**First name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Last name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Group \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course III Stream С1 Variant I**

**END SEMESTER EXAMINATION in ENGLISH**

**for full-part students**

|  |
| --- |
| **Block A** |

 **Task 1. Match the word or words with the definition:**

|  |  |  |  |
| --- | --- | --- | --- |
| **1.**  | **primary education** | **A.** | all the [people](https://dictionary.cambridge.org/dictionary/english/people) of about the same [age](https://dictionary.cambridge.org/dictionary/english/age) within a [society](https://dictionary.cambridge.org/dictionary/english/society) or within a [particular](https://dictionary.cambridge.org/dictionary/english/particular) [family](https://dictionary.cambridge.org/dictionary/english/family) |
| **2.** | **equity** | **B.** | the [state](https://dictionary.cambridge.org/dictionary/english/state) of being [likely](https://dictionary.cambridge.org/dictionary/english/likely) to [behave](https://dictionary.cambridge.org/dictionary/english/behave) in a [particular](https://dictionary.cambridge.org/dictionary/english/particular) way or to [suffer](https://dictionary.cambridge.org/dictionary/english/suffer) from a [particular](https://dictionary.cambridge.org/dictionary/english/particular) [disease](https://dictionary.cambridge.org/dictionary/english/disease) |
| **3.** | **rehabilitation** | **C.** | is the first formal stage of education, after preschool or kindergarten |
| **4.** | **disability** | **D.** | equal possible outcomes for everyone because, despite effort and merit, people can experience substantial barriers |
| **5.** | **higher education** | **E.** | the fair treatment of everyone |
| **6.** | **population** | **F.** | [education](https://dictionary.cambridge.org/dictionary/english/education) at [college](https://dictionary.cambridge.org/dictionary/english/college) or [university](https://dictionary.cambridge.org/dictionary/english/university) where[subjects](https://dictionary.cambridge.org/dictionary/english/subject) are [studied](https://dictionary.cambridge.org/dictionary/english/studied) at [advanced](https://dictionary.cambridge.org/dictionary/english/advanced) [level](https://dictionary.cambridge.org/dictionary/english/level) |
| **7.** | **generation** | **G.** | the [process](https://dictionary.cambridge.org/dictionary/english/process) of [returning](https://dictionary.cambridge.org/dictionary/english/return) to a [healthy](https://dictionary.cambridge.org/dictionary/english/healthy) or good way of [life](https://dictionary.cambridge.org/dictionary/english/life), or the [process](https://dictionary.cambridge.org/dictionary/english/process) of [helping](https://dictionary.cambridge.org/dictionary/english/helping) someone to do this after they have been in [prison](https://dictionary.cambridge.org/dictionary/english/prison), been very [ill](https://dictionary.cambridge.org/dictionary/english/ill), etc. |
| **8.** | **equality** | **H.** | the movement of people from one place to another with intentions of settling, permanently or temporarily, at a new location (geographic region) |
| **9.** | **predisposition** | **I.** | an [illness](https://dictionary.cambridge.org/dictionary/english/illness), [injury](https://dictionary.cambridge.org/dictionary/english/injury), or [condition](https://dictionary.cambridge.org/dictionary/english/condition) that makes it [difficult](https://dictionary.cambridge.org/dictionary/english/difficult) for someone to do some things that other [people](https://dictionary.cambridge.org/dictionary/english/people) do, and that is usually [permanent](https://dictionary.cambridge.org/dictionary/english/permanent) or [lasts](https://dictionary.cambridge.org/dictionary/english/last) for a [long](https://dictionary.cambridge.org/dictionary/english/long) [time](https://dictionary.cambridge.org/dictionary/english/time) |
| **10.** | **migration** | **J.** | all the inhabitants of a particular place |

ANSWER: (**only letters**!!!):

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1** |  | **3** |  | **5** |  | **7** |  | **9** |  |
| **2** |  | **4** |  | **6** |  | **8** |  | **10** |  |

 **Task 2. Choose T is the statement is true and F if it is false:**

|  |  |
| --- | --- |
| 1 | Disability can be related to conditions that are present at birth and may affect functions later in life, including cognition (memory, learning, and understanding), mobility (moving around in the environment), vision, hearing, behavior, and other areas. |
| 2 | There are several types of social workers specializing in different areas of practice, helping different groups overcome their own unique struggles. |
| 3 | Two people with the same type of disability can be affected in very different ways. |
| 4 | Problems in the structure of the brain cannot result in difficulty with mental functions, or problems with the structure of the eyes or ears cannot result in difficulty with the functions of vision or hearing. |
| 5 | Treatment of drug addiction is a very short and easy process. |
| 6 | English spread as a result of British colonialism. |
| 7 | Social workers are skilled in assessing and planning care needs from a holistic perspective; in providing professional leadership for teams working around older people and their families; and in offering calm support at times of crisis, particularly when relationships may be strained. |
| 8 | American education provides a programme for children, beginning at the age of 6 and continuing up to the age of 16 in some of the states, and to 18 in others.  |
| 9 | A socially isolated 65-year-old with multiple health problems will not require more support than an active nonagenarian with strong social and family networks. Their needs are same. |
| 10 | The youth is the important segment of the society and youth can play a vital role in the development of the country. |

ANSWER: (**only T or F** !!! ):

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1** |  | **3** |  | **5** |  | **7** |  | **9** |  |
| **2** |  | **4** |  | **6** |  | **8** |  | **10** |  |

 **Task 3. Put the sentences in the correct order:**

**A**. The world´s focus shifted to the United States. **B**. The spread of English began when the language became a tool of imperial expansion. **C**. During this time, the countries if the world began to came together in international organizations, and they need to be able to communicate. **D**. Anglo-Norman troops sent by Henry II also have conquered another lands. **E**. The League of Nations was created after the World War I, but then it was replaced by the United Nations, which ends up in New York. **F**. Although Britain had been the greatest political, economic and industrial power in the world then the USA emerged as an economic and political superpower. **G**. William the Conqueror has invaded Ireland. **H**. It was very expensive to run multilingual operations, so they decided that English would be the language used in their international interactions.

ANSWER: (**only letters**!!!):

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **1** |  | **3** |  | **5** |  | **7** |  |
| **2** |  | **4** |  | **6** |  | **8** |  |

|  |
| --- |
| **Block B** |

##  Task 4. Fill in the table with all forms of the adjectives and their translations:

ANSWER: (**all forms !!!)**

|  |  |  |
| --- | --- | --- |
| **positive****form** | **comparative** **form** | **superlative****form** |
| **malicious** |  |  |
|  |  | **(the) most modern** |
|  | **more public** |  |
| **quiet** |  |  |
|  | **worse** |  |
|  |  | **(the) busiest** |
|  | **less** |  |
|  | **more** |  |
| **good** |  |  |
|  |  | **(the) furthest** |

##

##  Task 5. Fill in the table with adjectives and their translations:

ANSWER: (**only words !!!)**

|  |  |
| --- | --- |
| **Positive / comparative / superlative****form** | **Translation** |
|  | **дешевий** |
| **moderm** |  |
|  | **найкомфортніший** |
| **better** |  |
| **(the) most expensive** |  |
|  | **менший (за розміром)** |
|  | **більше** |
| **(the) loudest** |  |
|  | **далекий** |
| **simple** |  |

##  Task 6. Divide the words into three groups: a) positive form; b) comparative form; c). superlative form.

1) stronger, 2) competitive, 3) worse, 4) best , 5) longest, 6) poorest, 7) clever, 8) quick, 9) useful, 10) busiest.

##  ANSWER: (only numbers !!!)

|  |  |  |
| --- | --- | --- |
| **positive form** | **comparative form** | **superlative form** |
|  |  |  |

##  Task 7. Complete the following sentences by filling in the correct form of the adjective.

## 1) This summer is \_\_\_\_\_\_\_\_\_ than the previous summer. (hot) 2) Harsha is the \_\_\_\_\_\_\_\_\_ boy in the class. (intelligent) 3) Her doll is \_\_\_\_\_\_\_\_\_ than yours. (pretty) 4) Name the \_\_\_\_\_\_\_\_\_ city in the world. (big) 5) He is the \_\_\_\_\_\_\_\_\_ friend I have. (good) 6) Iron is \_\_\_\_\_\_\_\_\_ than any other metal. (useful) 7) Ram’s work is bad, Hari’s is \_\_\_\_\_\_\_\_\_, but Govind’s work is the \_\_\_\_\_\_\_\_\_. (bad) 8) Silver is \_\_\_\_\_\_\_\_\_ than gold. (cheap) 9) The Eiffel Tower is \_\_\_\_\_\_\_\_\_ than the Qutub Minar. (tall) 10) Akbar was the \_\_\_\_\_\_\_\_\_ Mughal Emperor. (great) 11) Prevention is \_\_\_\_\_\_\_\_\_ than cure. (good) 12) Mathematics is the \_\_\_\_\_\_\_\_\_ subject. (difficult) 13) Apples are \_\_\_\_\_\_\_\_\_ than oranges. (Costly) 14) Mr. Sharma is the \_\_\_\_\_\_\_\_\_ person I have ever seen. (fat) 15) This suitcase is \_\_\_\_\_\_\_\_\_ than that one. (heavy) 16) The number of boys present was \_\_\_\_\_\_\_\_\_ than the number of girls present in the class. (many) 17) Sita was the \_\_\_\_\_\_\_\_\_ tired of them all. (little) 18) Rohan’s house is the \_\_\_\_\_\_\_\_\_ from college. (far) 19) Have you heard the \_\_\_\_\_\_\_\_\_ news? (late) 20) He is the \_\_\_\_\_\_\_\_\_ member in the Rajya Sabha. (old)

ANSWER: (**only words or word-combinations**!!!):

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **1** |  | **6** |  | **11** |  | **16** |  |
| **2** |  | **7** |  | **12** |  | **17** |  |
| **3** |  | **8** |  | **13** |  | **18** |  |
| **4** |  | **9** |  | **14** |  | **19** |  |
| **5** |  | **10** |  | **15** |  | **20** |  |

|  |
| --- |
| **Block C** |

**Task 8. Match the English words given below with their Ukrainian equivalents:**

|  |  |  |  |
| --- | --- | --- | --- |
| **1.**  | the first step of the expansion | **A.** | лікарські засоби |
| **2.** | to face difficult life decisions | **B.** | лікарська речовина |
| **3.** | your immediate circle | **C.** | природні здібності  |
| **4.** | to have to maintain the culture | **D.** | стикатись з складним життєвим рішенням |
| **5.** | to strengthen relationships  | **E.** | по всьому світу |
| **6.** | medicinal options | **F.** | перші кроки до поширення |
| **7.** | natural abilities | **G.** | умови розвитку |
| **8.** | medicinal substance | **H.** | має підтримувати культуру |
| **9.** | across the globe | **I.** | зміцнювати стосунки |
| **10.** | developmental conditions | **J.** | ваше найближче оточення |

ANSWER: (**only letters**!!!):

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 |  | 3 |  | 5 |  | 7 |  | 9 |  |
| 2 |  | 4 |  | 6 |  | 8 |  | 10 |  |

**Task 9. Translate into English:**

|  |  |
| --- | --- |
| **Ukrainian** | **English** |
| **підтримка** |  |
| **рівність** |  |
| **болісний** |  |
| **інклюзія** |  |
| **перешкоджати** |  |
| **розлад** |  |
| **постійний** |  |
| **порушення** |  |
| **медикаментозна терапія** |  |
| **детоксикація** |  |

 **Task 10. Translate into Ukrainian:**

|  |  |
| --- | --- |
| **English** | **Ukrainian** |
| **dosage** |  |
| **discharge** |  |
| **activity limitation** |  |
| **diversity** |  |
| **recreational activities** |  |
| **gender** |  |
| **a political leadership** |  |
| **equity** |  |
| **comprehensive** |  |
| **injury** |  |