**CAUCASUS UNIVERSITY**

**TOTAL 100**

**I. Circle the correct alternative from the words given in bold. (1/21 points)**

**CLIMATE CHANGE**

Climate change poses many threats to the **health/healthy** and well-being of all Americans. Climate change affects the food we eat, the air we breathe, the water we drink, and the places that provide **us/we** with shelter. Climate change can also **impacted/impact** **people’s/peoples’** health and well-being by altering the **frequent/frequency** or intensity of extreme weather events and spread of certain pests and **ill/diseases**.

Climate change **affects/effects** people’s health in two main **way/ways**:

* By changing the seriousness or frequency of health problems **that/who** people already face.
* By creating new or unanticipated health problems in people or places where they have not been **before/since**.

The health effects of climate change include respiratory and heart diseases. Climate change has also been linked to increases **in/of** **violent/violence** crime and overall **poverty/poor** mental health.

People can face multiple climate change effects at the same time, at different stages of **their/there** life, or over the course of their lifetime. A person’s **vulnerable/vulnerability** to climate changes **depend/depends** on three key factors:

*Exposure.* People will encounter climate hazards differently. Exposure will depend on where and how long people spend time and what they **do/doing.**

Sensitivity.Some people are more sensitive than others to climate hazards due to factors like [age](https://www.epa.gov/climateimpacts/climate-change-and-health-older-adults) and [**health/healthy** condition](https://www.epa.gov/climateimpacts/climate-change-and-health-people-chronic-medical-conditions). For example, **childs/children** and adults with asthma are particularly sensitive to air pollutants and wildfire smoke.

*Adaptive capacity***.** People can adjust to, take advantage of, or respond to climate change hazards. A person’s **able/ability** to adapt may depend upon their income, age, living situation, access to health care, and many **other/another** factors.

II. **Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. (1/10)**

Here is an example (0).

Example: It was the most relaxing holiday I ever had. such

I have never (0) “had such a relaxing” holiday.

1. He couldn't concentrate on his exam because of the noise. (SO)

It was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ couldn't concentrate on his exam.

1. I haven't received an answer yet. (STILL)

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ an answer.

1. He has always found cooking easy. (GOOD)

He has always \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ cooking.

1. This is the strangest music I have ever heard. (STRANGE)

I have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ music before.

1. I have only been to America once before. (TIME)

This is only the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to America.

1. Sam would rather not go to the cinema tonight. (FEEL)

Sam \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the cinema tonight.

1. She looks just like she did when I last met her. (SAME)

She looks exactly \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ when I last met her.

1. Getting tickets for the concert is harder than I thought. (NOT)

Getting tickets for the concert \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I thought.

1. My friend said, " You took my schoolbag away from me!" (ACCUSED)

My friend \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ her schoolbag away from her.

1. It's easy for the mayor to speak in public. (DIFFICULTY)

The mayor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ speaking in public.

III**. Join the sentence halves to finish the meaning of the first sentence (1/10)**

1. **When the judge found the accused \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, he sentenced him to some punishment.**
2. Blamed for the offence
3. Guilty with the offence
4. Guilty of the offence
5. **He keeps healthy \_\_\_\_\_\_\_\_\_\_\_\_**
6. By taking sensible decisions
7. By taking sensitive decisions
8. With deciding sensitively.
9. **I think smoking is \_\_\_\_\_\_\_\_**
10. The same as burning your money
11. The same to burn your money
12. Similar to earning money.
13. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, we are not doing anything this Saturday.**
14. If I know
15. If I am aware
16. As far as I know
17. **A drop in the consumers’ spending power results \_\_\_\_\_\_\_\_\_\_\_\_\_\_**
18. in a corresponding drop in demand
19. their spending power falls farther
20. fall in industrial production
21. **This is far easier \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
22. Then I thought
23. Than I thought it would be
24. Than I thought it will be
25. Going by car is not as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
26. Fast as going by plane
27. Faster as going by plane
28. Fast than going by plane
29. I do not find travelling alone nearly as \_\_\_\_\_\_\_\_\_\_\_\_\_\_
30. Enjoyful as travelling with friends
31. Enjoyable than to travel with friends
32. Enjoyable as travelling with friends
33. **How many times did you go, \_\_\_\_**
34. If you do not mind to ask me
35. If you do not bother my asking
36. If you do not want to answer me
37. **If there had been someone out, we \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ them money to take us in but there was nobody in sight.**
38. Could offer
39. Could have offered
40. Could be offered

**IV. Circle the correct alternative (0.5/10)**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ thing for me is the way pets learn to do tricks.

a. Most fascinating

b. **The most fascinating**

c. The most fascinated

d. Most fascinated

1. The new muffin was created for hungry astronauts to eat in space, \_\_\_\_\_\_\_\_\_\_\_\_\_\_?
2. Did not it
3. Did it
4. **Was not it**
5. Was it
6. **Shall we go to the restaurant now?**
7. Maybe a bit later. I am full now.
8. I was at the restaurant last week.
9. Have you been there?
10. **I am sorry I did not mean to disturb you.**
11. I was going to call you.
12. I do not know you.
13. Never mind. I was going to call you.
14. **Have you ever been abroad?**
15. I left my village last year.
16. I have never left my home-town.
17. I know a lot of people here.
18. **Would you like to meet my parents?**
19. I hope so.
20. I don’t hope so.
21. I would like to.
22. **I have met many new people since I arrived here.**
23. Oh! Have you?
24. Oh! Haven’t you?
25. Oh! Did not you?
26. **People like jeans because they are stylish and \_\_\_\_\_\_\_\_\_\_\_\_\_ to wear.**
27. Comfortable
28. Uncomfortable
29. Comforting
30. Discomforting
31. **What was you most \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ subject at school?**
32. Favorable
33. Favorite
34. Favor
35. Favoring
36. **My dad has been teaching and giving \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at this theatre for all his life.**
37. Perform
38. Performing
39. Performances
40. Performed
41. **You should not make any changes to the plan, they are totally \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**
42. Necessary
43. Necessity
44. Unnecessary
45. Need
46. **You should not go swimming in stormy weather, it is \_\_\_\_\_\_\_\_\_\_\_\_.**
47. Safe
48. Unsafe
49. Safety
50. Security
51. **The suspect said he did not know the watch was \_\_\_\_\_\_\_\_\_.**
52. Stealing
53. Stolen
54. Losing
55. Loosing
56. **If you want to be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in life, you should work hard.**
57. Success
58. Successful
59. Succeed
60. Succeeded
61. **It is not \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to leave a window of your house open while you are out.**
62. Unreasonable
63. Reasonable
64. Reasoning
65. Reason
66. **Unfortunately, Ted and Mary ended their \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ two days ago.**
67. Relatives
68. Relating
69. Remember
70. Relationship
71. **I remember \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ him for the first time. I was very young at that time.**
72. To meet
73. Meeting
74. Being met
75. To be introduced
76. **Now I regret \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I had seen everything.**
77. Not to tell him
78. Not being told by him
79. Not telling him
80. Not telling to him
81. **I resent \_\_\_\_\_\_\_\_\_\_\_\_\_\_ about as if I was not there.**
82. Speaking
83. To be spoken
84. Being spoken
85. To speak
86. **I wish somebody explained me how \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to my cat.**
87. Should I talk
88. I should talk
89. Should I be talking
90. Should I have talked’

**V. Fill in the gaps with appropriate forms of the words given in brackets (Derivatives) (1/13)**

Most people feel rather (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (NERVE) when they go for an interview for a new job. This is not (2)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (SURPRISE) because it is important to get a job you really want. People being interviewed expect the interviewers to be (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (OBJECT) , matching an applicant against a job (4) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (DESCRIBE). However, what often happens in reality is that the interviewers make (5) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (DECIDE) that are not much more than reactions to the (6) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (PERSON) of the applicant. Even skilled interviewers may, without realising it, (7) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (CONSCIOUS) favour people who make them feel at (8) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (EASY). Thus, if you go for an interview you should try to make a good (9) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (IMPRESS) from the start by presenting the interviewers with the very best version of yourself, emphasizing the (10) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (VARY) of skills you have. You must appear very positive and as (11) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (ENTHUSIASM) as possible. It is for you to convince the interviewers that you are (12) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (DEFINITE) the most (13) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (SUIT) person for the job.

**VI. Which one of the options is correct according to the first sentence? (1/10)**

1. **He may have lied about taking the exam.**
2. Do I know for sure that he lied?
3. Yes, I do.
4. No, I do not.
5. **If we say – “it was a slip of the tongue” does it mean we said it intentionally?**
6. Yes
7. No
8. **If we say something was done inadvertently, does it mean we did it on purpose?**
9. Yes
10. No
11. **The defendant said there was not a grain of truth in the accusations. Did he mean he was wrongly accused?**
12. Yes
13. No
14. **There was a difference of opinion on the matter. – Does it mean everybody agreed?**
15. Yes.
16. No
17. **The book is hard for an average reader. – Does it mean not everybody can understand it?**
18. Yes
19. No
20. **An embryo is an animal or a human-being in the early stages of development before birth.**
21. Yes
22. No
23. **The cell is the smallest part of a living thing that can exist independently.**
24. Yes
25. No
26. **If he still owes his share of the holidays we spent in Rome last summer, does it mean he has fully paid the money?**
27. Yes
28. No
29. **If we say people get really carried away at the party, does it mean they were too excited?**
30. Yes
31. No

**VII. Fill in the gaps with the words given (1/10)**

**available // did // achieve // danger // scheduled // identified // bombs // being // working // depends//**

**A**

In 2010, the planetary defence team at NASA had \_\_\_\_\_\_\_\_\_\_\_\_\_ and logged 90 per cent of the asteroids near Earth measuring 1km wide. These 'near-Earth objects', or NEOs, are the size of mountains and include anything within 50 million kilometres of Earth's orbit. With an estimated 50 left to log, NASA says none of the 887 it knows about are a significant danger to the planet.

#### **B**

#### Now NASA is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ towards logging some of the smaller asteroids, those measuring 140 metres wide or more. Of the 25,000 estimated asteroids of this size, so far about 8,000 have been logged, leaving 17,000 unaccounted for. Considering that a 19-metre asteroid that exploded above the city of Chelyabinsk in Russia in 2013 injured 1,200 people, these middle-sized asteroids would be a serious \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ if they enter Earth's orbit.

#### **C**

Whether NASA can find the remaining middle-sized NEOs \_\_\_\_\_\_\_\_\_\_\_\_\_ on getting the money to build NEOCam, a 0.5-metre space telescope which would use infrared light to locate asteroids. If it \_\_\_\_\_\_\_\_\_\_\_\_\_\_ get the money, it could probably \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ its goal in ten years. Once logged, the planetary defence team would still need to work out how to defend the planet against \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ hit by the truly worrying asteroids – the PHAs.

#### **D**

'Potentially Hazardous Asteroids' are rocks close enough to pass within 7.5 million kilometres of Earth's orbit. NASA has created a map of 1,400 PHAs, none of which are expected to be a threat in the next one hundred years. With technology already \_\_\_\_\_\_\_\_\_\_\_, NASA can track these objects and make predictions about possible impact, at which point two defence solutions could be launched.

#### **E**

The first is DART – the Double Asteroid Redirection Test. Plans are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to test DART on the moon of an asteroid called Didymos. 'Didymoon' is 150 metres wide, orbiting its 800-metre mother, and hopefully the impact of DART will knock it out of its orbit enough for Earth-based telescopes to pick up.

#### **F**

Another suggested defence against a PHA on course to hit Earth is to blow it up using a nuclear weapon. It may sound like a plot from a film, and it was the subject of the 1998 film Armageddon, but the Hypervelocity Asteroid Mitigation Mission for Emergency Response (HAMMER) is a genuine NASA proposal. The eight-ton rockets would be fired at an approaching asteroid with the hope of bumping it off course. If the asteroid was too close to Earth for this plan to work, the rockets would carry nuclear \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to blow it up instead.

Bottom of Form

**READING COMPREHENSION (1/16)**

**TEXT 1. (1/9)**

**Read the following text and complete the gaps (1-8) with the corresponding sentence (A - K) from the box. There are TWO extra sentences you do not need to use.**

**Why We Should Embrace Mistakes in School**

by Amy l. Eva. November 28, 2017

When my daughter was a toddler, I regularly spilled milk in front of her during meal time. (1)” \_\_\_\_\_\_” I would say in my high-pitched, goofy mom voice.

Before she could speak, I sensed that she was wired for perfectionism (something very familiar to me), so (2) \_\_\_\_\_\_\_\_\_\_\_\_ and to show her how easy it was to bounce back from them.

For many teens, perceived faults loom large as their self-consciousness grows. (3) \_\_\_\_\_\_\_\_\_\_\_\_ judging, comparing, and evaluating—while mental health conditions like anxiety and depression are on the rise.

**Mistakes help us to learn**

In her 2017 paper “Learning from Errors,” psychologist Janet Metcalfe claims that avoiding and ignoring mistakes at school appears to be the rule in American classrooms— and it may be holding back our education system. Drawing on research, she argues that students may actually benefit from making mistakes (and correcting them) (4) \_\_\_\_\_\_\_\_\_\_\_.

Focus on errors; don’t ignore them: Only a few studies can shed light on how teachers respond to mistakes in the classroom. One famous study of mathematics classrooms in a variety of countries revealed a marked difference between the instructional strategies in Japan versus the United States. Videotapes showed that American teachers focused on the correct procedures for solving problems— (5) \_\_\_\_\_\_\_\_\_\_\_. Japanese teachers, on the other hand, rarely praised their students and asked them to solve problems on their own. Then, they led discussions of common errors as students explored a variety of pathways to both correct and incorrect solutions.

**Helping students respond to perceived failure**

When children worry that they are making too many mistakes or possibly failing at something, the emotional fallout can be difficult to manage. According to UC Berkeley professor Martin Covington, (6) \_\_\_\_\_\_\_\_\_\_\_, or the belief that you are valuable as a person. Covington found that students will put themselves through unbelievable psychological machinations in order to avoid failure and maintain the sense that they are worthy.

Here lies the larger challenge: How can we help kids to accept their errors and failures, particularly in school, (7)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

Adjust the learning environment: “Let’s try this another way.” In the same study of fourth to sixth graders’ mistakes, emotions, and coping strategies, (8) \_\_\_\_\_\_\_\_\_\_. Students may find it more emotionally challenging to work in a small group when they’re having difficulty, and may be better served by working privately. So, consider providing options to kids who may need a little space to flounder. Encourage persistence: “Keep trying. Don’t give up!” A 2017 study demonstrates that when adults model persistence in working toward a goal, (9) \_\_\_\_\_\_\_\_\_\_\_. Persistence can be learned. As teachers, we have a lot of power to influence our students’ efforts by sharing our own vulnerability and identifying our own self-conscious emotions, our stops and starts during problem solving, and our commitment to keep going.

A. INFANTS AS YOUNG AS 15 MONTHS TEND TO MIMIC THAT BEHAVIOR

B. KIDS ARE WATCHING EACH OTHER CLOSELY BOTH IN SCHOOL AND ONLINE

C. PRAISING STUDENTS FOR EACH MISTAKE SO AS TO ENCOURAGE PARTICIPATION

D. PRIMARILY IGNORING ERRORS AND COMPLIMENTING STUDENTS ON CORRECT ANSWERS ONLY

E. RATHER THAN AVOIDING THEM AT ALL COSTS

F. I ATTEMPTED TO NORMALIZE DAY-TO-DAY MISTAKES

G. RESEARCHERS SUGGESTED THAT THE CONTEXT FOR LEARNING MAY BE IMPORTANT

H. THE FEAR OF FAILURE IS DIRECTLY LINKED TO SELF-WORTH

I. THEY SET A POOR EXAMPLE FOR THEIR CHILDREN

J. OOPS, OH WELL, NO BIG DEAL, LET’S CLEAN IT UP!!

K. SO THAT THEY MIGHT TRANSLATE THIS SKILL TO THE REAL WORLD

**READING 2 (1/7)**

**1. Read the following newspaper article and for questions 1 to 6 choose the option ( a, b or c) that best completes the statement**

When you wash your hair, clean or moisturize your skin, polish your nails, or put on makeup, deodorant or sunscreen, do you ever think about whether the products you’re using may do more harm than good? ... . To be sure, these products are not nearly as worrisome as drugs, which require extensive testing and premarket approval by the Food and Drug Administration (F.D.A.).

In a recent editorial in JAMA Internal Medicine, Dr. Robert M. Califf, who served as F.D.A. chief under President Obama, noted, “The cosmetic industry remains largely self-regulated. History has repeatedly shown that when there is insufficient regulatory oversight, a few unscrupulous people or companies will exploit the vulnerable public for profit.” Even when a hazard comes to light, a product can remain on the market for years until negotiations make their way through the legal system or the company decides to halt sales.

A current case is a classic example. When in 2013 the agency received 127 reports of adverse effects from a single line of hair-care products called WEN, it discovered that the manufacturer, Chaz Dean, Inc., had received more than 21,000 complaints of hair loss and scalp damage associated with the products’ use. A lawsuit filed by more than 200 women against the company was settled last year for $26.3 million. Yet the company claims that WEN hair care products are “totally safe” and continues to sell them.

Unlike drugs, cosmetics can be sold based solely on manufacturers’ tests (or no tests at all) and claims for effectiveness and safety. Even the ingredients don’t have to be filed with the government. (Only color additives require premarket approval.)

Asked in an interview whether more can be done to protect the public, Dr. Califf said, “It’s highly unlikely in the current administration. There’s a tiny work force at the F.D.A. to deal with an enormous industry that’s currently self-policing. Voluntary reporting of adverse events linked to cosmetics and personal care products is a lot better than nothing, but it’s way inadequate for the job. There’s no legal requirement for manufacturers to submit reports of adverse events to the F.D.A.”

Dr. Califf’s editorial accompanied a rather startling report in the journal by Dr. Shuai Xu,a dermatologist. On the heels of the thousands of complaints uncovered about WEN products, the F.D.A. made publicly available its Center for Food Safety and Applied Nutrition’s Adverse Event Reporting System, a repository of adverse events related to foods, dietary supplements and cosmetics.

This enabled Dr. Xu to analyze all the adverse events associated with cosmetics and personal care products voluntarily submitted from 2004 through 2016 by consumers and health care professionals. Through 2014, he averaged 396 a year. There was a 78 percent increase in reports in 2015 and a 300 percent rise in 2016, largely driven by complaints about WEN products.

Dr. Xu said, “As a dermatologist, I live and breathe personal care products day and night. Patients ask me about them all the time. I warn patients that labeling can be very tricky. One needs a Ph.D. in chemistry to be able to interpret all the terms. What does it mean for a product to be labeled ‘natural’? That doesn’t make it safe. Poison ivy is perfectly natural.”

**1. Circle the correct answer according to the text:**

1. **The title of this article informs us that the writer is trying to …**

a) persuade us to use cosmetics.

b) tell us how to use cosmetics.

c) warn us about the use of cosmetics.

2. **The F.D.A. keeps strict control of …**

a) consumer preferences.

b) cosmetics and personal care products.

c) drugs.

3. **A product considered to be harmful …**

a) continues being advertised.

b) is soon removed from the shelves.

c) may still be available in the shops.

4. **The use of WEN hair-care products allegedly harmed people’s hair and theskin on their** …

a) fingers.

b) heads.

c) necks.

5. **When he was interviewed, Dr. Califf said that …**

a) manufacturers feel morally obliged to submit reports of adverse events.

b) the F.D.A. is clearly understaffed.

c) voluntary reports of adverse events could be enough.

6. **Dr. Shuai Xu’s analysis proved that WEN products …**

a) accounted for the majority of complaints.

b) caused the F.D.A. to publish its repository of adverse events.

c) were among the most harmful on the market.

7. **According to Dr. Xu, the information on product labels can be …**

a) incomplete.

b) misleading.

c) too simple.