

**Федеральное государственное бюджетное образовательное учреждение  
высшего образования  
Российская академия народного хозяйства и государственной службы  
при Президенте Российской Федерации**

**Олимпиада школьников РАНХиГС по Иностранному (английскому) языку  
2024 – 2025 учебный год  
10-11 класс  
Отборочный этап**

**Set 1. Task 1.** You will listen to the song “**Hometown Glory**” by **Adel** and answer a series of questions that focus on both the linguistic and cultural aspects. You are expected to explore cultural references, historical contexts, and societal themes, pay attention to idiomatic expressions, cultural references, figurative language, and the general themes.

Answer the questions in no less than 20 words and no more than 35 words per answer. Provide detailed explanations where necessary.

1. How does Adele describe her hometown, and what aspects of British culture are reflected in these descriptions? Provide specific lyrics to support your answer.
2. In what ways does the song highlight the significance of local identity in British culture?
3. Identify key expressions in the song that reflect British values or attitudes toward community and place. Explain their meanings.
4. Discuss the emotional impact of the song. How does it convey feelings of nostalgia and pride?
5. Analyze the use of language and imagery. How do they contribute to the overall theme of the song?
6. How does the song address social issues or challenges within her hometown, and what does this reveal about British society?
7. Examine the use of strong adjectives (e.g., "glory") throughout the song. How do they reflect Adele's attitude toward her hometown and contribute to the emotional tone?
8. Identify and analyze any phrasal verbs in the song (e.g., "stand by"). How do they convey both literal and figurative meanings in the context of the lyrics?
9. How does the song use repetition, such as the recurring phrase "hometown glory," to reinforce its message? What linguistic function does repetition serve in this song?
10. Look at the syntax of the song's chorus. How does the structure of the sentences (e.g., "the people I've met are the wonders of my world") emphasize specific emotions or ideas?

**Set 1. Task 1. Answers.**

1. **How does Adele describe her hometown, and what aspects of British culture are reflected in these descriptions? Provide specific lyrics to support your answer.** Adele describes her hometown with admiration, calling the people "the wonders of my world." This reflects British working-class pride and community values found in urban areas like London.
2. **In what ways does the song highlight the significance of local identity in British culture?** The song emphasizes local identity by celebrating the uniqueness of her

hometown and its people, reflecting how British society values strong community connections and local pride.

3. **Identify key expressions in the song that reflect British values or attitudes toward community and place. Explain their meanings.** The phrase "hometown glory" reflects pride and loyalty to one's origins. British culture often places strong emphasis on where a person comes from, shaping identity and social belonging.
4. **Discuss the emotional impact of the song. How does it convey feelings of nostalgia and pride?** The song conveys deep nostalgia and pride through soulful delivery and lyrics that celebrate her home's people and places, highlighting how these elements are integral to her identity.
5. **Analyze the use of language and imagery. How do they contribute to the overall theme of the song?** Imagery like "the air is so thick and opaque" creates a vivid sense of place, while the language evokes pride and loyalty, reinforcing the song's central theme of attachment to one's roots.
6. **How does the song address social issues or challenges within her hometown, and what does this reveal about British society?** Adele touches on resilience in the face of social challenges, suggesting that while her hometown may face difficulties, the community's strength and solidarity remain core values in British society.
7. **Examine the use of strong adjectives (e.g., "glory") throughout the song. How do they reflect Adele's attitude toward her hometown and contribute to the emotional tone?** Adjectives like "glory" reflect the admiration and pride Adele feels for her hometown, elevating everyday scenes to something grander and more meaningful, enhancing the song's emotional intensity.
8. **Identify and analyze any phrasal verbs in the song (e.g., "stand by"). How do they convey both literal and figurative meanings in the context of the lyrics?** Phrasal verbs like "stand by" convey loyalty and support, both literally and figuratively, reflecting Adele's attachment to her hometown and the people who inhabit it, reinforcing themes of solidarity.
9. **How does the song use repetition, such as the recurring phrase "hometown glory," to reinforce its message? What linguistic function does repetition serve in this song?** The repetition of "hometown glory" reinforces the song's central theme of pride and loyalty to her roots, making the message more memorable and emphasizing the emotional connection she feels.
10. **Look at the syntax of the song's chorus. How does the structure of the sentences (e.g., "the people I've met are the wonders of my world") emphasize specific emotions or ideas?** The chorus uses long, flowing sentences that emphasize admiration and emotional depth, reflecting how the people in her hometown are central to her sense of identity and belonging.

**Set 2. Task 1.** You will listen to the song “Penny Lane” by The Beatles and answer a series of questions that focus on both the linguistic and cultural aspects. You are expected to explore cultural references, historical contexts, and societal themes, pay attention to idiomatic expressions, cultural references, figurative language, and the general themes.

Answer the questions in no less than 20 words and no more than 35 words per answer. Provide detailed explanations where necessary.

1. How does the song reflect British daily life and community during the 1960s? Provide examples from the lyrics.

2. Identify cultural elements specific to the UK highlighted in the song. How do these elements contribute to the listener's understanding of British culture?
3. What uniquely British idioms or terms are used in the song? Explain their meanings and cultural significance.
4. Analyze how the song blends the mundane with the whimsical. What does this say about British attitudes toward everyday life?
5. Discuss the significance of specific characters mentioned, such as the barber and the banker. How do they represent aspects of British society?
6. Examine the use of imagery in the song. How does it create a vivid picture of Penny Lane and evoke a sense of place?
7. Identify and explain any phonological devices (e.g., alliteration, assonance, or rhyme) present in the song. How do they contribute to the song's flow and memorability?
8. Examine the noun phrases used in the song, such as "Penny Lane is in my ears and in my eyes." How does this structure emphasize the setting and the emotional attachment to it?
9. How does the use of present simple tense in the descriptions (e.g., "The barber shaves another customer") affect the portrayal of life in Penny Lane?
10. Discuss how proper nouns, such as "Penny Lane" and "the fireman," serve to ground the song in a specific location and cultural context. What is the linguistic importance of these naming conventions in the song?

### Set 2. Task 1. Answers.

1. **How does the song reflect British daily life and community during the 1960s? Provide examples from the lyrics.** The song describes ordinary scenes like the "barber showing photographs" and "the banker with a motorcar," painting a picture of everyday British life in a typical local neighborhood.
2. **Identify cultural elements specific to the UK highlighted in the song. How do these elements contribute to the listener's understanding of British culture?** Cultural elements such as "the banker" and "double-decker buses" reflect British middle-class professions and transportation. These elements help listeners imagine a quaint, bustling British town in the 1960s.
3. **What uniquely British idioms or terms are used in the song? Explain their meanings and cultural significance.** "Four of fish and finger pies" is a British slang term referencing food (fish and chips), symbolizing British working-class life. The phrase's local flair adds cultural authenticity to the song.
4. **Analyze how the song blends the mundane with the whimsical. What does this say about British attitudes toward everyday life?** The song contrasts simple, everyday activities with whimsical, dreamlike imagery, like "the fireman rushes in from the pouring rain," reflecting the British tendency to find charm and humor in ordinary life.
5. **Discuss the significance of specific characters mentioned, such as the barber and the banker. How do they represent aspects of British society?** The barber and the banker represent traditional, respectable professions in British society. Their presence in the song creates a sense of stability, community, and familiarity in a rapidly changing world.
6. **Examine the use of imagery in the song. How does it create a vivid picture of Penny Lane and evoke a sense of place?** Imagery like "blue suburban skies" and "the fireman with an hourglass" vividly captures the sights and feelings of Penny Lane, making it feel like a real, nostalgic place in the listener's mind.

7. **Identify and explain any phonological devices (e.g., alliteration, assonance, or rhyme) present in the song. How do they contribute to the song's flow and memorability?** The alliteration in "Penny Lane" and the consistent rhyme scheme make the song catchy and memorable, enhancing its musicality and helping to create a nostalgic tone.
8. **Examine the noun phrases used in the song, such as "Penny Lane is in my ears and in my eyes." How does this structure emphasize the setting and the emotional attachment to it?** The phrase "in my ears and in my eyes" emphasizes the sensory attachment to Penny Lane, reflecting how deeply the singer connects with the place on an emotional and personal level.
9. **How does the use of present simple tense in the descriptions (e.g., "The barber shaves another customer") affect the portrayal of life in Penny Lane?** The present tense makes life in Penny Lane feel timeless, as if the events are always happening, creating a continuous, nostalgic loop of daily life that never fades.
10. **Discuss how proper nouns, such as "Penny Lane" and "the fireman," serve to ground the song in a specific location and cultural context. What is the linguistic importance of these naming conventions in the song?** Proper nouns like "Penny Lane" and "the fireman" localize the song, giving it authenticity and specificity. They anchor the narrative in a real place, making the cultural context feel concrete and relatable.

**Set 3. Task 1.** You will listen to the song **"This Land is Your Land"** by **Woody Guthrie** and answer a series of questions that focus on both the linguistic and cultural aspects. You are expected to explore cultural references, historical contexts, and societal themes, pay attention to idiomatic expressions, cultural references, figurative language, and the general themes. Answer the questions in no less than 20 words and no more than 35 words per answer. Provide detailed explanations where necessary.

1. How does Woody Guthrie describe the geographic diversity of the United States? Provide specific examples from the lyrics.
2. What cultural or emotional significance does the phrase "This land was made for you and me" carry? How does it reflect broader societal values?
3. Identify any metaphors or figurative language in the song. How do these enhance the overall theme of unity and inclusion?
4. Analyze the emotional tone of the song. How does it reflect themes of equality and shared ownership of the land?
5. How does the use of simple, direct language in the lyrics affect the listener's connection to the song's message?
6. Discuss how repetition in the song (e.g., "This land was made for you and me") reinforces its central message.
7. What cultural or political issues are subtly referenced in the song? How does Guthrie address inequality without being confrontational?
8. Examine the use of personal pronouns like "you" and "me" in the song. How do they contribute to the message of inclusion and shared responsibility?
9. How does the structure of the verses contribute to the development of the song's message about ownership and belonging?

10. Discuss how the song's message of shared land ownership transcends its literal meaning. What deeper symbolic significance does the land carry in the context of American society?

### **Set 3. Task 1. Answers.**

**1. How does Woody Guthrie describe the geographic diversity of the United States? Provide specific examples from the lyrics.**

Guthrie describes the United States by mentioning its varied landscapes, including "California," "New York Island," "redwood forest," and "Gulf Stream waters." These references showcase the country's vast geographical diversity, from the east to the west coast, and include iconic American natural landmarks.

**2. What cultural or emotional significance does the phrase "This land was made for you and me" carry? How does it reflect broader societal values?**

The phrase suggests that the land belongs equally to all citizens, regardless of background or class. It reflects American ideals of equality, shared ownership, and the right of every person to enjoy the country's natural resources. It conveys a message of inclusiveness, unity, and common citizenship, resonating with democratic values.

**3. Identify any metaphors or figurative language in the song. How do these enhance the overall theme of unity and inclusion?**

The metaphor "this land was made for you and me" conveys the notion that the entire nation is meant to be collectively owned and enjoyed. The idea that the land "was made" for people suggests intentional design, giving the metaphor a sense of purpose and entitlement, thus enhancing the theme of unity, equality, and inclusion for all.

**4. Analyze the emotional tone of the song. How does it reflect themes of equality and shared ownership of the land?**

The emotional tone of the song is hopeful, positive, and inclusive. It reflects themes of equality by creating a sense of common ownership of the land, where everyone, regardless of their background, has a right to experience and benefit from the country's natural beauty. The tone conveys a sense of optimism about what the nation could be, emphasizing shared responsibility and belonging.

**5. How does the use of simple, direct language in the lyrics affect the listener's connection to the song's message?**

The simple, direct language in the song makes the message easy to understand and accessible to a wide audience, including those without formal education. The straightforward phrasing helps the listener quickly grasp the song's themes of unity, equality, and the notion that the land is meant for everyone. This approach ensures that the message is inclusive, reaching all levels of society.

**6. Discuss how repetition in the song (e.g., "This land was made for you and me") reinforces its central message.**

The repeated refrain "This land was made for you and me" emphasizes the song's core message of unity and shared ownership. Repetition creates a rhythmic and memorable structure that allows the listener to internalize the message. By reinforcing the idea that the land belongs to everyone, the repetition strengthens the song's call for inclusiveness and equality.

**7. What cultural or political issues are subtly referenced in the song? How does Guthrie address inequality without being confrontational?**

While the song celebrates America's natural beauty, it also subtly addresses inequality by suggesting that the land is meant for "you and me," implying that everyone, regardless of social status, should have equal access to the nation's resources. Guthrie's references to class and ownership are non-confrontational, as the song remains optimistic and inclusive, focusing on unity rather than division, which allows it to speak to a broader audience without alienating them.

**8. Examine the use of personal pronouns like "you" and "me" in the song. How do they contribute to the message of inclusion and shared responsibility?**

The use of personal pronouns like "you" and "me" makes the song's message personal and inclusive. It invites listeners to see themselves as part of the collective ownership of the land. The use of "me" implies that the singer has a personal connection to the land, while "you" invites the listener to share that connection, creating a shared sense of responsibility and belonging.

**9. How does the structure of the verses contribute to the development of the song's message about ownership and belonging?**

Each verse of the song describes different parts of the country, from the cities to the countryside, which builds a narrative of inclusivity and belonging. As the singer travels across the nation, the consistent refrain reinforces the message that no matter where you are, the land belongs to everyone. The structure mirrors a journey through America, emphasizing that every region and every person is included in this collective ownership.

**10. Discuss how the song's message of shared land ownership transcends its literal meaning. What deeper symbolic significance does the land carry in the context of American society?**

The song's message of shared land ownership transcends the literal idea of physical property and becomes a symbol of American ideals like freedom, equality, and opportunity. The land represents not just physical territory, but the promise of a fair and just society where everyone has a stake in its future. Guthrie uses the land as a metaphor for democracy, where every person has a voice and a right to benefit from the nation's prosperity.



**Set. 1. Task 2. In this task, you are presented with a series of comic strip images. Your goal is to:**

1. Arrange the comic strip images in the logical order to form a coherent story. The first and last images have been arranged for you.
2. Write a short story based on the images, ensuring that each part of the story corresponds to a specific image. You must use the required words and phrases provided for each image, making sure they are only used in relation to the picture they were given with.

Your story should be **between 460 and 500 words** in total. Do not exceed the word limit or go below the minimum.

**Image 1 (The beginning of the story)**



**Words/phrases to be used:**

make one's blood boil, triggered, out of pocket

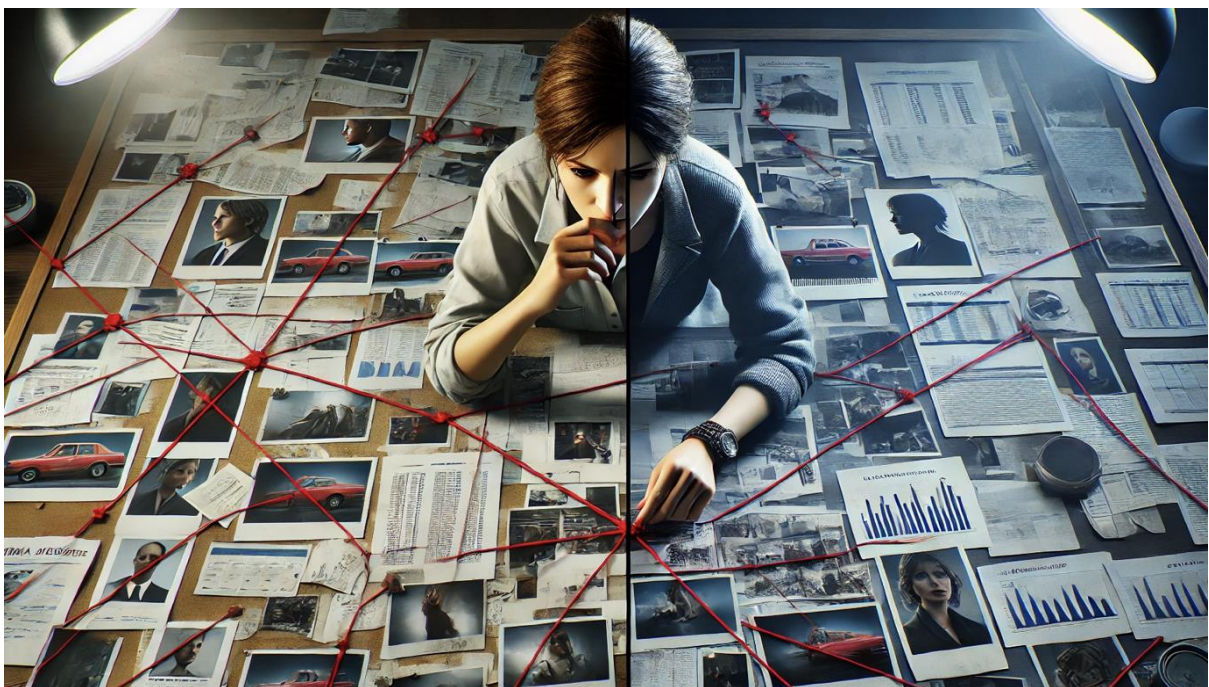
Image 2



**Words/phrases to be used:**

leave in the lurch, ploy, to be strapped for cash, in the doldrums

Image 3



**Words/phrases to be used:**

thinly veiled, unsung hero, bask in the glory



Image 4



**Words/phrases to be used:**

to err on the side of caution, touch-and-go

Image 5



**Words/phrases to be used:**

to fall on deaf ears, piecemeal, music to my ears, to get their wires crossed, to pry in



Image 6



**Words/phrases to be used:**

to be on track, to be waylaid, plain sailing

Image 7



**Words/phrases to be used:**

at the drop of the hat, to cherry-pick, budding



Image 8 (The end of the story)



**Words/phrases to be used:**  
false dawn, to be swamped

**Correct order**

Image 1 (The beginning of the story)



**Words/phrases to be used:**  
make one's blood boil, triggered, out of pocket



Image 2



**Words/phrases to be used:**

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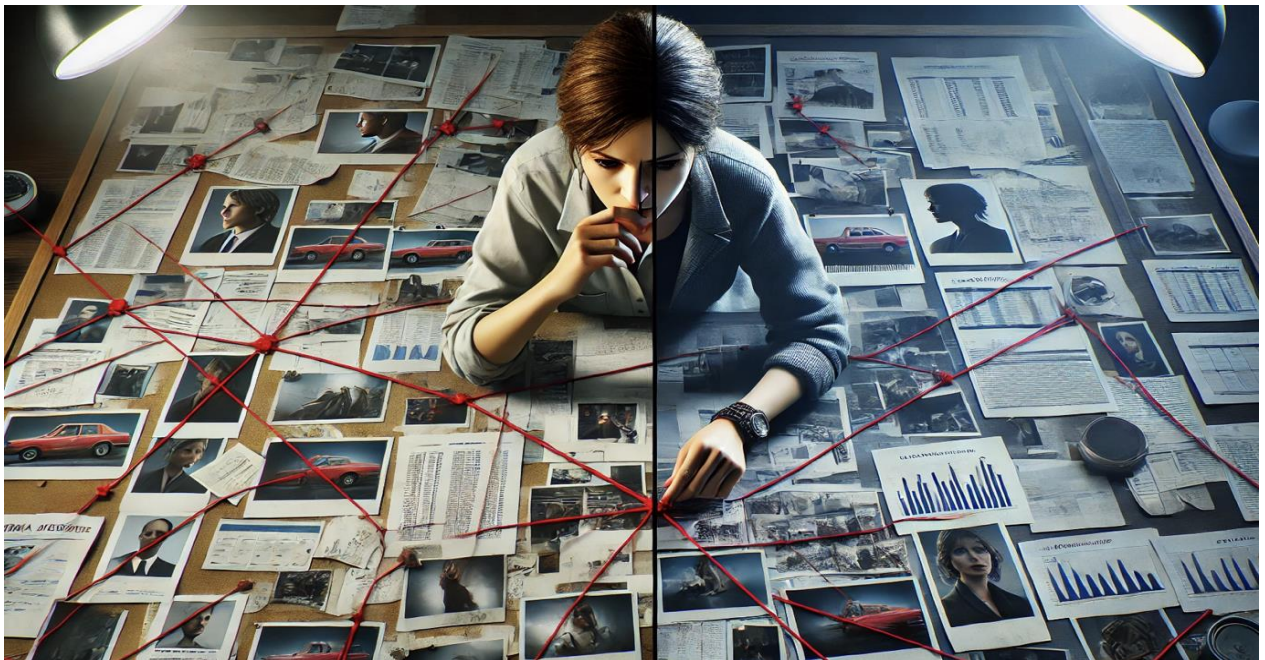
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Image 7



**Words/phrases to be used:**

thinly veiled, unsung hero, bask in the glory

Image 8 (The end of the story)



**Words/phrases to be used:**  
false dawn, to be swamped



**Set 2. Task 2.** In this task, you are presented with a series of comic strip images. Your goal is to:

1. Arrange the comic strip images in the logical order to form a coherent story. The first and last images have been arranged for you.
2. Write a short story based on the images, ensuring that each part of the story corresponds to a specific image. You must use the required words and phrases provided for each image, making sure they are only used in relation to the picture they were given with.

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**Image 1 (The beginning of the story)**



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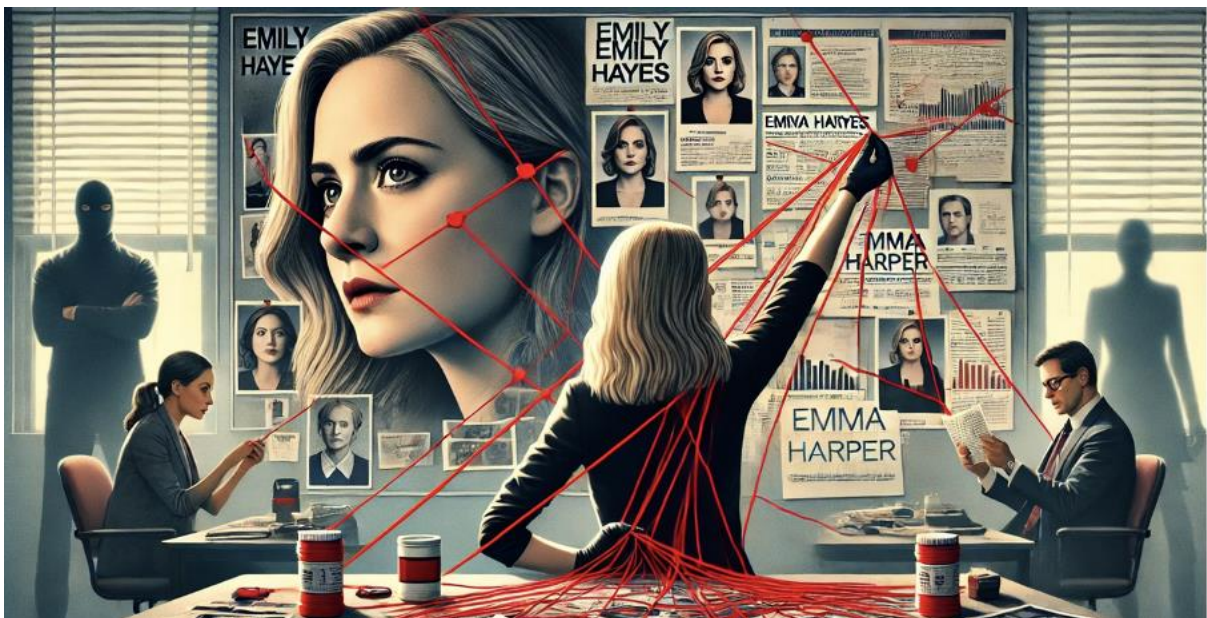
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**Set 1. Task 3.** You are given a set of statements based on the story "**The Lurking Shadows.**" Listen to it and determine whether each statement is **True**, **False**, or **Not Given** based on how the events and details of the story were presented in the previous task.

**True:** The statement agrees with the information in the story.

**False:** The statement contradicts the information in the story.

**Not Given:** There is no information on this subject in the story.

**Statements:**

1. Martin Wright's death was immediately recognized as a murder due to multiple gunshot wounds found at the crime scene.
2. Detective Emily Hayes had recently returned to duty after taking time off.
3. The murder weapon was recovered at the scene, but no fingerprints were found.
4. Clara Wright, Martin's estranged wife, provided an alibi that was verified and held up during the investigation.
5. Alan Tisdale, Martin's business partner, had a financial motive to murder Martin, and his alibi was weak and inconsistent.
6. Emma Harper, Martin's personal assistant, was initially dismissed as a suspect because she appeared stressed and overwhelmed.
7. A witness saw someone leaving the Wright estate on the night of the murder, but the witness was deemed unreliable due to financial difficulties.
8. Emily's breakthrough came when she found a detailed letter on Martin's desk that directly accused Emma Harper of financial fraud.
9. The final piece of evidence that led to Emma Harper's arrest involved her connection to a known financial fraudster.

10. Martin's murder was a spontaneous crime of passion, committed in the heat of the moment.

### **Task 3 Set 1 Answers:**

1. **False** - Martin was found with a single gunshot wound to the chest, not multiple gunshot wounds.
2. **True** - The story explicitly mentions that Detective Emily Hayes had just returned from a leave of absence.
3. **Not Given** - The story does not mention whether a murder weapon was recovered or whether any fingerprints were found.
4. **True** - Clara Wright's alibi was verified and held up, though Emily suspected it might have been too convenient.
5. **False** - Alan Tisdale's alibi was described as rock-solid, and there is no mention of it being weak or inconsistent.
6. **False** - Although Emma Harper appeared stressed, she was not dismissed as a suspect, as the investigation revealed her involvement in questionable financial transactions.
7. **True** - A witness claimed to have seen someone leaving the estate, but their reliability was questioned due to their financial difficulties.
8. **False** - The letter Emily found did not directly accuse Emma; instead, it contained a cryptic message about financial transactions, which led Emily to further investigate Emma's involvement.
9. **True** - The breakthrough came when Emily discovered Emma's connection to a notorious financial fraudster, which played a crucial role in solving the case.
10. **False** - Martin's murder was not spontaneous; it was a carefully calculated plot by Emma Harper to cover up her financial crimes and secure her future.

### **The script of the story "The Lurking Shadows"**

The small town of Carver's Grove was known for its quiet streets and even quieter lives. That was until Martin Wright was found dead in his study. The wealthy landowner had been discovered slumped over his desk, a single gunshot wound to the chest. As the sun dipped below the horizon, the case fell to Detective Emily Hayes, who had just returned from a leave of absence.

Martin Wright had been a man of significant influence, but his reputation had recently taken a hit. The town's residents had been whispering about his declining financial status, hinting at a cash-strapped lifestyle masked by an ostentatious facade. Emily knew this wasn't going to be a straightforward case.

The investigation began piecemeal, with each piece of evidence revealing more questions than answers. The murder scene itself was neatly arranged, which suggested that the killer had been familiar with the study. Yet, no one had heard a gunshot, which left the detectives with nothing but thinly veiled speculation.



Emily started with Martin's inner circle, a motley crew of people who might have had a motive. His estranged wife, Clara Wright, was first. Their divorce had been recent, and Clara was known to have expressed bitterness over their settlement. When questioned, Clara seemed calm, even eerily detached. She suggested that she might be able to clear her name by providing an alibi, which, when verified, held up. But was it too convenient?

Next on the list was Alan Tisdale, Martin's business partner. Their company had been in dire straits, and Tisdale had been vocal about Martin's mismanagement. Emily couldn't ignore the fact that Tisdale had a dearth of personal savings and was on the brink of financial ruin himself. Yet, his alibi was rock-solid—he had been seen at a local bar with multiple witnesses.

The third person of interest was Emma Harper, Martin's personal assistant. Emma had been seen as the diligent type, but recent records showed that she had been embroiled in a series of questionable transactions. Emily was surprised to find Emma under a lot of stress, but she had an air of someone who was trying to tread water rather than plot murder.

During the investigation, Detective Hayes encountered a series of dead ends. Promises of future leads seemed to fall on deaf ears. It appeared that people in town had grown accustomed to kicking the can down the road, never addressing Martin's deteriorating situation directly.

Then came a breakthrough—or so it seemed. A witness claimed to have seen someone leave the Wright estate around the time of the murder. The witness was, however, cash-strapped and unreliable, which made Emily wary. The claim was too easily dismissed, and she couldn't shake the feeling that it was a deliberate ploy to waylay the investigation.

With each passing day, Emily felt the case slipping through her fingers. Her efforts seemed to be leading nowhere, and she couldn't shake the feeling that she was being left in the lurch by someone. The pressure of the case, coupled with her recent return from a break, had her feeling as if she were in the doldrums.

In a final attempt to untangle the web, Emily revisited the crime scene. There, amidst the clutter of Martin's desk, she found an envelope. It had been tucked away behind a book, a detail easily missed. Inside was a note, meticulously written, but it held no names or direct accusations. Instead, it was a list of financial transactions and a cryptic message about "being on track" and "err on the side of caution." The note pointed to a deeper scheme involving Martin's investments, but there was no clear link to any one individual. Then, Emily recalled an old saying from her mentor: "A person's most significant weakness is often their greatest strength."

The breakthrough came when Emily cross-referenced the envelope's details with public records. She discovered that Emma Harper had been in contact with a notorious financial fraudster known for exploiting the cash-strapped. Emma's meticulous records and calm demeanor began to make sense. It was not about a single motive but a series of calculated maneuvers that led to Martin's downfall.

Emma had orchestrated the financial chaos to frame Martin and secure her own future. When Martin discovered the truth, Emma had to act fast. She took a calculated risk, and at the drop

of a hat, ended his life to prevent him from exposing her. She had left a deliberate trail of deception to divert suspicion, but Emily had pieced it all together. Emma was arrested, and the town of Carver's Grove was left to pick up the pieces of a dark chapter. The murder that had seemed shrouded in ambiguity was ultimately revealed to be a carefully crafted plot, hidden in the shadows of deceit.

**Set 2. Task 3.** You are given a set of statements based on the story "**The Lurking Shadows.**" Listen to it and determine whether each statement is **True**, **False**, or **Not Given** based on how the events and details of the story were presented in the previous task.

**True:** The statement agrees with the information in the story.

**False:** The statement contradicts the information in the story.

**Not Given:** There is no information on this subject in the story.

### **Statements:**

1. Carver's Grove was well-known for frequent crimes, especially involving prominent figures like Martin Wright.
2. Emily Hayes immediately suspected that Martin Wright's financial troubles might have contributed to his death.
3. No one in the town believed that Clara Wright, Martin's estranged wife, could have been involved in the murder.
4. Detective Emily Hayes believed that Alan Tisdale's frustration with Martin's business decisions made him the prime suspect.
5. Emma Harper had no prior relationship with Martin Wright other than being his personal assistant.
6. Emma Harper was found to be in contact with a known financial criminal, which raised suspicions about her involvement in Martin's downfall.
7. The town's residents were eager to help the investigation, regularly providing new leads and information to Detective Hayes.
8. The letter found at the crime scene contained detailed accusations that pointed to more than one person being involved in the financial scheme.
9. Emily Hayes solved the case entirely by herself, without any assistance from other law enforcement personnel.
10. Emma Harper had carefully planned the murder to ensure that all suspicion would fall on Martin's business partner, Alan Tisdale.

### **Task 3 Set 2 Answers:**

1. **False** - Carver's Grove was known for its quiet streets and quiet lives, not frequent crimes.
2. **True** - The story mentions that Martin Wright's financial issues were part of the whispers among the townspeople, and Emily knew it would be a key part of the investigation.
3. **False** - Clara Wright was a suspect because of her recent divorce and bitterness over the settlement, though her alibi was eventually verified.



4. **False** - Although Alan Tisdale had financial issues, Emily did not consider him the prime suspect, as his alibi was solid.
5. **Not Given** - The story does not provide specific information about Emma Harper's relationship with Martin beyond being his personal assistant.
6. **True** - Emily discovered Emma Harper's connection to a financial fraudster, which raised suspicions and eventually led to her arrest.
7. **False** - The story suggests that the residents were reluctant to help, and many leads fell on deaf ears.
8. **False** - The letter found at the crime scene was cryptic and did not contain any direct accusations or mention multiple people being involved.
9. **Not Given** - The story does not specify whether Emily solved the case entirely on her own or with help from other law enforcement personnel.
10. **Not Given** - The story does not mention that Emma Harper specifically tried to frame Alan Tisdale.

### **The script of the story “The Lurking Shadows”**

The small town of Carver's Grove was known for its quiet streets and even quieter lives. That was until Martin Wright was found dead in his study. The wealthy landowner had been discovered slumped over his desk, a single gunshot wound to the chest. As the sun dipped below the horizon, the case fell to Detective Emily Hayes, who had just returned from a leave of absence.

Martin Wright had been a man of significant influence, but his reputation had recently taken a hit. The town's residents had been whispering about his declining financial status, hinting at a cash-strapped lifestyle masked by an ostentatious facade. Emily knew this wasn't going to be a straightforward case.

The investigation began piecemeal, with each piece of evidence revealing more questions than answers. The murder scene itself was neatly arranged, which suggested that the killer had been familiar with the study. Yet, no one had heard a gunshot, which left the detectives with nothing but thinly veiled speculation.

Emily started with Martin's inner circle, a motley crew of people who might have had a motive. His estranged wife, Clara Wright, was first. Their divorce had been recent, and Clara was known to have expressed bitterness over their settlement. When questioned, Clara seemed calm, even eerily detached. She suggested that she might be able to clear her name by providing an alibi, which, when verified, held up. But was it too convenient?

Next on the list was Alan Tisdale, Martin's business partner. Their company had been in dire straits, and Tisdale had been vocal about Martin's mismanagement. Emily couldn't ignore the fact that Tisdale had a dearth of personal savings and was on the brink of financial ruin himself. Yet, his alibi was rock-solid—he had been seen at a local bar with multiple witnesses.

The third person of interest was Emma Harper, Martin's personal assistant. Emma had been seen as the diligent type, but recent records showed that she had been embroiled in a series of questionable transactions. Emily was surprised to find Emma under a lot of stress, but she had an air of someone who was trying to tread water rather than plot murder.

During the investigation, Detective Hayes encountered a series of dead ends. Promises of future leads seemed to fall on deaf ears. It appeared that people in town had grown accustomed to kicking the can down the road, never addressing Martin's deteriorating situation directly.

Then came a breakthrough—or so it seemed. A witness claimed to have seen someone leave the Wright estate around the time of the murder. The witness was, however, cash-strapped and unreliable, which made Emily wary. The claim was too easily dismissed, and she couldn't shake the feeling that it was a deliberate ploy to waylay the investigation.

With each passing day, Emily felt the case slipping through her fingers. Her efforts seemed to be leading nowhere, and she couldn't shake the feeling that she was being left in the lurch by someone. The pressure of the case, coupled with her recent return from a break, had her feeling as if she were in the doldrums.

In a final attempt to untangle the web, Emily revisited the crime scene. There, amidst the clutter of Martin's desk, she found an envelope. It had been tucked away behind a book, a detail easily missed. Inside was a note, meticulously written, but it held no names or direct accusations. Instead, it was a list of financial transactions and a cryptic message about "being on track" and "err on the side of caution."

The note pointed to a deeper scheme involving Martin's investments, but there was no clear link to any one individual. Then, Emily recalled an old saying from her mentor: "A person's most significant weakness is often their greatest strength."

The breakthrough came when Emily cross-referenced the envelope's details with public records. She discovered that Emma Harper had been in contact with a notorious financial fraudster known for exploiting the cash-strapped. Emma's meticulous records and calm demeanor began to make sense. It was not about a single motive but a series of calculated maneuvers that led to Martin's downfall.

Emma had orchestrated the financial chaos to frame Martin and secure her own future. When Martin discovered the truth, Emma had to act fast. She took a calculated risk, and at the drop of a hat, ended his life to prevent him from exposing her. She had left a deliberate trail of deception to divert suspicion, but Emily had pieced it all together.

Emma was arrested, and the town of Carver's Grove was left to pick up the pieces of a dark chapter. The murder that had seemed shrouded in ambiguity was ultimately revealed to be a carefully crafted plot, hidden in the shadows of deceit.



**Set 3. Task 3.** You are given a set of statements based on the story "**The Lurking Shadows.**" Listen to it and determine whether each statement is **True**, **False**, or **Not Given** based on how the events and details of the story were presented in the previous task.

**True:** The statement agrees with the information in the story.

**False:** The statement contradicts the information in the story.

**Not Given:** There is no information on this subject in the story.

**Statements:**

1. The town of Carver's Grove had been whispering about Martin Wright's declining financial status before his death.
2. Detective Emily Hayes was new to the town of Carver's Grove and was unfamiliar with Martin Wright's social circle.
3. Clara Wright's alibi held up because she was out of town when the murder took place.
4. Alan Tisdale's financial issues made him more likely to want to harm Martin Wright for personal gain.
5. Emma Harper's calm and collected demeanor initially led Detective Hayes to dismiss her as a suspect.
6. The witness who claimed to see someone leave the Wright estate was dismissed because their testimony was inconsistent.
7. The financial records found by Emily in Martin's study were directly linked to the secret financial transactions orchestrated by Emma Harper.
8. Detective Emily Hayes' investigation was obstructed by individuals who did not want Martin Wright's secrets revealed.
9. Emma Harper used her financial knowledge to manipulate Martin Wright's assets, ultimately leading to his murder.
10. The case was solved when a townspeople confessed to having helped Emma Harper with the financial fraud.

**Task 3 Set 3 Answers:**

1. **True** - The townspeople had been whispering about Martin's declining financial status before his death.
2. **False** - Emily was not new to the town; she had just returned from a leave of absence, and she was familiar with Martin's social circle.
3. **Not Given** - The story does not specify where Clara Wright was during the murder, only that her alibi held up after being verified.
4. **True** - Alan Tisdale's financial ruin was highlighted as a possible motive, although his alibi was solid.
5. **False** - Emma Harper's calm demeanor did not lead Emily to dismiss her; in fact, Emily became suspicious of Emma's involvement in financial transactions.
6. **False** - The witness was dismissed because they were considered unreliable due to financial difficulties, not because their testimony was inconsistent.
7. **True** - The financial records found by Emily were linked to Emma Harper's secret transactions, helping to solve the case.

8. **True** - Emily felt that people in the town were reluctant to help or provide useful information, which complicated her investigation.
9. **True** - Emma Harper manipulated Martin's financial situation to secure her own future, ultimately leading to his murder.
10. **False** - There is no mention of any townspeople confessing to assisting Emma Harper in the story.

### **The script of the story "The Lurking Shadows"**

The small town of Carver's Grove was known for its quiet streets and even quieter lives. That was until Martin Wright was found dead in his study. The wealthy landowner had been discovered slumped over his desk, a single gunshot wound to the chest. As the sun dipped below the horizon, the case fell to Detective Emily Hayes, who had just returned from a leave of absence.

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The third person of interest was Emma Harper, Martin's personal assistant. Emma had been seen as the diligent type, but recent records showed that she had been embroiled in a series of questionable transactions. Emily was surprised to find Emma under a lot of stress, but she had an air of someone who was trying to tread water rather than plot murder.

During the investigation, Detective Hayes encountered a series of dead ends. Promises of future leads seemed to fall on deaf ears. It appeared that people in town had grown accustomed to kicking the can down the road, never addressing Martin's deteriorating situation directly.



Then came a breakthrough—or so it seemed. A witness claimed to have seen someone leave the Wright estate around the time of the murder. The witness was, however, cash-strapped and unreliable, which made Emily wary. The claim was too easily dismissed, and she couldn't shake the feeling that it was a deliberate ploy to waylay the investigation.

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Emma was arrested, and the town of Carver's Grove was left to pick up the pieces of a dark chapter. The murder that had seemed shrouded in ambiguity was ultimately revealed to be a carefully crafted plot, hidden in the shadows of deceit.

**Set 1. Task 4.** You are provided with pairs of sentences containing **false friends** (words that look similar in two languages but have different meanings). Your task is to choose the sentence in each pair where the word is used **correctly**.

1.

- a) He was **eventually** fired from his job due to constant mistakes.
- b) He was **eventually** promoted due to constant mistakes.

2.

- a) The **actual** reason for her absence is unknown.
- b) He was surprised by the **actual** size of the room.

3.  
a) The scientist gave a very **sensible** explanation of the problem.  
b) The teacher was impressed by how **sensible** her students were.
4.  
a) The firm will **assist** you with financial support.  
b) The firm will **assist** you with technical support.
5.  
a) The CEO gave an **adequate** speech at the conference.  
b) The facilities are not **adequate** for hosting such a large event.
6.  
a) He became a famous **artist** after his exhibition.  
b) She hired an **artist** to help redesign her website.
7.  
a) He attended a **comprehensive** lecture on chemistry.  
b) The new law aims to create a more **comprehensive** healthcare system.

#### Set 1. Task 4. Answers

1. **Answer: a)**

**Explanation:** В английском "eventually" означает "в конце концов", а не "возможно". Вариант а) правильный, поскольку "eventually" подчеркивает, что увольнение произошло после длительного периода времени.

2. **Answer: a)**

**Explanation :** Слово "actual" в английском языке означает "реальный, настоящий", а не "актуальный". В первом предложении оно правильно используется в значении "реальная причина". Во втором предложении это слово было бы неверным, так как подразумевается скорее "действительный", что требует другого контекста.

3. **Answer: b)**

**Explanation:** В английском "sensible" означает "разумный" или "осмысленный", а не "чувствительный". Вторая фраза правильна, так как речь идет о разумности студентов. В первом предложении должно быть использовано слово "clear" или "logical", так как речь идет о "логичном" объяснении.

4. **Answer: b)**

**Explanation:** "Assist" подразумевает помощь, чаще всего в специфической области, в данном случае правильнее говорить о "technical support". Финансовая помощь будет скорее "provide financial assistance". Правильный ответ — b).

5. **Answer: b)**

**Explanation:** В английском "adequate" означает "достаточный, соответствующий", а не "адекватный" (разумный). Во втором предложении это слово уместно, так как речь идет о достаточности условий.

6. **Answer: a)**

**Explanation:** В английском "artist" — это художник или человек искусства, а не дизайнер. В первой фразе слово употреблено правильно.



7. **Answer: b)**

**Explanation:** "Comprehensive" означает "всесторонний, полный", а не "компромиссный". Вторая фраза правильна, так как речь идет о всестороннем законе.

**Set 2. Task 4.** You are provided with pairs of sentences containing **false friends** (words that look similar in two languages but have different meanings). Your task is to choose the sentence in each pair where the word is used **correctly**.

1.

- a) He was hired as an **eventual** manager of the project.
- b) The **eventual** outcome of the meeting was not what we expected.

2.

- a) The company has a **large fabric** of employees across the globe.
- b) This new type of **fabric** is both durable and waterproof.

3.

- a) The report offers an **actual** analysis of the economic situation.
- b) The **actual** date of the meeting was never confirmed.

4.

- a) She received a nice **complement** on her performance.
- b) The two colors are a perfect **complement** to each other.

5.

- a) The company's policy on overtime is very **adequate** for the situation.
- b) The facilities were **adequate** for the conference.

6.

- a) He gave a very **interesting lecture** on modern art.
- b) His **lecture** on how to use the new software was very practical.

7.

- a) She took the comment as a personal **offense**.
- b) The police arrested him for a minor **offense**.

**Set 2. Task 4. Answers**

1. **Answer: b)**

**Explanation:** В английском языке "eventual" означает "конечный" (результат), а не "возможный" или "временный". Вторая фраза правильна, так как речь идет о конечном результате. Первая фраза неверна, здесь должно быть "temporary" или "interim" (временный).

2. **Answer: b)**

**Explanation:** "Fabric" означает "ткань", а не "сеть" или "структура". Вторая фраза верна.

3. **Answer: b)**

**Explanation:** В английском "actual" означает "фактический, реальный". Во втором предложении оно используется правильно, потому что речь идет о реальной дате встречи. В первом предложении должно было бы использоваться "detailed" или "current".

4. **Answer: b)**

**Explanation:** "Complement" означает "дополнение", а не "комплимент". Во втором предложении слово верно использовано в значении "дополнять друг друга". В первом случае должно быть "compliment".

5. **Answer: b)**

**Explanation:** "Adequate" в английском означает "достаточный" или "соответствующий", а не "адекватный" в значении "разумный". Во втором предложении оно используется правильно, потому что речь идет о достаточных условиях для конференции. В первом предложении правильнее использовать слово "appropriate" или "reasonable".

6. **Answer: a)**

**Explanation:** "Lecture" правильно используется в контексте образовательного выступления. Во втором предложении более уместным словом будет "demonstration" или "tutorial".

7. **Answer: b)**

**Explanation:** "Offense" в значении "правонарушение" верно используется во втором предложении. В первом случае правильнее использовать "insult" (оскорбление).

**Set 3. Task 4.** You are provided with pairs of sentences containing **false friends** (words that look similar in two languages but have different meanings). Your task is to choose the sentence in each pair where the word is used **correctly**.

1.

- a) His **eventual** promotion was expected by everyone.
- b) The **eventual** outcome of the negotiations surprised everyone.

2.

- a) He took my comments as an **offense** and refused to talk further.
- b) His past criminal **offense** was brought up during the court hearing.

3.

- a) The professor delivered an **actual** lecture on philosophy yesterday.
- b) His **actual** actions surprised everyone at the meeting.

4.

- a) He offered a generous **compliment** to his colleague.
- b) The red wine provided the perfect **compliment** to the meal.

5.

- a) She made a very **realistic** impression during the interview.
- b) His **realistic** attitude helped him get through the difficult times.

6.

- a) The recipe was very **complementary** to the new cooking technique.
- b) The two colors are **complementary** and look great together.

7.

- a) The manager provided a detailed **resume** of the project's goals.
- b) She sent her **resume** to the company for the job position.



### Set 3. Task 4. Answers

1. **Answer: b)**

**Explanation:** "Eventual" означает "окончательный" или "последний" результат. Во втором предложении это правильно, потому что говорится о конечном результате переговоров. В первом предложении должно быть "inevitable" или "expected".

2. **Answer: b)**

**Explanation:** "Offense" в английском чаще всего используется для обозначения "правонарушения", как в случае с судебным процессом. В первом предложении более подходящим было бы "insult" (оскорбление).

3. **Answer: b)**

**Explanation:** "Actual" в английском означает "реальный" или "действительный", а не "актуальный". Во втором предложении оно используется правильно в значении "действительные действия". В первом предложении должно быть "recent" или "current".

4. **Answer: a)**

**Explanation:** "Compliment" означает "комплимент", что верно в первом предложении. Во втором предложении правильное слово — "complement" (дополнение).

5. **Answer: b)**

**Explanation:** "Realistic" означает "реалистичный", что правильно для описания отношения человека. В первом предложении правильнее использовать "genuine" (искренний).

6. **Answer: b)**

**Explanation:** "Complementary" означает "дополняющий", что уместно для описания цветов. В первом предложении правильнее использовать "compatible" (совместимый).

7. **Answer: b)**

**Explanation:** В английском "resume" — это "резюме" (документ для работы). В первом предложении правильнее использовать слово "summary" (краткий обзор).

**Set 1. Task 5.** In this task, you will be given a set of **complex grammatical constructions** and their possible meanings. Your job is to **match each construction** with its **correct meaning** from the list provided.

Some grammatical constructions may seem similar, so you need to be focused to find the most appropriate meaning. **Some of the meanings provided are unrelated and may not match any construction**, so read carefully.

1. Had it not been for...
2. Not only... but also
3. Were it not for...
4. Hardly had I... when
5. Should you have any questions...
6. No sooner had... than

7. Were I to...
8. It's high time...
9. If I were you...
10. The fact that...
11. Had I known...
12. Little did I know...
13. As if he hadn't...
14. Only after... did
15. But for...

### **Meanings:**

1. A formal way to invite or offer help with potential future issues
2. Used to express an unreal or hypothetical condition in the past
3. An expression used to indicate an unfinished action
4. Used to emphasize how little information or understanding someone had
5. Indicates a past action continuing into the present
6. Used to describe how two events happened almost simultaneously
7. A phrase that suggests an alternative plan if the original fails
8. Describes an improbable condition, often used in hypothetical or imaginary scenarios
9. Indicates that two statements are true, often adding emphasis to both
10. Used to introduce the idea of an exception or a condition that would prevent something from happening
11. Expresses regret about a past situation that could have been different
12. Emphasizes the importance of timing, often referring to a negative event followed by another
13. Describes how something appears or seems, often in a contrary or ironic way
14. Expresses disbelief or doubt about something stated
15. Expresses an urgent suggestion that something should have been done already
16. Gives advice or suggests an alternative approach if the speaker were in the listener's position
17. Used to introduce a future possibility that is almost certain
18. An inverted conditional structure, used to express a hypothetical situation and introduce the idea of necessity or reliance on something
19. A formal way to describe the reason why something exists or happens
20. Indicates that one event occurred immediately after another, often unexpectedly

### **Set 1. Task 5. Answers:**

1. Had it not been for... - 2. Used to express an unreal or hypothetical condition in the past
2. Not only... but also - 9. Indicates that two statements are true, often adding emphasis to both
3. Were it not for... - 18. An inverted conditional structure, used to express a hypothetical situation and introduce the idea of necessity or reliance on something

4. Hardly had I... when - 20. Indicates that one event occurred immediately after another, often unexpectedly
5. Should you have any questions... - 1. A formal way to invite or offer help with potential future issues
6. No sooner had... than - 6. Used to describe how two events happened almost simultaneously
7. Were I to... - 8. Describes an improbable condition, often used in hypothetical or imaginary scenarios
8. It's high time... - 15. Expresses an urgent suggestion that something should have been done already
9. If I were you... - 16. Gives advice or suggests an alternative approach if the speaker were in the listener's position
10. The fact that... - 19. A formal way to describe the reason why something exists or happens
11. Had I known... - 11. Expresses regret about a past situation that could have been different
12. Little did I know... - 4. Used to emphasize how little information or understanding someone had
13. As if he hadn't... - 13. Describes how something appears or seems, often in a contrary or ironic way
14. Only after... did - 12. Emphasizes the importance of timing, often referring to a negative event followed by another
15. But for... - 10. Used to introduce the idea of an exception or a condition that would prevent something from happening

**Unrelated options:**

3. An expression used to indicate an unfinished action
5. Indicates a past action continuing into the present
7. A phrase that suggests an alternative plan if the original fails
14. Expresses disbelief or doubt about something stated
17. Used to introduce a future possibility that is almost certain

**Set 2. Task 5.** In this task, you will be given a set of **complex grammatical constructions** and their possible meanings. Your job is to **match each construction** with its **correct meaning** from the list provided.

Some grammatical constructions may seem similar, so you need to be focused to find the most appropriate meaning. **Some of the meanings provided are unrelated and may not match any construction**, so read carefully.

1. Had he known...
2. If only I had...
3. No matter how hard I try...
4. Were it to rain...
5. Not until she arrived...



6. In case of emergency...
7. Supposing you were...
8. Would that I had...
9. Little did they realize...
10. Scarcely had we left...
11. On the off chance that...
12. If it hadn't been for...
13. Provided that you finish...
14. Lest we forget...
15. Should you need assistance...

### Meanings:

1. 1. Expresses a wish that something had happened differently in the past, formal
2. Describes an action that is possible but unlikely
3. This construction indicates that a certain action or event did not happen until another action was completed. The main action is delayed until the specified event occurs. It is used to emphasize that something didn't happen until a particular point in time.
4. Used to express an unlikely or hypothetical scenario
5. This construction means that one action had just been completed when another action happened almost immediately after. It is used to emphasize how quickly one event followed another, often with a sense of surprise or unexpected timing.
6. Used to describe how little someone understands a situation
7. Implies that something was done hastily but regretfully
8. Used to express a hypothetical situation in the past. It implies regret or reflection on a missed opportunity or past event.
9. Introduces a hypothetical future event that would change things
10. Introduces an alternative option for a plan that might fail
11. Indicates that a condition must be met for something else to happen
12. An expression showing regret over an action in the past, which is used in everyday speech
13. A formal expression used to remind people of something important
14. Indicates that something would not have happened without the involvement of a specific cause or factor. It highlights the importance of that factor in determining the outcome.
15. Refers to a highly improbable situation but allows for the chance of it happening
16. Used to introduce a hypothetical outcome or decision
17. Expresses disbelief about the accuracy of a statement
18. Describes how hard someone tries despite difficulties
19. A formal or polite way to offer help
20. Used when something should have been done earlier

### Set 2. Task 5. Answers:

1. Had he known... - 8. Used to express a hypothetical situation in the past. It implies regret or reflection on a missed opportunity or past event.
2. If only I had... - 12. An expression showing regret over an action in the past, which is used in everyday speech
3. No matter how hard I try... - 18. Describes how hard someone tries despite difficulties
4. Were it to rain... - 4. Used to express an unlikely or hypothetical scenario

5. Not until she arrived... - 3. This construction indicates that a certain action or event did not happen until another action was completed. The main action is delayed until the specified event occurs. It is used to emphasize that something didn't happen until a particular point in time.
6. In case of emergency... - 9. Introduces a hypothetical future event that would change things
7. Supposing you were... - 16. Used to introduce a hypothetical outcome or decision
8. Would that I had... - 1. Expresses a wish that something had happened differently in the past, formal
9. Little did they realize... - 6. Used to describe how little someone understands a situation
10. Scarcely had we left... - 5. This construction means that one action had just been completed when another action happened almost immediately after. It is used to emphasize how quickly one event followed another, often with a sense of surprise or unexpected timing.
11. On the off chance that... - 15. Refers to a highly improbable situation but allows for the chance of it happening....
12. If it hadn't been for... - 14. Indicates that something would not have happened without the involvement of a specific cause or factor. It highlights the importance of that factor in determining the outcome.
13. Provided that you finish... - 11. Indicates that a condition must be met for something else to happen
14. Lest we forget... - 13. A formal expression used to remind people of something important
15. Should you need assistance... - 19. A formal or polite way to offer help

### Unrelated options:

2. Describes an action that is possible but unlikely
7. Implies that something was done hastily but regretfully
10. Introduces an alternative option for a plan that might fail
17. Expresses disbelief about the accuracy of a statement
20. Used when something should have been done earlier

**Set 3. Task 5.** In this task, you will be given a set of **complex grammatical constructions** and their possible meanings. Your job is to **match each construction** with its **correct meaning** from the list provided.

Some grammatical constructions may seem similar, so you need to be focused to find the most appropriate meaning. **Some of the meanings provided are unrelated and may not match any construction**, so read carefully.

1. But for the fact that...
2. Hardly had I begun...
3. I would rather you...
4. Had they known...
5. No matter how hard I try...
6. Only after the meeting...
7. Should you wish to attend...
8. The sooner, the better...
9. Were they to agree...

10. Had it been possible...
11. If only I could...
12. Provided that the deadline is met...
13. Suppose we were to...
14. Had it not been for the delay...
15. Little did we expect...

### Meanings:

1. Describes a situation where the possibility is very unlikely but possible
2. Shows that one event would not have happened without another
3. Expresses a regret about a missed opportunity or possibility
4. Indicates a preference for one action over another
5. Expresses a future action that is reliant on a current condition
6. Indicates that one event occurred almost immediately after another
7. Suggests an alternative plan if something goes wrong
8. Used to emphasize that something happens faster or sooner, the better the outcome
9. Indicates that an action should have been done earlier
10. Expresses surprise or disbelief about a situation
11. Describes how hard someone tries despite difficulties
12. Shows disappointment over something what you can control
13. Expresses an outcome that depended on a previous action or decision
14. introduces a wish or regret about a situation in the present or future. It expresses a desire for something that is currently impossible or difficult to achieve. The structure is typically followed by a verb in its base form, representing something the speaker wishes they could do.
15. Refers to a highly unlikely or conditional situation
16. Introduces a hypothetical present or future situation that would alter things
17. Describes how one event must follow another closely
18. Refers to an action done hastily without careful thought
19. Indicates that if something had been known earlier, the outcome would have been different
20. Introduces a formal or polite offer

### Set 3. Task 5. Answers:

1. But for the fact that... - 2. Shows that one event would not have happened without another
2. Hardly had I begun... - 6. Indicates that one event occurred almost immediately after another
3. I would rather you... - 4. Indicates a preference for one action over another
4. Had they known... - 19. Indicates that if something had been known earlier, the outcome would have been different
5. No matter how hard I try... - 11. introduces a concessive clause, indicating that despite the speaker's efforts, the outcome remains the same. It expresses a sense of frustration or inevitability.
6. Only after the meeting... - 17. Describes how one event must follow another closely
7. Should you wish to attend... - 20. Introduces a formal or polite offer
8. The sooner, the better... - 8. Used to emphasize that something happens faster or sooner, the better the outcome



9. Were they to agree... - 16. Introduces a hypothetical present or future situation that would alter things
10. Had it been possible... - 3. Expresses a regret about a missed opportunity or possibility
11. If only I could... - 14. introduces a wish or regret about a situation in the present or future. It expresses a desire for something that is currently impossible or difficult to achieve. The structure is typically followed by a verb in its base form, representing something the speaker wishes they could do.
12. Provided that the deadline is met... - 5. Expresses a future action that is reliant on a current condition
13. Suppose we were to... - 15. Refers to a highly unlikely or conditional situation
14. Had it not been for the delay... - 13. Expresses an outcome that depended on a previous action or decision
15. Little did we expect... - 10. Expresses surprise or disbelief about a situation

### **Unrelated options:**

1. Describes a situation where the possibility is very unlikely but possible
7. Suggests an alternative plan if something goes wrong
9. Indicates that an action should have been done earlier
12. Shows disappointment over something what you can control
18. Refers to an action done hastily without careful thought

**Set 1 Task 6. You are provided with a list of rare or archaic idioms and proverbs that are no longer commonly used in modern English. Your task is to:**

- 1. Match each rare idiom/proverb with its modern equivalent from the list below.**
- 2. Mind that there are extra modern equivalents that do not match any of the idioms or proverbs.**

### **Rare Idioms and Proverbs:**

1. To cast pearls before swine
2. A stitch in time saves nine
3. Faint heart never won fair lady
4. A bird in the hand is worth two in the bush
5. To burn the midnight oil
6. Don't look a gift horse in the mouth
7. To have your cake and eat it too
8. To call a spade a spade

### **Modern Equivalents:**

- a) You can't have it both ways
- b) Fortune favors the bold
- c) Beggars can't be choosers
- d) Don't gamble what you've got for something iffy.
- e) Tell it like it is
- f) It's a waste to offer something valuable to someone who can't appreciate it

- g) Strike while the iron is hot
- h) Prevention is better than cure
- i) You can't judge a book by its cover
- j) Nip it in the bud
- k) Don't cry over spilled milk
- l) Cut it off

### Set 1. Task 6. Answers:

1. To cast pearls before swine - f) It's a waste to offer something valuable to someone who can't appreciate it
2. A stitch in time saves nine - h) Prevention is better than cure
3. Faint heart never won fair lady - b) Fortune favors the bold
4. A bird in the hand is worth two in the bush - d) Don't gamble what you've got for something iffy.
5. To burn the midnight oil - j) Nip it in the bud
6. Don't look a gift horse in the mouth - c) Beggars can't be choosers
7. To have your cake and eat it too - a) You can't have it both ways
8. To call a spade a spade - e) Tell it like it is

### Unused options:

- g) Strike while the iron is hot
- i) You can't judge a book by its cover
- k) Don't cry over spilled milk
- l) Cut it off

**Set 2. Task 6. You are provided with a list of rare or archaic idioms and proverbs that are no longer commonly used in modern English. Your task is to:**

- 1. Match each rare idiom/proverb with its modern equivalent from the list below.**
- 2. Mind that there are extra modern equivalents that do not match any of the idioms or proverbs.**

### Rare Idioms and Proverbs:

1. Many hands make light work
2. To hem and haw
3. The devil is in the details
4. A watched pot never boils
5. To gild the lily
6. Actions speak louder than words
7. Bite the bullet
8. Empty vessels make the most noise

**Modern Equivalents:**

- a) Get to the point already
- b) People who don't know much tend to talk the most
- c) Let's get this done, it'll be easier
- d) It ain't gonna happen if you just sit there staring.
- e) Overdo it
- f) It's the little things that'll trip you up
- g) Quit talking, start doing
- h) Toughen up and deal with it
- i) To flip-flop
- j) Teamwork makes the dream work.
- k) Rushing won't help, just let it be

**Set 2. Task 6. Answers:**

- 1. Many hands make light work - j) Teamwork makes the dream work.
- 2. To hem and haw - i) To flip-flop
- 3. The devil is in the details - f) It's the little things that'll trip you up
- 4. A watched pot never boils - d) It ain't gonna happen if you just sit there staring.
- 5. To gild the lily - e) Overdo it
- 6. Actions speak louder than words - g) Quit talking, start doing
- 7. Bite the bullet - h) Toughen up and deal with it
- 8. Empty vessels make the most noise - b) People who don't know much tend to talk the most

**Unused options:**

- a) Get to the point already
- c) Let's get this done, it'll be easier
- k) Rushing won't help, just let it be

**Set 3. Task 6. You are provided with a list of rare or archaic idioms and proverbs that are no longer commonly used in modern English. Your task is to:**

- 1. Match each rare idiom/proverb with its modern equivalent from the list below.
- 2. Mind that there are extra modern equivalents that do not match any of the idioms or proverbs.

**Rare Idioms and Proverbs:**

- 1. To rob Peter to pay Paul
- 2. To rest on one's laurels
- 3. To cut off one's nose to spite one's face
- 4. To throw the baby out with the bathwater
- 5. To cry over spilt milk
- 6. A penny saved is a penny earned
- 7. To carry coals to Newcastle
- 8. To pull the wool over someone's eyes



### Modern Equivalents:

- a) Tricking someone into believing something false
- b) Throwing away something valuable for no good reason
- c) You're only hurting yourself
- d) Shuffling things around doesn't solve the problem
- e) Stop being lazy and relying on past successes
- f) Stop complaining about something that's already happened
- g) Saving a little adds up in the end
- h) It's pointless to add more when there's already plenty
- i) Stop resting on your past wins and get moving
- j) You're just moving money around without fixing anything
- k) Rushing won't help, just let it be

### Set 3. Task 6. Answers:

- 1. To rob Peter to pay Paul - d) Shuffling things around doesn't solve the problem
- 2. To rest on one's laurels - i) Stop resting on your past wins and get moving
- 3. To cut off one's nose to spite one's face - c) You're only hurting yourself
- 4. To throw the baby out with the bathwater - b) Throwing away something valuable for no good reason
- 5. To cry over spilt milk - f) Stop complaining about something that's already happened
- 6. A penny saved is a penny earned - g) Saving a little adds up in the end
- 7. To carry coals to Newcastle - h) It's pointless to add more when there's already plenty
- 8. To pull the wool over someone's eyes - a) Tricking someone into believing something false

### Unused options:

- j) You're just moving money around without fixing anything
- e) Stop being lazy and relying on past successes
- k) Rushing won't help, just let it be

**Set 1. Task 7.** Choose the correct collocation(s) or fixed expression(s) for each blank. **Some questions may have more than one correct answer.** Pay attention to subtle differences in meaning to choose the most appropriate options.

- 1. The company's decision to \_\_\_\_\_ staff levels has led to increased workloads for the remaining employees.
  - a) reduce
  - b) cut
  - c) shrink
  - d) decrease
- 2. Her innovative ideas were \_\_\_\_\_ by the entire team, and she was quickly promoted.
  - a) dismissed
  - b) embraced
  - c) welcomed
  - d) overlooked

3. He has an \_\_\_\_\_ talent for solving complex problems quickly.
- a) innate
  - b) intuitive
  - c) inborn
  - d) instinctive
4. The sudden announcement took everyone \_\_\_\_\_, leaving no time for preparation.
- a) by surprise
  - b) in shock
  - c) under stress
  - d) by storm
5. The speaker's words \_\_\_\_\_ deep emotions among the audience, leaving many in tears.
- a) provoked
  - b) ignited
  - c) sparked
  - d) stirred
6. After years of dedication, she finally \_\_\_\_\_ her dream of becoming a professional dancer.
- a) fulfilled
  - b) achieved
  - c) reached
  - d) completed
7. He's known for his \_\_\_\_\_ wit, often making people laugh with his clever remarks.
- a) biting
  - b) cutting
  - c) sharp
  - d) blunt
8. After weeks of uncertainty, the company finally managed to \_\_\_\_\_ a deal that satisfied all parties involved.
- a) strike
  - b) clinch
  - c) fix
  - d) cement
9. He has always had a strong \_\_\_\_\_ to his hometown and visits frequently, despite living abroad for many years.
- a) connection
  - b) affinity
  - c) adherence
  - d) bond

10. The government is trying to \_\_\_\_\_ measures to combat rising inflation.
- a) adopt
  - b) implement
  - c) take
  - d) bring

### Set 1. Task 7. Answers and Explanations:

1. **Correct answers: a) reduce b) cut**

**Explanation:** "Reduce" is commonly used in formal or professional contexts to describe lowering or decreasing something, such as staff levels, costs, or budgets. It is often used in the business world to indicate controlled decreases in quantity, and in this sentence, it fits perfectly to indicate a deliberate lowering of staff levels.

"Cut" is another appropriate option, often used in business and economic contexts when talking about reducing numbers quickly or sharply, such as "cutting jobs" or "cutting costs." It implies a more drastic or immediate action compared to "reduce." In this sentence, "cut" also works well to describe a decision to reduce the number of staff.

2. **Correct answers: b) embraced, c) welcomed**

**Explanation:** "Embraced" and "welcomed" both suggest that her ideas were positively received. "Dismissed" and "overlooked" imply negative reactions.

3. **Correct answer: a) innate**

**Explanation:** "Innate" refers to a natural ability someone is born with. It's the most common word used to describe talents. "Inborn" also means "from birth" but is less common in formal contexts. "Intuitive" relates to instinctive understanding, but it describes a process, not a talent. "Instinctive" describes behavior, not an ability or talent.

4. **Correct answer: a) by surprise**

**Explanation:** "By surprise" is the common fixed expression for when someone is caught off guard.

5. **Correct answers: b) ignited, c) sparked, d) stirred**

**Explanation:** "Ignited," "sparked," and "stirred" are used when discussing emotional reactions. "Provoked" is possible but has a slightly harsher tone.

6. **Correct answer: a) fulfilled**

**Explanation:** "Fulfilled" is the most appropriate for achieving something deeply desired, especially when talking about dreams or ambitions.

7. **Correct answers: a) biting, b) cutting, c) sharp**

**Explanation:** "Biting," "cutting," and "sharp" all describe wit that is clever but often harsh or critical. "Blunt" doesn't fit the clever aspect.

8. **Correct answers: a) strike, b) clinch**

**Explanation:** "Strike a deal" and "clinch a deal" are idiomatic expressions for successfully finalizing a deal. "Fix" and "cement" don't fit in this context.

9. **Correct answers: a) connection, b) affinity, d) bond**

**Explanation:** "Connection," "affinity," and "bond" all convey strong emotional ties. "Adherence" suggests strict commitment to rules or principles.



**10. Correct answer: b) implement**

**Explanation:** "Take measures" is not incorrect by itself, but in the context of this particular sentence, "implement" is the best fit because it emphasizes the **execution** of the measures, whereas "take" would fit better in a different structure (e.g., "The government is taking measures").

**Set 2. Task 7.** Choose the correct collocation(s) or fixed expression(s) for each blank. **Some questions may have more than one correct answer.** Pay attention to subtle differences in meaning to choose the most appropriate options.

1. The athlete's performance in the finals was nothing short of \_\_\_\_\_.
  - a) disappointing
  - b) outstanding
  - c) underwhelming
  - d) extraordinary
2. His arguments were \_\_\_\_\_ dismissed by the committee due to lack of evidence.
  - a) promptly
  - b) swiftly
  - c) hastily
  - d) definitively
3. The recent economic downturn has \_\_\_\_\_ concerns about job security across various industries.
  - a) alleviated
  - b) heightened
  - c) stirred
  - d) triggered
4. The new law will \_\_\_\_\_ many changes in the way businesses operate in the country.
  - a) bring about
  - b) cause
  - c) lead
  - d) conduct
5. The documentary gave a(n) \_\_\_\_\_ insight into the daily lives of factory workers.
  - a) deep
  - b) compelling
  - c) vivid
  - d) superficial
6. She has the \_\_\_\_\_ ability to remain calm under pressure, no matter the situation.
  - a) remarkable
  - b) incredible

- c) outstanding
  - d) surprising
7. As tensions increased, the diplomat tried to \_\_\_\_\_ the situation by negotiating between the parties.
- a) diffuse
  - b) alleviate
  - c) ease
  - d) calm
8. The professor's lecture was \_\_\_\_\_ and hard to follow for most of the students.
- a) obscure
  - b) unclear
  - c) vague
  - d) incomprehensible
9. She was able to \_\_\_\_\_ a close relationship with her mentor, which greatly benefited her career.
- a) build
  - b) establish
  - c) form
  - d) mend
10. The film was \_\_\_\_\_ anticipated, but it failed to meet the public's expectations.
- a) eagerly
  - b) excitedly
  - c) actively
  - d) positively

### Set 2. Task 7. Answers and Explanations:

1. **Correct answers: b) outstanding, d) extraordinary**

**Explanation:** The phrase "**nothing short of**" is an idiomatic expression that means "completely" or "entirely." It is used to emphasize that something is very impressive or exceptional. Given this context, only positive adjectives that reflect high quality or excellence can correctly complete the sentence such as "outstanding" and "extraordinary". "Disappointing" and "underwhelming" are negative, so they don't fit.

2. **Correct answers: a) promptly, b) swiftly**

**Explanation:** "Promptly" and "swiftly" refer to quick action. "Hastily" implies rushing, and "definitively" refers to finality.

3. **Correct answers: b) heightened, c) stirred, d) triggered**

**Explanation:** "Heightened," "stirred," and "triggered" are used to describe increasing concerns. "Alleviated" would imply a reduction, so it doesn't fit.

4. **Correct answer: a) bring about, b) cause**

**Explanation:** "Bring about" and "cause" are correct answers, as they accurately describe how the new law will result in changes. "Lead" would need to be paired with "to," and "conduct" is incorrect for this context.

5. **Correct answers: a) deep, b) compelling, c) vivid**

**Explanation:** "Deep," "compelling," and "vivid" describe detailed insights. "Superficial" refers to something lacking depth and is incorrect here.

6. **Correct answer: a) remarkable**

**Explanation:** "**Remarkable**" is the most suitable word in this context because it emphasizes a notable or worthy ability that stands out, especially in challenging situations like staying calm under pressure. It carries the nuance of something that is particularly noticeable and admirable, which fits well with the idea of staying calm under stress.

While "**incredible**" means something is so extraordinary that it's hard to believe, it is typically used to express amazement or awe. Although this could be used here, "remarkable" is more commonly used in contexts of skill or ability without implying disbelief.

"**Outstanding**" refers to something that is exceptional or much better than average. However, it's often used in a broader sense for achievements or performance rather than specific qualities like remaining calm.

"**Surprising**" refers to something that causes surprise, which may imply that her ability to remain calm is unexpected or unusual. However, in this context, we want to emphasize the impressiveness of the ability rather than the surprise, making "remarkable" a better fit.

7. **Correct answer: a) diffuse**

**Explanation:** **Diffuse** means to "spread out" or "disperse," but in the context of a tense situation, it is often used to mean "to lessen the intensity" or "to defuse" tensions by breaking them apart or scattering the emotional charge. In this sentence, the diplomat is trying to **diffuse** the tension or conflict by negotiating between the parties, which is a common usage when referring to reducing the severity of a situation. So, "**diffuse**" is correct.

**Alleviate** means to make something less severe, usually referring to pain, stress, or discomfort. While **alleviate** could be a plausible choice, it is more commonly used in the context of physical or emotional suffering rather than conflict or tension between parties. It doesn't quite fit the idea of "reducing tension" in this particular diplomatic context.

**Ease** means to "reduce difficulty or pain," and while it could theoretically work in this sentence, it's not the best fit. It doesn't carry the nuance of "actively negotiating between parties" to reduce conflict.

**Calm** is also possible, but it usually refers to reducing emotional agitation (for example, calming a person down). While it could work, "**diffuse**" is a more precise choice for diplomatic language dealing with conflicts or tensions between groups.

8. **Correct answer: a) obscure, b) unclear, c) vague, d) incomprehensible**

**Explanation:** All four words — **obscure**, **unclear**, **vague**, and **incomprehensible** — could be correct in this sentence, as each describes a form of difficulty in understanding. However, "**incomprehensible**" is the strongest term, indicating that the lecture was completely impossible to follow, while the other words suggest varying degrees of confusion or lack of clarity.

9. **Correct answers: a) build, b) establish, c) form**

**Explanation:** "Build," "establish," and "form" describe creating relationships. "Mend" refers to fixing something broken.



**10. Correct answer: a) eagerly**

**Explanation:** "Eagerly anticipated" is a common expression for something awaited with excitement.

**Set 3. Task 7.** Choose the correct collocation(s) or fixed expression(s) for each blank. **Some questions may have more than one correct answer.** Pay attention to subtle differences in meaning to choose the most appropriate options.

1. The artist was known for his \_\_\_\_\_ style, which set him apart from others in his field.
  - a) bold
  - b) daring
  - c) reckless
  - d) innovative
2. The forest fire \_\_\_\_\_ a serious threat to wildlife in the area.
  - a) posed
  - b) created
  - c) caused
  - d) represented
3. The team was \_\_\_\_\_ by the sheer volume of work required for the project.
  - a) swamped
  - b) overwhelmed
  - c) flooded
  - d) outpaced
4. His \_\_\_\_\_ reputation in the business world made him the perfect candidate for the role.
  - a) spotless
  - b) distinguished
  - c) impeccable
  - d) tarnished
5. Her research has \_\_\_\_\_ significant advances in the field of neuroscience.
  - a) led to
  - b) opened up
  - c) yielded
  - d) brought forth
6. The report was \_\_\_\_\_ revised before it was submitted to the board for approval.
  - a) carefully
  - b) thoroughly
  - c) extensively
  - d) critically

7. After years of planning, they finally \_\_\_\_\_ their ambitious project.  
a) executed  
b) completed  
c) achieved  
d) fulfilled
8. She spoke with great \_\_\_\_\_ during the meeting, convincing everyone to support her proposal.  
a) passion  
b) conviction  
c) confidence  
d) courage
9. The new policy \_\_\_\_\_ a lot of resistance from employees, who felt it was unfair.  
a) sparked  
b) encountered  
c) met  
d) endured
10. He is a man of \_\_\_\_\_ principles and refuses to compromise on his beliefs.  
a) strong  
b) firm  
c) strict  
d) rigid

### Set 3. Task 7. Answers and Explanations:

1. **Correct answers: a) bold, b) daring, d) innovative**

**Explanation:** "Bold," "daring," and "innovative" describe someone with a unique or standout style. "Reckless" has a negative connotation.

2. **Correct answer: a) posed**

**Explanation:** "Posed" is the best word to describe presenting or causing a risk or threat.

3. **Correct answers: a) swamped, b) overwhelmed**

**Explanation:** "Swamped" and "overwhelmed" both describe being overloaded with work. "Flooded" and "outpaced" don't fit well in this context.

4. **Correct answers: a) spotless, b) distinguished, c) impeccable**

**Explanation:** "Spotless," "distinguished," and "impeccable" all describe a flawless reputation. "Tarnished" has a negative meaning, so it doesn't fit.

5. **Correct answers: a) led to, c) yielded, d) brought forth**

**Explanation:** "Led to," "yielded," and "brought forth" all describe producing significant advances. "Opened up" is less commonly used in this context.

6. **Correct answer: a) carefully, b) thoroughly, c) extensively, d) critically**

**Explanation:** All four options are correct in different contexts, depending on the specific focus of the revision process: **Carefully** emphasizes precision and caution. **Thoroughly** emphasizes completeness and detail. **Extensively** emphasizes the broad scope of the revisions. **Critically** emphasizes deep analysis and evaluation during the revision process.

7. **Correct answer: a) executed**

**Explanation:** "Executed" is used when successfully carrying out or performing a planned task.

8. **Correct answer: b) conviction**

**Explanation:** "Conviction" emphasizes strong belief and confidence, especially in a persuasive context.

9. **Correct answers: a) sparked, b) encountered, c) met**

**Explanation:** "Sparked," "encountered," and "met" are appropriate when discussing resistance. "Endured" refers to tolerating something, not encountering resistance.

10. **Correct answer: b) firm**

**Explanation:** "Firm" describes principles that are unyielding and uncompromising.

**Set 1. Task 8.** In this task you are presented with expressions commonly used by native English speakers. These expressions often **mean something completely different from what they literally say**. Your goal is to choose the **correct interpretation** of what the speaker **really means**. There is only one correct answer for each question.

1. **"We should get together sometime."**

- a) They genuinely want to meet you soon.
- b) They are suggesting a vague idea, but don't intend to actually plan anything.
- c) They are giving you an invitation to meet tomorrow.
- d) They are asking you to set a specific date for a meeting.

2. **"I'll think about it."**

- a) They are seriously considering the idea and will get back to you soon.
- b) They are politely saying no without directly refusing.
- c) They need more information before making a decision.
- d) They are enthusiastic but need time to check their schedule.

3. **"Not bad."**

- a) It was awful.
- b) It was terrible, but they don't want to be rude.
- c) It was really quite good.
- d) They are being sarcastic and mean the opposite.

4. **"I'm not sure that's a good idea."**

- a) They are genuinely uncertain about the idea and need more information.
- b) They strongly disapprove of the idea but want to avoid confrontation.
- c) They are open to discussing the idea further.
- d) They have no opinion about the idea.

5. **"Let's play it by ear."**

- a) They want to plan everything carefully.
- b) They are suggesting to improvise or decide as things develop.
- c) They have a specific plan in mind but aren't sharing it yet.
- d) They mean they don't want to do it at all.



6. **"It's fine."**
  - a) Everything is really okay and they're satisfied.
  - b) They are happy with the situation.
  - c) They don't want to hurt your feelings but are actually not pleased.
  - d) They are extremely angry and masking it with politeness.
7. **"I'm not really hungry, but I'll have a bite."**
  - a) They are genuinely not hungry.
  - b) They want to have just a little taste.
  - c) They are actually hungry but don't want to appear rude.
  - d) They want to skip the meal entirely.
8. **"I'll pass."**
  - a) They will come back later.
  - b) They are not interested and are politely declining.
  - c) They don't know the answer yet and need more time.
  - d) They are postponing a decision for the time being.
9. **"I don't mean to be rude, but..."**
  - a) They are about to say something that might be considered rude.
  - b) They are offering polite feedback.
  - c) They are trying to be polite but will offer helpful advice.
  - d) They are genuinely concerned about your feelings.
10. **"That's an interesting take."**
  - a) They fully agree with you.
  - b) They think your opinion is strange or wrong but don't want to say so directly.
  - c) They are fascinated by your perspective.
  - d) They are asking for clarification on your point.

### Set 1. Task 8. Answers:

1. **Correct answer: b) They are suggesting a vague idea, but don't intend to actually plan anything.**

**Explanation:** This phrase is often used as a polite way to avoid making real plans.

2. **Correct answer: b) They are politely saying no without directly refusing.**

**Explanation:** "I'll think about it" is commonly used as a soft rejection.

3. **Correct answer: c) It was really quite good.**

**Explanation:** In English, "Not bad" is often an understated compliment.

4. **Correct answer: b) They strongly disapprove of the idea but want to avoid confrontation.**

**Explanation:** This phrase is used to avoid directly criticizing an idea.

5. **Correct answer: b) They are suggesting to improvise or decide as things develop.**

**Explanation:** "Let's play it by ear" means to go with the flow and adjust plans as needed.

6. **Correct answer: c) They don't want to hurt your feelings but are actually not pleased.**

**Explanation:** "It's fine" is often used to cover up dissatisfaction.

7. **Correct answer: c) They are actually hungry but don't want to appear rude.**

**Explanation:** This is a common way to downplay how much someone wants to eat while still accepting food.

8. **Correct answer: b) They are not interested and are politely declining.**

**Explanation:** "I'll pass" is a polite way to say "no."

9. **Correct answer: a) They are about to say something that might be considered rude.**

**Explanation:** This phrase introduces a statement that could be critical or harsh.

10. **Correct answer: b) They think your opinion is strange or wrong but don't want to say so directly.**

**Explanation:** "Interesting" can be used to indirectly criticize or express confusion.

**Set 2. Task 8.** In this task you are presented with expressions commonly used by native English speakers. These expressions often **mean something completely different from what they literally say**. Your goal is to choose the **correct interpretation** of what the speaker **really means**. There is only one correct answer for each question.

1. **"Can I borrow you for a second?"**

- a) They literally want to borrow something from you.
- b) They need your help for a short time.
- c) They want to have a personal conversation.
- d) They are inviting you for a coffee break.

2. **"I'll let you know."**

- a) They will definitely tell you soon.
- b) They might never get back to you.
- c) They have already made a decision.
- d) They have no idea what you're talking about.

3. **"With all due respect..."**

- a) They are about to give you a compliment.
- b) They are politely disagreeing with you.
- c) They respect your opinion but want to add something.
- d) They agree with you but have some minor corrections.

4. **"No worries!"**

- a) They are saying there is no problem.
- b) They are really worried but don't want to admit it.
- c) They want to avoid the topic.
- d) They are upset but pretending everything is fine.

5. **"I'll see what I can do."**

- a) They are absolutely committed to helping you.
- b) They aren't planning to do much but are being polite.
- c) They are enthusiastic and ready to solve the problem.
- d) They will let you know when they have more time.

6. **"You look tired."**
  - a) They think you need to rest immediately.
  - b) They are concerned about your well-being.
  - c) They are politely saying you don't look your best.
  - d) They are hinting that you should take a vacation.
7. **"Let's not get ahead of ourselves."**
  - a) They want you to slow down and not rush to conclusions.
  - b) They are excited about moving forward quickly.
  - c) They want to skip the current step and jump to the end.
  - d) They are unsure about what to do next.
8. **"I could care less."**
  - a) They care a lot about the topic.
  - b) They couldn't care less.
  - c) They are indifferent but want to seem interested.
  - d) They actually mean the opposite of what they say.
9. **"I'll get back to you on that."**
  - a) They will definitely give you an answer soon.
  - b) They have forgotten what you asked.
  - c) They may never respond but want to seem polite.
  - d) They will research it and respond later.
10. **"That's a bold choice."**
  - a) They are impressed with your decision.
  - b) They think your choice is risky or unconventional.
  - c) They don't like your choice but won't say so directly.
  - d) They are considering making the same choice.

### Set 2. Task 8. Answers:

1. **Correct answer: b) They need your help for a short time.**

**Explanation:** This phrase is commonly used to ask for brief assistance.

2. **Correct answer: b) They might never get back to you.**

**Explanation:** "I'll let you know" often means they are avoiding commitment.

3. **Correct answer: b) They are politely disagreeing with you.**

**Explanation:** "With all due respect" is often followed by a polite disagreement.

4. **Correct answer: a) They are saying there is no problem.**

**Explanation:** "No worries" is a common way to reassure someone that there's no issue.

5. **Correct answer: b) They aren't planning to do much but are being polite.**

**Explanation:** "I'll see what I can do" is often used as a way to avoid making a promise.

6. **Correct answer: c) They are politely saying you don't look your best.**

**Explanation:** "You look tired" is a subtle way to say someone doesn't look great.

7. **Correct answer: a) They want you to slow down and not rush to conclusions.**

**Explanation:** "Let's not get ahead of ourselves" is a warning to avoid premature actions or assumptions.

8. **Correct answer: d) They actually mean the opposite of what they say.**

**Explanation:** "I could care less" is often incorrectly used to mean "I couldn't care less."



9. **Correct answer: c) They may never respond but want to seem polite.**

**Explanation:** "I'll get back to you" is sometimes used to delay indefinitely.

10. **Correct answer: b) They think your choice is risky or unconventional.**

**Explanation:** "Bold choice" often implies that the choice is daring or possibly a bad idea.

**Set 3. Task 8.** In this task you are presented with expressions commonly used by native English speakers. These expressions often **mean something completely different from what they literally say**. Your goal is to choose the **correct interpretation** of what the speaker **really means**. There is only one correct answer for each question.

1. **"Let's touch base next week."**
  - a) They want to meet and have a long discussion.
  - b) They are suggesting a quick follow-up conversation.
  - c) They are avoiding making a decision now.
  - d) They don't want to talk at all.
2. **"It's not you, it's me."**
  - a) They are blaming themselves.
  - b) They are actually blaming you but don't want to say it directly.
  - c) They genuinely believe they are the problem.
  - d) They are trying to make you feel better while ending something.
3. **"I'll get back to you on that."**
  - a) They will definitely give you an answer soon.
  - b) They have forgotten what you asked.
  - c) They may never respond but want to seem polite.
  - d) They will research it and respond later.
4. **"You've got your hands full."**
  - a) They think you are literally carrying too much.
  - b) They are acknowledging that you are very busy.
  - c) They want to offer help with your workload.
  - d) They think you can handle more work.
5. **"Let's not get ahead of ourselves."**
  - a) They want you to slow down and not rush to conclusions.
  - b) They are excited about moving forward quickly.
  - c) They want to skip the current step and jump to the end.
  - d) They are unsure about what to do next.
6. **"I'm afraid I can't make it."**
  - a) They are genuinely sad about missing the event.
  - b) They have a scheduling conflict but hope to reschedule.
  - c) They are politely saying no without much regret.
  - d) They will change their plans to try and attend.

7. **"It's up in the air."**
  - a) The situation is uncertain and undecided.
  - b) Everything has been resolved.
  - c) They have already made their decision.
  - d) They are enthusiastic but keeping it secret.
8. **"You shouldn't have!"**
  - a) They are upset that you did something.
  - b) They are grateful but feel it was unnecessary.
  - c) They literally mean you made a mistake.
  - d) They are surprised and disappointed.
9. **"It's a bit of a stretch."**
  - a) They find it easy to believe.
  - b) They find the idea somewhat unbelievable.
  - c) They are willing to accept the explanation.
  - d) They are excited to explore the idea.
10. **"That ship has sailed."**
  - a) The opportunity is gone, and it's too late.
  - b) There is still time to act, but they are cautious.
  - c) They are ready to take action.
  - d) They don't think the opportunity was important.

### Set 3. Task 8. Answers:

1. **Correct answer: b) They are suggesting a quick follow-up conversation.**

**Explanation:** "Touch base" is used for a brief check-in or conversation.

2. **Correct answer: d) They are trying to make you feel better while ending something.**

**Explanation:** "It's not you, it's me" is a common breakup phrase to shift the blame.

3. **Correct answer: c) They may never respond but want to seem polite.**

**Explanation:** This phrase is used to avoid a definite answer.

4. **Correct answer: b) They are acknowledging that you are very busy.**

**Explanation:** "You've got your hands full" is a way to say that someone is already overwhelmed.

5. **Correct answer: a) They want you to slow down and not rush to conclusions.**

**Explanation:** This phrase advises caution and avoiding premature decisions.

6. **Correct answer: c) They are politely saying no without much regret.**

**Explanation:** "I'm afraid I can't make it" is a polite way to decline an invitation.

7. **Correct answer: a) The situation is uncertain and undecided.**

**Explanation:** "It's up in the air" means that the outcome is not yet decided.

8. **Correct answer: b) They are grateful but feel it was unnecessary.**

**Explanation:** "You shouldn't have" is a polite way to express gratitude and modesty.

9. **Correct answer: b) They find the idea somewhat unbelievable.**

**Explanation:** "It's a bit of a stretch" suggests that something is hard to believe.

10. **Correct answer: a) The opportunity is gone, and it's too late.**

**Explanation:** "That ship has sailed" means that a chance has passed and cannot be reclaimed.

**Set 1. Task 9.** Below is an excerpt from **John Locke's** *"An Essay Concerning Human Understanding"*. Read the passage carefully. Your task is to answer the multiple-choice questions based on the text. The questions focus on identifying key philosophical ideas, analyzing Locke's argument, and distinguishing subtle differences in interpretation. Choose the most accurate answer for each question.

### **John Locke "An Essay Concerning Human Understanding"**

"Let us then suppose the mind to be, as we say, white paper, void of all characters, without any ideas: How comes it to be furnished? Whence comes it by that vast store, which the busy and boundless fancy of man has painted on it with an almost endless variety? Whence has it all the materials of reason and knowledge? To this I answer, in one word, from experience. In that, all our knowledge is founded; and from that, it ultimately derives itself. Our observation, employed either about external, sensible objects, or about the internal operations of our minds perceived and reflected on by ourselves, is that which supplies our understandings with all the materials of thinking.

These two are the fountains of knowledge, from whence all the ideas we have, or can naturally have, do spring. First, our senses, conversant about particular sensible objects, convey into the mind several distinct perceptions of things, according to those various ways wherein those objects do affect them. And thus we come by those ideas we have of yellow, white, heat, cold, soft, hard, bitter, sweet, and all those which we call sensible qualities, which when I say the senses convey into the mind, I mean they from external objects convey into the mind what produces there those perceptions.

The other fountain, from which experience furnishes the understanding with ideas, is the perception of the operations of our own mind within us, as it is employed about the ideas it has gotten; which operations, when the soul comes to reflect on and consider, do furnish the understanding with another set of ideas, which could not be had from things without. And such are perception, thinking, doubting, believing, reasoning, knowing, willing, and all the different actings of our own minds; which we being conscious of, and observing in ourselves, do from these receive into our understandings as distinct ideas as we do from bodies affecting our senses.

This source of ideas every man has wholly within himself, and though it be not sense, as having nothing to do with external objects, yet it is very like it, and might properly enough be called internal sense. But as I call the other sensation, so I call this reflection, the ideas it affords being such only as the mind gets by reflecting on its own operations within itself. By reflection, then, in the following part of this discourse, I would be understood to mean that notice which the mind takes of its own operations, and the manner of them, by reason whereof there come to be ideas of these operations in the understanding. These two, I say, viz. external, material things, as the objects of sensation; and the operations of our own minds within, as the objects of reflection, are to me the only originals from whence all our ideas take their beginnings.



In the reception of simple ideas, the understanding is for the most part passive, and what it perceives it cannot avoid, nor alter, nor blot out; and thus it is wholly passive in its reception of all its simple ideas. The truth and certainty of our understanding is found by conforming these ideas to the reality of things. Complex ideas, on the other hand, are formed by the mind through comparison, combination, and abstraction, by processing the simpler ones, where the understanding plays an active role.

Thus, for instance, our idea of a unicorn is a complex idea that has no direct representation in reality but is instead a product of combining simple ideas like 'horse', 'horn', and 'fantasy'. Likewise, general ideas such as 'beauty', 'justice', or 'truth' arise from the mind's ability to abstract from specific instances to universal concepts. It is in this combination, comparison, and abstraction that the mind actively generates knowledge."

### **Questions:**

#### **1. According to Locke, how does the human mind acquire the first ideas?**

- a) Through abstract reasoning independent of the senses.
- b) By actively combining complex ideas from reflection.
- c) Through experience, particularly from external sensory input.
- d) From innate knowledge present at birth.

#### **2. What does Locke mean when he refers to the mind as “white paper”?**

- a) The mind is naturally filled with knowledge and ideas at birth.
- b) The mind is a blank slate, and all ideas are acquired through experience.
- c) The mind is capable of generating ideas independently of external sources.
- d) The mind is purely a reflection of the physical world without original thought.

#### **3. How does Locke differentiate simple ideas from complex ideas?**

- a) Simple ideas come from active reasoning, while complex ideas are passive perceptions.
- b) Simple ideas come from both sensation and reflection, while complex ideas are formed by combining simple ideas.
- c) Simple ideas are innate, while complex ideas are acquired from sensory experience.
- d) Simple ideas come only from reflection, and complex ideas only from sensory experience.

#### **4. In Locke's philosophy, what is the role of reflection in acquiring knowledge?**

- a) Reflection involves noticing the external world and forming complex ideas.
- b) Reflection is the process by which the mind acquires innate ideas.
- c) Reflection is the observation of the mind's internal operations, which provides ideas like thinking and reasoning.
- d) Reflection is the active transformation of sensory data into abstract concepts.

**5. How does Locke describe the mind's role in forming complex ideas?**

- a) The mind plays a passive role, receiving complex ideas from sensory input.
- b) The mind actively combines simple ideas through comparison, abstraction, and imagination.
- c) Complex ideas are generated from innate knowledge, requiring no sensory input.
- d) The mind cannot form complex ideas without external instruction or guidance.

**6. According to Locke, how does the understanding reach truth?**

- a) By comparing ideas to the innate truths present at birth.
- b) By conforming ideas to the reality of things through experience and observation.
- c) By creating new ideas through active abstraction and intellectual analysis.
- d) By passively receiving ideas from both the external world and internal reflection.

**7. What are the two "fountains of knowledge" according to Locke?**

- a) Senses and reflection
- b) Senses and logic
- c) Reflection and reasoning
- d) Innate ideas and experience

**8. According to Locke, how does the mind process simple ideas?**

- a) The mind alters and reshapes simple ideas constantly.
- b) Simple ideas are invented through mental activity.
- c) The mind creates simple ideas through abstract reasoning.
- d) The mind passively receives simple ideas through sensory input.

**Set 1. Task 9. Answers:**

**1. Correct answer: c) Through experience, particularly from external sensory input.**

**Proof in the text:** Locke states, "To this I answer, in one word, from experience. In that, all our knowledge is founded; and from that, it ultimately derives itself." This clearly shows that Locke believes that all knowledge originates from experience, particularly from sensory input.

**2. Correct answer: b) The mind is a blank slate, and all ideas are acquired through experience.**

**Proof in the text:** Locke writes, "Let us then suppose the mind to be, as we say, white paper, void of all characters, without any ideas." This metaphor refers to the idea that the mind is initially blank, and all knowledge comes from experience, not from innate ideas.

**3. Correct answer: b) Simple ideas come from both sensation and reflection, while complex ideas are formed by combining simple ideas.**

**Proof in the text:** Locke explains, "In the reception of simple ideas, the understanding is for the most part passive... Complex ideas, on the other hand, are formed by the mind through comparison, combination, and abstraction, by processing the simpler ones." This shows that simple ideas are directly derived from experience, while complex ideas are a result of combining and processing those simpler ideas.

**4. Correct answer: c) Reflection is the observation of the mind's internal operations, which provides ideas like thinking and reasoning.**

**Proof in the text:** Locke mentions, "The other fountain, from which experience furnishes the understanding with ideas, is the perception of the operations of our own mind within us... such are perception, thinking, doubting, believing, reasoning, knowing, willing." Reflection allows the mind to gain ideas by observing its own operations.

**5. Correct answer: b) The mind actively combines simple ideas through comparison, abstraction, and imagination.**

**Proof in the text:** Locke notes, "Complex ideas, on the other hand, are formed by the mind through comparison, combination, and abstraction." This indicates that the mind plays an active role in forming complex ideas by combining and abstracting simple ones.

**6. Correct answer: b) By conforming ideas to the reality of things through experience and observation.**

**Proof in the text:** Locke writes, "The truth and certainty of our understanding is found by conforming these ideas to the reality of things." This shows that Locke believes knowledge is validated when ideas correspond to the real world as observed through experience.

**7. Correct answer: a) Senses and reflection.**

**Proof in the text:** Locke says, "These two are the fountains of knowledge, from whence all the ideas we have, or can naturally have, do spring. First, our senses... The other fountain... is the perception of the operations of our own mind." This shows that Locke identifies senses (sensation) and reflection as the two primary sources of knowledge.

**8. Correct answer: d) The mind passively receives simple ideas through sensory input.**

**Proof in the text:** Locke states, "In the reception of simple ideas, the understanding is for the most part passive, and what it perceives it cannot avoid, nor alter, nor blot out." This shows that simple ideas are passively received by the mind without modification.

**Set 2. Task 9.** Below is an excerpt from **David Hume's** *"An Enquiry Concerning Human Understanding"*. Read the passage carefully. Your task is to answer the multiple-choice questions based on the text. The questions focus on identifying key philosophical ideas, analyzing Hume's argument, and distinguishing subtle differences in interpretation. Choose the most accurate answer for each question.

### **David Hume "An Enquiry Concerning Human Understanding"**

"All the objects of human reason or enquiry may naturally be divided into two kinds, to wit, relations of ideas and matters of fact. Of the first kind are the sciences of Geometry, Algebra, and Arithmetic; and, in short, every affirmation which is either intuitively or demonstratively certain. That the square of the hypotenuse is equal to the squares of the two sides, is a proposition which expresses a relation between these figures. That three times five is equal to the half of thirty, expresses a relation between these numbers. Propositions of this kind are discoverable by the mere operation of thought, without dependence on what is anywhere existent in the universe. Though there never were a circle or triangle in nature, the truths demonstrated by Euclid would for ever retain their certainty and evidence.

Matters of fact, which are the second objects of human reason, are not ascertained in the same manner, nor are they the object of the same certainty. The contrary of every matter of fact is

still possible; because it can never imply a contradiction, and is conceived by the mind with the same facility and distinctness, as if ever so conformable to reality. That the sun will not rise tomorrow is no less intelligible a proposition, and implies no more contradiction, than the affirmation, that it will rise. We should in vain, therefore, attempt to demonstrate its falsehood. Were it demonstratively false, it would imply a contradiction, and could never be distinctly conceived by the mind.

It may, therefore, be a subject worthy of curiosity to enquire what is the nature of that evidence which assures us of any real existence and matter of fact, beyond the present testimony of our senses, or the records of our memory. This part of philosophy, it is observable, has been little cultivated, either by the ancients or moderns; and therefore our doubts and errors, in the reasoning concerning it, are perhaps not surprising. Let us then consider all the arguments which induce us to believe in the existence of any matter of fact which is not now present to the senses, or remembered. I believe that it will not be difficult to discover, that all the reasonings concerning matter of fact are founded on the relation of cause and effect. By means of that relation alone we can go beyond the evidence of our memory and senses. If you were to ask a man, why he believes any matter of fact which is absent; for instance, that his friend is now in the country, he would give you a reason; and this reason would be some other fact: as a letter received from him, or the knowledge of his former resolutions and promises. A man, finding a watch or any other machine in a desert island, would conclude that there had once been men on that island. All our reasonings concerning fact are of the same nature. And here it is constantly supposed that there is a connection between the present fact and that which is inferred from it. Were there nothing to bind them together, the inference would be entirely precarious.

If we anatomize all the other reasonings of this nature, we shall find that they are founded on the relation of cause and effect, and that this relation is either near or remote, direct or collateral. Heat and light are collateral effects of fire, and the one effect may justly be inferred from the other. If we reason from the course of nature, and infer a particular fact, we must rely upon the principle, that the course of nature continues always uniformly the same. The same principle of reasoning which makes us conclude that objects which we remember to have once been contiguous to one another will still be contiguous, is the principle that leads us to suppose, that what we observe in the present or the past will continue to hold true in the future. The sun will rise tomorrow, we suppose, because it has always risen in the past. However, we cannot prove this with certainty, for it is based on habit or custom, not on demonstrable truth. Thus, the belief in cause and effect, like all reasoning concerning matters of fact, depends fundamentally on our experiences and habits of thought."



## Questions

1. **According to Hume, how are "relations of ideas" different from "matters of fact"?**
  - a) Relations of ideas can be intuitively or demonstratively known, whereas matters of fact cannot be known with certainty.
  - b) Matters of fact are always true, while relations of ideas can sometimes be false.
  - c) Relations of ideas depend on experience, while matters of fact are universal truths.
  - d) Matters of fact cannot be conceived by the mind, while relations of ideas are based on contradictions.
2. **What does Hume argue about the possibility that the sun will not rise tomorrow?**
  - a) It is logically impossible for the sun not to rise tomorrow.
  - b) The idea that the sun will not rise tomorrow is an example of a relation of ideas.
  - c) It is guaranteed by the laws of nature that the sun will rise tomorrow.
  - d) It is just as conceivable that the sun will not rise as that it will rise, because both propositions imply no contradiction.
3. **How does Hume explain our belief in matters of fact that are not directly observed or remembered?**
  - a) They are based on logical deductions that follow necessarily from past experiences.
  - b) They rely on the relation of cause and effect, which is inferred through habit and experience.
  - c) They are dependent on divine intervention or revelation.
  - d) They are derived from innate ideas that exist within the mind.
4. **According to Hume, what is the basis for our belief that the future will resemble the past (e.g., that the sun will rise tomorrow)?**
  - a) It is based on scientific reasoning and natural laws.
  - b) It is a matter of demonstrable truth that does not require evidence.
  - c) It is founded on habit and custom, as we infer future events based on past experience.
  - d) It is an intuitive belief that comes naturally to all human beings.
5. **What is Hume's view on the certainty of cause and effect relationships?**
  - a) Cause and effect relationships are always certain and can be demonstrated with logical proof.
  - b) Cause and effect relationships are based on direct knowledge of the intrinsic connection between events.
  - c) Cause and effect relationships are inferred from experience and habit, but they are not demonstrably certain.
  - d) Cause and effect relationships are innate ideas present in the human mind at birth.

6. **How does Hume suggest we develop our knowledge of the world beyond our immediate sensory experience?**
  - a) Through intuition and innate knowledge that does not require external evidence.
  - b) Through logical deductions from mathematical principles.
  - c) Through the observation of cause and effect, which allows us to infer facts about things not immediately present to our senses.
  - d) Through divine revelation or philosophical reflection.
7. **Why does Hume argue that we cannot prove the uniformity of nature with certainty?**
  - a) Because science has already demonstrated that nature is unpredictable.
  - b) Because the belief in the uniformity of nature is based on custom, not demonstrative proof.
  - c) Because we do not have enough experience to make such a claim.
  - d) Because future events can be logically inferred from past experiences.
8. **What does Hume say about our reasoning concerning facts that are not directly observed?**
  - a) It is based on mathematical logic.
  - b) It is unreliable because it does not follow scientific principles.
  - c) It is based on intuition and innate knowledge.
  - d) It is founded on cause and effect, which is inferred through experience.

### Set 2. Task 9. Answers:

#### 1. Correct answer: a)

**Proof in the text:** "Of the first kind [relations of ideas] are the sciences of Geometry, Algebra, and Arithmetic; and, in short, every affirmation which is either intuitively or demonstratively certain." "Matters of fact, which are the second objects of human reason, are not ascertained in the same manner, nor are they the object of the same certainty." Hume clearly distinguishes **relations of ideas** from **matters of fact**. He states that relations of ideas include sciences such as **Geometry, Algebra, and Arithmetic**, and these are propositions that are "**intuitively or demonstratively certain**" and discoverable "by the mere operation of thought." In contrast, **matters of fact** "are not ascertained in the same manner," and the contrary of any matter of fact is still possible. This demonstrates that relations of ideas are known with certainty, while matters of fact are not.

#### 2. Correct answer: d)

**Proof in the text:** "That the sun will not rise tomorrow is no less intelligible a proposition, and implies no more contradiction, than the affirmation, that it will rise." Hume emphasizes that while we expect the sun to rise based on past experience, there is no **logical contradiction** in thinking that it might not rise. Both possibilities are equally conceivable because neither implies a contradiction. This highlights that matters of fact, like the rising of the sun, are based on habit, not logical proof.

3. **Correct answer: b**

**Proof in the text:** "All the reasonings concerning matter of fact are founded on the relation of cause and effect." "By means of that relation alone we can go beyond the evidence of our memory and senses." Hume explains that when we believe in matters of fact that are not immediately present to our senses or memory, we rely on the relation of **cause and effect**. This reasoning comes from habit or custom, where we infer facts about the world based on previous experience.

4. **Correct answer: c)**

**Proof in the text:** "We suppose, because it has always risen in the past... However, we cannot prove this with certainty, for it is based on habit or custom, not on demonstrable truth." Hume argues that our belief that the future will resemble the past is not based on logic or certainty, but on **habit and custom**. We expect the sun to rise tomorrow because it has risen in the past, but this is an inference based on experience, not on demonstrative reasoning.

5. **Correct answer: c)**

**Proof in the text:** "The belief in cause and effect, like all reasoning concerning matters of fact, depends fundamentally on our experiences and habits of thought." "We must rely upon the principle that the course of nature continues always uniformly the same." Hume asserts that cause and effect relationships are **not demonstrably certain**. We infer them from past experience and habit, but there is no logical necessity that guarantees their certainty.

6. **Correct answer: c)**

**Proof in the text:** "By means of that relation [cause and effect] alone we can go beyond the evidence of our memory and senses." Hume states that **cause and effect** is the basis for reasoning beyond what is immediately observable. By observing this relationship, we can infer facts about objects and events that are not present to our senses, such as knowing that a fire creates heat and light.

7. **Correct answer: b)**

**Proof in the text:** *"The same principle of reasoning which makes us conclude that objects... will still be contiguous, is the principle that leads us to suppose that what we observe in the present or the past will continue to hold true in the future."* Hume explains that our belief in the uniformity of nature—such as the expectation that the sun will rise tomorrow—is not based on demonstrative proof but on **custom and habit**. We infer the future from the past, but we cannot logically prove that nature will always behave the same way.

8. **Correct answer: d)**

**Proof in the text:** *"All the reasonings concerning matter of fact are founded on the relation of cause and effect."* *"By means of that relation alone we can go beyond the evidence of our memory and senses."* Hume argues that reasoning about facts not directly observed depends on **cause and effect** reasoning. We infer these facts from our experiences of how events are connected in the world through cause and effect.

**Set 3. Task 9.** In this task, you are presented with an excerpt from a complex philosophical work **"A Treatise Concerning the Principles of Human Knowledge"** by a **British philosopher George Berkeley**. After reading the text carefully, participants must answer multiple-choice questions that assess their understanding of key philosophical concepts, argumentation, and interpretation. This task is designed to test your comprehension of nuanced philosophical arguments.

### **George Berkeley "A Treatise Concerning the Principles of Human Knowledge"**

"It is evident to anyone who takes a survey of the objects of human knowledge that they are either ideas actually imprinted on the senses, or else such as are perceived by attending to the passions and operations of the mind, or lastly, ideas formed by the help of memory and imagination—either compounding, dividing, or barely representing those originally perceived in the aforesaid ways. By sight I have the ideas of light and colours, with their several degrees and variations. By touch I perceive hard and soft, heat and cold, motion and resistance, and of all these more and less either as to quantity or degree. Smelling furnishes me with odours; the palate with tastes; and hearing conveys sounds to the mind in all their variety of tone and composition.

And as several of these are observed to accompany each other, they come to be marked by one name and so to be reputed as one thing. Thus, for example, a certain colour, taste, smell, figure, and consistency having been observed to go together, are accounted one distinct thing, signified by the name apple. Other collections of ideas constitute a stone, a tree, a book, and the like sensible things; which, as they are pleasing or disagreeable, excite the passions of love, hatred, joy, grief, and so forth.

But, besides all that endless variety of ideas or objects of knowledge, there is likewise something which knows or perceives them, and exercises various operations, as willing, imagining, remembering about them. This perceiving, active being is what I call mind, spirit, soul, or myself. By which words I do not denote any one of my ideas, but a thing entirely distinct from them, wherein they exist, or, which is the same thing, whereby they are perceived—for the existence of an idea consists in being perceived.

That neither our thoughts, nor passions, nor ideas formed by the imagination, exist without the mind, is what everybody will allow. And to me it is no less evident that the various sensations or ideas imprinted on the sense, however blended or combined together (that is, whatever objects they compose), cannot exist otherwise than in a mind perceiving them. I think an intuitive knowledge may be obtained of this by anyone that shall attend to what is meant by the term exist when applied to sensible things. The table I write on, I say, exists, that is, I see and feel it; and if I were out of my study I should say it existed—meaning thereby that if I was in my study I might perceive it, or that some other spirit actually does perceive it. As to what is said of the absolute existence of unthinking things without any relation to their being perceived, that seems perfectly unintelligible. Their *esse* is *percipi*, nor is it possible they should have any existence out of the minds or thinking things which perceive them.



It is indeed an opinion strangely prevailing amongst men, that houses, mountains, rivers, and in a word all sensible objects have an existence natural or real, distinct from their being perceived by the understanding. But with how great an assurance and acquiescence soever this principle may be entertained in the world, yet whoever shall find in his heart to call it in question may, if I mistake not, perceive it to involve a manifest contradiction. For what are the forementioned objects but the things we perceive by sense? And what do we perceive besides our own ideas or sensations? And is it not plainly repugnant that any one of these, or any combination of them, should exist unperceived?

You may perhaps say that by the words table and chair we mean certain external objects existing independent of any perceiving spirit; and that those objects which are perceived by sense have an existence distinct from being perceived. I answer, if you mean by sensible things those only which are perceived by sense, then they are only ideas, and it is impossible for them to exist out of the mind. But if you make the term sensible to signify things distinct from the ideas perceived by sense, then I know not what you mean. It is evident that the only meaning I can affix to the words sensible things is things perceived by sense. So that when I say the table exists, I mean that it is perceived by me or by some other mind. If no mind perceives it, then the table no longer exists. It cannot exist outside of perception. To think otherwise, to insist that things can exist without being perceived, is to assume something completely incomprehensible and contradictory.

Moreover, the same principles which at first view lead to scepticism, pursued to a certain point, bring men back to common sense. Indeed, when we closely investigate the nature of things, we find that everything sensible exists only as it is perceived. This brings us closer to understanding the nature of reality itself: it is not that objects exist independently of our senses, but rather that the existence of all things is entirely bound up in their being perceived by some mind or spirit. The existence of objects, therefore, is not an absolute, external fact; it is a relational and dependent fact, contingent upon the presence of perception."

## Questions

1. **According to Berkeley, what are the primary sources of human ideas?**
  - a) Sensory impressions, the operations of the mind, and divinely implanted knowledge.
  - b) Sensory impressions, the operations of the mind, and ideas formed through memory and imagination.
  - c) Innate ideas, the operations of the mind, and sensory impressions.
  - d) The external world, which imprints knowledge directly on the mind.
2. **How does Berkeley describe the relationship between ideas and the mind?**
  - a) Ideas exist independently of the mind and can be perceived by it.
  - b) Ideas exist only in the mind and cannot exist outside of perception.
  - c) Ideas are external to the mind but are occasionally perceived by it.
  - d) Ideas are imprinted on the mind by external objects that exist independently.

3. **What does Berkeley mean by the phrase "esse is percipi"?**
  - a) To exist is to be perceived.
  - b) To exist is to think.
  - c) Perception is the essence of existence.
  - d) Thinking is the foundation of reality.
4. **How does Berkeley refute the idea of the independent existence of objects like tables and chairs?**
  - a) He argues that objects have an existence independent of perception, but this existence is unknowable.
  - b) He claims that such objects cannot exist unperceived because their very existence is contingent upon being perceived.
  - c) He suggests that objects exist only as mental constructs and have no physical reality.
  - d) He admits that objects might exist independently but that their qualities change when perceived.
5. **According to Berkeley, what happens to an object when it is not being perceived?**
  - a) It continues to exist in the same way, even though no one is perceiving it.
  - b) It ceases to exist until someone perceives it again.
  - c) It exists independently in another form that is inaccessible to the senses.
  - d) It becomes an abstract idea but loses its physical form.
6. **How does Berkeley respond to the common belief that objects exist independently of perception?**
  - a) He accepts that objects exist independently but only under certain conditions.
  - b) He argues that this belief leads to contradictions and is based on a misunderstanding of what it means to exist.
  - c) He rejects the idea entirely, insisting that objects have no reality outside of the mind.
  - d) He claims that objects exist independently in a separate, inaccessible realm.
7. **How does Berkeley address the skepticism that arises from questioning the existence of external objects?**
  - a) He argues that skepticism is unnecessary because objects are independently real.
  - b) He suggests that skepticism is a natural consequence of denying the existence of independent objects.
  - c) He claims that pursuing skepticism ultimately leads back to common sense, which affirms that objects exist only when perceived.
  - d) He dismisses skepticism as irrelevant, arguing that only the mind's perceptions matter.

8. **What is Berkeley's ultimate claim about the nature of reality?**

- a) Reality exists independently of perception, but the mind plays a crucial role in interpreting it.
- b) Reality is entirely dependent on perception, and objects have no existence outside of being perceived by a mind.
- c) Reality is divided between the mental and physical realms, both of which have equal importance.
- d) Reality consists of external objects that are imprinted on the mind through sensory experience.

**Set 3. Task 9. Answers:**

1. **Correct answer: b**

**Proof in the text:** Berkeley identifies three sources of ideas: "(1) ideas actually imprinted on the senses, (2) ideas perceived by attending to the passions and operations of the mind, and (3) ideas formed by the help of memory and imagination." This aligns with answer b, as he specifically mentions memory, imagination, sensory input, and the operations of the mind.

2. **Correct answer: b**

**Proof in the text:** Berkeley repeatedly emphasizes that ideas "cannot exist otherwise than in a mind perceiving them" and that "the existence of an idea consists in being perceived." This makes it clear that ideas only exist within the mind and through perception, which is answer b.

3. **Correct answer: a**

**Proof in the text:** Berkeley explains that "their esse is percipi" and follows this by stating that it is "impossible they should have any existence out of the minds or thinking things which perceive them." This translates to "to exist is to be perceived", making "a" the correct answer.

4. **Correct answer: b**

**Proof in the text:** Berkeley argues that if a table is not perceived, it no longer exists: "If no mind perceives it, then the table no longer exists." This means that objects' existence depends on perception, which aligns with answer b.

5. **Correct answer: b**

**Proof in the text:** Berkeley clearly states, "If no mind perceives it, then the table no longer exists." This means that without perception, an object ceases to exist, making "b" the correct answer.

6. **Correct answer: b**

**Proof in the text:** Berkeley notes that the belief in independently existing objects "involves a manifest contradiction" and that objects exist only as ideas perceived by the senses. He argues that assuming objects exist independently of perception is nonsensical, making b the correct answer.

7. **Correct answer: c**

**Proof in the text:** Berkeley states that skepticism "pursued to a certain point, brings men back to common sense" and that common sense confirms objects exist only when perceived. This aligns with answer c.

8. **Correct answer: b**

**Proof in the text:** Throughout the text, Berkeley repeatedly asserts that "everything sensible exists only as it is perceived" and that objects cannot exist outside of a perceiving mind. Thus, reality is entirely dependent on perception, making "b" the correct answer.

**Set 1. Task 10.** You are given a complex poem. The task is to match the parts of the poem with the **stylistic and thematic elements**, including rhythm, rhyme, alliteration, metaphors, and other poetic devices. More than one answer is possible. Choose carefully!

**Excerpt from "The Tyger" by William Blake**

Tyger Tyger, burning bright,  
In the forests of the night;  
What immortal hand or eye,  
Could frame thy fearful symmetry?

In what distant deeps or skies.  
Burnt the fire of thine eyes?  
On what wings dare he aspire?  
What the hand, dare seize the fire?

**Match the Poetic Devices:**

1. **"Tyger Tyger, burning bright"**
  - a) Metaphor
  - b) Alliteration
  - c) Symbolism
  - d) Onomatopoeia
2. **"In the forests of the night"**
  - a) Imagery
  - b) Assonance
  - c) Symbolism
  - d) Metaphor
3. **"What immortal hand or eye"**
  - a) Rhetorical question
  - b) Hyperbole
  - c) Allusion
  - d) Synecdoche
4. **"Could frame thy fearful symmetry?"**
  - a) Paradox
  - b) Alliteration
  - c) Metaphor
  - d) Irony



5. **"Burnt the fire of thine eyes?"**
  - a) Metaphor
  - b) Hyperbole
  - c) Alliteration
  - d) Assonance
6. **"On what wings dare he aspire?"**
  - a) Metaphor
  - b) Symbolism
  - c) Rhetorical question
  - d) Personification

### Set 1. Task 10. Answers:

1. **Correct answers: b) Alliteration, a) Metaphor**

**Explanation:** "Tyger Tyger" repeats the initial sound (alliteration), and the burning bright tiger is a metaphor for something fierce and powerful.

2. **Correct answers: a) Imagery, c) Symbolism**

**Explanation:** "Forests of the night" creates vivid imagery and represents the mysterious, possibly dangerous unknown (symbolism).

3. **Correct answer: a) Rhetorical question**

**Explanation:** This is a rhetorical question, meant to make the reader ponder without expecting an answer.

4. **Correct answers: c) Metaphor, b) Alliteration**

**Explanation:** "Fearful symmetry" refers metaphorically to the tiger's divine, complex creation, while "frame" and "fearful" exhibit alliteration.

5. **Correct answers: a) Metaphor, b) Hyperbole**

**Explanation:** The "fire of thine eyes" is a metaphor for the intensity or power of the tiger's gaze, exaggerated as a hyperbole for effect.

6. **Correct answers: b) Symbolism, c) Rhetorical question**

**Explanation:** The wings represent ambition or aspiration (symbolism), and the question challenges the limits of such ambition.

**Set 2. Task 10.** You are given a complex poem. The task is to match the parts of the poem with the **stylistic and thematic elements**, including rhythm, rhyme, alliteration, metaphors, and other poetic devices. More than one answer is possible. Choose carefully!

## Excerpt from "A Valediction: Forbidding Mourning" by John Donne

Our two souls therefore, which are one,  
Though I must go, endure not yet  
A breach, but an expansion,  
Like gold to airy thinness beat.

If they be two, they are two so  
As stiff twin compasses are two;  
Thy soul, the fixed foot, makes no show  
To move, but doth, if the other do.

### Match the Poetic Devices:

1. **"Our two souls therefore, which are one"**
  - a) Paradox
  - b) Metaphor
  - c) Personification
  - d) Symbolism
2. **"A breach, but an expansion"**
  - a) Metaphor
  - b) Alliteration
  - c) Antithesis
  - d) Hyperbole
3. **"Like gold to airy thinness beat"**
  - a) Simile
  - b) Metaphor
  - c) Hyperbole
  - d) Paradox
4. **"As stiff twin compasses are two"**
  - a) Simile
  - b) Metaphor
  - c) Personification
  - d) Conceit
5. **"Thy soul, the fixed foot, makes no show"**
  - a) Conceit
  - b) Metaphor
  - c) Symbolism
  - d) Personification
6. **"If they be two, they are two so"**
  - a) Enjambment
  - b) Assonance
  - c) Paradox
  - d) Alliteration

### Set 2. Task 10. Answers:

1. **Correct answer: a) Paradox**

**Explanation:** The line "Our two souls therefore, which are one" is paradoxical, as it unites two distinct entities.

2. **Correct answer: c) Antithesis**

**Explanation:** "A breach, but an expansion" presents two opposing ideas in contrast, making it an antithesis.

3. **Correct answer: a) Simile**

**Explanation:** "Like gold to airy thinness beat" compares the relationship to gold being beaten thin, making it a simile.

4. **Correct answers: a) Simile, d) Conceit**

**Explanation:** The comparison to "twin compasses" is a simile, and the extended metaphor throughout is a conceit.

5. **Correct answers: d) Personification, a) Conceit**

**Explanation:** The compass is personified, and the elaborate metaphor of the compass as their souls is part of the poem's conceit.

6. **Correct answers: b) Assonance, c) Paradox**

**Explanation:** The line features vowel sounds in "two" and "so" (assonance), and "two are two" creates a paradox.

**Set 3. Task 10.** You are given a complex poem. The task is to match the parts of the poem with the **stylistic and thematic elements**, including rhythm, rhyme, alliteration, metaphors, and other poetic devices. More than one answer is possible. Choose carefully!

### Excerpt from "The Flea" by John Donne

Mark but this flea, and mark in this,  
How little that which thou deniest me is;  
It sucked me first, and now sucks thee,  
And in this flea our two bloods mingled be.

O stay, three lives in one flea spare,  
Where we almost, yea, more than married are.  
This flea is you and I, and this  
Our marriage bed, and marriage temple is.

### Match the Poetic Devices:

1. **"Mark but this flea, and mark in this"**

- a) Repetition
- b) Enjambment
- c) Alliteration
- d) Symbolism

2. **"How little that which thou deniest me is"**
  - a) Hyperbole
  - b) Irony
  - c) Understatement
  - d) Alliteration
3. **"And in this flea our two bloods mingled be"**
  - a) Conceit
  - b) Personification
  - c) Symbolism
  - d) Simile
4. **"This flea is you and I, and this"**
  - a) Metaphor
  - b) Symbolism
  - c) Alliteration
  - d) Conceit
5. **"Where we almost, yea, more than married are"**
  - a) Metaphor
  - b) Hyperbole
  - c) Alliteration
  - d) Irony
6. **"Our marriage bed, and marriage temple is"**
  - a) Conceit
  - b) Metaphor
  - c) Symbolism
  - d) Alliteration

### Set 3. Task 10. Answers:

1. **Correct answers: a) Repetition, d) Symbolism**

**Explanation:** The word "mark" is repeated, and the flea symbolizes a larger theme of intimacy.

2. **Correct answers: b) Irony, c) Understatement**

**Explanation:** The speaker uses irony and understatement to downplay the seriousness of his request.

3. **Correct answer: a) Conceit**

**Explanation:** The flea serves as an extended metaphor, or conceit, representing the mingling of their blood as a union.

4. **Correct answers: a) Metaphor, d) Conceit**

**Explanation:** The flea becomes a metaphor for the relationship and marriage, making it part of the conceit.

5. **Correct answers: b) Hyperbole, d) Irony**

**Explanation:** The speaker exaggerates their closeness (hyperbole) and uses irony to suggest they are "more than married."



**6. Correct answers: a) Conceit, b) Metaphor, c) Symbolism**

**Explanation:** The marriage bed and temple metaphorically represent the flea, creating an extended metaphor (conceit) and symbolizing union.

**Set 1. Task 11.** In this task you are required to fill in the blanks with a **single, precise word**. The missing word should fit perfectly in terms of meaning, tone, and collocation. There are no multiple choices, and the answer must be unique and clear. The first letter of each word is written for you.

1. Despite her s\_\_\_\_\_ demeanor, she was deeply affected by the news of his departure.  
(Hint: outwardly calm and untroubled)
2. The speaker's argument was completely i\_\_\_\_\_, leaving the audience with no doubt about the validity of his claims.  
(Hint: clear and logically sound)
3. The artist's work was i\_\_\_\_\_ with hidden symbolism, making it a favorite among critics who enjoy deep analysis.  
(Hint: full or saturated with something)
4. He managed to s\_\_\_\_\_ the responsibilities of his new role with remarkable ease, despite the complexity of the tasks.  
(Hint: to handle or take on something successfully)
5. The sudden resignation of the CEO threw the company into complete d\_\_\_\_\_, leaving employees unsure of what to do next.  
(Hint: a state of chaos or disorder)

**Set 1. Task 11. Answers:**

1. **serene**

**Explanation:** "Serene" refers to someone who appears calm and untroubled despite inner emotions.

2. **irrefutable**

**Explanation:** "Irrefutable" means impossible to disprove, making the argument completely sound.

3. **imbued**

**Explanation:** "Imbued" means deeply filled or saturated with something, often referring to abstract qualities like symbolism.

4. **shoulder**

**Explanation:** "Shoulder" is used metaphorically here to mean take on or manage responsibilities.

5. **disarray**

**Explanation:** "Disarray" means a state of disorder or chaos, which fits the context of the company's confusion.

**Set 2. Task 11.** In this task you are required to fill in the blanks with a **single, precise word**. The missing word should fit perfectly in terms of meaning, tone, and collocation. There are no multiple choices, and the answer must be unique and clear. The first letter of each word is written for you.

1. The lawyer's ability to a \_\_\_\_\_ complex legal matters made him invaluable to the firm.  
(Hint: to explain something clearly and logically)
2. She was known for her e \_\_\_\_\_ personality, always brightening up the room with her infectious laughter.  
(Hint: lively and enthusiastic)
3. The newly published report has been l \_\_\_\_\_ by several experts for its lack of rigor and accuracy.  
(Hint: to criticize harshly and publicly)
4. The company sought to s \_\_\_\_\_ its operations by eliminating redundancies and improving efficiency.  
(Hint: to make something simpler or more efficient)
5. He had always been a \_\_\_\_\_ to taking risks, preferring a more cautious approach to life.  
(Hint: unwilling or hesitant to do something)

**Set 2. Task 11. Answers:**

1. **articulate**

**Explanation:** "Articulate" means to explain something clearly and effectively, especially complex ideas.

2. **effervescent**

**Explanation:** "Effervescent" refers to a lively, bubbly personality.

3. **lambasted**

**Explanation:** "Lambasted" means to criticize harshly, especially in a public setting.

4. **streamline**

**Explanation:** "Streamline" means to simplify or make more efficient, often in the context of business operations.

5. **averse**

**Explanation:** "Averse" means having a strong dislike or reluctance to do something.

**Set 3. Task 11.** In this task you are required to fill in the blanks with a **single, precise word**. The missing word should fit perfectly in terms of meaning, tone, and collocation. There are no multiple choices, and the answer must be unique and clear. The first letter of each word is written for you.

1. The author's i \_\_\_\_\_ approach to the novel, blending historical facts with fiction, garnered widespread praise.  
(Hint: creative and original in an impressive way)

2. Her u\_\_\_\_\_ response to the accusations left no doubt about her innocence.  
(Hint: clear and confident)
3. The scientist was t\_\_\_\_\_ in her pursuit of knowledge, often working late into the night to make breakthroughs.  
(Hint: persistent and determined, especially in difficult situations)
4. The policy was introduced to m\_\_\_\_\_ the negative effects of the economic downturn on small businesses.  
(Hint: to reduce the harmful effects of something)
5. His f\_\_\_\_\_ disregard for the rules ultimately led to his dismissal from the company.  
(Hint: showing an arrogant or disrespectful attitude)

### Set 3. Task 11. Answers:

#### 1. ingenious

**Explanation:** "Ingenious" describes something that is clever, creative, and original, especially in a way that garners admiration.

#### 2. unequivocal

**Explanation:** "Unequivocal" means clear and leaving no room for doubt, especially when responding to accusations.

#### 3. tenacious

**Explanation:** "Tenacious" describes someone who is persistent and determined, especially in the face of difficulties.

#### 4. mitigate

**Explanation:** "Mitigate" means to reduce the severity or harmful effects of something.

#### 5. flagrant

**Explanation:** "Flagrant" means obviously offensive or disrespectful, especially regarding rules or laws.

**Set 1. Task 12.** In this task you are required to choose the correct form of the verb or phrase to complete each sentence. The sentences test various advanced grammar structures, such as the subjunctive, inversion, conditionals, and modals. Choose the best option that fits each blank.

1. **Were he \_\_\_\_ a bit more experience, he would have been the perfect candidate for the job.**
  - a) to have
  - b) to be
  - c) having
  - d) to have had
2. **Little \_\_\_\_ that the meeting had already been canceled.**
  - a) they know
  - b) did they know
  - c) had they known
  - d) they had known

3. **It's crucial that he \_\_\_\_ the final draft by tomorrow morning.**  
a) submits  
b) submit  
c) will submit  
d) submitted
4. **No sooner had the guests arrived \_\_\_\_ the lights went out due to a power failure.**  
a) when  
b) than  
c) as  
d) while
5. **Not until the police arrived \_\_\_\_ realize how serious the situation was.**  
a) they did  
b) they had  
c) did they  
d) had they
6. **I'd rather you \_\_\_\_ the details with him directly instead of relying on hearsay.**  
a) discussed  
b) discuss  
c) would discuss  
d) had discussed
7. **Had it not \_\_\_\_ for his quick thinking, the accident would have been far worse.**  
a) be  
b) been  
c) had  
d) being
8. **You won't mind if I borrow this book for a while, \_\_\_\_?**  
a) do you  
b) will you  
c) won't you  
d) don't you
9. **It's about time you \_\_\_\_ the truth about the situation.**  
a) learn  
b) learned  
c) will learn  
d) have learned
10. **Should the opportunity \_\_\_\_ itself, I would definitely consider applying for the job.**  
a) present  
b) presenting  
c) presents  
d) presented



### Set 1. Task 12. Answers:

1. b) to be - The structure "were he to be" introduces a hypothetical situation in the past. It's an inversion used for conditional sentences without "if."
2. b) did they know - This is an inversion used for emphasis, typical in formal English, often to introduce surprising or unknown information.
3. b) submit - In formal English, especially in expressions like "it's crucial," the subjunctive mood is used ("submit" without "s").
4. b) than - "No sooner ... than" is a fixed phrase used to show one event happening immediately after another. Inversion is required in this construction.
5. c) did they - The phrase "not until" requires inversion when it begins a sentence. "Did they realize" shows the event that happened after the delay.
6. a) discussed - After "I'd rather," a past tense verb is used to express a present or future preference.
7. b) been - "Had it not been for" is a conditional structure indicating something that would have changed the outcome of the past.
8. b) will you - For positive statements, "will you" is the correct question tag to check agreement with the previous statement.
9. b) learned - The phrase "It's about time" is followed by a past simple verb to express that something should have happened already.
10. a) present - "Should" is used in formal English as an inversion to replace "if" in conditional sentences.

**Set 2. Task 12.** In this task you are required to choose the correct form of the verb or phrase to complete each sentence. The sentences test various advanced grammar structures, such as the subjunctive, inversion, conditionals, and modals. Choose the best option that fits each blank.

1. **Were they \_\_\_\_ the necessary resources, the project could have been completed sooner.**
  - a) given
  - b) to be given
  - c) had given
  - d) having been given
2. **Hardly had we started the presentation \_\_\_\_ technical issues disrupted everything.**
  - a) than
  - b) when
  - c) as
  - d) while
3. **It is essential that the contract \_\_\_\_ signed before the deadline.**
  - a) be
  - b) is
  - c) was
  - d) being

4. **No sooner had the storm ended \_\_\_\_ we ventured outside to assess the damage.**  
a) when  
b) than  
c) as soon as  
d) while
5. **Not only \_\_\_\_ the team improve their performance, but they also exceeded expectations.**  
a) had  
b) did  
c) were  
d) have
6. **I'd just as soon you \_\_\_\_ me directly than leave me to figure it out on my own.**  
a) tell  
b) told  
c) had told  
d) would tell
7. **Were it not \_\_\_\_ her dedication, the project would never have succeeded.**  
a) for  
b) hadn't it been  
c) if not  
d) to
8. **He seldom makes mistakes, \_\_\_\_?**  
a) doesn't he  
b) does he  
c) is he  
d) isn't he
9. **But for his advice, we \_\_\_\_ a completely different path.**  
a) would take  
b) would have taken  
c) should take  
d) could take
10. **Should you \_\_\_\_ into any difficulties, please let us know immediately.**  
a) run  
b) ran  
c) running  
d) having run

### Set 2. Task 12. Answers:

1. b) to be given - This structure introduces a hypothetical condition and uses the inversion "were they to be" instead of "if they were."
2. b) when - "Hardly ... when" is a phrase indicating that one thing happened right after another. Inversion is required after "hardly."
3. a) be - The subjunctive mood "be" is used in formal requests or requirements, especially after phrases like "it is essential."
4. b) than - "no sooner ... than" requires inversion and is used to express an event that immediately follows another.
5. b) did - Inversion is required after "not only" when it is at the beginning of a sentence.
6. b) told - After "I'd just as soon," we use a past tense verb ("told") to indicate preference.
7. a) for - "Were it not for" is used to introduce a conditional sentence that implies something could have happened differently if not for a specific factor.
8. b) does he - In negative statements, the correct question tag for "seldom" is positive ("does he").
9. b) would have taken - "But for" introduces a condition in the past that didn't happen, requiring "would have" for unreal past situations.
10. a) run - "Should" can be used instead of "if" in conditionals. It introduces a possibility with a formal tone.

**Set 3. Task 12.** In this task you are required to choose the correct form of the verb or phrase to complete each sentence. The sentences test various advanced grammar structures, such as the subjunctive, inversion, conditionals, and modals. Choose the best option that fits each blank.

1. **Were the decision \_\_\_\_ in their favor, they would proceed with the project immediately.**
  - a) to have been
  - b) to be made
  - c) being made
  - d) having been made
2. **Scarcely had they finished their meal \_\_\_\_ the waiter brought the bill.**
  - a) when
  - b) than
  - c) as
  - d) while
3. **It's imperative that the report \_\_\_\_ submitted before the meeting tomorrow.**
  - a) will be
  - b) be
  - c) is
  - d) was

4. **No sooner had we arrived at the airport \_\_\_\_ we realized we had forgotten our passports.**  
a) when  
b) than  
c) as  
d) while
5. **Not only \_\_\_\_ she a talented musician, but she's also a brilliant painter.**  
a) has  
b) is  
c) does  
d) was
6. **I'd rather you \_\_\_\_ everything before making any decisions.**  
a) consider  
b) considered  
c) would consider  
d) had considered
7. **Had it not \_\_\_\_ for the unexpected delay, we would have finished much earlier.**  
a) been  
b) had  
c) be  
d) being
8. **You haven't spoken to him recently, \_\_\_\_?**  
a) do you  
b) haven't you  
c) have you  
d) did you
9. **But for the weather, we \_\_\_\_ have had a wonderful time at the beach.**  
a) will  
b) would  
c) could  
d) might
10. **Should the client \_\_\_\_ unsatisfied with the service, we will offer a full refund.**  
a) prove  
b) proves  
c) proving  
d) has proven

### **Set 3. Task 12. Answers:**

1. b) to be made - This is a formal way to introduce a hypothetical future event with inversion ("were ... to be made").
2. a) when - "Scarcely ... when" is a phrase similar to "hardly ... when" that shows one event immediately follows another.
3. b) be - In formal structures, the subjunctive "be" is used after "imperative."



4. b) than - This construction requires inversion and shows the close timing of two events.
5. b) is - Inversion is required after "not only" when it starts the sentence. It introduces a sentence that presents additional, surprising information.
6. b) considered - After "I'd rather," the past simple tense is used to express a preference about a present or future action.
7. a) been - This is a typical construction for third conditional sentences. "Had it not been" introduces an unreal condition in the past.
8. c) have you - The correct question tag for a negative sentence like "You haven't spoken" is positive: "have you?"
9. b) would - "But for" introduces an unreal condition in the past, requiring "would" for a hypothetical result.
10. a) prove - In conditional sentences, "should" can replace "if." "Prove" is used to describe something that may or may not turn out to be true.