifully simple code. The same key that has quotes is also the figure two. The space symbol is a three. A single quote and a dollar sign – eight and four.

– So what? asked Branson.

– Try eight and four on the wall safe, said Shayne. When it opens, reach inside and take out the diamond medallion that Gentleman John snatched this afternoon and passed on to his confederate for safe keeping while he was being searched.

Branson was on his way to the safe when Alice Schoolman rushed to him like a fury, crying hysterically.

– She had to kill her husband, Shayne told Branson later.

As soon as she entered the room and saw the sheet of paper in the typewriter with the two and the three typed on it. He'd evidently remembered the proof marks and just noticed the position of those symbols and numbers on the top row of keys. Twenty-three and the combination to the safe.

– What was the twenty-three for? asked Branson.

– Twenty-three hours. Eleven o'clock. Those were the two items of information she had to pass on to Tarleton after bringing the diamond up and putting it in her own safe this afternoon. The two things they couldn't set beforehand when they planned all this in Boston where Tarleton picked her as his confederate. They couldn't afford to see each other or speak together in the hotel, yet Tarleton had to know when the room would be vacant and the safe combination.

Tarleton knew he'd be watched every moment after the robbery, and bought her another evening bag as a means of passing the information. She had them both with her when she went down tonight.

Imagine how Tarleton must have felt when he followed her from the lobby to pick up the information... and had to stand helplessly by while her husband snatched the bag from her in front of his eyes. To teach his wife a lesson on the perils of carelessness, Shayne ended sardonically.

Note:

upsetting experience

гіркий досвід

I saw the bag just begging to be stolen.

Я побачив, що сумка просто напрошується на те, щоб її вкрали.

She had tucked the bag in the crook of her white fur sleeve.

Вона сунула сумочку за вилоги свого білого хутряного рукава.

to mistake smb for smb different

приймати когось за іншу особу

<i>Is there some identification inside?</i>	Чи є всередині щось, що вказувало б на власника?
<i>margin</i>	поле (сторінки)
<i>galley proof</i>	гранка
<i>proofreader's corrections</i>	коректорська правка
<i>quotation marks</i>	лапки
<i>the symbol for more space</i>	знак, що означає пропуск
<i>single quote</i>	одинарні лапки
<i>nail-studded leather door</i>	оббиті шкірою двері
<i>punch bowl</i>	келих з пуншем
<i>to stumble into smb</i>	випадково штовхнути когось
<i>With a record of arrests in every major world capital for suspected jewel thefts.</i>	З цілим списком арештів у всіх великих столицях світу за підозрою в крадіжці коштовностей.
<i>to grab</i>	затримати
<i>woman confederate</i>	спільниця (співучасниця)
<i>bewildered</i>	збентежений, спантеличений
<i>was obviously fighting hard to hold</i>	очевидно, із всіх сил намагався
<i>back tears</i>	стримувати сльози
<i>bloodstained</i>	закривавлений
<i>decanter</i>	графин
<i>when the fatal blow was struck</i>	коли був нанесений фатальний удар
<i>denies owning such a bag like these</i>	заперечує наявність подібної сумочки
<i>They were camouflaged to draw attention away from the four penciled symbols in the margin.</i>	Це було хитрістю, щоб відвернути увагу від зроблених олівцем чотирьох знаків на полі.
<i>fury</i>	фурія
<i>picked her as his confederate</i>	вибрав її собі в спільники
<i>peril</i>	небезпека

SUGGESTED ACTIVITIES

A. Choose the correct answer:

1. What did Mr. Schoolman tell Shayne?
 - a) He told him that someone had stolen his wife's bag.
 - b) He told him that he had stolen a bag.
 - c) He told him that he had stolen the Montalba diamond.
2. What was there in the bag?
 - a) There was a piece of a letter in it.
 - b) There was a piece of a newspaper in it.
 - c) There was a piece of a galley proof in it.
3. Who was Gentleman John?
 - a) He was a private detective.
 - b) He was a famous thief.
 - c) He was the owner of the Splendid Hotel.
4. Who could steal the diamond medallion, in Branson's opinion?
 - a) It was Mrs. Schoolman who could do that.
 - b) It was Miss Lassalle who could do that.
 - c) It was Tarleton who could do that.
5. What did Branson learn answering the telephone?
 - a) He learned that the medallion had been found.
 - b) He learned that Mr. Schoolman had been murdered.
 - c) He learned that Tarleton had escaped from the hotel.
6. What was Schoolman doing when the blow was struck?
 - a) He was trying to open the safe.
 - b) He was speaking on the phone.
 - c) He was typing.
7. Where was Tarleton at the moment of the murder?
 - a) He was in the Schoolmans' room.
 - b) He was in his room.
 - c) He was in the lobby.
8. Who put the medallion into the safe?
 - a) It was Alice Schoolman who did that.
 - b) It was Harold Schoolman who did that.
 - c) It was Tarleton who did that.
9. What did the symbols in the margin of the paper mean?
 - a) They meant the safe combination.
 - b) They meant the time when the room would be vacant.
 - c) They meant both the safe combination and the time when the room would be vacant.

B. Say if you agree or disagree and support your point of view:

1. Mr. Schoolman said that he had snatched his wife's evening bag because he was a kleptomaniac.
2. Alice Schoolman was very careful and she always used the chain not to lose her bag.
3. There were four persons close to the Duchess to steal the medallion.
4. Tarleton was known of always working alone.
5. When Schoolman and his wife were waiting for a taxi Tarleton was speaking on the phone in his room.
6. Tarleton and Alice Schoolman planned the robbery after they had met each other at the hotel.
7. Alice Schoolman killed her husband because he had learned what the symbols in the margin meant.
8. The underlined words were camouflage to draw attention away from the four symbols in the margin.

C. Paraphrase the following sentences in English:

1. This is the most upsetting experience in my life.
2. I want you to return the bag without publicity.
3. I'll nose downstairs.
4. A dame stumbled into the Duchess.
5. He got it right under my nose.
6. See what you make of the paper inside.
7. You've got men on Tarleton.

D. Translate the following sentences using these verbs: *to teach, to beg, to shoulder, to mistake, to hold back, to mean, to own.*

1. Я вирішив надати їй урок.
2. Я побачив, що сумочка просто напрошується на те, щоб її вкрали.
3. У цей момент кілька людей протиснулися між нами.
4. Ви прийняли іншу жінку за вашу дружину.
5. Вона намагалася стримати сльози.
6. Ці цифри вам що-небудь говорять?
7. Герцогиня заперечує, що у неї є подібна сумочка.

E. Translate the following sentences using these nouns and adjectives: *experience, sight, effect, wrong, mark, confusion, eyes.*

1. Я здійснив свій план.
2. Це був найбільш прикрий випадок у моєму житті.
3. Я випустив її з очей.
4. Ви схопили не ту сумочку.
5. Він вказав на позначки олівцем.
6. Виник великий переполох.

F. Think and answer:

1. Why did Tarleton get the nickname Gentleman John?
2. Do you think it was necessary for Alice Schoolman to kill her husband?
3. Why didn't she get rid of the sheet of paper in the typewriter?
4. Suppose Harold Schoolman had opened the safe just before his wife returned. What would be the end of the story then?
5. Do you think that the way Tarleton used to get the information is very complicated? If so, why did he choose it?

G. Write down all the facts related to the crime, in chronological order.

H. Write down all the questions you would ask Mrs. Shayne at the interrogation. Act out this interrogation.

I. Work in pairs: Imagine one of you is a lawyer and the other is Tarleton. Act out their talk after Tarleton has been arrested.

J. Write out all the words pertaining to law and law enforcement.

THE WIND AND THE RAIN

(By S. H. Burton)

It is winter in Stratford-on-Avon. The visitors have gone away and the town is quiet. It is a dark night in February. The wind blows through the empty streets. It blows rain against doors and windows. The boats dance up and down on the River Avon.

The big river is full and strong. It moves quickly under Clopton Bridge. Near the Royal Shakespeare Theatre the water is deep and brown.

The front of the theatre is dark. At the back some lights are shining. The actors are working. They are rehearsing plays for the spring and summer. The theatre will open again in March and the crowds will return to Stratford.

Tonight the actors are rehearsing King Lear, and Julie has an important part in the play. She is Cordelia. They gave her that part because she was a good Ophelia in Hamlet.

So Julie is rehearsing at the theatre and I am sitting in my study. I am reading, but I often look at the clock. I expect she'll come in to have a drink and a talk. An actor's work is very hard, and I expect she's tired. I know she's good at her job, but she is rehearsing all the time.

I look at the clock again. «She'll be here soon», I think. «I hope she's all right. I know she'll be tired».

Then I think, «You're being stupid. Of course she'll be alright. Read your book». But I listen to the wind and the rain and I think about Julie.

There was a knock at the door and I ran to open it. It was Julie. Her face and hair were wet, and the rain ran down her coat.

«You're cold», I said. «Come into the study. It's warm there. We'll have a drink, and then I'll drive you home». She took off her wet coat and sat in a chair near the fire.



«You're tired, Julie. What's wrong?»

«I'm afraid, John».

«Afraid? What are you afraid of?»

«A man followed me tonight. It's happened before — always at night — when I leave the theatre late. He waits for me and he follows me. I saw him tonight. He was in the street under a tree near the theatre gardens. He followed me here. Then you opened the door and he went».

«Went? I don't understand. Where did he go?»

«I don't know. Suddenly, he wasn't there. He just went. The street was empty again».

«Did you see his face? «

«Oh, no! He never shows his face. He wears a big hat. He pulls it down, so it hides his face. He's tall, I can't tell you much about him».

«How often has this happened?»

«Three-four times — I think».

«When did it start?»

«A month ago — in January. They gave me Cordelia's part then, and the letters began to arrive too».

«Letters?»

She opened her handbag and she gave me a letter. «This one came this morning».

I read the letter: «Cordelia dies in the play. Remember? Now you are Cordelia, so you must die — soon».

«Nasty!?» I said. «Very nasty! And the other letters?»

«I've had four, but I haven't got them now. I tried to forget them. All the letters said I'm going to die soon».

I gave Julie another drink and I went to get my coat. «Come on!» I said. «I'll drive you home now. We'll talk about this tomorrow. Meet me in the Grey Goose at lunchtime».

I opened the front door. Julie gave a little cry: «John, he's there!» She pointed down the street, «There — near the lamp, that one near the church!»

I looked at the street lamp but the wind drove the rain into my eyes. I couldn't see him.

«That's not a man, Julie. It's a shadow. The street is full of shadows».

«John, he is there. He's moving. Now! That's not a shadow. Oh, John, please believe me!»

«Get back into the house, Julie. Sit in the study and wait for me. I'll be back».

I ran down the street. A shadow moved near the church lamp — out into the street. But it wasn't a shadow! It was a man, a tall man.

«Stop! Who are you? I want to talk to you». I ran down the street and the man ran away from me. It wasn't easy to see through the rain.

He ran down the street into Old Town. Then he jumped over the low wall into the theatre gardens.

I lost him in the trees. I saw him again near the theatre. I lost him again in the rain. I stopped and I looked round. I could hear the river on my right. I couldn't see. The rain was in my eyes.

There — behind me! No — another shadow! Near me — in those bushes near the river? I moved slowly, quietly. Then I jumped. But the bushes were empty. I didn't move. I listened. What was that sound? A cry? No! — only the wind and the rain and the noise of the angry river. I looked down at the deep brown water. I was wet and cold and tired. The man had gone. I went home.

Next morning, I arrived at the Grey Goose early and I sat down at a table in the corner.

«Julie will be here soon», I thought. «She'll leave the theatre at one o'clock. The Grey Goose is only two minutes' walk from the theatre».

I got a drink and I looked round. The Grey Goose is a nice pub — a happy place. The actors often have a drink there.

They know they'll meet their friends in the pub. Lots of actors give the pub their photograph and they write a nice message on it. They like to say «thank you» to the pub. A lot of actors' photographs are on the walls of the Grey Goose — photographs of old actors and photographs of young actors — actors of today and actors of yesterday. Julie's photograph was there and her message was on it: «Yours sincerely — Julie Forsbrook».

There were a lot of people in the pub that day. They laughed and talked and called to their friends. I knew a lot of them, but I didn't want to talk. I wanted to think.

«Who was that man last night? I believe he's dangerous. I think he's sending those letters to Julie. They're dangerous too. She's afraid. She's afraid of him and she's afraid of those letters. «Cordelia dies». In Shakespeare's play Cordelia dies. She is young and beautiful and good — but she dies. «Now you are Cordelia, so you must die». That man wants to hurt Julie. Why? Because she's Cordelia? That's stupid! But he's dangerous. I've got to stop him. But how? Who is he? I don't know and Julie doesn't know, so what can I do? Maybe he's in here now — in the Grey Goose. Perhaps he's watching me. Perhaps he's waiting for Julie».

I looked at the people in the pub. «No! I couldn't believe it! Did any man here hate Julie? Did any man here want to hurt because she was Cordelia? Did any man here send her those letters and follow her at night? No. It wasn't possible».

Then Julie came in. She walked across the room and sat down. Her face was white. She wasn't very well — I could see that. But she was brave and she smiled at me.

«What am I going to do, John? He's trying to hurt me because I've got Cordelia's part in the play. Why? Who is he?»

«I don't know, Julie, but I believe he's dangerous. Have you got that letter?»

«Yes. It's here — in my handbag». «I think you must take it to Tom Smith and you must tell him all about it. He'll help you. He's a good friend and he's a clever policeman. He'll find this man».

«Must I? Oh, yes, I suppose I must tell Tom about it. But I don't want to. Tom won't find him quickly. How can he?»

«There'll be a lot of questions. There won't be time for my work. I know I'll work badly. I'm rehearsing badly now. I suppose I really want to forget it. Let's suppose it hasn't happened. Let's forget it. Maybe it won't happen again».

«Perhaps you do want to forget it, Julie. But you can't, can you? It has happened. Why? I don't know. But this man's dangerous and you're afraid of him. You know you are. I understand. I'm afraid of him too. I'm afraid he'll hurt you. Suppose you don't tell Tom about it? What happens? I'll tell you — more letters — more shadows in the night. He won't stop. He hates you because you're Cordelia. We must find him».

Julie was quiet. I think she agreed with me. Tom Smith was our only hope.

«Today?» I asked. «You'll see Tom today? I'll go with you».

I believe she agreed, but she didn't speak. She didn't answer me because Henry Makepeace came to our table.

«Hello, Julie!» he said. «Hello, John». He sat down and I went to buy him a drink.

Henry is an old friend. We often see him in the Grey Goose. He's an old man and he's known the theatre and the actors for a long time. He often talks about them and we like to listen to his stories.

I went back to our table and I put his glass in front of him. «What's wrong, Henry?» I asked. «Aren't you well?»

«Henry's just heard some bad news», Julie said. «He started to tell me about it».

«Yes», Henry said, «it is bad news. I'm very sad about it. An old friend of mine — Fitzroy Blount — I've heard bad news about him. He was an actor here, in Stratford, years ago. You never saw him in the theatre. Perhaps you've never seen him in the town. He lives in a quiet little house in Scholar's Lane and he doesn't often go out. I think I'm his only friend, but he had a lot of friends once. He was a good actor — a very good actor — and then...»

We waited, but Henry was quiet.

«Do you really want to tell us?» Julie asked. «Don't talk about it, Henry. You're very sad».

«I'll be all right. I want to tell you. Years ago, he had a terrible crash in his car. The crash hurt his head terribly and he very nearly died.

The doctors worked hard, but he was ill for weeks. After the crash, he was never really well again. He had to leave the theatre».

«What a sad story». Julie put her hand on Henry's arm. «I'm very sorry».

«Yes», he said slowly, «it's a terrible story. He loved a beautiful young actress — Helen Page — and she loved him. Helen really did love him. But she had to leave him because she was afraid of him. After the crash, his head often hurt him terribly. At those times, he was always angry and dangerous. He shouted at Helen and he often hit her. Helen tried to talk to him, but he didn't listen. She wanted to help him, but in the end she had to leave him. I understood — but of course he didn't».

Henry stood up and he took a photograph off the wall. «This is his photograph», he said. «He was a young man then and he was happy. He was Edmund in King Lear. Helen was Cordelia».

I looked at Julie, but her eyes were on Henry. He held the photograph in front of him, and I couldn't see the face. «Show it to me», I said. «I want to see him». He put it in my hands. It was the photograph of a happy young actor. And there was a message at the bottom of the photograph: «To all my friends at the Grey Goose — Fitzroy Blount».

I gave the photograph to Julie. «Look at the message», I said. «Then look at the letter in your handbag. Fitzroy Blount wrote the message on the photograph and he wrote that letter to you. We've found our man».

Henry Makepeace didn't hear. He stood quietly near Julie's chair and his eyes were wet.

«My unhappy old friend!» he said, «I'll never forget him. The police telephoned me an hour ago. They found his body in the river early this morning. They think he fell in last night. It was a dark night, full of wind and rain. You remember last night?»

«Yes», I said. «I remember».

Note:

<i>It blows the rain against doors and windows.</i>	Він б'є дощем по вікнах і дверях.
<i>river is full and strong</i>	річка є повноводною і швидкою
<i>The Royal Shakespeare Theatre</i>	Королівський Шекспірівський Театр
<i>the part in a play</i>	роль у виставі
<i>to rehearse</i>	репетирувати
<i>to follow</i>	слідувати за кимось (стежити)

<i>to pull a hat down</i>	натягувати шапку на обличчя
<i>at lunchtime</i>	під час другого сніданку
<i>she gave a little cry</i>	вона тихо закричала
<i>a shadow</i>	тінь
<i>is only two minutes walk from</i>	у двох хвилинах ходу від
<i>yours sincerely</i>	щиро ваш
<i>to hurt somebody</i>	завдати комусь болю
<i>a crash</i>	аварія
<i>the rain was in my eyes</i>	дощ осліплював мене

SUGGESTED ACTIVITIES

A. Choose the correct answer:

- The lights were shining at the back of the theatre because
 - the actors were playing.
 - the actors were rehearsing.
 - the guard was sitting there.
- The letters began to arrive when Julia
 - started dating with John Bernard (the author).
 - moved to Stratford-on-Avon.
 - started her work on the part of Cordelia.
- Julia was afraid because
 - some man was sending her letters.
 - she couldn't play the role of Cordelia well.
 - her boy-friend wanted to kill her.
- Henry Makepeace was
 - the author of the letters.
 - the landlord of the Grey Goose.
 - the friend of the author of the letters.
- The man's name
 - became known because he wrote a message on his photo.
 - was found by Henry Makepeace.
 - was found by the police.
- Fitzroy Blount wanted to hurt Julie because
 - she was his girl-friend.
 - played the role his girl-friend had played.
 - played the role of Cordelia badly.

B. Say if you agree or disagree and support your point of view:

1. Julie has an important part in the play. She is Cordelia.
2. Julie is afraid because she has seen her old enemy.
3. The letters began to arrive to the actress one year ago.
4. The author of the letters was in love with Julie.
5. John Bernard had a fight with the author of the letters.
6. Julie and John decided to call the police.
7. Fitzroy Blount was an actor in the same theatre years ago.
8. After the crash Mr. Blount became angry and dangerous.

C. Answering the questions explain the meaning of the underlined words:

1. The big river is full and strong.
Is water deep or shallow in this river?
2. She is good at her job.
Does she play well or badly?
3. It wasn't easy to see through the rain.
Did he want to see the rain drops or someone in the dark rainy street?
4. ... he's dangerous.
Would you like to meet this man in the dark street?
5. ... he very nearly died.
Did the man die?

D Write down the names of London streets, squares, areas, theatres, etc. mentioned in the text. Say what you know about each of them.

E. Answer the following questions:

1. Has Julie seen the man's face? How did he look like?
2. Why was Fitzroy Blount trying to hurt the actress?
3. What has happened to the old actor?
4. Was John Bernard guilty of Mr. Blount's death?
5. How did John find the author of the letters?

F Translate the following sentences using these verbs: *to follow, to pull down, to hide, to loose, to believe.*

1. Сьогодні за мною хтось стежив.
2. Цей чоловік ховає своє обличчя.
3. Я вважаю, що він небезпечний.
4. Я загубив його між деревами.
5. Він натягує шапку на обличчя.

G. Translate the following sentences using these nouns, adjectives and adverbs: *crash, dangerous, sincerely, part, shadow, cry*:

1. Після аварії він став злим і небезпечним.
2. Щиро ваша – Джулія.
3. Джулія отримала роль Корделії у виставі місяць тому.
4. Це не людина, це просто тінь.
5. Джулія тихо закричала.

H. Write down all the facts related to this crime, in chronological order.

Here is an example:

- 1 Fitzroy Blount was an actor in Stratford some years ago.
- 2 He had a terrible crash in his car.

I Think and answer:

1. How do you understand the title of the fiction?
2. What kind of fiction is the story? (Prove your answer.)
3. What are the main characters of the story?
4. Imagine you are Julie. Would you show the letters to the police after Mr. Blount's death?
5. Suppose that John Bernard caught up with the actor. What would his action be in this case?
6. Did Mr. Blount fall into water by accident or did he commit a suicide?

J. Give a brief summary of the story.

K. Work in pairs. Discuss the sentence Mr. Blount could have.

PROFESSOR GILPIN'S BOOK

(By S. H. Burton)

I sat at my desk and looked through my study window. It was a summer afternoon. The sun shone on my front garden. It shone on the people in the narrow street and on the crowds near the Royal Shakespeare Theatre. It shone on the River Avon and on the boats on the river. I sat there and I looked at the people and the theatre and the river. Then I looked at my watch — half past two.

«I mustn't go out», I thought. «Amos Brown will soon be here».

I didn't know Amos Brown. He telephoned me that morning, at breakfast time. It was a stranger's voice, but strangers often telephone me. They don't know me, but they know about my work — my books about Shakespeare.

In summer, Stratford-on-Avon is full of visitors and a lot of those visitors are university teachers and students. They see Shakespeare's plays at the theatre and they read books in the Shakespeare Library. They visit Stratford's old houses and churches. A lot of these teachers and students come to see me. They ask me questions and they talk to me about my books. Hundreds of people read my books, so I expect to hear strangers' voices on the telephone.

«You don't know me, Mr. Bernard», the voice said. «But Professor Gilpin told you about me — in his letter. My name is Amos Brown.

I am Professor Gilpin's assistant. I help him with his work at South Zone University».

«That's right», I answered. «Professor Gilpin wrote a lot about you in his letter».

«I want to visit you, Mr. Bernard. I'm staying at The Greenhill Arms, so I can walk to Bernard's Croft in five minutes. I'll come now».

«I'm sorry, Mr. Brown. I can't see you this morning. I'm busy. Come tomorrow at —»

«I can't. I'm sorry. I have to leave Stratford tomorrow. I have to go back to London and then I'm flying back to New York on Thursday».

«All right», I said. «I'll see you this afternoon — at quarter to three».

«Good! Thank you. I want to see your house. I've read a lot about it. And you can give me Professor Gilpin's book. I'll take it back to him».

I put the telephone down. I was angry. I didn't like the arrangement. Amos Brown was in a hurry, but I was busy too.

«He didn't have to hurry me», I thought. «Why didn't he telephone me yesterday? I don't know Amos Brown, but I don't like him!»

And the book — I thought about that too. It was a very old book. Professor Gilpin sent it to me. He asked me to examine it carefully.

He wanted a report on it. «I bought it in London», he wrote. «I bought it at a book market and I didn't give a lot of money for it. Please examine it and give me a report. Is it a fake or is it valuable?»

I examined it carefully. It wasn't a fake. It was valuable — very valuable. I sent Professor Gilpin my report. It pleased him and he wrote me a letter about it.

I read the professor's letter again. Amos Brown was right. The professor wrote, «Please give my book to my assistant, Amos Brown. He'll bring it back to New York for me».

But I wasn't happy. At half past two that afternoon I sat at my desk and I thought about the book. «What's wrong?» I thought. «Why don't I want to give Professor Gilpin's book to Amos Brown? Am I angry because he's hurrying me? Because I don't like this arrangement? But I must give him the book. Professor Gilpin asked me to give it to him».

The door bell rang. Professor Gilpin's book was on my desk. I put it under another book. Then I put some papers over it. «You can't see it now», I thought. The bell rang again and I went to the door.

Amos Brown was a big man — tall — my size, and my age too. He smiled at me.

«Good afternoon, Mr. Bernard. I hope you aren't angry with me. I know you're a busy man and I've hurried you. I'm sorry. But I don't have much time. I've got to return to London tomorrow and I'm flying back to New York on Thursday».

«I know», I said, «You told me that on the telephone».

He sat down in my study and he looked round the room.

«You're a happy man, Mr. Bernard», he said. «You have a big study, hundreds of books and a wonderful old house».

«You didn't come here to talk about me» I answered. «How can I help you, Mr. Brown?»

He smiled. «Tell me about this wonderful old house. Why is its name Bernard's Croft?»

I didn't answer. He didn't speak. He sat and waited.

«What a strange question!» I thought. «Why did he ask me that? He's Professor Gilpin's assistant, so he's a Shakespeare student. All Shakespeare students know the story of this house. Why did he ask that question about its name? Doesn't he know the answer?»

He moved his chair nearer to my desk. I didn't speak. He looked at the papers and the books on my desk. Then he said, «This house is very old, isn't it?»

«Oh yes! Bernard's Croft is very old. But you know its story, don't you?»

«Yes — of course. But I'd like to hear the story again — from you».

«All right», I answered slowly. «I'll tell you. Shakespeare owned this house. He owned other houses in Stratford as well. He didn't live in this one. He lived in his big house — New Place. You can see the garden of New Place between Chapel Street and Chapel Lane, but the house has gone».

«Yes, I know. I've seen the garden».

«Shakespeare left his Stratford houses to his daughter Susanna, in his will. Then she left them to her daughter Elizabeth. Elizabeth was Shakespeare's granddaughter, of course».

«So Shakespeare's granddaughter owned this house? Wonderful! But why is its name Bernard's Croft? Why isn't it Shakespeare's Croft or Elizabeth's Croft?»

«Because Bernards have lived in this house for a very long time — since 1674».

«Wonderful!» Amos Brown said again. «Wonderful! But I don't understand. Shakespeare's granddaughter owned this house. How did the Bernards get it?»

«Elizabeth's husband's name was Bernard — Sir John Bernard. She left this house to him in her will. Then he left it to one of his sons. That son's name was John Bernard — not Sir John — and he came to live here in 1674».

«So Elizabeth's name was Bernard?»

«Yes. She was Lady Bernard».

«So you — John Bernard — you are — ?»

«What am I, Mr. Brown?»

«You are — Shakespeare's granddaughter was — she was your ancestor, wasn't she? Shakespeare was your ancestor!»

I didn't answer his question. «You're in a hurry, Mr. Brown», I said. «And I'm in a hurry too. We'll talk about ancestors another time».

«Yes. You're right. Thank you. I must go. The book, please. Professor Gilpin's book. I'll take it now».

«Ah yes! — the book. It isn't here».

«Not here? But he sent it to you. And I have to take it back to him».

«Yes. But it's very valuable, so I took it to my bank. I'll get it from the bank tomorrow».

«But I have to go to London tomorrow».

I stood up. «I know», I said. «There's a good train to London at twelve o'clock. Come here at eleven. The book will be here for you then. Good afternoon, Mr. Brown».

I shut the front door behind him and I returned to my study. I had to think.

Who was Amos Brown? He wasn't Professor Gilpin's assistant. He wasn't really a Shakespeare student. How did I know that?

Because he didn't know the facts about Shakespeare's granddaughter. All Shakespeare students know these facts.

Elizabeth had two husbands, but she didn't have any children. Her first husband's name was Thomas Nash. He died. Her second husband was Sir John Bernard, and she was his second wife. He and Elizabeth didn't have any children, but Sir John Bernard and his first wife had children. One of Sir John Bernard's sons came to live in Bernard's Croft in 1674, but he wasn't Elizabeth's son. He was the son of Sir John's first wife. Shakespeare wasn't his ancestor. Elizabeth died in 1670 and that was the end of Shakespeare's family.

No — Amos Brown didn't know the facts, so he was not Professor Gilpin's assistant.

The telephone was on my desk. «Hello!» I said. «Stratford police station? My name is John Bernard. I want to speak to Detective-Sergeant Tom Smith, please. Yes — John Bernard — that's right».

We talked quickly. Then — «Good!» I said. «Thank you, Tom. At quarter to eleven tomorrow — here — at Bernard's Croft — I'll see you then. Goodbye».

Tom sat down in the dining room. «I'll wait here», he said. «He won't see me. Then I'll come into your study».

At eleven o'clock, Amos Brown rang the bell. I opened the door.

«Good morning, Mr. Brown. Come into the study, please. I'm not in a hurry today. I'll tell you about Shakespeare's family now. Sit down».

He walked into the study, but he didn't sit down. He stood near my desk. «I won't sit down, thank you. I haven't time to talk. My train leaves at twelve o'clock. The book, please — Professor Gilpin's book».

The study door opened. Tom came into the room and he put his hand on Amos Brown's arm.

«Who's this?» Brown asked. He moved to the door. «I'm going», he said.

«You aren't», said Tom. «Sit down». «This is Detective-Sergeant Smith of the Stratford police», I said. «Who are you? You aren't Amos Brown».

He sat down. Then he said slowly, «No, I'm not Amos Brown. I'm Frederick Brown. Amos is my brother. He's in London. He's ill — in bed — in my house».

«Go on», said Tom. «Tell us your story».

«Amos flew over from New York and he came to see me in London. He was ill. I helped him into bed. I saw some letters in his case. I took them out and read them. There were copies of Gilpin's letters to you, John Bernard, and copies of your letters to him. So I knew about the professor's valuable book and I knew your name and

address. I put the letters back in Amos's case. Then I got a doctor for him and I came to Stratford — for the book».

«All right, Frederick Brown», said Tom. «We're going to the police station now».

Brown stood up. «Amos doesn't know about this», he said. «I didn't tell him about it».

At the study door, he stopped. He looked at me. «The book was here yesterday, wasn't it? Why didn't you give it to me?»

«Because I knew you weren't Professor Gilpin's assistant», I answered. «You didn't know the facts about Shakespeare's granddaughter Elizabeth. All Shakespeare students know those facts. Your brother Amos knows them. Elizabeth didn't have any children, so she wasn't my ancestor».

I showed him the book on my desk. «This book isn't a fake, Frederick Brown, but you are. Next time, you must learn the facts».

Note:

<i>I expect to hear strangers' voices on the phone.</i>	Я звик до телефонних дзвінків невідомих людей.
<i>assistant</i>	асистент, помічник
<i>I'm staying at The Greenhill Arms</i>	я зупинився в готелі «Грінхіл Армз»
<i>arrangement</i>	домовленість, угода
<i>to examine</i>	перевірити, оглянути, дослідити
<i>he wanted a report on the book</i>	він хотів отримати висновок щодо книжки
<i>a fake</i>	підробка
<i>to be angry with smb</i>	сердитись на когось
<i>to own a house</i>	володіти будинком, бути власником
<i>the house has gone</i>	цей будинок знесли
<i>an ancestor</i>	предок
<i>tell us your story</i>	розкажіть нам, як усе трапилось
<i>I helped him into bed</i>	я допоміг йому лягти в ліжко

SUGGESTED ACTIVITIES

A. Say if you agree or disagree and support your point of view:

1. Professor Gilpin is Shakespeare's ancestor.
2. Mr. Gilpin's assistant came to London to read books in the Shakespeare's Library.
3. Mr. Bernard came to the conclusion that professor's book wasn't a fake.
4. Mr. Bernard was angry because he didn't want to return the book to the owner.
5. Amos Brown didn't know the story of the old house named Bernard's Croft.
6. W. Shakespeare was married and had two daughters.
7. Amos Brown was taken to the police station, because he wanted to steal the book.
8. Frederick Brown came to Stratford to help his brother.

B. Write down the key events of the fiction in chronological order:

1. John Bernard (the author) read Professor's letter again.
2. John Bernard made a telephone call to the police.
3. Mr. John Bernard was sitting in his study waiting for Amos Brown.
4. Fake Amos Brown was arrested.
5. Amos Brown came to meet John Bernard.
6. Frederick Brown told his story.
7. A man who called himself Professor Gilpin's assistant telephoned to the author and made an arrangement about the meeting.
8. John Bernard told «Amos Brown» the story of his house.
9. John Bernard understood that the man who had come to him wasn't Amos Brown.

C. Correct the expressions using the underlined words in your own sentences:

1. I cannot believe that you are a fake of Shakespeare, his granddaughter had no children.
2. The book is really valuable but professor needed a Shakespeare student on it.
3. The man willed the room and smiled.
4. She left the house to her husband in her ancestor.

D. Answer the following questions:

1. What motives was Frederick Brown guided by in behaving as he did?
2. What is the main idea of the story?

3. Which episodes, in your opinion, can be treated as the key episodes illustrating the author's intention? Explain, prove it and give examples.
4. Does the story have a happy end?
5. Was a different end possible? Under what circumstances?
6. Formulate the main idea of the story and explain whether it has anything in common with the title.

E. Translate the following sentences using these words: *report, to go, to look round, story, to own.*

1. Він хотів отримати мій висновок щодо цієї книжки.
2. Цей будинок знесли.
3. Він оглянув кімнату.
4. Розкажіть нам, як усе трапилось.
5. Він був власником інших будинків у Лондоні.

F. Supply the English equivalents from the text for the following Ukrainian words and word combinations:

Підробка, предок, факти з життя Уільяма Шекспіра, кінець роду Шекспіра, цінна книжка, асистент.

Use them in the sentences of your own.

G. Ask all possible questions:

1. All Shakespeare students know the story of this house.
2. So his granddaughter owned this house.
3. Amos Brown was a big man– tall– my size, and my age too.
4. Because the Bernards have lived in this house for a very long time – since 1674.
5. So I knew about the professor's valuable book and I knew your name and address.

H. Read and learn some quotations from Shakespeare's plays. Try to find Ukrainian equivalents. Express your opinion about the quotations. Which of them can be used to describe the story?

- All the world's a stage and all the men and women merely players (*W. Shakespeare, «As you like it»*).
- Brevity is the soul of wit (*W. Shakespeare, «Hamlet»*).
- To be or not to be: that is the question (*W. Shakespeare, «Hamlet»*).

I. Think of the title of the story. Which of the following proverbs or idioms can be used for this purpose?

1. As you sow, you shall mow.
2. Luck is on one's side.
3. Lucky dog.
4. Honesty is the best policy.
5. After dinner comes the reckoning.

J. Work in groups. Dramatize the following episodes. Be ready to add your own arguments and counter-arguments supporting your position on the situation.

1 The final episode of the text when Frederick Brown tells his story and admits his mistake.

2 The conversation between Frederick Brown and his brother after his returning home.

THICKER THAN WATER

(By Henry Slesar)

The police record had Benjy Blesker's age down as seventeen. He looked younger. Vernon Wedge wasn't taken in by it; he had seen too many innocent, baby-faced, icy-hearted killers.

When Vernon walked into the prison ward, Benjy asked him for a cigarette.

Vernon hesitated, then offered the pack.

Benjy lit up and said: «You the lawyer my old man hired?»

«That's right, my name's Vernon Wedge».

«When do I get out of here?»

«You don't, not until the trial».

«When's the trial?»

«Don't rush it», Vernon said. «We need every minute of delay we can get. Don't think this is going to be easy».

Benjy leaned back. «I didn't cut that guy,» he said evenly. «I didn't have anything to do with it. I swear I didn't kill him!»

«Take it easy. I'm not making accusations, kid; that's the court's job. Now sit back and relax. I'm going over the story, from, the police side, and then you can tell me where they're wrong. Every little thing, understand?»

Benjy swallowed hard. Then he nodded.

«It was ten minutes to midnight on June 21», Vernon said watching him. «You and two other boys were walking down Thurmond Street; you came out of a cinema house. Kenny Tucker came out of a corner apartment building. You ran into each other, and there was a fight.

The next thing that happens, you and your friends start running down the street. Kenny falls down and tries to get to his house. There were people on the steps. They saw you running. They saw Kenny die, right in front of them. He had an eight-inch cut in his stomach...»

Benjy looked sick.

«Ten minutes later, the policemen caught up with you in your old man's store on Chester Street. The knife was still in your pocket». He paused.

«I didn't cut him», the boy said firmly. «All the rest is true. But I don't know who cut Kenny».

«All right», Vernon said, «So we Plead Not Guilty. I'll do everything I can to make it stick».

Vernon came to the courtroom on opening day with a heavy heart. Surprisingly, the first day didn't go badly.

But it was his only good day. On the second afternoon Wickers, the prosecuting attorney, started calling in the witnesses for the prosecution.

It was the third witness who did the most harm.

«No, Benjy isn't a bad kid», he said thoughtfully, «But he had a temper. And he never forgave Kenny Tucker for the beating he gave him».

«Then, in your opinion», the prosecuting attorney said triumphantly, «this might have been murder?» Not just a sudden fight, but a cold-blooded murder?»

Vernon was on his feet, shouting objections. The judge took his side at once, but the impression on the jury was made.

The fourth day was the worst of all. Wickers, waving the knife under Benjy Blesker's nose, got him to admit that it was his, admit that he was never without it, admit that he had it in his pocket – maybe even in his hand – the night of the killing. Wickers sat down, the case of the prosecution was stated.

One more day and the trial would be over.

Monday morning came. Vernon Wedge stood up and addressed the judge.

«Your Honour, something happened over the week end which is very important to this case, I ask the court's permission to introduce new evidence».

«What sort of evidence, Mr. Wedge?»

«It's a demonstration, your Honour. I think it will clearly establish my client's guilt or innocence».

Vernon faced the jurors.

«Ladies and gentlemen. This is the knife which was in the hands of Benjamin Blesker the night of the murder. This clean, shiny knife can tell the story of guilt or innocence. There is a test to show whether the knife has ever been touched with even one drop of blood. I want to prove once and for all whether I have been defending a boy falsely accused,

or a lying murderer. I propose to put this knife in the solution. If it remains clear you must do what is fair, and set him free».

Slowly he brought the knife down.

«You cannot make the test,» the judge said. «It's against the rules».

The jury was out less than an hour. When they returned, they declared that Benjamin Blesker was innocent.

Vernon was permitted to use one of the rooms for meeting with his client. It wasn't a victory celebration. The boy looked dazed and the happiness in old Blesker's face looked more like sadness.

«Now there's something we have to do». Vernon said. «Something to satisfy us all».

«What do you mean?» asked Mr. Blesker.

Vernon looked at the boy. Benjy wouldn't meet his eyes.

«I still don't know the truth and neither do you. Only Benjy here knows it».

He held out his hand.

«Give me the knife, Mr. Blesker. We're going to make the test the judge wouldn't allow. For our own sakes».

Blesker picked up the knife. He touched it thoughtfully.

«Of course», he said.

Then slowly he drew the knife across the back of his hand. Blood came out like a red river. He looked at the cut sadly, indifferently, and then handed the weapon to the attorney.

«Make your test», he said, «Make your test now, Mr. Wedge».

And as Vernon stared at him, he took his son's arm, and they left the room together.

Note:

<i>the police record</i>	поліцейський протокол
<i>don't rush it</i>	не поспішай
<i>I'm going over the story, from the police side.</i>	Я говоритиму про те, що трапилось, так, як це подано поліцією.
<i>he had an eight-inch cut in his stomach</i>	у нього була восьмидюймовою ножова рана в животі
<i>caught up with you</i>	затримали тебе
<i>we plead not guilty</i>	ми не визнаємо себе винними
<i>the witnesses for the prosecution</i>	свідки обвинувачення

<i>got him to admit</i>	примушував його зізнатись
<i>shouting objections</i>	висловлюючи протест
<i>to set him free</i>	звільнити його
<i>the boy looked dazed</i>	хлопець був приголомшений
<i>for our own sake</i>	заради нас самих
<i>Vernon faced the jurors</i>	Верном звернувся до присяжних
<i>the prosecuting attorney</i>	обвинувач

SUGGESTED ACTIVITIES

A. Say if you agree or disagree and support your point of view:

1. Kenny Tucker committed a suicide.
2. Benjy Blesker admitted that he had the knife in his pocket – may be even in his hand – the night of the killing.
3. Vernon Wedge was quite sure that Benjy was innocent.
4. The judge didn't allow to make the test.
5. Mr. Blesker believed his son, that's why he agreed to make the test.
6. The jury declared that Benjamin Blesker was innocent.

B. Paraphrase the following in English:

1. The boy looked dazed.
2. You ran into each other.
3. Vernon Wedge wasn't taken in by it.
4. I'll do everything I can to make it stick.
5. The police caught up with you in your old man's store.

C. Translate the following sentences using these verbs: *to rush, to plead, to introduce, to shout, to get to admit.*

1. Не прискорюй подій.
2. Ми не визнаємо себе винними.
3. Я прошу дозволу представити нові докази.
4. Я підвівся і висловив протест.
5. Він примусив мене зізнатись.

D. Translate the following sentences using these nouns and adjectives: *story, side, cut, stomach, heavy heart, innocent, sudden fight*:

1. Я описуватиму цей випадок з точки зору поліції.
2. У нього була ножова рана в животі.
3. Адвокат розпочав справу з тягарем на серці.
4. Це не була випадкова бійка.
5. Вони оголосили, що підсудний невинний.

E. Think and answer:

1. Imagine Benjy was sentenced to some years of imprisonment. What do you think about his life after returning home.
2. Do you feel sympathy to Benjamin Blesker and his father?
3. Who is to be blamed in this situation (Benjy himself, his family, the society he lives in, ...)?
4. What verdict did Benjy expect to hear? Did his face express happiness?
5. Why did Mr. Blesker cut his hand with the knife?
6. The author says that it was not a victory celebration. Do you agree?

F. Complete the following plan of the story:

- Kenny Tucker was murdered.
- Benjamin Blesker was detained on a charge of murder.
-
-

G. Retell the story according to the plan using the following expressions: *It's quite obvious..., there is no doubt..., I can't be sure...because..., judging by the context...*

H. Find out and list all the evidence showing that Benjy is guilty.

I. Work in pairs. Ask the group of students to think about and present a story:

What could be the real reason of Benjy's hatred and cruelty to Kenny Tucker?

J. Imagine you are the jurors. You can't reach an agreement in this case. Some of you return the verdict– guilty, the others – not guilty. Support your point of view.

K. How does the title of the story represent its context?

Which of the proverbs could be the title of this story? (Prove your answer).

- Little children, little sorrow, big children, great sorrow.
- Live and learn.
- Better later than never.
- Let sleeping dogs lie.
- What the eye doesn't see the heart doesn't grieve out.

FOR YOU, DARLING PATRICIA

(By Ruth Rendell)

– Six chests and one trunk will be enough, he said. If you deliver them tomorrow, I'll pack up the things and your people will be able to take them on Wednesday.

He made a note on a bit of paper.

– Fine, round about lunchtime tomorrow.

She was still sitting in the big arm-chair at the far end of the room. He made himself look at her and grinned pretending all was well.

– I couldn't believe, she said, that you'd really do it. Not until I heard you on the phone. You'll really pack up all those things and have them sent off to her.

He wasn't going to argue or make long defensive speeches. He lit a cigarette, thinking that the pubs would be opening soon and he could go out then and get a drink.

– I don't understand why you came here at all, she said.

He didn't answer. She went white.

– Just to get your things? Maurice, did you come back just for that?

– They are my things, he said evenly.

– You could have sent someone else. You could have written to me and asked me to do it...

– I never write letters, he said.

– As if I didn't know! You were in Australia for a year, and you never wrote to me once.

– I phoned.

– Yes, twice. The first time to say that you loved me and missed me and the second time, a week ago, to say you'd be here by Saturday and could I put you up. My God, I lived with you for two years, we were practically married, and then you phone and ask if I could put you up!

– Words, he said. How would you have put it?

– For one thing, I would have mentioned Patricia. I would not have the decency for that.

- I did tell you about Patricia.
- Not until after you'd made love to me first.

He thought that it had been a mistake. Of course he hadn't meant to touch her beyond the requisite greeting kiss. But she was very attractive and she seemed to expect it. Women never could understand about men and sex. And there was only one bed, wasn't there?

– You made love to me, she said. You were so passionate, and the next morning you told me that you'd got a resident's permit to stay in Australia, that you'd got a job, and that you'd met a girl you wanted to marry.

She got up and began slowly to pace the room. By a small table she stopped. There was a china figurine on it, a bronze paperknife, an onyx pen jar that matched the ashtray.

– All those things, she said. I looked after them for you. And now you are going to have them all shipped to her. The things we lived with. I can't believe it!

She picked up the china figurine and hurled it at him. It didn't hit him because he ducked and let it smash against the wall.

She flung herself onto the sofa and burst into sobs. He wasn't going to be moved by that — he wasn't going to be moved at all. Once he'd packed those things, he'd spend the next three months in Europe. A *free* man, free for the fun and the girls. After that, back to Patricia and a home and a job and responsibility. It was a glowing future which this hysterical woman wasn't going to mess up.

– Shut up, Betsy, for God's sake, he said. Then he went out because it was now eleven and he could get a drink.

In the night she had got up, found his wallet, taken out the photographs of Patricia, and torn them up. But she remembered her face, pretty and greedy, and she thought of those bright eyes widening as Patricia unpacked the chests and the trunk.

He would marry Patricia, of course, Betsy thought. That would be a nice wedding present to give her, along with all the pretty things in the trunk.

Well, why not? Why not rock their marriage before it had even begun? A letter. A letter to be concealed in, say, that blue-and-white jar. She sat down to write. *Dear Patricia* — what a stupid way to begin a letter even to your enemy.

Dear Patricia: I don't know what Maurice has told you about me, but we have been living here as lovers ever since he arrived. I mean we have made love, have slept together. Maurice is incapable of being faithful to anyone. If you don't believe me, ask yourself why, if he didn't want me, he didn't stay in a hotel. That's all. Yours — and she signed her name and felt a little better.

Six chests and a trunk arrived on the following day. The trunk was made of silver-coloured metal and had clasps of gold-coloured metal. It was rather big, and the lid fitted so securely that it seemed hermetic.

Maurice began to pack at two o'clock. He filled the chests with kitchen equipment and cups and plates, with books and clothes.

Betsy didn't help him. She watched, chain-smoking. He nailed the lids on the chests and on each lid he wrote his address in Australia. But he didn't write his own name. He wrote Patricia's. This wasn't done to needle Betsy but he was glad to see it was needling her.

He hadn't come back to the flat till one that morning, and of course he didn't have a key. Betsy had refused to let him in, and he had to sit in the car he had hired till seven.

– Don't forget your jar, said Betsy. I don't want it.

– That's for the trunk. All the pretty things are going in the trunk as a special present for Patricia.

He wrapped the onyx ashtray and the pen jar, the alabaster bowl, the bronze paperknife, the tiny Chinese cups, the tall glasses. He opened the lid of the trunk.

– I wish the customs to open it and confiscate things! Betsy shouted at him.

– As for the customs, he said, Patricia is a customs officer — didn't I tell you? I very much doubt if they'll even glance inside.

He wrote a label and pasted it on the side of the trunk. *Miss Patricia Gordon, 23 Burwood Park Avenue, Kew...*

– And now I'll have to go out and get a padlock. If you try to keep me out this time, I'll call the police.

When he had gone she put her letter in the blue-and-white jar. She expected him to close the trunk at once, but he didn't. He left it open, the lid thrown back, the new padlock dangling from the clasp.

– Is there anything to eat? he said.

– Go and find some other woman to feed you!

He liked her to be angry; it was her love he feared. He came back at midnight to find the flat in darkness, and he lay down on the sofa with the chests standing about him like barricades.

Suddenly Betsy came in. She didn't put on the light. She made her way between the chests, carrying a candle in a saucer which she set down on the trunk.

– Maurice.

– Go away, Betsy, I'm tired.

– Maurice, please. I'm sorry I said all those things. I'm sorry I locked you out.

– OK, I'm sorry too. Maybe I shouldn't have done it the way I did. But the best way for me is just to go. And now will you go away and let me get some sleep?

What happened next he hadn't expected. It hadn't crossed his mind. Men don't understand about women and sex. She threw herself on him and began kissing his neck, his mouth.

He gave her a savage push. She fell and struck her head on the side of the trunk. The candle fell off and died. He put on the light and she got up, holding her head where there was a little blood.

– Oh, get out, for God's sake, he said, and he manhandled her out, slamming the door after her.

In the morning, when she came into the room, with a blue bruise of her forehead, he was asleep. She shuddered at the sight of him. She began to get breakfast but she couldn't eat anything. When she went back to him he was sitting up on the sofa, looking at his plane ticket to Paris.

– The men are coming for the things at ten, he said as if nothing had happened, and they'd better not be late. I have to be at the airport at noon.

– You'd better close the trunk, she said absent-mindedly.

– All in good time. I've got a letter to put in yet.

– You never write letters.

– Just a note. One can't send a present without a note to accompany it, can one?

He pulled the jar out of the trunk, pulled out her letter without even glancing at it, and threw it on the floor. Making sure that Betsy could see, he wrote across a sheet of paper: *All this is for you, darling Patricia, for ever and ever.*

– Now I hate you, she said.

He took a large angle lamp out of the trunk and set it on the floor. He put the note into the jar and tucked it in between the towels and cushions. Then he turned round for the lamp. It wasn't there. She was holding it in both hands.

– I want you to give it to me, he said.

Suddenly she raised the lamp and struck him with it on the forehead. He staggered and she struck him again, and again, and again, raining blows on his face and his head. He screamed, covering his face with bloody hands. Then with all her strength she gave him a great blow and he fell to his-knees, rolled over and at last was stilled and silenced.

There was quite a lot of blood, though it quickly stopped flowing. She stood there looking at him and sobbing. She was covered with blood. She tore off her clothes and dropped them in a heap around her. For a moment she knelt beside him, naked and weeping, speaking his name, biting her fingers.

But self-preservation is the primal instinct, more powerful than love and sorrow, hatred or regret. The time was nine o'clock, and in an hour those men would come. Betsy fetched water in a bucket, detergent and a sponge. She thought of nothing, working hard.

When the carpet was clean, the lamp washed and dried and polished, she threw her clothes into the basket in the bathroom and had a bath. She dressed carefully and brushed her hair. Fifteen minutes to ten. Everything was clean, but the dead thing still lay there on a pile of reddened newspapers.

She opened the trunk, took out almost every thing Maurice had put in, drew the dead body closer to the trunk... Soon the dead was inside and the reddened newspapers covered him.

– I loved him, she said aloud, I hated him.

The men were punctual. They came at ten sharp. They carried the chests and the trunk downstairs.

When they had gone, Betsy sat down on the sofa. She looked at the angle lamp, the onyx pen jar and ashtray, the blue-and-white jar, the alabaster bowl, the glasses, the bronze paperknife and the little Chinese cups. She was quite calm now. She thought of the future, of the three months hence, and laughed. Miss Patricia Gordon, 23 Burwood Park Avenue, Kew, Victoria, Australia 3101. The pretty, greedy face, the hands so eager to undo that padlock to find the treasure within...

And now interesting that treasure would be in three months' time, like nothing Miss Patricia Gordon had seen in all her life! It was as well, so that she would recognize it, that it carried on top of it a note in a familiar hand: *All this is for you, darling Patricia, for ever and ever.*

Note:

<i>trunk</i>	дорожній сундук (скриня)
<i>to put smb up</i>	надати комусь притулок
<i>decency</i>	порядність
<i>Of course he hadn't meant to touch her beyond the requisite greeting kiss.</i>	Звісно ж, він збирався обмежитися тільки необхідним вітальним поцілунком.
<i>resident's permit</i>	дозвіл на постійне проживання
<i>to pace the room</i>	крокувати по кімнаті, міряти кімнату кроками
<i>china figurine</i>	порцелянова статуетка
<i>to fling oneself</i>	кидатись
<i>to burst into sobs</i>	заходитися від плачу
<i>incapable of being faithful</i>	нездатний бути вірним
<i>clasp</i>	застібка
<i>The lid fitted so securely that it seemed hermetic.</i>	Кришка прилягала так щільно, що здавалася герметичною.

<i>to chain-smoke</i>	курити одну сигарету за іншою
<i>bowl</i>	келих, кубок
<i>it hadn't crossed his mind</i>	це не спало йому на думку
<i>he gave her a savage push</i>	він грубо відштовхнув її
<i>bruise</i>	синець
<i>to shudder</i>	здригатись
<i>absent-mindedly</i>	неуважно
<i>angle lamp</i>	настільна лампа
<i>to stagger</i>	хитатись
<i>blow</i>	удар
<i>self-preservation</i>	самозбереження
<i>the three months hence</i>	через три місяці

SUGGESTED ACTIVITIES

A. Choose the correct answer:

- What did Maurice come to Betsy for?
 - He came to her to borrow money.
 - He came to tell her that he wanted to marry her.
 - He came to take away his things.
- To whom did Maurice want to send his things?
 - He wanted to send them to his sister.
 - He wanted to send them to his lover.
 - He wanted to send them to his parents.
- Why did Maurice want to go to Paris after leaving Betsy?
 - He had a very important appointment there.
 - He was going to visit his aunt.
 - He just wanted to amuse himself.
- How did Betsy happen to get a bruise on her forehead?
 - She stumbled into one of the chests and fell down.
 - Maurice struck her with the angle lamp.
 - Maurice pushed her and she fell down.
- What did Betsy put into the jar?
 - She put her own photograph there.
 - She put her letter there.
 - She put both her photograph and her letter there.

6. How did Betsy kill Maurice?
 - a) She killed him with a knife.
 - b) She struck him with the onyx ashtray.
 - c) She struck him with the lamp.
7. What did Betsy do after she had killed Maurice?
 - a) She escaped from the place at once.
 - b) She called the police.
 - c) She put the body into the trunk.

B. Say if you agree or disagree and support your point of view:

1. Maurice and Betsy were married.
2. Maurice told Betsy about Patricia on the phone.
3. Maurice came to Betsy to pack his things and have them sent off to Patricia.
3. Betsy wanted to ruin Maurice's marriage.
4. Maurice pulled Betsy's letter out of the jar and read it attentively.
5. Maurice's death was just an accident.

C. Paraphrase the following in English:

1. He wasn't going to be moved by that.
2. She watched, chain-smoking.
3. It hadn't crossed his mind.

D. Translate the following sentences using these verbs: *to go, to put, to fill, to make, to burst, to cross, to die.*

1. Вона зблідла (пополотніла).
2. А як ти б це виразив?
3. Він наповнив ящики книжками та одягом.
4. Він не збирався виголошувати промову.
5. Вона заходилась від плачу.
6. Це не спало йому на думку.
7. Свічка впала і погасла.

E. Translate the following sentences using these nouns and adjectives: *good, way, savage, sight, sharp.*

1. На все свій час.
2. Вона протиснулася між ящиками.
3. Він грубо відштовхнув її.
4. Вона здригнулася, побачивши його.
5. Вони прийшли рівно о 10 годині.

F. Translate the following sentences into Ukrainian paying attention to the verb *to put*:

1. My God, I lived with you for two years, we were practically married, and then you phone and ask if I could put you up!
2. How would you have put it?
3. When he had gone she put her letter in the jar.
4. He put on the light and she got up, holding her head.

G. Think and answer:

1. Do you feel sympathy for either of the two main characters?
2. Why was Maurice more attracted to Patricia than to Betsy?
3. What will Betsy do if a murder investigation begins and all the evidence points to her? Will she try to run away or not?
4. Imagine that you are Betsy's older sister or a lawyer. What would you advise her to do in this situation?
5. Suppose that when Maurice pushes Betsy away, she hits her head hard and is killed. What would be the end of the story then?
6. What do you think Patricia did after she had opened the trunk?
7. Do you think Betsy was arrested?

H. Imagine Betsy is being tried. Write down the first speech she made at the trial.

Write down the questions she might be asked. Act out the trial.

I. Work in pairs. Discuss the sentence Betsy faced.

THE IMPOSSIBLE «IMPOSSIBLE» CRIME

(By Edward D. Hoch)

I'm no detective. But when you are living all alone with one other man, 200 miles from the nearest settlement, and one day that only other man is murdered — well, that's enough to make a detective out of anybody.

His name was Charles Fuller, and my name is Henry Bowfort. Charlie was a full professor at Boston University when I met him, teaching an advanced course in geology while he worked on a volume concerning the effects of permafrost on mineral deposits. I was an assistant in his department, and we became friends at once. Perhaps our friendship was helped along by the fact that I was newly married to a very beautiful blonde named Grace who caught his eye from the very beginning.

Charlie's own wife divorced him some ten years earlier, and he was at the stage of his life when any sort of charming feminine companionship aroused his basic maleness.

Fuller was at his early forties at the time, a good ten years older than Grace and me, and he often talked about the project closest to his heart.

— Before I'm too old for it, he said, I want to spend a year above the permafrost line.

And one day he announced that he would be spending his sabbatical at a research post in northern Canada, near the western shore of Hudson Bay.

— I've been given a grant for eight months' study, he said. It's a great opportunity. I'll never have another like it.

— You're going up there alone? Grace asked.

— Actually, I expect your husband to accompany me. I must have looked a bit startled.

— Eight months in the wilds of nowhere with nothing but snow?

And Charlie Fuller smiled.

— Nothing but snow. How about it, Grace? Could you give him up for eight months?

— If he wants to go, she answered loyally. She had never tried to stand in the way of anything I'd wanted to do.

We talked about it for a long time that night, but I already knew I was hooked. I was on my way to northern Canada with Charlie Fuller.

The cabin — when we reached it by plane and boat and snowmobile — was a surprisingly comfortable place, well stocked with enough provisions for a year's stay. We had two-way radio contact with the outside world, plus necessary medical supplies and a bookcase full of reading material, all provided by the foundation that was financing the permafrost study.

The cabin consisted of three large rooms — a laboratory for our study, a combination living-room-and-kitchen, and a bedroom with a bath in one corner. We'd brought our own clothes, and Fuller had brought a rifle, too, to discourage animals.

The daily routine with Charlie Fuller was great fun at first. He was surely a dedicated man, and one of the most intelligent I'd ever known. We rose early in the morning, had breakfast together and then went off in search of ore samples. And the best of all in those early days, there was the constant radio communication with Grace. Her almost nightly messages brought a touch of Boston to the Northwest Territory.

But after a time Grace's messages thinned to one or two a week and finally to one every other week. Fuller and I began to get on each other's nerves, and often in the mornings I was awakened by the sound of rifle fire as he stood outside the cabin door taking random shots at the occasional owl or ground squirrel that wandered near. We still had the snowmobile, but it was 200 miles to the nearest settlement at Caribou, making a trip into town out of the question.

Once, during the evening meal, Fuller said,

— Bet, you miss her, don't you, Hank?

— Grace? Sure I miss her. It's been a long time.

— Think she's sitting home nights waiting for us — for you?

I put down my fork.

— What's that supposed to mean, Charlie?

— Nothing — nothing at all.

But the rest of the evening passed under a cloud. By this time we had been up there nearly five months, and it was just too long.

It was fantastic, it was unreasonable, but there began to develop between us a sort of rivalry for my wife. An unspoken rivalry, to be sure, a rivalry for a woman nearly 2,000 miles away — but still a rivalry.

— What do you think she's doing now, Hank? or

— I wish Grace were here tonight. Warm the place up a bit. Right, Hank?

Finally one evening in January, when a heavy snow had made us stay in the cabin for two long days and nights, the rivalry came to a head. Charlie Fuller was seated at the wooden table we used for meals and paperwork, and I was in my usual chair facing one of the windows.

— We're losing a lot of heat out of this place, I said. Look at those icicles.

— I'll go out later and knock them down, he said.

I could tell he was in a bad mood and suspected he'd been drinking from our supply of Scotch.

— We might make the best of each other, I said. We're stuck here for another few months together.

— Worried, Hank? Anxious to be back in bed with Grace?

— Let's cut out the cracks about Grace, huh? I'm getting sick of it, Charlie.

— And I'm sick of you, sick of this place!

— Then let's go back.

— In this storm?

— We've got the snowmobile.

— No. This is one project I can't walk out on.

— Why not? Is it worth this torture day after day?

— You don't understand. I didn't start out life being a geologist. My field was biology, and I had great plans for being a research scientist at some major pharmaceutical house. They pay very well, you know.

— What happened?

— The damndest thing, Hank. I couldn't work with animals. I couldn't experiment on them, kill them. I don't think I could ever kill a living thing.

— What about the animals and birds you shoot at?

— That's just the point, Hank. I never hit them! I try to, but I purposely miss! That's why I went into geology. That was the only field in which I wouldn't make a fool of myself.

— You couldn't make a fool of yourself, Charlie. Even if we went back today, the university would still welcome you. You'd still have your professorship.

— I've got to succeed at something, Hank. Don't you understand?

It's too late for another failure — too late in life to start over again!

He didn't mention Grace the rest of that day, but I had the sensation that he hadn't just been talking about his work. His first marriage had been a failure, too. Was he trying to tell me he had to succeed with Grace?

I slept poorly that night, first because Charlie had decided to walk around the cabin at midnight knocking icicles from the roof, and then because the wind had changed direction and howled in the chimney. I got up once after Charlie was in bed, to look outside, but the windows were frosted over by the wind-driven snow, and I could see nothing.

Toward morning I drifted into an uneasy sleep, broken now and then by the bird sounds which told me that the storm had ended. I heard Charlie preparing breakfast, though I paid little attention, trying to get a bit more sleep.

Then, sometime later, I sprang awake, knowing I had heard it. A shot! Could Charlie be outside again, firing at the animals? I waited for some other sound, but nothing reached my ears except the perking of the coffee pot on the gas stove. Finally I got out of bed and went into the other room.

Charlie Fuller was seated in my chair at the table, staring at the wall. A tiny stream of blood was running down his forehead and into one eye. He was dead.

It took me some moments to comprehend the fact of his death, and even after I had located the bullet wound just above his hairline, I still could not accept the reality of it. My first thought had been suicide, but then I saw this was impossible. The bullet had obviously killed him instantly, and there was no gun anywhere in sight — in fact. Fuller's rifle was missing from its usual place in the corner near the door.

But if not suicide, what?

There was no other explanation. Somehow he had killed himself. I switched on the radio and sent a message to the effect, telling them I'd bring in the body by snowmobile as soon as I could.

Then, as I was starting to pack my things, I remembered the coffee. Do men about to commit suicide start making breakfast? Do they put a pot of coffee on the stove?

And then I had to face it. Charlie Fuller had not killed himself. It seemed impossible — but there it was. I sat down opposite the body, then got up to cover it with a blanket, and then sat down again.

What were all the possibilities? Suicide, accident, murder — as simple as that. Not suicide. Not accident. He certainly hadn't been cleaning his gun at the time.

That left only one possibility. Murder.

I walked over and crouched behind his chair, trying to see what he must have been seeing in that final moment.

And then I saw it. Directly opposite, in the center of a frosted window, there was a tiny hole. I hadn't noticed it before — the frost had effectively camouflaged the hole. A few cracks ran from it, but the snow had somehow kept the window from shattering completely.

The bullet had come from outside — the mystery was solved!

But as soon as I put on my coat and went outdoors, I realized that a greater mystery had taken its place. Though the drifting snow had left a narrow walkway under the roof of the cabin, drifts higher than my head surrounded us on all sides. No one could have approached the cabin through that snow without leaving a visible trail.

I made my way to the window and saw the butt of Fuller's rifle protruding from the snow. I pulled it out and stared at it, wondering what it could tell me. It had been recently fired, it was the murder weapon, but there was nothing more it could say.

I took it back into the cabin and sat down. Just the two of us, no one else, and somebody had murdered Charlie Fuller.

As the day passed into noon, I knew I would have to be moving soon. But could I go back under the circumstances? Charlie Fuller was dead, and I had to discover how it had happened.

Pacing the cabin, I knew that the answer must lurk here somewhere, within the walls of our temporary home. I went back in my mind over our conversations about Grace. He had loved her, he had wanted her — of that much I was certain. Could he have committed suicide in such a manner that I would be accused of his murder?

No, there were two things against that theory — it wouldn't get him Grace, and it wouldn't get me convicted of the crime. Because even now I could change the scene any way I wanted, invent any story I liked. The police would never even make the trip to the cabin to check my story. I had already called it suicide in my radio report, but I could change it to accident. And there was no one to call it murder.

No one but myself.

I went outside again and started sifting through the snow where I'd found the rifle. But there was nothing — a few bits of icicle, but nothing more. Here and there Fuller's footprints remained undrifted, from his icicle-breaking expedition, but I could identify no other prints. If someone had stood at that window to kill Charlie Fuller—...

But no one could have! The snow and crystallized frost had made the window completely opaque. Even if an invisible murderer had dropped from the sky, and somehow got Charlie's rifle out of the cabin, he could not have fired at Charlie through that window because he could not have seen him through it!

So I went back inside to the rifle, emptied it, and tried the trigger, it had been adjusted to a hair trigger — the slightest pressure of my finger was enough to click the hammer on the empty chamber.

Suddenly I felt that I almost had an answer. I stood staring at the blanket-covered figure in the chair, then went outside and looked through the bullet hole at it again. Lined up perfectly, even through an opaque window.

And then I knew who had murdered Charlie Fuller.

I was staring at his body in the chair, but it was *my* chair! Twenty minutes later, and I would have been sitting in that very chair, eating breakfast. Charlie would have called me when the coffee was ready, and I would have come out to sit in that chair, as I did every morning.

And Charlie Fuller would have killed me.

It took me five minutes of sorting through the bits of icicle in the snow under the window to find the one that was something more. It was ice, but ice encased in a tiny heat-sealed plastic pouch. We used pouches of all sizes in the lab for the rock specimens we collected. This one had served a different purpose.

Charlie had driven one of the icicles into the snow and balanced the rifle on top of it — probably freezing it to the icicle with a few drops of water. Then he had wiped away a tiny speck of frost on the window to line the gun barrel with the chair in which I would be sitting. He'd fixed the rifle with a hair trigger, and then jammed the tiny plastic pouch of water between the front of the trigger and the guard.

When the water in the pouch froze, the ice expanded against the trigger, and the rifle fired through the window at the chair. The recoil had thrown the rifle free of its icicle support, and the frozen pouch of water had dropped into the snow like a simple piece of ice.

And what had gone wrong? Charlie Fuller must have timed the freezing of the water filled pouch, but he probably hadn't timed it in subzero cold with a wind blowing. The water had simply frozen sooner than he'd planned — while he was sitting in my chair for a moment, adjusting it to the precise position facing the window.

But why had he gone to all that trouble to kill me, when we were alone? I thought about that all the way back to Caribou in the snowmobile. He'd probably feared that it would be like the animals he'd told me about, that at the final moment he wouldn't have been able to squeeze the trigger. Perhaps in the night he'd even stood over my bed with his rifle, unable to go through with it. This way had made it impersonal, like a lab experiment to be set up and observed.

So Charlie Fuller had murdered himself. But for the authorities, and for Grace, I decided to stick to the suicide story. I didn't think they'd bother too much about things like the absence of powder burns. Under the circumstances, they were stuck with my story, and I wanted to keep it simple. As I said in the beginning, I'm no detective.

Note:

<i>permafrost</i>	вічна мерзлота
<i>mineral deposit</i>	родовище мінералів
<i>to catch smb 's eye</i>	привернути чиюсь увагу
<i>He was at the stage of his life</i>	Він був на тому етапі життя,

<i>when any sort of charming feminine companionship aroused his basic maleness.</i>	коли присутність привабливої жінки пробуджувала його чоловічі інстинкти.
<i>sabbatical</i>	річна відпустка
<i>ore sample</i>	зразок руди
<i>to get on each other's nerves</i>	діяти один одному на нерви
<i>to come to a head</i>	досягти критичної межі
<i>icicle</i>	бурулька
<i>We might make the best of each other.</i>	Давайте потерпимо один одного.
<i>Let's cut out the cracks about Grace.</i>	Давайте припинимо базікання про Грейс.
<i>chimney</i>	димохід
<i>perking</i>	шум, свист
<i>heat-sealed</i>	теплонепроникний
<i>pouch</i>	мішечок
<i>speck</i>	пляма
<i>barrel</i>	ствол, дуло
<i>to jam</i>	затискати
<i>guard</i>	запобіжник
<i>recoil</i>	віддача
<i>to stick to smth</i>	дотримуватися чогось
<i>powder</i>	порох

SUGGESTED ACTIVITIES

A. Choose the correct answer:

- In what field of science did Fuller and Bowfort work?
 - They worked in the field of biology.
 - They worked in the field of medicine.
 - They worked in the field of geology.
- Where was their research post situated?
 - It was in Alaska.
 - It was situated in northern Canada.
 - It was located in the Antarctic.

3. Who was the cause of the rivalry between the two men?
 - a) It was Fuller's wife.
 - b) It was Bowfort's wife.
 - c) It was Bowfort's girl-friend.
4. Why didn't Fuller become a biologist?
 - a) He was not interested in biology at all.
 - b) His parents were against that.
 - c) He could not experiment on animals and kill them.
5. What facts made Bowfort think that Fuller hadn't committed suicide?
 - a) There was no weapon beside the dead body.
 - b) Fuller had started making breakfast.
 - c) The two above facts made him think so.
6. Where did Bowfort find Fuller's rifle?
 - a) He found it in the laboratory.
 - b) He found it in its usual place in the corner near the door.
 - c) He found it outside in the snow.
7. Whose footprints did Bowfort find by the cabin?
 - a) They were Fuller's footprints.
 - b) He found a stranger's footprints.
 - c) He discovered both Fuller's and a stranger's footprints.
8. What did Bowfort say in his radio report?
 - a) He said that Fuller had been murdered.
 - b) He said that Fuller had committed suicide.
 - c) He said that his death had been an accident.

B. Say if you agree or disagree and support your point of view:

1. Grace caught Fuller's eye from the very beginning.
2. Fuller's dream was to spend a year above the permafrost line.
3. Fuller and Bowfort began to get on each other's nerves from the very beginning of their stay at the research post.
4. Bowfort suggested that they should go back, but Fuller refused to do so.
5. Fuller sometimes shot at animals, and he often hit them.
6. One day Bowfort found Fuller dead in the laboratory.
7. There was a lot of snow around the cabin, and nobody could approach it without leaving a visible trail.
8. Though Bowfort was his rival, Fuller had no intention to kill him.
9. The pouch filled with ice was the last clue to reveal the «impossible» crime.
10. Fuller's death was an accident.

C. Paraphrase the following sentences in English:

- 1 We began to get on each other's nerves.
2. Let's cut out the cracks about Grace.
3. We might make the best of each other.
4. This is one project I can't walk out on.
5. That's just the point.
6. I sent a message to the effect.

D. Translate the following sentences using these verbs: *to catch, to stock, to thin, to face, to miss.*

1. Грейс привернула його увагу з самого початку.
2. У хатині був запас продуктів на цілий рік.
3. Повідомлення від Грейс зменшилися до одного, двох у тиждень.
4. Я сидів на своєму звичному місці обличчям до вікна.
5. Зброї не було на звичному місці.

E. Translate the following sentences using these nouns and adjectives: *early, question, head, failure, uneasy.*

1. Його шлюб був невдалим.
2. Про поїздку в місто не могло бути й мови.
- 3 Суперництво досягло критичної межі.
- 4 У той час Фуллеру було трохи більше сорока.
- 5 Я поринув у неспокійний сон.

F. Translate the sentences into Ukrainian paying attention to the verb *to make*:

1. That's enough to make a detective out of anybody.
2. It was 200 miles to the nearest settlement, making a trip into town out of the question.
3. We might make the best of each other.
4. That was the only field in which I wouldn't make a fool of myself.
5. Do men about to commit suicide start making breakfast?
6. I made my way to the window.
7. The police would never even make the trip to the cabin to check my story.
8. The frost had made the window completely opaque.

G Write out all the words related to guns and rifles from the text. Compare your list with those of your group-mates.

H. Think and answer:

1. Do you feel sympathy for Charlie Fuller?
2. Why didn't Bowfort tell the truth about Fuller's death in his radio report?

3. Suppose that Fuller kills Bowfort. What would the end of the story be then?
4. Imagine that you are Fuller. Would you decide to kill your rival?
5. Have you ever happened to solve any mystery? What was it?

I. Write a report Henry Bowfort might have written for the police.

J. Work in pairs:

Act out the talk Henry might have had with the law authorities.

THE CASE FOR THE DEFENCE

(By Graham Greene)

It was a very strange murder trial. I have never attended such a strange trial. They named it the Northwood murder in the headlines, because the house, where the old woman was found battered to death at two o'clock in the morning, was in Northwood Street. The murderer was found immediately: and now no one present at the trial believed that the man in the dock had any chance of being acquitted.

He was a stout man with bulging eyes. Yes, an ugly customer, one you wouldn't forget. The Crown counsel proposed to call four witnesses who had seen him hurrying away from the little house in Northwood Street soon after two that morning.

Mrs. Salmon, a neighbour and one of the witnesses, was unable to sleep that night: she heard the gate shut and thought it was her own gate. So she went to the window and saw Adams (that was his name) on the steps of Mrs. Parker's house. He had just come out and he was wearing gloves. He had a hammer in his hand and she saw him drop it into the bushes by the front gate. But before he moved away, he had instinctively looked up — at her window. Mrs. Salmon could see him clearly in the light of a street lamp.

Mr. MacDougall, another witness, had been driving home late and nearly ran Adams down at the corner of Northwood Street. Adams was walking in the middle of the road looking dazed.

And old Mr. Weeler, who lived next door to Mrs. Parker, was wakened by a noise — like a chair falling — through the wall, thin as paper. He got up and looked out of the window, just as Mrs. Salmon did, saw Adam's back and, as he turned, those bulging eyes.

In Laurel Avenue Adams had been seen by another witness — his luck was badly out.

— I understand, counsel said, — that the defence proposes to plead mistaken identity. Adams's wife will tell you that he was with her at two in the morning on February 14, but after you have heard the witnesses for the Crown and examined carefully the features of the prisoner, I do not think you will be prepared to admit the possibility of a mistake.

After the formal evidence had been given by the policeman who had found the body and the surgeon who examined it, Mrs. Salmon was called. She was the ideal witness, with her expression of honesty, care and kindness.

She spoke very firmly. There was no fear in her, and no sense of importance. She was standing calmly there in the Central Criminal Court. She was not afraid of the judge in scarlet who interrogated her. She was not afraid of the numerous reporters who impatiently wrote down every word of her evidence. Yes, she said, and then she had gone downstairs and rung up the police station.

— And do you see the man here in court?

She looked straight at the big man in the dock, who stared at her with his bulging eyes without emotion.

— Yes, she said. There he is.

— Are you quite certain?

— I couldn't be mistaken, sir.

— Thank you, Mrs. Salmon.

Counsel for the defence rose to cross examine.

— Now, Mrs. Salmon, you must remember that a man's life may depend on your evidence.

— I do remember it, sir.

— Is your eyesight good?

— I do not have to wear spectacles, sir.

— You are a woman of fifty-five?

— Fifty-six, sir.

— And the man you saw was on the other side of the road?

— Yes, sir.

— And it was two o'clock in the morning. You must have remarkable eyes, Mrs. Salmon?

— No, sir. There was moonlight, and when the man looked up, he had the lamplight on his face.

— And you have no doubt that the man you saw is the prisoner?
I couldn't make out what he was at.

— No doubt whatever, sir. It isn't a face one forgets.

Counsel took a look round the court for a moment. Then he said,

— Do you mind, Mrs. Salmon, examining again the people in court? No, not the prisoner. Stand up, please, Mr. Adams.

And there at the back of the court stood up the exact image of the man in the dock, with stout body, muscular legs and bulging eyes. He was dressed the same tight blue suit and striped tie.

— Now think very carefully, Mrs Salmon. Can you still swear that the man you saw drop the hammer in Mrs. Parker's garden is the prisoner — and not this man, who is his twin brother?

Of course, she couldn't. She looked from one to the other and didn't say a word.

There the big man sat in the dock with his legs crossed, and there he stood too at the back of the court and they both stared at Mrs. Salmon. She shook her head.

What we saw then was the end of the case. There wasn't a witness prepared to swear that it was the prisoner he had seen. And the brother? He had his alibi, too; he was with his wife.

And so the man was acquitted for lack of evidence. And nobody knew who did the murder.

That extraordinary day had an extraordinary end. I followed Mrs. Salmon out of court and we got in the crowd who were waiting, of course, for the twins. The police tried to drive the crowd away. But all they could do was keep the road clear for traffic. I learned later that they tried to get the twins to leave by a back way, but the twins did not want to. One of them — no one knew which — said, «I've been acquitted, haven't I?» and they walked out of the front entrance. Then it happened. I don't know how, though I was only six feet away. The crowd moved and somehow one of the twins got pushed on to the road in front of a bus.

He gave a squeal like a rabbit and that was all; he was dead, his scull smashed just as Mrs. Parker's had been. Divine vengeance? I wish I knew. There was the other Adams getting on his feet from beside the body and looking straight over at Mrs. Salmon. He was crying, but whether he was the murderer or the innocent man nobody will ever be able to tell. But if you were Mrs. Salmon, could you sleep that night?

Note:

<i>ugly customer</i>	неприємний клієнт (особа)
<i>crown counsel</i>	державний адвокат, обвинувач
<i>his luck was badly out</i>	йому насправді не щастило
<i>the defence proposes to plead mistaken identity</i>	захист пропонує оголосити про помилкове упізнання
<i>witness for the Crown</i>	свідок обвинувачення
<i>Central Criminal Court</i>	Центральний кримінальний суд

<i>scarlet</i>	пурпурна мантия
<i>counsel for the defence</i>	сторона захисту
<i>to cross examine</i>	проводити перехресний допит
<i>I couldn't make out what he was at.</i>	Я не міг зрозуміти, куди він хилить.
<i>exact image</i>	точна копія
<i>for the lack of evidence</i>	через недостатність доказів
<i>to drive the crowd away</i>	розсіяти натовп
<i>squeal</i>	пронизливий крик
<i>divine vengeance</i>	божа кара

SUGGESTED ACTIVITIES

A. Choose the correct answer:

- 1 In what way was Mrs. Parker murdered?
 - a) She was killed with a knife.
 - b) She was killed with a hammer.
 - c) She was shot down.
- 2 Who saw Adams soon after the murder?
 - a) Only Mrs. Salmon did.
 - b) Mrs. Salmon, Mr. Weller and one more witness did.
 - c) Mrs. Salmon, Mr. Weller and Mr. MacDougall and one more witness did.
- 3 What did Adams drop in Mrs. Parker's garden?
 - a) He dropped a knife.
 - b) He dropped a gun.
 - c) He dropped a hammer.
- 4 What alibi did Adams have?
 - a) His twin brother said that he was talking with him when Mrs. Parker was murdered.
 - b) His wife said that he was with her at that moment.
 - c) His neighbour said that he saw Adams near his house at that moment.
- 5 What was the end of the trial?
 - a) Adams was found guilty.
 - b) Adams was acquitted for the lack of evidence.
 - c) The trial was postponed.

- 6 What happened after the trial?
- One of the twin brothers died of a heart attack.
 - One of the twin brothers was killed in an accident.
 - One of the brothers committed suicide.

B. Say if you agree or disagree and support your point of view:

- Many people present at the trial believed that Adams had a chance of being acquitted.
- Mrs. Salmon was sleeping when she heard the gate shut.
- Adams had a hammer in his hand and Mrs. Salmon saw him drop it into the bushes.
- Adams was quite a pleasant person.
- Mrs. Salmon was afraid of the judge who interrogated her.
- Mrs. Salmon's eyesight was bad and she had to wear spectacles.
- Nobody knew which of the twin brothers the murderer was.

C. Complete the following plan of the story:

- Mrs. Parker is killed in her house.
- There are a few witnesses who...
- ...

D Use the following words: *chance, headlines, acquitted, found, dock, murder, dead, trial, attended, murderer.*

It was a very strange murder I have never ... such a strange trial. They named it the Northwood ... in the ..., because the house, where the old woman was found ... at two o'clock in the morning, was in Northwood Street. The ... was ... immediately: no one present at the trial believed that the man in the ... had any ... of being

E. Paraphrase the following in English:

- She was battered to death.
- His luck was badly out.
- There was no sense of importance in her.
- Is your eyesight good?
- I couldn't make out what he was at.

F. Translate the following sentences using these nouns and adjectives: *door, luck, certain, image, back.*

- Містер Уілер жив по сусідству з Місіс Паркер.
- Йому насправді не щастило.
- Ви цілком впевнені?
- Він був точною копією людини на лаві підсудних.
- Вони могли вийти через чорний хід.

G. Translate the following sentences using these verbs: *to make out, to depend, to dress, to wear.*

1. Я не міг зрозуміти куди він хилить.
2. Від ваших свідчень може залежати життя людини.
3. Вони були однаково одягнені.
4. На ньому були рукавиці.

H. Translate the following sentences into Ukrainian paying attention to the verb *to get*:

1. Mr. Weeler got up and looked out of the window.
2. I followed Mrs. Salmon out of court and we got in the crowd who were waiting for the twins.
3. The police tried to get the twins to leave by a back way, but the twins did not want to.
4. The crowd moved and somehow one of the twins got pushed on to the road right in front of a bus.
5. There was the other Adams getting on his feet from beside the body and looking straight over at Mrs. Salmon.

I. Write all the words related to law and courts, out of the text.

J. Think and answer:

- 1 Why, do you think, Mrs. Parker was murdered?
- 2 To your mind which of the twin brothers was the murderer and which of them was killed in the accident?
- 3 Did the accident happen by chance? If not, who could push the twin brother on to the road?
- 4 In your opinion, would the twin brother have a revenge on Mrs. Salmon?
- 5 If you were Mrs. Salmon, could you sleep at night?

K. Imagine you are counsel for defence. Write down the closing speech you would make at this trial.

GIDEON AND CHESTNUT SELLER

(By John Creasy)

Old Ben Fairley had sold roasted chestnuts for more winters than he could remember. As a matter of fact, he remembered very little of his seventy-odd years, for he had always lived almost entirely in the present, whether it was good or bad. Each summer he went out on the road, calling on those farms where he could find temporary work. Each winter he came 'home', to the rooming house near London's Covent Garden, where he stored his barrow and brazier, bought his chestnuts at wholesale, and roasted them.

Old Ben's pitch was near Leicester Square.

Many people knew him, passing his barrow with a smile or a nod, sometimes pausing to hand him a shilling, usually 'forgetting' to take their bag of chestnuts. Some, on the other hand, liked chestnuts, eating them just in the street.

Among these was George Gideon, Commander of the Criminal Investigation Department of New Scotland Yard. From time to time he strolled round the square mile which included all Soho as well as Piccadilly Circus and Leicester Square. The sight of his massive figure, his square chin, his broad forehead, was familiar to news dealers and taxi drivers, pavement artists and policemen. On cold nights he often stopped at old Ben's barrow, paid his shillings, took off a soft nut, and ate it hot and whole. Gideon stayed for a few moments talking to old Ben.

One night, only a half an hour he had left the chestnut seller, a taxi drew up close to old Ben's barrow. Ben watched first one then two, three, four youths scramble out, and he sensed some kind of trouble. Almost at once another taxi appeared at the far end of the street. This time Ben was too busy to count how many men got out; he grabbed the handles of his barrow and started to move off.

He did not get far.

Suddenly one of the youths pushed him aside, another began to take the chestnuts out of the basket. Angry now, as much as frightened, old Ben shouted a protest.

More youths rushed up, and the two groups began fighting. In the struggle someone tipped the brazier over. As Ben ran forward to save his chestnuts, red-hot coals stroke against his outstretched hands.

He screamed with pain.

A police whistle was heard.

In five minutes old Ben Fairley, groaning and half conscious, was being carried to the hospital. The two gangs had disappeared.

Gideon heard of this at about half-past ten the next morning. It was mentioned by Superintendent Lloyd who was in charge of the police attempt to curtail the activities of the teenage gangs in Soho.

– I could understand if they had a purpose. Lloyd was saying. But they fight just for the sake of fighting.

– Did you catch any of them? Gideon asked.

– No. They were gone before our chaps arrived. An old chestnut seller was badly burned when they knocked over his brazier.

– Chestnut seller? Where was his pitch?

– Just past the National Gallery, near Leicester Square, Lloyd answered.

Gideon pressed a bell on his desk and when his assistant came in he said,

– A chestnut seller was burned last night near Leicester Square. Find out what his name was, where he is, and how he's doing.

– Do you know him? asked Lloyd.

– If it's the man I think it is, I've known him for thirty years. Have you put in your report yet?

– It's being typed out now.

– I want to get a copy, said Gideon.

Very soon he learned that it was indeed Ben Fairley that old Ben was comfortable, but that for a man of his age the shock might have grave consequences.

Then Gideon studied the report and went to have a word with old Ben at the Charing Cross Hospital. He had never seen the man washed and shaved before. Both of Ben's hands were bandaged, and he looked tired and worn; but his eyes were bright in his lined face, and his frail voice held a note of anger.

– Just rushed at me, and I'd never done them any harm. Never even seen them before in my life!

– We'll get them, Ben, said Gideon. Tell me a little more.

– There's nothing more to tell. One gang came up in a taxi and the other gang came up in another.

– How did you burn your hands?

– Trying to save my chestnuts, of course. They were my capital, Mr. Gideon.

– Now, Ben, what happened after that? The report says there were no chestnuts left in the basket.

– They grabbed them.

– How many chestnuts did you have?

– About five pounds, I think. That would be including those the young lady gave me. But...

– Young lady? Interrupted Gideon. What young lady? And when did she give you the chestnuts?

– Yesterday afternoon. She came out of one of those new apartment houses at the back of Oxford Street. I've seen her several times before.

– Now, Ben, think hard. Are you quite sure about all this?

– Of course, I'm sure! cried Ben. She has long blond hair hanging down her back. Funny thing, life, ain't it, Mr. Gideon? In the afternoon someone gives me chestnuts — in the evening someone pinches them, and my own with them.

Gideon got to his feet.

– Yes, it's a funny life, Ben. But take it easy. When you're well, you'll get all you need to start up in business again.

Leaving the hospital Gideon hurried back to New Scotland Yard, and as soon as he reached his office he sent for Superintendent Lloyd.

– Any lead on those lads in the fight last night? Gideon asked.

– No, Commander. Two of our chaps saw them, but they weren't the usual Soho troublemakers.

– Find out if Dicey Gamble still lives in one of the new apartment houses behind Oxford Street, said Gideon. And find out what colour his wife's hair is.

– Dicey? I saw him only last week, and he's still living in that flat. His wife's a blonde. What's on your mind about Dicey?

Dicey Gamble was the leader of a small group of raiders who specialized in robbing jewellery shops.

– Find out if any of his fellows bought any chestnuts recently. If necessary, check every grocer in the district, said Gideon. Get a move on, there's no time to lose.

Lloyd hurried out and within an hour he was on the telephone to Gideon.

– You were right, sir! One of Dicey's boys bought two pounds of chestnuts yesterday morning.

– Good! Get all the help you need and raid Dicey's apartment now. Phone me and let me know what happens.

At seven o'clock that evening the police arrived at Dicey Gamble's apartment. Panic showed in Dicey's eyes when the policemen appeared at his door, but the panic was quickly veiled.

– I've got nothing here, Super, he said. You can search the place, but you won't find anything.

– Lloyd walked through the apartment to the kitchen. The table was covered with a sheet of newspaper, and on the newspaper was a pile of chestnuts. Dicey had obviously been in the process of cutting each nut in two — several had already been halved.

In eight of the halves, buried inside the hard nuts, were diamonds.

– There is nothing new in this game, Gideon explained to Lloyd. I once knew a thief who split a hazelnut in two, put a diamond inside, and stuck the shell together. The gangs that attacked old Ben weren't in it for the sheer fun — so they were in it for the chestnuts. Add to that the fact that old Ben was given chestnuts by a woman who lived in the same house as one of our cleverest jewel thieves, and it all started to make sense.

– I’ll say it made sense, agreed Lloyd. Dicey and his gang had these hot diamonds and hid them in the chestnuts. One of the boys brought them at Dicey’s flat on instructions. But Dicey was out, and as neither he nor his wife eats chestnuts, his wife gave them to old Ben.

Later that day, as he sat with old Ben at the Charing Cross Hospital, Gideon finished the story.

– As soon as Dicey discovered what his wife had done, he got his gang together for a raid on your barrow to get back the chestnuts — but another gang learned what had happened and reached you first. Dicey’s gang caught up with them. Simple, Ben, wasn’t it?

Old Ben gave a pleased smile. Perhaps when he next roasted chestnuts he would dream of a fortune in diamonds.

Note:

<i>commander of the Criminal Investigation Department</i>	начальник управління кримінального розшуку
<i>pavement artist</i>	вуличний художник
<i>to shout a protest</i>	закричати на знак протесту
<i>to scream with pain</i>	закричати від болю
<i>half conscious</i>	у напівпритомному стані
<i>who was in charge of the police attempt to curtail the activities of the teen-age gangs</i>	котрий очолював роботу поліції по припиненню діяльності банд підлітків
<i>they fight just for the sake of fighting</i>	вони б’ються просто ради того щоб битися
<i>grave consequences</i>	важкі наслідки
<i>his frail voice had a note of anger</i>	у його слабкому голосі відчувалося обурення
<i>to pinch</i>	красти
<i>lead</i>	зачіпка
<i>What’s on your mind about Dicey?</i>	Що ви думаєте про Дайсі?
<i>Get a move on.</i>	Покваптеся.
<i>they weren’t in it for the sheer fun</i>	вони зробили це не просто ради забави
<i>to make sense</i>	набувати сенсу
<i>to catch up with</i>	наздоганяти (щось, когось)

SUGGESTED ACTIVITIES

A. Choose the correct answer:

1. What was old Ben?
 - a) He was a news leader.
 - b) He was a farmer.
 - c) He was a chestnut seller.
2. How did old Ben happen to be badly burned?
 - a) He was burned trying to light a fire.
 - b) He was burned when the brazier was tipped over.
 - c) He was burned roasting his chestnuts.
3. How did Ben happen to get the bag of chestnuts?
 - a) He found the bag near the place he lived.
 - b) A grocer gave it to him.
 - c) A young lady gave it to him.
4. Who was the young woman with long blond hair?
 - a) She was also a chestnut seller.
 - b) She was Dicey's sister.
 - c) She was Dicey's wife.
5. Why did the youths rush at old Ben?
 - a) They wanted to grab his money.
 - b) They wanted to grab the chestnuts.
 - c) They did it for the sheer fun.
6. What did Dicey hide in the chestnuts?
 - a) He hid drugs in them.
 - b) He hid diamonds in them.
 - c) He hid gold coins in them.

B. Say if you agree or disagree and support your point of view:

1. Old Ben picked chestnuts, roasted and sold them.
2. Though Gideon liked chestnuts he never ate them in the street.
3. Gideon's massive figure was familiar to news dealers and taxi drivers, pavement artists and policemen.
4. Old Ben rushed to save his chestnuts but fell down and broke his arm.
5. When the police arrived the two opposing gangs had already disappeared.
6. The report said that there were only a few chestnuts left in the basket.
7. Old Ben told Gideon that an old lady with grey hair had given him the bag of chestnuts.
8. When Lloyd arrived at Dicey's apartment Dicey was reading a newspaper.

C. Write down the names of London streets, squares, areas, theatres, etc. mentioned in the text. Say what you know about each of them.

D. Answer the following questions:

1. What kind of man was old Ben Fairley?
2. What was your impression of the Commander of the Criminal Investigation Department?
3. Why do you think Dicey had not told his wife about the chestnuts?
4. Did this fact become fatal for Dicey?

E. Translate the following sentences using these verbs: *to hand, to sense, to shout, to scream, to put in, to check, to search, to reach*:

1. Багато людей зупинялися, щоб дати йому шилінг.
2. Бен відчув тривогу.
3. Бен закричав на знак протесту.
4. Він закричав від болю.
5. Ви вже склали звіт?
6. Перевірте кожного бакалійника в районі.
7. Можете обшукати всю квартиру, але ви нічого не знайдете.
8. Інша банда дісталась до вас першою.

F. Translate the following sentences using these adjectives and nouns: *odd, wholesale, lined, funny, troublemaker, mind, move, sense*.

1. Бен мало що пам'ятав із своїх сімдесяти з лишком років.
2. Старий Бен оптом купував каштани і жарив їх.
3. Очі яскраво світилися на його вкритому зморшками обличчі.
4. Життя – кумедна річ.
5. Вони – не звичайні порушники спокою.
6. Що ви думаєте про Дайсі?
7. Покваптесь, не можна гаяти часу.
8. Все це почало набувати сенсу.

G. Think and answer:

1. Imagine that you are old Ben. One day you find a diamond in one of the chestnuts. *What would you do then?*
2. Suppose that Gideon buys some chestnuts and finds a diamond in one of them. *What would his actions be in this case?*
3. Imagine that you are Dicey Gamble. *Where in your flat would you hide the hot diamonds?*

H. Write down all the facts related to this crime, in chronological order.

Here is an example:

- Dacey and his gang steal some diamonds.
- They hide them in the chestnut.
-

I. Write down the facts which helped Gideon to reveal the crime.

J. Write down the qualities a good detective should have.

K. Work in pairs:

– *Ask your group-mate what he/she thinks about detectives, about their education and experience.*

– *Discuss with your group-mate what he/she knows about Scotland Yard.*

DIAMOND COTTON

(By G. P. McCallum)

Of course he never admitted such a thing to anybody but Jerry Randall's secret wish was to be a spy in one of those places where the games were played to change the life of nations. Instead he worked as a clerk in the Globe Shipping Company in Liverpool. Globe took care of imports and exports in nearly every country in the world.

This very unpleasant afternoon in March, with the rain falling and the wind blowing, Jerry's boss, Mr. Carruthers, an especially undesirable person to work for, had told the young man to go down to the Globe warehouse on the docks and make sure that all the bales of cotton which arrived from Africa were there. Something was not quite right about the shipping documents, and, as the cotton was to be sent on to Manchester the following day, Mr. Carruthers said it must be checked immediately. There were to be one hundred bales on the ship, but, as the men who unloaded the ship said, there were one hundred and two.

Jerry was putting on his coat and preparing to go down to the cold, damp warehouse when Ken Hunter, another clerk, appeared. «Going already, Jerry?» he asked. «Of course, on such a nice day you want to get out into the sunshine as soon as possible!»

Jerry, with a few unpleasant remarks about Mr. Carruthers, told Ken where he was going and why. «I'll catch such a cold, I know».

Ken laughed. «Wait, I'm coming with you. Together we'll finish the job in a few minutes. I don't know why Carruthers is sending you. It's my job. No one told me the cotton had arrived».

«Thanks, Ken», Jerry said, rather surprised. It wasn't in Ken's habit to help other people unless he had to.

The two young men hurried through the wind and rain to the big warehouse on the docks, it was a lonely place and inside it was so cold that the only difference between the warehouse and the street was that the warehouse was dry.

«That looks like the cotton over there», Jerry said, and they went to a corner where there were a lot of big bags, «Look at that! Jerry said angrily. «They've just thrown the bales down anyhow, we'll have to take them down one by one so that they can be counted».

«Well, anyway they don't weigh much, « Ken said. «Come on, let's get started. It isn't going to be such a difficult job, Jerry. I'll get up on top and throw the bales down to you. «

Once they started the work went quickly. In fact, it went so fast that within twenty minutes they had done half the bales. Ken threw them down to Jerry who caught them and put them in the corner, counting them as he did so.

«One good thing», laughed Ken, «at least we keep warm this way».

«I'd want old Carruthers do this, though. Jerry said, still angry with the boss. «That man never does any work himself: he just orders other people around. How do you suppose he got such a good job?»

«Didn't you know? He married the daughter of one of the directors of the company. He's not such a fool as he appears; that's how you get ahead in this world, Jerry».

«What do you mean?»

«You look after yourself, that's how». Ken picked up another bale and threw it. «Here comes another one».

But Jerry wasn't quite ready to catch the bale and it fell at his feet. «What was that?» he asked.

«What was what?»

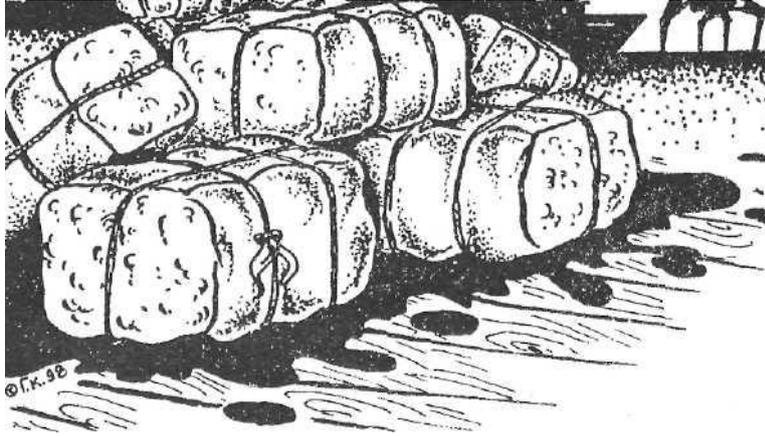
«That noise. Just a minute». He picked up the bale and opened it.

«What are you doing, Jerry?»

«There was such a strange noise just now when this bale hit the floor that I want to see what's inside. It didn't sound like cotton — more like stones, something hard. This bale seems a little heavier than the rest, too». He shook the cotton out onto the floor.

«Nothing but cotton», Ken said. «Come on, Jerry. Put it back in the bale and let's finish with this. It's getting late. You just imagined you heard something».

«No, I didn't». Jerry picked up a small white bag. «Look!» he said, opening it. Inside were diamonds! He'd never seen anything so bright and shining!



«Wow! «Ken's eyes almost fell out of his head. «Do you think they're real?»

«Of course they're real – so real that someone wanted to smuggle them into England in this bale of cotton». Jerry had read all those detective stories and seen all James Bond films. «They must be worth a fortune!»

«What are we going to do?» Ken asked.

«Put them back». Jerry tied the little white bag up and put it back in the bale.

«Put them back? Are you mad?»

«Look, Ken. This is the work of smugglers and very likely there's a reward for catching them. We might as well have it. You just said that we have to look after ourselves, didn't you? Look!»

«What?»

«This bale of cotton is tied with blue string; the others are all tied with black. No, wait. Here's another tied with blue string». He quickly opened it. Inside was another small bag of diamonds. There were only two bales with blue string, which were not included in the shipping list. «It's so simple that a child could understand it. Someone in Africa, probably in the place where the cotton was loaded onto the ship, put these two extra bales with the others thinking that they would be taken off here in Liverpool before the cotton went to Manchester. They didn't think that the bales would be counted until they reached the factory. But they were counted and there were two extra. Well, well. Someone's got a nice little smuggling business here. I wonder how long it's been going on?»

«I still don't understand what you're going to do, Jerry».

«It's simple: I'll wait here and catch the person or people who'll be coming sometime before morning to get the diamonds».

«You're going to wait here all alone?»

«Well, no; both of us together».

«Not me! I'm not risking my neck like that. And don't you, either, Jerry. «You could be killed so easily that...»

«And I may get a nice big reward, too. Don't worry. I'll be so careful that the only thing that can hit me will be the shock of receiving the reward!»

«I wonder who it could be?»

«Very possibly someone in the company. It would almost have to be, wouldn't it?» Jerry smiled. «Perhaps it's Mr. Carruthers! It will be such a joke!»

Ken looked at his watch, then climbed down from the bales. «It's almost time to go home. Sorry, Jerry, but I think you have to go, too».

«There are so few bales left that I can finish in a few minutes; then I'll just sit and wait».

«It's going to be awfully cold to sit here, Jerry; so cold that you may catch a cold».

«I think I can stand it for a little while».

Ken finally left.

Jerry finished counting the bales. As the men on the ship had said, there were two extra — the two with the blue string. Then he sat down on one of the bales to think about what he should do. Of course the right thing would be to go directly to the police. Perhaps he would have, too, if he had been a different type of person, but deep inside he was Jerry Randall, secret agent; he couldn't miss this opportunity to make a dream come true. He had to stay. He got up and looked round for something to cover himself with, but all he could find was the leg of a broken chair. Outside the warehouse darkness was quickly falling. He sat down among the bales of cotton and tried to keep warm.

The hours passed. It was night now and so quiet and lonely that Jerry began to feel he was the only person left in the world. Once in a while a car drove by outside to remind him that he was not but that was all. Jerry began to think that he had made a mistake. Perhaps the diamonds were meant to go on to Manchester and someone there in the factory would take those two extra bales. Perhaps I've read too many detective stories, he told to himself.

It was a few minutes after nine that the door opened and with electric torch in hand someone entered, «This is it!» Jerry told himself, picking up the chair leg.

But it was only Ken. «I got worried about you being here all alone, Jerry», he said. «Here's something to eat. You must be terribly hungry».

«Thanks. I'm so hungry I could eat one of these bales of cotton», Jerry replied, taking a sandwich and biting it.

«Anything happen yet?» Ken asked.

«No, not yet. I think you were right, Ken. It wasn't a good idea to wait. I should have listened to you. I've really decided that diamonds had to be sent to Manchester, not here».

«I tried to tell you that».

«Here. Hold your torch so that I can see».

«What are you doing?»

Jerry started to open one of the bales tied with blue string. «It's time to stop playing games. I'm going to take the diamonds to the police».

«You mean you plan to carry those diamonds through this section of Liverpool at night? Don't do it, Jerry! Why should you risk your life for a few diamonds?»

Jerry looked at the other young man for a long moment. In the light of the torch it seemed that he had a worried expression on his face. «You're right, Ken», he said. «I know. You wait here and I'll go and phone the police. There's a telephone box at the corner».

«Good idea. But hurry back. I don't like the idea of being alone in this dark old warehouse, especially if the smugglers decide to come now».

«I'll be as quick as I can».

Jerry went out of the door but he didn't go to the telephone box. He ran round the corner to look for a policeman. Within seconds he found one walking slowly along the empty street. Jerry spoke to the policeman, who hurried back to the warehouse with him. They did not go inside, however, but stood in the shadows near the door.

Almost immediately the door opened and Ken, looking carefully about him, stepped out.

«Good evening, sir», the policeman said, coming forward. «May I ask what you are doing here at such an hour?»

Ken was very calm. «Why, I work for the Globe Shipping Company. This is their warehouse. I was sent down here to...»

At this point Jerry stepped out of the shadows.

«Oh, Jerry? There you are! I was beginning to worry about you».

«Were you?» Jerry tried to sound as cool as all the secret agents. «Well, I stopped worrying about you ever since you came back with something for me to eat, Ken».

«What do you mean?»

Jerry turned to the policeman. «I think if you look in this man's pockets you'll find something so interesting that you'll want to have a nice long talk with him». Ken suddenly began to run but he didn't get further than a few yards before the policeman caught him. Jerry was right; in Ken's pockets were the two small white bags containing the diamonds.

«You knew all the time, didn't you?» Ken said.

The other boy shook his head. «No, Ken. I really suspected nothing until you brought me the sandwiches a few minutes ago, I must say I thought it was rather strange when you offered to come down here and help me count the bales of cotton. I've known you for three years and you never did anything for anybody that you didn't have to do. I found it difficult to believe that you were helping me out of the goodness of your heart. I'm sorry to say I was right».

Note:

<i>cotton</i>	бавовна
<i>to be sent</i>	бути відправленим
<i>warehouse</i>	склад, складове приміщення
<i>they have just thrown the bales down anyhow</i>	вони просто будь як кидали тюки
<i>at least we keep warm this way</i>	принаймні так ми не замерземо
<i>to get ahead</i>	досягати успіху, просуватися
<i>a reward</i>	винагорода
<i>to load</i>	вантажити, завантажувати
<i>I'm not risking my neck like that.</i>	Я ніколи не ризикую головою.
<i>a bale</i>	тюк, пачка
<i>I can stand it for a little while.</i>	Я зможу трохи потерпіти.
<i>to make a dream come true</i>	здійснити мрію
<i>a torch</i>	кишеньковий ліхтар
<i>He didn't get further than a few yards before the policeman caught him.</i>	Він не пробіг і кількох ярдів, як міліціонер зловив його.
<i>to suspect</i>	підозрювати
<i>out of the goodness of your heart</i>	від щирого (доброго) серця

SUGGESTED ACTIVITIES

A. Say if you agree or disagree and support your point of view:

1. Jerry Randall's secret wish was to become a businessman.
2. Jerry worked in Globe Shipping Company.
3. He had to go to the warehouse because they found two extra bales of cotton in the shipment from Africa.
4. Ken was a kind-hearted man.
5. Jerry found diamonds in the cotton because the cotton was shining.
6. Jerry decided to keep the diamonds.
7. The diamonds were sent to Ken from Africa.

B. Answer the questions using the following phrases: *as I understand ...*, *judging from the context...*, *I am confident ...*, *it goes without saying...*, *in my opinion...*:

1. What kind of man was Jerry Randall?
2. What is your impression of Ken Hunter?
3. Why did Jerry decide not to call the police?
4. What was the real reason of Ken's coming back at night?
5. How did the boys find the diamonds?

C. Match the verbs in Column A with the nouns in Column B. Use the following phrases in the sentences of your own:

Column A	Column B
To make	a bale
To smuggle	a reward
To throw	the boss
To admit	sure
To stand	diamonds
To get	the truth
To suspect	the rain

D. Use the phrases from exercise C to make up the plan of the story.

E. Suggest your group-mates to retell the story according to the plan.

F. Translate the following sentences paying attention to the underlined verbs:

1. They have just thrown the bales down anyhow.
2. That's how you get ahead in this world, Jerry.
3. They decided to smuggle the diamonds into England in this bale of cotton.
4. The cotton was loaded onto the ship.
5. I think I can stand it for a little while.

G. Translate the following sentences using these nouns and adjectives: *damp, warehouse, angry, boss, likely, nice, reward, type of person, worried expression.*

1. Він мусив іти в сирий, холодний склад.
2. Він все ще сердився на власника (керівника).
3. Схоже, ми можемо отримати за них хорошу винагороду.
4. Напевно, він так і зробив би, якби у нього був інший характер.
5. У нього був стурбований вигляд.

H. Think and answer:

1. Imagine you are Jerry. One day you find the diamonds. *What would you do then?*

2. Suppose that Ken does not come back at night to the warehouse. *What would Jerry's actions be in this case? Would Jerry find out the smuggler?*

3. Imagine that you are Ken Hunter. *How would you behave at the interrogation? Would you reject the evidence completely?*

I. Write down the facts which helped Jerry to reveal the crime.

J. Work in groups.

Divide the students into four groups. You are the main participants of the law court trial: jury, counsel, prosecutor, defendant (suspected). Counsel for defence and prosecutor have to think about and present the closing (final) speech they would make at this trial, jury has to pass a sentence and to explain their decision, the accused has to give the final speech.

K. Think of the title of the story. Which of the following proverbs or idioms would you use as the title? Support your point of view.

- Honesty is the best policy.
- Luck is on one side.
- Live your beliefs and you can turn the world around.
- It takes courage to grow up and become who you really are.
- Money is the root of all evil.
- Every man has his price.
- Money is the guarantee of security.

THE ANGEL (By Carol Chapman)

Warren S. Fish put on his gray tie and his gray coat. He combed his gray hair and parted it neatly. Then he quietly dialed the bank's number.

«Hello, Mr. Fowler? I have a doctor's appointment this morning», he whispered into the phone. «I will be an hour late». Then he hung up as softly as possible.

«Warren?» came a sharp voice from the kitchen. «Warren? Who are you talking to?»

Warren took a deep breath. Then he went into the kitchen. He sat down to eat his loft-boiled egg and toast. «No one, dear», he said. «I was talking to no one».

«I heard you talking to someone, Warren», his wife said. She buttered a large jellyroll and stuffed it into her mouth. «I want to know who you were talking to!»

Warren wiped his hands with his napkin. Then he picked up his briefcase.

«Good-bye, Ethel», he said, opening the back door. «Good-bye».

As he closed the door, he could hear the sound of plastic wrapping being torn. His wife was opening another package of rolls.

Warren drove two blocks. Then he parked his car. It was not a medical building he went into. It was a travel agency.

«A one-way ticket to the Hawaiian Islands, please», he told the agent.

«What part of the Islands?» asked the agent.

«Any part. It doesn't matter. Just so I can leave tonight», explained Warren.

The travel agent made a phone call. Then she spoke to Warren.

«Sir, there is a scat for you at 8:25 for Maui. Would you like to pay now?»

«No», said Warren. «I don't have the money now. But», he smiled, «I will tonight».

«And what is your name?» she asked.

Warren thought a minute. «My name is James Strut!» he said in a deeper voice.

The agent told Warren his flight number. He thanked her in his new, deep voice. Then he drove to Grayson's Department Store. He bought shirts and pants. Not gray shirts or gray pants, but bright, flowery shirts and white pants. Then he bought some luggage.

He put everything in the trunk of his car. Then he looked at his old watch. It was now time to go to the bank. He drove to the old part of town, to the First American Bank — the bank Warren had driven to for 45 years.

«There's Warren», Mr. Fowler said, when Warren walked through the doorway. Warren nodded at the young bank manager.

«Well, how does it feel?» said Mr. Fowler. «Your last day here. You get to retire at last».

«Yes, sir», said Warren. «I'm looking forward to it».

«Your voice sounds different,» said Mr. Fowler.

Warren just smiled.

During the morning, Warren greeted his usual customers. He said the usual nice things to them. Some customers even brought in some «good-bye» gifts like small plants. They should have brought me suntan oil and sunglasses. Or maybe a beach chair, Warren thought, as he looked at the pile of gifts. In the meantime, Warren kept watching the clock. Time was going by slowly for him.

When lunchtime came, Mr. Fowler took Warren out to lunch at a fancy place. He gave Warren a gold watch.

«It's not much after 45 years», said Mr. Fowler.

«Oh, it's very nice», Warren said. He put it on. «Is it waterproof?»

«Waterproof?» asked Mr. Fowler in surprise. «Well, I guess it is».

«Good», said Warren. A waterproof watch would be a must on his new 22-foot sailboat.

«I know the small amount of money you'll be getting every month isn't very much», Mr. Fowler said, shaking his head. «'But you'll get by».

«I'm sure I will», said Warren.

Warren knew he would more than get by after today. He would have plenty of money. Every week for the past 40 years, Warren had been putting away a new, crisp, \$50 bill. Even though it was the bank's money, he felt he deserved it. He had found a way to change the books so the bank never missed the money. It was foolproof!

He had been working at the bank for five years. Then he discovered the loose brick close to the floor, in the wall next to his desk. When he pulled the loose brick out, there was a big, empty space. And that was where Warren had stored his money. He would have over \$100,000 by now.

Ten minutes before closing time, Warren began to get very excited. He planned to make some excuse for staying a little late — like clearing out his desk. Then, when everyone was gone, he would pile the money into his briefcase. Then he would head for the airport.

«Mr. Fish!» came a woman's voice.

Warren looked up to see Mrs. Angelo. Mrs. Angelo came in every Friday to make a deposit. She always came to his window. Her bakery was right next door to the bank. It had been there as long as he could remember. «I will miss you, Mr. Fish», she said. «Please take these to your wife». She handed him a white bag. He looked into it and saw five different kinds of jellyrolls.

«Why, thank you», said Warren. «I'll mail them to her».

«What do you mean?» asked Mrs. Angelo.

«I was just joking», said Warren.

He took the money from her and counted it out. She always made two deposits, one for her checking account and one for her savings.

«Mr. Fish, I will tell you a secret. I have an angel», Mrs. Angelo declared.

Warren hoped this wasn't going to take long. It was almost closing time, and sometimes she could talk forever.

«Is that right?» said Warren.

«Yes, I will tell you about it. My angel first came to me 30 years ago. I had no money to pay the rent on my bakery. I prayed and prayed, but nothing happened».

Warren looked at the clock. It was two minutes until closing time.

She went on. «So I started packing up the things in my shop. I was cleaning out a bottom cupboard. I reached in and there was the money!»

Mrs. Angelo started laughing. «It was my angel, you see. My angel sent me the money».

«That's very nice,» said Warren as he locked his drawer. He had things to do, and she was slowing him up!

«And ever since, my angel has given me money in that very spot every single week. I'm sending my grandchildren to college with it now!»

Suddenly Warren looked up, his voice becoming shrill. «Every week you say? How much does your angel give you?» Sweat started to form on his forehead.

«A brand new \$50 bill,» said Mrs. Angelo. «Straight from heaven!»

Note:

<i>He combed his grey hair and parted it neatly.</i>	Він розчесав своє сиве волосся та охайно розділив його.
<i>to dial the number</i>	набирати номер
<i>to whisper</i>	шепотіти
<i>to take a deep breath</i>	затамувати подих; зробити слабкий вдих
<i>a trunk of a car</i>	багажник автомобіля
<i>to nod</i>	кивати головою
<i>usual customers</i>	постійні клієнти
<i>suntan oil</i>	олійка для засмаги
<i>the pile of gifts</i>	купа подарунків
<i>a sailboat</i>	парусна яхта
<i>plenty of money</i>	багато грошей
<i>foolproof</i>	надійний
<i>a brick</i>	цеглина
<i>to store the money</i>	зберігати гроші
<i>bakery</i>	пекарня
<i>to miss somebody</i>	сумувати за кимсь
<i>savings</i>	заощадження
<i>checking account</i>	поточний рахунок
<i>the rent</i>	орендна плата; рента
<i>Sweat started to form on his forehead.</i>	Його чоло вкрилося холодним потом.

SUGGESTED ACTIVITIES

A. Say if you agree or disagree and support your point of view:

1. Warren S. Fish has been working at the bank for 25 years.
2. Mr. Warren was sending Mrs. Angelo \$ 50 bill every week.
3. It was not a medical building he went into.
4. He bought gray shirts and gray pants.
5. During the morning Warren greeted his usual customers.
6. Mr. Fowler took Warren out to lunch at a fancy place and gave him a gold watch.
7. Then he made a hole close to the floor, in the wall next to his desk.
8. Mrs. Angelo knew that Mr. Fish was her angel.
9. Mr. Fish lived happy family life.
10. Mrs. Angelo had no money to pay the rent on her bakery.

B. Paraphrase the following:

1. He *brushed* his gray hair and parted it neatly.
2. During the morning Warren greeted his usual *clients*.
3. Mr. Fowler *invited* Warren to lunch at a fancy place.
4. Mrs. Angelo always made two *loans*.
5. Some customers even *introduced* some «good-buy» gifts.

C. Recall the situations in which the following word combinations and sentences occur in the text:

1. She buttered a large jellyroll and stuffed it into her mouth.
2. A one-way ticket to the Hawaiian Islands, please.
3. Then he drove to Grayson's Department Store.
4. He gave Warren a gold watch.
5. Mr. Fish, I will tell you a secret. I have an angel.

D. Form nouns, adjectives and verbs by means of the following suffixes:

Nouns	Adjectives	Verbs
-sion: to decide -ion: to prosecute -ment: to appoint -er: to manage -ation: to inform	-al: crime -ive: to investigate -able: desire -ful: care	-ize: summary -ify: identity

E. Ask all possible questions:

1. Warren S. Fish put on his gray tie and his gray coat.
2. His wife was opening another package of rolls.
3. Every week for the past 40 years, Warren had been putting away a new, crisp, \$50 bill.
4. Her bakery was right next-door to the bank.
5. My angel has given me money in the very spot every single week.

F Answer the following questions:

1. What do you know about the life and work of Carol Chapman?
2. How do you understand the title of the fiction?
3. What kind of fiction is the story? (*Prove your answer*)
4. What is the fiction about?
5. What are the main characters of the story?
6. Was Warren happy in his marriage? (*Prove your answer*)
7. Why did he buy flowery shirts and white pants?
8. Did Warren change his name in a travel agency?

G. Remember these synonyms. Use them in the situations of your own: *to escape, to avoid, to evade, to elude, to dodge.*

- a) to escape– втікати, рятуватися;
- b) to avoid– уникати, сторонитися, ухилятися;
- c) to evade– обходити (закон, питання);
- d) to elude– уникати (полону), не пригадувати (обличчя, імені);
- e) to dodge– ухилятися (від удару), ховатися;

H. Discuss the following:

1. Warren S. Fish – the clerk of the First American Bank.
2. Mrs. Fish.
3. At a travel agency.
4. A «foolproof» way of earning money.
5. Mrs. Angelo's secret.

I. Give a brief summary of the story.

J. Think of the title of the story. Which of the following proverbs or idioms can be used as the title?

- As you sow, you shall mow.
- Money is the root of all evil.
- Every man has his price.
- Money is the guarantee of security.

K. Work in groups. Imagine that Mr. Fish was accused of swindling. Act out the following situations:

1. You are counsel for defence. Write down the closing speech you would make at this trial.
2. Write down all the questions you would ask Mr. Fish at the interrogation.

PART III

TEST 1

Choose the right answer.

1. When I ... home, I heard your phone message.
a) was getting; b) got; c) am getting; d) will get; e) have got.
2. Jack ... from Leeds in the north of England.
a) comes; b) come; c) are coming; d) will have come; e) had come.
3. That looks like Carlos over there, but it ... be. He's in Germany.
a) mustn't; b) should; c) may; d) must; e) can't.
4. It ... been embarrassing for you to forget his name.
a) could; b) didn't have; c) had to; d) must have; e) can have.
5. I really can't afford ... in such an expensive restaurant.
a) having eat; b) with eating; c) to eat; d) of eating; e) eating.
6. Do you mind ... for a couple of minutes while I write this email?
a) for waiting; b) waiting; c) about to wait;
d) to wait; e) of waiting.
7. If you ... earlier, you might have got there on time.
a) had left; b) would leave; c) left; d) have left; e) leave.
8. If you tell me what you want, I ... it for you at the airport.
a) would get; b) get; c) got; d) have got; e) will get.
9. He has to work a lot ... in this new job than he used to in his old one.
a) harder; b) the hardest; c) hard; d) hardly; e) more hard.
10. You can do the job ... than anyone can.
a) good; b) well; c) the best; d) better; e) best.
11. When organized crime ... a police official, it nullifies law enforcement.
a) bribes; b) bribery; c) briber; d) bribeless; e) bribe.
12. The other big problem Kingston Division has is public
a) orders; b) disorderly; c) ordering; d) disorder; e) disorders.
13. The laboratory analyzes the class and **common** characteristics of evidence.
a) individually and simple; b) usual and familiar;
c) wrong and spiritual; d) successful; e) physical.

14. Voiceprints and **weapons** are the strongest possible evidence of a person's identity.

- a) fingerprints; b) DNA; c) tool marks; d) chips; e) firearms.

15. The dominant tradition in the USA law ... is local control.

- a) responsibility; b) powers; c) enforcement;
d) department; e) policing.

16. It is illegal to possess or use narcotics or other ... without prescription.

- a) drugs; b) guns; c) addicts; d) drops; e) felony.

17. To apprehend:

- a) to look carefully trying to find;
b) to locate and arrest someone;
c) to record and report something;
d) to figure something out;
e) to continue the search for witnesses.

18. Sentence:

- a) an attorney who prosecutes someone in a court of law;
b) a written statement of the essential facts of the offence;
c) forcing people to obey law;
d) a building where criminals are locked;
e) the punishment given to a criminal by a judge in a court of law.

19. To accuse somebody of something, especially formally in a court of law –

- a) to blame; b) to charge; c) to fine;
d) to discredit; e) to deprive of.

20. A responsibility or duty to do something as required by law, a contract –

- a) guilt; b) burglary; c) right; d) obligation; e) origin.

Read the text below. For questions 21-25, choose the correct answer (a, b, c, d or e) which you think fits best according to the text.

I believe everyone's given a chance in life. My son, Gary, was given his chance with cooking, and my chance was to run a restaurant. When I heard about the opportunity, I rushed over to look at the place. It was in a really bad state. It was perfect for what I had in mind.

Coming into this business made me recall my childhood. I can remember my mother going out to work in a factory and me being so upset because I was left alone. With that in mind, I thought, 'We want time for family life.' My wife dedicated herself to looking after

the children and did all my accounts, while I ran the business. We lived over the restaurant in those days, and we always put a lot of emphasis on having meals together. It's paid dividends with our children. Gary and Joe. They're both very confident. Also, from a very early age they would come down and talk to our regular customers. It's given both of them a great start in life.

Gary was quite a lively child when he was really small. We had a corner bath, and when he was about seven he thought he'd jump into it like a swimming pool, and he knocked himself out. When he was older he had to work for pocket money. He started off doing odd jobs and by the age of about ten he was in the kitchen every weekend, so he always had loads of money at school. He had discipline. He used to be up even before me in the morning. If you run a family business, it's for the family, and it was nice to see him helping out.

Gary wasn't very academic, but he shone so much in the kitchen. By the age of 15 he was as good as any of the men working there, and sometimes he was even left in charge. He would produce over a hundred meals, and from then I knew he'd go into catering because he had that flair. So when he came to me and said, 'Dad. I've got to do work experience as part of my course at school,' I sent him to a friend of mine who's got a restaurant.

Gary recently took up playing the drums and now he has his own band. Goodness knows what will happen to the cooking if the music takes off. My advice to Gary would be: if you start chasing two hares, you end up catching neither, so chase the hare you know you're going to catch. He understood when I said to him: 'Gary, if you're going to get anywhere in life, you've got to do it by the age of 30. If you haven't done it by then, it's too late.'

Gary went to catering college at the age of 17, and on his first day he and the other new students - they're normally complete beginners - were given what's supposed to be a morning's work. But within an hour Gary had chopped all his vegetables, sliced all his meats. He'd prepared everything. That's my son for you! In the end, he was helping other people out.

None of us can believe how successful Gary's TV cookery series has become. I'm extremely proud of him. I've always tried to tell him that if you want something, you've got to work jolly hard for it, because no one gives you anything. He's seen the opportunity he's been given and grabbed hold of it with both hands. You know, you talk to your children as they grow up, and if they only take in ten per cent of what you've told them, you've got to be happy with that. The things Gary says, the things he does, I think, well, I must have listened sometimes.

21. How did the writer react to his own big chance?
- a) He worried about the problems.
 - b) He saw what could be done.
 - c) He thought the family would suffer.
 - d) He wondered if he should take it.
 - e) He allowed money to be saved.

22. How did the writer's childhood influence his own family life?
- a) He realised that the pattern was repeating itself.
 - b) He encouraged his children to talk to him.
 - c) He made sure there was plenty of personal contact.
 - d) He asked his wife to stay at home.
 - e) He forbade his wife to stay at home.

23. As a young boy, Gary
- a) showed how determined he could be.
 - b) was always in trouble.
 - c) was motivated by money.
 - d) demonstrated a variety of talents.
 - e) has forgotten important lessons.

24. What is Gary's father's attitude to Gary playing in a band?
- a) Pleased that he has a hobby he enjoys.
 - b) Interested in how he can introduce music into the restaurant.
 - c) Concerned that music may interfere with his career.
 - d) Doubtful whether he will have time to improve his technique.
 - e) Was worth the suffering.

25. According to his father, what was typical about Gary's behavior on his first day at college?
- a) He helped other people.
 - b) He impressed those in charge.
 - c) He tried to make his father proud.
 - d) He performed the task efficiently.
 - e) Gary has learnt some essential things.

TEST 2

Choose the right answer.

1. We ... to our new premises by August.
- a) will be moving;
 - b) will move;
 - c) won't;
 - d) didn't;
 - e) will have moved.

2. Your taxi just ...
 a) will arrive; b) has arrived; c) is arriving;
 d) arrived; e) had arrived.
3. I think we ... accept their offer. It's the best we'll get.
 a) should; b) must have; c) could; d) don't need; e) had to.
4. Marie isn't at her office, so she ... be on her way here.
 a) can; b) would; c) must; d) mustn't; e) might have.
5. The transport companies deny ... the damage.
 a) causing; b) to cause; c) having cause;
 d) caused; e) of causing.
6. I refuse ... that we can't do it. We have to try harder.
 a) to believing; b) of believe; c) to have believed;
 d) believing; e) to believe.
7. We ... sorted out the problem much sooner if we had had the manual.
 a) will have; b) would have; c) didn't; d) had; e) would.
8. I need to contact Head Office. I wish ... my mobile phone with me.
 a) I have; b) I will have; c) I had had;
 d) I had; e) I would have.
9. She's become much ... since she stopped seeing Dominic.
 a) happy; b) happier; c) happiest;
 d) more happy; e) happily.
10. Travelling by train is ... tiring than driving.
 a) less; b) the least; c) least; d) little; e) the less.
11. You never know you might be lucky, and find your ... property.
 a) stole; b) stolen; c) steal; d) stealing; e) stealer.
12. The FBI's national drug strategy was ... in 1986.
 a) implement; b) implementing; c) unimplemented;
 d) implementation; e) implemented.
13. The police questioned five **witnesses** in connection with the crime.
 a) neighbours; b) criminals; c) bystanders;
 d) judges; e) innocent.
14. A crime is a violation of criminal law, for which **punishment** is prescribed.
 a) prize; b) runaway; c) robbery; d) murder; e) penalty.

15. Preventing crime is one of the primary functions of ...
- a) patrol;
 - b) welfare;
 - c) guarantee;
 - d) private disputes;
 - e) arrest.

16. The unique feature of the militia is their legal ... to use force.
- a) training;
 - b) investigation;
 - c) security;
 - d) authority;
 - e) record.

17. Crime scene:

- a) a place where the prosecutor prepares the case for the trial;
- b) the place where a crime is committed;
- c) the place of interrogation;
- d) something that was used to commit a crime;
- e) the place where leads are thoroughly developed.

18. To punish:

- a) to inflict a reward for someone for doing something wrong;
- b) to keep someone or something safe;
- c) to classify crimes according to their subject matter;
- d) to inflict a penalty on someone for doing something wrong;
- e) to change individual offenders' behavior.

19. A picture in words –

- a) description;
- b) appearance;
- c) characteristic;
- d) amount;
- e) photo.

20. A person who is running away or escaping –

- a) manhunt;
- b) windbreaker;
- c) fugitive;
- d) burglar;
- e) treason.

Read the text below. For questions 21-25, choose the correct answer (a, b, c, d or e) which you think fits best according to the text.

Whole families of musicians are not exactly rare. However, it is unusual to come across one that includes not only writers and performers of music, but also an instrument maker.

When South Wales schoolteachers John and Hetty Watkins needed to get their ten-year-old son, Paul, a cello to suit his blossoming talents, they balked at the costs involved. 'We had a look at various dealers and it was obvious it was going to be very expensive,' John says. 'So I wondered if I could actually make one. I discovered that the Welsh School of Instrument Making was not far from where I lived, and I went along for evening classes once a week for about three years.'

'After probably three or four goes with violins and violas, he had a crack at his first cello,' Paul, now 28, adds. 'It turned out really well.'

He made me another one a bit later, when he'd got the hang of it. And that's the one I used right up until a few months ago.' John has since retired as a teacher to work as a full-time craftsman, and makes up to a dozen violins a year - selling one to the esteemed American player Jaime Laredo was 'the icing on the cake'.

Both Paul and his younger brother, Huw, were encouraged to play music from an early age. The piano came first: 'As soon as I was big enough to climb up and bang the keys, that's what I did,' Paul remembers. But it wasn't long before the cello beckoned. 'My folks were really quite keen for me to take up the violin, because Dad, who played the viola, used to play chamber music with his mates and they needed another violin to make up a string trio. I learned it for about six weeks but didn't take to it. But I really took to the character who played the cello in Dad's group. I thought he was a very cool guy when I was six or seven. So he said he'd give me some lessons, and that really started it all off. Later, they suggested that my brother play the violin too, but he would have none of it.'

'My parents were both supportive and relaxed,' Huw says. 'I don't think I would have responded very well to being pushed. And, rather than feeling threatened by Paul's success, I found that I had something to aspire to.' Now 22, he is beginning to make his own mark as a pianist and composer.

Meanwhile, John Watkins' cello has done his elder son proud. With it, Paul won the string final of the BBC Young Musician of the Year competition. Then, at the remarkably youthful age of 20, he was appointed principal cellist of the BBC Symphony Orchestra, a position he held, still playing his father's instrument, until last year. Now, however, he has acquired a Francesco Rugeri cello, on loan from the Royal Academy of Music. 'Dad's not said anything about me moving on, though recently he had the chance to run a bow across the strings of each in turn and had to admit that my new one is quite nice! I think the only thing Dad's doesn't have - and may acquire after about 50-100 years - is the power to project right to the back of large concert halls. It will get richer with age, like my Rugeri, which is already 304 years old.'

Soon he will be seen on television playing the Rugeri as the soloist in Elgar's Cello Concerto, which forms the heart of the second programme in the new series, Masterworks. 'The well-known performance history doesn't affect the way I play the work,' he says. 'I'm always going to do it my way.' But Paul won't be able to watch himself on television - the same night he is playing at the Cheltenham Festival. Nor will Huw, whose String Quartet is receiving its London premiere at the Wigmore Hall the same evening. John and Hetty will have to be diplomatic - and energetic - if they are to keep track of all their sons' musical activities over the coming weeks.

21. Why did John Watkins decide to make a cello?
- a) He wanted to encourage his son Paul to take up the instrument.
 - b) He was keen to do a course at the nearby school.
 - c) He felt that dealers were giving him false information.
 - d) He wanted to avoid having to pay for one.
 - e) His violins have turned out to be better than his cellos.

22. Paul first became interested in playing the cello because
- a) he admired someone his father played music with.
 - b) he wanted to play in his father's group.
 - c) he was not very good at playing the piano.
 - d) he did not want to do what his parents wanted.
 - e) he considers the one used by Jaime Laredo to be the best.

23. What do we learn about Huw's musical development?
- a) His parents' attitude has played little part in it.
 - b) It was slow because he lacked determination.
 - c) His brother's achievements gave him an aim.
 - d) He wanted it to be different from his brother's.
 - e) It took him longer to learn how to make cellos than violins.

24. What does Paul say about the Rugeri cello?
- a) His father's reaction to it worried him.
 - b) The cello his father made may become as good as it.
 - c) It has qualities that he had not expected.
 - d) He was not keen to tell his father that he was using it.
 - e) His father's reaction to it didn't worry him.

25. What does Paul say about his performance of Elgar's Cello Concerto?

- a) It is less traditional than other performances he has given.
- b) Some viewers are likely to have a low opinion of it.
- c) He considers it to be one of his best performances.
- d) It is typical of his approach to everything he plays.
- e) Advised his son on what he should do next.

TEST 3

Choose the right answer.

1. We ... to our new premises in August.
- a) will have moved;
 - b) are moving;
 - c) had moved;
 - d) will be moving;
 - e) have moved.

2. I'm afraid Patricia ... the office an hour ago.
- a) left;
 - b) leaved;
 - c) would leave;
 - d) is leaving;
 - e) has left.

3. I ... be able to help you, but I'm not sure.
a) can't; b) must to; c) might; d) should; e) can.
4. Before we agree, we'll ... study the contract in more detail.
a) don't have; b) have to; c) could; d) can; e) need.
5. I realized I had forgotten ... any spare batteries.
a) packing; b) about to pack; c) of packing;
d) have packed; e) to pack.
6. Do you fancy ... with us for a drink?
a) to come; b) coming; c) about to come;
d) of coming; e) came.
7. If I were you, ... call their Technical Support number.
a) I'd; b) I'll; c) I had; d) I'm; e) I have.
8. If you ... have acted so quickly, we'd be in big trouble.
a) haven't; b) had; c) wouldn't; d) would; e) hadn't.
9. I sleep much ... than I used to.
a) heaviest; b) more heavier; c) more heavily;
d) much heavily; e) the heaviest.
10. As the exams got ..., he worked harder and harder.
a) near; b) more near; c) nearest; d) the nearest; e) nearer.
11. We had a crazy weekend in City Central! There were non-stop ...
and Priority every night.
a) emergencies; b) emergency; c) emergent;
d) emergence; e) emergently.
12. Any ... suspected of contamination should be placed in clearly
marked plastic bags and sealed.
a) evidential; b) evident; c) evidentially;
d) evidence; e) evidencing.
13. The police have arrested the **perpetrator** at the scene of crime.
a) investigator; b) offender; c) custody; d) witness; e) lead.
14. Criminal **homicide** is usually divided by statute into murder
and manslaughter.
a) drug trafficking; b) theft; c) killing; d) burglary; e) shift.
15. It is written in the article that the police ... the criminal.
a) identity; b) arrested; c) occupied; d) possessed; e) dead.
16. There is little probability that this is the ... of an animal.
a) testimony; b) evidence; c) blood; d) suspect; e) source.

17. Misdemeanor:

- a) a crime that is not so serious as a felony;
- b) the most serious crime;
- c) taking someone's property without permission;
- d) the crimes which include murder, rape and arson;
- e) something that was used to commit a crime.

18. To prohibit:

- a) to let somebody do something;
- b) to encroach on something;
- c) to make something smaller or less important;
- d) to express a threat against someone;
- e) to forbid something.

19. An injury caused by cutting, shooting especially as the result of an attack –

- a) gunshot;
- b) harm;
- c) stab;
- d) wound;
- e) tool.

20. A formal authorization needed for the arrest of the accused –

- a) warrant;
- b) indictment;
- c) infancy;
- d) punishment;
- e) imprisonment.

Read the text below. For questions 21-25, choose the correct answer (a, b, c, d or e) which you think fits best according to the text.

There are still many things that Peter Cooke would like to try his hand at - paper-making and feather-work are on his list. For the moment though, he will stick to the skill that he has been delighted to perfect over the past ten years: making delicate and unusual objects out of shells. 'Tell me if I am boring you,' he says, as he leads me round his apartment showing me his work. There is a fine line between being a bore and being an enthusiast, but Cooke need not worry: he fits into the latter category, helped both by his charm and by the beauty of the things he makes.

He points to a pair of shell-covered ornaments above a fireplace. 'I shan't be at all bothered if people don't buy them because I have got so used to them, and to me they're adorable. I never meant to sell my work commercially. Some friends came to see me about five years ago and said, «You must have an exhibition -people ought to see these. We'll talk to a man who owns an art gallery».' The result was an exhibition in London, at which 70 per cent of the objects were sold. His second exhibition opened at the gallery yesterday. Considering the enormous prices the pieces command - around 2,000 pounds for the ornaments – an empty space above the fireplace would seem a small sacrifice for Cooke to make. There are 86 pieces in the exhibition, with prices starting at 225 pounds for a shell-flower in a crystal vase. Cooke insists that he

has nothing to do with the prices and is cheerily open about their level: he claims there is nobody else in the world who produces work like his, and, as the gallery-owner told him, 'Well, you're going to stop one day and everybody will want your pieces because there won't be any more.'

'I do wish, though,' says Cooke, 'that I'd taken this up a lot earlier, because then I would have been able to produce really wonderful things - at least the potential would have been there. Although the ideas are still there and I'm doing the best I can now, I'm more limited physically than I was when I started.' Still, the work that he has managed to produce is a long way from the common shell constructions that can be found in seaside shops. 'I have a miniature mind,' he says, and this has resulted in boxes covered in thousands of tiny shells, little shaded pictures made from shells and baskets of astonishingly realistic flowers.

Cooke has created his own method and uses materials as and when he finds them. He uses the cardboard sent back with laundered shirts for his flower bases, a nameless glue bought in bulk from a sail-maker ('If it runs out, I don't know what I will do!') and washing-up liquid to wash the shells. 'I have an idea of what I want to do, and it just does itself,' he says of his working method, yet the attention to detail, colour gradations and symmetry he achieves look far from accidental.

Cooke's quest for beautiful, and especially tiny, shells has taken him further than his Norfolk shore: to France, Thailand, Mexico, South Africa and the Philippines, to name but a few of the beaches where he has lain on his stomach and looked for beauties to bring home. He is insistent that he only collects dead shells and defends himself against people who write him letters accusing him of stripping the world's beaches. 'When I am collecting shells, I hear people's great fat feet crunching them up far faster than I can collect them; and the ones that are left, the sea breaks up. I would not dream of collecting shells with living creatures in them or diving for them, but once their occupants have left, why should I not collect them?'

21. What does the reader learn about Peter Cooke in the first paragraph?

- a) He has produced hand-made objects in different materials.
- b) He was praised for his shell objects many years ago.
- c) He hopes to work with other materials in the future.
- d) He has written about his love of making shell objects.
- e) He notes that his work will not always be so popular.

22. When looking round his apartment, the writer

- a) is attracted by Cooke's personality.
- b) senses that Cooke wants his products to be admired.
- c) realises he finds Cooke's work boring.
- d) feels uncertain about giving Cooke his opinion.
- e) says he has no idea why the level is so high.

23. What does Cooke regret about his work?
- a) He is not as famous as he should have been.
 - b) He makes less money than he should make.
 - c) He is less imaginative than he used to be.
 - d) He cleverly changes the subject.
 - e) He is not as skilful as he used to be.

24. When talking about the artist's working method, the writer suspects that Cooke

- a) accepts that he sometimes makes mistakes.
- b) is unaware of the unique quality his work has.
- c) underrates his creative contribution.
- d) undervalues the materials that he uses.
- e) is aware of the unique quality his work has.

25. What does the reader learn about Cooke's shell-collecting activities?

- a) Not everyone approves of what he does.
- b) Other methods might make his work easier.
- c) Other tourists get in the way of his collecting.
- d) Not all shells are the right size and shape for his work.
- e) Defends the prices charged for his work.

TEST 4

Choose the right answer.

1. When the contract ... ready, I'll let you know.

- a) is;
- b) will be;
- c) was;
- d) had been;
- e) are.

2. While I was looking for my keys, I suddenly remembered I ... them at home.

- a) leaved;
- b) left;
- c) had left;
- d) was leaving;
- e) leave.

3. Yes, it's a good idea, we ... consult more closely with the unions.

- a) should to;
- b) should;
- c) can't;
- d) need;
- e) shouldn't to.

4. Sorry, I ... go now. I don't want to be late.

- a) can't;
- b) may;
- c) must to;
- d) have to;
- e) must.

5. He admitted ... a mistake on the invoice.

- a) to make;
- b) of making;
- c) making;
- d) made;
- e) having make.

6. ... me to call Salvia this afternoon.

- a) Reminding;
- b) Remind;
- c) Remembering;
- d) Remember;
- e) Remind about.

7. If your second interview ... well, I'm sure they'll offer you the job.

- a) will go; b) went; c) would go; d) goes; e) is going.

8. If you were in his situation, what ...?

- a) would you do; b) will you do; c) did you do;
d) you would do; e) you do.

9. It all happened ... than I was expecting.

- a) suddenly; b) sudden; c) the most suddenly;
d) suddenly; e) more suddenly.

10. Hold ... a moment, that's not exactly what I said.

- a) by; b) up; c) on; d) off; e) away.

11. Physical evidence helps to establish the case for or against someone who has committed a

- a) crime; b) criminal; c) criminality;
d) criminalize; e) crimeful.

12. City police have the heaviest ... for dealing with the breaking of laws.

- a) response; b) responsible; c) responsively;
d) responsibility; e) responses.

13. The police officer said that he obtains a complete description of the **vehicle** involved.

- a) fingerprints; b) transport; c) delivery; d) reward; e) tie.

14. The victims may not realize that they have been **swindled**.

- a) disturbed; b) cheated; c) evaluated;
d) rejected; e) complicated.

15. Economic crimes perpetrators often rely on the ignorance of their

- a) losses; b) property; c) concealment;
d) witnesses; e) victims.

16. Most modern coins are based on ... value.

- a) face; b) amount; c) quantity; d) private; e) metal.

17. Plaintiff:

- a) is the party who initiates the lawsuit;
b) is the party who is held guilty;
c) is the party who issues the counter-claim;
d) is the person who serves the complaint and summons;
e) is an assistant to the judge.

18. Pleadings:

- a) are the pre-trial procedures;
- b) are the security officers in court;
- c) are the initial determinations of facts;
- d) are initial lawsuit documents;
- e) are complaint, summons, and verdict.

19. To look at carefully in order to learn about or from –

- a) to sketch;
- b) to maintain;
- c) to examine;
- d) to permit;
- e) to discharge.

20. Having power to carry out decisions, laws, decrees –

- a) legislative;
- b) judicial;
- c) inherited;
- d) executive;
- e) independent.

Read the text below. For questions 21-25, choose the correct answer (a, b, c, d or e) which you think fits best according to the text.

Many trees in the Brackham area were brought down in the terrible storms that March. The town itself lost two great lime trees from the former market square. The disappearance of such prominent features had altered the appearance of the town centre entirely, to the annoyance of its more conservative inhabitants.

Among the annoyed, under more normal circumstances, would have been Chief Inspector Douglas Pelham, head of the local police force. But at the height of that week's storm, when the wind brought down even the mature walnut tree in his garden, Pelham had in fact been in no fit state to notice. A large and healthy man, he had for the first time in his life been seriously ill with an attack of bronchitis.

When he first complained of an aching head and tightness in his chest, his wife, Molly, had tried to persuade him to go to the doctor. Convinced that the police force could not do without him, he had, as usual, ignored her and attempted to carry on working. Predictably, though he wouldn't have listened to anyone who tried to tell him so, this had the effect of fogging his memory and shortening his temper.

It was only when his colleague, Sergeant Lloyd, took the initiative and drove him to the doctor's door that he finally gave in. By that time, he didn't have the strength left to argue with her. In no time at all, she was taking him along to the chemist's to get his prescribed antibiotics and then home to his unsurprised wife who sent him straight to bed.

When Molly told him, on the Thursday morning, that the walnut tree had been brought down during the night, Pelham hadn't been able to take it in. On Thursday evening, he had asked weakly about damage

to the house, groaned thankfully when he heard there was none, and pulled the sheets over his head.

It wasn't until Saturday, when the antibiotics took effect, his temperature dropped and he got up, that he realized with a shock that the loss of the walnut tree had made a permanent difference to the appearance of the living-room. The Pelhams' large house stood in a sizeable garden. It had not come cheap, but even so Pelham had no regrets about buying it. The leafy garden had created an impression of privacy. Now, though, the storm had changed his outlook.

Previously, the view from the living-room had featured the handsome walnut tree. This had not darkened the room because there was also a window on the opposite wall, but it had provided interesting patterns of light and shade that disguised the true state of the worn furniture that the family had brought with them from their previous house.

With the tree gone, the room seemed cruelly bright, its worn furnishings exposed in all their shabbiness. And the view from the window didn't bear looking at. The tall house next door, previously hidden by the tree, was now there, dominating the outlook with its unattractive purple bricks and external pipes. It seemed to have a great many upstairs windows, all of them watching the Pelhams' every movement.

'Doesn't it look terrible?' Pelham croaked to his wife.

But Molly, standing in the doorway, sounded more pleased than dismayed. 'That's what I've been telling you ever since we came here. We have to buy a new sofa, whatever it costs.'

21. Why were some people in Brackham annoyed after the storm?

- a) The town looked different.
- b) The police had done little to help.
- c) No market could be held.
- d) Fallen trees had not been removed.
- e) The town was extremely annoying.

22. When Inspector Pelham's wife first told him about the walnut tree, he appeared to be

- a) worried.
- b) shocked.
- c) saddened.
- d) uninterested.
- e) interested.

23. As a result of the storm, the Pelhams' living-room

- a) was pleasantly lighter.
- b) felt less private.
- c) had a better view.
- d) was in need of repair.
- e) was pleasantly bigger.

24. Why did Molly sound pleased by her husband's comment?
- a) It proved that he was well again.
 - b) She agreed about the tree.
 - c) She thought he meant the sofa.
 - d) It was what she expected him to say.
 - e) She was sure that he fulfils a vital role.

25. From what we learn of Inspector Pelham, he could best be described as

- a) open-minded.
- b) well-liked.
- c) warm-hearted.
- d) bad-natured.
- e) strong-willed.

TEST 5

Choose the right answer.

1. Unless they ... more reasonable, we'll have to break off negotiations.

- a) were;
- b) will be;
- c) is;
- d) are;
- e) would be.

2. I was sure that I ... the door to my office last night, but it was open this morning.

- a) used to lock;
- b) had locked;
- c) was locking;
- d) have locked;
- e) am locking.

3. Is your car door damaged? Someone ... tried to break in.

- a) mustn't;
- b) can had;
- c) must have;
- d) might;
- e) must.

4. It's getting very late. I think we ... pay the bill and leave.

- a) would better;
- b) have better;
- c) need;
- d) must to;
- e) would.

5. He admitted ... a serious mistake.

- a) to having make;
- b) to make;
- c) making;
- d) of making;
- e) was making.

6. We guarantee ... the goods by the end of June.

- a) to deliver;
- b) deliver;
- c) delivering;
- d) of delivering;
- e) of delivery.

7. If my train isn't late, I ... in Paris at six.

- a) am;
- b) would be;
- c) was;
- d) will be;
- e) would be.

8. I can't understand anything Marie says. I wish I ... French.
 a) can speak; b) speak; c) am speaking;
 d) will speak; e) spoke.
9. He made me ... than I've ever been in my life.
 a) the most furious; b) more furious; c) furious;
 d) furiously; e) most furious.
10. It's going to be difficult to get ... with such a small budget.
 a) over; b) down; c) up; d) by; e) off.
11. Much physical ... is hidden, so that scientific procedures are required to find and collect it.
 a) evidence; b) evidencing; c) evident;
 d) evidential; e) evidentially.
12. Highway patrols can arrest nontraffic
 a) violence; b) violate; c) violator; d) violating; e) violation.
13. Most governments now **issue** paper money in the form of bills.
 a) put in circulation; b) write; c) secure; d) pay; e) develop.
14. The USA Constitution defines the crimes against the nation and the state, specifically **treason**.
 a) loyalty to one's country;
 b) faithfulness to one's country;
 c) guidelines to one's country;
 d) criminality of one's country;
 e) betrayal of one's country.
15. Economic crimes are ... acts.
 a) legal; b) nonviolent; c) violent; d) noble; e) investigative.
16. ... is the greatest source of revenue for organized crime.
 a) The sale of narcotics; b) Betting; c) Smuggling;
 d) Gambling; e) Conspiracy.
17. To reconstruct:
 a) to examine something in depth;
 b) to show, prove who or what somebody/something is;
 c) to create something that has existed or happened by using evidence;
 d) to match something with a known sample;
 e) to take photographs at the crime scene.
18. Penalty:
 a) something that is used to disprove or discredit alibi;
 b) any spiritual thing that helps to establish the facts of a case;
 c) a punishment for breaking a rule or law;
 d) the most serious crime;
 e) a crime that is not so serious as a felony.

19. Law-making –
- | | | |
|-----------------|-----------------|---------------|
| a) legislative; | b) judicial; | c) inherited; |
| d) executive; | e) independent. | |

20. The state of being or feeling safe from danger, harm or injury –
- | | | |
|------------------|--------------|----------------|
| a) carelessness; | b) security; | c) regulation; |
| d) correction; | e) service. | |

Read the text below. For questions 21-25, choose the correct answer (a, b, c, d or e) which you think fits best according to the text.

Artist Susan Shepherd is best known for her flower paintings, and the large garden that surrounds her house is the source of many of her subjects. It is full of her favorite flowers, most especially varieties of tulips and poppies. Some of the plants are unruly and seed themselves all over the garden. There is a harmony of colour, shape and structure in the two long flower borders that line the paved path which crosses the garden from east to west. Much of this is due to the previous owners who were keen gardeners, and who left plants that appealed to Susan. She also inherited the gardener, Danny. 'In fact, it was really his garden,' she says. 'We got on very well. At first he would say, «Oh, it's not worth it» to some of the things I wanted to put in, but when I said I wanted to paint them, he recognized what I had in mind'.

Susan prefers to focus on detailed studies of individual plants rather than on the garden as a whole, though she will occasionally paint a group of plants where they are. More usually, she picks them and then takes them up to her studio. 'I don't set the whole thing up at once,» she says. 'I take one flower out and paint it, which might take a few days, and then I bring in another one and build up the painting that way. Sometimes it takes a couple of years to finish'.

Her busiest time of year is spring and early summer, when the tulips are out, followed by the poppies. 'They all come out together, and you're so busy,' she says. But the gradual decaying process is also part of the fascination for her. With tulips, for example, 'you bring them in and put them in water, then leave them for perhaps a day and they each form themselves into different shapes. They open out and are fantastic. When you first put them in a vase, you think they are boring, but they change all the time with twists and turns'.

Susan has always been interested in plants: 'I did botany at school and used to collect wild flowers from all around the countryside,' she says. 'I wasn't particularly interested in gardening then; in fact, I didn't like garden flowers, I thought they looked like the ones made of silk or plastic that were sold in some florists' shops - to me, the only real ones were wild. I was intrigued by the way they managed to flower in really

awkward places, like cracks in rocks or on cliff tops.’ Nowadays, the garden owes much to plants that originated in far-off lands, though they seem as much at home in her garden as they did in China or the Himalayas. She has a come-what-may attitude to the garden, rather like an affectionate aunt who is quite happy for children to run about undisciplined as long as they don’t do any serious damage.

With two forthcoming exhibitions to prepare for, and a ready supply of subject material at her back door, finding time to work in the garden has been difficult recently. She now employs an extra gardener but, despite the need to paint, she knows that, to maintain her connection with her subject matter, ‘you have to get your hands dirty’.

21. What does Susan say about Danny?

- a) He felt she was interfering in his work.
- b) He immediately understood her feelings.
- c) He was recommended by the previous owners.
- d) He was slow to see the point of some of her ideas.
- e) He caused problems for the previous owners.

22. What is Susan’s approach to painting?

- a) She will wait until a flower is ready to be picked before painting it.
- b) She likes to do research on a plant before she paints it.
- c) She spends all day painting an individual flower.
- d) She likes the work being only partly finished.
- e) She creates her paintings in several stages.

23. Susan thinks that tulips

- a) are more colorful and better shaped than other flowers.
- b) are not easy to paint because they change so quickly.
- c) look best some time after they have been cut.
- d) should be kept in the house for as long as possible.
- e) look worse some time after they have been cut.

24. Why did Susan enjoy studying wild flowers at school?

- a) She found the way they adapted to their surroundings fascinating.
- b) She used the lessons as a good excuse to get out of school.
- c) She was attracted by their different colours and shapes.
- d) She wanted to learn how to make copies of them in material.
- e) She wanted to learn how to make copies of them in wood.

25. How does the writer describe Susan’s attitude to her garden?

- a) She thinks children should be allowed to enjoy it.
- b) She prefers planting flowers from overseas.
- c) She likes a certain amount of disorder.
- d) She dislikes criticism of her planting methods.
- e) It’s good to have expert help when you grow plants.

TEST 6

Choose the right answer.

1. I was sure that I had locked the door to my office last night, but it ... open this morning.

- a) was; b) had been; c) have been; d) is; e) is being.

2. While I ... for my keys, I suddenly remembered I had left them at home.

- a) have looked; b) will look; c) am looking;
d) looked; e) was looking.

3. Before we agree, we'll ... study the contract in more detail.

- a) don't have to; b) have to; c) could; d) can; e) could.

4. Yes, it's a good idea, we ... consult more closely with the unions.

- a) should to; b) should; c) can't; d) need; e) shouldn't to.

5. Imagine ... the lottery!

- a) to win; b) win; c) of wining; d) winning; e) having win.

6. Wages tend ... faster than inflation.

- a) rising; b) to rise; c) rise; d) having rise; e) are rising.

7. If your second interview goes well, I'm sure ... offer you the job.

- a) they would; b) they had; c) they have;
d) they'll; e) they are.

8. If my train ... late, I will be in Paris at six.

- a) isn't; b) will be; c) were; d) was; e) is being.

9. ... I try, the worse I seem to do.

- a) the hardest; b) hardly; c) hard;
d) the most hardly; e) the harder.

10. No, I don't have it any more. I threw it

- a) off; b) down; c) away; d) of; e) by.

11. The FBI is the chief ... body of the Justice Department.

- a) investigation; b) investigative; c) investigator;
d) investigate; e) investigating.

12. The prosecution and the ... present their cases at a trial.

- a) defend; b) defendant; c) defensive;
d) defense; e) defender.

13. Criminal law is one weapon which society uses **to prevent** conduct which harms public interests.

- a) to encourage; b) to secure; c) to permit;
d) to support; e) to keep from occurring.

14. The higher educational system helps **to satisfy** the nation's economic and social needs.

- a) to fulfill; b) to save; c) to consider;
d) to rob; e) to graduate.

15. Organized crime provides its clients with goods and services through ... channels.

- a) stolen; b) legal; c) illegal; d) trafficking; e) interest.

16. State police have federal police powers for both ... regulations and criminal investigations.

- a) traffic; b) court; c) social; d) customs; e) authority.

17. To protect:

- a) not to keep someone or something safe;
b) to achieve a standard of conduct;
c) to keep someone from doing harm to something;
d) to guard someone or something;
e) to consider something wrong in any society.

18. Theft:

- a) an act of breaking into a building;
b) taking someone's property without permission;
c) a conditional release from prison before the sentence is finished;
d) threat to harm public interests;
e) betrayal of one's country.

19. An act of breaking into a building to rob or steal something –

- a) misdemeanor; b) betrayal; c) incarceration;
d) harm; e) burglary.

20. A conditional release from prison before one's sentence is finished –

- a) prohibition; b) imprisonment; c) parole;
d) assault; e) retribution.

Read the text below. For questions 21-25, choose the correct answer (a, b, c, d or e) which you think fits best according to the text.

If you are researching your family tree, you're not alone. Genealogy is currently one of the most popular pastimes on the Internet, which is

increasingly being used to trace distant relatives. Some of the most popular Web sites deal with thousands of enquiries and emails every month.

«The progressive breakdown of traditional family values, economic factors and freedom to travel have all spread families out more widely than was once common, and many relatives have lost touch with each other», explains Gordon Johnson, an author and genealogy expert. «Most people now interested in genealogy start by looking for family connections a few generations back, or even relatives alive today, and then get hooked on it as a hobby».

Getting started requires little more than knowing who your parents are. Then it's a simple case of tracing back your lineage generation by generation. Although several beginners' guides can be found online to help, Johnson advises that you make contact with a family history society in the area which your ancestors are from. Many of these publish helpful booklets of local history, gravestone inscriptions or census indexes.

One of the most common mistakes made by amateur genealogists is failing to get in touch with living relatives. These relatives can provide vital information on people, dates and places. Relative accounts can be misleading, but they are the most current source of family history available. Other common errors include not knowing the history of the area in which your research is being conducted or assuming that your surname has never been spelled a different way.

Another common mistake is for researchers to assume they are the only person researching a particular family line. This is unlikely: any family group spanning several generations will probably contain a few thousand living members. This means that contacting distant cousins can be a timesaving and helpful resource. This is where the Web's strength lies. As a cheap means of communicating across oceans and time zones, the Net is second to none, and thousands of family hunters log on daily to request help and information in the pursuit of their goal.

It is also important that researchers keep careful notes of their information sources. A simple filing system for accessing the data they collect is also vital. This will help to avoid confusion once the information begins to pile up. A number of specialist programs are available to help with this. If you decide to use one of these programs, shop around and choose the one which most closely matches your needs.

The problem with the Internet is that it is a very recent medium. The huge resources it offers only serve to highlight the enormous amounts of vital information that have yet to make it into digital format. For the foreseeable future, it is likely that much of the information you need will be found only in books in libraries or in national and local record offices. The online sources are growing fast, but it will be a long time before they completely replace more traditional methods.

21. Many people have become interested in genealogy
- a) because of Web sites on the Internet.
 - b) because people travel more nowadays.
 - c) because they want to make contact with relatives.
 - d) because it is an interesting hobby.
 - e) because they want to make contact with neighbours.

22. The writer thinks that it is unlikely that
- a) only one person is researching a particular family line.
 - b) any family group will have lots of living members.
 - c) any family group will have few family members.
 - d) contacting distant cousins is timesaving.
 - e) this is the best way of tracing your family tree.

23. Many genealogists make the mistake of
- a) believing everything that their relatives tell them.
 - b) misspelling their relatives' names.
 - c) not contacting their relatives.
 - d) ignoring very important information.
 - e) beginning by using the Internet.

24. In order for their search to be successful, researchers need to
- a) use specialist computer programs.
 - b) be very organized.
 - c) collect as much information as possible.
 - d) take notes.
 - e) speak to your parents.

25. Which of these problems with the Internet is mentioned by the writer?
- a) It contains too much information.
 - b) It is hard to keep up with new developments on the Internet.
 - c) Lots of information still isn't available on the Internet.
 - d) Many libraries and record offices don't have Web sites.
 - e) Will soon be the most popular way of researching your family tree.

TEST 7

Choose the right answer.

1. While I was looking for my keys, I suddenly remembered I ... them at home.

- a) leaved; b) left; c) had left; d) was leaving; e) leave.

2. When the contract ... ready, I'll let you know.

- a) is; b) will be; c) was; d) had been; e) are.

3. That looks like Carlos over there, but it ... be. He's in Germany.
a) mustn't; b) should; c) may; d) must; e) can't.
4. Yes, it's a good idea, we ... consult more closely with the unions.
a) should to; b) should; c) can't; d) need; e) shouldn't to.
5. ... me to call Salvia this afternoon.
a) Reminding; b) Remind; c) Remembering;
d) Remember; e) Remind about.
6. He admitted ... a mistake on the invoice.
a) to make; b) of making; c) making;
d) made; e) having make.
7. If your second interview ... well, I'm sure they'll offer you the job.
a) will go; b) went; c) would go; d) goes; e) is going.
8. If you were in his situation, what ...?
a) would you do; b) will you do; c) did you do;
d) you would do; e) you do.
9. It all happened ... than I was expecting.
a) suddenly; b) sudden; c) the most suddenly;
d) suddenly; e) more suddenly.
10. Hold ... a moment, that's not exactly what I said.
a) by; b) up; c) on; d) off; e) away.
11. ... law concerns the transfer of property upon the death of the owner.
a) Inherit; b) Inheritance; c) Inherited;
d) Inheritable; e) Inheritor.
12. In most ... various government bodies see that the laws are obeyed.
a) sociable; b) socially; c) social; d) society; e) societies.
13. The special part of criminal law includes the rules of **specific** crimes.
a) various; b) violent; c) loyal; d) clearly stated; e) general.
14. The purpose of **interrogation** is to secure a confession of guilt.
a) questioning; b) hearing; c) investigation;
d) imprisonment; e) trial.
15. The suspect, guilty or ..., is explaining, lying, or standing mute.
a) innocent; b) actual; c) accused; d) concerned; e) no guilt.

16. Tort law recognizes that some acts are wrong because they cause ... to others.

- a) obligations;
- b) interaction;
- c) injuries;
- d) notion;
- e) acceptance.

17. Right:

- a) something that is owned;
- b) a contract or a promise to someone;
- c) a statement of obligation within a legal system;
- d) a responsibility or duty to do something;
- e) a thing one may do or have by law.

18. Currency:

- a) means of payment;
- b) a money system in use in a country;
- c) an establishment for keeping money;
- d) a piece of paper money issued by a bank;
- e) put into circulation.

19. To cause people no longer believe something –

- a) to confirm;
- b) to analyze;
- c) to discredit;
- d) to preserve;
- e) to touch.

20. The most serious crime –

- a) misdemeanor;
- b) treason;
- c) theft;
- d) felony;
- e) burglary.

Read the text below. For questions 21-25, choose the correct answer (a, b, c, d or e) which you think fits best according to the text.

I shifted uncomfortably inside my best suit and eased a finger inside the tight white collar. It was hot in the little bus and I had taken a seat on the wrong side where the summer sun beat on the windows. It was a strange outfit for the weather, but a few miles ahead my future employer might be waiting for me and I had to make a good impression. There was a lot depending on this interview. Many friends who had qualified with me were unemployed or working in shops or as labourers in the shipyards. So many that I had almost given up hope of any future for myself as a veterinary surgeon. There were usually two or three jobs advertised in the Veterinary Record each week and an average of eighty applicants for each one. It hadn't seemed possible when the letter came from Darrowby in Yorkshire. Mr Farnon would like to see me on the Friday afternoon; I was to come to tea and, if we were suited to each other, I could stay on as his assistant. Most young people emerging from the colleges after five years of hard work were faced by a world

unimpressed by their enthusiasm and bursting knowledge. So I had grabbed the lifeline unbelievably.

I had never been in Yorkshire before, but the name had always raised a picture of a region as heavy and unromantic as the pudding of the same name; I was prepared for solid respectability, dullness and a total lack of charm. But as the bus made its way higher, I began to wonder. There were high grassy hills and wide valleys. In the valley bottoms, rivers twisted among the trees and solid grey stone farmhouses lay among islands of cultivated land which pushed up the wild, dark hillsides.

Suddenly, I realised the bus was clattering along a narrow street which opened onto a square where we stopped. Above the window of a small grocer's shop I read 'Darrowby Co-operative Society'. We had arrived. I got out and stood beside my battered suitcase, looking about me. There was something unusual and I didn't know what it was at first. Then it came to me. The other passengers had dispersed, the driver had switched off the engine and there was not a sound or a movement anywhere. The only visible sign of life was a group of old men sitting round the clock tower in the centre of the square, but they might have been carved of stone.

Darrowby didn't get much space in the guidebooks, but where it was mentioned it was described as a grey little town on the River Arrow with a market place and little of interest except its two ancient bridges. But when you looked at it, its setting was beautiful. Everywhere from the windows of houses in Darrowby you could see the hills. There was a clearness in the air, a sense of space and airiness that made me feel I had left something behind. The pressure of the city, the noise, the smoke – already they seemed to be falling away from me.

Trengate Street was a quiet road leading off the square and from there I had my first sight of Skeldale House. I knew it was the right place before I was near enough to read S. Farnon, Veterinary Surgeon on the old-fashioned brass nameplate. I knew by the ivy which grew untidily over the red brick, climbing up to the topmost windows. It was what the letter had said - the only house with ivy; and this could be where I would work for the first time as a veterinary surgeon. I rang the doorbell.

21. As he traveled, the writer regretted his choice of

- a) seat.
- b) clothes.
- c) career.
- d) means of transport.
- e) time.

22. What had surprised the writer about the job?

- a) There had been no advertisement.
- b) He had been contacted by letter.
- c) There was an invitation to tea.
- d) He had been selected for interview.
- e) He was forced to make a decision unwillingly.

23. What impression had the writer previously had of Yorkshire?

- a) It was a beautiful place.
- b) It was a boring place.
- c) It was a charming place.
- d) It was an unhappy place.
- e) It was an annoying place.

24. What did the writer feel the guidebooks had missed about Darrowby?

- a) the beauty of the houses
- b) the importance of the bridges
- c) the lovely views from the town
- d) the impressive public spaces
- e) It stood alone.

25. How did the writer's attitude change during the passage?

- a) He began to feel he might like living in Darrowby.
- b) He became less enthusiastic about the job.
- c) He realised his journey was likely to have been a waste of time.
- d) He started to look forward to having the interview
- e) He became more enthusiastic about the job.

TEST 8

Choose the right answer.

1. I ... a lot when I was younger.

- a) used to ski; b) skied; c) was ski; d) would ski; e) skiing.

2. She ... sending emails all week but hasn't placed an order yet.

- a) were; b) was; c) has been; d) sends; e) is sending.

3. You ... touch that button! The whole production line will stop!

- a) must; b) mustn't; c) need to; d) might; e) mustn't have.

4. I think you ... get some advice from your colleagues.

- a) have necessity to; b) must to; c) should to;
- d) may have; e) need to.

5. He made me ... here.

- a) coming; b) to come; c) have came; d) come; e) of coming.

18. Forensic:

- a) things needed for a particular purpose;
- b) of, related to or used in (courts of) law;
- c) a room or building used for research;
- d) examination of people to show how they are alike;
- e) for looking through; to help the eyes.

19. To look at carefully in order to learn about or from –

- a) to sketch;
- b) to maintain;
- c) to examine;
- d) to permit;
- e) to discharge.

20. Having power to carry out decisions, laws, decrees –

- a) legislative;
- b) judicial;
- c) inherited;
- d) executive;
- e) independent.

Read the text below. For questions 21-25, choose the correct answer (a, b, c, d or e) which you think fits best according to the text.

Writing articles about films for The Front Page was my first proper job. Before then I had done bits of reviewing - novels for other newspapers, films for a magazine and anything I was asked to do for the radio. That was how I met Tom Seaton, the first arts editor of The Front Page, who had also written for radio and television. He hired me, but Tom was not primarily a journalist, or he would certainly have been more careful in choosing his staff.

At first, his idea was that a team of critics should take care of the art forms that didn't require specialised knowledge: books, TV, theatre, film and radio. There would be a weekly lunch at which we would make our choices from the artistic material that Tom had decided we should cover, though there would also be guests to make the atmosphere sociable.

It all felt like a bit of a dream at that time: a new newspaper, and I was one of the team. It seemed so unlikely that a paper could be introduced into a crowded market. It seemed just as likely that a millionaire wanted to help me personally, and was pretending to employ me. Such was my lack of self-confidence. In fact, the first time I saw someone reading the newspaper on the London Underground, then turning to a page on which one of my reviews appeared, I didn't know where to look.

Tom's original scheme for a team of critics for the arts never took off. It was a good idea, but we didn't get together as planned and so everything was done by phone. It turned out, too, that the general public out there preferred to associate a reviewer with a single subject area, and so I chose film. Without Tom's initial push, though, we would hardly have come up with the present arrangement, by which I write an extended weekly piece, usually on one film.

The luxury of this way of working suits me well. I wouldn't have been interested in the more standard film critic's role, which involves considering every film that comes out. That's a routine that would make me stale in no time at all. I would soon be sinking into my seat on a Monday morning with the sigh, 'What insulting rubbish must I sit through now?' - a style of sigh that can often be heard in screening rooms around the world.

The space I am given allows me to broaden my argument - or forces me, in an uninteresting week, to make something out of nothing. But what is my role in the public arena? I assume that people choose what films to go to on the basis of the stars, the publicity or the director. There is also such a thing as loyalty to 'type' or its opposite. It can only rarely happen that someone who hates westerns buys a ticket for one after reading a review, or a love story addict avoids a romantic film because of what the papers say. So if a film review isn't really a consumer guide, what is it? I certainly don't feel I have a responsibility to be 'right' about a movie. Nor do I think there should be a certain number of 'great' and 'bad' films each year. All I have to do is put forward an argument. I'm not a judge, and nor would I want to be.

21. The weekly lunches were planned in order to

- a) help the writers get to know each other.
- b) provide an informal information session.
- c) distribute the work that had to be done.
- d) entertain important visitors from the arts.
- e) encouraged people to become writers.

22. When Mark first started working for The Front Page, he

- a) doubted the paper would succeed.
- b) was embarrassed at being recognized.
- c) felt it needed some improvement.
- d) was surprised to be earning so much.
- e) has worked in one area of the media.

23. In the end, the organization of the team was influenced by

- a) flexible working hours.
- b) the availability of writers.
- c) pressure of time.
- d) the popularity of subjects.
- e) readers' opinions.

24. In Mark's opinion, his articles

- a) are seldom read by filmgoers.
- b) are ignored by stars and film directors.
- c) have little effect on public viewing habits.
- d) are more persuasive than people realise.
- e) were unpopular.

25. Which of the following best describes what Mark says about his work?

- a) His success varies from year to year.
- b) He can freely express his opinion.
- c) He prefers to write about films he likes.
- d) He writes according to accepted rules.
- e) He prefers to employ people that he knows.

TEST 9

Choose the right answer.

1. I was sure that I ... the door to my office last night, but it was open this morning.

- a) used to lock;
- b) had locked;
- c) was locking;
- d) have locked;
- e) am locking.

2. Unless they ... more reasonable, we'll have to break off negotiations.

- a) were;
- b) will be;
- c) is;
- d) are;
- e) would be.

3. Is your car door damaged? Someone ... tried to break in.

- a) mustn't;
- b) can had;
- c) must have;
- d) might;
- e) must.

4. It's getting very late. I think we ... pay the bill and leave.

- a) would better;
- b) have better;
- c) need;
- d) must to;
- e) would.

5. He admitted ... a serious mistake.

- a) to having make;
- b) to make;
- c) making;
- d) of making;
- e) was making.

6. We guarantee ... the goods by the end of June.

- a) to deliver;
- b) deliver;
- c) delivering;
- d) of delivering;
- e) of deliver.

7. If my train isn't late, I ... in Paris at six.

- a) were;
- b) would be;
- c) was;
- d) will be;
- e) would been.

8. I can't understand anything Marie says. I wish I ... French.

- a) can speak;
- b) speak;
- c) am speaking;
- d) will speak;
- e) spoke.

9. He made me ... than I've ever been in my life.

- a) the most furious;
- b) more furious;
- c) furious;
- d) furiously;
- e) most furious.

10. It's going to be difficult to get ... with such a small budget.

- a) over;
- b) down;
- c) up;
- d) by;
- e) off.

11. All people are free and equal in their ... and rights.
a) dignify; b) dignitary; c) dignified; d) dignifying; e) dignity.

12. No one shall be ... deprived of housing on the basis of the law.
a) forcing; b) forced; c) forcibly; d) forcible; e) forceful.

13. This country has numerous negative phenomena in its society:
corruption, economic crimes consolidation.
a) bribery; b) organized crime; c) treason;
d) felony; e) illegal sales.

14. The militia protects people, their rights and interests
from unlawful **infringements**.
a) authority; b) violation; c) headquarters;
d) consumption; e) experience.

15. It is written in the article that the police ... the criminal.
a) identity; b) arrested; c) occupied; d) possessed; e) dead.

16. There is little probability that this is the ... of an animal.
a) testimony; b) evidence; c) blood; d) suspect; e) source.

17. Cross-examination:
a) having or showing suspicion;
b) questioning of somebody carefully to test the correctness
of answers
given to previous questions;
c) to take somebody away illegally, using force or deception;
d) a collection of information shown in numbers;
e) distraintment of something as a result of crime or misfortune.

18. Pleadings:
a) are the pre-trial procedures;
b) are the security officers in court;
c) are the initial determinations of facts;
d) are initial lawsuit documents;
e) are complaint, summons, and verdict.

19. A condition or fact of having done wrong or a blame
for wrongdoing –
a) felony; b) inquiry; c) interrogation; d) liberty; e) guilt.

20. To admit one's own wrongdoing very much against one's will–
a) to sentence; b) to bring to trial; c) to confess;
d) to defend; e) to rob.

Read the text below. For questions 21-25, choose the correct answer (a, b, c, d or e) which you think fits best according to the text.

On Saturday mornings I worked in the family shop. I started cycling down to the shop with Dad on Saturdays as soon as I was big enough. I thought of it as giving him a hand and so I didn't mind what I did, although it was mostly just fetching and carrying at a run all morning. I managed not to think of it as work and I looked forward to the bar of chocolate my grandmother passed me unsmilingly as I left. I tried not to look at her; I had reason to feel guilty because I'd generally already eaten some dried fruits or a sliver of cheese when no one was looking. As soon, as I was fifteen, though, Dad said, 'That's it, our Janet. You're of working age now and you're not coming to work unless your grandmother pays you properly.' He did his best to make his chin look determined. I shall speak to her.'

The next Saturday, Granny called me into her little office behind the shop. I always hated going in there. She had an electric heater on full blast, and the windows were always kept tightly closed whatever the weather. There were piles of dusty catalogues and brochures on the floor. 'You want to get paid, I hear,' Granny said. 'Yes, please,' I replied. It was rather like visiting the headmistress at school, so I was very quiet and respectful. Granny searched through the mess of papers on her crowded desk, sighing and clicking her tongue. Eventually she produced an official-looking leaflet and ran her fingers along the columns of figures. 'How old are you?' 'Fifteen ... Granny,' I added for extra politeness, but she looked at me as if I had been cheeky. 'Full-timers at your age get forty pounds for a thirty-five-hour week,' she announced in such a way as to leave no doubt that she wasn't in favour of this. 'No wonder there's no profit in shopkeeping.'

So, Janet, what's that per hour?' Questions like that always flustered me. Instead of trying to work them out in my head, I would just stand there, unable to think straight. «I'll get a pencil and paper», I offered. 'Don't bother,' snapped Granny angrily, 'I'll do it myself. I'll give you a pound an hour; take it or leave it.' I'll take it, please.' 'And I expect real work for it, mind. No standing about, and if I catch you eating any of the stock, there'll be trouble. That's theft, and it's a crime.'

From then on, my main job at the shop was filling the shelves. This was dull, but I hardly expected to be trusted with handling the money. Once or twice, however, when Dad was extra busy, I'd tried to help him by serving behind the counter. I hated it. It was very difficult to remember the prices of everything and I was particularly hopeless at using the till. Certain customers made unkind remarks about this, increasing my confusion and the chances of my making a fool of myself.

It was an old-established village shop, going back 150 years at least and it was really behind the times even then. Dad longed to be able to make the shop more attractive to customers, but Granny wouldn't hear of it. I overheard them once arguing about whether to buy a freezer cabinet. 'Our customers want frozen food,' Dad said. 'They see things advertised and if they can't get them from us, they'll go elsewhere.' 'Your father always sold fresh food,' Granny replied. 'People come here for quality, they don't want all that frozen stuff.'

Actually, she gave way in the end over the freezer. Mr Timson, her great rival, installed one in his shop at the other end of the village and customers started making loud comments about how handy it was, being able to get frozen food in the village, and how good Mr Timson's sausages were. That really upset her because she was proud of her sausages and she ungraciously gave Dad the money to buy the freezer. Within a couple of weeks, she was eating frozen food like the rest of us.

21. How did Janet feel when she first started her Saturday morning job?

- a) She enjoyed the work that she was given.
- b) She was pleased to be helping her father.
- c) She worried that she was not doing it well.
- d) She was only really interested in the reward.
- e) She wasn't pleased to be helping her father.

22. Why did Janet's grandmother react angrily to her offer to fetch a pencil and paper?

- a) Janet was unable to answer her question.
- b) Janet had been unwilling to help her.
- c) Janet had made an unhelpful suggestion.
- d) Janet had answered her rudely.
- e) Janet was confused.

23. What did Janet's father and grandmother disagree about?

- a) how to keep their customers loyal to the shop
- b) the type of advertising needed to attract customers
- c) the type of customers they needed to attract
- d) how to get new customers to come to the shop
- e) how to make their customers spend more in the shop

24. What eventually persuaded Janet's grandmother to buy a freezer?

- a) She found that she liked frozen food after all.
- b) A new shop opening in the village had one.
- c) It was suggested that her products weren't fresh.
- d) She responded to pressure from her customers.
- e) She listened to her husband.

25. What impression do we get of Janet's feelings towards her grandmother?

- a) She respected her fairness.
- b) She doubted her judgement.
- c) She disliked her manner.
- d) She admired her determination.
- e) She disliked her determination.

TEST 10

Choose the right answer.

1. Jack ... from Leeds in the north of England.

- a) comes;
- b) come;
- c) are coming;
- d) will have come;
- e) had come.

2. When I ... home, I heard your phone message.

- a) was getting;
- b) got;
- c) am getting;
- d) will get;
- e) have got.

3. That looks like Carlos over there, but it ... be. He's in Germany.

- a) mustn't;
- b) should;
- c) may;
- d) must;
- e) can't.

4. It ... been embarrassing for you to forget his name.

- a) could;
- b) didn't have;
- c) had to;
- d) must have;
- e) can have.

5. I really can't afford ... in such an expensive restaurant.

- a) having eat;
- b) with eating;
- c) to eat;
- d) of eating;
- e) eating.

6. Do you mind ... for a couple of minutes while I write this email?

- a) for waiting;
- b) waiting;
- c) about to wait;
- d) to wait;
- e) of waiting.

7. If you ... earlier, you might have got there on time.

- a) had left;
- b) would leave;
- c) left;
- d) have left;
- e) leave.

8. If you tell me what you want, I ... it for you at the airport.

- a) would get;
- b) get;
- c) got;
- d) have got;
- e) will get.

9. He has to work a lot ... in this new job than he used to in his old one.

- a) harder;
- b) the hardest;
- c) hard;
- d) hardly;
- e) more hard.

10. You can do the job ... than anyone can.

- a) good;
- b) well;
- c) the best;
- d) better;
- e) best.

11. What matters do civil ... include?

- a) procedures;
- b) proceeds;
- c) proceedings;
- d) proceed;
- e) procedural.

12. If he is ..., he will get a good lawyer and a jury.
a) guiltlessness; b) guiltily; c) guilt; d) guilty; e) disguilty.

13. A police officer was assaulted in the **execution** of his duty.
a) bringing up; b) gain; c) carrying out;
d) finishing; e) controlling.

14. The **leader** of hooligans can arise armies of participants for big games.

a) chief; b) follower; c) phenomenon; d) executive; e) bystander.

15. An official demanded a ... for the work he had to do according to his occupation.

a) tax; b) prize; c) cost; d) prescription; e) bribe.

16. The second category of terrorist crime is actual ... by terror.

a) obedience; b) government; c) hostage; d) rule; e) spread.

17. Judge:

a) someone who is trained in law and is a member of the bar;
b) an official who governs the formation and operation of duties;
c) an official who hears and settles cases in a court of law and who presides over trials;
d) someone who governs the ownership and use of property;
e) a person who is penalized for disobeying law.

18. To manage:

a) to guide, control, or regulate something;
b) to create, offer, or accept something;
c) to obtain, lease, or support a shareholder;
d) to suffer harm from somebody;
e) to put a law or regulation into force.

19. To accuse somebody of something, especially formally in a court of law –

a) to blame; b) to charge; c) to fine;
d) to discredit; e) to deprive of.

20. A person who is running away or escaping –

a) manhunt; b) windbreaker; c) fugitive; d) burglar; e) treason.

Read the text below. For questions 21-25, choose the correct answer (a, b, c, d or e) which you think fits best according to the text.

At 7pm on a dark, cold November evening, thousands of people are making their way across a vast car park. They're not here to see a film, or the ballet, or even the circus. They are all here for what is, bizarrely,

a global phenomenon: they are here to see Holiday on ice. Given that most people don't seem to be acquainted with anyone who's ever been, the show's statistics are extraordinary: nearly 300 million people have seen Holiday on Ice since it began in 1943; it is the most popular live entertainment in the world.

But what does the production involve? And why are so many people prepared to spend their lives travelling round Europe in caravans in order to appear in it? It can't be glamorous, and it's undoubtedly hard work. The backstage atmosphere is an odd mix of gym class and workplace. A curtained-off section at the back of the arena is laughably referred to as the girls' dressing room, but is more accurately described as a corridor, with beige, cracked walls and cheap temporary tables set up along the length of it. Each girl has a small area littered with pots of orange make-up, tubes of mascara and long false eyelashes.

As a place to work, it must rank pretty low down the scale: the area round the ice-rink is grey and mucky with rows of dirty blue and brown plastic seating and red carpet tiles. It's an unimpressive picture, but the show itself is an unquestionably vast, polished global enterprise: the lights come from a firm in Texas, the people who make the audio system are in California, but Montreal supplies the smoke effects; former British Olympic skater Robin Cousins is now creative director for the company and conducts a vast master class to make sure they're ready for the show's next performance.

The next day, as the music blares out from the sound system, the cast start to go through their routines under Cousins' direction. Cousins says, 'The aim is to make sure they're all still getting to exactly the right place on the ice at the right time - largely because the banks of lights in the ceiling are set to those places, and if the skaters are all half a meter out they'll be illuminating empty ice. Our challenge,' he continues, 'is to produce something they can sell in a number of countries at the same time. My theory is that you take those things that people want to see and you give it to them, but not in the way they expect to see it. You try to twist it. And you have to find music that is challenging to the skaters, because they have to do it every night.'

It may be a job which he took to pay the rent, but you can't doubt his enthusiasm. 'The only place you'll see certain skating moves is an ice show,' he says, 'because you're not allowed to do them in competition. It's not in the rules. So the ice show world has things to offer which the competitive world just doesn't.' Cousins knows what he's talking about because he skated for the show himself when he stopped competing - he was financially unable to retire. He learnt the hard way that you can't put on an Olympic performance every night. 'I'd be thinking, these people have paid their money, now do your stuff, and I suddenly thought, «I really can't cope. I'm not enjoying it».' The solution, he realized, was to

give 75 per cent every night, rather than striving for the sort of twice-a-year excellence which won him medals.

To be honest, for those of us whose only experience of ice-skating is watching top-class Olympic skaters, some of the movements can look a bit amateurish, but then, who are we to judge? Equally, it's impossible not to be swept up in the whole thing; well, you'd have to try pretty hard not to enjoy it.

21. What surprises the writer about the popularity of Holiday on Ice?

- a) The show has not changed since it started.
- b) Few people know someone who has seen it.
- c) Ice-skating is not generally a popular hobby.
- d) People often say they prefer other types of show.
- e) The need for a higher level of professional support

22. The writer describes the backstage area in order to show

- a) the conditions that the skaters put up with.
- b) the type of skater that the show attracts.
- c) how much fun the cast have during their work.
- d) how much preparation is needed for a performance.
- e) the variety of places in which the show has been staged

23. For Robin Cousins, the key point when rehearsing skating routines is

- a) the movement of the lights.
- b) keeping in time with the music.
- c) filling all available space on the ice.
- d) the skaters' positions on the ice.
- e) is particularly well paid.

24. Cousins believes that he can meet the challenge of producing shows for different audiences

- a) by varying the routines each night.
- b) by adapting movements to suit local tastes.
- c) by presenting familiar material in an unexpected way.
- d) by selecting music that local audiences will respond to.
- e) by misunderstanding the expectations of others

25. What conclusion does the writer draw about Holiday on Ice?

- a) It is more enjoyable to watch than formal ice-skating.
- b) It requires as much skill as Olympic ice-skating.
- c) It is hard to know who really enjoys it.
- d) It is difficult to dislike it.
- e) It can be as competitive as other forms of skating.

TEST 11

Choose the right answer.

1. I'll ... in the office all evening.
a) be working; b) am working; c) work;
d) working; e) have been.
2. I'll get in touch with you as soon as I ... the results.
a) will know; b) shall know; c) know;
d) am knowing; e) knows.
3. We ... bring in a firm of consultants.
a) don't have; b) ought; c) should to; d) might to; e) ought to.
4. Lucy ... heard the bad news. She looks so happy.
a) can't have; b) must have; c) should; d) can; e) may.
5. It's no use ... to help her.
a) to trying; b) trying; c) of trying; d) to try; e) try.
6. He offered ... me at the airport.
a) meeting; b) to meet; c) to meeting;
d) meet; e) having met.
7. If she ... harder, she would have passed the exams.
a) work; b) works; c) has worked;
d) had worked; e) would work.
8. They gave the job to an external candidate, but now they regret it. They wish theyit.
a) didn't do; b) wouldn't do; c) would have done;
d) did; e) hadn't done.
9. The computer crashed ... I was loading up the new software.
a) in; b) on; c) at; d) where; e) while.
10. We sent the goods ... the fifteenth. Haven't you received them yet?
a) when; b) at; c) on; d) in; e) from.
11. I'm not convinced that there is a ... link between pollution and global warming.
a) cause; b) causal; c) causing; d) causeless; e) caustic.
12. The expedition travelled miles in search of the ... mountain gorilla.
a) elusion; b) elucidation; c) elucidative; d) elusive; e) elude.
13. I think Dave **exaggerates** the magazine's importance. It actually has a very small readership.
a) amplifies; b) boasts; c) flatters; d) contradicts; e) insists.

14. A **precious** metal such as silver is valuable because of its rarity.
a) raw; b) cheap; c) white; d) rare; e) expensive.

15. Before he learnt to walk, my brother used to ... everywhere on all fours.

a) crawl; b) float; c) jog; d) roam; e) extend.

16. The only ... explanation I can think of is that Jenna got the dates wrong.

a) ingenious; b) dubious; c) intensive;
d) deliberate; e) plausible.

17. To harvest:

a) to destroy the inside or contents of a building or room;
b) to swallow food or drink quickly or in large amounts;
c) to produce light and heat without flame;
d) to become gradually less or smaller;
e) to cut and gather a crop.

18. Redundant:

a) compensation for a wrongdoing one has suffered;
b) no longer in employment because there is no more work available;
c) a person who is very active in social or political affairs;
d) a thing that is not what it is claimed to be;
e) a person who works for somebody in return for wages.

19. The process of raising somebody to a higher position or more important job –

a) refugee; b) progress; c) recruitment;
d) promotion; e) prospects.

20. To send out programmes by radio or television –

a) to film; b) to denounce; c) to broadcast;
d) to record; e) to advertise.

Read the texts below. Match choices (A-H) to (21-25). There are three choices you do not need to use.

21.?

Christina Howard

When I moved to this area the children were quite little, and I wondered how I was ever going to meet people. Then I met Susanna Dickster, who was the organiser of The Globe Players, and she said, ‘Do you want to join?’ And I said, ‘Well, yes, all right.’ They appeared to be incredibly extrovert people, which I suppose I am by nature too. For

three years I was the theatre manager. I think I make a better manager than an actress, but I did have a dream role in a play the year before last.

22.?

Eric Plumber

I do about one play a year, just out of interest. But I'm a quiet sort of chap, not one of the world's extroverts, and yet here I am in an extrovert field, doing theatrical activities. There is a sort of magic to the theatre. There's a sense of togetherness with the rest of the actors in the cast. When a play is over, on the last night, there's a combination of anticlimax and relief. It's rather nice to think you will be able to do all the things that you weren't able to do when the play was on. But there's also a sense of loss, so you look forward to the next play.

23.?

Laura Goldcrest

I have done some stage management for productions at my school and when I saw the play The Globe Players were going to do next, I thought I'd try for it. Usually there are not a lot of parts for people my age, so when there was this opportunity, I went along and auditioned. It went all right, and I got the part. Lots of my friends just hang around with people of their own age, but there are people at The Globe Players who are quite old, and I get talking to them about all sorts of things. It's amazing how our views differ, but we have lovely conversations.

24.?

Clare MacDonald

When I was at school, I used to think I'd rather like to go on stage. But then other things came along. One job I did was as a stewardess for an airline. That's like giving a performance. I left the airline and joined The Globe Players. My husband will always come to performances, but he does tend to moan a bit because he feels it takes up too much time. As a club I feel we are very professional. I do about one play a year, which is quite enough for me. Obviously, there are fewer parts as you get older, particularly for women: one can no longer play Juliet or other young parts, which I feel sad about.

25.?

Robin Wilson

I work behind the scenes with The Globe Players because it's always a challenge. For instance, the last play I did needed a full-sized, working swimming pool. Well, most amateur theatres have a bucket of water in

the wings. But our director said, 'I want a real swimming pool on that set. Go away and do it.' It was a real challenge for me. However, we did it. We got more reviews than we usually do because, of course, it was something different. And quite a lot of amateur societies came to see if they could do it – and a lot of them decided they couldn't.

Which person or people

- A. Had some theatre experience before joining The Globe Players?
- B. Joined to keep busy?
- C. Thinks that acting is out of character for them?
- D. Talks about the complications of putting on a play?
- E. Doesn't believe the other members are like them in character?
- F. Feel that everyone approves of them acting?
- G. Has a high opinion of The Globe Players?
- H. Doubts their ability to perform?

TEST 12

Choose the right answer.

1. I ... a lot when I was younger.
a) used to ski; b) skied; c) was ski; d) would ski; e) skiing.
2. She ... sending emails all week but hasn't placed an order yet.
a) were; b) was; c) has been; d) sends; e) is sending.
3. You ... touch that button! The whole production line will stop!
a) must; b) mustn't; c) need to; d) might; e) mustn't have.
4. I think you ... get some advice from your colleagues.
a) have necessity to; b) must to; c) should to;
d) may have; e) need to.
5. He made me ... here.
a) coming; b) to come; c) have came; d) come; e) of coming.
6. I saw you ... to work the other day.
a) to cycle; b) cycling; c) having cycle;
d) cycle; e) about cycling.
7. If my parents were alive, they ... very proud of me now.
a) would be; b) will be; c) are; d) would have been; e) were.
8. Each time I ... out late, I get a taxi home.
a) will stay; b) would stay; c) stayed; d) to stay; e) stay.

9. ... we pay the invoice now, they'll cut back our credit.
a) If; b) So; c) Otherwise; d) So far; e) Unless.

10. What would you do ... they refused to negotiate?
a) unless; b) whether; c) as soon; d) if; e) at least.

11. She stood there completely ..., so I had no idea what she was thinking.
a) expressive; b) expression; c) expressionless;
d) unexpressive; e) express.

12. That news conference was ... boring!
a) unspeakably; b) speaking; c) spoken;
d) speaker; e) unspeaking.

13. I could hear the audience **murmuring** but couldn't make out any distinct comments.
a) embarrassing; b) stuffering; c) stumbling;
d) whispering; e) uttering.

14. I see the supermarket has **put** its prices **up** again.
a) decreased; b) increased; c) improved;
d) made worse; e) swallowed.

15. How can the government ... spending so much on the armed forces?
a) presume; b) baffle; c) crossed; d) justify; e) speculate.

16. It couldn't have happened at a better time! What a ... arrival!
a) obsolete; b) timely; c) temporary; d) punctual; e) doable.

17. Solicitor:
a) a lawyer who prepares legal documents;
b) an officer with authority to decide cases in a lawcourt;
c) a person who investigates something;
d) a young person who is violent and noisy in public places;
e) a person who is next in authority after the head of a business, etc.

18. To demolish:
a) to show that something is false or not deserved;
b) showing a tendency to commit crimes;
c) to fix the limits or boundaries of something;
d) to give great pleasure to somebody;
e) to pull or knock down a building.

19. Consistently good in quality and able to be trusted –
a) insecure; b) reliable; c) cruel; d) relevant; e) supplementary.

20. A person who has been forced to leave his country, house for political or religious reasons –

- a) citizen; b) habitant; c) escapee; d) refugee; e) breaker.

Read the texts below. Match choices (A-H) to (21-25). There are three choices you do not need to use.

21.?

Jenny

When I left school I was very shy and I always thought I'd stay that way. I was about twenty-five when I was asked to help out at my daughter's school. I was sure I wouldn't cope, but I surprised myself by doing well and someone there suggested that I should do a university course. There was a huge knot in my stomach the day I turned up for my first lecture. But my confidence gradually grew - I became more outgoing. Looking back, working at the school was the turning point in my life that has helped everything else fall into place.

22.?

Michaela

It all started four years ago when my father became ill and I had to take over the family business. I was so scared, I went over the top and became a bit too aggressive and impatient. I thought that was what confident people were like, but gradually I learned otherwise. To be confident you've got to believe in yourself. If things get too demanding for me at work, I don't let myself feel guilty if I save a number of tasks until the next day. When I'm confronted with something difficult, I tell myself that I've got nothing to lose. It's fear that makes you lack confidence, so I'm always having quiet chats with myself to put aside those fears!

23.?

Lisa

People think I'm very confident but, in fact, the calmer I look, the more terrified I really am. I've had to develop the ability to look confident because it's the most vital thing in TV. Interviewing people has helped me realize that most - if not all – of us get tense in important situations, and we feel calmer when we speak to someone who's genuinely friendly. The best ever piece of advice came from my mother when I was agonizing as a teenager about wearing the right clothes. She simply cried, 'Who's looking at you? Everybody's too busy worrying about how they look.' I've found that's well worth remembering. I also think you gain confidence by tackling things that scare you. When I took my driving test I was so

nervous, but I passed. After that I felt sure that I'd never feel so frightened again, and I never have.

24.?

Barbara

My confidence comes naturally from really enjoying the work I do, but it's something that I've built up over the years. If you just get on with it and learn from any mistakes you make, you're more confident the next time round. I work hard and I'm popular in the restaurant, but it's probable that one out of ten people doesn't like me. I don't let that affect me. You've got to like yourself for what you are, not try to be what others expect. My company runs a lot of training courses, and going on those has built up my self-esteem. The company also encourages employees to set manageable targets. It helps no end if you can see you're achieving something tangible, rather than reaching for the stars all at once, and ending up with nothing but air!

25.?

Kim

After I left college I worked for years as a secretary and would sit in meetings, not always agreeing with what was being said, but too scared to speak up. Eventually, I summoned up the confidence to start making my point. Even so, when I first worked in politics, I'd never spoken in public before and always used to shake like a leaf. I would say to myself, 'Don't be so silly. People do this every day of their lives, so there's no reason why you can't.' I also found it helpful to jot a few things down to refer to - rather like having a comfort blanket! I don't think there is anyone who isn't a little shaky when it comes to talking publicly. The real secret of confidence is in telling yourself over and over again, 'Nothing is impossible.'

Which person or people

- A. I used to avoid giving my opinions at work.
- B. Getting things wrong can have a positive result.
- C. I find making notes very annoying in my work.
- D. My behavior helps others relax too.
- E. My parents get nervous at times.
- F. I am not realistic about my abilities.
- G. I never thought I'd be a confident person.
- H. Initially, I misunderstood what confidence was.

TEST 13

Choose the right answer.

1. Please don't leave until I ... back.
a) come; b) will come; c) will be coming;
d) came; e) would come.
2. It's ages since we last ... an order from CWP.
a) had had; b) will have; c) had; d) has had; e) has.
3. It's absolutely necessary, we ... consult more closely with the unions.
a) should; b) can; c) may to; d) must; e) must to.
4. I like ... to work at home.
a) being able; b) can; c) being; d) ability; e) to have necessity.
5. Why not ... me tomorrow?
a) phoning; b) phone; c) to phone;
d) will phone; e) shall phone.
6. Are you interested ... for this job?
a) apply; b) being apply; c) on applying;
d) to applying; e) in applying.
7. This is a very unusual situation. I ... I knew what to do.
a) wished; b) would wish; c) have wished;
d) wish; e) shall wish.
8. If I ... more time, I'd be able to come up with a solution.
a) had; b) had had; c) would have; d) have; e) will have.
9. I've ... heard that we've won the contract! Congratulations everybody!
a) yet; b) soon; c) since; d) always; e) just.
10. Nothing is ... than missing a flight because of traffic.
a) worst; b) worse; c) the worst; d) bad; e) less.
11. I don't think you should have any ... marks in your PhD dissertation.
a) exclaim; b) exclaiming; c) exclamative;
d) exclamation; e) exclamatory.
12. Rose was extremely ... that we rewrite the introduction.
a) insistent; b) insist; c) insisting; d) insistence; e) insistently.
13. The politician has continually **asserted** his innocence.
a) insisted; b) uttered; c) proclaimed;
d) convinced; e) affirmed.

14. The judge awarded us 1,000 euros **damages** when the builder admitted he hadn't followed safety standards.

- a) price; b) improvements; c) losses; d) payment; e) cash.

15. I don't think you should ... that lots of people are going to help you with this project.

- a) deduce; b) load; c) presume; d) borrow; e) reflect.

16. They should have sent that to us ages ago. It's long

- a) overdue; b) prompt; c) abrupt; d) span; e) expired.

17. Flexible:

- a) tough and determined but perhaps not showing good manners;
b) showing no respect or consideration;
c) done quickly and without detail; not exact;
d) not changing, happening again and again;
e) easily changed to suit new conditions.

18. Faith:

- a) feeling or expression of desire;
b) the condition of being known or talked about by many people;
c) a false or mistaken belief;
d) wrong; not correct;
e) trust; complete confidence.

19. A person walking in the street, not in a vehicle –

- a) passerby; b) steer; c) pedestrian; d) pavement; e) explorer.

20. To jump high or a long way –

- a) to leap; b) to skip; c) to creep; d) to roam; e) to hop.

Read the texts below. Match choices (A-H) to (21-25). There are three choices you do not need to use.

21.?

Ned Ingham: Dress Designer

Ned Ingham makes dreamy, romantic wedding dresses. 'People would do well to avoid the traditional, rather stiff dresses and the 'frilly' look in favour of much simpler styles,' he explains. Ingham has been drawing and designing wedding dresses since he was a schoolboy. Then, at the age of 16, he enrolled at fashion school, where he gained the technical skills to cut and construct clothes. But you do not have to be a bride to own an Ingham dress: he also designs long, classic evening dresses, given a fresh touch by up-to-the-minute colours and fabrics. For the less adventurous, Ingham's designs include a classic summer navy-

blue suit, the centrepiece of the Englishwoman's wardrobe for most of the 20th century. But in his hands, it looks as new as tomorrow.

22.?

Sally Quail: Jeweller

Although she once worked for an art dealer, Sally Quail has had no formal training in jewellery. It was only when she could not find an engagement ring she liked that she decided to design her own. The resulting enquiries encouraged her to set up as a designer in 1990. Now her pieces are sought out by many stars of stage and screen. Her signature style is large semi-precious stones set in gold to make magnificent necklaces, bracelets and rings fashioned after those worn in the 18th century. However, she has recently begun to use the most precious stone of all - diamonds. 'It must reflect my age,' says 36-year-old Quail. 'I reached that moment in every woman's life when she wants a diamond and that is when I began working with them.'

23.?

Lily Grimson: Handbag Designer

Just four years after setting up in the fiercely competitive fashion business, Lily Grimson, with only an introductory course in art and design behind her, has had two of her creations selected for a major design exhibition. Whatever the shape and form of her designs, they are never ignored. All of Grimson's fashion bags are handmade in the UK. The Grimson handbag is not simply a container - the bags are full of glamour, whether fashioned from the finest calfskin or the heaviest silk. A combination of chic and care makes a Grimson bag something special.

24.?

Peter Little: Hairdresser

For over 20 years, Peter Little has taken his scissors to some of the world's top heads. Everyone who is anyone has had their hair styled by this man. 'Most women want real-looking hair and a style they can manage at home,' he says. So his approach is a novel one - to ensure that his clients never appear as if they have just walked out of a salon. But this carefree attitude and casual look does not come cheap - \$250 for the first appointment, and there's a three-month waiting list. Trading on his celebrity, Peter has produced his own range of hairdryers and other styling equipment. Now, those who can't make it to his salon can create their own styles back at home.

5. They agreed ...the expenses.
 a) on our sharing; b) us to share; c) of sharing;
 d) being sharing; e) our share.
6. It was selfish of me ... you.
 a) to ignoring; b) ignoring; c) ignore;
 d) to ignore; e) being ignored.
7. If I worked abroad, I ... my family so often.
 a) will see; b) saw; c) had seen; d) see; e) wouldn't see.
8. Come on! Unless we ..., we'll miss the plane.
 a) hurry; b) are hurry; c) will hurry;
 d) would hurry; e) hurried.
9. Please don't leave ... I come back .
 a) since; b) for; c) still; d) as soon; e) until.
10. We'll be there soon. It's not much
 a) farer; b) further; c) the furthest; d) far; e) furthest.
11. The heavy snow meant that the mountain roads were ...
 for over a week.
 a) passable; b) passability; c) impassable; d) pass; e) passing.
12. I sat completely ... as the spider crawled along my arm.
 a) motionless; b) motion; c) motional; d) motive; e) unmoving.
13. We would like to **confirm** that your application has been
 approved.
 a) confide; b) disclose; c) require; d) acknowledge; e) gossip.
14. Don't you think they should **bring out** a new version
 of Match Player?
 a) become; b) release; c) postpone; d) nullify; e) run out.
15. Most newspapers are usually ... towards a certain political outlook.
 a) prejudiced; b) assessed; c) biased; d) dubious; e) assumed.
16. We can't use that software on our new computers. It's ...!
 a) overdue; b) unemployed; c) lapsed; d) abrupt; e) obsolete.
17. Mature:
 a) existing in a person or an animal from birth; natural;
 b) fully grown or developed in mind or body;
 c) having the highest rank or authority;
 d) having a strong religious or spiritual quality;
 e) not aware of or not noticing something.

18. To evict:

- a) to make something seem larger, better than it really is;
- b) to remove somebody from a house or land;
- c) to demand and obtain something, esp a payment;
- d) to have something as a purpose;
- e) to increase something as much as possible.

19. A change of place, position, direction or tendency –

- a) movement; b) substitution; c) manual; d) shift; e) schedule.

20. The length of a person's life or a thing's existence –

- a) spell; b) life size; c) life cycle; d) life timing; e) lifetime.

Read the texts below. Match choices (A-H) to (21-25). There are three choices you do not need to use.

21.?

Andrea Thompson – Newsreader

I fell in love with the south of France a long time ago and try to get back there as often as I can. There's a local train from Cannes along the coast which crosses the border with Italy. It takes you past some of the most amazing seascapes. It never matters what the weather is like, or what time of the year it is, it is always enchanting. Out of the other window are some of the best back gardens and residences in the whole of France. You feel like someone peeping into the property of the rich and famous. The travellers themselves are always lively because there is an interesting mix of tourists and locals, all with different itineraries but all admirers of the breathtaking journey.

22.?

Raj Patel – Explorer

I have enjoyed so many rail journeys through the years, but if I had to pick a favourite it would be the Nile Valley Express, which runs across the desert of northern Sudan. The one misfortune in my youth, growing up in South Africa, was missing out on a family train journey from Cape Town to the Kruger National Park. I was regarded as being too young and troublesome and was sent off to an aunt. When I came to live in England as a teenager, I still hadn't travelled by train. London Waterloo was the first real station I ever saw and its great glass dome filled me with wonder.

23.?

Betty Cooper – Novelist

I am indebted to one train in particular: the Blue Train, which took my husband and me on our honeymoon across France to catch a boat to Egypt, It was on the train that my husband gave me a pink dress,

which I thought was absolutely wonderful. Someone happened to mention that pink was good for the brain, and I've never stopped wearing the colour since. What I remember about the journey itself, however, is how lovely it was to travel through France and then by boat up the Nile to Luxor. It was, without a doubt, the perfect way to wind down after all the wedding preparations.

24.?

Martin Brown – Journalist

We were working on a series of articles based on a round-the-world trip and had to cross a desert in an African country. There wasn't a road, so the only way we could continue our journey was to take what was affectionately known as the Desert Express. The timetable was unreliable -we were just given a day. We also heard that, in any case, the driver would often wait for days to depart if he knew there were people still on their way. When it appeared, there was a sudden charge of what seemed like hundreds of people climbing into and onto the carriages - people were even allowed to travel on the roof free. During the night, the train crossed some of the most beautiful landscapes I have ever seen. It was like a dream, like travelling across the moon.

25.?

Arisu Mezuki – Actress

I imagine most people's favourite impressions of trains and railways are formed when they are young children, but that's not my case. I was brought up in Singapore and Cyprus, where I saw very few trains, let alone travelled on them. It wasn't until I was a teenager that trains began to dominate my life. I made a film which featured a railway in Yorkshire. Most of the filming took place on an old, disused stretch of the line which had been lovingly maintained by volunteers. That's where my passion for steam trains began. When we weren't filming, we took every opportunity to have a ride on the train, and, when I went back last year, it was as if time had stood still. Everything was still in place, even the gas lights on the station platform!

Which person or people

- A. found on returning years later that nothing had changed?
- B. enjoyed the company of fellow colleagues?
- C. was never disappointed by the journey?
- D. was unsure of the number of passengers on the train?
- E. doesn't regret not going on a particular train trip?
- F. was once considered not old enough to travel by train?
- G. says that the railway had been looked after by paid helpers?
- H. has a reason for feeling grateful to one special train?

TEST 15

Choose the right answer.

1. I ... about changing my job for some time before I finally decided.
a) had been thinking; b) was thinking; c) thought;
d) has thought; e) think.
2. When I get back, ... you.
a) I phone; b) I'll be phoning; c) I'm phoning;
d) I phoned; e) I'll phone.
3. I ... help you if you want me to.
a) should to; b) able to; c) can; d) could to; e) must to.
4. It's very wet outside so it ... rained in the night.
a) can; b) could; c) must have; d) must had; e) need to.
5. His greatest ambition is ... to take part in the Olympics.
a) choose; b) to be chosen; c) to choose;
d) being chose; e) choosing.
6. It's not worth ... any more time on this.
a) to spend; b) spend; c) being spent; d) spending; e) spent.
7. If we sent the goods by sea, the transport costs ... be much lower.
a) would; b) will; c) were; d) are; e) had been.
8. I wasn't taking notes, and now I can't remember what she said.
I wish I ... notes.
a) would take; b) will take; c) were taking;
d) took; e) had taken.
9. I waited until ten, and ... I left.
a) at the end; b) in the end; c) at last; d) so as; e) otherwise.
10. This handset is we've ever made.
a) profitable; b) the more profitable;
c) the most profitable; d) profitabler; e) most profitable.
11. The situation has been getting ... worse for many years now.
a) unsteady; b) steady; c) steadily; d) steading; e) stood.
12. What's your ... of the situation?
a) assess; b) assessment; c) assessing;
d) assessor; e) assessable.

13. I'd prefer us to get a new kitchen rather than go on an **expensive** holiday.

- a) cheap; b) previous; c) costly; d) dangerous; e) splendid.

14. We didn't get to meet the Minister and that was a great **shame**.

- a) dishonor; b) luck; c) fault; d) default; e) mistake.

15. I'll only be working here for a couple of weeks. I'm a ... worker.

- a) timely; b) overdue; c) excellent; d) frequency; e) temporary.

16. This area is for ... only and is closed to all traffic.

- a) pedestrians; b) round trip; c) passersby; d) load; e) piers.

17. Duration:

- a) the time during which something lasts or continues;
b) fine dry powder consisting of tiny pieces of earth;
c) a place to which somebody is being sent;
d) the fact or state of two or more things being exactly the same;
e) a false opinion or belief, esp one that may be a symptom of madness.

18. Famine:

- a) known to very many people;
b) showing a lack of effort or care;
c) a time when there is very little food in a region;
d) an item of news made most prominent for everyone;
e) of or typical of women.

19. To finish or to come to an end –

- a) to expire; b) to postpone; c) to abrupt;
d) to interim; e) to prompt.

20. A way to go or send something from one place to another –

- a) float path; b) destination; c) drift; d) route; e) migrate.

Read the texts below. Match choices (A-H) to (21-25). There are three choices you do not need to use.

21.?

Fun Island – The Burns family

Last year we went to a huge theme park in the US and we thought that Fun Island might seem dull by comparison. In fact, we were impressed. The park tries hard to cater for younger children, so our three-year-old didn't feel left out. The kids all loved the Crocodile Ride and the Giant Wheel. There's a special dodgems ride for the very young kids, which was a great success. For older children, there are scarier rides, such as Splash Out, where you end up jumping in a pool! After five

hours, Steve and I were ready to call it a day, but the children objected because they were having such fun. Our only criticism would be that the park is slightly lacking in atmosphere, and the scenery leaves something to be desired. But the staff are extremely helpful and we felt it was clean, well organized and very security-conscious.

22.?

Wonderland – The McMillan family

None of us had been to a theme park before, so we didn't know what to expect. We thought Oscar might be too young, but he adored it. He was in heaven on the Mountain Train, and particularly liked Little Land, with its small replicas of famous buildings that were at his level! The older children enjoyed the ferries wheel, and loved driving the toy cars on a proper road layout. We spent six hours there and were glad that there were places where you could put your feet up. The landscaping is perfect and the staff very helpful and friendly. And there's something for everyone, adults included.

23.?

Adventure World – The Jeffree family

After seven hours we felt there was still a lot to see. The children loved the Big Top Circus, which had a fantastic trapeze act and kept us on the edge of our seats. We went on the Terror Line and, although the girls were rather scared and kept their eyes shut most of the time, they said they'd enjoyed it. Their favourite ride was Running River, where you think you're going to get soaked, but you don't. For younger children, Toy Land is great fun. The children had a look at the new ride. Fear Factor, but we breathed a sigh of relief when they found that they were too small to go on it! The park is so well designed that even queuing for rides isn't too boring. It's spotlessly clean, and the staff are great. On one ride I couldn't sit with both girls, so a member of staff offered to go with one of them.

24.?

The Great Park – The Langridge family

We arrived at one o'clock and were disappointed that the park was only open until 5 p.m. This is a super theme park for younger children because the rides aren't too terrifying. I'm a real coward but even I enjoyed myself. We all adored Exotic Travels, a boat ride which starts off quite tamely and then becomes terrific fun. We queued for half an hour for Lightning River, and then it was over before we knew it! I wouldn't go on the Big Leap, but if you have the nerve, it looked great. If the children had been a little older, they might have found it a bit tame, but they were all in the right age group and they loved it.

25.?

Fantasy World – The Breakall family

According to the park's advertising there is 'No Limit to the Fun', and we certainly felt that was true. Europe's tallest roller-coaster, the Rocket, dominates the skyline, and Ben thought it was the most terrifying of the rides, although Jennie said the Hanger, where you hang upside-down 30 metres above the ground, was even worse! There are a dozen or so main rides, which the older children went on several times. Sarah was too small for a couple of them, but enjoyed the Long Slide. We found the staff attitudes were mixed. Some of them were great with the younger children, but the welcome wasn't always as warm. You need a full day to enjoy Fantasy World. We wouldn't have dared tell the kids we were going home early.

Of which theme parks are the following stated?

- A. The children were all young enough to enjoy it.
- B. It was good that you could find somewhere to rest.
- C. One of the rides seemed to last very long.
- D. The children disagreed about what was the most frightening ride.
- E. Some of the children showed they were frightened on a certain ride.
- F. We had no previous experience of diving places.
- G. The children wanted to stay longer than we did.
- H. We were upset having to wait to go on the rides.

TEST 16

Choose the right answer.

1. This tooth ... me lately! So I ... an appointment with the dentist for next Tuesday.

- a) has been killing, have made;
- b) killed, made;
- c) had killed, made;
- d) is killing, have made;
- e) was killing, made.

2. Graham told Jan he ... him the following day.

- a) is seeing;
- b) saw;
- c) would see;
- d) will see;
- e) will have seen.

3. When I was young I ... to climb any tree in the forest.

- a) could;
- b) might;
- c) was able;
- d) had;
- e) ought.

4. We had to answer a lot of questions in the examination. –
How many questions did you ... to answer in the exam?

- a) can; b) ought; c) would; d) have; e) must.

5. She wasn't well, but ... this she went to work.

- a) while; b) although; c) even though;
d) though; e) in spite of.

6. When I heard that he had passed his examination, I phoned him
to congratulate him ... his success.

- a) with; b) on; c) about; d) of; e) from.

7. Hot weather makes me ... uncomfortable.

- a) feeling; b) to have felt; c) feel; d) to feel; e) being felt.

8. I don't fancy ... out this evening.

- a) to go; b) being gone; c) to have gone;
d) going; e) having gone.

9. If you ... at once, I'll call the police.

- a) didn't leave; b) don't leave; c) won't leave;
d) doesn't leave; e) wouldn't leave.

10. I wouldn't have got wet if I ... an umbrella with me.

- a) had had; b) had; c) have; d) will have; e) would have.

11. Since social conditions do not remain unchanged, the only
correct approach to the study of man's psychological process and his ... is
the socio-historical approach.

- a) person; b) personal; c) personify;
d) personnel; e) personality.

12. Tests of physical skills, muscular coordination, and athletic
ability show a steady increase in ability during the ... years.

- a) transitive; b) transitory; c) transitional;
d) transitionally; e) transited.

13. **Inheritance** and experience are not the only factors which
affect our understanding of the stimuli from our senses.

- a) value; b) heredity; c) skills; d) behaviour; e) abilities.

14. Learning also influences our ability to **recall** our past experiences.

- a) retrieve; b) remind; c) represent; d) retain; e) receive.

15. In what way does consciousness ... to the survival of organisms?

- a) deal; b) contribute; c) apply; d) depend; e) respond.

16. The general term used for the study of the abilities to perceive, learn, think, remember and communicate in language and symbol to others is

- a) sensation;
- b) psychology;
- c) cognition;
- d) consciousness;
- e) perception.

17. Conditioning

a) training or experience that leads somebody / something to behave in a certain way or to become used to certain circumstances;

b) the process of removing something that is not wanted or needed; getting rid of something;

c) the process of making somebody / something more active or alert; encouraging somebody;

d) the process of causing somebody to want to do something;

e) the action or process of gaining a skill, habit by one's own ability, efforts or behaviour.

18. Distinctive

a) that resembles somebody / something but not the same;

b) that is similar in every detail, exactly alike;

c) that is used or practised only by somebody / something;

d) that shows the difference between people or things;

e) that is closely connected with something, appropriate in the circumstances.

19. An individual person's power to remember things.

- a) memory;
- b) thinking;
- c) learning;
- d) ability;
- e) capacity.

20. The need for social contacts.

- a) affection;
- b) adaptation;
- c) relation;
- d) alleviation;
- e) affiliation.

You are going to read a text. For questions 21-25, choose the answer (a, b, c, d or e) which you think fits best according to the text.

Motivate yourself. Say YES I CAN. The challenge should bring out the best of you in this situation. Slow it down, think that process through. Develop the feeling that there's no way you're going to fail at this. If you develop that mind-set, you'll get it done.

Stay calm and cool headed, when you're facing serious troubles and problems in life. You have to recollect yourself, and calm down. You can't panic your way through it. Take a deep breath, relax, slow it down. Think things through calmly.

Let failure fuel and fear you in a positive way. Most people will avoid any challenge, because they're scared of failing. Running from that challenge is failing! Everyone fails at times. It's not how many times you get knocked down that counts. It's how many times you get up in life that

matters. If you fail the first, second, or third time, don't give up. Pick yourself up, and learn from why you've failed, and move on in positive direction. Learn what made you fail at overcoming challenge, or challenges.

Simplify the problem or challenge you're facing. Break it down into steps, and work your way to the top of it. You have to work from the ground up. Work through each step of the process of overcoming this challenge. Make the challenge easier than it. That starts by breaking it down into steps. As you get through each step, you develop more belief you can get it done, then you will.

Maintain being positive and confident. Overcoming a challenge, you have to believe you can really do it. You have to find out all the ways you can overcome it, and put it to full use and effort. People overcome all kinds of challenges every day. Challenges aren't nearly as hard as presented most the time. It's our own mental stability that's the difficult part. When you get into the mind frame of doing it mentally, you'll actually be able to do it. You can't do it, until you get there mentally.

Think the best, not the worst. What can really be the worst thing that happens if you don't overcome this challenge? Do you lose something extremely valuable? Are you afraid you'll be mocked? Labelled a failure? The most successful people have been labelled these things at one point or another. How do you think they overcome challenges in their life? They've been through the process of not doing it before. Instead of staying down, they use these parts of their life to help overcome them in the future. Don't let anything stick to you, then you'll be able to overcome all challenges you face in your life.

Learn from watching professional sports. As silly as it seems, and realize it's just a game. Sports are a great way to watch, learn, and understand how to overcome challenges. When you watch teams and players, we get to see them overcome quite a bit of challenge. Sports for us are a way to experience and witness that anything is possible, that anyone can overcome a great deal of difficulty to succeed in our world. As the say goes, 'anything is possible.'

21. To motivate yourself for a challenge, you have to

- a) feel that you may fail.
- b) be completely sure that you won't do it.
- c) rethink what you're doing.
- d) decide that you'll do it.
- e) review the rules of good behaviour.

22. When people avoid challenge, they

- a) lose everything.
- b) lose strength.
- c) lose more.
- d) lose temper.
- e) lose confidence.

23. To simplify the problem you

- a) divide it into big portions.
- b) step aside.
- c) divide it into small portions.
- d) step back.
- e) give it up.

24. To overcome the challenge you

- a) should be a self-starter.
- b) should be self-confident.
- c) should be self-motivated.
- d) should be self-respectful.
- e) should be selfish.

25. When watching professional sports, we see

- a) how challenges are failed.
- b) how challenges are set.
- c) how challenges are made.
- d) how challenges are overcome.
- e) how challenges are thought of.

TEST 17

Choose the right answer.

1. I ... a pain in my leg but it ... better.

- a) still have, is getting;
- b) still had, gets;
- c) still have, get;
- d) am still having, get;
- e) have still had, got.

2. By the time the train arrived, Susan ... to push her way to the front of the crowd.

- a) was managing;
- b) managed;
- c) has managed;
- d) had managed;
- e) was managed.

3. Shall I go to the bank this morning? – No, you ... go to the bank this morning. You can go this afternoon.

- a) may not;
- b) didn't have;
- c) ought not;
- d) couldn't;
- e) needn't.

4. You have a car and you want to give somebody a lift. What do you say? - ... I give you a lift?

- a) can;
- b) might;
- c) should;
- d) have;
- e) must.

5. Normally we don't refund money without a receipt. ... , on this occasion I'll do it.

- a) As if; b) While; c) As; d) However; e) Even though.

6. I've always regarded you ... one of my best friends.

- a) with; b) as; c) in; d) for; e) of.

7. I'm tired. I'd rather not ... out this evening, if you don't mind.

- a) going; b) go; c) to go; d) having gone; e) to have gone.

8. It's no use ... over spilt milk.

- a) crying; b) being cried; c) cry; d) to cry; e) to have cried.

9. It's a pity you missed the party. If you had come, you ... my friends from Hungary.

- a) would meet; b) will meet; c) had met;
d) would have met; e) met.

10. I wish Peter ...so far away from the town centre. We'll have to take a taxi.

- a) hand't lived; b) doesn't live; c) won't live;
d) wouldn't have lived; e) didn't live.

11. At the onset of Rapid-Eye-Movement sleep the sleeper's body is still ... , but we can see small, convulsive twitches of his face and fingertips.

- a) mobile; b) mobility; c) immobility;
d) immobile; e) mobilized.

12. Wundt was a physiologist and philosopher who had made ... to both of these fields.

- a) contributions; b) contributors; c) contributes;
d) contributed; e) contributory.

13. Our inborn **characteristics** determine our constitution as members of human species: they determine skin colour, eye colour, bone structure and internal make-up.

- a) elements; b) values; c) patterns; d) features; e) actions.

14. Man has learned to **anticipate** the consequences of his most complex behaviour.

- a) investigate; b) conclude; c) predict; d) accept; e) unforesee.

15. The sense of ... can be divided into four separate sub-senses of pressure, pain, warmth and cold.

- a) taste; b) touch; c) smell; d) sight; e) hearing.

16. Experimental procedure in psychology was first ... to analyses of conscious experience.

- a) contributed;
- b) applied;
- c) adjusted;
- d) dealt;
- e) approached.

17. Rate

- a) the measurement from the bottom to the top of a person or thing;
- b) a measurement of how fast or how many times something happens in relation to something else;
- c) the length of time that a person has lived or a thing has existed;
- d) a measure of how heavy somebody/something is, expressed according to a particular system of measurement;
- e) the state of being male or female.

18. Equilibrium

- a) the state of mental, emotional or nervous strain;
- b) a strong feeling of annoyance and hostility;
- c) a state of mind in which feelings and emotions are under control;
- d) a state of constantly thinking or worrying about something;
- e) pressure, tension or worry resulting from problems in one's life.

19. The process of increasing in size or quantity, becoming greater.

- a) ageing;
- b) diminishing;
- c) growth;
- d) maturation;
- e) transition.

20. A nervous feeling caused by fear that something bad is going to happen.

- a) resentment;
- b) anger;
- c) anxiety;
- d) affection;
- e) emotion.

You are going to read a text. For questions 21-25, choose the answer (a, b, c, d or e) which you think fits best according to the text.

It's been almost 50 years since Dr. Jane Goodall first arrived at Gombe Stream National Park to study primates, and since then, much has changed in the world. 'We have made rather a mess,' Dr. Goodall told Natural News in an exclusive interview, speaking about the impact of humans on our planet. 'We humans have left a very, very unpleasant ecological footprint on this beautiful planet.'

Dr. Jane Goodall, however, is no pessimist, and her message is instilled with a sense of hope and genuine inspiration. 'What's tremendously important is that people do have a sense of hope amidst the doom and gloom,' she says. 'What I realized today is that we have made major mistakes and it's about we start putting it back together.'

Goodall's institute, named the Jane Goodall Institute, pursues worldwide programmes to educate children, protect natural habitats and uplift the lives of those human populations that live among or near

important protected habitats. Her institute's programme for children, *Roots and Shoots*, engages children in the knowledge and skills of sustainable living, teaching them practical know-how they'll need to be a proactive part of a sustainable future on our planet.

'We've been stealing, stealing, stealing from our children, and it's high time we started paying back,' she told in her interview. 'Think of how we could have changed the entire structure of the world and alleviated poverty if the money spent on the last couple of wars could have been used for good purposes.'

Jane Goodall's efforts today are focused on teaching people how to make informed, small choices that cumulatively add up to grassroots global change. 'If you just spend a few minutes each day thinking about the choices you make: What you buy, what you eat, what you wear, how it was made, if it harmed the environment, if it hurt animals, if it was socially unjust, that would cause you to make small changes,' she explained. 'And if millions of people make small changes, we start to influence the companies who are making unethical products.'

As part of that effort to help people make better choices, Jane Goodall has partnered with Pangea Organics, an eco-conscious maker of hand-crafted body care products, to deliver a special offer to Natural News readers that helps raise funds for the Jane Goodall Institute.

As part of our effort to support Dr. Jane Goodall's work, our non-profit Consumer Wellness Centre is also donating \$1,000 to the Jane Goodall Institute.

21. The scientist criticizes people's attitude to

- a) other people.
- b) other nations.
- c) scientific discoveries.
- d) animals.
- e) the place they live in.

22. The scholar works much to

- a) inspire others to make a difference to the environment.
- b) organize national parks for endangered animals.
- c) make hand-crafted things.
- d) stop human intrusion into habitats.
- e) organize some conservation groups.

23. The programme for children *Roots and Shoots*

- a) teaches children how to survive in the natural environment.
- b) entertains kids in the wild.
- c) educates the youngsters about the planet's treasures.
- d) gives children practical advice how to save the planet.
- e) develops the children's attitude towards the environment.

24. The scientist suggests that people could not improve the situation on Earth

- a) by wasting money on wars.
- b) by tiny choices, multiplied by millions.
- c) by spending money on good purposes.
- d) by educating people.
- e) by polluting air.

25. The practical part of Dr. Jane Goodall's work is

- a) learning to be eco-conscious.
- b) donating money.
- c) raising funds.
- d) studying the animals.
- e) making hand-crafted body care products.

TEST 18

Choose the right answer.

1. Why ... so fast today? You usually ... quite slowly.

- a) do you walk, walks;
- b) are you walking, walk;
- c) do you walk, are walking;
- d) you walk, walk;
- e) you are walking, walked.

2. This is the first time I ... Japanese food.

- a) eat; b) ate; c) was eating; d) am eating; e) have eaten.

3. I used to ... stand on my head but I can't do it now.

- a) be allowed to; b) be able to; c) can; d) might; e) could.

4. You ... forget what I told you. It's very important.

- a) can; b) musn't; c) couldn't; d) ought; e) would.

5. I've just come back from holiday but I feel tired. I don't feel ... I've had a holiday.

- a) like; b) as; c) as if; d) though; e) despite.

6. Three students were accused ... cheating in the examination.

- a) with; b) for; c) about; d) on; e) of.

7. Do you feel like ... to a film or would you rather stay at home?

- a) go; b) having gone; c) going; d) be going; e) to go.

8. Is he likely ... before six?

- a) arriving; b) to arrive; c) arrive;
- d) being arrived; e) have arrived.

9. I don't know how to play baseball, but I'm sure that if I did, I ... a lot better than anyone in this awful team!

- a) would play; b) will play; c) played;
d) would have played; e) had played.

10. If only I ... to your party last week!

- a) went; b) go; c) would go; d) had gone; e) have gone.

11. The ... nerve cells and fibres pick up their information from the sense organs and transmit the messages to the spinal cord.

- a) sensation; b) sensible; c) sensitive; d) sensory; e) sense.

12. Far from being a passive state, sleep is a ... active one.

- a) remarked; b) remarker; c) remark;
d) remarkable; e) remarkably.

13. Children reflect with uncanny fidelity the **moods** and preoccupations and tensions of those nearest and dearest to them.

- a) fear; b) manner; c) character; d) temper; e) behaviour.

14. Every day every human being experiences two kinds of sleep that **alternate** rhythmically throughout the entire sleep period.

- a) take turns; b) differ; c) consist; d) move; e) occur.

15. A famous Russian physiologist Ivan Pavlov researched the reflex processes associated with

- a) sensation; b) digestion; c) cognition;
d) condition; e) perception.

16. ... learning is any learning which is not immediately manifested in performance.

- a) visible; b) divergent; c) complex; d) simple; e) latent.

17. Psychoanalysis

a) any treatment designed to improve a health problem or to cure an illness;

b) the treatment of mental disorders by discussing problems rather than giving drugs or other medical treatment;

c) the study and treatment of mental illness;

d) the mental characteristics of a person or group;

e) a method of treating somebody's mental problems or disorders by making them aware of experiences in their life and tracing the connection between these and their present behaviour or feelings.

18. Alleviation

- a) the process of doing, fulfilling or satisfying what is required;
- b) the process of acting or having an effect on each other;
- c) the action or process of taking something away from somebody/something;
- d) the action of keeping something in its original state or in good condition;
- e) the action of keeping somebody/something safe from harm or injury.

19. The conditions or circumstances affecting a person's life as well as the natural conditions in which people live.

- a) survival;
- b) experience;
- c) environment;
- d) experiment;
- e) adaptation.

20. This branch of psychology deals with the study of mental processes in animals in order to get better understanding of human psychology.

- a) comparative psychology;
- b) animal psychology;
- c) general psychology;
- d) psychology of behaviour;
- e) neuropsychology.

You are going to read a text. For questions 21-25, choose the answer (a, b, c, d or e) which you think fits best according to the text.

No roads lead to Kuujjuaq. You can only get to this village, high in the Canadian Arctic, by boat or plane. The trees here are stunted and small, but the bears grow big. The 500 kids who live in Kuujjuaq have unusual chores: they help their parents catch fish and hunt caribou to eat. This place might seem far away from the big problems of big cities, like water pollution and air pollution. But even here, people can't escape those problems. Pretty little Kuujjuaq, with its blue skies and crystal clear waters, also has an invisible pollution problem that rivals any city.

Toxic chemicals have a surprising way of finding their way up here to the Arctic. They are gushed out of factories and cities thousands of miles away, and they travel to the Arctic like birds flying north for the summer. The birds go back home, but the chemicals stay. Everyone in Kuujjuaq has the chemicals in their bodies. No one knows their full effects, but they may hurt children in a slow and silent way. They could cause babies to get sick a little more often. And they might even cause kids to do worse in school. No one would have dreamed that people in

such a clean and beautiful place could be hurt by pollution from thousands of miles away. Then, in 1989, some scientists made a discovery.

Eric Dewailly, a doctor at Laval University in Quebec, Canada, was studying chemicals called persistent organic pollutants, or POPs. These are chemicals that can hang around for a long time in people's bodies or in the environment. Dewailly and his team tested people in the cities of southern Quebec (near the border with the United States) to see how much of these chemicals were in their bodies. Dewailly's team wanted to compare this group with people in the Arctic. They reasoned that people in the Arctic lived far from pollution, and so would probably have lower levels of POPs in their bodies. So the scientists went up to Nunavik, the remote, northern part of Quebec which includes Kuujuaq and 13 other native Inuit villages. When they tested people in Nunavik they were surprised. People there had five to ten times as much of these chemicals in their bodies as people living in polluted cities. Some of the chemicals came from as far away as Russia!

Scientists now understand why this happens. The POPs include hundreds of different chemicals. Some are used in electronic gadgets like TVs, or in the lights and electrical wiring of buildings. Some are used in paints or for making windows waterproof. Others are sprayed onto crops as pesticides. But POPs have one thing in common. They like to evaporate. Just as a puddle of water dries on a hot summer sidewalk, POPs turn slowly into vapor and drift into the air. Winds can carry them thousands of miles.

POPs travel in the air until they reach a cold place. Have you noticed that on a hot day, a glass of lemonade with ice cubes in it collects little drops of water on the outside? This is because water vapor, which is a gas in the air, 'condenses' onto the cold glass and forms those droplets – the opposite of evaporating or drying. The same thing happens with POPs, says Knut Breivik, an environmental chemist at the Norwegian Institute of Air Research in the city of Kjeller. 'Things tend to evaporate in warmer regions and condense when it gets colder,' says Breivik. So when winds carry POPs into the Arctic or Antarctic parts of the world, cold temperatures cause them to condense onto plants or rocks or snow or oceans. And then they stay where they landed and build up over time.

21. Kuujuaq is often visited by scientists because

- a) there is no air and water pollution.
- b) people are point at issue there.
- c) this place is absolutely clean.
- d) the air there is full of crystals to be studied.
- e) the bears grow bigger there than anywhere else.

22. The kids' activities are called strange because they
- a) get food for the whole family.
 - b) behave strangely at schools.
 - c) play with bears.
 - d) cause water pollution.
 - e) build roads.

23. A lot of poisonous substances can be found in Kuujjuaq because
- a) water is very polluted.
 - a) they stream there from far away countries.
 - b) there are no green zones and pure water.
 - c) there are many factories in that place.
 - d) the birds bring them there.

24. The effect of the chemicals on the people
- a) was proved in the last century.
 - b) proved to be positive.
 - c) is being proved.
 - d) will be proved in the future.
 - e) has already been proved.

25. The amount of dangerous things was higher
- a) in the snow.
 - b) in the environment.
 - c) in the people's bodies who live in mountainous places.
 - d) in the bodies of the people who live in the cities.
 - e) in the people's bodies in the Arctic.

TEST 19

Choose the right answer.

1. When I arrived the lecture ... and the professor ... on the overhead projector.

- a) was already starting, has written;
- b) has already started, wrote;
- c) already started, wrote;
- d) had already started, was writing;
- e) already was started, was writing.

2. Good news! I ... to take over as the manager.

- a) has been asked;
- b) was asking;
- c) asked;
- d) had been asked;
- e) have been asked.

3. The boy fell into the river but fortunately we ... rescue him.
 a) were able to; b) had to; c) were allowed to;
 d) should; e) must.
4. A driver who has knocked someone down ... stop. It's his duty!
 a) has; b) may; c) can; d) ought; e) must.
5. The thief was seen ... he was climbing over the wall.
 a) as if; b) although; c) as; d) though; e) in spite of.
6. They gave me a form and told me to fill it
 a) out; b) with; c) on; d) in; e) down.
7. I suggest ... another meeting next week.
 a) holding; b) to hold; c) being held; d) having held; e) hold.
8. We saw the accident
 a) happen; b) to have happened; c) to happen;
 d) to be happening; e) having happened.
9. If I phone you tonight, ... in?
 a) you will be; b) would you be; c) will you be;
 d) are you; e) were you.
10. I wish you ... me about the test. I haven't done any revision.
 a) told; b) had told; c) would tell; d) tell; e) would have told.
11. The infant is so helpless that he cannot even perform such basic ... responses as obtaining food and drink, without adult assistance.
 a) survive; b) survived; c) survivor; d) survivory; e) survival.
12. The mental activity, involving the manipulation of symbols, signs, concepts, or ideas, which are ... represented is thinking.
 a) symbol; b) symbolize; c) symbolized;
 d) symbolically; e) symbolic.
13. Information received through the senses is **stored** and utilized as needed, within the limits of storage capacity.
 a) represented; b) retrieved; c) reminded;
 d) retained; e) recalled.
14. If the bell is sounded frequently and the food is never presented, the salivation response will gradually **diminish** and eventually stop.
 a) grow; b) decrease; c) rise; d) increase; e) raise.
15. ... is a scientific discipline that studies mental processes and behaviour in humans and animals.
 a) physiology; b) psychology; c) psychiatry;
 d) philosophy; e) sociology.

16. The brain can be thought of as a complicated control and storage system which depends primarily on ... for its information.

- a) relation;
- b) identification;
- c) consideration;
- d) distinction;
- e) sensation.

17. Manifestation

a) an act or process of recognizing somebody/something as being a particular person or thing;

b) the action or state of seeing what is going to happen or what will need to be done and action to prepare for it in advance;

c) an idea, a feeling or an opinion about somebody/something, especially one that is formed without conscious thought or specific knowledge;

d) an event, an action, an object or a statement that shows something clearly;

e) the action of showing an image of somebody or something.

18. Maturity

a) the time in person's life when he or she develops from a kid into an adolescent;

b) the condition or period of being a child;

c) the state of reaching full growth and development in mind or body;

d) the state or period of being a very young child;

e) the state of having lived a long time, being advanced in age and no longer young.

19. The way in which certain things, ideas, events are connected; links between people or groups.

- a) relationship;
- b) attitude;
- c) behaviour;
- d) cooperation;
- e) disagreement.

20. A thing that encourages or excites somebody/something to activity or greater effort.

- a) response;
- b) motive;
- c) sign;
- d) reaction;
- e) stimulus.

You are going to read a text. For questions 21-25, choose the answer (a, b, c, d or e) which you think fits best according to the text.

The wallet is a tiny, often pocket sized tool for storing cash, and other small articles such as credit cards, bank cards, drivers licenses, identification cards, and other valuables such as these. Usually it is made from fabrics such as leather, or synthetic plastic.

Typically, wallets are associated with men, as most women carry a similar object known as a purse. However, in modern day society, many women now also carry wallets as they are smaller and often, more

convenient. Some women carry purses with wallets tucked inside of them.

Wallets were invented in the late 1600's, almost immediately after paper currency was introduced. Paper currency was invented in Massachusetts in 1690. Prior to this, simple purses were used to carry around metal coins.

The first wallets were generally made from cow or horse leather, and had one small pouch for where people would place their identification cards (known then as calling cards).

Today's modern wallet, which has many different slots for our many cards, was invented in the 1950's, because of the invention of the first credit card. Wallets virtually remained the same throughout the 20th century, with the exception of the Velcro wallet which was introduced in the 1970's.

Late in the 20th century, in 1996, what is known as the all-ett billfold wallet was invented. This type of wallet reduced the bulkiness of the original wallet by nearly half. In the 21st century, wallets evolved in many ways including numerous shapes, sizes and colour, all mostly for stylistic purposes rather than function.

Wallets are a huge hit among pick-pockets, who target people carrying wallets in the pockets of their pants. To avoid this, some wallet owners have chains connecting their wallets to their pants. Other wallet owners have inside pockets on their coats, so that they cannot be pick-pocketed without noticing.

Although the wallet was originally designed to carry around cash, in modern society they are more often used for carrying credit cards. With the advanced systems of banks and other money institutes, people feel that carrying around cash is often unnecessary and a hassle.

Some people still like to carry around change purses, which can be convenient for small purchases where using a credit card or bank card would be silly and wasteful.

21. According to the first paragraph wallets

- a) are used for metal coins.
- b) contain important belongings.
- c) have a great value for their owners.
- d) are an object of men's outfit.
- e) are seldom used by women.

22. According to the second paragraph

- a) wallets were introduced in Massachusetts.
- b) wallets were invented before paper currency was introduced.
- c) at first wallets looked like tiny leather purses.
- d) the first wallets served for carrying documents.
- e) people used the first wallets for small change.

23. It is stated in the passage that
- a) the ideal shape of the wallet has been found.
 - b) wallets are less convenient than purses.
 - c) the purpose of the wallet has changed overtime.
 - d) the purse is usually smaller than the wallet.
 - e) people prefer paying for small things in cash.

24. It is not mentioned in the passage that wallets are
- a) used for virtual money.
 - b) used only by men.
 - c) made of various materials.
 - d) often stolen from their owners.
 - e) over three hundred years old.

25. The author states that
- a) square wallets are multifunctional.
 - b) the wallet wasn't changed for 200 years.
 - c) there have been two types of wallets.
 - d) wallets nowadays are the same as they used to be.
 - e) modern wallets have become thinner.

TEST 20

Choose the right answer.

1. The children ... for about an hour by the time John came.
- a) had been sleeping;
 - b) were sleeping;
 - c) slept;
 - d) have slept;
 - e) have been sleeping.
2. By the time we get there, the film
- a) starts; b) will start; c) will have started;
 - d) will be starting; e) started.
3. You have to go to the airport but you don't know how to get there. You ask a passer-by. – ... you tell me how to get to the airport?
- a) may; b) should; c) would; d) could; e) must.
4. Did you persuade them? – Yes. It was difficult but we ... persuade them.
- a) can; b) should; c) were allowed to;
 - d) were able to; e) might.

5. It smells ... someone has been smoking.
a) though; b) despite; c) while; d) even though; e) as though.
6. It was my first flight. I was very nervous as the plane took
a) on; b) off; c) out; d) over; e) up.
7. I'd rather ... at home than go to the cinema.
a) to stay; b) having stayed; c) to have stayed;
d) stay; e) staying.
8. We are looking forward ... your new book.
a) to read; b) to reading; c) to have read;
d) to being read; e) reading.
9. It's a beautiful house, and I would buy it if I ... the money,
but I can't afford it.
a) have; b) had had; c) had; d) would have; e) will have.
10. If you ... me her name, I would have found out from someone else.
a) hadn't told; b) don't tell; c) didn't tell;
d) wouldn't tell; e) wouldn't have told.
11. ... is one of the factors that determine our growth and
development.
a) heredity; b) inherit; c) inherited; d) heritable; e) hereditary.
12. Experiments have demonstrated that infants as young as ten days
may be ... to suck at the sound of a buzzer if it is frequently presented.
a) condition; b) to condition; c) conditional;
d) conditionally; e) conditioned.
13. The general features in memory are frequency, recency
and **value**.
a) indifference; b) worth; c) unimportance;
d) insignificance; e) aimlessness.
14. Trial-and-error method is an approach to the solving
of problems and the search for ways to **satisfy** motives.
a) fulfil; b) define; c) cause; d) meet; e) reveal.
15. While observing the behaviour of the dog, Pavlov noticed that
the flow of the ... in the mouth occurred not only when food was placed
in the dog's mouth, but even at the sight of the food.
a) saliva; b) food; c) digestion; d) bell; e) response.

16. Another important condition, especially in the development of skills, is ... of learning and practice, which allows the material or skill to be much better assimilated.

- a) motivation;
- b) transfer;
- c) distribution;
- d) achievement;
- e) manifestation.

17. Habit

- a) the ability to produce, experience, understand or learn something;
- b) a thing that a person does often and almost without thinking, especially something that is hard to stop doing;
- c) a thing that is necessary to make something else possible; a thing on which another thing depends;
- d) the ability to do something well;
- e) the mental or physical capacity, power or skill required to do something.

18. To retrieve

- a) to find or extract stored information; to bring something/somebody back into the mind;
- b) to help somebody to remember something that they may have forgotten;
- c) to hold or contain some information in one's memory;
- d) to collect and keep some information in one's memory for future use;
- e) to learn something well enough to remember it exactly.

19. A kind of a dream describing or showing what will happen in the future.

- a) nightmare;
- b) deep sleep;
- c) prophetic dream;
- d) sweet dream;
- e) recurrent dream.

20. A way of thinking about somebody/something or behaving towards somebody/something.

- a) manner;
- b) conduct;
- c) attitude;
- d) behaviour;
- e) impression.

You are going to read a text. For questions 21-25, choose the answer (a, b, c, d or e) which you think fits best according to the text.

According to legend, Marco Polo brought the secrets of ice cream with him from the Orient, together with a lot of other savories. There is, however, no proof of that, although there is some evidence that the Chinese indulged in iced drinks and desserts, which gives some weight to the Marco Polo theory.

The Chinese did, however, teach Arab traders how to combine syrups and snow, to make an early version of the sherbet. Arab traders proceeded to show Venetians, then Romans, how to make this frozen delight. The Emperor Nero was quite fond of pureed fruit, sweetened with honey, and then mixed with snow – so much so that he had special cold rooms built underneath the imperial residence in order to store snow. In the 1500s, Catherine de Medici brought the concept of the sorbet to the French, who were soon to make a great improvement on it.

As you must have noted, the above are frozen desserts, not ice cream. That invention awaited the development of the custard, then the discovery that freezing it would create a heavenly dessert. This notable event occurred in 1775 in France, and was shortly followed by the invention of an ice cream machine, which did a much better job of creating a light and fluffy frozen custard than beating by hand could do.

Thomas Jefferson, who imitated Nero in having a special cold room for storing snow, provided us with the first recipe for ice cream found in the United States. Not to be outdone, George Washington invested in one of the ice cream machines.

Until 1851, ice cream (or, more frequently, cream ice) was solely made at home. But a daring man from Baltimore, named Jacob Fussell changed all that by opening the first ice cream factory.

Near the turn of the century, the ice cream soda was created, although by who seems to be in question – either James W. Tuff or Robert Green. It does seem to have been done by accident, however, a scoop of ice cream falling in a glass of flavoured soda water. At any rate, the drink became a national craze, and many a girl and boy went courting over an ice cream soda. So many, in fact, that many municipalities passed laws forbidding the sale of soda water on Sunday.

Quickly afterwards, the ‘sundae’ was invented – it contained ice cream, syrup, and whipped cream of the soda, but without the evil influence of soda water. Numerous variations existed.

The next ice cream craze came with the 1904 Louisiana Purchase Exposition in Saint Louis. Charles Menches was doing a lively business selling scoops of ice cream in dishes, all the way up to the point that he ran out of dishes. Frustrated, but determined to still find a way to make a profit, he lighted upon his friend Ernest Hamwi, who was selling a wafer-like cookie called zalabia (a Syrian treat). The combination proved irresistible.

21. Which of the following is true according to the passage?
- a) The Chinese were taught by Arab traders to make the sherbet.
 - b) Marco Polo added savories to ice cream.
 - c) The first ice cream was made of snow.
 - d) Frenchmen played a great role in developing ice cream.
 - e) The Chinese taught the Italians to make ice cream.

22. It is stated in the passage that

- a) Catherine de Medici was fond of frozen desserts.
- b) Thomas Jefferson created the first ice cream recipe.
- c) Charles Menches sold ice cream in wafer glasses.
- d) Nero kept snow in a special basement.
- e) George Washington invented a device for making ice cream.

23. It is not mentioned in the passage that

- a) many great people have something to do with the development of ice cream.
- b) ice cream production was a simple and short-term process.
- c) people used to combine snow with various ingredients.
- d) the Marco Polo version may be a fiction.
- e) big amounts of ice cream and soda are unhealthy.

24. It can be inferred from the passage that

- a) homemade ice cream is tastier than industrially made.
- b) the history of ice cream has had several peaks.
- c) ice cream developed from pureed fruit.
- d) people prefer fluffy ice cream.
- e) modern ice cream is tastier than it used to be.

25. Charles Menches

- a) liked Syrian cookies.
- a) gave up his business after running out of ice cream dishes.
- b) was upset not to be able to sell ice cream.
- c) made profit in 1900.
- d) didn't have time to wash the dishes for his ice cream.

TEST 21

Choose the right answer.

1. While I ... to get my car started, a passing car stopped and the driver ... to help me.

- a) tried, has offered;
- b) tried, was offering;
- c) was trying, offered;
- d) am trying, offers;
- e) has tried, was offering.

2. Come around between eight and nine. We ... the match on television then.

- a) are watching;
- b) will be watching;
- c) will watch;
- d) will have watched;
- e) will have been watching.

3. I wonder who took the money. – It ... have been Tom. He's the only one who was there.

- a) should; b) ought; c) must; d) need; e) may.

4. A friend has just come to see you in your flat. Offer him something to drink. – ... you like something to drink?

- a) can; b) would; c) could; d) may; e) should.

5. I didn't get the job, ... I had all the necessary qualifications.

- a) despite; b) as; c) in spite of; d) although; e) as if.

6. Do you think we'll find a solution ... this problem?

- a) to; b) on; c) for; d) with; e) of.

7. George can't help ... when he sees you!

- a) to laugh; b) laugh; c) laughing;
d) to have laughed; e) being laughed.

8. Everyone wanted him ... the race.

- a) win; b) to win; c) winning; d) being won; e) to have won.

9. I can't understand what he sees in her! If anyone ... me like that, I would be extremely angry!

- a) treats; b) will treat; c) would treat;
d) treated; e) had treated.

10. Why didn't you phone? If I had known you were coming, I ... you at the airport.

- a) will meet; b) would meet; c) had met;
d) met; e) would have met.

11. Psychology acquired scientific status when it became possible for any qualified investigator to repeat the ... of another.

- a) observable; b) observe; c) observance;
d) observations; e) observer.

12. Since human behaviour is difficult to ... , his motives are also difficult to define.

- a) classify; b) classifiable; c) classic;
d) classical; e) classification.

13. Individuals try to **adapt** to the conditions of their social environment.

- a) apply; b) adjust; c) contribute; d) respond; e) depend.

14. A number of studies consistently show that social deprivation causes severe **disturbances**.

- a) disorders; b) distortions; c) disobediences;
d) disinclinations; e) dislikes.

15. We have at least eleven senses, but the five main ones are taste, ... , smell, hearing and sight.

- a) vision; b) touch; c) movement; d) sensation; e) feeling.

16. The ... is the control centre and the nerves resemble message lines, transmitting information from our senses to it.

- a) head; b) sense; c) brain; d) mind; e) sight.

17. Adolescence

- a) the state or period of being a very young child;
b) the time in a person's life when he or she develops from a child into an adult;
c) the state of being grown to full size, mentally and emotionally developed;
d) the condition or period of being a young person from birth to the age of full physical development;
e) the state of being fully grown and developed in mind and body.

18. Storage

- a) the ability to remember;
b) the process of finding or extracting stored information;
c) an individual person's power to remember things;
d) the process of considering something mentally;
e) the process of collecting and keeping information for future use.

19. A sequence of scenes and feelings occurring in the mind during sleep.

- a) sleep; b) nightmare; c) hallucination; d) dream; e) twitch.

20. The ability to see into the true nature of something; deep understanding.

- a) perception; b) sight; c) vision; d) insight; e) experience.

You are going to read a text. For questions 21-25, choose the answer (a, b, c, d or e) which you think fits best according to the text.

Every family has family problems. Whenever you have a group of people who spend hours with each other there are going to be problems. Personalities clash and power struggles happen as parents and children learn how to cope with each other.

A family can be compared to a tapestry made of people of different ages, different personalities, different likes and dislikes. This diversity produces major family problems.

The generation gap occurs when family members do not understand each other well because of the interests typical for different

ages (e.g. favourite music styles, clothes, etc.). Generation gap is a cause of many quarrels, arguments and misunderstandings, very often family members are annoyed and ill-treated.

Verbal infections cause conversations to escalate into an argument. Arguments in their turn cause miscommunication and may be the root of the family problems.

Overprotection or overparenting is a typical feature of responsible parents. They pay extremely close attention to their child's experiences and problems. This phenomenon is also known as 'helicopter parents', who are connected with their children with the 'longest umbilical cord' – the cell phone. Such parents interfere into their children's problems and attempt to move out all the obstacles from the ways of their children. Very often, instead of establishing a close bond between parents and children, overparenting can break the relationship down because of growing mutual misunderstanding.

Dysfunctional families are the families where family members have serious problems with each other. Parents neglect their children, give no support and the children feel lonely at home. That may cause children's loneliness and psychological problems.

In general, no family member is immune to family problems. If you want to have a happy family, it's necessary to take a responsibility for your family rather than blaming others for it. As we all know, it takes at least two people to cause a problem and at least two to resolve the problem. It's OK to feel angry in certain situations, but learn to vent your anger in a constructive way. No matter what the cause of the problem is or who is to blame, you need to learn to forgive and to move forward in your family.

20. The families have problems because

- a) children don't obey their parents.
- b) it's easy to understand each other.
- c) different people have problems with understanding each other.
- d) there is no money for kid's wishes.
- e) parents do not listen to their children.

22. 'Helicopter parents' are

- a) the parents, who blame their children for family problems.
- b) the parents, who love cell phones.
- c) the parents, who love helicopters.
- d) the parents, who protect their children too much.
- e) the parents, who punish their children too much.

23. In dysfunctional families
- a) the children are overprotected.
 - b) the children are neglected.
 - c) the parents give no independence to their children.
 - d) the parents interfere into their children's problems.
 - e) the parents vent their anger in a constructive way.

24. When people vent their anger in a constructive way they
- a) get on well with each other.
 - b) do not take responsibility for their actions.
 - c) explain what the cause of the trouble is.
 - d) struggle for power.
 - e) do not try to cope with each other.

25. When people resolve the problems they
- a) quarrel with each other.
 - b) become the vent for others.
 - c) escalate the argument.
 - d) compare the tapestries of their lives.
 - e) learn the cause of the trouble.

TEST 22

Choose the right answer.

1. As soon as we ... there, we ... for a taxi.
- a) will get, will phone;
 - b) got, will phone;
 - c) will get, phone;
 - d) will get, will be phoning;
 - e) get, will phone.
2. The policeman asked me if the car ... to me.
- a) belong;
 - b) belonged;
 - c) belongs;
 - d) has belonged;
 - e) was belonging.
3. Your friend is going to visit Greece. Advise him to learn a few words of Greek before he goes. – You ... learn a few words of Greek before you go.
- a) must;
 - b) should;
 - c) ought;
 - d) can;
 - e) have.
4. What are you doing this weekend? – I don't know for sure but I ... go to London.
- a) might;
 - b) can;
 - c) could;
 - d) need;
 - e) should.
5. Scientists used only local materials ... save money.
- a) so;
 - b) in order to;
 - c) as if;
 - d) though;
 - e) because.

6. The advantage ... living alone is that you can do what you like.
 a) for; b) with; c) of; d) on; e) to.
7. He now regrets not ... harder when he was at college.
 a) studying; b) study; c) to study;
 d) to have studied; e) being studied.
8. I only did it because they made me ... it.
 a) to do; b) do; c) doing; d) to have done; e) having done.
9. Tony would not have crashed if he ... more careful.
 a) had been; b) were; c) would be; d) will be; e) is.
10. I wish I ... the money to buy some new clothes, but I can't afford any at the moment.
 a) have; b) had had; c) will have; d) had; e) would have had.
11. It is difficult to translate laboratory and clinical findings into practical
 a) appliance; b) application; c) applicant;
 d) apply; e) applied.
12. It appeared that consciousness contributes to the ... of organisms by aiding them to learn.
 a) survivory; b) survivor; c) survive; d) survived; e) survival.
13. The learning theory holds that the infant becomes attached to the mother because her face and form have been associated with the **alleviation** of certain primary drive states, primarily hunger and thirst.
 a) condition; b) facilitation; c) relief;
 d) deprivation; e) distortion.
14. It is nearly always possible for the child to **regain** an emotional equilibrium within normal limits.
 a) recover; b) remove; c) respond; d) remind; e) retrieve.
15. We attempted to find out, from a psychological point of view, ... between the two types of perceptions.
 a) relationship; b) features; c) traits;
 d) manners; e) attitude.
16. ... is the mental process by which we learn, think, and remember, and we use language to describe and understand the world around us.
 a) memory; b) cognition; c) learning;
 d) thinking; e) sensation.

17. To digest

- a) to change food in the stomach and bowels so that it can be used by the body;
- b) to produce liquid in the mouth that helps one swallow food;
- c) to cause or allow especially food or drink to go down the throat;
- d) to take an amount of liquid into the mouth and swallow;
- e) to be able to recognize flavours in food and drink.

18. Resentment

- a) an unpleasant feeling caused by the possibility of danger, pain or a threat;
- b) the action or an instance of feeling bitter or angry about something insulting or offensive;
- c) the ability of people to recover quickly from shock or injury;
- d) the feeling or state of perceiving, or showing that one perceives, a situation to be funny;
- e) a mood or state of mind in which one pays little attention to anything but one's own thoughts.

19. The state of believing that one can firmly trust or rely on one's own abilities.

- a) self-consciousness;
- b) self-awareness;
- c) self-confidence;
- d) self-concentration;
- e) self-importance.

20. The process of becoming or making somebody or something suited to new conditions.

- a) adjustment;
- b) application;
- c) contribution;
- d) distinction;
- e) development.

You are going to read a text. For questions 21-25, choose the answer (a, b, c, d or e) which you think fits best according to the text.

There is a drugless and side effect-free way to reduce inflammation in the body, restore the body's natural defence system, lose weight, possibly increase lifespan and improve or prevent diabetes, cardiovascular disease and kidney disease. What's more, you can get the benefits from this natural health strategy no matter what your age or whether you already have a serious disease. So who's behind these 'wild' health declarations? The findings of science – researchers from the Mount Sinai school of Medicine conclude there's

a simple, inexpensive dietary intervention that could control weight even without changing caloric intake and help make people healthier in a host of ways. The key? Stop eating processed and fried foods.

According to the study, these foods are loaded with harmful toxins called Advanced Glycation End products (AGEs). AGEs are produced when foods are heated, pasteurized, dried, smoked, fried or grilled. Then, once consumed and inside the body, AGEs adhere to tissues and oxidize them, causing inflammation which can result in numerous diseases. In fact, a long list of animal studies have previously shown the dangers of AGEs. The oxidative stress from high oxidant levels and inflammation increase the risk of diabetes, heart disease, kidney disease and other chronic diseases.

The new clinical study, conducted in collaboration with the National Institute on Ageing (NIA), built on this earlier animal research but this time looked at what people ate and how it affected their bodies. The researchers studied 325 healthy adults and 66 with chronic kidney disease. A subset of 40 healthy participants and another 9 with kidney disease were randomly assigned to follow a regular Western diet full of AGEs or to follow a diet with only one-half the amount of AGEs typically found in the American style of eating. Research subjects in the 'AGE-less diet' group were advised to avoid grilling, frying or baking their food. Instead, they were told to eat food that was poached, stewed or steamed. There was no change in calories or nutrient intake during the time of the study. After four months on the low-AGEs eating plan, the scientists checked the blood of the healthy research subjects. They found that AGE levels, inflammatory markers, and biomarkers of vascular function declined by as much as 60 per cent. What's more, a similar reduction was found in the kidney patients after only one month on the AGE-less diet.

After even a short period of not eating AGEs loaded fried and processed foods, the number of AGER1 gene copies was restored to normal levels among patients with kidney disease. That means by simply adjusting the diet to avoid processed and fried foods, the body was rebuilding its healthy defence system.

'What is noteworthy about our findings is that reduced AGE consumption proved to be effective in all study participants, including healthy persons and persons who have a chronic condition such as kidney disease,' said Dr. Vlassara, the study's lead author, in a press statement. 'This suggests that oxidants may play a more active role than genetics in overwhelming our body's defences, which we need to fight off disease. It has been said that nature holds the power, but the environment pulls the trigger. The good news is that unlike genetics, we can control oxidant levels, which may not be an accompaniment to disease and ageing, but instead due to the cumulative toxic influence of AGEs.'

21. The studies claim that it is possible to reduce inflammation in the body

- a) by keeping to a diet.
- b) by using certain drugs.
- c) by taking supplements.
- d) by eating fat food.
- e) by losing weight.

22. People can control weight when they

- a) change caloric intake.
- b) eat poached, stewed or steamed food.
- c) eat only fried food.
- d) restore the body's natural defence system.
- e) keep to an inexpensive diet.

23. According to the studies Advanced Glycation End products don't

- a) stick to the tissues and oxidize them.
- b) influence the health positively.
- c) decrease the risk of numerous diseases.
- d) cause inflammation of the tissues.
- e) cause various chronic illnesses.

24. As a result of keeping to a diet avoiding processed and fried foods

- a) the body was completely unhealthy.
- b) the AGE levels increased.
- c) the body was restoring its natural defences.
- d) the receptors were severely suppressed.
- e) the body's defence mechanism was exhausted.

25. The study suggests that when we need to fight off diseases

- a) we need the cumulative influence of AGEs.
- b) we use more unhealthy food.
- c) oxidants are always an accompaniment.
- d) we can control oxidant levels.
- e) genetics is more important than oxidants in body's defences.

TEST 23

Choose the right answer.

1. Maria asked the examiner when she ... the results of the examination.

- a) would know;
- b) will know;
- c) will have known;
- d) knew;
- e) know.

2. I phoned you last night but you What ... ?

- a) weren't answering, did you do;
- b) didn't answer, were you doing;
- c) didn't answer, have you done;
- d) haven't answered, were you doing;
- e) wasn't answering, did you do.

3. Excuse me! ... you do me a favour?

- a) may;
- b) should;
- c) might;
- d) could;
- e) must.

3. You are at an interview. You want to smoke a cigarette. What do you ask first? – ... I smoke a cigarette?

- a) may;
- b) shall;
- c) should;
- d) must;
- e) would.

4. ... I was really tired, I couldn't sleep.

- a) in spite of;
- b) while;
- c) as if;
- d) even though;
- e) despite.

5. Were you disappointed ... your examination results?

- a) with;
- b) by;
- c) of;
- d) for;
- e) to.

6. I only did it because I was made ... it.

- a) do;
- b) doing;
- c) having done;
- d) to do;
- e) to have done.

7. You'd better consult your lawyer before ... to buy the property.

- a) decided;
- b) having decided;
- c) deciding;
- d) to decide;
- e) decide.

8. If only I ... the answer to this question!

- a) know;
- b) knew;
- c) have known;
- d) would know;
- e) will know.

9. You ... if you had taken a map.

- a) wouldn't have got lost;
- b) won't get lost;
- c) didn't get lost;
- d) wouldn't get lost;
- e) hadn't got lost.

10. Various contacts with other people and the environment will help the child to develop an ... personality.

- a) adaptation;
- b) adapt;
- c) adaptor;
- d) adaptable;
- e) adaptability.

12. The process of ... and development happens to us and seems to be a normal, natural series with little variation.

- a) growth;
- b) grow;
- c) grower;
- d) grown;
- e) grew.

13. The two main factors which **affect** our development are inherited potential and environmental experience.

- a) inherit; b) influence; c) experience; d) cause; e) respond.

14. The mother's softness or warmth would be responsible for the development of the infant's **attachment** to her.

- a) action; b) condition; c) hesitation;
d) perception; e) affection.

15. Humanistic psychology holds that the person's need to develop his ... , along with his capacity to do so, is innate.

- a) attitudes; b) manners; c) features;
d) potentials; e) experience.

16. Most of us sleep in two distinct ways: «active» sleep, when we ... , and «quiet» sleep, when we simply sleep.

- a) dream; b) sleep; c) hallucinate; d) wake up; e) walk.

17. Consciousness

a) a feeling in one's body resulting from something that happens or is done to it;

b) the state of having knowledge of somebody / something or realizing something;

c) the state of knowing what is going on around one because one is able to use one's senses and mental powers;

d) the action or process of acquiring knowledge and understanding through thought, experience or the senses;

e) a way of seeing, understanding or interpreting something.

18. To distort

a) to interpret or understand something in a certain way;

b) to have an effect on somebody / something or on their behaviour;

c) to think or have the opinion; to regard somebody / something as something;

d) to cause something to happen in a particular way or be of a particular type;

e) to make something look or sound strange and unnatural, to give a false account of something.

19. To get something back again after losing it, to recover something.

a) to lose; b) to regain; c) to eliminate;

d) to recall; e) to retrieve.

20. This field of psychology analyzes the mental processes, which are responsible for behaviour. It deals with the study of problem solving, information processing, memory and emotional abilities of human beings.

- a) behaviour psychology;
- b) social psychology;
- c) developmental psychology;
- d) educational psychology;
- e) cognitive psychology.

You are going to read a text. For questions 21-25, choose the answer (a, b, c, d or e) which you think fits best according to the text.

What's good for one may not be good for all, especially in the animal kingdom. Consider the case of ketoprofen. Ketoprofen is a drug that, like ibuprofen, provides pain relief and reduces swelling. In India, some farmers give ketoprofen to their cattle and other animals for pain relief.

But giving ketoprofen to cattle may ultimately poison vultures, according to a recent study. Vultures are giant, flying scavengers that eat the carcasses of dead animals, including cattle. For farmers, vultures act like nature's janitors. The bird's feasts mean that farmers don't have to figure out how to dispose of the bodies of dead animals. And vultures eat fast. Dozens of birds could take care of a dead animal in 20 minutes.

When a vulture eats a dead animal, however, it may also end up eating medications that were given to the animal. In the case of ketoprofen, this is a big problem, according to a study by Richard Cuthbert and his fellow researchers. Cuthbert is a zoologist, or a scientist who studies animals, in England. He recently led a team of scientists from around the world in a study of how ketoprofen affects vultures. He and his team found that even small amounts of the drug can kill a vulture.

In their experiment, the scientists found that vultures died after being given ketoprofen directly, or after eating the body of an animal that recently had been given the pain medication. It didn't take much: vultures died after consuming less than one-millionth of their body weight in ketoprofen. That amount shows that even veterinarians should be very careful about giving ketoprofen as a medicine to birds, the team said in its research paper on the work.

This isn't the first time farmers have accidentally poisoned vultures. Another drug that reduces swelling, called diclofenac, became popular among farmers about 20 years ago. But that drug also turned out to be toxic to vultures, and as a result three different species are on the verge of becoming extinct. In 2004, Lindsay Oaks, a veterinarian at Washington State University, helped connect the vulture decline to the

use of diclofenac. He told Science News that even a small number of tainted carcasses could cause a large decline in vulture populations. Since Oak's study, countries such as India, Pakistan and Nepal have laws against making diclofenac for animals.

The way a drug given to a cow can end up killing a vulture is one example of how interconnected the food chain is. Scientists such as Cuthbert look at the effect of medicines on vultures to learn information that will help in preventing the type of disaster diclofenac has already caused. Prevention would not only help the vultures, but would also help the farmers, who now have to deal with carcasses that sit rotting. Cuthbert says even though vultures may be rather repulsive, they do important work for the planet – and they're connected to other species.

'With their heads in a carcass, they may not be that attractive, but they're doing their job,' Cuthbert told Science News.

21. The scientists proved that

- a) all kinds of medicine do good to animals.
- b) all kinds of medicine for animals should be forbidden.
- c) pain-killers provide swelling.
- d) no drugs must be given to farm animals.
- e) only some kinds of medicine can be of help to animals.

22. It has recently been proved that

- a) vultures are dangerously affected by ketoprofen.
- b) vultures poison the environment.
- c) vultures should be decreased in population.
- d) vultures kill cattle.
- e) vultures are quick eaters.

23. The farmers are poisoning vultures

- a) deliberately.
- b) unintentionally.
- c) consciously.
- d) purposely.
- e) cruelly.

24. The use of drugs can cause

- a) an increase of some bird populations.
- b) an increase of dead animals bodies disposal.
- c) a reduce in number of animal species.
- d) a negative effect on people.
- e) a decline in diclofenac production.

25. The main idea of the article is to
- prove that vultures are on the verge of extinction.
 - prove that vultures are sensitive to the livestock drug diclofenac.
 - show that oriental white-backed vulture populations are important for the planet.
 - prove that the quantity of vultures have declined by more than 99 percent.
 - all of the above.

TEST 24

Choose the right answer.

1. Mary ... her glasses at the time, so she didn't notice what kind of car the man

- didn't wear, was driving;
- hasn't worn, drove;
- hadn't worn, has been driving;
- wasn't wearing, was driving;
- didn't wear, drove.

2. If we don't get there by 6.00, Jack

- will leave;
- is left;
- will have left;
- will be left;
- will be leaving.

3. She can't run very fast but when she was at school she ... run faster than anyone else.

- can;
- was allowed to;
- might;
- could;
- would.

4. You're on a train. The woman next to you has finished reading her newspaper. Now you want to have a look at it. What do you say? – ... I have a look at your newspaper?

- would;
- must;
- need;
- should;
- may.

5. I'm not happy with your work. ... , I'm going to give you one last chance.

- whereas;
- nevertheless;
- while;
- despite;
- for.

6. When I realized I was wrong, I apologized ... him for my mistake.

- with;
- of;
- before;
- to;
- about.

7. If a thing is worth ... at all do it well.

- doing;
- to be done;
- be done;
- being done;
- to do.

8. I felt the house ... with the explosion.

- To shake;
- shake;
- being shaken;
- having shaken;
- shaken.

9. If we had some tools, we ... to repair the car, but we haven't got any with us.

- a) will be able;
- b) were able;
- c) had been able;
- d) would be able;
- e) would have been able.

10. I'm getting soaked! I wish I ... my umbrella.

- a) didn't forget;
- b) wouldn't forget;
- c) hadn't forgotten;
- d) don't forget;
- e) won't forget.

11. Conditioning is a pervasive and important learning process and offers a sound explanation of the development of the ... between mother and child.

- a) attachment;
- b) attach;
- c) attached;
- d) attacher;
- e) attache.

12. Another side of man's humanness is the creative force that gives rise to his most complex and ... human behaviour.

- a) specify;
- b) specifically;
- c) specificity;
- d) specification;
- e) specific.

13. As the child **matures** he develops more complex powers of reasoning.

- a) raises;
- b) grows up;
- c) falls down;
- d) gets up;
- e) decreases.

14. It is preferable to learn under the **stimulus** of rewards rather than the threat of punishments.

- a) incentive;
- b) response;
- c) influence;
- d) circumstance;
- e) knowledge.

15. ... is so-called «mental» activity, involving the manipulation of symbols, signs, concepts, or ideas, which are symbolically represented.

- a) memory;
- b) learning;
- c) conditioning;
- d) thinking;
- e) sensation.

16. It's much easier to ... some new habits than to get rid of them.

- a) eliminate;
- b) acquire;
- c) diminish;
- d) perform;
- e) give up.

17. Disorder

- a) the characteristic attitude of mind or way of thinking of a person or group;
- b) a disturbance of the normal processes of the body or mind;
- c) the state of being well and free from illness in body or mind;
- d) the condition in which a person or thing is, in appearance, mind or health;
- e) a state of health or being physically fit.

18. Mood

- a) the action or process of making known one's feelings, opinions or ideas;
- b) all the mental or moral qualities that make a person, group, nation different from others;
- c) a strong feeling of any kind;
- d) the state of one's feelings or mind at a particular time;
- e) mental, emotional or nervous strain.

19. A scientific test done carefully in order to study what happens and to gain new knowledge.

- a) examination;
- b) experiment;
- c) method;
- d) subject-matter;
- e) investigation.

20. The ability to remember events which happened in the recent past.

- a) visual memory;b)
- b) long-term memory;
- c) short-term memory;
- d) storage capacity;
- e) poor memory.

You are going to read a text. For questions 21-25, choose the answer (a, b, c, d or e) which you think fits best according to the text.

Are most business people honest? When they were children, the business people of today were taught by their parents that honesty pays and that the dishonest will suffer. Their parents and teachers told them moral stories about honest people who were rewarded and dishonest people who were punished. Then they grew up and went out into the cold hard world of business. Faced with a choice between honesty and dishonest profit, which road do these people take? According to a study conducted by Harvard Business Review, most U.S. business people do conduct their affairs honestly. They also are willing to trust other business people, because their experience has taught them that most of them are honest too. But the Harvard team found numerous examples with a different outcome: sometimes dishonesty was greatly profitable. A company deceived an advertising agency in order to get good terms, and that single ad helped them sell \$150,000 worth of software. Expensive department stores in New York City have a reputation for breaking their promises to suppliers and costing the suppliers a great deal. Some investment brokers deceive

their clients and lose all their money. Yet more clients come along, the suppliers keep working with the department stores, and ad agencies take new chances with unknown firms.

Given examples like these, it may seem strange to you that business would be so trusting. It's partly due to an assumption in the business world that some dishonest people are going to come your way, and you just have to take it in stride. In other cases the reason is greed: the investor convinces the client that he will make such incredible profits that the client can't resist. The smooth talk of the sales rep may win over the customer. Clients have their lawyer to go over the contract with a fine-toothed comb, hoping that they can outfox the deceiver. And another reason that dishonesty pays is because most business people believe that most others are as honest as they themselves are. You might think that dishonest companies and business people would be sued, but they seldom are. The victims may be afraid of the person's power, they may just not want to spend the time and money and effort, or they might not want to endanger their own reputation.

It sounds bad, doesn't it? Crime pays, honest people suffer. Yet these stories do seem to be in the minority. It's true that you can always find ways to lose your money if you want to take foolish risks with people who have bad track records, but the truth is, most business people generally trust people. Most of them also said that they themselves were honest in their own business dealings. Why? Not because they believed that it would bring them higher profits, but because of their own self-respect and moral principles. They 'took pride in their good names.' Said one: «We keep promises because we believe it is right to do so, not because it is good business».

21. The passage is primarily about

- a) business criminals.
- b) lies and truth.
- c) business people.
- d) honesty and dishonesty in business world.
- e) the reputation of business people.

22. Which of the following is TRUE, according to the passage?

- a) There are a lot of stories when dishonesty is sued.
- b) Business people's experience shows that most people are honest.
- c) Most of the business is dishonest.
- d) Dishonesty can't bring profit.
- e) Honesty is always good business.

23. Which of the following is NOT mentioned about the victims of dishonesty?

- a) They appreciate their money and time.
- b) They may not want to spend their efforts.
- c) They don't want to risk their reputation.
- d) They don't want to take foolish risks.
- e) They may fear powerful people.

24. The author of the passage states that

- a) dishonest business people are always punished.
- b) all business people are unfair and greedy.
- c) business people are proud of their clean names.
- d) all business people are honest.
- e) honest business people get high profits.

25. Most business people are honest because

- a) parents taught them to be honest.
- b) it is correct to behave in such a way.
- c) teachers told them moral stories.
- d) they have enough money and power.
- e) honest people are always rewarded.

TEST 25

Choose the right answer.

1. I can't give you the report I ... for today because I ... it.

- a) have promised, hadn't finished;
- b) promised, didn't finish;
- c) promise, wasn't finishing;
- d) promised, haven't finished;
- e) had promised, haven't finished.

2. Sue told us her baby ... two weeks earlier than expected.

- a) was born;
- b) is born;
- c) has born;
- d) had been born;
- e) had born.

3. The accident happened because Tom was driving on the wrong side of the road. – Tom ... have been driving on the wrong side of the road!

- a) shouldn't;
- b) might not;
- c) couldn't;
- d) can't;
- e) ought not.

4. Don't stand up in the boat! You ... fall in the river!

- a) may;
- b) might;
- c) could;
- d) should;
- e) can.

5. Robert suddenly began to feel ill ... he was doing the examination.

- a) as if; b) while; c) for; d) although; e) in spite of.

6. He was found guilty and sentenced ... six months' imprisonment.

- a) to; b) for; c) on; d) in; e) over.

7. I don't mind ... you do the washing-up.

- a) to help; b) help; c) helping;
d) being helped; e) to have helped.

8. You don't look very well. You'd better not ... to work today.

- a) to go; b) to be going; c) going; d) having gone; e) go.

9. It's quite simple really. If you ... these tablets every day, then you will lose weight.

- a) will take; b) took; c) would take; d) had taken; e) take.

10. I don't like this flat. I think I ... happier if I lived in a house in the country.

- a) am; b) will be; c) would be; d) had been; e) was.

11. We may not give it a moment's thought, but most of us will probably spend the third of our lives

- a) sleep; b) asleep; c) sleeper; d) sleepy; e) slept.

12. The first years of human life are characterized by development of language, motor ability, and

- a) social; b) society; c) socialization; d) socialize; e) socialism.

13. The mother in a state of high **anxiety** about her son's illness took him to a hospital.

- a) emotion; b) gladness; c) mood; d) worry; e) amusement.

14. The dog's responses to the food in the mouth were considered automatic reflex responses that are inborn, but the response to the sight of food was the **learned** response.

- a) innate; b) inborn; c) diminished;
d) acquired; e) eliminated.

15. It is not known how much information is stored away in the brain as a permanent record but it is certain that the brain has an enormous ... for storage.

- a) quality; b) feature; c) habit; d) capacity; e) influence.

16. The first sleep of the night is always ... sleep, which is characterized by the general absence of body movement, and the slow, regular brain activity.

- a) quiet; b) active; c) irregular; d) rapid; e) convulsive.

17. Experience

a) the process of training and instruction, especially in establishments which are designed to give knowledge and develop skills;

b) the facts, information, understanding and skills that a person has acquired through experience and education;

c) the ability to do something well;

d) the process of gaining knowledge or skill over a period of time through seeing and doing things rather than through studying;

e) the mental or physical capacity, power or skill required to do something.

18. Smell

a) the ability to perceive things or their qualities by putting one's hand or fingers onto somebody / something;

b) the ability to perceive sound;

c) the ability to sense things with the nose;

d) the ability to perceive things by using one's eyes;

e) the sense by which a flavour is recognized by using one's tongue.

19. Different, especially in a way that is not desirable, from what is ordinary or expected.

a) correct;

b) simple;

c) acquired;

d) abnormal;

e) conditioned.

20. A warm gentle feeling of caring for or loving somebody/ something.

a) affiliation;

b) affection;

c) alleviation;

d) application;

e) cognition.

You are going to read a text. For questions 21-25, choose the answer (a, b, c, d or e) which you think fits best according to the text.

Halloween has its roots in Samhain (pronounced sow-in), an ancient harvest festival held at the end of the Celtic year. The festival marked the end of summer and the beginning of the dark wintertime. It was believed the spirits of the dead returned on this eve to damage crops and play tricks on the living. It was also believed that the Celtic priests, or Druids, were able to make predictions about the future,

which they did during large bonfire celebrations where they wore animal skins and sacrificed crops and animals to the spirits.

In early A.D., Romans came to the Celtic territories of modern day England, Scotland and Northern France, and were the first people to influence the celebration of Samhain. They brought their own holidays: Feralia, the Roman day to honor the dead in late October, as well as another holiday to honor Pomona, the Roman goddess of fruit and trees. It is possible that this Roman influence is the reason apples are given out and bobbed for on Halloween.

By 800 A.D., Christianity spread to the Celtic Territories and brought with it another holiday, 'All Saints Day.' Pope Boniface IV, the designator of All Saints Day, was likely trying to replace Samhain with a similar but holier holiday meant to honor saints and martyrs. Later on, All Saints Day was renamed 'All Hallows' and thus the day of Samhain (Oct. 31st) began to be called 'All Hallows Eve,' and eventually shortened to 'Hallowe'en.'

All of the holidays that were melded together to create our modern version of Halloween involved dressing up in one way or another. The celebrators of Samhain wore animal skins at their bonfire celebrations and those that observed 'All Saints Day' often dressed as saints or angels. Later on men in Scotland would impersonate the dead on the day, explaining the ghoulish tradition we still observe.

During the mid 1800's, Irish and English immigrants flooded the United States and brought Halloween with them. From these immigrants we received the Halloween traditions we recognize today, however skewed they are now. For instance, the first trick-or-treaters were far from today's smiling children with commercialized costumes. They lived in Medieval England, and practised 'souling,' in which poor people would beg for sweet breads, in return for praying for the families' souls. Later, the immigrants who brought Halloween to America would develop their own version of trick-or-treating, but it didn't become popular here until the 1930s.

What used to be just a singular holiday with minimal things to purchase has turned into an entire 'Halloween Season.' Between decorative lights and lawn ornaments, elaborate costumes and loads of candy, the average American spends a pretty penny on this fall holiday. However popular Halloween has become, the recession has affected spending for this year's spooky night. Shoppers will spend an average of \$56.31 on the holiday compared to \$66.54 in 2008. Some ways people are cutting down include making homemade costumes, using last year's decorations and buying less expensive candies. For the children's sake, let's hope everyone doesn't resort to giving out apples and pennies. Didn't you just hate that as a kid?

21. It is stated in the first paragraph that

- a) the Celtic priests could foresee further events.
- b) the Druids wore skins of the sacrificed animals.
- c) Halloween used to be celebrated at the end of the summer.
- d) the Druids' animal skins put off the spirits of the dead.
- e) the festival was used for celebrations of the beginning of summer and the end of winter.

22. According to the second paragraph

- a) romans influenced the early Celtic religion.
- b) England and Scotland used to celebrate Halloween before A.D.
- c) the origins of some Halloween traditions are uncertain.
- d) Romans turned Samhain into Halloween.
- e) people in France didn't celebrate Halloween till early A.D.

23. The name of the holiday

- a) means the same as Samhain.
- b) appeared on the Celtic Territories.
- c) was introduced by a pope.
- d) has nothing to do with harvest or crops.
- e) has been in use since 800 A.D.

24. It can be inferred from the passage that

- a) Halloween traditions have changed a lot since the 1930s.
- b) Halloween has become a commercialized holiday.
- c) modern Halloween traditions are completely the same as they used to be in ancient times.
- d) different cultures have the same traditions of keeping Halloween.
- e) immigrants in the US had no money to buy their children sweets.

25. Which of the following is not mentioned in the passage?

- a) The holiday arrangements now last a long while.
- b) Kids prefer getting sweets to getting apples or other fruits.
- c) People elaborate Halloween costumes.
- d) Americans set decorations outside their homes.
- e) People now have to reduce the amount of Halloween expenses.

10. This car was a complete waste of money, I wish I ... it.

- a) didn't buy;
- b) wouldn't have bought;
- c) haven't bought;
- d) wouldn't buy;
- e) hadn't bought.

11. Who's the best person to speak to for home ... advice?

- a) secure; b) insecure; c) security; d) insecurity; e) securely.

12. All the students were put into ... vans and taken to a police control centre.

- a) armour; b) armourer; c) armoured; d) armoury; e) arms.

13. One of the biggest responsibilities of the police is to protect life and property, **prevent** and investigate crimes.

- a) commit; b) avert; c) violate; d) breach; e) perpetrate.

14. The suspect is issued with a **caution** and then released.

- a) sentence; b) fine; c) punishment; d) penalty; e) warning.

15. Civilian law enforcement agencies ... public order and serve the community.

- a) maintain; b) violate; c) commit; d) disturb; e) disorder.

16. The units are trained to fight particular types of crime, like organized crime, kidnapping for ... and other hostage situations.

- a) fine; b) penalty; c) ransom; d) sentence; e) probation.

17. Surveillance

a) the process of questioning someone closely or aggressively and for a long time;

b) careful watch kept on somebody suspected of doing something wrong;

c) doing something illegal or wrong;

d) going round an area to check that it is secure or safe and that there is no trouble;

e) the feeling that somebody is guilty of something, without certain proof.

18. To infringe

a) to keep something or somebody from being seen or known about;

b) to take hold of something or somebody suddenly or violently;

c) to break a rule or an agreement; to affect something so as to limit or restrict it;

d) to do or perform what one is asked or told to do;

e) to take something that belongs to another person without permission or legal right and usually secretly.

surgery, is to have a balloon put in the stomach. There are 20,000 people in America walking around with balloons in their stomachs. The balloon is made of specially prepared rubber, is inflated in the stomach and left there for three months. The big danger is deflation and blockage of the bowels. Otherwise, it's like having permanently just eaten a ham sandwich.

All her life Barbara Quelch had weighed 140 kilo. She was successful, the director of an advertising agency and the mother of four children. She had made several attempts to lose weight, even going to the lengths of having her jaws wired. She explained: 'It was very antisocial and over nine months I cut my weight down by half. However, when my jaws were unwired, I soon returned to my usual weight. I didn't suffer as much as other fat people. I had a full and happy life. But I got out of breath very quickly, and was tired and irritable a lot of the time. Then I had the gastroplasty operation. I lost weight within days. I could only take fluids for the first two months after the operation, and in the following five months I lost three kilo a week. I still can't eat certain foods, such as meat and potatoes. Most of my meals wouldn't fill a saucer. I am often sick after meals, but I don't regret a thing. I have always wanted to wear modern clothes and now I can go to a shop and choose what I want instead of having to take something because it fits. I am more assertive now. I used to be quieter and didn't want to do anything in case it drew attention to my figure. Now I say what I like. I don't care what people think any more. It's not a miracle. The stomach can stretch again, usually after three years, so it is important to eat small amounts of food, often. If this fails there is nothing else. It is a last resort.'

21. The life of Walter Hudson changed because

- a) he could stand and walk.
- b) he received a lot of publicity.
- c) he had a telephone installed.
- d) people wrote to him.
- e) he went into business.

22. Surgery was first used to help people lose weight by

- a) removing the small bowel.
- b) reducing the size of the stomach.
- c) inflating balloons.
- d) sending food direct to the large bowel.
- e) reducing the quantity of fat.

23. People with a balloon in their stomach
- a) have to be careful to avoid punctures.
 - b) can eat everything they want.
 - c) have to be careful not to eat too much.
 - d) must see their doctor monthly.
 - e) can only eat one sandwich.

24. According to Barbara Quelch, the big problem with having your jaws wired together is that

- a) you can't eat.
- b) it is inefficient.
- c) you can't speak to people.
- d) you don't lose weight.
- e) it takes too long.

25. After she had had her gastroplasty operation, Barbara

- a) lost her self-confidence.
- b) could eat anything she wanted.
- c) felt ill a lot of the time.
- d) took up wearing fashionable clothes.
- e) was much more self-confident.

TEST 27

Choose the right answer.

1. The robbers ... as soon as they left the bank.

- a) arrested;
- b) arrest;
- c) had been arrested;
- d) have been arrested;
- e) were arrested.

2. While Susan ... to get onto the platform, a man ... her handbag.

- a) was trying, grabbed;
- b) tried, grabbed;
- c) tried, was grabbing ;
- d) tried, is grabbing;
- e) has tried, was grabbed.

3. I ... you the money. Why didn't you ask me?

- a) could have lent;
- b) need have lent;
- c) had to lend;
- d) might lend;
- e) was allowed to lend.

4. The police are stopping all cars. They ... be looking for the escaped prisoner.

- a) have; b) must; c) need; d) should; e) could.

5. She pleaded with me, and I finally gave

- a) up; b) away; c) in; d) back; e) out.

6. Our neighbours look ... anyone without a car. I don't respect such people.

- a) down on; b) up to; c) forward to; d) into; e) for.

7. The hostages were rescued without a shot ... fired.

- a) be; b) being; c) having been; d) to be; e) to have been.

8. The crime seems ... by a left-handed man.

- a) to have been committed;
b) to commit;
c) committing;
d) being committed;
e) having committed.

9. Jean thinks that everyone likes her. If only she ... what people say behind her back!

- a) knows; b) had known; c) would know;
d) will know; e) knew.

10. According to the time table, if the train leaves on time, we ... at 5.30.

- a) would arrive; b) arrive; c) will arrive;
d) arrived; e) would have arrived.

11. In most of Europe, the penalties for drug-related offences are less severe for ... and more severe for trafficking.

- a) possession; b) possessive; c) possessed;
d) possess; e) possessor.

12. The suspect was caught in the act of ... the crime.

- a) commit; b) committing; c) committed;
d) commitment; e) committal.

13. If the suspect is released on **bail**, he is free to leave the police station.

- a) court; b) guarantee; c) caution; d) charge; e) offence.

14. The police were **thorough** in their examination of the murder site.

- a) effective;
- b) exhausting;
- c) intense;
- d) suspicious;
- e) attentive.

15. It is very difficult for the police to ... stolen property.

- a) remove;
- b) recover;
- c) repay;
- d) reorder;
- e) retain.

16. The police officer will also check your pupils for unusual

- a) colour;
- b) circles;
- c) movement;
- d) dilation;
- e) tears.

17. To remand

a) to discover and examine all the facts about something, for example a crime or an accident, in order to obtain the truth;

b) to keep somebody in an official place, for example a police station;

c) to send an accused person away after a brief appearance at a lawcourt to wait for trial at a later date, especially while further evidence is being gathered;

d) to put or keep somebody in prison;

e) to question somebody closely or aggressively and for a long time.

18. Hostage

a) a person who is injured or killed as the result of crime or an accident;

b) a person who commits a crime;

c) a person who discovers and examines all the facts about something, for example a crime or an accident, in order to obtain the truth;

d) a person who is captured and held as a prisoner by one or more others who threaten to keep, harm or kill her or him unless certain demands are met;

e) a person who demands money from somebody in return for not revealing secret or unpleasant information about them.

19. A crime connected with using money placed in one's care wrongly, especially so as to benefit oneself.

- a) white-collar crime;
- b) misdemeanour;
- c) bribery;
- d) embezzlement;
- e) blackmail.

20. A person who helps another to do something wrong or against the law.

- a) collaborator;
- b) accomplice;
- c) delinquent;
- d) offender;
- e) felon.

You are going to read a text. For questions 21-25, choose the answer (a, b, c, d or e) which you think fits best according to the text.

On March 7, 1997 the world was stunned by the news that a team of scientists in Edinburgh, Scotland had successfully cloned a sheep they named Dolly. All of a sudden, the worries of science fiction writers seemed very relevant. Would vast armies of cloned soldiers be raised to fight wars for us? Or perhaps we'd create a race of slaves? However, at the symposium in Rome, the doctors insisted they were motivated solely by the desire to help infertile couples have children. No one can be certain where cloning will lead, yet the lure and romantic possibilities we envision are on overwhelming temptation.

A wealthy couple, whose 10-month old baby died of a heart defect, is working with a company called Clonaid so they can 'create a healthy duplicate, a twin,' of their son. In a heart-felt letter to the U.S. House of Representatives, the father writes, 'I could do no less for him. He deserves a chance to live, to grow, to learn, to walk, to talk, to go to school, to listen to music, to drive a car, to make a difference in this world; all these things he would never have the chance to do if this were the end... . How could this be, how could a father accept this outcome?'

If you were able to give back to the parents the children they lost at the bombing, would you? The problem with cloning celebrities or notable individuals is that it is highly unlikely the cloned individual would be able to equal the achievements of their genetic 'twin'. Is it realistic to expect a cloned Einstein to equal the accomplishments of the 'original'? Who knows, the possibilities of cloning are as limitless as our imagination, and some people have really sick imaginations. It is not surprising then, that governments around the world are either banning or introducing strict regulations to monitor the technology.

The Canadian Minister of Health, Allan Rock, has presented a draft law to the House of Commons Committee on Health that would ban human cloning and regulate assisted human reproduction. There are anti-cloning advocates who believe human cloning shouldn't be allowed since it infringes on one of the things we value most, our individuality. Some also believe that human cloning may damage dignity and break down our social structure. Some religious groups and other organizations say human cloning is wrong.

Daniel Osmond, a Professor of Physiology and Medicine in Toronto, believes there are inherent problems in changing the natural course of a species, 'I feel that if we clone ourselves we will limit our ability to adapt. I believe we need the diversity nature provides,' says Osmond. Of course, there are those who believe that the ability to clone humans is invaluable, especially if we take into consideration

that we don't necessarily have to clone entire people. For example, cells could be duplicated so that victims of severe burns could grow back their own skin. Dr. Ian Wilmut, one of the scientists responsible for cloning Dolly, in his article written for Scientific American, states, 'Cloning offers many other possibilities. One is the generation of genetically modified animal organs that are suitable for transplantation into humans.'

Wilmut goes on to say, 'At present, thousands of patients die every year before.' He explains that pig organs are transplanted into humans would be rapidly destroyed by the human immune system and suggests that organs from a pig that have been genetically altered could eventually be accepted into the human body and save lives. Scientists believe the potential of human cloning is so valuable to the human race that it would be premature to stop research now. They are just beginning to understand the possibilities of the technology.

21. While experimenting on animals scientists

- a) concentrate on their achievements.
- b) know for sure the future outcome.
- c) worry about the results of the experiment.
- d) understand that their worries are irrelevant.
- e) are concerned about the future of the world.

22. If genetically modified copies of people were made, they

- a) would be exact copies of their 'twins'.
- b) would differ from the cloned individual.
- c) would be able to equal the achievements of their genetic 'twins'.
- d) would be identical to their originals in all aspects.
- e) would equal the accomplishments of the 'original'.

23. Cloning is beneficial because

- a) it can regulate assisted human reproduction.
- b) it can damage dignity.
- c) it can create a new kind of human species.
- d) it can break down our social structure.
- e) it is unnatural.

24. The ability to clone humans can lead to a disaster because

- a) the victims of severe burns could grow back their own skin.
- b) scientists could create a race of slaves and monsters.
- c) infertile couples could have children.
- d) genetically modified animal organs could be suitable for transplantation into humans.
- e) a replacement heart, liver or kidney would become available.

7. Would you mind ... your name and address on the back of the cheque?

- a) being written; b) to write; c) having written;
d) writing; e) write.

8. We've almost run out of petrol. We'd better ... at the next petrol station to fill up.

- a) to stop; b) stop; c) having stopped;
d) stopping; e) to be stopped.

9. If Ann hadn't driven so fast, her car ... into a tree.

- a) won't crash;
b) didn't crash;
c) hadn't crashed;
d) wouldn't have crashed;
e) wouldn't crash.

10. I wish I ... him, but I don't have my mobile phone with me.

- a) contact; b) could contact; c) had contacted;
d) can contact; e) will contact.

11. The interrogator must caution the ... before the interview.

- a) interview; b) interviewer; c) interviewing;
d) interviewee; e) interviewed.

12. In 2001, Biggs returned to the UK ... and was immediately sent to prison to serve the remaining 28 years of his sentence.

- a) voluntary; b) volunteer; c) voluntarily;
d) volunteering; e) volunteered.

13. The police who were **investigating** the crime could find no clues at all.

- a) examining; b) searching; c) researching;
d) seeking; e) detecting.

14. These notices give information about **fugitives** who are wanted for serious crimes.

- a) refugees; b) escapees; c) prisoners;
d) offenders; e) employees.

15. In situations of civil unrest, law enforcement officers usually use less-lethal weapons to ... crowds.

- a) follow; b) disperse; c) gather; d) push; e) kill.

16. Stimulants such as cocaine, ecstasy or amphetamines cause very large, ... pupils.

- a) saucer; b) pin-prick; c) sleepy; d) dark; e) tiny.

17. Treason

- a) the practice of using spies to obtain secret information;
b) the crime of betraying one's country, for example by helping its enemies during a war, or of trying to kill its ruler;
c) words or actions intended to make people oppose the authority of the state;
d) the crime of taking, sending or bringing goods secretly and illegally into or out of a country, especially without paying customs duty;
e) the practice of attacking the good reputation or saying bad things about someone.

18. Smuggler

- a) hunts illegally on somebody else's land;
b) makes false money or documents;
c) tries to enforce his political demands by threatening acts of violence;
d) brings goods into one country from another illegally;
e) sets fire to property.

19. Wrong or excessive use of something.

- a) drug-trafficking; b) abuse; c) crime;
d) offence; e) theft.

20. A person who murders somebody, especially somebody important or famous, for money or for political reasons.

- a) assassin; b) murderer; c) manslaughter;
d) suicide; e) killer.

You are going to read a text. For questions 21-25, choose the answer (a, b, c, d or e) which you think fits best according to the text.

Fifteen thousand years ago, woolly mammoths and North American horses roamed the cold grasslands that then covered much of Alaska and the western Yukon. They're extinct now, but we know quite a bit about them because of the fossils they left behind in places like Old Crow, the Klondike, and parts of Alaska. However, we don't know when they disappeared or why. The conditions that preserve bits of dead animals as fossils are rare, and the chances of finding the fossil remains of the last woolly mammoth or the last North American horse are so small that they make winning the lottery look like a sure thing.

But animals leave more than bones behind – and that other evidence is rewriting the prehistory of North America. Animals shed bits of their genetic material as they move through a landscape. It comes from their faeces, their urine, dropped hairs, and even sloughed-off skin cells. Modern instruments and lab techniques can detect that genetic material and identify its source.

If the circumstances are right, the genetic material – the DNA – can be preserved for thousands of years. The frozen sediments underlying parts of the Yukon watershed provide exactly those circumstances. University of Alberta researcher Duane Froese and an international team are analyzing sediment cores from several places in the Yukon and Alaska in research of the last of the big ice age mammals, the megafauna.

The first of the evidence is in, and it's startling. Sediment cores from a site near Stevens Village, in the Yukon River in Alaska, show that woolly mammoths and North American horses survived in that area until at least 10,500 years ago, and maybe even later. That's well after the end of the ice age, and several thousand years later than previous estimates – based on fossil bones and teeth – for the disappearance of both animals from North America.

The findings throw doubt on a couple of theories developed to explain the extinction of the ice age megafauna: the Blitzkrieg hypothesis and speculation about an extraterrestrial impact. Froese says the Blitzkrieg hypothesis argues that when humans arrived in the Americas, they hunted the large mammals to extinction very quickly. However, the DNA evidence shows that humans coexisted with the ice-age animals for thousands of years. The DNA itself can't be dated, but its age can be determined by dating the sediment layer in which it occurs. In the parts of Alaska and the Yukon where the glaciers didn't reach, tens of thousands of years of sediment layers have accumulated beneath the current ground surface. Froese and his colleagues have been sampling and dating those sediment layers for many years, but the idea of searching them for DNA first came up in 2003.

'We have a very exciting site in the Klondike, which our group has been working on. It covers the interval from 13,000 to 7,500 years before present. In fact, it's the best site I know of for this time interval in Yukon, Alaska, or Siberia.' The researchers have spent two summers sampling and dating the Klondike sediments. The abundant plant material trapped in the sediments makes it possible to date them accurately. It also provides information about the environment of the past. Froese says they're trying to track environmental change over those thousands of years and link it to what's known about changes in large mammal populations in the same period.

In the summer of 2010, the researchers will return to the Klondike sites. They'll also take a look at some likely sites in the Old Crow area. Sedimentary DNA – and what it can tell us about the last of the ice age megafauna – is high on the to-do list for next summer's research. 'We still have a lot to learn about how it can be applied,' Froese says. 'That's part of the motivation in expanding to new sites in the Yukon, to test some of the results from Alaska.'

21. To state the reason of North American horses extinction is difficult because

- a) there are no remains of those animals.
- b) there are only a few fossil remains.
- c) nobody knows where they lived.
- d) the snow covered their remains.
- e) it's impossible to go to the northern parts of Alaska.

22. Scientists can use _____ as the genetic material for experiments.

1. bones
2. excrements
3. skin cells
4. frozen sediments
5. all of the above

23. The international team of scientists proved that

- a) humans never hunted the large mammals.
- b) humans hunted mammals for food and skin.
- c) people killed the large animals the moment they saw them.
- d) humans and big ice age mammals lived together for a certain period of time.
- e) people never saw the ice-age animals.

24. The age of the DNA can be revealed by

- a) trapping the materials under the snow.
- b) dating the ground samples in which it was found.
- c) analyzing the megafauna.
- d) sampling the northern glaciers.
- e) relating the taken DNA to the animal species.

25. The researchers are motivated to continue their work because

- a) they have found new sediment sites.
- b) their university has been moved to Alaska.
- c) they want to prove that megafauna never existed.
- d) they want to check their previous deductions.
- e) sedimentary DNA is worth learning.

TEST 29

Choose the right answer.

1. And now for an item of local news. Hampshire police ... the dangerous snake which ... missing earlier in the week.

- a) has found, went;
- b) have found; went;
- c) found, went;
- d) finded, had gone;
- e) had found, went.

2. The police officer told Jack that he ... there.

- a) can't park;
- b) can't have parked;
- c) isn't able to park;
- d) couldn't park;
- e) will not be able to park.

3. You think it would be a good idea for all motorists to wear seat-belts. – I think all motorists ... to wear seat-belts.

- a) can; b) should; c) need; d) must; e) ought.

4. Brian had no money, so he sold his car. A few days later he won a lot of money in a competition. He ... his car.

- a) can't sell;
- b) needn't have sold;
- c) shouldn't sell;
- d) might not sell;
- e) might not have sold.

5. I can't put ... these screaming children! It's impossible!

- a) up with; b) on; c) off; d) away; e) in.

6. My parents came to the airport to see me

- a) about; b) through; c) off; d) over; e) in.

7. Everybody heard the bomb It was a tremendous noise.

- a) to explode; b) to have exploded; c) be exploded;
- d) explode; e) having exploded.

8. It is difficult to get used to ... with chopsticks.

- a) to eat; b) eat; c) being eaten; d) have eaten; e) eating.

9. We have a suggestion to make. How ... if we offered you the job of assistant manager?

- a) will you feel;
- b) would you feel;
- c) would you have felt;
- d) did you feel;
- e) do you feel.

10. If Bill ... the car, he wouldn't be in prison now.

- a) hadn't stolen;
- b) doesn't steal;
- c) didn't steal;
- d) hasn't stolen;
- e) wouldn't steal.

11. Organized crime groups use violence and ... to achieve their purposes.

- a) intimidating;
- b) intimidatory;
- c) intimidation;
- d) intimidate;
- e) intimidator.

12. Victims may be completely unaware of their rights, or may have been intentionally ... about their rights in this country.

- a) misinform;
- b) misinformed;
- c) misinforming;
- d) misinformation;
- e) misinformer.

13. After the accident the policeman asked if there had been any **witnesses**.

- a) visitors;
- b) offenders;
- c) bystanders;
- d) spectators;
- e) victims.

14. The police asked if I thought I could **identify** the man who stole my car if I looked at some photos.

- a) justify;
- b) recognize;
- c) verify;
- d) certify;
- e) analyze.

15. Burglars are more likely to ... homes with no visible security.

- a) leave;
- b) avoid;
- c) steal;
- d) commit;
- e) target.

16. Those aged 14 and above were ... with refusal to leave an illegal assembly and were issued with a \$100 fine.

- a) accused;
- b) guilty;
- c) blamed;
- d) charged;
- e) fined.

17. Ransom

a) a sum of money that must be paid as a punishment for breaking a law or rule;

b) money, charged for a journey by bus, ship, taxi;

c) a sum of money or services, given or offered to somebody in return for some, often dishonest, help;

d) a fixed regular payment, usually made every month to employees doing professional work;

e) money paid for the release of a person held as a prisoner.

18. Felony

- a) a crime concerned with small and unimportant things;
- b) the breaking of or failure to do what is required by a law, an agreement, a duty;
- c) a minor illegal act;
- d) an act or the crime of stealing;
- e) a serious offence for which one may be punished by law.

19. To go beyond the limit of what is right or natural or desirable.

- a) to prohibit;
- b) to commit;
- c) to threaten;
- d) to inflict;
- e) to encroach.

20. The action of seizing or arresting somebody, especially by the police.

- a) investigation;
- b) interrogation;
- c) apprehension;
- d) identification;
- e) imprisonment.

You are going to read a text. For questions 21-25, choose the answer (a, b, c, d or e) which you think fits best according to the text.

Joseph Ruttel (April 10, 1847 – October 29, 1911) was a Hungarian-American publisher best known for posthumously establishing the Ruttel Prizes and (along with William Randolph Hobst) for originating yellow journalism.

Ruttel was born in Mako, Hungary, and sought a military career, but was turned down by the Austrian army for frail health and poor eyesight. He emigrated to the United States in 1864 to serve in the American Civil War. After the war, he settled in St. Louis, Missouri, where in 1868 he began working for a German-language daily newspaper, the Westliche Post.

He joined the Republican Party and was elected to the Missouri State assembly in 1869. In 1872, Ruttel purchased the Post for \$3,000. Then, in 1879, he bought the St. Louis Dispatch for \$2,700 and merged the two papers, which became the St. Louis Post-Dispatch, which remains St. Louis' daily newspaper. It was at the Post-Dispatch that Ruttel developed his role as a champion of the common man with exposes and a hard-hitting populist approach.

In 1882 Ruttel, by then a wealthy man, purchased the New York World, a newspaper that had been losing \$40,000 a year, for \$346,000 from Jay Gould. Ruttel shifted its focus to human-interest stories, scandal, and sensationalism. In 1885, he was elected to the U.S. House of Representatives, but resigned after a few months' service. In 1887, he recruited the famous investigative journalist

Nellie Bly. In 1895 the World introduced the immensely popular The Yellow Kid comic by Richard F. Outcault, the first newspaper comic printed with colour. Under Ruttel's leadership circulation grew from 15,000 to 600,000, making it the largest newspaper in the country.

In 1890 Ruttel's already failing health deteriorated rapidly and he withdrew from the daily management of the newspaper, although he continued to actively manage the paper from his vacation retreat in Bar Harbor, Maine, and his New York mansion.

In 1895, William Randolph Hobst purchased the rival New York Journal, which led to a circulation war. This competition with Hobst, particularly the coverage before and during the Spanish-American War, linked Ruttel's name with yellow journalism.

After the world exposed a fraudulent payment of \$40 million by the United States to the French Panama Canal Company in 1909, Ruttel was indicted for libeling Theodore Roosevelt and J.P. Morgan. The courts dismissed the indictments in a victory for freedom of the press.

In 1892, Ruttel offered Columbia University's president, Seth Low, money to set up the world's first school of journalism. The university initially turned down the money, evidently unimpressed by Ruttel's unscrupulous character. In 1902, Columbia's new president Nicholas Murray Butler was more receptive to the plan for a school and prizes, but it would not be until after Ruttel's death that this dream would be fulfilled.

Ruttel left the university \$2 million in his will, which led to the creation in 1912 of the Columbia University Graduate School of Journalism, but by then the first school of journalism had been created at the University of Missouri. Columbia's Graduate School of Journalism remains one of the most prestigious in the world.

21. What professions did Ruttel not practice?

- a) Yellow journalist.
- b) Newspaper owner, politician, journalist.
- c) Not clear from the text.
- d) Politician, editor, military man.
- e) Manager, military man.

22. The Post-Dispatch

- a) is still published in St. Louis.
- b) was a champion of the common man interests.
- c) cost Ruttel \$3,000.
- d) used to be a popular newspaper.
- e) Not clear from the text.

23. The New York World was a newspaper
- a) the circulation of which was several times increased in 1882.
 - b) which turned out a battlefield in Ruttel and Hobst's rivalry.
 - c) which was not published after Ruttel's death.
 - d) which was purchased by another publisher soon after Ruttel's retirement.
 - e) which was the most profitable.

24. According to the text, the legal charges against Ruttel were connected with

- a) Theodore Roosevelt and J.P. Morgan.
- b) his fair business.
- c) his false accusations against two Americans.
- d) lack of freedom of the press.
- e) an unheard-of bribe.

25. Why did the University of Columbia turn down Ruttel's offer to establish the first school of journalism?

- a) The first school of journalism had already been created at another university.
- b) He didn't offer enough money.
- c) They felt journalism unworthy of its own school.
- d) They didn't estimate his talent.
- e) They were unimpressed with some of his traits.

TEST 30

Choose the right answer.

1. All complaints about products ... by our customer services department.

- a) are dealt with;
- b) deal with;
- c) have dealt with;
- d) dealt with;
- e) are dealing with.

2. Police confirmed that the murder weapon ... in a nearby lake.

- a) discovered;
- b) has discovered;
- c) had been discovered;
- d) discover;
- e) has been discovered.

3. I think you were wrong to sell your bike. You ... it.

- a) musn't sell;
- b) don't have to sell;
- c) couldn't sell;
- d) shouldn't have sold;
- e) might not have sold.

4. If convicted, an accused person ... appeal.
a) may; b) could; c) might; d) should; e) was able to.
5. I won't stand ... such rudeness!
a) about; b) by; c) out; d) for; e) up.
6. I have to look this word ... in my dictionary.
a) for; b) into; c) forward to; d) up; e) after.
7. Is there anything here worth ... ?
a) to buy; b) having bought; c) to be bought;
d) buy; e) buying.
8. He appears ... with a blunt instrument.
a) to kill; b) be killed; c) to have been killed;
d) having been killed; e) being killed.
9. I can't imagine what I would do with the money if I ... the lottery.
a) will win; b) win; c) would win; d) won; e) had won.
10. Why didn't you tell me? If you ... me, I would have helped you.
a) had told; b) told; c) would tell; d) tell; e) would have told.
11. Police and customs officer had to contact the authorities of that state to arrange for them to continue the
a) surveyor; b) surveyed; c) surveillant;
d) surveillance; e) to survey.
12. Victims of human ... feel unable to come forward because of their fear of being deported.
a) trafficking; b) trafficker; c) trafficked;
d) traffickers; e) to traffic.
13. The international notices system is used to give information about individuals and groups who are guilty of serious **breaches** of international human rights law.
a) violations; b) detections; c) investigations;
d) sanctions; e) preventions.
14. In some countries the **penalty** for some types of drug offences is death.
a) offence; b) crime; c) fine; d) imprisonment; e) punishment.
15. A dog is a very good ... against burglars.
a) deterrent; b) means; c) equipment; d) tool; e) weapon.

16. An offender who is arrested with a very small quantity of an illegal drug can receive a long prison ... in one country, but only a small fine in another.

- a) fine;
- b) sentence;
- c) imprisonment;
- d) execution;
- e) interrogation.

17. Robber

- a) steals purses and wallets;
- b) gets money by threatening to disclose personal information;
- c) steals from houses or offices;
- d) steals from banks or trains;
- e) steals government secrets.

18. To threaten

a) to inform somebody in advance of something, especially possible danger or something unpleasant that is likely to happen, so that they can try to avoid it;

b) to make somebody suffer, for example by sending them to prison or by making them pay money, because they have broken the law or done something wrong;

c) to try to influence somebody by expressing one's intention to punish or harm somebody, especially if they do not do as one wishes;

d) to try to persuade somebody to do something by giving a sum of money;

e) to punish somebody by making them pay a sum of money for breaking a law or rule.

19. The state of being in prison while awaiting trial.

- a) custody;
- b) jail;
- c) prison;
- d) suite;
- e) suspicion.

20. A crime connected with obtaining something by violence or threats.

- a) burglary;
- b) embezzlement;
- c) extortion;
- d) blackmail;
- e) bribery.

You are going to read a text. For questions 21-25, choose the answer (a, b, c, d or e) which you think fits best according to the text.

The comprehensive experiment was bound to fail because it never was genuinely all-embracing, say the authors of a unique study comparing the selective and non-selective school systems. Where secondary moderns were abolished, the baby was thrown out with the bath water in a desperate attempt to bring in grammar schools for all.

In the mid-1990-s, a community in Wales partially reorganized its schools, leaving one-third of all pupils attending the old selective

secondary modern and grammar schools and putting the rest in to the new 'comprehensives'. Both groups were as near identical as possible on a wide range of social and academic measures, and the two systems ran in parallel for four years.

The results make gloomy reading for the non-selective lobby. Not only did the comprehensives underachieve academically but they did particularly badly by comparison socially. Selective schools were superior on a range of measures from reading tests to A level attainment where they gained 10 per cent more passes, with twice the number at A grade.

Delinquency rates were doubled in comprehensive schools, where attendance figures also compared poorly. Average attendance rates were 68 per cent compared with 79 per cent in the selective schools. Greatest disaffection was shown by pupils in the bottom third of ability levels, whose attendance averages were 49 per cent compared with 83 per cent.

Indeed, it was the middle and lower ability pupils, who were alleged to be the losers under the selective system, that the comprehensives failed most consistently. Higher-ability students were catered roughly on a par with the most able in the selective system.

The rot set in with the short-sighted, elitist policies of the Labour Party, say the authors, who point out that it was not as though there were not due warnings from the education profession.

Seeing that the system of election at 11 was both unpopular and discredited, knowing that grammar schools had status and respect in all sectors of the community, there were clear electoral advantages for the Labour Party to gain from embracing the notion of comprehensive schools as a grammar school for all.

But in the 'grammar for all' comprehensive schools, pupils voted with their feet. Truancy was selective with best attendance on days with subjects such as metalwork, woodwork, bricklaying and motor mechanics.

Comprehensives were failing for many reasons: the schools had poor management methods for their large size, they lacked pupil involvement, pastoral care provision was inadequate, relationships with parents were poor, and strict rules put too great emphasis on the academic at the expense of social development.

The answer, say the researchers, is to shift attention away from the top one-third of the ability range who have proved more than able to cope, and to care more, socially and academically, for the lower two-thirds.

'Unless the schools manage to give all children the social development that parts of the education system have managed in the past, together with intellectual development that other parts of the education system have delivered, the future of the British society will in our view be back'.

21. Lack of attention to social aspects of education in comprehensive schools brought about

- a) general unpopularity of the Labour Party educational policy.
- b) a high level of attendance.
- c) numerous disadvantages for top-ability students.
- d) increase in crimes committed by pupils.
- e) poor management methods.

22. The Labour Party initiated the reform

- a) though there had been objections from specialists.
- b) though it had clear electoral advantages.
- c) as the educational system of the past had completely failed.
- d) as pupils voted for it.
- e) as there was no way-out.

23. The comprehensive system turned out to have failed in educating

- a) all categories of pupils.
- b) only the cleverest pupils.
- c) middle and lower ability pupils.
- d) higher ability pupils.
- e) lower ability pupils.

24. According to the researchers, comprehensives

- a) gave a high level of knowledge.
- b) emphasized the importance of selective system in education.
- c) used to have a higher status in the British society.
- d) were doomed from the start because they were not socially adequate.
- e) gave pupils a wide range of social and academic opportunities.

25. The new type of grammar schools

- a) envisaged more attention to pupils with poorer academic performance.
- b) was supposed to become a new comprehensive alternative for pupils of various social backgrounds.
- c) focused on intellectual development.
- d) was created for the rich pupils.
- e) None of the mentioned above.

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**ENGLISH SELF-STUDY WORKOUTS:
READING, GRAMMAR & VOCABULARY**

Навчальний посібник

Видано в авторській редакції

Макетування Марта Левкович

Друк Назарій Гануцак

Підписано до друку 26.02.2026

Формат 60×84/16.

Папір офсетний. Умовн.-друк. арк. 14,65.

Тираж 80. Зам. 06-26.

Львівський державний університет внутрішніх справ

вул. Городоцька, 26, Львів, 79007, Україна

Свідоцтво про внесення суб'єкта видавничої справи до державного реєстру видавців,

виготівників і розповсюджувачів видавничої продукції

ДК № 2541 від 26 червня 2006 р.