# Part I TEST
## Частина «Читання»
## Reading

**Task 1**

**Read the text below. Match choices (A-H) to (1-5). There are three choices you do not need to use. Write your answers on the separate answer sheet.**

### The History of Football

**1.** _____

The first known examples of a team game involving a ball, which was made out of a rock, occurred in old Mesoamerican cultures for over 3,000 years ago. According to the sources, the ball would symbolize the sun and the captain of the losing team would be sacrificed to the gods. The first known ball game which also involved kicking took place In China in the 3rd and 2nd century BC under the name *Cuju*. Cuju was played with a round ball on an area of a square. It later spread to Japan and was practiced under ceremonial forms.

**2.** _____

The most admitted story tells that the game was developed in England in the 12th century. In this century, games that resembled football were played on meadows and roads in England. Besides from kicks, the game involved also punches of the ball with the fist. It took, however, long time until the features of today's football had been taken into practice. For a long time, there was no clear distinction between football and rugby. There were also many variations concerning the size of the ball, the number of players and the length of a match. An attempt to create proper rules for the game was done at a meeting in Cambridge in 1848, but a final solution to all questions of rules was not achieved. Another important event in the history of football came about in 1863 in London when the first Football association was formed in England. It was decided that carrying the ball with the hands wasn't allowed. A consequence of the London meeting was that the game was divided into two codes: association football and rugby.

**3.** _____

Football Association Challenge Cup (FA Cup) became the first important competition when it was run in 1871. The following year a match between two national teams was played for the first time. The match that involved England and Scotland ended 0–0 and was followed by 4,000 people at Hamilton Crescent. Twelve years later, in 1883, the first international tournament took place and included four national teams: England, Ireland, Scotland and Wales. In 1908 would football for the first time be included as an official sport in the Olympic Games. Until the first FIFA World Cup was played in 1930, the Olympic Games football tournament would rank as the most prestigious on a national level. Women's football was not added until 1996.

**4.** _____

No other sport event besides the Summer Olympic Games can today measure itself with the FIFA World Cup. The first edition of the FIFA World Cup was played in 1930 in Uruguay and has since then returned every fourth year (with two exceptions due to the Second World War). In 1991 the first World Cup for women was held in China and has since then also returned every fourth year. Today the biggest global tournament for clubs is the Champions League (played since 1992), the former European Cup (1955–1991).

**5.** _____

In the late 19th century, only a few national football teams existed; England and Scotland had the first active teams that played games against each other in the 1870's. Today there are 211 national associations included in the Fédération Internationale de Football Association (FIFA), the world governing body of the sport. The number of nations participating in the World Cup qualifiers increased from 32 in 1934 to over 200 in 2014. The world regions have been divided into six confederations.

***(Adapted from:** https://www.footballhistory.org/)*

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**A** The great modern competitions
**B** The first football clubs
**C** Globalization of the biggest sport in the world
**D** Formations in football
**E** Premier League history
**F** The precursors of football
**G** The first competitions
**H** The game of football takes its form

**Task 2**

**Read the text below. For questions (6-10) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.**

## The Olympic Games

For the ancient Greeks, the Olympic games existed since mythical times, but no definitive time of their inauguration can be identified with any certainty. The first Olympiad was held in 776 BC, and this is the year that provides the first accurate chronology of Greek history. The athletic games were held every four years during the second (or possibly the first) full moon in August, and the festivities lasted five days.

Only free male Greeks were eligible to participate in the games, and they came from all corners of the Mediterranean, including colonies from Magna Grecia and the Pontus. Slaves and women were banned from the sanctuary under penalty of death. Women however were allowed to sponsor events, teams, athletes. In addition, a competition with exclusive events for boys were introduced in 632.

During the games warring Greeks had to cease all hostilities because it was mandatory to participate in peaceful assembly. To this end, officials from Olympia travelled ahead of time throughout Greece to announce the assembly and to proclaim the *ekecheiria*, the ceasing of all hostilities (for up to three months) so all participants can find safe passage to the sanctuary.

More importantly, the games reflected the Greek's ideals that have won them admiration for millennia to come: the free individual who aspires to achieve excellence through an *agon* (struggle, or contest) governed by just laws. Just like the games, Greeks in their everyday lives competed intensely with each other in the political realm, in the economy, and in the battlefield. They competed by placing enormous importance on the value of the individual, and by respecting the rule of law that was above all.

Initially, the games were a local affair and the only event was the sprinting race, but in the 8th and 7th centuries BC wrestling, boxing, and equestrian events were added, as well as the pentathlon (an event that combined running, long jump, discus and javelin throwing, and wrestling), and the pancration which was a vicious form of boxing with little to no rules. The Olympics in ancient Greece also included poetry and writing competition, and it provided a peaceful ground where Greeks discussed and forged agreements on military, commercial, and political matters.

Winning an Olympic event bestowed fame and great honour to an athlete. The winners were announced by a herald following each event, and they were rewarded with a humble wreath. Tradition holds that cities will welcome back their Olympic winners by symbolically demolishing part of their defensive walls.

The modern Olympic revival began in 1896. Since then, the Olympics have occurred every four years in different countries (interrupted only by the two World Wars), and they have become one of the largest sports entertainment events in the world, drawing billions of dollars in revenues, and enjoying wide participation by the vast majority of nations. As a tribute to their ancient roots, before each Olympic event the Olympic flame is initiated in ancient Olympia, in the temple of Hera. In an imaginative choreography that depicts the ancient Vestal Virgins, the Olympic torch is ignited by sun rays concentrated by a concave mirror on its tip. From Olympia then this flame travels in a festive relay to the country which holds the games and eventually lights

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up an elaborate cauldron to mark the start of the games. The flame burns for the duration of the Olympics, and its extinguishing marks their closing.

*(**Adapted from:** https://ancient-greece.org/culture/olympic-games.html)*

**6. Why was it necessary to proclaim the ceasing of hostilities during the early Olympic games in Greece?**

**A** The merchants could reach better contracts.
**B** The athletes should have possibility to get to Olympia without obstacles.
**C** The second full moon in August was the best time for agriculture.
**D** It was the only time when slaves were allowed to participate in the games.

**7. Which of the following is NOT mentioned in the text?**

**A** Greeks shared the same values in sports and in political competitions.
**B** Just laws were very important for the contestants.
**C** The concept of rule of law has become obsolete for the Greeks after the first games.
**D** The concept of a free individual was one of the ideals of the Greeks.

**8. What kind of sports was initially included into the games?**

**A** Pancration
**B** Wrestling
**C** Pentathlon
**D** Running

**9. How did the home city greeted the winners of the games?**

**A** Ruining the walls
**B** Awarding a wrath
**C** Constructing a monument
**D** Announcing the winner's name

**10. Which of the following is true?**

**A** The Olympic flame starts its journey in the country which holds the games.
**B** Sun rays are used to light the Olympic fire.
**C** The extinguishing of the fire marks the beginning of the games.
**D** The Olympic flame is lit in the temple of Zeus.

**Task 3**

**Read the text below. Match choices (A-H) to (11-16). There are two choices you do not need to use. Write your answers on the separate answer sheet.**

**Medicine Courses at the University of Queensland**

**11.**

**Clinical Practice 2** course will build on the foundation of knowledge and skills established in the previous course to further develop and demonstrate knowledge and skills in history-taking, patient examination, communication, clinical reasoning and procedural skills. It consists of five areas: Clinical Coaching, Clinical Communication, Procedural Skills, Masterclasses and Professional behaviour. In Clinical Coaching students are taught the history taking and examination skills integral to medical consultations. Students cover the five major body systems over the year in Clinical Practice 1 & 2. Clinical Communication Skills concentrates on the process of communicating with patients using history taking as the context. A biopsychosocial model underpins the theory that the students learn and then demonstrate.

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**12.**

**Ethics and Professional Practice 3.** This course provides a deeper engagement with the ethical, professional and legal obligations of the doctor consistent with the second year of the medical program. Problem-solving skills in the context of the clinical consultation necessarily include consideration of the ethical and legal aspects of the presenting problem and its management. These skills develop in conjunction with developing analytical and communication skills. The course will involve a combination of lectures, web-based resources and readings.

**13.**

**Health, Society & Research 3** course is the third in a sequence of courses, which develop core concepts in public health, health systems and research. The course will examine the role of health services, communities and community organisations in the prevention of disease and the promotion and maintenance of health across the lifespan: from early childhood through to older age. The course will focus on students learning how to review research.

**14.**

**Integrated Clinical Studies** course is designed to integrate learning across semesters 1,2 and 3 of the Medical Program. It is using the case-based learning (CBL) model supported by lectures and practicals to revise, extend, and integrate key clinical science and public health concepts. There is a significant research component. The course will revolve around case presentations adapted from the Australian Curriculum Framework for Junior Doctors.

**15.**

**Creative Writing for Clinical Excellence** course for medical students aims to develop skills in observation, communication, description, and self-expression. This course has particular emphasis on building compassion and empathy towards patients through perspective-taking in narrative stories. Special Features: The course is taught by leading creative writing authors who are based at or affiliated with the University of Queensland: A/Prof Kim Wilkins, Dr Nick Earls, Shastra Deo, and Charlotte Nash.

**16.**

**Urban LInCC** This course provides a clinical experience in community-based medicine. Students will attend an urban general practice for 1/2 day per week over 14 weeks with the aim of improving their communication, history taking, examination and clinical reasoning skills. They will observe and interact with patients under the guidance of an experienced general practitioner and develop an understanding of the care of patients within the community. Students will be invited to submit an application to participate in the course. The application will require answering the questions why you wish to participate in the course and give an example of an activity that required self-directed learning.

*(**Adapted from:** https://my.uq.edu.au/programs-courses/program_list.html?acad_prog=5578)*

**According to the courses description, which medicine course at the University of Queensland _____?**

**A** Involves a major research component
**B** Deals with the professional duties of a doctor
**C** Explores health in a world of global change
**D** Provides skills necessary for working with the patient's history
**E** Deals with basic theories of digital health
**F** Requires submitting a special application
**G** Is delivered by prominent medical authors
**H** Examines diseases prevention

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**Task 4**

**Read the text below. Choose from (A-H) the one which best fits each space (17-22). There are two choices you do not need to use. Write your answers on the separate answer sheet.**

## Snow Sports to Try instead of Skiing or Snowboarding

*Dog Sledding*

Dog sledding is a fantastic way of seeing the gorgeous landscapes around you on a personal tour across snow and ice. Sliding along in a sleigh is a dreamlike experience **(17)** _____ nature and all the wonders it has to offer up close and personal.

*Snow Shoeing*

Snowshoeing is the fasted growing winter sport in the world, primarily because it is simple **(18)** _____ and inexpensive (compared to other snow sports). There are many levels of snowshoeing, whether you want to hike for pleasure, trek through the backcountry, or competitively race. Snowshoeing is a fantastic alternative for skiing.

*Ice Climbing*

Ice climbing is pretty much what it says on the tin – climbing ice. Ice climbing is very similar to rock climbing and uses ropes and crampons to ascend beautiful icefalls, frozen waterfalls, cliffs and frozen rock faces. In most resorts, you can take guided climbing lessons, which everyone can do **(19)**, _____ of fitness.

*Ski Biking*

This is an awesome sport to try if you're a skier or snowboarder and fancy trying your hand at something a little different. It's similar to mountain biking, except on snow, with mini-skis **(20)** _____, and you break and slow down by digging your feet into the snow!

*Mountaineering*

Mountaineering (otherwise known as alpinism) includes a whole host of activities, including climbing, trekking, scrambling, and even crossing glaciers. Each resort **(21)** _____ territory ready to be explored and discovered, just make sure you do your research before setting out. You can head out with someone experienced, or join a local tour group, either way, don't go out alone if you're a novice mountaineer.

*Ski Touring*

Ski touring is similar to backcountry skiing and is normally done away from ski resorts. It has links to hiking and wilderness backpacking and often lasts more than one day. Ski touring involves sliding up a mountain wearing skins over your skis. When you reach the top, you can enjoy a brief moment to take in the beauty of the world, and then have an awesome adventure skiing down again. If you've never done ski touring before, make sure **(22)** _____ as it's important to have good navigation skills, an awareness of the risks of the mountain, and you must be able to assess the snow conditions to reduce the risk of avalanches.

*(**Adapted from:** https://www.silverswanrecruitment.com/28-winter-sports-to-try/)*

**A** providing you've got a good level
**B** comes with its own unique
**C** it is an incredible experience
**D** to control
**E** you head out with an experienced team
**F** where you can experience
**G** try your hand at one of
**H** instead of wheels

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## Частина «ВИКОРИСТАННЯ МОВИ»
## Use of English

**Task 5**

**Read the text below. For questions (23-32) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.**

### Six Nations probe after England coach Neil Craig hit by bottle before Scotland match

Eddie Jones **(23)** _____ a beer bottle was thrown at his right-hand man Neil Craig; Scottish Rugby apologise but say "no evidence" bottle was thrown. Six Nations organisers are **(24)** _____ after Eddie Jones claimed a bottle was thrown at a member of England's backroom staff before Saturday's Calcutta Cup match.

Neil Craig, the RFU's head of elite performance and Jones' right-hand man, was struck on the head by a plastic bottle as the team arrived at Murrayfield. However, video footage on social media **(25)** _____ the strong winds may have been to blame, with a bottle landing on the team bus before being blown off. Scottish Rugby said an apology had been given **(26)** _____ the England team manager but said "there is no **(27)** _____ the bottle was thrown or intended to hit any individual". Craig was unhurt by the incident.

England lifted the Calcutta Cup for the first time since 2017 after defeating Scotland 13–6 in appalling conditions, but Jones was unhappy with the **(28)** _____ reception his side received. As a tense 138th meeting between the old rivals unfolded in treacherous swirling wind and rain, Owen Farrell was subjected to repeated booing while taking **(29)** _____ at goal. Ellis Genge says calls for Jones to be **(30)** _____ were premature after England beat Scotland 13–6.

Jones had braced England for a "niggly" fixture in Edinburgh and the head coach was not disappointed at the end of a week in which aggressive language was **(31)** _____ between players. "We weren't expecting beer bottles to be thrown **(32)** _____ us, so that's a pretty good trick," said Jones.

*(**Adapted from:** https://www.skysports.com/rugby-union/news/12333/11930652/six-nations-probe-after-england-coach-neil-craig-hit-by-bottle-before-scotland-match)*

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **23** | **A** | claimed | **B** | provoked | **C** | demanded | **D** | requested |
| **24** | **A** | searching | **B** | following | **C** | investigating | **D** | proving |
| **25** | **A** | recommends | **B** | suggests | **C** | submits | **D** | proposes |
| **26** | **A** | to | **B** | on | **C** | under | **D** | for |
| **27** | **A** | clue | **B** | data | **C** | documentation | **D** | evidence |
| **28** | **A** | friendly | **B** | hostile | **C** | welcoming | **D** | helpful |
| **29** | **A** | hits | **B** | kicks | **C** | punches | **D** | swings |
| **30** | **A** | invited | **B** | welcomed | **C** | encouraged | **D** | removed |
| **31** | **A** | shown | **B** | seen | **C** | exchanged | **D** | displaced |
| **32** | **A** | in | **B** | with | **C** | on | **D** | at |

**Task 6**

**Read the text below. For questions (33-42) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.**

### 2022 Winter Olympics Ice Hockey Qualifying: GB Miss out after Defeat

Myers **(33)** _____ the only goal for Britain in the first minute of the third period. Great Britain's men's ice hockey team missed out on the 2022 Winter Olympics following a 4–1 defeat against

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Hungary in Nottingham. GB needed a win in the final pre-qualification event **(34)** _____ to the final qualifying tournament in August. But they were 2–0 down in the second period and though Matthew Myers **(35)** _____ it 2–1 early in the third with his 19th international goal, it was not enough. Britain **(36)** _____ a place in the Olympics for the first time since 1948. They had lost five of their previous eight meetings with Hungary but had fond memories of their encounter in April 2018.

GB's Davey Phillips had a shot cleared off the line, before the visitors **(37)** _____ and Istvan Sofron settled the contest in style as Hungary sealed their place in one of three final-stage qualifying groups in Latvia. Skipper Jonathan Phillips lamented: "We dominated that game from start to finish. Their goalie played unbelievable and they took their chances so I guess it just wasn't to be."

*(**Adapted from:** https://www.bbc.com/sport/ice-hockey/51438195)*

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **33** | **A** | has scored | **B** | scored | **C** | is scoring | **D** | will score |
| **34** | **A** | to progress | **B** | will progress | **C** | progressed | **D** | progressing |
| **35** | **A** | has made | **B** | had made | **C** | made | **D** | will make |
| **36** | **A** | was seeking | **B** | had been seeking | **C** | will seek | **D** | sought |
| **37** | **A** | broken | **B** | will break | **C** | break | **D** | broke |

### Corie Mapp Wins Para-bobsleigh World Cup Gold in St Moritz

British world number one Corie Mapp **(38)** _____ Para-bobsleigh World Cup gold in St Moritz, Switzerland (Corie Mapp lost both legs in an explosion while serving in Afghanistan in 2010). The ex-soldier, who **(39)** _____Britain's first European Para-bobsleigh champion in December, clocked a combined two minutes 27.31 seconds in his two runs. Latvia's Arturs Klots won silver and Italy's Fabrizio Caselli took bronze. The 41-year-old, who was born in Barbados and **(40)** _____ in the Household Cavalry, has won four gold medals from six World Cup races this season. He was the overall World Cup winner in 2018 and won bronze in 2019. The Para-bobsleigh World Cup season **(41)** _____with double-headers in Lake Placid and Park City in the United States in February. Racing then returns to Lillehammer in March for the World Championships, when Mapp will be hoping to go one better than the silver medal he won in Lake Placid in 2019. The sport is not part of the programme for the 2022 Winter Paralympics in Beijing after the International Paralympic Committee said it **(42)** _____to meet the criteria for admission.

*(**Adapted from:** https://www.bbc.com/sport/disability-sport/51248182)*

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **38** | **A** | win | **B** | is winning | **C** | will win | **D** | won |
| **39** | **A** | became | **B** | has become | **C** | would become | **D** | become |
| **40** | **A** | is serving | **B** | will serve | **C** | served | **D** | had served |
| **41** | **A** | concluding | **B** | concludes | **C** | had concluded | **D** | has concluded |
| **42** | **A** | failed | **B** | had failed | **C** | has failed | **D** | is failing |

## PART II VOCABULARY FOCUS

***1. Complete the following sentences with a word or expression from the box.***

| **spectator** | **clubs** | **health** | **football** | **medicine** | **rules** | **sledging** | **patients** |
|---|---|---|---|---|---|---|---|
| **league** | **running** | **competition** | **athleticism** | **teams** | **healthcare** | | |

1. At Eton the ball was played exclusively with the feet and this game can be seen as a close predecessor to the modern _____.

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