

**ХЕРСОНСЬКИЙ НАЦІОНАЛЬНИЙ ТЕХНІЧНИЙ УНІВЕРСИТЕТ**

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**НАВЧАЛЬНИЙ ПОСІБНИК**  
**для підготовки до складання єдиного вступного іспиту**  
**з іноземної мови (англійської)**

Хмельницький – 2025

**НАВЧАЛЬНИЙ ПОСІБНИК**  
**для підготовки до складання ЄВІ**  
**з іноземної мови (англійської)**

- **12 ТЕСТІВ У ФОРМАТІ ЄВІ за темами**
  - **Граматичні таблиці**
  - **Тестові завдання з граматики**
- **Тренувальні завдання з письма за темами**

*Recommended by the Academic Council of  
Kherson National Technical University as a study guide for students of higher education institutions  
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The study guide aims to summarise and systematise the material studied in English grammar; to use the language in practice, improve writing skills and facilitate the process of preparing for the Unified Entrance Exam in a Foreign Language (English).

The study guide contains practical materials for preparing applicants of all specialties for admission to the second (Master’s) and third (educational and scientific) levels of higher education: tests in the UEE format, lexical tasks by topics, grammar tables and grammar test tasks. The format, topics, and sequence of the material will help develop the skills and abilities necessary for successful completion of English language exam tasks.

It is for applicants to higher education institutions, teachers, and the general reading public.

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## INTRODUCTION

The current processes of globalisation and Ukraine's integration into the European community require young professionals to have a high level of foreign language proficiency. Knowledge of foreign languages has become a "key qualification" in professional and private life. A high level of foreign language training for future specialists increases their competitiveness and promotes mobility in the global labour market.

This textbook for preparing for the Unified Entrance Exam in a Foreign Language (English) is aimed at systematising knowledge of the English language. It is intended for applicants of all specialities for effective preparation for admission to the second (Master's) and third (educational and scientific) higher education levels.

The aim of the manual is to develop professionally oriented English language competence at the B2 level. Various types of tasks help to strengthen knowledge of a foreign language (English), improve communication skills and abilities in a foreign language professional environment, develop creative and critical thinking, and motivate students to study professional English.

The textbook consists of three main parts: Reading, Grammar, and Writing.

The first part presents test tasks based on texts on various everyday and professional life topics, designed to test reading, grammar, and vocabulary skills.

The second part presents the basic rules and tasks of English grammar, which help to deepen theoretical knowledge and improve grammatical skills.

The third part is not part of the UEE in a Foreign Language. Its purpose is to identify written communication skills on specific topics, demonstrate acquired grammar skills and vocabulary, and the ability to express one's thoughts in writing.

Each module includes texts and exercises aimed at further developing skills and abilities, productive assimilation of the subject matter and relevant vocabulary, and the formation of fluent communication in English. The materials in the manual are authentic and informative, including modern sources of information about facts, events, and current realities. The tasks are designed for classroom work under the teacher's guidance and independent work outside the classroom.

Final assessments can also be carried out not only during class but also independently, which is an advantage in terms of independent work by higher education students.

Using the textbook will positively impact on the quality of English language learning and preparation for the Unified Entrance Exam in a Foreign Language (English).

The study guide contains UEE test tasks from the “Foreign Language (English)” section, grammar tables, and test tasks. The guide consists of three parts, the first of which, **Reading**, contains **6** modules consisting of **12** units on the following topics: *IT Technologies & Social Networks; Education & Arts; Economics. Starting Business; Transport Technologies & Food Technologies; Choosing a Career. Job Hunting; Natural World. Environmental Problems.*

Each module contains a test in UEE format on one of the topics. **A final test** is provided at the end to summarise the material.

**The Grammar section** includes grammar tables and grammar exercises.

**The Writing section** contains situations on topics for writing essays according to a plan.

The total number of tasks in each unit is 42.

**The test** consists of two parts: “**Reading**” and “**Language Use**” and contains **6** tasks, including:

1. Matching tasks (Nos. 1–5, 11–16). The tasks require selecting titles for texts/parts of texts from the options provided; statements/situations for announcements/texts; questions for answers or answers for questions. The task is considered completed if the participant in the Unified Entrance Exam has established the correct correspondence and marked the correct answer option.

2. Tasks with one correct answer (Nos. 6–10). Each task has four answer options, only one of which is correct. The task is considered completed if the participant in the Unified Entrance Exam has selected and marked the correct answer.

3. Tasks for filling in the blanks in the text (Nos. 17–42). The tasks require completing paragraphs/sentences in the text with sentences/parts of sentences, phrases/words from the options provided. The task is considered completed if the participant in the Unified Entrance Exam has selected and marked the correct answer option.

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# READING

## MODULE 1

### IT TECHNOLOGIES IN THE MODERN WORLD

#### Unit 1

#### IT TECHNOLOGIES

#### 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.

#### WHEN A COMPUTER ERROR IS A FATAL MISTAKE

Our lives depend on computers. They control our money, transport, our exam results. Yet their programs are now so complex that no one can get rid of all the mistakes.

Life without computers has become unimaginable. They are designed to look after so many boring but essential tasks — from microwave cooking to flying across the Atlantic — that we have become dependent on them.

1 \_\_\_\_\_

But as the demands placed on computers grow, so have the number of incidents involving computer errors. Now computer experts are warning that the traditional ways of building computer systems are just not good enough to deal with complex tasks like flying planes or maintaining nuclear power stations. It is only a matter of time before a computer-made catastrophe occurs.

2 \_\_\_\_\_

As early as 1889, a word entered the language that was to become all too familiar to computer scientists: a ‘bug’, meaning a mistake. For decades bugs and ‘de-bugging’ were taken to be part of every computer engineer’s job. Everyone accepted that there would always be some mistakes in any new system. But ‘safety critical’ systems that fly planes, drive trains or control nuclear power stations can have bugs that could kill. This is obviously unacceptable.

3 \_\_\_\_\_

One way to stop bugs in computer systems is to get different teams of programmers to work in isolation from each other. That way, runs the theory, they won’t all make the same type of mistake when designing and writing computer codes. In fact research shows that programmers think alike, have the same type of training — and make similar mistakes. So even if they work separately, mistakes can still occur. Another technique is to produce back up systems that start to operate when the first system fails. This has been used on everything from the space shuttle to the A320 airbus, but unfortunately problems that cause one computer to fail can make all the others fail, too.

4 \_\_\_\_\_

A growing number of computer safety experts believe the time has come to stop trying to ‘patch up’ computer systems. They say programmers have to learn to think clearly and to be able to



demonstrate through mathematical symbols that the program cannot go seriously wrong. Until programmers learn to do this, we will probably just have to live with the results of computer bugs.

5 \_\_\_\_\_

Of course, more often than not the errors are just annoying, but sometimes they can come close to causing tragedies. On the Piccadilly line in London's Underground a driver who was going south along a track got confused while moving his empty train through a cross-over point. He started to head north straight at a south-bound train full of people. The computerized signaling system failed to warn him of impending disaster and it was only his quick human reactions that prevented a crash.

- A Experts say 'Bring back math!'
- B Old methods are no longer satisfactory
- C We couldn't live without computer
- D Hotels are carefully classified
- E An old problem with serious consequences
- F A potentially tragic error
- G Self-catering accommodation comes
- H Two new approaches, but they solve the problem?

*Adopted from: [26]*

### 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.**

### YOUR AMAZING BRAIN

You carry around a three-pound mass of wrinkly material in your head that controls every single thing you will ever do. From enabling you to think, learn, create, and feel emotions to controlling every blink, breath, and heartbeat—this fantastic control center is your brain. It is a structure so amazing that a famous scientist once called it "the most complex thing we have yet discovered in our universe."

Your brain contains about 100 billion microscopic cells called neurons—so many it would take you over 3,000 years to count them all. Whenever you dream, laugh, think, see, or move, it's because tiny chemical and electrical signals are racing between these neurons along billions of tiny neuron highways. Believe it or not, the activity in your brain never stops. Countless messages zip around inside it every second like a supercharged pinball machine. Your neurons create and send more messages than all the phones in the entire world. And while a single neuron generates only a tiny amount of electricity, all your neurons together can generate enough electricity to power a low-wattage bulb.

Neurons send info to your brain at more than 150 miles (241 kilometers) per hour. For example, a bee lands on your bare foot. Sensory neurons in your skin relay this information to your spinal cord and brain at a speed of more than 150 miles (241 kilometers) per hour. Your brain then uses motor neurons to transmit the message back through your spinal cord to your foot to shake the bee off quickly. Motor neurons can relay this information at more than 200 miles (322 kilometers) per hour.

Riding a bike seems impossible at first. But soon you master it. How? As you practice, your brain sends "bike riding" messages along certain pathways of neurons over and over, forming new

connections. In fact, the structure of your brain changes every time you learn, as well as whenever you have a new thought or memory.

It is well known that any exercise that makes your heart beat faster, like running or playing basketball, is great for your body and can even help improve your mood. But scientists have recently learned that for a period of time after you've exercised, your body produces a chemical that makes your brain more receptive to learning. So if you're stuck on a homework problem, go out and play a game of soccer, then try the problem again. You just might discover that you're able to solve it.

- 6. According to the text, the work of brain neurons influences**
  - A electricity production.
  - B our dreams.
  - C everything we do.
  - D character of messages we send.
- 7. The narrator compares the work of neurons with pinball machine to**
  - A show the character of brain work.
  - B raise the awareness of the brain's nature.
  - C stress the amount of information that the brain process.
  - D illustrate the shape of the neuron highways.
- 8. Comparing sensory and motor neurons, we can make a conclusion that**
  - A motor neurons transmit information faster.
  - B there are more motor neurons.
  - C sensory neurons transmit information faster.
  - D there are more sensory neurons.
- 9. The structure of brains changes when**
  - A our memory fails.
  - B new neurons appear.
  - C we are riding a bike.
  - D we acquire new knowledge.
- 10. Physical exercises proved to be good for**
  - A the production of brain chemicals.
  - B solving homework problems.
  - C giving the brain a rest.
  - D maintaining a good mood.

*Adopted from: [26]*

### **Task 3**

**Read the texts 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.**

#### **5 STEPS TO A GOOD PASSWORD**

Before we begin, we must be clear on one major expectation: there is no such thing as a perfect password. A committed hacker can crack any password, given enough time and the right 'dictionary' or 'brute force' tools. But just like breaking into a car, if the protection is strong enough, the hacker will become discouraged and commonly give up before the protection fails.

- 11 A good password starts with a base word phrase. This means: choose two or more meaningful words, with the spaces removed. Choose a word phrase that says something about you (easier for you to remember). The phrase might reflect your hobby interests or a personal passion of yours. You could try using your nickname, your personal taste in music or food, or even a favourite saying. For example: Ilovecats; RedHonda; PuppyLovesCheese.
- 12 Passwords start to become strong at 6 characters long. While a long password can be annoying to type, a long password really helps to slow down brute force hacker attacks. You can do this by adding the website name or computer software name to the base phrase. For example: IlovecatsGmail; RedHondaWin7; PuppyLovesCheeseEbay.
- 13 Scrambling does not necessarily mean rearranging the letters. Rather, scrambling your password can effectively be achieved by swapping one or more of the password letters with a non-alphabetic character, and then purposely including uppercase and lowercase letters within the password. Scrambling creatively uses the shift key, punctuation marks, the @ or % symbols, and even semi-colons and periods. Using numbers as substitutes for letters is another strong scrambling technique. Examples of scrambling: !7ovecatsGmail; Red7ondaWin7; PuppyLovesCheese3bay
- 14 At work, your network people will require you to change your password every several days. At home, you should rotate your passwords as a matter of good computer hygiene. If you are using different passwords for different websites, you can do yourself a favour by rotating portions of your passwords every few weeks. Note that rotating parts of the password, not the entire passwords, will help deter hackers from stealing your phrases. If you can memorize three or more passwords at the same time, then you are in good shape to resist brute force hacker attacks. Examples: !7ovecatsWin7; RedHonda3bay; PuppyLovesCheeseGmail
- 15 There are several other resources for building strong passwords. You can employ a digital vault like Password Safe. This kind of software creates personal 'lockers' to keep all your passwords locked under a master password. Tools like KeyWallet Password Manager work well because you can avoid typing your passwords entirely, and just let your mouse do the data entry.
- 16 And remember! Don't leave notes with your passwords to various sites on your computer or desk. People who walk by can easily steal this information and use it to compromise your account. If you decide to save your passwords in a file on your computer, create a unique name for the file so people don't know what's inside. Avoid giving the file an obvious name, such as "my passwords." If you have a difficult time remembering multiple passwords, a trusted password manager may be a good solution. Spend a few minutes checking out the reviews and reputations of these services.

**To have a good password one should**

- A Invent something extraordinary
- B Substitute your password regularly
- C Lengthen the phrase
- D Think of numbers
- E Use the key expression
- F Keep your passwords secure
- G Jumble the phrase
- H Follow some advanced password tips

*Adopted from: [41] C. 141*

#### Task 4

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

#### WIRELESS NETWORKING ROUND-UP

Internet has become so widespread (17)\_\_\_\_\_. In fact the internet is the fastest growing WAN in the world, and its size keeps growing each and every single day. Today we seek out information on the internet rummaging through bits and pieces trying to find what you need. Wouldn't it be cool if we could instead get this information to reach you, instead of you looking for it? This is where the future of the Internet lays people, (18)\_\_\_\_\_.

In short Bluetooth wireless technology is an open specification for short-range wireless communication between electronic devices, be it a mobile phone, PC, Microwave, etc.. It offers a very low cost, low power consuming solution to communicate (19)\_\_\_\_\_. The Bluetooth standard defines a rigid structure for a wide range of devices to communicate with each other, with minimal or no user intervention.

The real cool fact about Bluetooth devices is that they're made under very strict standardizations. As a result any Bluetooth device in the world can connect to other Bluetooth devices in its proximity irrespective of the brand.

One of Bluetooth's main strength is its ability to simultaneously handle both data and voice transmissions.

Taking a small history lesson, Bluetooth was invented very recently, (20)\_\_\_\_\_ by L.M. Ericson. Where does the name come from? Well Bluetooth is named after a king of Denmark called Harold Blaatand "Bluetooth" II. He was practically good at getting people work together.

There are many applications which have been proposed for Bluetooth devices. Some of the most popular ones are (21)\_\_\_\_\_. The headsets will allow access to user's mobile phone even while the device is in the user's pocket. It's a total hands free solution.

Right now however Bluetooth technology is still evolving and we do not see much applications of it other than in some phones. If you cannot afford to get a wireless LAN, this would be the next ideal step towards being wireless. Even though the technology does not offer high bandwidth, you can still browse the net, transfer files, (22)\_\_\_\_\_. Overall a really very well designed device and very practical.

*Adopted from: [31]*

- A the Wireless headsets for mobile devices
- B with fixed or portable electronic devices
- C in fact it was in 1994
- D that we see it merely as a mode of distributing information
- E which are mostly what we require from a LAN anyway
- F what "allowed greater communications between people"
- G where wireless technology will take over most of our daily lives
- H which was so usual for those times

## USE OF ENGLISH

### Task 5

Read the text below. For each of the empty spaces (23—32) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

#### EXERCISE YOUR BRAIN

Brain is certainly the most amazing and the least understood part of a human body. As well as the other body parts, it needs (23)\_\_\_\_\_ exercise in order to be active and strong.

The more you learn, the more (24)\_\_\_\_\_ your brain functions.

You may exercise your intelligence with such fun activities as crossword (25)\_\_\_\_\_, Sudoku, or other word and number-based brain teasers. There are also more academic ways, like completing math problems or learning foreign (26)\_\_\_\_\_. Actually, the key idea is that you should always try something new; the (27)\_\_\_\_\_ of the unknown is much more beneficial than performing the same activity over and over again.

We all know that exercise is good for your overall health, but the latest studies have (28)\_\_\_\_\_ that physical activity is great for your brain as well. Exercising your body at (29)\_\_\_\_\_ two hours per week is very important, because it helps create new neurons.

So, learning and exercising are useful for mind improving, but what about recreation? As researches show, a good night's sleep can help increase the brain's function and ability to (30)\_\_\_\_\_.

What you eat is also important. There are many kinds of (31)\_\_\_\_\_ that have been associated with brain health, including fish, meat, nuts, green tea, enough of fruit and vegetables. Eating right, getting the required (32)\_\_\_\_\_ of sleep and exercises, both mental and physical, are the keys to improving memory and overall brain function.

	A	B	C	D
23	inconsistent	regular	unusual	even
24	tremendously	inventively	successfully	effectively
25	riddle	puzzles	mystery	problem
26	conversations	speeches	languages	tongues
27	challenge	contest	duel	fear
28	shown	visualised	pictured	founded
29	list	least	length	last
30	centre	focus	activate	calm down
31	produce	nourishment	food	desserts
32	things	quality	number	amount

*Adopted from: [26]*

### Task 6

Read the text below. For each of the empty spaces (33—42) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

#### GETTING RID OF OLD EQUIPMENT

Only a few years ago, people were saying that with the widespread use of computers, we would use less paper, and so destroy (33)\_\_\_\_\_ trees. The question is "What can I do with this old computer -- or this old gadget?" Whatever you do, don't pollute our environment by throwing it in the trash. There are many options for getting rid of old pieces of equipment. You just need (34)\_\_\_\_\_ where to go and what to do.

As the price of new gadgets and computer equipment falls, our fast-paced world of technology is leaving a trail of antiquated equipment behind. That's (35)\_\_\_\_\_ of gadgets that are ready for the trash each year!

Don't throw that old computer, printer, fax machine, copier, cell phone or television into the trash. First, consider (36)\_\_\_\_\_ your old equipment to use in your own home. That old television may not be so bad for an extra in the kitchen. Perhaps that old cell phone (37)\_\_\_\_\_ as a backup. Or maybe your children, parents or an aunt or uncle could put your old computer to good use.

If you have no takers in your own family, consider (38)\_\_\_\_\_ the equipment to a local church, school, or charity. Really old computers may not be welcome, but computers that are less than five years old and most other pieces of electronics (39)\_\_\_\_\_ with open arms. Charity groups can often give you a donation receipt for your taxes.

If you just bought, or (40)\_\_\_\_\_ a buying, a new computer, television or other gadget, check out the recycling programs (41)\_\_\_\_\_ by manufacturers. There are a variety of programs by different manufacturers

If you can't put your old electronics to use or donate them, be sure to choose an appropriate recycling program. It may take a little effort, but it (42)\_\_\_\_\_ our environment.... And that's an important consideration!

	A	B	C	D
33	less	little	fewer	least
34	know	to know	knowing	known
35	million	millions	million's	millions'
36	putting	put	to put	being put
37	should keep	will be kept	should be kept	kept
38	donated	to donate	donating	donate
39	are usually received	usually receive	are received usually	received usually
40	to think	thought	think	are thinking
41	offering	offer	offered	is offered
42	help	will help	helps	helped

*Adopted from: [40] C. 30*

## Unit 2

### SOCIAL NETWORKS

#### READING

##### Task 1

**Read the text below. Match choices (A—H) to (1—5). There are three choices you do not need to use.**

#### IT'S NOT ALL BAD: THE SOCIAL GOOD OF SOCIAL MEDIA

Social media is not always an online distraction or procrastination platform. While some may be addicted to their social media networks, it is one of the best ways to stay informed. Some issues cause controversy, but social media does more good than harm in retrospect.

1 \_\_\_\_\_

With so much of the global community being nearly constantly connected to social media, delivering news alerts on social media channels reaches more people faster. News outlets can share breaking stories, alerts and other important bits of news instantly with their followers. When more people are aware of a situation, those working to secure locations and ensure the safety of the general public can perform their job duties more efficiently.

**2** \_\_\_\_\_

Drivers around the world use their smartphones while driving. It is distracting. Safety authorities around the world are using social media to deliver lifesaving messages, videos and stories to help drivers keep their eyes on the road. Checking social media while driving is a hazard, and should be avoided.

Some road safety authorities have posted a call for independent, amateur videographers and filmmakers to create content for drivers, to rethink their driving habits. Social media is a valuable tool for sending safety messages and showing photos from severe crashes resulting from distractions. The posts make a large impact on driver attitudes and practices.

**3** \_\_\_\_\_

Although some parents see social media as detrimental to their children, it actually does them some good to have social media accounts. Teens want to be aware and informed just as much as adults. Using social media allows teens to follow organizations and causes that they believe in. It makes them feel like they are a part of something, even when they feel like an outcast in society.

Increased teen awareness is important. Social media is one of the best outlets to reach the minds of young people to make a real difference.

**4** \_\_\_\_\_

There are an estimated 4.4 billion people worldwide that do not have Internet access, according to statistics. Noting what areas of the world lack access helps developers understand the basic needs of a specific demographic group faster. This may mean that companies could step forward and bring technology to these underdeveloped areas for a more cohesive global connection in the future. Such efforts have been discussed at conferences for social good through technology.

An example of how technology works to improve social good is connecting families via VoIP conversations from locations around the world following a major natural disaster or tragedy. Signals created for Wi-Fi during these times would allow those connections to take place. It would also allow global leaders to reach out to other countries for assistance.

**5** \_\_\_\_\_

When natural disaster strikes and causes devastating destruction, social media is the ideal vehicle to deliver messages asking for support. Hashtags are created to help Internet users locate related stories and show their support for those affected by the disaster. This helps stories that begin locally to gain national or global attention. That being said, more entities can step-up to assist localities requiring assistance and raise funds to help those affected.

Social media itself is controversial. It is not all arguments, drama and controversy. Social media does have plenty of uses for good purposes.

*Adopted from: [16]*

- A** Traffic message delivery
- B** Global natural disaster relief support
- C** Increased marketing exposure
- D** Helps understand technological needs
- E** News alert distribution

- F A potentially tragic error
- G Increased teen awareness
- H Two new approaches, but they solve the problem?

### 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.**

#### FACEBOOK ADDICT

I've been a user of Facebook for years, almost since its inception. I should correct myself, actually: I've been a user, abuser and loser of Facebook since King Mark Zuckerberg bestowed his charming gift upon the world.

I call him a 'king' because he virtually rules over my life, and not in the typical way an actual king would, but in the way I have allowed myself to get sucked into the phenomenon. Let's face it: the man has more influence over some people, me being one of them, than some parents have over their own children.

I've had my ups and downs with Facebook. I've gone from having thousands of friends I'd never met in real life, to deleting my account entirely and starting again from scratch, adding only real friends, as if that would make my experience more meaningful.

But why would I need Facebook to add depth to my existence? I'll tell you why ... it's because Facebook makes you slightly famous. It's like having your picture in the paper with a little news story about you, where you've been, what you're doing, what you bought today. You're surrounded by all the trappings of Western society in your status update photos and they're right there for the whole, um, small network of your friends to see.

I know what you're thinking ... I'm sad and hopeless, and you'll never turn out like me. But how many of you reading this can honestly say you don't do the same things? Maybe you do it to different degrees, and maybe you're even worse. You just have to ask yourself... is there anything wrong with that?

I freely admit that I take pleasure from posting amusing pictures of a night out with friends, or what my dog's chewed up on my return from work, or the fantastic rearrangement I did of my living room. There was a time when I thought 'There must be something wrong with me. Surely I can find a better way to spend my time.' Apparently I can't, because I haven't, so my conclusion is that I never will and I'm better off accepting **it** than trying to fight **it**.

Allow me to present a solid case in favour of Facebook addiction ... isn't it far better than watching TV for hours on end? Or what about playing video games? That's much more harmful and pointless, in my opinion. At least with Facebook, the things I do are seen by my peers, for better or worse, and my actions are not completely invisible and meaningless. At least there's a purpose, right?

I suppose we find purpose where we want to find it. One could argue that a TV addiction helps keep you up-to-date with current events. And maybe a computer game sharpens your physical reflexes. I've decided that I'm a Facebook junkie because I'm a deeply social person. I like sharing opinions, photos, videos, and links to articles I enjoyed reading. And I'm not ashamed of it!

OK, I admit, I *might* check my Facebook page 100 times a day too many. I *might* get just a little upset when no one clicks 'like' on any of the random postings I make every day. But I did get 70 'likes' for the photo I posted of me with my cat in front of my chin, which made me look as if I had a beard. You have to admit, those sorts of pictures are hilarious, and if they make someone laugh, where's the harm in that?



6. **What does the author think about being Facebook friends with people you don't know?**
  - A It is rather meaningless
  - B It can give you cause to delete your account.
  - C It adds meaning to your life.
  - D It can stop you having friends in real life.
7. **What does the author think about other people's relationship with Facebook?**
  - A Everyone is far worse.
  - B No one can be as bad
  - C It varies from person to person.
  - D Most people aren't honest about it.
8. **In paragraph 6, what does the 'it' refer to in both instances of 'I'm better off accepting it than trying to fight it'?**
  - A The things people think about the author
  - B The quality of things the author posts.
  - C The lack of free time in the author's life.
  - D The author's desire to use Facebook often.
9. **What is the author's rationale for using Facebook?**
  - A It is better than other mindless activities.
  - B Everyone else the author knows is obsessed, too.
  - C All the author's posts benefit the author's friends.
  - D The author would be addicted to something else without it.
10. **The last paragraph demonstrates that the author ...**
  - A is not ashamed of anything he does on Facebook.
  - B plans to spend less time on Facebook..
  - C may have a slight problem with Facebook.
  - D does not really enjoy Facebook.

*Adopted from: [26]*

### **Task 3**

**Read the texts 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.**

#### **A VITAL PART OF DAILY LIFE: MOBILE PHONES**

At present mobile phones have become ingrained in our everyday lives and the majority of people can hardly imagine themselves without cell phones. Is it just a tribute to fashion or a necessity of a modern person?

- 11 Mobile phones use 'radio waves' to send signals. Since the 1920s, scientists have known that radio waves can cause the heating of the skin and influence the nervous system. But mobile phones don't produce many radio waves. Still children should be especially careful about mobile phone use because their nervous system may be hurt. Children should only use mobiles for short calls.
- 12 It is known that the strength of radio wave radiation decreases with distance. It suggests that hands-free sets may be effective in avoiding all the dangers of mobile phones. But another study

described an increase in radiation that reached the user of a hands-free set. It says that the cable of the hands-free set acted as an antenna, directing more radio waves into the user's ear.

- 13** Train passengers will soon be able to buy tickets on their mobile phone. Chiltern Railways plans to sell tickets through mobile phones. The new technology sends a code to a mobile phone in a text message, which passengers can then scan at the station ticket barrier. It's hoped the method will make buying tickets easier for passengers and help fight against queues at stations.
- 14** Many parents now use mobiles to control their children's behavior. It gives parents peace of mind and makes young people feel protected. Parents say that young people are safer with mobiles than without them. But, while parents said they liked to call their children on the mobile to actually hear their voice, young people liked to send text messages to parents.
- 15** A research showed that those young people who have a mobile feel more independent and often use it to plan meetings both relatives and peers. In particular, young people often use mobiles to ask their parents if they can come home later. The study showed that girls more often text parents to let them know they were safe than boys. They also use text messaging for socializing purposes.
- 16** The popularity of text messages led to the development of a special system of words or 'chat speak'. For example, acronyms, that are words made from the first letters of other words, are often used both in online chat rooms and text messages sent to your mobile phone. This 'chat speak' is very popular with children who are fast at texting. Parents might be interested to know that 'PAW' means 'parents are watching'!

*Adopted from: [26]*

**Mobile phones are \_\_\_\_\_**

- A** For parents and friends
- B** Radiation threat
- C** Threat for kids
- D** Feeling of safety
- E** Mobile future
- F** Mobile booking office
- G** New language
- H** Mobile services

#### **Task 4**

**Read the text below. Choose from (A—H) the one that best fits each space (17—22). There are two choices you do not need to use.**

#### **COMPUTERS IN THE CLASSROOM**

Kids are going all over the world without ever leaving their school. They are using their computers. A school in California could be the most wired school in America. They are wired to the Internet **(17)** \_\_\_\_\_.

Thirty students are able to use the Internet every day. The kids are between the grades of kindergarten and fifth grade. The teacher says that it is hard **(18)** \_\_\_\_\_ from the computers. They do not even want to go to recess.

Internet has opened the world to many people. Now students can go to any library on earth. They can get information. They can visit a child in another country.

Laura Bacon likes to visit with other students. She's going to Peggy's page. Peggy is a school student in London, England. She put (19)\_\_\_\_\_ on the Internet. It includes pictures of Peggy, her school her mom, dad and friends. You can send her mail, too.

A scientist helped to wire the school. He says, "There is a plan to connect 12 thousand California schools (20)\_\_\_\_\_."

Wiring schools in California can cost a lot of money. It needs to be done on volunteer effort or schools will not be able (21) \_\_\_\_\_. They think that it will cost as much as fifty billion dollars.

Some people say that the money should be spent (22) \_\_\_\_\_ instead of computers. Some people say that it would be worth it to wire all of the classrooms.

- A to avoid the Internet
- B to afford it
- C her own home page
- D through their computers
- E to few people
- F on teachers
- G to get them away
- H to the Internet

*Adopted from: [40] C. 27*

## USE OF ENGLISH

### Task 5

**Read the text below. For each of the empty spaces (23—32) choose the correct answer (A, B, C or D).**

### THE GAMING INDUSTRY

The game industry of the modern age is (23)\_\_\_\_\_. Nearly every young child and teenager in all developed countries (24)\_\_\_\_\_ a gaming console of some description. I remember my first ever "game" was one of the classic Game Boys by Nintendo. I treasured that (25)\_\_\_\_\_ of technology for a long time... until the Game Boy colour came out at least.

So what is it about the games nowadays that (26)\_\_\_\_\_ everyone so easily? Is it the sheer size of the games, the graphical value of them, or is it just the fact that they're fun to play? I, for one, only ever buy a game that satisfies all of those (27)\_\_\_\_\_. Imagine having a huge game that's not fun to play on? Imagine having a fun game, which has (28)\_\_\_\_\_ embedded from level one onwards? Imagine a game that looks (29)\_\_\_\_\_ in the show windows, but is (30)\_\_\_\_\_ awful when you get it back home?

The gaming industry is divided into many sections. You can have everything from a Role-Playing Game (RPG) to a First-Person Shooter (FPS). (31)\_\_\_\_\_ of the modern era can vary from being offline to being a massively multiplayer (32)\_\_\_\_\_ game, which hosts thousands of real-life people around the globe. You're only young once. Enjoy it while you can.

	A	B	C	D
23	awful	exceeding	tremendous	intensive
24	owns	belongs	presents	imagines
25	part	section	side	piece
26	treasures	embeds	hooks	enjoys
27	ideas	criteria	needs	sets

	A	B	C	D
28	criteria	levels	features	glitches
29	pleased	developed	fantastic	happy
30	actually	essentially	substantially	easily
31	Games	Players	Consoles	Industries
32	real	practical	online	offline

### Task 6

Read the text below. For each of the empty spaces (33—42) choose the correct answer (A, B, C or D).

Video games aren't just for kids. Each video game console that comes out (33) \_\_\_\_\_ as having the best graphics and amazing game play. Several of the games (34) \_\_\_\_\_ now are for mature audiences, making video games more popular with adults than ever before.

Video game testers, who play these games for a living, are the first people outside of the companies to see the new games. Video game testers preview the games before they (35) \_\_\_\_\_ the last stages of development. They report back to the company on how well the game plays, and their thoughts on the game. Testers check for bugs, and analyze the game for details that regular gamers might not even notice.

There are a lot of people who would love to become a video game tester. Because of this, it can be a difficult job (36) \_\_\_\_\_. The best place to start is by (37) \_\_\_\_\_ a lot of video games. Learn how to work your consoles, and start analyzing games you already own. Notice details you might (38) \_\_\_\_\_ the first time through. Get active in online forums and in online gaming communities. Also, start reading up on what (39) \_\_\_\_\_ of video game testers.

The second step when trying to become a video game tester is to get into a beta testing program. These jobs can be hard to find online, which is why it is so important to be part of a few active online communities. (40) \_\_\_\_\_ a beta tester is often a matter of knowing someone else who is already beta testing who can help you get in. Beta testers don't always (41) \_\_\_\_\_ for their work, but they usually get to keep the game they are testing. This is an important step when trying to become a video game tester, and is similar to the game testing job. Beta testers are required to log into the company website to share your feedback on the game, or to get online at certain times, through the game, to help test the (42) \_\_\_\_\_ online capacity.

*Adopted from: [26]*

	A	B	C	D
33	advertise	advertised	was advertised	is advertised
34	made	having been made	being made	was being made
35	to reach	will reach	reached	reach
36	to get into	to getting into	to gets into	got into
37	played	playing	being played	was played
38	has missed	have missed	had missed	is missed
39	is required	are required	will be required	are being required
40	To become	Having become	Becoming	Become
41	get paid	got pay	getting paid	paid
42	game's	game	games	games'

## MODULE 2

### MODERN EDUCATION AND SCIENCE

#### Unit 3

#### EDUCATION

#### READING

#### Task 1

**Read the text below. Match choices (A—H) to (1—5). There are three choices you do not need to use.**

#### E. R. A. S. M. U. S.

**1** \_\_\_\_\_

Since the late 1980s, the Erasmus programme has been giving European students the opportunity to spend time living and studying in other European Union countries as part of their degree courses. It is the largest student exchange programme in the continent, and arguably the most successful in the world. Between 1987 and 2014, three million students broadened their horizons by taking part in Erasmus.

**2** \_\_\_\_\_

The name Erasmus is a fitting choice for the scheme. It was named in honour of the Dutch academic and philosopher Desiderius Erasmus of Rotterdam (1466-1536), who became one of the most influential figures in Europe after travelling to France and England to feed his mind. Erasmus is also an acronym of the scheme's official name – the European Region Action Scheme for the Mobility of Students.

**3** \_\_\_\_\_

The idea behind the scheme is that it provides young people with an experience that is both educational and cultural, and which helps their self-development both academically and on a personal level. For many students, Erasmus is their first experience of being away from home, so taking part is a great way to build character and self-confidence. By bringing people of different nationalities together, Erasmus also encourages cross-cultural harmony.

**4** \_\_\_\_\_

It's not just students who benefit from Erasmus. Every year, hundreds of university lecturers also swap the city where they usually work for another European center of learning. Erasmus's leaders say that this exchange of teaching staff means that fresh way of delivering courses, as well as managing academic departments within universities, are spread throughout the EU, thus raising higher education standards.

**5** \_\_\_\_\_

A major change to the Erasmus programme came in 2015. In order to help tackle the problem of youth unemployment, the programme became more focused on vocational skills and training, and was renamed Erasmus+. Students can now opt to carry out an apprenticeship within an actual workplace instead of classroom learning. It means countries where there is a strong culture of youth apprenticeships, such as Austria and Germany, can help young people from all over Europe to become more employable.

**A** A double meaning

**B** Learning in the classroom and out

- C Truly part of our culture
- D A globally significant scheme
- E Improving institutions
- F Becoming less academic
- G Searching for deep thinkers
- H Open to anybody

Adopted from: [14] P. 28

## 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.

### THAT'LL TEACH 'EM!

Is life too easy for today's schoolkids? A TV series takes teenagers back to the 1950s and 1960s to find out. Do you think education is better now that it was in your grandparents' time? Many older people in the UK believe the opposite. "Schools were better in our day", they complain. "There isn't enough discipline these days. Kids don't work as hard as we did, either. The syllabus isn't as challenging, so clever students aren't being stretched enough. They need to study things in greater depth. Exams are much, much easier now as well!"

Were schools better years ago? To answer that question, some British teenagers travelled back in time to a 1950s boarding school. They got a big surprise! The first shock came when the teenagers met their new teachers. Dressed in traditional black gowns, they looked so frosty and uncaring! They were really *authoritarian* too, so anyone caught breaking the rules – talking in class, mucking about in the playground or playing truant – was in big trouble! Punishments included writing "lines" or staying after class to do detention. The naughtiest kids were expelled. Things were just as bad after class. At meal times the students had to endure a diet of plain, no-nonsense, healthy food. Homework was obligatory and it took ages! Copying essays off the Internet wasn't an option, as personal computers didn't exist in the 1950s! and when bedtime came, the teenagers had to sleep in dormitories, on hard, uncomfortable beds!

At the end of "term" everyone sat 1950-style exams. The old exams were much longer than their twenty-first century equivalents and involved learning huge amounts of facts by heart. History papers were all dates and battles. Maths papers were trickier, too; calculators weren't around in the 1950s, so the students had to memorise multiplication tables and master long divisions. Our candidates found this really difficult. Well, wouldn't you? The exam results surprised a lot of people. Students predicted to do well in their real-life, twenty-first century exams often got low grades in the 1950s exams. Does this prove modern exams are too easy? Do twenty-first century kids rely too much on modern technology, like calculators and computers? What do you think?

The second series of *That'll teach 'em!* focused on a 1960s vocational school. UK schoolkids study a range of academic subjects these days. But back in the '60s, children judged to be less "able" went to vocational schools. These helped them to learn a trade. Boys studied subjects like metalwork, woodwork or gardening. In some classes, they even learned how to milk goats! The girls' timetable included secretarial skills, like typing. They also learned to cook, clean and sew, in preparation for their future role as housewives – probably not much fun for most girls! But do we need more schools like these? Are they a good idea?

The final series of *That'll teach 'em!* examined the teaching of science. The subject is less popular nowadays, especially with boys. But why? In science classes, students work with computers

and do fewer practical experiments than in the past. Back in the 1950s, science classes were full of bangs and explosions. Our *That'll teach 'em!* boys found that the more explosions there were, the more they enjoyed their class. So should science classes be more practical? Not for the girls, it seems. They weren't nearly as keen as the boys on this "hands-on" approach. When a teacher made them dissect a frog in class and examine its heart for a biology experiment, it made some of the sick! Maybe boys' brains work differently from those of girls. Would schoolkids learn better if girls and boys were taught separately?

**6. What criticism is sometimes made about modern education in the first paragraph?**

- A The syllabus is out of date.
- B The teaching methods are not good enough.
- C There's too much stress on exams.
- D Teachers aren't strict enough.

**7. What does "authoritarian" in the second paragraph mean?**

- A strict
- B experienced
- C rude
- D unreasonable

**8. According to the author, how did exams in the 1950s differ from now?**

- A They covered more subjects.
- B They took less time to sit.
- C There was more to remember.
- D They were less challenging.

**9. According to the writer, vocational schools**

- A provided poorer child with equipment.
- B took children who were good at studying.
- C prepared students for employment.
- D were a complete waste of time.

**10. What is the writer's attitude towards the curriculum girls were offered in the 1960s?**

- A He thinks the subjects the girls studied were useful.
- B He believes the girls were pleased to study these subjects.
- C He feels schools should go back to offering similar subjects.
- D He doubts whether the girls enjoyed what they were learning.

*Adopted from: [5] P. 52-53.*

### **Task 3**

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

#### **COLLEGE DIRECTORY**

- 11 Wells College** educates women to think critically, reason wisely, and act humanely as they cultivate meaningful lives. Through our academic program, residential atmosphere, and community activities, you'll learn and practise the ideals of the liberal arts.

- 12 University of Pittsburg Bradford.** Earn a world -renowned degree in a personalized environment. Work with professors who will know your name and your goals. Choose from 41 majors and many research, internship and study-abroad opportunities.
- 13 University of Rode Island** has a great major called "Writing and Rhetoric." Prepare yourself for a career as a journalist, a novelist, an advertising copywriter, a public relations professional, or an English teacher! You'll love our beautiful campus located minutes from RI's gorgeous beaches.
- 14 University of Dayton.** Discover our community: a friendly campus, technology-enhanced learning, challenging academics, competitive athletics and a strong Catholic tradition.
- 15 Cogswell College.** Launch a fun, rewarding career in special effects, animation, scripts, music and sound in movies, video games and high tech. Graduates move up to Cisco, Lucas Arts, Pixar, Disney, EA and other upmarket firms.
- 16 University of Alabama.** UA has a rich tradition of excellence in academics, student life and sports. Ranked in the top 50 public universities surveyed by U.S. News & World Report; 9 undergraduate degree-granting schools and colleges; 20:1 student-teacher ratio.

**Which university \_\_\_\_\_?**

- A** maintains a religious atmosphere
- B** guarantees prestigious employment
- C** is gender specific
- D** offers studies overseas
- E** provides online learning
- F** focuses on ecological issues
- G** trains for working at school
- H** has a high official recognition

*Adopted from: [49]*

#### **Task 4**

**Read the text below. Choose from (A—H) the one that best fits each space (17—22). There are two choices you do not need to use.**

#### **WHAT ARE THE HOPES OF INTERNATIONAL STUDENTS?**

Every year, thousands of international students consider studying abroad (17) \_\_\_\_\_, with the hope of better educational and work opportunities in future. However, no matter whether you are looking for online associate degrees, an MBA, or language courses, obtaining a university education requires (18) \_\_\_\_\_ to make sure the experience is right for you.

Willing to improve your language skills, but you don't have time to go overseas to attend school? More and more universities around the world are offering opportunities for students to obtain degrees online (distance education) from the comfort of their own homes, and many of these institutions are accredited, meaning (19) \_\_\_\_\_.

If you decide to take language courses online (or any subject for that matter), be sure to evaluate the benefits of studying online (20) \_\_\_\_\_. The advantages of studying online are that the costs are usually lower, you can study at your own pace, and you have access to the materials 24-hours-a-day (21) \_\_\_\_\_ in the world. However, you won't get the human interaction of meeting people face to face like you would if you were physically attending a school overseas.

On the other hand, the advantages of going overseas may include day-to-day opportunities to learn a new culture, meet new friends (22) \_\_\_\_\_ and have a chance to see different parts of the world.

However, there may be a number of disadvantages for some including expense, time away from one's school, family, or work life, and the challenge of adapting to a new culture and way of life. Whatever you do, consider a distance education programme that meets your educational needs, is



within your budget, and equally important, provides you with opportunities to grow beyond the classroom through cultural and educational activities.

- A** the ability to invest in new ideas
- B** reviewed and evaluated
- C** versus going abroad
- D** with whom you can use and practise the language
- E** from almost any computer
- F** careful planning and research
- G** to pursue a university degree
- H** that they have met certain standards of excellence

*Adopted from: [54] C. 55*

## USE OF ENGLISH

### Task 5

**Read the text below. For each of the empty spaces (23—32) choose the correct answer (A, B, C or D).**

#### AT HOME ABROAD

Every year thousands of people travel to Britain in order to improve their standard of English. For many, however, this can be a painful experience due to the fact that it involves (23) \_\_\_\_\_ a strange school, staying in sometimes unpleasant accommodation and living in an (24) \_\_\_\_\_ culture.

One answer to these problems is the Homestay method. With this, students are each assigned a teacher (25) \_\_\_\_\_ to their language requirements and interests, who they then stay with throughout their course. As well as giving individual tuition, the teacher (26) \_\_\_\_\_ the student with information about what activities are available locally and (27) \_\_\_\_\_ them on trips.

The idea (28) \_\_\_\_\_ Homestay is for students to be totally immersed in English language and culture. Students get between ten and twenty hours of tuition a week and are also expected to (29) \_\_\_\_\_ the family's daily activities. The students speak English at all times and therefore learn how to use the language in everyday (30) \_\_\_\_\_.

Homestay programmes usually (31) \_\_\_\_\_ for up to four weeks. Although costs are higher than of regular language schools, students can feel (32) \_\_\_\_\_ that they will be receiving top-class language teaching in a safe and pleasant environment.

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>23</b>	attending	going	studying	learning
<b>24</b>	unfamiliar	inexperienced	unaccustomed	unknown
<b>25</b>	right	proper	suited	correct
<b>26</b>	advises	provides	offers	suggests
<b>27</b>	goes	takes	brings	fetches
<b>28</b>	between	before	beside	behind
<b>29</b>	go along	join in	tie up	connect with
<b>30</b>	positions	parts	situations	backgrounds
<b>31</b>	stand	stay	last	remain
<b>32</b>	confident	reliable	self-assured	believed

*Adopted from: [13] P. 122*

### Task 6

Read the texts below. For questions (33-42) choose the correct answer (A, B, C or D).

Last year, over 200,000 students (33) \_\_\_\_\_ SAT Programme tests in over 175 countries outside the US. The SAT and SAT Subject Tests (34) \_\_\_\_\_ overseas six times a year: in October, November, December, January, May, and June. International test-takers can choose from more than 1,000 international test centres (35) \_\_\_\_\_ online in the Student area of the website. A list of international test centres (36) \_\_\_\_\_ in the international edition of The SAT Codelist, International Edition. Occasionally, supplementary test centres are opened on request where and when necessary. In most countries, students (37) \_\_\_\_\_ more than 121 km (75 ml) from the nearest test centre can request that we open a test centre closer to their home.

	A	B	C	D
33	taken	took	take	has taken
34	offered	were offered	are offered	had been offered
35	listed	list	to list	listing
36	are also provided	will provide	also provided	is also provided
37	live	living	lived	has lived

An essay is a short piece of writing. It (38) \_\_\_\_\_ from an author's personal point of view. The definition of an essay is vague, overlapping with those of an article and a short story. In recent times, essays (39) \_\_\_\_\_ a major part of a formal education. Secondary students are taught structured essay formats to improve their writing skills, and essays are often used by universities in selecting applicants. In both secondary and tertiary education, essays are used (40) \_\_\_\_\_ the mastery and comprehension of material. Students are asked to explain, comment on, or assess a topic of study in the form of an essay. Academic essays are usually (41) \_\_\_\_\_ than literary ones. They may still allow the presentation of the writer's own views, but this is done in a logical and factual manner, with the use of the first person often (42) \_\_\_\_\_.

	A	B	C	D
38	is often written	is often writing	writes	was often written
39	had become	becoming	have become	became
40	being judged	judging	was judged	to judge
41	formal	more formal	the most formal	formally
42	discouraged	discouraging	discourage	to discourage

Adopted from: [43] C. 346

## Unit 4

### ARTS

#### READING

##### Task 1

**Read the text below. Match choices (A—H) to (1—5). There are three choices you do not need to use.**

#### CREATING INVITATIONS

Creating do-it-yourself invitations can be an easy way to add a personal touch for a special occasion.

**1** \_\_\_\_\_

Invitations are used to announce a party, get-together, celebration or some other type of special event. Purchasing premade invitations is one option, but it is not very personalized. Designing invitations specifically for the occasion creates a tailor-made invitation just for it. Customize the invitations to perfectly fit your theme, your guests, guest of honour or whatever you want.

**2** \_\_\_\_\_

Match your invitations to the theme of the party or get-together. If it's a birthday party, is it for a special birthday, like "sweet 16", 21st birthday or someone's 40th? Or does the birthday recipient have a favourite thing or sport, like they really like cats, trains or are into basketball or football? If so, create invitations to highlight the theme.

**3** \_\_\_\_\_

Look over the various invitation templates offered in programs like Microsoft Word and Microsoft Publisher. Do not worry if you cannot find the exact layout you want. The main idea is to decide on one that can be edited and adjusted to fit your occasion. Get one you like that has a workable layout. Make sure you check at Microsoft Office Online for a number of additional do-it-yourself invitations templates. Check that the templates you choose will open in the same program you have, because some of the invitations are for specific software versions.

**4** \_\_\_\_\_

Create a distinctive invitation by adding personalized touches to it. If appropriate, use your own pictures, graphics or other illustrations. Simply replace the ones in the templates with the ones you want. Click on the pictures or text with your mouse and insert your new pictures or type in your new wording. Change the colours of the invitation to match your theme and try various types of font sizes, colours and styles until you find ones that you like. Using the Microsoft programs (or similar ones) makes it easier to do it all yourself.

**5** \_\_\_\_\_

Choose the paper for printing your invitations on carefully. Creating a professional-looking do-it-yourself invitation can be accomplished by using special paper for it. If cost is a problem, you can still use white paper with lots of brightly coloured ink to dress up the invitation. Match the colour, style or type of paper with the occasion. You do not want to print on a colour or background that does not blend with the theme. Use paper that already has a graphic of some type on it if it complements the invitation's theme, such as wedding bells or doves for a wedding theme or balloons or presents for a birthday. Always do a test run of printing the invitation on a single sheet prior to using all of the paper. Check the alignment and overall look, make adjustments and then print on the rest of the paper.

- A** Invitation Writing Guide
- B** Personalize the Invitations
- C** Invitation Background
- D** Print on the Best Support
- E** Order Your Template with Designs
- F** Decide on a Subject
- G** Select the Text Colour
- H** Use Patterns for Ideas

*Adopted from: [39] C. 81*

## **Task 2**

**Read the text below. For questions (6—10) choose the correct answer (A, B, C or D).**

### **JOHN MCEWEN COMMENTS ON *THE MORNING AFTER THE STORM***

This picture was among the first to enter the collection of Gwendoline (1882-1951) and Margaret (1884-1963) Davies, part of “one of the great British art collections of the 20<sup>th</sup> century”, which they bequeathed in its 260-work entirety to the Welsh nation.

Early in life, the sisters inherited £500, 000 each (£50 million today), making them, so it was said, the richest unmarried women in Britain. Yet, for all their wealth and good looks, their strict Methodist upbringing ensured they dedicated their celibate lives to philanthropy. A low-church background did not deny encouragement of their love of art; they even travelled extensively with a governess to learn art history.

The most original aspect of their collection is the distinction of its French Impressionist and post-Impressionist pictures, bought when these were still largely vilified in Britain, if known at all. And, although they had professional advisors, the latest research suggests the sisters took the lead – as their acts of philanthropy indicate. For example, in the First World War, they financed the safe passage of artists from occupied Belgium to Wales.

Advisors may have had more say in the early years, when this Turner was bought by Gwendoline in 1908. The sisters purchased seven Turner oils – each one’s authenticity questioned, but all now verified, a credit to the Davies’s eye for the genuine article. This seascape is thought to have been inspired by a great storm that hit Margaret, the artist’s favourite extra-London retreat, the day Victoria, Princess Royal, was born, November 21, 1840.

**6. The art collection of the Davieses’ contained**

- A** more than hundreds of pictures
- B** less than two hundred pictures
- C** nearly three hundred pieces
- D** about five hundred thousand works

**7. According to the article Gwendoline and Margaret Davies**

- A** inherited the full collection of pictures.
- B** became the richest women after their marriage.
- C** sold the collection at five hundred thousand pounds.
- D** came into a great fortune.

**8. Religious convictions made the sisters**

- A refuse their inheritance.
- B devote their lives to serving God.
- C donate money to good causes.
- D give the money to church.

**9. The collection contained a number of French Impressionist and post-Impressionist pictures as**

- A the pictures were bought at the height of their authors' fame.
- B the professional advisors talked the sisters into buying them.
- C their purchase was sisters' initiative.
- D the artists presented the sisters with the picture to thank for their safe passage from occupied territories.

**10. The picture *The Morning after the Storm***

- A was bought at the beginning of the nineteenth century.
- B was created under the artist's impression of wretched weather.
- C was one of seven pictures presented by Turner.
- D was devoted to the birth of Victoria, Princess Royal.

*Adopted from: [53] C. 40*

**Task 3**

**Read the texts below. Match choices (A-H) to (11-16). There are two choices you do not to use.**

**MUSEUMS**

- 11 The *Science Museum* is the most visited science and technology museum in Europe. There are over 15,000 objects on display, including world-famous objects such as the Apollo 10 command capsule and Stephenson's Rocket. Our interactive galleries bring to life first scientific principles and contemporary science debates. You can experience what it's like to fly with the Red Arrows or blast off into space on an Apollo space mission in our stunning 3D and 4D simulators or watch a film on a screen taller than four double-decker buses in the IMAX 3D Cinema. The museum doesn't charge visitors for admission.
- 12 *The Natural History Museum* boasts a collection of the biggest, tallest and rarest animals in the world. See a life-sized blue whale, a 40-million-year-old spider, and the beautiful Central Hall. Other highlights include dinosaur fossils and this summer's blockbuster exhibitions *Whales: Beneath the surface* and *Wildlife Photographer of the Year*. The Museum offers a wide-ranging programme of temporary exhibitions all year round which inspire a love of the natural world and educate on the power of nature.
- 13 The *Design Museum* is the world's leading museum which offers inspiring insights into the world of design with exhibitions on fashion, architecture, furniture, graphic, product, transport and digital design. Alongside its cutting-edge programme of exhibitions, the museum also hosts a variety of talks and family activities. The museum has opened in its spectacular new building on High Street Kensington. No prior booking required.
- 14 Based in the heart of Covent Garden, the *London Transport Museum* explores the powerful link between transport and the growth of modern London, its culture and society since 1800. Highlights include the iconic red London bus, the world's first Underground steam train – a train carriage dating back to the 1890s. Young people and adults can enjoy the interactive galleries which include stepping aboard real buses and trains and having a go on a tube driving

simulator. Here you can buy a perfect gift or iconic London souvenir, or relax in our cafe bar overlooking Covent Garden Piazza.

- 15 The **Museum of London**, which has just had a £20 million redevelopment, is the world's largest urban museum. Step inside the museum for an unforgettable journey through the capital's turbulent past. Discover prehistoric London, see how the city changed under Romans and Saxons, wonder at medieval London and examine the stormy years when London was ruined by civil wars, plague and fire. Then visit the Galleries of Modern London where you can walk the streets of Victorian London, take a stroll in recreated pleasure gardens and admire the magnificent Lord Mayor's Coach.
- 16 The **British Museum** is one of the greatest museums in the world! Founded in 1753, the British Museum's remarkable collection spans over two million years of human history. Enjoy a unique comparison of the treasures of world cultures under one roof, centred around the magnificent Great Court. World-famous objects such as the Rosetta Stone, Parthenon sculptures, and Egyptian mummies are visited by up to six million people per year. For groups of 10 or more reservation is necessary.

**Which museum \_\_\_\_\_?**

- A offers group discounts
- B has shopping facilities
- C provides a double-decker tour
- D requires booking in advance
- E has no entrance fee
- F has recently been restored
- G changes exhibits throughout the year
- H has moved to another location

*Adopted from: [50]*

#### **Task 4**

**Read the text below. Choose from (A—H) the one that best fits each space (17—22). There are two choices you do not need to use.**

### **HOW THE RECYCLING SYMBOL WAS CREATED**

*Gary Anderson designed a symbol which we see everywhere.*

I studied engineering at the University of Southern California at a time when there was a lot of emphasis in the United States on training young people to be engineers. That said, I eventually switched to architecture. I just couldn't get a grasp on electronics and architecture seemed more concrete to me.

It was around that time that I saw a poster advertising a design competition being run by the Container Corporation of America. The idea was to create a symbol to represent recycled paper. One of my college requirements had been a graphic design course so I thought I'd give it a go. It didn't take me long to come up with my design: only a day or two. I realise that (17) \_\_\_\_\_. But I already had arrows and angles in my mind because on my course I'd done a presentation on recycling waste water. I'd come up with a graphic that described this process very simply.

The problem with the design I'd done earlier was that it seemed flat, two-dimensional. So when I sat down to enter the competition, I thought back to a field trip in elementary school to a newspaper office where we'd been shown how paper was fed over rollers as it was printed. I used (18) \_\_\_\_\_. The three arrows in it look like strips of folded-over paper. I drew them in pencil, and then traced

over everything in black ink. These days, with computer graphics packages, it's rare that designs are quite so plain. I think I found out I'd won the competition in a letter. Was I excited? Well, yes of course – but not that excited. I guess at that point in my life (19) \_\_\_\_\_. So it just seemed like, of course I would win! There was a monetary prize, though for the life of me I can't remember how much it was... about \$2,000?

When I finished my studies, I decided to go into urban planning and I moved to Los Angeles. It seems funny, but I really played down the fact that I'd won this competition. I was afraid it would make me look as though I was interested in graphics, rather than urban planning. Also, nothing much happened (20) \_\_\_\_\_. I remember seeing it once on a leaflet which had been produced on recycled paper, but then it disappeared.

A while after graduating, I flew to Amsterdam for a holiday. I'll never forget: when I walked off the plane, I saw my symbol. It was on a big recycling bin. And it was bigger than a beach ball! I hadn't thought about it for years (21) \_\_\_\_\_. I was really taken aback. That was quite a long time ago though. Since then, I've got more qualifications and worked for quite a few different firms, some more environmentally aware than others.

I feel much prouder of the recycling symbol now than I used to, probably because it's so widely seen. Maybe this design has been more important to me than I'd thought. Still, I'd hate to think (22) \_\_\_\_\_. There's more to me than the recycling symbol.

**A** that my life's work is defined by it.

**B** what I'd seen to create the image.

**C** but I can certainly see its value.

**D** and there it was right in my face.

**E** seems ridiculous for something that's been so successful.

**F** to the symbol for a while.

**G** I had an exaggerated sense of my own importance.

**H** and I'm not expert on recycling.

*Adopted from: [8] P. 10*

## USE OF ENGLISH

### Task 5

**Read the text below. For each of the empty spaces (23—32) choose the correct answer (A, B, C or D).**

### BODY ART

Body art isn't new. The (23) \_\_\_\_\_ Egyptians used black kohl to highlight their eyes. Today we employ fake tans, hair dyes and make-up. It seems that decorating our bodies (24) \_\_\_\_\_ us feel better about ourselves. It gets us noticed, too!

Tattoos and body piercing are more controversial, (25) \_\_\_\_\_ they've been around for ages. Archeologists have found body ornaments in Inca burial grounds in South America, (26) \_\_\_\_\_ tattoos were found on the bodies of Egyptian mummies!

Body piercing is considered cool and trendy at (27) \_\_\_\_\_. But people with tongue and nose piercings can look aggressive, which often worries older people, especially parents, teachers and employers! Your parents' views (28) \_\_\_\_\_, as you need their permission to get holes put in you.

Assuming they're happy with the idea, it's advisable to check with teachers or employers as well. You need them on your side if you want to study and to get a job!

But is it worth all this trouble? Dan Wilson doesn't think so. When he had his tongue pierced it took six whole months to (29) \_\_\_\_\_. "I couldn't eat (30) \_\_\_\_\_ except runny food for the first week, so I was starving hungry," he explains. "Then I got an infection in my tongue. It was so (31) \_\_\_\_\_! If I'd known about the risks, I'd never have gone ahead with it all!" Having a piercing is at best uncomfortable, at worst pure agony! What's more, you're stuck with it for life. You don't want to end up (32) \_\_\_\_\_ what you did when you were younger. If you have any doubts, don't do it!

	A	B	C	D
23	old	primitive	elderly	ancient
24	enables	allows	permits	makes
25	although	however	because	given
26	also	since	while	furthermore
27	last	present	least	once
28	matter	signify	mind	weigh
29	mend	cure	heal	restore
30	nothing	anything	none	something
31	hurtful	injurious	painful	harmful
32	deploring	upsetting	grieving	regretting

*Adopted from: [5] P. 68*

### Task 6

**Read the texts below. For questions (33-42) choose the correct answer (A, B, C or D).**

Latvian design student Jasmina Graze is in her final year at the Design Academy of Eindhoven in (33) \_\_\_\_\_ Netherlands, and she refers to her work as a modern, more practical version of what her family (34) \_\_\_\_\_ for generations: artistry. This young designer has developed an affinity for creating conversation-worthy home and table accessories (35) \_\_\_\_\_ allude to her Latvian heritage and playfully solve domestic problems with modern utensils.

Fresh Beat, a carpet beater, is (36) \_\_\_\_\_ take on a once-ubiquitous tool that (37) \_\_\_\_\_ clean carpets until the vacuum took its place. "I was trying to update an old-school activity like carpets outdoor with a tool for today," says Grase.

	A	B	C	D
33	a	an	-	the
34	did	were doing	had done	has done
35	who	that	what	when
36	Jasmina	Jasmina's	Jasminas	Jasminas'
37	used to	was used to	used for	was using for

*Adopted from: [51] C. 149*

### THE LEANING TOWER OF PISA HAS NEVER BEEN STRAIGHT

Soon after building started in 1173, the foundation of the Pisa tower settled unevenly. Construction (38) \_\_\_\_\_, and was continued only a 100 year later. It then became visibly clear that the Tower is leaning, tilting to the south.

Since regular measuring of the tower began in 1911, the top of the tower (39) \_\_\_\_\_ 1.2 millimetres per year. In 1989, the Tower of Pisa Project Consortium commissioned engineers (40) \_\_\_\_\_ the Leaning Tower. Because the Tower tilted in different directions in its first years, it is



slightly curved, like a banana. Engineers are working on the footing of the Tower rather than the structure, (41) \_\_\_\_\_ to ease the top back about 20 cm. but it means that (42) \_\_\_\_\_ tower will remain leaning.

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>38</b>	are stopped	has stopped	is stopped	stopped
<b>39</b>	has moved	was moved	was moving	had moved
<b>40</b>	stabilized	stabilize	stabilizes	to stabilize
<b>41</b>	hopes	hope	hoping	hoped
<b>42</b>	the 800-years' old	the 800-year old	the 800-year's old	the 800-years old

*Adopted from: [47]*

# MODULE 3

## ECONOMICS AND BUSINESS

### Unit 5

### ECONOMICS

#### READING

#### Task 1

**Read the text below. Match choices (A—H) to (1—5). There are three choices you do not need to use.**

#### NEW PRODUCT STRATEGY

**1** \_\_\_\_\_

New product strategy has four purposes. First is to focus on team effort. People involved in new product projects suffer many diversions — other projects, emergencies, customer problems, and so on. With today's pressure on product innovators to speed up the process, focus is critical.

**2** \_\_\_\_\_

Second, strategy brings about integration. Scores or hundreds of people are involved in any project, each with their own agenda and departmental pressures. New project managers are expected to make the group work as a team, consistently, and with synergy, not divisiveness. But managers can't be in all places at all times. Strategy statements can be, and they help. If new product strategy is not offered, individuals make up their own.

**3** \_\_\_\_\_

Third, strategy is a tool of delegation. All players cannot be checked by the new products manager every time they make a decision or spend some money. So, strategy lets them operate independently, effectively, and efficiently while still integrated with the rest of the team.

**4** \_\_\_\_\_

Fourth, preparing strategy requires proactive management, not reactive. If it is necessary to state what a project's focus will be, the investigation of the opportunities will be more thorough. And, if the strategic statement must include all critical guidelines, then its author had to study the selected opportunity thoroughly. In other words, having to write out strategy helps create better managers. Though these purposes sound rather academic, the unique nature of the new products process makes them real.

**5** \_\_\_\_\_

Let's look in on a team of people developing a small, portable computer printer. One member is thinking of using a new battery-based technology, while another team member is concentrating on potential customers who work in environments where wall plugs are available! One department plans to pretest the product extensively, while another department assumes time is critical and is building finished production capability from the beginning! And the team is being guided by requests from the sales department, which is currently calling on smaller firms although, in fact, the biggest potential may be in large firms (or governments, or schools)! This team has not developed strategy. Delivering the right products or services at the right cost with strong marketing support will ensure you're competitive. To stay competitive, you'll need to keep your offer fresh - that means keeping up with trends in your market, emerging technology and refinements to existing products.

*Adopted from: [2]*

- A Launching a new product on a market
- B Uniting people in projects
- C Business strategy and competition
- D Using an instrument of delegation
- E Supply and demand theory
- F Preparing strategy thoroughly
- G Explaining taxes
- H Concentrating on team effort

## 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.**

### WHAT IS MONEY? WHY DO WE USE MONEY?

We live in a world that revolves around money. We use it to buy or rent our home, pay for tuition, travel, and communicate using our mobile phones. People also use it to buy a car, have fun, and for hundreds of different things. But, what is money exactly?

We use it as a means of paying for goods and services. It is, by definition, any object that we can store and has a unit of value. It is also something we use as a medium of exchange.

In the past, people would use commodities that had a value in themselves.

Examples of commodity money that people have used as a means of making exchanges include: gold, copper, silver, salt, peppercorns, precious stones, alcohol and even cigarettes.

The first known coin currency dates back to Mesopotamia (circa 3000 BC). At that time, people used shekels as a medium of exchange. The Sumerian bronze shekel represented one bushel of wheat in value.

Historians believe that the Lydians first started using gold and silver coins as currency. They say that these coins first went into circulation more than two thousand years ago, i.e., 650-600 BC. The Lydians came from Lydia, which was in the modern western Turkish provinces of Izmir, Manisa, and Uşak.

Economies then started using systems of representative money. This began with banks or gold merchants issuing redeemable receipts. They issued the receipts to collect commodity money that people had deposited.

Eventually, people began accepting these receipts as currency that could be traded.

Banknotes were first used in China during the Song dynasty. At the time, people called paper money ‘jiaozi.’

Money has three main functions: first, it is a medium of exchange; second, it is a unit of account; and third, it acts as a store of value.

Every element of society uses money as a medium of making exchanges. For example, producers sell their goods to wholesalers (in exchange for money). Subsequently, wholesalers go on to sell their goods to consumers.

Put simply; money **facilitates** exchanges in the economy.

It also acts a unit of account. In other words, we use it to measure the value of various goods and services in an economy. It essentially serves as a standard of value.

If money did not exist, the world as we know it would be completely different. We would all be living in a barter economy.

Every time any of us wanted to buy something, we would have to exchange it for something else. Specifically, we would have to find something that the seller would want.

The most modern type of money today is cryptocurrency. A cryptocurrency is a digital currency, i.e., it exists only electronically. Cryptocurrencies, such as ethereum and bitcoin have become extremely popular. Whether their popularity continues over the long term is anybody's guess. Currencies like bitcoin operate without any central banks.

6. **According to the passage money is ...**
  - A a medium of stock exchange
  - B an object that can be stored and has a unit of value
  - C a means of selling goods to merchants
  - D a receipt
7. **What is NOT TRUE according to the text?**
  - A Money acts as a store of value
  - B Barter is a system of indirect exchange of goods
  - C The first coins appeared in China
  - D It is all about money in our society
8. **All of the following concerning money is mentioned in the passage EXCEPT**
  - A Salt is an example of commodity money
  - B A cryptocurrency exists only electronically
  - C Governments issue paper money in form of banknotes yearly
  - D If there were no money, we would live in a barter economy
9. **The underlined word “facilitate” is closest in meaning to**
  - A simplify
  - B deteriorate
  - C hinder
  - D accelerate
10. **It is stated in the passage that :**
  - A First banknotes were used in primitive societies
  - B Barter is a practical system of exchange
  - C Coin is a piece of paper usually disk-shaped
  - D Money is used to measure the value of goods

*Adopted from: [44] C. 34-35*

### Task 3

**Read the texts 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.**

#### TIPS FOR EFFECTIVE TIME MANAGEMENT

Time is precious when you run your own business. Yet there are never more than 24 hours in a day. Some entrepreneurs respond to this fact of life with focus and purpose. Others freak out. Are you in the latter group? You don't have to be. With the right approach, you can work efficiently, productively, and relatively stress-free.

Here are eight tips for effectively managing your time:

- 11 Make sure you're engaging in activities that support your business goals, both short and long-term. Everything else is a potential time-waster. Your daily plan should revolve around working on tasks and activities that directly relate to growing your business and generating revenue.
- 12 Looking at what goes into making up your day and decide where your activities fit into these categories.

*Important and urgent:* Tasks must be done. Do them right away.

*Important but not urgent:* Tasks that appear important, but upon closer examination aren't. Decide when to do them.

*Urgent but not important:* Tasks that make the most "noise," but when accomplished, have little or no lasting value. Delegate these tasks if possible.

*Not urgent and not important:* Low-priority stuff that offers the illusion of being busy. Do them later.

- 13 You're the boss. If you have to decline a request in order to zero in on what's truly important and urgent, do not hesitate to do so. The same goes for any projects or activities that you've determined are headed nowhere. Be prepared to move on to more productive tasks. Learn from experience to avoid wasting time later on.
- 14 Start paying attention to the number of times someone interrupts you when you're in the midst of an important task. Track self-induced interruptions, too, particularly those of the social media variety. Your smartphone is extremely useful, but it's also highly addictive and among the most insidious time-wasters known to mankind.
- 15 If you've done a good job hiring talented, dedicated employees, there's always more work they can take off your desk. Running a successful small business depends on the owner's ability to think about what lies ahead and not get mired down in day-to-day operations. Look for opportunities to pass responsibility for specific tasks to others on your team.
- 16 This tip is often forgotten in the hustle and bustle of running a successful business. However, getting plenty of sleep and exercise — is critical to maintaining any upward growth trajectory. Making sure you have some free time each day to spend on the people and things you love outside of your business is important for your mental health, and can help keep you energized and passionate about your work. After all, it's important to keep things in perspective. You chose to become a small business owner, and every day you get to wake up to a day full of the possibilities you created for yourself.

*Adopted from: [26]*

- A Just say no
- B Plan ahead
- C Delegate more often
- D Prioritize wisely
- E Watch what you spend
- F Know your goals
- G Take care of yourself
- H Eliminate distractions

#### **Task 4**

**Read the text below. Choose from (A—H) the one that best fits each space (17—22). There are two choices you do not need to use.**

#### **SO WHAT CAN YOUR MANAGERS DO TO GET READY FOR GENERATION «Y» EMPLOYEES?**

Generation Y (why) employees want to be heard and valued (17)\_\_\_\_\_ when they start with your company. They place a high value on family and flexibility and will volunteer their time to causes they feel are important. They are fearless and not intimidated by titles or corporate organizational charts.

They love variety and are (18)\_\_\_\_\_. If they think they have a good suggestion they will take ownership of the idea. And, they will not be afraid to take the idea up the corporate ladder (19)\_\_\_\_\_.

Successful companies must find ways to harness the new employee's talents, integrate them into the company and turn ideas (20)\_\_\_\_\_. Progressive companies understand that learning is a two-way street. Generation Y employees will revolutionize internal and external communications.

Companies have a lot to teach the Gen Y's, but they have a lot to learn from them also. That will be difficult in rigid, highly structured companies. Successful companies today must develop a culture of learning, sharing and embracing change. They will employ two-way mentoring, blogging, new training platforms, and new ways of (21)\_\_\_\_\_.

Training Generation Y employees will change. Boring, all-day seminars will become less frequent. Generation Y employees will text-message their friends during those seminars. They need the information in the seminar, but companies will have the training available in different platforms and in smaller «bite-sized» portions. These training modules will be downloadable to an employees' Blackberry, iPod or computer. The employee will view the sessions at home, or on a plane or listen to them in (22)\_\_\_\_\_.

- A proportional to age and rank
- B not afraid of change
- C the hallmark of successful companies
- D into a competitive advantage
- E hiring and promoting people
- F to be heard
- G the car driving to an appointment
- H by their company

*Adopted from: [40] C. 116-117*

## USE OF ENGLISH

### Task 5

**Read the text below. For each of the empty spaces (23—32) choose the correct answer (A, B, C or D).**

#### SEVEN WAYS TO MANAGE PEOPLE MORE SUCCESSFULLY

1. Your staff will often have good ideas and suggestions, so (23)\_\_\_\_\_ to what they have to say.
2. Do not think you have to do everything yourself (24) to \_\_\_\_\_ tasks to other people.
3. Problems may be more difficult to solve if you wait too long, so (25)\_\_\_\_\_ with them as soon as you can.
4. Good employees want to develop professionally, so (26)\_\_\_\_\_ in courses and seminars for them.
5. Clear information is very important communicate with your employees clearly so that they know exactly what you expect.
6. When your employees are satisfied, they work more effectively so respond to their (28)\_\_\_\_\_ without delay.

7. And finally, remember that trust is essential. Your staff need a manager that they can strongly believe in.

	A	B	C	D
23	listen	supervise	motivate	hear
24	achieve	delegate	solve	decide
25	make	do	deal	work
26	invest	organize	employ	hire
27	needs	orders	reports	bills

### COMPANY NEWS

The Marketing and Development team have recently made a breakthrough that will allow us to significantly reduce the size of our 5,000-watt generator. We plan to take (28)\_\_\_\_\_ of this opportunity to fill a gap in the (29)\_\_\_\_\_ by introducing a product that is not only powerful, but also very compact. This will (30)\_\_\_\_\_ the needs of customers who need to limit the size and weight of their equipment because of the restrictions of their working environment. On the production side, making a smaller product will help us (31)\_\_\_\_\_ waste and energy use in the manufacturing process. This will demonstrate that we are keeping our commitment to protect the environment. We aren't planning to stop making our larger generators: we will (32)\_\_\_\_\_ our generator product range to include the new "micro-generator" line. We're hoping to attract the highly competitive North American market with the new product next year.

	A	B	C	D
28	objective	goal	advantage	purpose
29	company	market	stock exchange	segment
30	meet	get	come	grow
31	increase	manufacture	reduce	produce
32	extend	exclude	hope	expect

### Task 6

Read the text below. For questions (33—42) choose the correct answer (A, B, C or D).

The term «business letters» (33)\_\_\_\_\_ to any written communication that begins with a salutation, ends with a signature and whose contents are professional in nature. Historically, business letters (34)\_\_\_\_\_ via postal mail or courier, although the Internet (35)\_\_\_\_\_ the way businesses communicate. There are many standard types of business letters, and each of them (36)\_\_\_\_\_ a specific focus: sales letters, order letters, complaint letters, inquiry letters, follow up letters, letters of recommendation, acknowledgment letters and cover letters. When an employee plans (37)\_\_\_\_\_ his job, a Letter of Resignation is usually sent to his immediate manager giving him notice and letting him know when the last day of employment will be.

[21]

	A	B	C	D
33	refers	referred	referring	refer
34	are sent	will be sent	were sent	was sent
35	is changed rapidly	was rapidly changing	is rapidly changing	changing rapidly is
36	to have	had	have	has
37	left	to leave	leaving	have left

### WHAT TYPE OF WORK WOULD SUIT YOU?

Jobs are more flexible than ever; not all workers are simply employed (38)\_\_\_\_\_ by company. There are lots more people working on short and fixed term contract, instead of full-time, permanent one. Some people choose to get temporary jobs through an (39)\_\_\_\_\_. This means that they work for different companies for a set amount of time.

Other people work on a freelance basis, meaning that they work for (40)\_\_\_\_\_,but take on short-term contracts for companies. Freelancers often have a great deal of experience in a specialized area. With employers having a (41)\_\_\_\_\_ group of candidates to choose from, it can be hard to get into work if you cannot show that you have certain qualifications or skills.

Starting at 9.00 a.m. and finishing at 5.00 p.m. with an hour for lunch somewhere in the middle, may still be considered a working day, but for more and more people it is not a reality. Some jobs, like nursing or manufacturing, depend on larger shift patterns, which means working during the night and early morning. Some jobs will be outside, some will be in an office, some will be in a workshop and some will be more physically demanding than others. When you are applying for a job or planning a career, it may be worth (42)\_\_\_\_\_ about what sort of environment you work best in and whether you have other responsibilities that could prevent you from having different working hours.

*Adopted from: [9]*

	A	B	C	D
38	have been simply employed	are simply employed	are simply employing	simply employs
39	employed agencies	employed agency	employing agency	employ agency
40	themselves	themselves	themselves	themselves
41	use	using	uses	used
42	think	thinking	thought	to think

## Unit 6

### STARTING BUSINESS

#### READING

##### Task 1

Read the text below. Match choices (A—H) to (1—5). There are three choices you do not need to use.

### WHAT IT TAKES TO RUN A BUSINESS

(1)\_\_\_\_\_

Most of us fantasize at one time or another about starting our own business, but few of us have the courage to make it happen. The prospect of going into business for ourselves, while appealing, is a risk few of us are willing to take. But times have changed. More people than ever before are leaving their 6-figure salary jobs and starting their own businesses. In fact, experts estimate that some 1.500 new businesses are launched every day and that by 2000 70 percent of all businesses will be entrepreneurial.

(2)\_\_\_\_\_



Choosing the business that's right for you is probably the most important business decision you'll ever make. Maybe you already have a great idea for a product or service. Or perhaps you're still exploring some ideas. In either case, before you launch your business you'll need to assess your strengths and weaknesses, your likes and dislikes. It may help to make a list of what you like and dislike. You'll also want to consider your non-tangible attributes, such as stamina, determination and resourcefulness. These qualities alone may be the determining factor of whether your business succeeds or fails. Experts agree that two of the most important qualities an entrepreneur should possess are tenacity and perseverance. Getting a business off the ground can be extremely frustrating, and if you're the type who gives up easily, chances are you won't make it as an entrepreneur. As a business owner you also must have the stamina and self-discipline to work long hours, the willingness to take risks and the confidence to make decisions. These traits will go a long way in helping your business thrive and flourish.

**(3)**\_\_\_\_\_

Don't worry if it takes you a while to determine what kind of business you want. It's much better to take your time and thoroughly investigate your options than rush into something. Some of the most successful entrepreneurs have spent time researching the market before finding their niche. Special training is not required to start a business. Only one-fifth of new business owners have college degrees and more than one-third have never taken a business course. Much of the knowledge you'll need to run a business can be learned through books, seminars and workshops. You may also want to consider taking a few business or marketing courses through your local university or community college.

**(4)**\_\_\_\_\_

One of the best ways to learn about business is by talking to as many entrepreneurs as you can. Join a professional organisation in your area that is geared to your particular industry. In addition, there are several organisations that can provide assistance. You may also want to consider hiring a business consultant to help you build a solid business plan. One of the most important factors you'll need to consider before starting a business is your financial resources. If you are the sole provider for your family and have little savings stashed away, this may not be the time to give up a steady source of income.

Studies show that more businesses fail because of under financing and poor management than for any other reason. That's why experts say you should have enough saving put aside to support you for at least a year before you have to dip into your new business for income. If you're having trouble raising the capital needed to launch your business, try the Small Business Association. The organisation often makes small-business loans to start-up companies or at least will refer you to the institutions that will. You may also want to consider obtaining independent investors or taking out a home equity loan.

**(5)**\_\_\_\_\_

Starting a new business not only demands a lot of hard work, but also requires financial and emotional sacrifice. Be prepared to give up vacations, weekends and evenings and to spend less time with friends and family. Entrepreneurship is not without drawbacks, and many people discover (often too late) that they are not cut out to run a business.

**A** Business education and practical skills

**B** Be ready to give something when you get something

**C** How to compile a business plan

**D** Business funding and assistance

**E** Types of businesses

**F** Features of personality of a good businessman

**G** Dreams to run a business come true more often nowadays

**H** How to overcome a business failure

## 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.**

### WHEN THERE'S NO PLAN A

Dan Scarfe, Chief Executive of Windsor-based software development company Dot Net Solutions, says that he has never written a business plan for the company he founded in 2004.

Now, it is one of Microsoft's five key partners in the UK and a leading player in the hot new area of cloud computing - and to Scarfe, that is proof that setting fixed objectives is a complete waste of time. "Writing software, or starting a new business, is incredibly difficult to plan for," he says. "You're effectively trying to second-guess exactly what you may want down the line, based on marketing conditions and varying customer demand."

Whilst short-term business budgeting and strategy is vital, long-term business plans are less so." Twitter, Facebook and cloud computing were not even concepts a number of years 25 ago, Scarfe notes, so there would be no way he could have planned for them.

David Hieatt, co-founder of Howies, the ethical-clothing manufacturer based in Cardigan, claims that a business plan is really just a guess. "There are some brilliant business plans written, but they fail because the customer wants to do business differently," he says. "The awful truth is we don't know what will work." He claims that the secret is to be flexible - although this often takes a lot of courage. For example, in 2001, Hieatt phoned up all of Howies' retailers and said he was going to introduce organic cotton. The initial effect of this spur-of-the-moment act was disastrous. "We lost all our wholesale accounts overnight because they said nobody would pay £27 for a T-shirt," he recalls. Hieatt and his colleagues managed to rescue the situation by launching a catalogue to sell products. It proved to be a turning point for Howies. "Losing all your shop accounts in one day is not great for business, but it's probably the best thing we did," Hieatt concludes. Now, the company sells 80 per cent of its products through this medium.

Others argue that business planning is often a reason for inaction. Rajeeb Dey launched Enternships, a student internship matching service. "I never wrote a business plan for Enternships, I just started it," he says - although he admits that it is easier for Internet-based businesses to do this. Perhaps unsurprisingly, Dey and Scarfe have entirely self-financed their businesses. Venture capitalists and private investors do not usually approve of this casual attitude to planning.

To Paul Maron-Smith, Managing Director of Gresham Private Equity, a business plan is rather like a car's dashboard, guiding the entrepreneur along the road to success. But even he admits that problems can arise when business plans become too fixed. "The aim of a business plan is to give the stakeholders a good idea of where the business is heading," he says. "Sure, there are going to be some forecasts in there that are not going to be accurate, but they are a best guess at the time."

*Adopted from: [11]*

#### 6. Dan Scarfe considers that...

**A** setting fixed aims involves too much time and is not valuable.

**B** only short-term planning will do.

**C** business plan is a substantial guide to success

**D** the casual approach to planning is unacceptable

**7. Who says that some plans don't work because we don't know what will work?**

- A Managing Director of Gresham Private Equity
- B owner of Enternships
- C David Hieatt
- D Dan Scarfe

**8. Both Dey and Scarfe**

- A came to investors for funding
- B provided the finance for the companies themselves
- C prefer long-term planning
- D have established IT business

**9. David Hieatt's spontaneous business decision became**

- A a complete disaster
- B a turn to a new market
- C a turning point for Howies
- D the reason to reconsider his opinion on business planning

**10. What does "down the line" in the first paragraph mean?**

- A at last
- B in the course of doing your business
- C never
- D when you start your business

**Task 3**

**Read the texts 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.**

**TYPES OF FINANCING**

Several methods exist to provide financing for your business. Some business owners take out bank loans or credit cards. Other businesses turn to organizations that specialize in funding startups with equity, or use other equity financing methods.

Equity financing is a method of gathering funds from investors to finance your business. Equity financing involves raising money by offering portions of your company, called shares, to investors. Several types of equity financing exist for starting or growing companies.

**11 Initial Public Offering**

An Initial Public Offering (IPO) takes place when a company that has decided to "go public" offers up initial shares on a publicly-traded market such as the New York Stock Exchange. "Going public" is the term used to describe transitioning to a publicly-traded company. This type of funding requires developing the offering in compliance with the guidelines established by the Securities and Exchange Commission (SEC).

**12 Small Business Investment Companies**

The Small Business Administration (SBA) licenses and regulates a program called Small Business Investment Companies (SBIC) that it has licensed to provide funding to small businesses. This method is generally well known. As such, it is a competitive method of funding, which can elongate the process of securing small business equity financing.

### 13 Angel Investors

Angel investors are usually investors with a significant amount of assets that provide financing for startups. They are wealthy individuals or groups who are looking for a high return on investment and are very stringent about the businesses in which they invest.

Some angel investor groups actively seek early-stage companies for investing in and provide technical and operational knowledge to startup ventures.

### 14 Mezzanine Financing

Mezzanine financing is a combined form of financing that utilizes both debt and equity. The lender makes a loan and, if all goes well, the company pays the loan back under negotiated terms. In a mezzanine debt, the lender can make terms such as financial performance requirements for funding. This could be operating high cash flow ratio (ability to pay off current debts), or a high shareholder equity (value for shareholders after debts are paid).

### 15 Venture Capital

Venture capitalist firms provide funding in exchange for ownership, or shares, of your business. Venture capitalists are looking for high rates of return where they invest their money.

Unlike angel investors, they don't use personal funds for investing in startups. Venture capital firms may also want a seat on your Board of Directors.

### 16 Royalty Financing

Royalty financing or revenue-based financing, is an equity investment in future sales of a product. Royalty financing differs from angel investors and venture capitalists in that generally you have to be making sales before approval. Investors will expect to begin receiving payments immediately as a result of the agreements made with the lender. They provide upfront cash for business expenses in return for a percentage of the revenue.

*Adopted from: [31]*

**Which type of financing \_\_\_\_\_?**

- A** provides funds for a part of ownership
- B** can be obtained only in banking institution
- C** a combination of debt and equity financing
- D** is related to obtaining a specific license
- E** is provided to get profit from future sales
- F** focuses on newly started businesses
- G** is not connected with investment activity
- H** presupposes going public

### Task 4

**Read the text below. Choose from (A—H) the one that best fits each space (17—22). There are two choices you do not need to use.**

Businessmen, team leaders and managers all over the world spend a lot of time talking to those (17) \_\_\_\_\_. The communication can be (18) \_\_\_\_\_ from discussing targets and problems to trying to close a deal. There are times when some of these people realize that, for some reason, they are not able to understand (19) \_\_\_\_\_ or a fellow employee wants. There is just one reason for this; they are 'NOT' listening to what the other person has to say. If you ever want (20) \_\_\_\_\_, you have to start listening to what the other person says. If you can't listen, then you might as well not talk.

If you are smart, then you will talk (21) \_\_\_\_\_ and without trying to insult the other person. Talking with confidence will help you express your point effectively. If your voice lacks conviction, then the person listening to you is likely to think you don't know (22) \_\_\_\_\_.

- A because your failure to listen
- B these guidelines will help you
- C they work with everyday
- D what you are talking about
- E what the client
- F to improve your communication skills
- G to the point
- H about anything

## USE OF ENGLISH

### Task 5

Read the text below. For each of the empty spaces (23—32) choose the correct answer (A, B, C or D).

### NEGOTIATION STYLES

A competitive negotiation style follows the model of “I win, you lose.” Competitive negotiators tend to do whatever it takes to reach their desired (23) \_\_\_\_\_ – even when it comes at the expense of another person or entity. They are results-oriented and (24) \_\_\_\_\_ on achieving short-term goals quickly. Their desire for success (25) \_\_\_\_\_ them, though the process of negotiation can blind them to potentially harmful impacts.

A competitive negotiation style is (26) \_\_\_\_\_ when you need to reach a short-term agreement quickly. If the terms of an agreement are critical and must be (27) \_\_\_\_\_ with, a competitive negotiator will be your secret weapon. If the second negotiator is also competitive, having another competitive negotiator in your (28) \_\_\_\_\_ will be able to counter-balance their aggression.

Competitive negotiators work best in a highly competitive industry or for once-off (29) \_\_\_\_\_, such as selling a home or a car. However, for negotiations with another highly competitive body, it is best to (30) \_\_\_\_\_ negotiation styles to avoid gridlock between two competitive negotiators.

These types of negotiators may focus more on (31) \_\_\_\_\_ than reaching a mutually beneficial agreement with the other party. Business relationships might break, and a company's reputation may tarnish if a negotiation style is too competitive and crosses the line into bullying.

If you are a competitive negotiator, make sure to blend your style with a bit of accommodation or collaboration. Invite a partner to balance out your natural competitive streak. Business is as much about building strong (32) \_\_\_\_\_ as it is about closing deals!

	A	B	C	D
23	contact	agreement	end	treaty
24	focused	aimed	tended	made
25	avoids	motivates	leads	stops
26	beneficial	pleasant	doubtful	uncommon
27	met	made	interfered	complied
28	command	team	set	arm
29		purchases	sales	trade

	A	B	C	D
30	get	turn	use	blend
31	gambling	defeating	winning	dealing
32	negotiations	relationships	talks	image

*Adopted from: [26]*

### Task 6

Read the text below. For questions (33—42) choose the correct answer (A, B, C, or D).

#### ONE SUCCESSFUL BUSINESS STORY

Cadbury's as we know it today started from humble beginnings in Bull Street, Birmingham. A shop (33) \_\_\_\_\_ by John Cadbury in 1824. It did not start as a confectionery shop but (34) \_\_\_\_\_ tea and coffee and home made drinking chocolate or cocoa which he made himself for his customers.

In those days cocoa and chocolate was a luxury and affordable by only the wealthy. John's experiments with chocolate and a strong marketing campaign soon (35) \_\_\_\_\_ him a leading trader in Birmingham. The shop (36) \_\_\_\_\_ very well and become more and more popular.

John Cadbury moved into the manufacturing of drinking chocolate and cocoa. By the early 1840s Cadbury (37) \_\_\_\_\_ from a factory in Bridge Street. The chocolate industry (38) \_\_\_\_\_ a boost in the 1850s when the government (39) \_\_\_\_\_ the high import taxes on cocoa. Chocolate was now within reach of the masses. Cadbury's (40) \_\_\_\_\_ a Royal Warrant in 1854 as manufacturers of chocolate for Queen Victoria.

After such a successful start, the business fell upon hard times. John Cadbury's sons Richard and George struggled with the business after their father (41) \_\_\_\_\_ in 1861. However, new processes and new products (42) \_\_\_\_\_ the business improve. By the turn of the decade they were able move from the Bridge Street factory to what is now Bournville.

*Adopted from: [39]*

	A	B	C	D
33	opened	was opened	be opened	open
34	sell	will sell	sold	was sold
35	made	make	to make	will make
36	done	did	do	does
37	operate	operated	to be operated	operates
38	be given	were given	would be given	was given
39	reduced	to reduce	reduces	will reduce
40	give	was given	be given	were given
41	to retire	retires	retire	had taken up
42	help	had helped	will help	helped

# MODULE 4

## TECHNOLOGIES AND ENGINEERING

### Unit 7

#### TRANSPORT TECHNOLOGIES

#### READING

##### Task 1

Read the text below. Match choices (A—H) to (1—5). There are three choices you do not need to use.

#### TATA MANZA

Arguably the best-looking *Tata* car currently on roads, *Indigo Manza* is another addition to the exquisite range of customer-friendly *Tata* cars. The car is a sedan version of *Indica Vista*. Built on the *Indica Vista* platform, with a modified look, *Manza* can be categorized to join the luxury car segment of the country.

1 \_\_\_\_\_

Largely inspired from *Tata Indica Vista*, the front part of *Tata Manza* retains the sweeping angular headlights, with a dual projector, barrel-shaped reflectors that typically characterize *Indica Vista* design. The front bumper in the car features a big dam, with black finish and has round fog lights. The front grill is made of four horizontal lines, featuring a big *Tata* logo and chrome finish upper lip. The centre owes its classy look and elegance to the vertical tail lamps at the rear end. A chrome strip runs across the rear bumper, imparting a big and wide look to the car. The exquisite looks of the car live up to its catchy slogan «Indulge in Style».

2 \_\_\_\_\_

With its cool and spacious interiors, *Tata Indigo Manza* scores well as a comfortable car. It features spacious legroom and headroom, making the ride extremely enjoyable for the front- as well as the rear-seat passengers. The convenience features provided by *Manza* include HVAC with electric controls, tilt adjustable power steering, adjustable head rest on front seat, two-way adjustable lumbar support for front seats, fixed support for front lumbar seats, rear-seat centre armrest and height adjustable driver's seat, etc.

3 \_\_\_\_\_

The engine of *Tata Manza* has been sourced by *Fiat*. It is available in two engine options, 1.3-litre petrol engine that is known as *Safire* and 1.4-litre diesel engine called *Quadrajet*. The petrol version of the car is also available with an ABS option. The capacity of the petrol engine goes up to 1248 cc. *Manza*'s petrol variant will have a CRDi fuel system and the diesel variant will have FSI. The car has a standard 5-speed manual transmission for all the models.

4 \_\_\_\_\_

The host of advanced safety features in *Tata Manza* includes a superior crashtested cockpit design, dual front airbags, antilock brake system (ABS) with electronic brake-force distribution (EBD) and front disc brakes. Passive safety features are side impact beams, height adjustable front seatbelts,

warning lamp for driver seatbelt, front passenger seatbelt reminder, child locks and central locking. Wider tubeless tyres with alloys option are also available.

5 \_\_\_\_\_

*Tata Indigo Manza* has been launched in eight kinds, four with diesel engine and four with petrol engine. As for the colours, you have six options to choose from — *Arctic Silver*, *Cavern Grey*, *Gala Red*, *Infiniti Black*, *Marine Silver*, and *Noble Blue*. The base variant of *Tata Manza* has been reasonably priced at 4.8 lacs<sup>2</sup> and the top variant is priced at 6.75 lacs.

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1 cc = abbreviation for cubic centimetre(s)

2 lac = (in India and Pakistan) the number 100 000, especially when referring to this sum of rupees

*Adopted from: [26]*

A Showroom Presentations

B Variants and Price

C Safety

D Engine

E Design

F Manufacturing

G Comfort

H Car Testing

## 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.**

### INFORMATION SOCIETY

Once upon a time societies were organized on the base of religion, farming, trade or industry. In many parts of the world today this is still true, but something else is becoming more important — the exchange of information, and the technologies that we use to do this. Twenty-four-hour news, e-commerce, international call-centers, mobile phones, Global Positioning Systems... all these are making the world smaller and faster.

But how can everybody in the world share the recent technological advances? Millions of people cannot read these words because they don't have access to a computer. They don't understand English either, the language that 80 % of the information is written in. They don't even have a telephone. They are more worried about how far they will have to walk today to get clean water or if they can feed themselves and their families. For most people on this planet, information is not a priority.

The contrast between countries that have information technology and those that don't is called the «digital divide». Scandinavia and South-East Asia have a high number of people who use Information Communication Technologies (ICT). Central Africa and the Pacific have almost none.

The United Nations is trying to make the information society a reality for most of the developing world. This organization wants to see rich countries transfer new technology and knowledge to poorer nations.

Ten years from now, the plan is that everybody in the world will have a radio or television and that 50 % of the world's population will have access to the Internet from schools and universities, health centers and hospitals, libraries and museums. This will improve medical care and education,



science and agriculture, business opportunities and employment. At the same time, they say, local communities, languages and cultures will become stronger.

Just a dream? Certainly there are some contradictions. Does only good come with freedom of information? If information is power, why will people share it? Doesn't more technology mean fewer jobs? And how can the exchange of information keep local cultures alive if most of that information exists only in one language?

It is much easier to get people connected to broadband or put government online in Europe than in South America or the Middle East. However, developing countries often leapfrog the process which richer nations went through, and avoid their mistakes. Brazil collects most of its taxes online these days. There are cyber cities in Dubai and Mauritius. And Taiwan and Hong Kong have better access to ICT than the United Kingdom. Maybe the English language isn't so important after all.

Can the world create an information society for all? If a farmer in Bangladesh can read this in the year 2015, then maybe the answer is «yes».

*Adopted from: [26]*

**6. The main idea of the text is that**

- A everybody in the world shares the recent technological advances.
- B the exchange of information and technology development are extremely important for today's world.
- C many years ago societies didn't need the exchange of information.
- D many people cannot read because they don't have access to a computer.

**7. For many people in developing countries information is not a priority because**

- A they don't want to learn English.
- B they think that the use of a computer can have bad influence on their health.
- C they prefer face-to-face communication.
- D they have so many problems in satisfying their physical needs that they don't have time to think about modern technologies.

**8. The term «digital divide» is used to describe**

- A the contrast between countries that have information technology and those that don't.
- B people who principally ignore ICT.
- C the regular use of ICT.
- D any digital device.

**9. The main reason why the United Nations wants the new technology to be spread in developing countries is to**

- A let everybody in the world have access to the Internet.
- B improve the exchange of information.
- C make local communities, languages and cultures stronger.
- D provide the freedom of information in every place of the world.

**10. According to the text, one of the challenges of spreading the informational technology is that**

- A the spread of technology doesn't obviously mean the growth of working places.
- B the local cultures don't need any support.
- C everybody in the world will have a radio or television.
- D the freedom of information is a utopia.

### Task 3

Read the texts 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.

#### AIRPLANES

Airplanes are obviously a much more comfortable conveyance than covered wagons, but hurtling around the world in a metal box can have its unpleasant moments.

- 11** The air that you breathe inside an airline cabin isn't nearly as good as what you will find in most other places. The cabin is pressurised, since the air is so thin at altitude. However, they don't pressurise it to sea level; it is substantially weaker. Furthermore, the air is very dry. This can lead to dehydration, which can also make you feel lousy.
- Finally, the air is filled with the exhaust products of your fellow travellers. One of these can be cigarette smoke; while smoking has been banned on domestic US flights, such rules are not followed around the globe. Although it might horrify some Americans, not all countries even mandate separate smoking sections!
- 12** The air in the cabin isn't humidified, which leads to that all-too-familiar dry feeling of dryness. Lips crack, nasal passages dry out, skin feels papery and the likelihood of blood clots can even increase. Sounds great, right? But the good news is that all these things can be mitigated by simply drinking water. Start early, drinking as much water in the airport gate area as you can hold comfortably for about an hour. Then keep drinking water, about 8 ounces (0.2 litres) every hour or two, while you're in the air. Don't try to substitute coffee, soda or a tiny bottle of booze for water either.
- 13** Because of the altitude, airplanes can also be quite cold (especially the floor). It would be better to take a jacket with you on the plane and take one of the blankets that the airline provides. Wool socks are not a bad idea either. On larger planes, there is usually a little fan that blows on you. The airflow can be adjusted by twisting the unit.
- 14** Food on airlines is about what you would expect, considering that all the food must be prepared ahead of time and served to a large number of people with very different taste preferences. It is amazing that the food is as good as it is, but still, it will most probably not please you. If you have food allergies, you are probably safest bringing your own food with you.
- 15** Your body's asking you not to abuse it by upsetting its normal cycle. Basically, your body is used to falling asleep at certain times of the day. If you go waltzing across multiple time zones, your body doesn't care much: it still wants to fall asleep at its normal time, and it doesn't care much if it happens to be three in the afternoon.
- 16** Occasionally, you will not be able to go out on your scheduled flight. Sometimes the bump will be because the passengers did not follow statistical means, and fewer people bought tickets than the airline expected.

*Adopted from: [26]*

- A** Nourishment aboard
- B** Staying hydrated
- C** Jet lag
- D** Fear of flying
- E** Temperature
- F** Air sickness
- G** Non -flights
- H** Air quality

#### Task 4

Read the text below. Choose from (A—H) the one that best fits each space (17—22). There are two choices you do not need to use.

### THE SURPRISING REASON SOME COUNTRIES DRIVE ON THE LEFT SIDE OF THE ROAD

Why do some countries drive on the left side of the road? Most of the world drives on the right side of the road. But around 76 countries and territories use left-hand traffic.

The practice is believed to date back to ancient Rome. Romans steered their carts and chariots with the left hand, to free up the right (17) \_\_\_\_\_ to defend against enemy attacks.

This carried over into medieval Europe and in 1773, the British government passed measures (18) \_\_\_\_\_. But postrevolution France favored the right.

Napoleon was left-handed, and riding on the right proved (19) \_\_\_\_\_. Britain and France brought their driving styles to their respective colonies. That's why many former British territories are among the few modern left-hand-traffic countries.

In the US, right-hand traffic goes back to the 18th century. Freight wagons were pulled by teams of horses and the drivers rode on the left rear horse, using their right hand (20) \_\_\_\_\_. Traffic shifted to the right (21) \_\_\_\_\_.

Eventually, (22) \_\_\_\_\_ and increase in global traffic, many countries switched to the right to fit in with neighbors — including Samoa, which just switched from the left in 2009.

*Adopted from: [6]*

- A with the rise of the automobile
- B public transportation to work
- C to make left-hand traffic the law
- D to more easily control the team
- E and save more than 500 pounds of CO<sub>2</sub>
- F so drivers could easily avoid collisions
- G to be an intimidating military tactic
- H so they could use weapons

### USE OF ENGLISH

#### Task 5

Read the text below. For each of the empty spaces (23—32) choose the correct answer (A, B, C or D).

### RECYCLED VEGETABLE OIL POWERS VANS AND CARS

When Jared Fisher needs fuel for his vans, he doesn't head for the gas station. Instead, he goes to restaurants to collect (23) \_\_\_\_\_ vegetable oil. He pours that vegetable oil into his vans' fuel (24) \_\_\_\_\_.

Most cars and vans are built to run on gas. They won't run on vegetable oil. But Fisher's vans have been specially built so they can operate (25) \_\_\_\_\_ recycled vegetable oil or diesel fuel.

Fisher owns a company that runs bicycle trips and other vacation (26) \_\_\_\_\_. He uses his vans to (27) \_\_\_\_\_ travellers from place to place. He bought the special vans to (28) \_\_\_\_\_ some money and help protect the environment. Recycling vegetable oil for fuel is much less expensive than

buying diesel fuel, he says. (29)\_\_\_\_\_, burning vegetable oil does not cause as much pollution as diesel fuel does.

Fisher spends between four and six hours a week (30)\_\_\_\_\_ used vegetable oil. In 2007, he collected about 3,000 gallons of the oil from restaurants. That saved him about \$9,000, which is the amount he would have spent on 3,000 gallons of diesel fuel. This year, the savings could be even bigger because the (31)\_\_\_\_\_ of diesel fuel is now about \$4 a gallon.

People have tried using vegetable oil in diesel engines (32)\_\_\_\_\_ the early 1900s. Diesel fuel and vegetable oil are a lot alike, but vegetable oil is thicker. Vehicles like the ones Fisher drives use the engine's heat to heat the vegetable oil so it is not so thick.

*Adopted from: [12]*

	A	B	C	D
23	made	produced	used	collected
24	jugs	plates	dishes	tanks
25	in	of	on	about
26	voyages	tours	hikes	routes
27	go	carry	keep	use
28	save	have	make	take
29	Too	Also	Although	Till
30	picking	collecting	gathering	throwing
31	payment	rent	worth	cost
32	for	since	yet	already

### Task 6

**Read the text below. For questions (33—42) choose the correct answer (A, B, C or D).**

What's the (33)\_\_\_\_\_ you have ever cycled? Perhaps you cycle to school or to work, or maybe at most a short cycling trip with friends? How would you feel about spending months on the road travelling solo from the UK to China, by bike?

For British cyclist Pete Jones, camping rough and (34)\_\_\_\_\_ long distances through inhospitable terrain are second nature. Mr Jones currently (35)\_\_\_\_\_ a huge trip across the Eurasian continent from Britain to China.

Pete Jones is no stranger to China. But he says many people there (36)\_\_\_\_\_ by his passion for cycling, asking why he would choose to cycle when he can afford a car. Indeed, while there are an estimated 400 million bicycles in China, where it has long been the preferred form of transport, rapid economic growth (37)\_\_\_\_\_ an explosive expansion in car ownership.

Edward Genochio, another British cyclist (38)\_\_\_\_\_ completed a 41,000-km trip to China and back, said one of his aims was to «promote cycling as a safe, sustainable and environmentally friendly means of (39)\_\_\_\_\_ about».

In the UK, the last few years have seen a rise in the number of people choosing two wheels over four, with some estimates saying the number of people cycling to work has almost doubled (40)\_\_\_\_\_ the last five years.

Politicians also (41)\_\_\_\_\_ cycling as a way to boost their eco-credentials, with people such as London mayor Boris Johnson often riding to work under his own steam. But we may have to wait some time before we see him (42)\_\_\_\_\_ Pete Jones in attempting to cycle all the way to China!

[4]

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>33</b>	fast	furthest	more farthest	more furthest
<b>34</b>	cycle	cycled	cycling	to cycle
<b>35</b>	be undertaking	is undertaking	undertakes	had undertaking
<b>36</b>	puzzled been	are puzzled	was puzzled	puzzled
<b>37</b>	increased	have increased	has increased	had increased
<b>38</b>	why	who	whose	whom
<b>39</b>	get	to get	getting	got
<b>40</b>	in	on	at	along
<b>41</b>	see	to see	seen	seeing
<b>42</b>	follow	followed	to follow	following

## Unit 8

### FOOD TECHNOLOGIES

#### 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.

#### VITAMINS, MINERALS, AND SUPPLEMENTS

**1** \_\_\_\_\_

There appear to be a lot of bottles in the supplement area of any store. Every magazine is filled with ads for pills that will change your life, prime-time television has advertisements for a pill for any part of your body and mind, and the Internet has everything for sale. Supplements are a multibillion dollar business. The hard questions are: what do we need, how much do we need, and are the ads telling the whole truth? In 1994 Congress passed the Dietary Supplement Act which states that if something is called a dietary supplement, the FDA does not have to test it and no one monitors what is really in the supplement. There has been a lot of abuse since then.

**2** \_\_\_\_\_

Many people think, «If a little bit is good, more is better». So how does one dig through all of the advertising and decide what will enhance their health, what is a waste of money, and what will do no harm? Megadose vitamins can be harmful because of having too much of some nutrients. Look for a tablet that provides 100 % of RDA for most nutrients. You cannot get enough vitamin E or calcium in a multivitamin. If you are over age 50, be sure that the tablet has at least 25 mcg of B12. Too much iron is a problem that may be worse than too little iron, so vitamins for mature adults should have no iron.

**3** \_\_\_\_\_

Beyond the multivitamin a person may want to supplement vitamin E to get 100—400 IU a day. And, of course, a person wants to supplement the diet to receive a total of 1000—1500 mg calcium depending on age. The only nutrients that have good clinical studies on their benefits are vitamin E, calcium, folate and vitamin D. The folate and vitamin D are in most multivitamins, so vitamin E and calcium are the only supplements needed beyond the multi unless you have been diagnosed through testing by a bona fide physician with a deficiency of a nutrient.

4 \_\_\_\_\_

In the past few years there has been a significant increase in the number of herbal supplements on the shelf. Some people are using them indiscriminately without realizing that they may have interactions with prescription drugs. Remember, there is no governing agency that the manufacturers must answer to. No one is testing for purity or for contents.

5 \_\_\_\_\_

Many people take better care of their automobile than they do of their body. We own nothing more precious than our body and keeping it fit and healthy should be our primary concern. Before taking anything, research it carefully looking for valid research by independent researchers from major universities. Talk to the experts in the field, registered dietitians.

*Adopted from: [1]*

- A The ill effects of the most popular products.
- B Herbal supplements.
- C The wrong idea of taking too much vitamins.
- D The misconception of supplements.
- E The importance to follow the experts' advice.
- F Food that keeps your body healthy.
- G Clinical studies of energy suppliers usage.
- H Junk food on the market

## 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.**

For hundreds of years China produced the only teas known to the western world. Tea came in two basic types: Green and Black. Black tea is oxidized whereas green tea is un-oxidised. Each type of tea, whether black or green, was available in a number of different quantities, qualities and from a varied number of growing regions within China. Teas were given anglicised Chinese names for consumption in Europe and America.

Some of the teas carried by ships like «Cutty Sark» are still readily available today. Lapsang Souchong, literally «small plant from Lapu Mountain», is renowned for its tarry taste, acquired through drying over pine wood fires. A legend states that this black tea acquired its unique taste by accident. It's said that the Chinese army camped in a tea factory that was full of drying leaves which had to be moved to accommodate the soldiers. When the soldiers left, the leaves needed to be dried quickly, so the workers lit open fires of pine wood to speed up the drying. The tea reached the market on time and a new flavour had been created.

The real reason this black tea originally acquired its smoky flavour is due to the 17th-century preservation methods used by Chinese tea producers when they began to export their teas to Europe and America. Their traditional green teas did not travel as well and quickly lost quality during the 15-18-month journey across land and sea. By the time «Cutty Sark» was sailing, this journey time had been cut to 6 months.

The producers developed a method of rolling, oxidising and drying their teas so that they would hold their quality for longer. Once the teas had been oxidised, they were spread on bamboo baskets

which were placed on racks in the drying room. This was built over ovens that allowed the heat to rise up through vents in the ceiling and into the drying room above. To fire the ovens, the tea manufacturers used the local pine wood from the forests that surrounded (and still surround) the factories, and as the wood slowly burned, it gave off a certain amount of smoke that was absorbed by the drying tea and gave it a lightly smoked, sappy, pine character. The factories that made those lightly smoked black teas in Fujian province still manufacture lightly smoked Lapsangs in exactly the same way as they did 400 years ago.

To get the tea safely to Europe in as fresh condition as possible, it was packed into softwood chests which were lined inside with lead foil and covered on the outside with bamboo or rush matting for protection.

The tea chests were constructed in a variety of sizes and occasionally irregular shapes to enable the cargo to conform to the finely curved hulls of the tea clippers. The chests were separated at each layer by wooden battens known as dunnage to give rigidity to the stowage of cargo and also to allow the air to circulate. The Tween Deck and the lower hold of «Cutty Sark» would have been packed solidly with such tea chests.

**6. According to the text, which of the following statements is true?**

- A All the tea from China was carried to England by the ship «Cutty Sark».
- B Lapsang Souchong is a name of a tea producer.
- C Both black tea and green tea are combined chemically with oxygen.
- D The black tea Lapsang Souchong acquired its smoky flavour by chance.

**7. As the legend tells, the solders of the Chinese army**

- A lit open fires of pine wood to speed up the tea leaves drying.
- B moved the raw tea leaves aside in order to accommodate themselves for a night.
- C brought the tea to the market on time.
- D created a new tea flavour.

**8. The new technique of producing tea with unique smoky flavor was developed**

- A in order to make the tea tastier.
- B as a result of creating a new preservation method.
- C because the new tea lost its quality during the 15—18-month journey.
- D by European producers.

**9. What can we say from the text about the method of producing tea with the unique smoked taste?**

- A The tea was dried on bamboo baskets and after that oxidized.
- B The drying room was located next to the ovens.
- C The tea manufacturers used bamboo wood in order to fire the ovens.
- D The drying tea got its lightly smoked taste from the pine wood used to fire the ovens.

**10. Which of the following can be inferred from the text?**

- A The method of making those lightly smoked black teas in Fujian province hasn't changed for 40 years already.
- B While being transported to Europe, the tea was packed into bamboo chests.
- C The tea chests were of the same size and shape.
- D Dunnage was the wooden battens which separated the tea chests.

*Adopted from: [26]*

### Task 3

Read the texts 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.

#### SOME FACTS ABOUT FRUITS

The more fruit and vegetables you eat, the healthier you will be. So, do you know how to prepare fresh fruit and vegetables? This list of some popular fruits will give you tips about buying, storing, and preparing them so you can easily add them to your daily diet.

**11 Berries**

Blackberries, raspberries, boysenberries, gooseberries, and loganberries are all extremely perishable. Use them the day you buy them for best quality. Wash them very gently in cool water, sort them and place them on paper towels to drain. Use right away after they have been washed.

**12 Cranberries**

Cranberries typically ripen in October and November. These little fruit are super tart and usually used in baking and sauces. Look for plump fruit that are not wrinkled; sort through them and wash before using. Cranberries freeze very well, so buy a bunch in autumn and freeze them for use throughout the year.

**13 Grapes**

Be sure to wash grapes very thoroughly before using. Look for bunches with the grapes held tightly to the stems. Make sure to buy seedless varieties and store covered in the refrigerator. Just pull off the stems and use.

**14 Strawberries**

Fresh strawberries should be red, firm and plump. The best are harvested yourself from pick-your-own farms, or from farmers' markets. To prepare, wash thoroughly, then cut out the leaves (hull) and any white part at the top, or shoulder, of the strawberry. Then slice or chop.

**15 Pears**

Pears are a fabulous fall fruit, but available year round. Purchase pears that are firm, smooth, and heavy for their size. Ripen them by letting them stand at room temperature for a few days, until the flesh yields to gentle pressure. Bosc pears (the brown-skinned pears) are best for cooking; Anjou and Bartlett are best for eating fresh.

**16 Apricots**

Apricots do not lose their nutrients during the cooking process, so if you cannot find fresh, feel free to use canned or dried apricots. Most recipes do not require the smooth skin of the apricot to be peeled. However, if you need to peel them, simply blanch in boiling water for about 20 seconds and then plunge into ice water. The skins should peel off easily.

**These fruit**

**A** are hard-shelled fruit with tiny edible seeds.

**B** become rotten very quickly.

**C** should be kept untouched for some time before cooking.

**D** are often used for gravies or dressings.

**E** are never used in the recipes.

**F** are good when they are without the small hard parts inside.

**G** are useful both fresh and preserved.

**H** should be bought in the countryside.

*Adopted from: [26]*



#### Task 4

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

#### POACHING

Humans and their ancestors (17)\_\_\_\_\_. The agricultural revolution reduced the need for survival hunting in most parts of the world. Hunting has continued, however, for several reasons, and poaching remains a possibility wherever hunting is an important part of the economy or culture.

Animal products, such (18) \_\_\_\_\_, are sold to dealers who make clothes, jewelry and other materials from them. In some African and Latin American societies, animals are poached for game meat. In Congo, for example, wild monkey meat is sold in the open market, and in many parts of North America, white-tailed deer is hunted for food.

Some animals have religious value (19)\_\_\_\_\_. For example, among the Banyoro, Baganda and Batooro of West and Central Uganda, the king traditionally sits on a leopard skin. Many tribes in Congo consider leopard skin a symbol of magic, and many witch doctors in the region use these skins to show their powers. Many animals are killed for ceremonial purposes, (20)\_\_\_\_\_.

Animals are also believed to be a source of local herbs and have medicinal value. For example, it is believed by some Lendu in Eastern Congo that the lion's liver cures skin diseases, and it is also used as a poison. Mbuti pygmies of Western Uganda and Eastern Congo (21)\_\_\_\_\_. Animals in the developing world are also hunted as vermin by communities that live near forests and game parks. The aim is to kill the animals and stop them from encroaching on farms.

Hunting for sport is also practiced in various nations. Though most of it is controlled, (22)\_\_\_\_\_. Many sport hunters keep the animals as trophies.

No matter the reason why an animal is killed, all types of hunting or poaching have led to extinction of species, and if uncontrolled many more animals will become extinct.

*Adopted from: [44] C. 74*

- A are said to use snake poison on their fighting arrows
- B such as cleansing a bad omen, asking gods for rain, etc
- C have hunted for over 400,000 years
- D resulting in the illegal taking of wildlife
- E illegal sport hunting is common in developing countries
- F enforce various sanctions on the hunting of wild animals
- G as hide, ivory, horn, teeth and bone
- H and are used as totems and in witchcraft

#### USE OF ENGLISH

#### Task 5

Read the text below. For each of the empty spaces (23—32) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

#### FOOD AND MEALS

Visitors to the US think either that there is no real American food, only (23) \_\_\_\_\_ borrowed from other countries, or else that the Americans eat only "fast food". While there is some truth in both these impressions, real American food does exist.

The British also have a poor (24) \_\_\_\_\_ for food. Visitors to Britain often (25) \_\_\_\_\_ that food in restaurants is badly presented, overdone and has no taste. But the best English food is not generally found in restaurants but in people's homes. Certain foods are considered essential to traditional British cooking and form the basis of most meals. These (26) \_\_\_\_\_ bread, pastry and (27) \_\_\_\_\_ products such as milk, cheese and eggs. Potatoes, especially chips, are eaten at lunch or dinner. A (28) \_\_\_\_\_ potato (a potato baked whole in its skin) with cheese is a popular "pub lunch". Good (29) \_\_\_\_\_ home cooking, i.e. food prepared without spicy or creamy sauces, is something the British are proud of. People's interest in trying new recipes is encouraged by the many cookery programs on TV. Famous TV (30) \_\_\_\_\_ include Della Smith and Ainsley Harriott. They give advice about healthy eating. The main idea is to reduce the amount of fatty foods and sugar and to (31) \_\_\_\_\_ people to eat more fruit and vegetables.

When British and American people (32) \_\_\_\_\_ they can choose from a wide range of eating places: burger bars, pizzerias, fast food outlets. They seem to be fighting a battle between what they want to eat and what is good for them.

*Adopted from: [26]*

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>23</b>	meals	courses	stuff	dishes
<b>24</b>	experience	taste	reputation	status
<b>25</b>	complain	argue	persuade	discuss
<b>26</b>	include	have	consist	mean
<b>27</b>	vegetarian	organic	fatty	dairy
<b>28</b>	jacket	coat	peeled	dressed
<b>29</b>	ordinary	plain	simple	easy
<b>30</b>	directors	chiefs	bosses	chefs
<b>31</b>	assure	convince	encourage	help
<b>32</b>	take out	eat out	get out	stay out

### Task 6

**Read the text below. For questions (33—42) choose the correct answer (A, B, C, or D).**

The first artificial meat (33) \_\_\_\_\_ in a lab. The experiment is part of a project run by *Google* co-founder Sergey Brin. He (34) \_\_\_\_\_ over \$380,000 in research for the burger. It took a team of scientists at a university in Holland over two months (35) \_\_\_\_\_ the meat. They used stem cells from a cow and grew 20,000 tiny pieces of meat. These (36) \_\_\_\_\_ with salt, egg powder, breadcrumbs and other ingredients to make the burger. Mr Brin hopes artificial meat (37) \_\_\_\_\_ part of our diets in ten years. He wants to stop animals from being killed for food. He also knows stem-cell meat will be better for the environment.

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>33</b>	grow	grew	grown	was grown
<b>34</b>	invest	investing	invested	was invested
<b>35</b>	to grow	growing	grown	grew
<b>36</b>	mixed	was mixed	were mixed	been mixed
<b>37</b>	become	became	would become	will become

Nowadays, there's a movement in Europe (38) \_\_\_\_\_ Slow Food. This movement says that people should eat and drink slowly, with enough time to taste their food, spend time with the family,

friends, without (39)\_\_\_\_\_. Slow Food is the basis for a bigger movement called Slow Europe, as mentioned by Business Week. This no-rush attitude (40)\_\_\_\_\_ represent doing less or having a lower productivity. It stands for a (41)\_\_\_\_\_ tense work environment, happier, lighter and more productive work place where humans enjoy doing what they know (42)\_\_\_\_\_ how to do.

*Adopted from: [18]*

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>38</b>	name	named	namely	naming
<b>39</b>	rush	rushed	rushing	being rush
<b>40</b>	don't	doesn't	didn't	had not
<b>41</b>	less	little	lost	least
<b>42</b>	better	the better	best	good

# MODULE 5

## CHOOSING A BETTER FUTURE

### Unit 9

#### CHOOSING A CAREER

#### READING

##### Task 1

**Read the text below. Match choices (A—H) to (1—5). There are three choices you do not need to use.**

**1** \_\_\_\_\_

At that time I didn't have a proper job. I was doing some research and I had a small income from writing articles for magazines and that was it. But one day, it was in May, I got a call from a producer and she said, "Do you want to do a program for us?" Well, it was an entirely new thing; there wasn't a lot of interest in my subject at that time. Of course, I jumped at the opportunity, and we decided to call it "The Sky Tonight". Well, it's been on for over forty years now, every Friday at 11 p.m.

**2** \_\_\_\_\_

A friend of mine said, "You really must put some money in that company. If you do you will become rich beyond the wildest dreams of avarice." Well, the funny thing is that I could easily understand what the company was doing because it was a transport company, and at the university where I work (still!) I do a course in transport economics – that's my speciality – so I could see it was a good buy, a golden opportunity. The shares rocketed. After three years, the price increased twenty times.

**3** \_\_\_\_\_

I was working in Australia in the early seventies, on a cattle station in the outback. I enjoyed it a lot, and I was thinking of buying my own place because land was quite cheap there. But then I got a phone call from my family in England and, you know, they said that my father was getting too old to run thing by himself, and I'd be able to take over. So I came back. Thing are OK here. We do all right, although I'll always regret not buying a place in Australia. I might have had a huge ranch out there.

**4** \_\_\_\_\_

Well, one night about ten years ago I was working late in the office with a colleague who said to me, "You know, we'll never make any money here. We could do better by ourselves". So that was how it started. We left, invested all the money we had and borrowed an enormous amount, and we set up own magazine. We hired some good people to write for us while the two of us looked after the finance and administration. Now, as you know, it is one of the leading titles in its field.

**5** \_\_\_\_\_

It was something that I really wanted to buy because I already had several others from the same school. Of course, I had to bid for it, and the price kept going up and up – it was getting astronomical. I've always gone to auctions with a definite price limit, which I never exceed. So when it went past my limit I dropped out of the bidding and I lost it. But it's on the ,arket again – the auction is the next week and this time I'm not going to miss it...

**Who is \_\_\_\_\_**

- A** a writer
- B** an art collector
- C** an economist
- D** a company director
- E** an astronomer
- F** a farmer
- G** a shop assistant
- H** a TV producer

*Adopted from: [44] C. 15*

## **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.**

In 1989 a young Australian was travelling around Europe and found himself at his British hotel after closing time — at 10 in the morning. While most of us might take this as an opportunity to find a cosy bed and breakfast or at least a dry bench in a railway station, Matt Lassiter spotted a business opportunity. Knowing that he was not alone and that thousands of backpacking youngsters were wandering the world with heavy bags and fat wallets, Lassiter came up with a plan to start his own hostels that made young visitors feel at home whenever they arrived. "I realized there was not so much a gap in the backpackers market, but rather a canyon!"

A couple of years later, Lassiter formed his own company which he called Roamers. His intention was to focus on creating hostels which would provide accommodation for the dynamic youth tourism market. "The average backpacker, around 18—21, is likely to be highly educated, often taking time off between school and university and usually has quite a lot of money to spend and these are the people Roamers sets out to attract," says Lassiter.

Today, Roamers operates in more than 20 countries, has 70 hostels and provides 1.5 million bed nights each year. Lassiter says that each hostel is like a kindly aunt or uncle looking after young people.

Backpackers like that and their parents like it even more, not because Roamers is a fun environment, but because Roamers offers a safe and secure form of accommodation.

A typical hostel has showers and toilets on each floor, a "chill out" room with television, food, bar and drinks facilities, a laundry room and internet access with free e-mail usage. Lassiter was very aware that his young, bright customers would all be familiar with the Internet and that it would play an important part in marketing his company.

Part of Lassiter's success is knowing that backpackers want to feel like explorers. "We have to be very careful how we market our products — it must be their decision and not seen as a package holiday — we make them think they are independent." The Roamers technique is to offer pre-booked two or four-day tours, a couple of nights recovering from jet-lag, a welcome pack, clean sheets — no sleeping bags — and a free call home. The formula is certainly working, which just goes to show that Lassiter's instincts are exactly right for this growing holiday market.

6. **What did Lassiter think would help young travellers**
  - A To be less spoilt financially by their parents
  - B To find more welcoming accommodation
  - C To be more aware of looking after their money
  - D To accept that accommodation can vary
7. **Why are parents in favour of Roamers?**
  - A They don't worry about their children's safety.
  - B They approve of the entertainment on offer.
  - C They can pay extra for secure arrangements
  - D They like the fact that their children have fun.
8. **Lassiter is successful because**
  - A explorers benefit from his hostels.
  - B travellers can depend on his advice.
  - C he operates a very fair formula.
  - D he has researched his market.
9. **How did Matt Lassiter react to the British hotel closing in the morning?**
  - A It gave him an idea for the future.
  - B He looked for alternative accommodation.
  - C It put him off travelling in Europe
  - D He decided to continue his journey.
10. **Lassiter's use of the Internet**
  - A attracts business partners
  - B saves him time and money
  - C shows good business sense
  - D helps him market computers

*Adopted from: [44] C.25-26*

### **Task 3**

**Read the texts 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.**

#### **MOST POPULAR CAREERS OF PRESENT DAY**

- 11 The development of IT has led to an increase in organizations seeking installation and maintenance of networked communications. Systems analysts solve problems related to networked computer technology.
- 12 Physician assistants are trained to provide diagnostic, therapeutic and preventative healthcare services, as overseen by a physician. Primary healthcare settings include family medicine and pediatrics.
- 13 As IT continues to evolve, so does the work of computer software engineers, who design and develop new computer software systems. The engineer analyses users' needs and designs software or programs to meet these needs.
- 14 Aerobics instructors and fitness trainers lead groups and individuals in a range of exercise activities. More people are spending time and money on their leisure activities, meaning employment opportunities for fitness instructors will grow.
- 15 As our healthcare involves an increasing emphasis on oral health and retention of natural teeth, work opportunities for dental hygienists are set to grow. Hygienists examine patients' gums and teeth, remove deposits, administer x-rays, and more.

- 16** Veterinarians serve the healthcare needs of livestock, avian, and zoo and laboratory animals. Commonly called "vets," small animal veterinarians do most of their work in private clinic settings. Here, they treat companion animals—pets—like dogs, cats, and birds. Some vets will care for more exotic pets such as ferrets, snakes, and lizards. They diagnose illnesses and perform many in-office medical procedures such as chiropractic care.

**People of this profession** \_\_\_\_\_

- A** care about patients' mouth cavity.
- B** work with the relevant software to retrieve and present data.
- C** need to understand every aspect of an organization's database system.
- D** create new programs and other operating information used by a computer.
- E** are qualified to assist a physician and carry out routine clinical procedures supervised by a physician.
- F** resolve problems concerning networked computer technology.
- G** are being in increasing demand.
- H** perform tests, and treat and diagnose medical conditions in animals.

#### Task 4

**Read the text below. Choose from (A—H) the one that best fits each space (17—22). There are two choices you do not need to use.**

#### LOLLIPOP MEN AND WOMEN

In Britain someone helping children cross the street is called "lollipop person", because their sign looks like a lollipop.

The job of a lollipop person is to walk to the middle of the road at a suitable time, (17) \_\_\_\_\_; it is a legal requirement for traffic (18) \_\_\_\_\_. The lollipop man/ lady will signal that it is all right (19) \_\_\_\_\_. Traffic may only move once the sign has been lowered.

Generally speaking, school crossings are manned for approximately 3 hours a day or less. As a result, the work has always appealed more to people who were just seeking (20) \_\_\_\_\_ such as the retired.

Lollypop people were introduced (21) \_\_\_\_\_, who had previously run crossing patrols, to perform other duties. The earliest lollipops were red and black rectangles printed with "Stop, Children Crossing".

In 2001 in Europe patrollers were given extra powers allowing them (22) \_\_\_\_\_. The most recent change in the history of the School Crossing Patrol saw the word "children" replaced with a symbol to bring the UK in line with the rest of the EU.

*Adopted from: [26]*

- A** to stop at this command
- B** to enable policemen
- C** awarding the lollypop lady
- D** holding up the sign
- E** to cross the road safely
- F** to assist adults with crossing, too
- G** to supplement their income
- H** doing away with the practice

## USE OF ENGLISH

### Task 5

Read the text below. For each of the empty spaces (23—32) choose the correct answer (A, B, C or D).

#### COOLEST CAREERS IN THE WORLD

In a world where Twitter is the preferred (23)\_\_\_\_\_ of communication, social media influencers are rising in stock.

Of all the social media influencers, there is one more (24)\_\_\_\_\_ and popular than the rest: food bloggers!

Seriously, is there anything better than being able to combine your (25)\_\_\_\_\_ to social media with your passion for good food?! No, there's not. There are literally no negatives!

At worst, you'll be invited into restaurants for free food (26)\_\_\_\_\_ for snapping and sharing a photo. At best, you can make over \$90,000 in one single month.

So how do you (27)\_\_\_\_\_ money food blogging? Well, to be honest, it's quite a mystery. However, avenues such as paid endorsements, advertising, business partnerships and YouTube pay cheques can all bring in some big bucks.

While a degree is not (28)\_\_\_\_\_ to become a successful food blogger, it will definitely help. Graduating in marketing, communications or media will help you with editing your content and understanding how the online marketplace works.

All the other jobs on this list sound great, but one thing that you may (29)\_\_\_\_\_ to fit into your life with a full-time job is travelling. But what if you could get paid to travel?

As a travel blogger, this is exactly what you get to do! Essentially, big travel companies pay you to go on their tours and share the journey on your blog.

If you manage to get enough of a following, you can make pretty good money, too. (30)\_\_\_\_\_ on the lower end of the scale, you'll comfortably be able to fund your traveller's lifestyle. This is largely (31)\_\_\_\_\_ the free travel, accommodation and tours you receive.

However, you're also able to charge a travel fee to companies sending you on the road. Generally this (32)\_\_\_\_\_ is about \$50-100 a day, more than enough for some nice pizza in Milan. To boost the success of your blog, it'll help if you have strong written communication skills and an understanding of e-commerce... a marketing and communication degree is ideal for this!

*Adopted from: [10]*

	A	B	C	D
23	environment	medium	sphere	media
24	preferred	desired	desirable	advisable
25	weakness	wish	passion	addiction
26	in exchange	instead	against	in favour
27	get	make	save	rise
28	important	main	essential	valuable
29	compete	strike	strive	struggle
30	Even	Though	However	So
31	due	thanks to	because	owing to
32	fee	price	payment	fare



## Task 6

Read the text below. For questions (33—42) choose the correct answer (A, B, C, or D).

### 100 YEARS OLD AND STILL DOING HER BIT FOR OTHERS

100-year-old woman who is still an active volunteer at her local hospital has vowed to keep going. Betty Lowe, who has spent her life volunteering, (33)\_\_\_\_\_ the Member of the Order of the British Empire 12 years ago for her contribution to the Women's Royal Voluntary Service, a charity that provides a range of services for vulnerable people who (34)\_\_\_\_\_ otherwise feel lonely.

She (35)\_\_\_\_\_ at her local WRVS shop at Hope Hospital, Salford, which raises money for the charity, so that it can offer services from meals on wheels for (36)\_\_\_\_\_ to welfare centers for soldiers in the Army.

The active lady, who was considered a sickly child and (37)\_\_\_\_\_ attend an open-air school, is also still involved with the Girl Guides, 89 years after she first joined.

Miss Lowe said: "I've been in the guides since I was 11. I was very interested in it and I (38)\_\_\_\_\_ camping and walking. I was a bit of an outdoor girl when I was younger."

She progressed to being a guide leader, a role in which she introduced hundreds of teenage girls to the organization, running annual camping trips, and is still a member of the Trefoil Guild, an organization of more than 20,000 members who have been involved with the Guides or Scouts.

She said: "I've been involved with the WRVS for 34 years and I still do half a day a week." She (39)\_\_\_\_\_ married or had children, but her nephew Peter Lowe says she spends (40)\_\_\_\_\_ with the family and bakes dozens of cakes for relatives.

Mr. Lowe said: "She has a massive circle of friends and we all think she is marvelous. I think she loves being active. She doesn't like (41)\_\_\_\_\_ around doing nothing."

Miss Lowe had a run of accidents before her birthday, spending a week in hospital after a fall at home and suffering whiplash in a car accident while being driven to her (42)\_\_\_\_\_ house. But she had a party to celebrate and more than 100 friends and relatives turned up to congratulate her on her centenary. She said: "I think it's very good to be 100. I've enjoyed all my life."

	A	B	C	D
33	is awarded	was awarded	awarded	was awarding
34	can	could be	may	might
35	still helps out	still helping out	still help out	still helped out
36	the elder people	olderly people	the oldest people	elderly people
37	has had to	had to	have to	has to
38	used to go	use to go	went	used to going
39	never	not ever	didn't never	did never
40	many time	lots time	lots of time	little time
41	to sit	sitting	being sitting	sit
42	nephew	nephews	nephew's	nephews'

## Unit 10

### JOB HUNTING

#### READING

##### Task 1

Read the texts 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.

#### TIPS FOR CHOOSING A CAREER

Choosing a career is one of those momentous decisions that can change the course of your life. Such an important decision deserves considerable time and introspection. Self-examination can help you choose a satisfying career that you will enjoy for years to come.

1 \_\_\_\_\_

Are you a self-starter who accomplishes goals on your own, or do you need the discipline of a structured work environment to do your best? An honest evaluation of your work style will help you decide whether a career where you work independently is right for you. If you're naturally a daydreamer or a procrastinator, you may do well in a career where a supervisor help you stay on task.

2 \_\_\_\_\_

Do you have a hobby that you love and are good at? Think of ways to transform activities that come naturally to you into a career. Working with wood, playing an instrument or trying different hair styles can lead to careers as a custom furniture maker, a musician or a hair stylist. Doing what you love can lead to a rewarding career.

3 \_\_\_\_\_

One of your goals should be to choose a career where you can earn enough money. If you want to own a vacation home on every continent and fly to these homes on your private jet, a career as a retail clerk will probably not help you achieve your goals. You may have to make some compromises along the way, but generally speaking, the career you choose should allow you to meet your financial goals.

4 \_\_\_\_\_

Before you pay — or, worse, borrow money — for college or graduate school, make sure the career you choose is worth the expense. According to the National Centre for Education Statistics, the cost of an undergraduate college education rose 25 to 37% between 2000 and 2010. If you need to go back to school to qualify for your dream job, look into programmes that repay your student loans if you work in a public service position for a few years after graduation.

5 \_\_\_\_\_

You'll spend one-third of your life with the people you work with, so choose a career that's a good social fit. If you're a loner who doesn't enjoy social interaction, you may be well-suited to a career where you work independently or work from home. If you love to meet new people, you may find a career in sales fulfilling, where you work with the public.

- A Use self-assessment tools
- B Know your talents
- C Assess your social needs
- D Set commercial goals

- E** Get real-life experience
- F** Do the math before going back to studies
- G** Figure out your work style
- H** Conduct informational interviews

*Adopted from: [43] C. 179*

## **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.**

### **JOB APPLICATION**

I am interested in this job because I am currently looking for an opportunity to use the skills I learnt in my college. I have recently completed a 16-week part-time accounting course (AAT Level 2 Certificate). The course covered book-keeping, recording income and receipts and basic costing. We used a wide range of computer packages, and I picked up the accounting skills easily. I was able to work alone with very little extra help. I passed the course with merit. I believe my success was due to my thorough work, my numeracy skills and my attention to detail. During the course, I had experience of working to deadlines and working under pressure. Although this was sometimes stressful, I always completed my work on time.

Unfortunately, the course did not include a work placement, so I have not practised my skills in a business setting, and I am now looking for an opportunity to do so. I am particularly looking for a job in a small company such as yours, as I believe I will be able to interact with a wider range of people, and as a result, learn more skills. I would like to progress within a company and gain more responsibilities over the years.

Although I do not have work experience in finance, I have experience in working in an office environment. Before starting the accounting course, I worked for 6 months in a recruitment office as a receptionist. My duties involved meeting and greeting clients and visitors, taking phone calls, audio and copy typing and checking stock. I also had to keep the petty cash and mail records. Through this work, I developed my verbal and written communication skills. I had to speak confidently to strangers and deliver clear messages. I enjoyed working in a team environment. I believe the office appreciated my friendly manner and efficient work.

**6. According to the text, the author finished:**

- A** part-time mathematical course
- B** full university degree course
- C** part-time certificate course
- D** part-time master course

**7. At the course author learnt:**

- A** basic mathematical equations
- B** various accounting courses
- C** different algorithms
- D** manager courses

**8. The author is looking for a job in order to:**

- A** acquire more people
- B** make some friends

- C improve his/her skills
- D find new responsibilities

**9. The author had some job experience in:**

- A finance sphere
- B IT field
- C business environment
- D recruitment office

**10. According to the text, the author:**

- A enjoyed working in a team
- B was depressed while his/her work
- C decided not to be more engaged in the team work
- D anticipated better attitude from the colleagues

*Adopted from: [15]*

**Task 3**

**Read the texts 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.**

**TIPS FOR FINDING “THE ONE”**

- 11** We spend a significant portion of our lives working. If you are employed in a full-time position working 40 hours per week, you’re spending right under 1/4th of your total week working. Knowing that, are you happy with your current job? Are you happy in your current career path? Every single job has positives and negatives. There are going to be days that are fun and fly by and there will inevitably be days that push you to your limit and drag. The positives should outweigh the negatives! We cannot stress this enough. You should love your job (most days). It should bring you happiness and joy.
- 12** Have you taken the time to brainstorm what your dream job and career path are? If not, stop what you are doing and set aside an hour to think about it. Start by making a list of your strengths and passions. What do you love doing?  
Make a list and throw everything on it. Playing video games, hanging out with friends, sports, music, creating videos for Tik Tok... write it all down! After you’re finished, look at each and think about WHY you love doing it. Do you love the strategy of solving problems while playing video games? Are you outgoing and love being around people? Are you creative and enjoy showcasing your talent?  
Breaking down the activities you love into the reason why you love doing them is what will help guide you to your dream job. You might not land your dream of being paid to create Tik Tok videos all day, but if you know you love the creative process and showcasing your talent, you can find a job that enables you to incorporate it. And who knows, you might end up at a small local business where you can help run the social media accounts and create videos while on the job!
- 13** Take an honest assessment of your life. What are the most important things you need to enjoy where you are working?  
List out your non-negotiable requirements. It is best to know what you personally need vs. want in a job. This will save you from wasting your time applying to jobs that aren’t going to be a good fit.

- 14** Before submitting an application, head to the location and check it out for yourself. Notice how guests are treated. Notice how the employees are acting. If you crave an exciting environment and you walk into a sterile quiet store, you will know instantly this probably isn't the best fit for you! Ask the folks currently working what it is like (pro tip: ask for their favorite and least favorite part!).

Take the time to go in person and check out the atmosphere. Trust your gut! If you aren't getting good vibes, get out and move onto the next!

- 15** Interviews can be nerve-wracking. Try your best to remember an interview is a two-way process. You are also interviewing them! As much as you want the hiring manager to like you and offer you a job, don't forget to ask the right questions to make sure this employer and location is the perfect fit for you!

Talk about your strengths and passions. Ask what opportunities are available to use these in the role. Go through your list of non-negotiable qualifications to determine what the employer can offer. This is your shot to lay all your cards on the table. It is better to know upfront what benefits and flexibility are available to you.

- 16** The reality is, you might not find your perfect job right away. Keep your ears and eyes open and constantly looking. You can start somewhere. Everything is a stepping stone to the next moment in your career; you are not stuck or fixed in place! Make the most of your time and do your job well so you develop the skills and experience you need to make the next leap towards finding a job you love!

*Adopted from: [20]*

**To have a perfect job one should**

- A** Invent something extraordinary
- B** Don't give up hope!
- C** Accept good and bad as inevitable
- D** Think of numbers
- E** Figure out your strengths and interests
- F** Take the situation into your own hands
- G** Be asked and ask yourself
- H** What are your most important requirements for a job?

**Task 4**

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

**SPECIFYING A CAREER**

Many people don't really know (17)\_\_\_\_\_ even after honing in and completing a specific major in school. Internships give you a chance (18)\_\_\_\_\_ that you think you might want to be involved in. (19)\_\_\_\_\_ internships can help you narrow down your options. You might realize through your internship that you enjoy the work, but really don't like the company where you're interning or that you'd be better suited to a different division in the same company. Internships help you (20)\_\_\_\_\_ what kind of work you're best suited for and where you can best realize your highest potential. Internships help you develop your skills in a professional environment, making them a great place to take your conceptual understanding to the next level. Instruction is an invaluable part of building a career, (21)\_\_\_\_\_. Even the best instructor can't help you become a good

driver if you don't spend time behind the wheel. Developing skills on the job in a lowstakes internship position is a great way to hone your abilities. After learning through application, you will not only be qualified for more jobs, (22)\_\_\_\_\_.

**A** but you'll also have the confidence that comes with experience.

**B** what career they are best suited to

**C** recognize what you like

**D** because it shows your willingness and initiative

**E** At very least

**F** to be exposed to a work environment

**G** but you really sink your teeth into those skills through practice.

**H** improve your professional skills

*Adopted from: [45]*

## USE OF ENGLISH

### Task 5

**Read the text below. For each of the empty spaces (23—32) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.**

People with good work habits tend to be more successful in their careers than poorly organized (23)\_\_\_\_\_ and they tend to have more time to spend on personal life. Good work habits are more important than ever because of today's (24)\_\_\_\_\_ on productivity and quality.

Procrastination is the leading (25)\_\_\_\_\_ of poor productivity and career self-sabotage. People procrastinate for many reasons, including their (26)\_\_\_\_\_ that a cause is unpleasant, is overwhelming, or may lead to negative consequences. Fear of success can also lead to procrastination. (27)\_\_\_\_\_ of procrastination can lead to its control.

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>23</b>	individuals	individuality	human	humanity
<b>24</b>	boost	emphasis	stress	increase
<b>25</b>	seeing	watching	perception	vision
<b>26</b>	duty	test	sample	task
<b>27</b>	Awareness	Knowing	Discussion	Clarification

*Adopted from: [46] C. 188*

## HOW TO CREATE A FRIENDLY WORKPLACE ENVIRONMENT

It is the manager's job to get the best (28)\_\_\_\_\_ their employees. Employees have the skills to perform their jobs, but it is up to the manager to allow their workforce to operate in a way that ensures the highest quality of work (29)\_\_\_\_\_ produced. So if you're a manager looking to create a friendly work environment where your employees can thrive, here are some tips to help you.

The easiest thing you to curate a friendly work environment is promote respect between everyone who works there.

At the same lines of respect, open communication leads to a happier work environment. When your workforce brings up an issue, a question, or an idea, you owe it for them to listen. You (30)\_\_\_\_\_ not agree with them, but understand their position, discuss it with them and leave them (31)\_\_\_\_\_ like they were heard.

Above all else, your employees want to know that their work is being valued. As a manager, your job is to be aware of the work your employees **34**\_\_\_\_\_ and provide them with the appropriate feedback. When giving feedback, many of the qualities we've discussed above come into play.

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>28</b>	out of	in	at	for
<b>29</b>	have been	is	is being	will have been
<b>30</b>	had to	ought to	must	might
<b>31</b>	felt	to feel	feeling	been felt
<b>32</b>	are doing	have been doing	will do	have done

*Adopted from: [46] C. 185*

### Task 6

**Read the text below. For each of the empty spaces (33—42) choose the correct answer (A, B, C or D).**

A blue-collar worker is a working class person who **(33)**\_\_\_\_\_ manual labour. Blue-collar work may involve skilled or unskilled manufacturing, mining, sanitation, custodian work, oil field, construction, mechanical, maintenance, and **(34)**\_\_\_\_\_ types of physical work. Blue-collar work **(35)**\_\_\_\_\_ hourly wage-labor, although some professionals may be paid by the project or salaried.

In contrast, the white-collar worker typically performs work in an office environment and may involve **(36)**\_\_\_\_\_ at a computer or desk. **(37)**\_\_\_\_\_ type of work is a service worker (pink collar) whose labor is related to customer interaction, entertainment, sales or other service oriented work.

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>33</b>	performs	perform	performed	performing
<b>34</b>	many others	many the other	many the others	many other
<b>35</b>	is often pay	is often paid	is often paying	often paid
<b>36</b>	sitting	sit	sittings	sat
<b>37</b>	Threes	Three	A third	Third

*Adopted from: [46] C. 184*

### A HOSTILE WORK ENVIRONMENT

A hostile work environment exists when an employee experiences workplace harassment and fears going to work **(38)**\_\_\_\_\_ the offensive, intimidating, or oppressive atmosphere **(39)**\_\_\_\_\_ by the harasser. A hostile work environment **(40)**\_\_\_\_\_ also be created when management acts in a manner designed to make an employee **(41)**\_\_\_\_\_ in retaliation for some action. For example, if an employee reporting safety violations at work, was injured, attempted to join a union, or reported regulatory violations by management, then their response might be to harass and pressure the employee to quit. Employers **(42)**\_\_\_\_\_ to force employees to quit by imposing unwarranted discipline, reducing hours, or cutting wages.

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>38</b>	because	because of	so as	such as
<b>39</b>	generated	generate	generating	generates
<b>40</b>	must	ought	may	should
<b>41</b>	quit	to quit	quitted	quitting
<b>42</b>	trying	had tried	were trying	have tried

*Adopted from: [46] C. 186*

# **MODULE 6**

## **NATURE AND ENVIRONMENT**

### **Unit 11**

#### **NATURAL WORLD**

##### **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 MOST ENDANGERED WOLF IN THE WORLD**

**1.** \_\_\_\_\_

From 2002 to 2014, the wild red wolf population consistently numbered over 100 animals. But starting in 2012, the population began to decline due to actions taken by the North Carolina Wildlife Resources Commission (NCWRC). By 2015, the population had declined to between 50 and 75 animals, and by 2016 it had dropped to between 25 and 48 animals. It is widely believed that there are now fewer than 30 red wolves living in the wild. Scientists have warned that if current management practices continue, red wolves could once again be extinct in the wild by 2024.

**2.** \_\_\_\_\_

Throughout most of the recovery program's history, shooting by hunters was the leading cause of red wolf deaths, a fact attributed to the similarity in appearance between coyotes and red wolves. Despite this, in 2012 the NCWRC approved a temporary rule allowing the hunting of coyotes at night using artificial lights on public and private lands throughout North Carolina, including in the recovery area. In 2013, the NCWRC adopted a permanent rule that allowed coyote hunting without a permit during the daytime and with a permit at nighttime in the recovery area. In response, in 2012 and 2013, AWI and others filed two lawsuits that successfully cancelled both these rules.

**3.** \_\_\_\_\_

The threat connected with gunshot mortality (deaths) soon became less important than the numerous threats related to the US Fish and Wildlife Service's (USFWS's) own shifting red wolf management practices. In 2013, the recovery program was transferred from the jurisdiction of the National Wildlife Refuge System (NWRS) to the Ecological Services Program, 600 miles away from the recovery area.

**4.** \_\_\_\_\_

As a result, starting in 2014, the USFWS not only began to neglect its red wolf recovery and management duties, but also started issuing permits allowing landowners to kill red wolves on private land. In 2015, one of the animals killed was a female red wolf, known to be exhibiting denning behaviour, who had previously mothered a total of 16 pups through four separate litters.

**5.** \_\_\_\_\_

Given the small and declining number of red wolves, losing even one wolf has a huge influence on the species. The impacts are particularly dire when a mother wolf is lost, because it not only orphans her pups and likely leads to their deaths, but also eliminates the possibility for that particular wolf to contribute more litters to the population. Although red wolves tend to form pair-bonds for



life, red wolves may interbreed or hybridize with coyotes, particularly when an adult is lost from a breeding pair close to the mating season.

- A The malpractice of the environmental agency
- B The legislative battle for the red wolf recovery
- C The way endangered species affect humans
- D Maintaining biodiversity in today's world
- E The causes of the red wolf species becoming endangered
- F Significance of female species for the whole population of the red wolf
- G Habitat loss of the red wolf in North Carolina
- H The current population of the red wolf

## 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.**

### WORDSWORTH'S LAKE DISTRICT

Two hundred years ago the English poet William Wordsworth wrote a poem that expresses a basic spirit of early English Romanticism. It was Thursday, 15 April 1802. William and Dorothy Wordsworth, the poet's devoted, journal-writing sister, were walking home to Dove Cottage in the Lake District. The wind was fierce, but the Wordsworth siblings were used to striding long distances in foul weather. They were in the woods close to the water side when they first clapped eyes on a field of daffodils 'fluttering and dancing in the breeze'.

What makes this poem an example of Romantic thinking? It isn't just that Wordsworth chooses to write about a natural scene: it is the way he describes the scene as if it had human emotions. For him, nature is not merely a neutral mixture of scenery, colours, plants, rocks, soil, water and air. It is a living force that feels joy and sadness, shares human pain and even tries to educate us human beings by showing us the beauty of life.

Wordsworth's home, Dove Cottage, is now one of the most popular destinations in the Lake District. You can go on a tour of the garden which William planted with wild flowers and which survived in his backyard even after they disappeared from the area. 'He always said that if he hadn't been a poet, he would have been a terrific landscape gardener,' says Allan King of the Wordsworth Trust, the organisation that looks after the cottage and gardens.

The Lake District in the north-west of England becomes particularly crowded during the summer months with tourists and ramblers eager to enjoy the region's majestic valleys, hills and sparkling lakes. Wordsworth himself was far from keen on tourists, *which* was quite apparent. He wanted outsiders to admire the local sights he enjoyed so much, but was afraid the district might be 'damaged' by too many visitors. He opposed the coming of the trains, and campaigned in the 1840s against a plan to link the towns in the area - Kendal, Windermere and Keswick - by rail.

The place near Ullswater, where Wordsworth saw the daffodils, is at the southernmost end of the lake. The lake is wide and calm at this turning point. There's a bay where the trees have had their soil eroded by lake water so that their roots are shockingly exposed. You walk along from tree to tree, hardly daring to breathe, because you are walking in the footprints of William and Dorothy from two centuries ago. The first clumps of daffodils appear, but they aren't tall yellow trumpets proudly

swaying in the breeze. They're tiny wild daffodils, most of them still green and unopened, in clumps of six or seven. They are grouped around individual trees rather than collecting together.

**6. According to the article, Wordsworth's poem**

- A started the Romantic movement
- B was based on actual experience
- C was written while he was visiting his sister
- D was written after he had been lonely

**7. What was the poet's attitude to nature?**

- A He believed nature had a character of its own
- B He felt nature was human
- C He thought nature could talk to people
- D He believed that we could influence nature

**8. According to the text Dove Cottage**

- A has gardens designed by a landscape gardener
- B has a wide range of flowers in its garden
- C receives a lot of visitors
- D has a very large garden

**9. What does 'which' in paragraph 4 refer to?**

- A the number of tourists who come to the Lake District
- B Wordsworth's desire for outsiders to admire the local sights
- C the fact that Wordsworth was keen on tourists from far away
- D Wordsworth's dislike of tourists

**10. In what way is the scene different from what Wordsworth described?**

- A All the daffodils are green and small
- B There are no daffodils by the lake
- C The daffodils are fewer and smaller
- D There are no daffodils around trees

**Task 3**

**Read the texts 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.**

**ENVIRONMENTAL AWARENESS DAY**

**11. Plumpton High School.** This school decided to arrange a variety of activities, some aimed at achieving a better understanding of environmental problems, and others designed to be of practical help. For instance, the school magazine brought out a special edition on the subject, full of articles and stories where pupils expressed their feelings about the threats facing our environment. The school also held a sponsored walk and handed over nearly £1000 to the World Wide Fund for Nature.

**12. Cresswell College.** The staff and students at Cresswell College held a meeting and discussed a number of suggestions. The most popular suggestion turned out to be the most practical one; it was decided that the local environment should be brightened up. Teams were sent out to plant flowers and young trees on areas of land in the neighbourhood. Senior students monitored the progress of species threatened with extinction and prepared a report on their findings. It was hoped that this would help publicise the problem.

**13. Grayner Institute.** This school had already been involved in some projects connected with the environment, though naturally efforts were increased for Environmental Awareness Day. For the last two years the school had been studying the effects of variations in climatic patterns around the world and how these can affect wildlife. A leading expert on wild birds was invited to come and give a talk about the dangers faced by these creatures. He explained the importance of the food chain and asked people to support local wildlife reserves.

**14. Halliwell Academy.** The pupils at this inner-city secondary school felt that the best way to mark Environmental Awareness Day would be to help people in the area understand how important the environment is to them. One suggestion that was greeted with enthusiasm was to measure the levels of noise in Stanley Road, a busy local shopping street. The information was then placed on a website that the school had started. In order to give them a chance to see for themselves the problems facing some local species, the school took pupils to the coastal marshes of Easton. Many pupils reported afterwards that they had never realised how terrible the effects of pollution could be on coastal wildlife.

**15. Albion High School.** In an attempt to find out for themselves how serious environmental threats really are, the pupils decided to study the problem of pollution by making a survey, run by the science department, into air pollution in the local shopping centre. Pupils also prepared a campaign to ban cars from the city centre and reduce traffic congestion. They gained a lot of publicity for the school by cycling through the city and handing out brochures about the benefits of cycling and walking.

**16. Doncaster College.** A film about magnificent marine mammals, whales, which was shown to the whole school as part of Environmental Awareness Day, was received with great enthusiasm by pupils. Meredith Summers was invited to talk about how pollution can destroy buildings in the region. Following that, pupils decided to launch a campaign for the restoration of the medieval square in the city centre and asked local authorities to support them financially.

**Which school \_\_\_\_\_?**

**A** banned cars in the city centre and reduced traffic congestion

**B** raised money to help an organisation

**C** carried out a project about endangered animals and plants

**D** provided online information about the environment

**E** became better known after Environmental Awareness Day

**F** spent a huge sum on the World Wide Fund for Nature

**G** arranged a talk on pollution and local architecture

**H** is following changes in general weather conditions

#### 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.

#### HOW TO STAY SAFE AROUND WILD ANIMALS

With summer being the busiest season for most U. S. national parks, the potential for run-ins with wildlife increases - and so do (17)\_\_\_\_\_. Though most people imagine bears or bison are the animals (18)\_\_\_\_\_, even small mammals can pose a risk.

“At the Grand Canyon, the number one reason people end up at the clinic is from squirrel bites,” says Kathy Kupper, a spokesperson for the U. S. National Park Service.

It’s illegal to approach, harass, or feed any type of wildlife in national parks, adds Kupper. “No matter the size, no matter how harmless or safe they appear.” Between 2008 and 2015 in the United States, 1,160 people died in animal encounters, mostly (19)\_\_\_\_\_, followed by venomous species such as hornets, bees, and snakes.

Though such incidents are rare, they can be made even rarer (20)\_\_\_\_\_. The first and perhaps most important is (21)\_\_\_\_\_.

“If your actions cause a reaction from the animal, then you’re too close,” says Kupper. “And (22)\_\_\_\_\_ a settle with wildlife, then you’re definitely too close.” Why people risk their lives for the ultimate animal selfie.

A by following a few basic guidelines

B to watch out for

C to preserve in nature reserves

D visits to the emergency room

E if you make

F to give wildlife a lot of room

G due to domestic animals such as dogs

H if you can take

*Adopted from: [39] C. 32*

#### USE OF ENGLISH

#### Task 5

Read the text below. For questions (23-31) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

#### WHERE TO GO WHALE WATCHING

When asked to list the things they would most like to experience in life, a surprising (23)\_\_\_\_\_ of people mention seeing whales in their natural habitat. It’s an ambition that can be (24)\_\_\_\_\_ surprisingly easily. It is (25)\_\_\_\_\_ that the seas around Iceland are home to over five thousand orca whales. But their behaviour, and therefore your chances of seeing them, varies (26)\_\_\_\_\_ to the season.

In summer, the whales have a (27)\_\_\_\_\_ to hang out near the coast and can be seen swimming up fjords and inlets. During the winter months, however, the animals are generally to be found (28)\_\_\_\_\_

\_\_\_\_\_ out at sea. (29) \_\_\_\_\_ season you choose for your trip, whale-watching trips are very easy to organise, and there's a chance you'll get to see other whale species too.

Besides Iceland, another option is to (30) \_\_\_\_\_ for northern Norway between October and January. Orcas arrive here at this time of year in (31) \_\_\_\_\_ of large shoals of herring, which form an important part of their diet.

	A	B	C	D
23	number	amount	quantity	crowd
24	answered	rewarded	honoured	fulfilled
25	estimated	counted	guessed	totalled
26	according	depending	relying	agreeing
27	custom	tendency	habit	trend
28	longer	wider	broader	further
29	Whenever	Whoever	Whichever	However
30	head	set	point	pick
31	hunt	follow	pursuit	seek

*Adopted from: [39]*

### Task 6

**Read the text below. For questions (32-44) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.**

### NATIVE ENGLISH ANIMALS

*By Nicola Jane Soen*

Now England has hardly any predatory animals in the (32) \_\_\_\_\_, but has it always been that way? Not according to ancient rhymes. England was once a country where predatory animals freely roamed and so danger lurked.

Many centuries ago bears, wolves, lynx, etc, ranged the forests and woodlands. Also wild boar, elk and aurochs (wild bulls) were (33) \_\_\_\_\_. However, although some of these species hung on till medieval times, most of these animals were long gone by that time.

The last English wolf in England was (34) \_\_\_\_\_ killed and the population extinct by the 16th century, although in Wales it is thought to have lasted a few centuries (35) \_\_\_\_\_. The great Auroch herds did not last nearly as long and were sadly gone as early as the 9th century, although on the continent it lasted for many, many (36) \_\_\_\_\_ centuries.

There was an even bigger size herding animal in Britain in the early centuries. The giant deer species called Megaloceros, with an antler span of up to 3 meters; it was possibly (37) \_\_\_\_\_ by the time Neolithic man was making wooden stockades. But the antlers were often found, and perhaps used for digging with.

Lynx is thought to have gone by the 10th century, in England at least. It is thought that the Neolithic settlers mingling with peoples already present or taking over, came from the continent and brought their own animals; cattle, (38) \_\_\_\_\_ dogs and cats, pigs, and also goats with them and built the wooden stockades to protect them.

In Saxon England, land was cleared (39) \_\_\_\_\_ the forest, and a large communal area was used for farming; this was divided into strips called furrows.

However, by Medieval times, the rich landlords had claimed a lot of land and planted hedges (40) \_\_\_\_\_ their boundaries. This may have meant farming was easier, but for the poor it meant they were beggared and starving, (41) \_\_\_\_\_ the loss of their land meant the loss of their livelihoods.

Land by the Thames was taken from the people in medieval times and given over to sheep farmers for the trading of wool, which by then had become an important industry that provided (42) \_\_\_\_\_ for the crown.

So by now, most of the original predatory or herding wild animals had been (43) \_\_\_\_\_ by non-native species. Thankfully, there is now a program that is re-releasing our original, surviving animals back into their own natural habitat. We (44) \_\_\_\_\_ desperately that this is successful.

	A	B	C	D
32	wild	nature	wood	plain
33	rich	plentiful	many	brimful
34	credible	maybe	possible	probably
35	longer	later	more	earlier
36	more	past	less	last
37	dead	obsolete	extinct	vestigial
38	schooled	captured	educated	domesticated
39	to	from	out	of
40	to mark	to show	to exhibit	to label
41	like	as	that	so
42	pay	fee	income	rent
43	survived	transferred	carried	replaced
44	dream	hope	think	sure

*Adopted from: [36]*

## Unit 12 ENVIRONMENTAL PROBLEMS

### 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.**

### CLIMATE MIGRANTS

1. \_\_\_\_\_

As the climate crisis gets worse, millions of people are being displaced – forced to leave their homes – due to environmental problems. These people, often called climate migrants or climate refugees, face serious challenges. Climate change is causing many areas to become less safe or less able to support life. Some people abandon their homes because of sudden disasters like floods, hurricanes, or wildfires. Others must move because of slower changes like rising sea levels, which threaten entire islands and coastal cities, or because droughts make it hard to grow food.

For example, low-lying countries like Kiribati and Tuvalu in the Pacific Ocean are at risk of disappearing under the sea. Coastal communities in countries like Bangladesh and the United States are also experiencing flooding that makes life difficult. In agricultural areas, especially in places like sub-Saharan Africa, extreme droughts are reducing the amount of food that can be grown, forcing people to move to more livable areas. These types of migrations will likely increase as climate change continues to affect the world.

2. \_\_\_\_\_

One of the biggest problems for climate migrants is that they do not have legal status under international law. Current laws, such as the 1951 Refugee Convention, protect people who are fleeing their countries due to war, persecution, or violence. However, these laws do not include climate change as a reason for seeking refuge; therefore, climate migrants do not receive the same protections or access to help as refugees. Climate immigration on such a scale is quite a recent phenomenon. For this reason, many countries lack clear policies for helping people displaced by natural disasters.

3. \_\_\_\_\_

In response to this growing crisis, governments and organisations are working to provide aid and support to climate migrants. This includes emergency aid after disasters, as well as efforts to help communities adapt to changing environmental conditions so that people can remain in their homes. Humanitarian groups like the Red Cross and the United Nations High Commissioner for Refugees (UNHCR) are providing food, shelter, and medical care to people displaced by extreme weather events. These organisations play a key role in helping people recover after disasters, but long-lasting solutions are needed as well.

4. \_\_\_\_\_

Some efforts focus on adaptation, which means helping communities prepare for the effects of climate change. For example, in areas where floods are likely to happen, building better flood defences like strategic dams and stronger river banks, can allow people to stay in their homes. In drought-affected regions, introducing new types of crops that can survive with less water may help farmers continue to grow food. However, many countries lack the resources to implement these solutions on a large scale, so international support is needed. Another form of aid is resettlement programs, which allow climate migrants to move to other countries. However, these programs are often small and do not help enough people.

5. \_\_\_\_\_

As natural disasters continue to displace millions of people, there is an urgent need for new legal protections for climate migrants. While some countries, like New Zealand, have started small programs to offer visas to the victims of extreme weather events, these programs are rare and limited. There are ongoing discussions at the United Nations about creating new legal frameworks to protect climate-displaced people, but they are taking a long time to move forward. At the same time, the world must work together to reduce the effects of climate change and help vulnerable communities adapt.

- A Lack of legislation for relocation
- B Ways of adaptation to natural disasters
- C Catastrophes uniting nations
- D Weather forecast predictions
- E Life-saving measures in desserts
- F Noble mission of organizations

- G Destruction of animal habitat
- H Relocation because of threat to life

## 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.**

### GENETIC ENGINEERING

One question that is being debated these days is whether or not genetic engineering is a good thing. We hear this term "genetic engineering" with increasing frequency these days. For those readers who may not be sure of its meaning, some definitions follow. When we speak of genes, we are referring to chemical substances in the cells of all-living things that establish an organism's characteristics. Genetic engineering is the changing of certain genes, usually to improve an organism in some way. In recent years, for example, certain genes have been placed in tomato plants to make tomatoes taste better and keep them fresh in supermarkets for a longer time. Cows have been treated with a growth hormone that makes dairy cattle give more milk and reduces the amount of fat in the meat of beef cattle. These sound like positive things, don't they? After all, many people say, the technology exists to improve our lives.

But there are plenty of people around who oppose genetic engineering. Why? Two specific objections come to mind. One is that the balance of nature might *be upset*. Suppose, for example, that scientists are able to genetically engineer certain plants so that insects will not eat them. This will protect the plants, but the insects will be deprived of a food supply—and other animals that depend on those insects for food will lose their food supply, too. A second objection is a moral question. Is it acceptable or right for us to change the makeup of living things?

Supporters of genetic engineering say the benefits outweigh the dangers. Look at all the improvements that can be made in plants raised for food, they say. Because of genetic engineering, plants can be grown that produce more fruits and vegetables and resist disease. In a world where more and more food will be needed in the future, this is a benefit. The medical advances provided by genetic engineering, say the supporters, are even more impressive. Consider cancer, for example. If genetic engineering can provide a way to cure or prevent this disease, shouldn't it be used? And if genetic engineering can be used to kill the virus that causes AIDS, shouldn't it be permitted?

Opponents of genetic engineering say it should be stopped, or at least limited. Proponents of genetic engineering say it should be promoted and expanded. The debate goes on.

**6. What is TRUE about genetic engineering, according to paragraph 1?**

- A It increases people's age.
- B It improves fat in the meat.
- C It changes genes' parameters.
- D It reduces the number of cells.

**7. All of the following is mentioned in the passage EXCEPT .**

- A genetic engineering will save plants and insects from extinction
- B certain genes can make some vegetables more delicious
- C genetic engineering could help sick people
- D it's harmful to interfere in animal life



8. What is stated in paragraph 2?
- A Scientists control the number of insects.
  - B Ecosystems should be counter balanced.
  - C Insects protect the plants from extinction.
  - D People should be concerned about wild animals.
9. Which of the following is **NOT** mentioned by the supporters of genetic engineering?
- A It has more advantages than weak points.
  - B It will help to achieve record harvests.
  - C It can be controlled and stopped any moment.
  - D It will mean breakthrough in medicine.
10. Which of the following is the most appropriate title for the passage?
- A Can genetic engineering be harmful to environment?
  - B People can manage genetic engineering
  - C Genetic engineering: Superfoods
  - D Genetic engineering: Forward or Backward?

*Adopted from: [52]*

### Task 3

**Read the texts below. Match choices (A - H) to (11-14). Write your answers on the separate answer sheet.**

**11. INUIT COMMUNITY, CANADA** For the people of Rigolet, a former trading post that is the southernmost Inuit community in Canada, the vanishing ice and increasingly unpredictable seasons means they're being forced to adapt in ways they never have before. Like generations of Inuit before him, Derrick Pottle is a trapper and hunter. His diet of wild game, salmon, berries, trout and seal would have been familiar to his ancestors who were living in Hamilton Inlet around 8,000 years ago. But Pottle worries all the skills he's learned from older generations may soon become irrelevant. More and more, Inuit are relying on expensive, store-bought processed foods because it's safer and easier than catching or shooting supper. Pottle's ancestors never experienced a time when their frozen world in northern Labrador was being altered so dramatically because of climate change. Shrinking ice packs and more severe weather has made travel increasingly difficult and dangerous, often cutting people off from other communities and traditional hunting lands. Some changes are more subtle. Summers have always been short here, and marked by tormenting swarms of black flies. But Paula McLean-Sheppard, a Nunatsiavut government employee, said she has been startled to see the insects arriving earlier and earlier in the spring. Rigolet's fishermen say new species are arriving in the bay, from cormorants to sharks to sea turtles, chasing warming waters and the food that comes with them. Seals, a key source of food and hides for waterproof clothes, are moving further and further up the bay as the sea ice vanishes. Others blame the decline of the region's caribou herd on the changing climate, too. Some of the changes are harder to see. McLean-Sheppard worries that as coastal Labrador's sea ice becomes increasingly unreliable, it's causing more anxiety among Inuit who feel stuck and unable to travel to catch their food.

**12. ETHIOPIA & SOMALIA** Three times a day, Sara Saban walks under the burning sun to fetch water for her family. Close to her village in the centre of Ethiopia's Somali Region, women, children and men line up in front of the only available well within walking distance. Their donkeys patiently wait as they fill their yellow jerry cans with water. A few meters away, others dig a hole in the dried-out riverbed to collect what little murky water they can find. "The underground water is very limited because we are facing a drought," Sara, a mother of ten, told DW. "The water quality is also very bad, so sometimes we suffer from stomach-related illnesses." The Somali Region has suffered from chronic drought for several years, with the worst stretch recorded in 2016, from which many households have yet to recover. This year the short rainy season known as the 'belg', which typically lasts from March to May, once again failed to provide much-anticipated ground water. The livestock have already started to die. This has had catastrophic consequences for the pastoral communities, which make up the majority of the Somali population. They rely on cattle and other farm animals for their livelihood: selling them at the market, drinking their milk and eating their meat. Since the beginning of the year, Sara lost one cow, 20 goats and five sheep. "It rained for only five days, and they were very small showers, so the grass did not grow enough to feed the livestock," she explains. "Cattle are the most vulnerable to drought, followed by sheep and goats," says Ahmed Mohammed, FAO's Somali Region field coordinator. "If we don't protect the core breeding animals at this stage of the drought, this will lead to mass mortality of animals and the families will be stripped of their livelihood assets. Rebuilding these lost livelihoods later on will be an enormous task, so it is less expensive and more efficient to protect and save livelihoods before they are lost."

**13. COLOMBIA & VENEZUELA** The Wayuu people are the largest indigenous tribe in northern Colombia and northwest Venezuela. In Colombia, they live in the La Guajira region. Their home area is comprised of 20,000 km and is rich in salt and petroleum deposits. Families often earn a living from harvesting salt and extracting petroleum, but their main sources of income are cattle ranching and fishing, which makes them particularly vulnerable to the effects of climate change. Recently, in La Guajira, there have been severe water shortages, which have been exacerbated by a lack of rain for three years. Over the past few years, this drought has caused over 20,000 of the region's cattle to die. For water, many of the Wayuu communities rely on the Ranchería River, one of the longest rivers in La Guajira. Without this water, their struggle to survive becomes increasingly strained. In addition to suffering from the effects of climate change, the Wayuu must compete for water with the continent's largest open-pit coal mine. In 2006, the construction of El Cercado dam started. The dam was designed to stop the flow of the Ranchería River and to create a reservoir that would provide nine communities with improved access to water. After the dam was completed, however, it became clear that while the reservoir would supply the mine, the Wayuu communities would be unable to access water from either the reservoir or the river, which would leave them worse off than they had originally been.

**14. SOUTHEAST AND CENTRAL ASIA** Much of Asia may see 50% more rainfall due to climate change, although countries like Pakistan and Afghanistan may experience a decline in rainfall by 20-50%, says a new report by the Asian Development Bank (ADB) and the Potsdam Institute for Climate Impact Research. The increase in rainfall is not necessarily good news either, because the Intergovernmental Panel on Climate Change has forecast fewer rainy days, but more intense rainfall on those days. This means more flooding, and less rainwater eventually percolating underground to recharge aquifers. And there will probably be more intense typhoons and cyclones as global temperatures go up, says the ADB report, called *A Region at Risk: The Human Dimensions of*

Climate Change in Asia and the Pacific. Coastal and low-lying areas in Asia will be at an increased risk of flooding. Nineteen of the 25 cities most exposed to a one-metre sea-level rise are in Asia, seven in the Philippines alone. Indonesia will be the country worst hit by coastal flooding, with approximately 5.9 million people affected every year until 2100. All this will have serious economic consequences. Global flood losses are expected to increase to USD 52 billion per year by 2050 from USD 6 billion in 2005. Climate change will also make food production in the region more difficult and production costs higher. In some countries of Southeast Asia, rice yields could decline by up to 50% by 2100 if no adaptation efforts are made. Meanwhile, in Central Asia, almost all crop yields in Uzbekistan are projected to decrease by 20- 50% by 2050 even in a two-degree Celsius temperature increase scenario. Marine ecosystems, particularly in the Western Pacific, will be in serious danger by 2100. All coral reef systems in the region will collapse due to mass coral bleaching if global warming proceeds as per the status quo.

**Which text:**

- A. mentions the drawbacks of an increase in rainfall?
- B. describes differences in how water shortage affects animal species?
- C. mentions the loss of traditional abilities as a consequence of climate change?
- D. blames climate change and human action for the problems affecting the local community?
- E mentions the displacement of different species due to climate change
- H blames water quality as the main source of illnesses
- I mentions an increase in food pricing
- G mentions areas favorable for doing business

#### **Task 4**

**Read the text below. Choose from (A - H) the one which best fits each space (15-20). There are two choices you do not need to use. Write your answers on the separate answer sheet.**

#### **PREDICTING EARTHQUAKES**

Never before have so many people packed into cities –places such as Los Angeles, Istanbul, Tokyo, and Lima –that are regularly affected by earthquakes. (15)\_\_\_\_, these cities face the risk of death and economic disaster from large quakes –and from the tsunamis, fires, and other destruction they often cause.

We understand earthquakes better (16)\_\_\_\_. Now, scientists would like to predict them, but is this possible? Today, some of the simplest questions about earthquakes are still difficult to answer: Why do they start? What makes them stop? Perhaps the most important question scientists need to answer is this: Are there clear patterns in earthquakes, or are they basically random and impossible to predict?

In Japan, government scientists say they have an answer to the question. “We believe that earthquake prediction is possible,” says Koshun Yamaoka, a scientist at the Earthquake Research Institute at the University of Tokyo. Earthquakes follow a pattern; they have observable signs,

Yamaoka believes. In fact, Japan has already predicted (17)\_\_\_\_: Tokai, a region along the Pacific coast about 161 kilometers (100 miles) southwest of Tokyo. Here, two plate boundaries have generated huge earthquakes every 100 to 150 years. But the section along Tokai hasn't had a major quake since 1854. The theory is that strain is building up in this region, and that it's time for this zone (18)\_\_\_\_. Unfortunately, this is more a forecast than a prediction. It's one thing to say that an earthquake (19)\_\_\_\_. It's another to predict exactly (20)\_\_\_\_\_.

- A being densely populated
- B where its next great earthquake will be
- C why the earthquake will start
- D located near the edge of Earth's huge, shifting plates
- E than we did a century ago
- F to reduce its stress
- G where and when the quake will occur
- H is likely to happen in a high risk area

*Adopted from: [36]*

## USE OF ENGLISH

### Task 5

**Read the text below. For questions (21-40) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.**

### CLIMATE CHANGE OR GLOBAL HEALTH CRISIS?

The climate crisis is also a health crisis. The same emissions that cause global warming are also largely responsible for polluting the air we (21)\_\_\_\_\_, causing heart disease, stroke, lung cancer, and infections, and (22)\_\_\_\_\_every organ in our bodies. Air pollution is the new tobacco, causing as many deaths as cigarettes. And (23)\_\_\_\_\_it (24)\_\_\_\_\_us all, children, the elderly, pregnant women, and adults with weakened immune systems are the most (25)\_\_\_\_\_risk.

It is now common knowledge that smoking tobacco severely harms you and those around you. That is why the tobacco industry's lobbying and advertising campaigns have been regulated around the world. Globally, we have (26)\_\_\_\_\_steps to safeguard existing health policies, and to force these companies to tell the truth: that their product kills.

The choice between phasing out fossil fuels and continuing on the current path is black and white - it is a matter of life or death. We either will decide to prevent seven million premature deaths per year by (27) \_\_\_\_\_our air and providing people (28)\_\_\_\_\_clean energy sources, or we won't. We either will decide to prevent four million childhood asthma cases per year (29)\_\_\_\_\_traffic fumes, or we won't. In any case, the lifetime health of a child born today will be (30)\_\_\_\_\_affected by the decisions we make about climate change now and in the years to come. That is why the World Health Organization has made climate change a top institutional priority.

	A	B	C	D
21	breath	exhale	breathe	exhaust
22	affecting	effecting	causing	breaking
23	however	despite	besides	though
24	threats	threatens	extincts	frighten
25	in	under	at	of
26	taken	made	descended	climbed
27	cleaning	cleaning up	cleaning after	cleaning away
28	for	with	against	to
29	by	against	from	for
30	superficially	slightly	profoundly	insignificantly

### WATER POLLUTION

(31)\_\_\_\_\_the beginning of civilization, water has been used to carry away unwanted refuse. Rivers, streams, canals, lakes, and oceans are currently used as receptacles for every imaginable kind of pollution. Water has the capacity (32)\_\_\_\_\_down or dissolve many materials, especially organic compounds, which decompose during prolonged contact with bacteria and enzymes. Waste materials that can eventually decompose in this way are called biodegradable. They are less of a long-term threat to the environment than are (33)\_\_\_\_\_persistent pollutants such as metals, plastics, and some chlorinated hydrocarbons. These substances remain in the water and can make it poisonous for most forms of life. Even biodegradable pollutants can damage a water supply for long periods of time. As any form of contamination (34)\_\_\_\_\_, life within the water starts to suffer. Lakes are especially vulnerable to pollution because they cannot cleanse themselves (35)\_\_\_\_\_rapidly as rivers or oceans.

A common kind of water pollution is the effect caused by heavy concentrations of nitrogen and phosphorus, which are used by plants for growth. The widespread use of agricultural fertilizers and household detergents (36)\_\_\_\_\_these elements has added large amounts of plant nutrients to many bodies of water. In large quantities, nitrogen and phosphorus cause tiny water algae to bloom, or grow rapidly. When the algae die, oxygen (37)\_\_\_\_\_to decompose them. This creates an oxygen deficiency in the water, which causes (38)\_\_\_\_\_death of many aquatic animals. Plant life soon reduces (39)\_\_\_\_\_of open water. These events speed up the process of eutrophication, the aging and (40)\_\_\_\_\_drying up of a lake.

	A	B	C	D
31	after	at	since	in
32	breaking	broken	have broken	to break
33	more	most	little	few
34	accumulates	accumulate	are accumulating	have accumulated
35	such	as	more	much
36	contained	contains	containing	contained
37	needs	need	is needed	had needed
38	any	-	a	the
39	the number	the amount	a number	scope
40	eventual	eventually	previous	foregoing

# FINAL TEST

## READING

### Task 1

Read the text below. Match choices (A—H) to (1—5). There are three choices you do not need to use.

1 \_\_\_\_\_

Say goodbye to glasses. Scientists at UC Berkeley are creating vision correcting displays for smartphones and computers. The technology uses algorithms and a printed pinhole screen sandwiched between two layers of clear plastic to adjust the picture according to the user's vision. The displays could even help people with more complex visual problems that cannot be corrected by spectacles.

2 \_\_\_\_\_

Soon, homes and offices may be powered by their windows. A team at Michigan State University has created a transparent solar cell that could be used in buildings. It could also be used to power smartphones and other electronic devices, replacing traditional screens. The system uses small organic molecules to absorb specific wavelengths of sunlight. The material can be tuned to pick up just the ultraviolet and near infrared light and so appears transparent to the human eye.

3 \_\_\_\_\_

Regular flyers who suffer from jet lag after long-haul flights will no doubt have wished their body clock was as easy to reset as a wristwatch. Now, scientists have identified a master gene, LHX1, responsible for regulating sleep cycles. The discovery may lead to treatments to help night-shift workers or jet-lagged travellers adjust to time differences more quickly.

4 \_\_\_\_\_

Food allergies could become a thing of the past thanks to a common class of gut bacteria. Researchers at the University of Chicago have found that a group of bacteria called Clostridia reduced the allergic response to peanut allergens when tested in mice. Another major group of bacteria, Bacteroides, did not have the same effect suggesting that Clostridia have a unique role against food allergens.

5 \_\_\_\_\_

As anyone who has fumbled with sticking plasters and bandages will know, treating wounds in awkward areas such as fingers and toes can be frustrating. However, it is essential that the wound is kept away from bacteria while it heals. A team at Tokai University has solved this problem by creating biodegradable cling film that can keep wounds clean and protected for up to six days. The technology could be used as dressings and also for coatings on medical devices.

*Adopted from: [3] P. 89*

- A Invisible screen sandwiches
- B Get rid of bacteria
- C Wise home
- D A sight for four eyes
- E Make use of foil
- F Microbes fight oversensitivity
- G Curing fatigue
- H Power from perspiration

## Task 2

Read the text below. For questions (6—10) choose the correct answer (A, B, C or D).

### BIOFASHIONISTA

Suzanne Lee brews green tea by the gallon, not for the antioxidants but as the first step in growing her own clothes. A London-based fashion designer turned sustainability advocate, she developed a process to harness the fermenting action of tea's natural microbes to grow a cellulose-based biomaterial that can be dried, cut, and sewn like fabric or molded over 3-D forms so that the seams fuse by “felting” together. She has produced wedge heels, A-line skirts, and vests with ruffled sleeves from the byproduct of her bacteria-based homebrew.

It begins with a bathtub full of sweetened green tea, to which Lee introduces a “mother culture” of yeast and bacteria. As the culture feeds on the tea’s sugary nutrients, it creates threads of cellulose that form a skin on the surface of the liquid. Once this mat is two centimeters thick, she removes and washes it and spreads it on a wooden board to dry. The result is a thin material comparable to leather in toughness and pliability.

Although Lee has employed biomaterials mostly for couture, she believes that “fabrics made from living organisms - bacteria, yeast, fungi, algae, mammalian cells - will become mainstream in the future.” With improved bioengineering, she says, fabrics can be designed with such specific qualities as water resistance. Add to that the environmental sustainability and do-it-yourself possibilities for biofabrication, and our fashion future may hold more bathtubs full of green tea.

*Adopted from: [32] P. 11*

**6. Suzanne Lee supports the idea of ...**

- A. mutually beneficial relationship between different species.
- B. using animal microorganisms or plants to heal polluted soil or water.
- C. depleting natural resources to support long-term ecological balance.
- D. creating fabrics reducible by microorganisms.

**7. Which of the following is NO T used in the development of the biomaterial?**

- A. sugar
- B. cellulose
- C. yeast
- D. leather

**8. What is the right sequence in production of the biomaterial?**

- A. brewing sweet green tea - adding special mixture of microorganisms - processing of a cellulose mat.
- B. fermenting tea’s microbes - introducing “mother culture” - using 3-D forms to collect cellulose.
- C. making green tea - growing threads of sweet cellulose - producing wedge heels.
- D. preparing sugary tea liquid - adding bacteria to a cellulose-based skin - removing and drying this skin.

**9. Lee’s clothes are ...**

- A. made for everyday wear.
- B. designed for fashion industry.
- C. suitable for underwater work.
- D. used by bioengineers in experiments.

**10. What are the possible ways to improve the development of biomaterials?**

- A.** Training a new generation of bioengineers.
- B.** Using some other microorganisms instead of those suggested by Suzanne Lee.
- C.** Brewing green tea in several bathtubs simultaneously.
- D.** Expanding the range of organisms used for production.

**Task 3**

**Read the texts below. Match choices (A—H) to (11—16). There are two choices you do not need to use.**

**LEADING FOR HIGH PERFORMANCE**

MIT Sloan Executive Education is committed to developing dynamic executives who are purpose driven and performance oriented. Our portfolio of more than 30 short courses presents leading research, world-renowned faculty, and the ideas and frameworks that help leaders solve complex problems, drive revolutionary change, and get their organizations out in front. Join a community of global leaders pursuing intellectual, personal, and professional discovery at MIT.

**11 Systems Thinking**

Learn how to use MIT's unique, powerful, and integrative system dynamics approach to assess systemic problems and produce desired results.

**12 Systematic Improvement**

Master the fundamental principles by which accelerated performance is achieved and sustained across organizations on the leading edge.

**13 Collective Intelligence**

Create a competitive advantage by learning to harness new organizational approaches made possible by the latest wide-ranging communications technologies.

**14 Change Management**

Know what drives improvement and learn how it can be implemented in every function across an organization.

**15 Personal Transformation**

**Go beyond the MBA in this** intense, intimate, transformative learning experience designed to fit the time constraints of seasoned, global executives.

**16 Talent Management**

Integrate the hard and soft sides of leadership to make teams into world-class talent factories and build an authentic and energizing culture.

*Adopted from: [19] P. 84*

**Joining this programme you will be able to get an idea of:**

- A.** Intelligent Organizations: Collaboration and the Future of Work
- B.** Advanced Management Program
- C.** Creating High Velocity Organizations
- D.** Improvement basis
- E.** Understanding and Solving Complex Business Problems
- F.** Collective vs. personal
- G.** Building Game-Changing Organizations: Aligning Purpose, Performance, and People
- H.** Leading Change in Complex Organizations



#### Task 4

Read the text below. Choose from (A—H) the one that best fits each space (17—22). There are two choices you do not need to use.

#### MAROONED DIVERS RESCUED

Five divers (17) \_\_\_\_\_ in lumpy seas near Florida's Key Largo, in an incident that illustrated the importance of leaving an individual aboard a diving cover boat.

Local media reported that the group had embarked on a late afternoon dive off Molasses Reef (18) \_\_\_\_\_. No-one had been left on board.

After one of the groups saw the anchor-line go slack under water, the divers surfaced (19) \_\_\_\_\_, which drifted away on the wind.

The first diver to be found was alone, having been separated from the others (20) \_\_\_\_\_. He was recovered by a sportfishing charter-boat off Pickles Reef, about 2.5 miles from Molasses Reef.

The diver (21) \_\_\_\_\_ and was lucky to be spotted while waving his arms in choppy water. An emergency call was put out and four Florida Fish & Wildlife Conservation Commission vessels joined the search.

Within another hour the other divers had been located. A single diver, who (22) \_\_\_\_\_ following his boat-chasing colleague, was found in the area between Pickles and Molasses Reefs. The other three were located near Molasses, having stayed together.

The divers' experience demonstrated "why it's always a good idea to leave a safety man on deck", said a commission spokesman.

*Adopted from: [26]*

- A. while he was standing on deck
- B. was reported to have tried
- C. had been in the water for about an hour
- D. were seen swimming
- E. when the anchor-line parted in lumpy sea conditions
- F. but could not regain the boat
- G. when he tried to swim after the boat
- H. were rescued recently

#### USE OF ENGLISH

#### Task 5

Read the text below. For each of the empty spaces (23—32) choose the correct answer (A, B, C or D).

#### RIDER OR CYCLIST?

I am sorry to note that there are fewer cyclists on the road (23) \_\_\_\_\_ ever before. How have I come to this conclusion? Cyclists are not afraid to stop at traffic lights and put their foot down; they do not stop at said lights 30 feet (24) \_\_\_\_\_ the line. They wait for them to completely change, not lurch through the still-red lights as the adjacent lights (25) \_\_\_\_\_ from green to amber. Nor do

cyclists use the pedestrian crossing facility on dual carriageways to (26) \_\_\_\_\_ the lights, nor cycle the wrong way down a one-way street. Cyclists acknowledge each other with a (27) \_\_\_\_\_ and say hello when we pass. If a cyclist sees another walking a bike or in apparent trouble, they will stop and (28) \_\_\_\_\_ assistance. Such common faults seen by those (29) \_\_\_\_\_ a bike are the trademark of the rider - not the cyclist.

It would be of great assistance if such riders would (30) \_\_\_\_\_ a large letter “R” on the back of their jersey to inform all road users of their preferred choice. Such riders should be prepared to (31) \_\_\_\_\_ sole responsibility for their actions and any subsequent consequences. So perhaps the suffix SOLE could also be added to their jersey, just to make their status abundantly (32) \_\_\_\_\_ to all.

*Adopted from: [7] P. 43*

	A	B	C	D
23	than	then	though	always
24	in front of	near	above	beyond
25	substitute	become	fade	turn
26	avoid	circle	omit	drive away from
27	scream	look	nod	hop
28	attempt	offer	imitate	impose
29	using	watching	selling	buying
30	cut out	display	hide	cover
31	obtain	have	bear	lose
32	unknown	obscure	important	clear

### Task 6

Read the text below. For questions (33—42) choose the correct answer (A, B, C, or D).

#### TAKE A WALK WITH HOLST

Have you ever listened to Holst’s *The Planets* in a bank before? Well, now’s your chance. (33) \_\_\_\_\_ the centenary of the composition of “Mars”, the Holst Birthplace Museum in Cheltenham has launched (34) \_\_\_\_\_ “Planets Listening Trail”, in which walkers are invited to make their way from one important Cheltenham building to (35) \_\_\_\_\_ and, by means of cleverly designed listening booths, hear one Planet in each. The trail, which (36) \_\_\_\_\_ in the town until 12 October, begins with “Mars” at the Museum itself and (37) \_\_\_\_\_ with “Neptune” at the Montpellier Rotunda... occupied today by Lloyds Bank. We’ve given it a go and it’s great fun.

*Adopted from: [29] P. 15*

	A	B	C	D
33	For making	Being marked	Having marked	To mark
34	it’s	its	he’s	his
35	another	other	some other	the other
36	is	will be	will have been	is being
37	is going to finish off	will finish off	would finish off	finishes off

### CLEAN AND SCRATCHED!

On a nice summer day a few weeks ago, I decided to wash my motorcycle out (38) \_\_\_\_\_ the front yard. I wheeled it into the grass and hosed it down and started washing it. After a thorough wash and rinse, I wiped all the water spots off with a chamois. It looked great! I left for a few minutes (39) \_\_\_\_\_ the wash bucket and hang the chamois on the line to dry. When I came back out to the front yard, my motorcycle (40) \_\_\_\_\_ against the retaining wall. After investigating what (41) \_\_\_\_\_, I realized that all the water had softened the ground and the kickstand had sunk into the yard. That caused the bike to fall into the wall, which scratched the tank. I've (42) \_\_\_\_\_ made up a more adventurous tale to explain the scratches on the tank!

*Adopted from: [24] P. 46*

	A	B	C	D
38	in	on	at	Inside
39	to rinse out	to rinsing out	rinse out	rinsing out
40	laid	was lying	has been lying	has laid
41	had happened	happened	was happening	has happened
42	since	for	ever	often

# GRAMMAR

## 1. THE NOUN. THE CATEGORY OF NUMBER. CASE

### NOUNS

Words that are names of things, or people, or places are called nouns.

#### The Plural of Nouns

Usually we form plural of nouns with the help of **-s**, **-es** endings.

use <b>-s</b>	<i>rose — roses, boot — boots, pen — pens, book — books</i>
<b>-s</b> to compound nouns: <i>noun + noun</i>  <i>gerund + noun</i>	<i>hitch-hikers; sky-jackets, river banks, winter boots, bookshelf — bookshelves</i>  <i>waiting lists, dining rooms, driving licenses, swimming pools, frying pan — frying pans</i>
<b>-s</b> to the noun if the compound has only one noun	<i>by stander — by standers; passer by — passers by</i>
<b>-s</b> to the first noun if the compound consists of two nouns connected with a preposition	<i>sister-in-law — sisters-in-law</i>
<b>-s</b> to nouns ending in <i>vowel + y</i>	<i>boy — boys, day — days</i>
<b>-s</b> nouns ending in <b>-y</b> change <b>-y</b> when it is after the consonant	<i>fly — flies, baby — babies, lady — ladies</i>
<b>-s</b> to nouns ending in: <i>vowel + o</i>	<i>radio — radios, video — videos</i>
<b>-s</b> to nouns ending in double <i>o</i>	<i>zoo — zoos, taboo — taboos</i>
<b>-_es</b> after <i>-sh, -ch, -ss, -x, -o;</i>	<i>kiss — kisses, bench — benches, bush — bushes, tomato — tomatoes, box — boxes</i>
<b>-es</b> changes into <b>-ves</b> :	<i>thief — thieves, wharf (нрyсмань) — wharves, knife — knives, self — selves, hoof — hooves, sheaf — sheaves, scarf — scarves, life — lives, wife — wives, wolf — wolves, half — halves, leaf — leaves, calf — calves, loaf — loaves.</i>
<b>BUT! these nouns end in -s and the ending -f doesn't change:</b>  <i>belief, roof, proof, muff, cliff, chief, kerchief, cuff, safe, grief</i>	
nouns ending in <i>-o</i> can take either <b>-es</b> or <b>-s</b>	<i>buffalos/es, mosquitos/es, volcanos/es</i>
<b>-ies</b> to nouns ending in consonant + <i>y</i>	<i>baby — babies, lady — ladies</i>
<b>some nouns change the root vowels</b>	<i>man — men, woman — women, ox — oxen, tooth — teeth, foot — feet, goose — geese, mouse — mice, louse — lice</i>

<b><i>Nouns are always used only in SINGULAR:</i></b>	<i>furniture, money, food, news, advice, knowledge, fruit, twilight, information, chalk, progress, courage, baggage, equipment, garbage, hardware, jewellery, junk, mail, make-up, change (peuma), postage, scenery, traffic, dirt, dust, flour, pepper, salt, sand, cloth, economics, physics, gossip, gymnastics, hair, rice, margin, macaroni.</i>
as a modifier	<i>a two day trip, a three hour exam, a two year old child, a vegetable salad, a nine room flat, cat food, a twenty dollar bill, a five day hiking and a student book</i>
soups, pies or salads are used in the singular	<i>There is too much <b>onion</b> in this salad.</i>
<b>We also use singular verb forms with:</b>	
nouns which refer to <b>school subjects</b>	<i>mathematics, economics, physics, politics</i>
nouns which refer to <b>games</b>	<i>dominoes, draughts, billiards, darts</i>
nouns which refer to <b>illnesses</b>	<i>mumps, measles, red measles</i>
<b>NOTE! the Netherlands, the USA, the United Kingdom take the verb <i>is</i> not <i>are</i>.</b> <b>Also five hours of walk <i>is</i>, twenty dollars <i>is</i>, two hundred miles <i>is</i>.</b>	
name of <b>language</b> is used in singular	<i>Chinese is, but the people will be always in plural - <b>the Japanese are</b>.</i>

<b><i>Nouns are always used only in PLURAL</i></b>	<i>annals (літопису), pincers, winning, travels, statistics, thanks, particulars, shears, cattle, bellows, makings, takings, surroundings, dregs, belongings, goods/wares, spirits (alcohol), valuables, pains (effort, trouble, savings, grapes, trousers, police, jeans, scales, tweezers, mass media, oats, remains, rein (віжки), scissors, wages, clothes (одяг), contents, pyjamas, tongs, people, tights, spectacles, breech, pants, suburbs (за межами міста), arms (зброя), proceeds, glasses, manners, earnings, brains, stairs (в домі), steps (надворі), premises (нерухомість), poultry, socks, gloves, congratulations, lodgings, greens (vegetables);</i>
fruits and vegetables	<i>peas, raisins, beans, apricots, grapes, cherries and prunes.</i> <i>e.g. Tomatoes are good this year.</i>

initials can be made plural	<i>MPs — members of Parliament, VIPs — very important persons, UFOs — unidentified objects</i>
A few adjectives preceded by the definite article <b>the</b> are used as plural nouns:	<i>the poor, the rich, the old, the living, the dead, the blind, the deaf, the disabled (handicapped).</i>

**NOTE! Majority** can be singular and plural. If it is **alone** it is singular.

*e.g. The majority knows we are here.*

If a plural noun follows it is usually plural.

*e.g. The majority of the pupils will spend the time in summer camps.*

The expression **a number of** **always** takes after it a **plural noun** and a **plural verb**.

*e.g. A number of students **are** going to buy this book.*

The expression **the number of** **always** takes after it a **plural noun** and a **singular verb**.

*e.g. The number of the months in a year **is** twelve.*

We show the **possession** adding the **apostrophe** and **-s** ending to the noun or **only apostrophe**.

*e.g. Mike's hand; the boys' toys.*

**NOTE! Some uncountable nouns:**

*glass, water, wood, tea, ice, rice, food, gold, silver, gin, dust, bread, stone, flour, oil, butter, furniture.*

**NOTE! Some abstract nouns:**

*anger, hope, courage, beauty, choice, hunger, excitement, help, kindness, quietness, confidence, cowardice, education, weakness, youth, terror, comfort, happiness, ease, truth, variety, anxiety, enjoyment, experience, fun, entertainment, generosity, greed(-iness), depth, width, hate, health, honesty, hospitality, luck, poverty, ignorance, laughter, love, pride, patience, absence, length, care, bravery, peace, intelligence, justice, wealth, ugliness, death, loneliness, meanness, cruelty, violence, time, stupidity, progress, recreation, research, opposition; courage, information, work, suspicion, knowledge, beauty, pity, luggage, shopping, parking, camping, hair, weather, damage, freedom, brotherhood.*

**NOTE! Some exceptions**, which have the ending **-s**, **not** the **-es**:

*video, photo, piano, cuckoo, solo, zoo, radio, soprano, studio, auto, kilo, bamboo, memo, disco, tattoo, dynamo, kimono;*

**BUT!** *zero — zeroes/zeros; tornado — tornadoes/tornados; volcano — volcanoes/volcanos; mosquito — mosquitoes/mosquitos; cargo — cargos/cargoes;*

**NOTE! Some nouns have different meaning** in the **singular** and **plural**:

*cloth — clothes; content — contents; custom — customs; fund — funds, glass — glasses, hairs — hairs; manner — manners; relation — relations; scale — scales; spirit — spirits, work-works;*

**NOTE! Some borrowed forms of nouns:**

*phenomenon - phenomena, medium - media, datum - data, bacterium - bacteria, symposium - symposia, analysis - analyses, crisis - crises, axis - axes, thesis - theses, formula - formulae, cactus - cacti, radius - radii, oasis - oases.*

## POSSESSIVE CASE

use 's and s' for people and some living creatures	<i>John's clothes, Ann's flat</i>
compound nouns + 's	<i>My brother-in-law's child</i>
's after the last of two or more names to show common possession	<i>This is Jason and Herbert's hand manual</i>
the possessive of <b>else</b> is <b>else's</b>	<i>The postman dropped my letter into someone else's letterbox.</i>
classical names ending in -s add only the apostrophe	<i>Archimedes' Law</i>
's can be added after initials	<i>the MP's secretary, the VIP's escort</i>
to show the possession with things use <b>of</b>	<i>The arm of the chair, a branch of a tree.</i>
's and s' with some non-living things:	
time phrases	<i>a month's salary, today's newspaper, yesterday's events</i>
fixed phrases	<i>the ship's company, journey's end, the earth's surface, the water's edge</i>
ships and boats	<i>the ship's bell, the yacht's mast</i>
planes, trains and other vehicles	<i>the train's heating system</i>
in the expressions	<i>a ten minutes' break; a two hours' delay</i>
for + noun	<i>for heaven's sake</i>

## ARTICLES

The article is the official part of the language used **before nouns**

### A / An – The

**A / An** is used only with **singular countable nouns** to talk about things **in general**:

<b>don't</b> use <i>a / an</i> with <b>uncountable</b> or <b>plural</b> nouns. use <b>some</b> instead! <i>A / An</i> is often used after the verbs <b>be</b> and <b>have</b>	<i>A dog <u>is</u> a domestic animal.</i> (Which dog? Dogs in general.) <i>Bring me <b>some milk</b>, please!</i>
use <b>a / an</b> or <b>the</b> before a <b>singular countable</b> noun to refer to a <b>class</b> of people, animals or things. However, we omit <b>a / an</b> or <b>the</b> before a noun in the plural when it represents <b>a class</b> .	<i>A / <b>The</b> dolphin is a mammal.</i> <i>Dolphins are mammals.</i> Exception: <i>Man is <b>a</b> mammal, too</i>

**The** is used:

with singular and plural nouns, countable and uncountable ones, to talk about something specific or when the noun is mentioned for a second time	<i>Whose is <b>the</b> van parked in front of our house?</i> (Which van? <b>The one</b> parked in front of our house.) <i>He found <b>a</b> cat in the park. He took <b>the</b> cat home.</i> (The word 'cat' is mentioned for a second time.)
with the words <i>beach, cinema, country(side), ground, jungle, radio, sea, seaside, theatre, world, etc.</i>	<i>He likes going to <b>the theatre</b>.</i> We usually say television <u>without the</u> .

	<i>We often watch <b>television</b>. but: Turn on <b>the</b> television (set). We also say: He lives near <b>the</b> sea. but: They are <b>at</b> sea (= they are sailing).</i>
normally omit <b>the</b> before the words last and next when we talk about a period of time immediately before or after the moment of speaking	<i>He graduated <b>last</b> year. //I meet you <b>next</b> week. I went to the gym on Saturday but <b>the</b> next day I stayed at home.</i>

**Exercise 1.1. Make the nouns in brackets plural.**

1. They bought two (video), five (piano) and ten (radio) for their casino.
2. At last he found three new (soprano) for his theatre.
3. He is the owner of two big (studio).
4. Andy is fond of (tattoo).
5. The (knife) get rusty when put into the water for a long time.
6. The (roof) of the houses look neat and nice.
7. For this case we have (memo) in our office.
8. Hail, thunder, lighting and rain are natural (phenomenon, phenomena).
9. The Hague is the city where a lot of (symposium, symposia) are held.
10. Only in the (zoo) you can see such a great variety of wild animals.
11. Their children are fond of antique (auto) and their collection is the best.
12. It was one of the biggest (crises, crisis) in the world.
13. The rules for representing (thesis, theses) change every two years.

**Exercise 1.2. Fill in the gaps with a, an or the.**

**Butter biscuit recipe**

*Ingredients*

1 egg, 200 gr butter, 2 cups flour, 1/2 cup sugar

*Oven temperature:* 180 °C

*Cooking Time:* 20 minutes

In .... large bowl, mix flour and sugar.

Add ..... egg.

Heat ..... butter in ..... frying pan and add it to ..... mixture.

Stir well, then separate ..... mixture into balls and place them on .....tray.

Bake ..... biscuits in .....oven at 180°C for 20 minutes.

**Exercise 1.3. Choose the correct form of the verb to be.**

1. These grapes (is, are) sweet.
2. Ann's jeans (is, are) new.
3. The information (is, are) interesting.
4. His knowledge of English (is, are) bad.
5. These trousers (is, are) too old.
6. The furniture (is, are) very nice.
7. The tights (is, are) green and new.
8. The scissors (is, are) very sharp.
9. Japanese (is, are) a very difficult language.
10. One thousand dollar (is, are) too much to pay.
11. Her hair (is, are) blond and long.
12. John's clothes (is, are) dirty and wet.



13. The Netherlands (is, are) a very rich country.
14. The police (is, are) near the crashed car.
15. His manners (is, are) perfect.
16. Food in this supermarket (is, are) fresh and always of high quality.
17. The Vietnamese (is, are) very hardworking people
18. The blind always (use, uses) the guide dogs.
19. The rich usually (give, gives) money for charity.
20. Five hours of walk (is, are) rather tiring.

**Exercise 1.4. Put in missing words.**

*Back, dog food, cat food, vegetable salad, like, hundred year old, guest room, old fashioned, the house windows, house door, twenty five year old, sheep farmers, red brick, have moved, three day*

The Smiths (1) .... here this month. They bought a large (2) ..... house just opposite our garden. Mr. Smith is one of the richest (3).... in our area. He himself and his (4) .... son manage this huge farm. The house looks lovely especially the ancient (5) ..... made of bronze. (6) ..... are rather big and made of stained glass. This (7) ..... house is a Victorian building, which looks rather respectful.

Their (8).....is especially nice and comfortable. There you can see a (9) ..... piano standing in the corner. The Smiths (10) ..... healthy food. All of them are fond of (11) ..... . Very often they go to a (12) .... hiking. Their cats and dogs stay at home having their (13) ..... and (14)..... .. They are very happy when their masters come (15) ..... home.

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**Exercise 1.5. Fill in the gaps with the articles where necessary.**

(1) .... Britain's climate is (2) ..... mild and (3) ..... damp. It often rains, and fog are quite frequent, especially in (4) ..... west and south-west. (5) ..... Gulf Stream, (6) ..... warm ocean current coming from (7) ..... Gulf of Mexico, crosses (8) ..... Atlantic Ocean and warms (9) ... seas around (10) ..... British coast, moderating (11) ..... climate, giving it cool summers and mild winters. (12) .... temperature in (13) ..... winter seldom falls below zero, and (14) ..... fields and meadows are green all year round.

There are no big rivers in (15) ..... Great Britain. (16) ..... largest river is (17) ..... Thames. (18) ..... London, (19) ..... capital of (20) ..... Great Britain, is on (21) ..... Thames.

London is one of (22) ..... largest cities of (23) ..... world. It has (24) ..... population over 10 million. It is (25) ..... great industrial and cultural centre.

There are several other industrial cities in (26) ..... Great Britain, such as Birmingham, Glasgow, Manchester (27) ..... biggest seaports outside London are Liverpool, Plymouth, Southampton, and Glasgow.

As (28).... Great Britain is surrounded by seas on all sides, it is (29) ..... great sea power (30) ..... Britons are proud of their great seamen, such as Sir Francis Drake, who fought with success against (31) ..... powerful Spanish fleet in (32) ..... 16th century. Sir Walter Raleigh (33) ..... outstanding traveller and explorer. Captain James Cook, one of (34) ..... greatest explorers of (35) .... 18th century, Captain Scott, (36) ..... explorer of (37) ..... Antarctic, and Admiral Lord Nelson, Britain's national hero who destroyed (38) ..... French fleet at (39) ..... battle of Trafalgar in 1805. (40) .... high column built in his memory stands in (41) ... Trafalgar Square in (42) ..... centre of London.

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## PROGRESS CHECK 1

**Choose the correct item:**

1. Ladies and gentlemen. Here ..... the news.

A    is                                  B    are
2. Where .....my jeans?

A    is                                  B    are
3. Further information ..... available in the office.

A    is                                  B    are
4. The stairs ..... over there, Sir.

A    is                                  B    are
5. The furniture in our classroom ..... uncomfortable.

A    is                                  B    are
6. The United Arab Emirates ..... a very nice country.

A    Is                                  B    are
7. Your sunglasses ..... on the table.

A    Is                                  B    are
8. Homework ..... boring.

A    is                                  B    are
9. The scissors on the table ..... mine.

A    is                                  B    are
10. Physics ..... not easy.

A    is                                  B    are
11. The shop sells fruit and vegetables. Sometimes they sell a few other things like eggs and milk.

A    greengrocer's                  B    florist's                      C    butcher's
12. The shop sells meat. Nowadays, most people buy their meat in supermarkets, but you can still find a traditional kind of shop in most large towns.

A    baker's                         B    fishmonger's              C    butcher's
13. The shop where you go to buy drugs. The word ‘pharmacy’ is sometimes used in the UK, but they never say ‘drug store’.

A    chemist's                      B    florist's                      C    grocer's
14. The shop sells bread and cakes and usually they make them in the same building.

A    baker's                         B    butcher's                      C    chemist's
15. The ..... amazement showed on their faces.

A    child's                         B    children's                      C    childrens'
16. The ..... laughter lasted a minute.

A    king's                         B    kings                         C    king'

17. All of the ..... covers were torn.  
**A** books **B** Books' **C** book's
18. The many ..... efforts led to a new creation.  
**A** worker **B** worker 's **C** workers'
19. I like .... blue T-shirt over there better than ..... red one.  
**A** A / the **B** the / the **C** An / -
20. Their car does 150 miles ..... hour.  
**A** a **B** the **C** an
21. Where's ..... USB drive I lent you last week?  
**A** a **B** the **C** an
22. Do you still live in .....Bristol?  
**A** a **B** the **C** -
23. Is your mother working in ..... old office building?  
**A** a **B** the **C** an
24. Carol's father works as ..... electrician.  
**A** a **B** the **C** an
25. The tomatoes are 99 pence ..... kilo.  
**A** a **B** the **C** an
26. What do you usually have for ..... lunch?  
**A** - **B** the **C** a
27. Ben has ..... terrible toothache.  
**A** a **B** the **C** an
28. After this tour you have ..... whole afternoon free to explore the city.  
**A** a **B** the **C** an

One of (29) ..... most famous sights in (30) ..... USA is (31)..... Statue of Liberty. "Lady Liberty," as the 305 foot statue is sometimes called, stands on (32) ..... Liberty Island in New York Harbour.

Originally a gift from (33) ..... France, it is now (34) ..... essential tourist attraction for (35) ..... anyone visiting (36) ..... New York. One of (37) ..... reasons for its popularity is that you can climb to the top. Most visitors take the 154 steps up, but there is also (38) ..... museum at the bottom of the statue. If you want to visit this (39) ..... amazing monument, you can get further information on (40) ..... website.

- |           |              |              |              |
|-----------|--------------|--------------|--------------|
| <b>29</b> | <b>A</b> a   | <b>B</b> the | <b>C</b> -   |
| <b>30</b> | <b>A</b> the | <b>B</b> -   | <b>C</b> a   |
| <b>31</b> | <b>A</b> a   | <b>B</b> the | <b>C</b> -   |
| <b>32</b> | <b>A</b> a   | <b>B</b> -   | <b>C</b> the |

33	A the	B -	C a
34	A an	B a	C the
35	A the	B -	C an
36	A the	B -	C an
37	A a	B the	C -
38	A a	B the	C -
39	A -	B an	C the
40	A the	B -	C a

## 2. THE ADJECTIVE. THE ADVERB. THE DEGREES OF COMPARISON

### ADJECTIVES

Adjective is an independent part of the language that indicates the subject and answers the question  
*What? Which? Which? Which?*

describe nouns i.e. they tell us what the noun is like.	<i>This is a <b>beautiful</b> painting. (What is the painting like? Beautiful.)</i>
have the same form in both the singular and the plural	<i>It's a <b>nice</b> dress. They are <b>nice</b> dresses.</i>
can be used before a noun or after a linking verb ( <i>appear, be, become, feel, seem, etc.</i> )	<i>He's got a new car. His car is <b>new</b>.</i>
can also be used after verbs of the senses ( <i>smell, taste, feel, etc.</i> ) instead of an adverb.	<i>The food smells <b>delicious</b>.</i>

### ADVERBS

Adverb is a part of a language that expresses a sign of action, condition, quality, or indicates the various circumstances in which the action takes place.

describe verbs, adjectives or other adverbs	They can be one word ( <i>quickly</i> ) or a phrase ( <i>in the morning</i> )
can describe <i>manner</i> (how), <i>place</i> (where), <i>time</i> (when), <i>frequency</i> (how often), <i>degree</i> (to what extent), etc.	<i>Sophie speaks German <b>fluently</b>. (How does she speak? Fluently. - adverb of manner)</i> <i>Leave your bag <b>on the floor</b>. (Where? On the floor. - adverb of place)</i> <i>He's flying to Rome <b>tomorrow</b>. (When is he flying? Tomorrow. - adverb of time)</i> <i>She <b>usually</b> gets a sandwich for lunch. (How often does she get a sandwich for lunch? Usually. - adverb of frequency)</i> <i>She's <b>very</b> beautiful. (How beautiful is she? Very. - adverb of degree)</i>

## Regular Comparative and Superlative Forms

Adjectives	Positive	Comparative	Superlative
of one syllable add <i>-(e)r / - (e)st</i> to form their comparative and superlative forms	<i>short</i> <i>big</i> <i>large</i>	<i>shorter (than)</i> <i>bigger (than)</i> <i>larger (than)</i>	<i>the shortest (of/in)</i> <i>the biggest (of/in)</i> <i>the largest (of/in)</i>
of two syllables ending in <i>-er, -ly, -y, -w</i> also add <i>-er / -est</i>	<i>heavy</i> <i>shallow</i>	<i>heavier (than)</i> <i>shallower (than)</i>	<i>the heaviest (of/in)</i> <i>the shallowest (of/in)</i>
of two or more syllables take <i>more / most</i>	<i>special</i> <i>attractive</i>	<i>more special (than)</i> <i>more attractive (than)</i>	<i>the most special (of/in)</i> <i>the most attractive (of/in)</i>

Certain adjectives form their comparative and superlative in both ways, either by adding *-er / -est* to the positive form or taking *more / most*. Some of these are: *clever, common, cruel, friendly, gentle, narrow, pleasant, polite, quiet, simple*, etc.

*clever - cleverer - cleverest* also *clever - more clever - the most clever*

Adverbs	Positive	Comparative	Superlative
adverbs having the same forms as adjectives add <i>-er / -est</i>	<i>fast</i>	<i>faster</i>	<i>the fastest</i>
<i>early</i> drops <i>-y</i> and adds <i>-ier / -iest</i>	<i>early</i>	<i>earlier</i>	<i>the earliest</i>
two syllable or compound adverbs take <i>more / most</i> (compound adverbs are adjectives + <i>-ly careful - carefully</i> )	<i>often</i> <i>safely</i> <i>easily</i>	<i>more often</i> <i>more safely</i> <i>more easily</i>	<i>the most often</i> <i>the most safely</i> <i>the most easily</i>

We normally use *than* after a comparative. *I'm taller **than** you.* We normally use *the* before a superlative. We often use *of* or *in* after a superlative. We normally use *in* with places.

*I'm the tallest **of** all. I'm the tallest **in** my school.*

**Exercise 2.1.** Complete the sentences with the comparative form and **than**. Then say if you agree or disagree.

1. Badminton is ..... (easy) tennis.
- 2 Being a builder is ..... (dangerous) being a firefighter.
- 3 Physics is ..... (hard) Chemistry.
- 4 The theatre is ..... (interesting) the cinema.
- 5 Cake is ..... (tasty) biscuits.

**Exercise 2.2.** Complete the sentences. Use the superlative form.

1. happy day / of my life
2. exciting film / I've ever seen
3. popular singer / in my country
4. funny programme / on TV
- 5 wonderful holiday / I've ever had

## Irregular Forms

Positive	Comparative	Superlative
<i>good / well</i>	<i>better</i>	<i>best</i>
<i>bad / badly</i>	<i>worse</i>	<i>worst</i>
<i>much</i>	<i>more</i>	<i>most</i>
<i>many / a lot of</i>	<i>more</i>	<i>most</i>
<i>far</i>	<i>farther</i>	<i>farthest</i>
<i>far</i>	<i>further</i>	<i>furthest</i>

**a** further / farther (adv) = longer (in distance)

*He lives further / farther away than me.*

further (adj) = more

*For further details, consult our website.*

**b** very + positive degree. *It's a very nice day.*

*little less least even / much / far / a bit / a lot +*

*comparative degree. This house is even bigger*

*than the other. She's much older than Jane.*

## Types of Comparisons

<i>as ... (positive degree) ... as</i> <i>not so / as ... (positive degree) ... as</i> <i>not such a(n) / so ... as</i>	<i>Ted is <b>as tall as</b> Jim.</i> <i>Kate isn't <b>as / so clever as</b> her sister (is).</i> <i>Dave isn't <b>such a good</b> footballer <b>as</b> he used to be.</i>
<i>less ... (positive degree) ... than</i> <i>the least ... (positive degree) ... of / in</i>	<i>The red car is <b>less expensive than</b> the blue one, but the black one is <b>the least expensive of</b> all.</i>
<i>the + comparative ... ,</i> <i>the + comparative</i>	<i><b>The earlier</b> you leave, <b>the earlier</b> you'll be back.</i> <i><b>The more</b> reliable, <b>the more</b> expensive a car is.</i>
comparative + <i>and</i> + comparative	<i>The story is becoming <b>more and more</b> interesting.</i> <i>He walked <b>faster and faster</b></i>
<i>prefer + -ing form or noun + to +</i> <i>-ing form or noun (general preference)</i>	<i>I <b>prefer</b> drinking tea <b>to</b> drinking soft drinks.</i> <i>I <b>prefer</b> spaghetti <b>to</b> pizza.</i>
<i>would prefer + to infinitive + rather</i> <i>than+ infinitive without to</i> (specific preference)	<i>I <b>would prefer to go</b> on foot <b>rather than take</b> a taxi.</i> <i>I <b>would prefer to stay</b> at home <b>rather than go</b> to the party.</i>

<i>too + adjective / adverb (negative meaning)</i>	<i>She's <b>too busy</b> to go to the party.</i> <i>(She is <b>so busy</b> that she <b>can't</b> go to the party.)</i>
<i>adjective / adverb + enough (positive meaning)</i> <i>(not) + adjective / adverb + enough (negative meaning)</i>	<i>He's <b>rich enough</b> to afford a yacht.</i> <i>(He is <b>so rich</b> that he <b>can</b> afford a yacht.)</i> <i>She is <b>not tall enough</b> to become a model.</i> <i>(She isn't <b>very tall</b>. She <b>can't</b> become a model.)</i>
<i>enough + noun</i>	<i>He's got <b>enough</b> patience to be a teacher.</i>

**Exercise 2.3.** Put the adjectives / adverbs in brackets into the comparative or superlative form, adding any necessary words.

1. A: Melanie got straight As again this term.

B: It doesn't surprise me. She's ..... (hard-working) student of all.

2. A: How was your holiday in the Caribbean?  
B: It was ..... (relaxing) trip I've ever taken.
3. A: I have to leave now. It's getting late.  
B: Don't go yet. Stay a bit ..... (long).
4. A: Thanks for helping me clean up after the party.  
B: Don't mention it. It's ..... (little) we could do.
5. A: How much ..... (far) is it to the airport?  
B: About five minutes. Don't worry. We'll get there soon.
6. A: What did you think of Bob's speech?  
B: It was OK, but Mary's was much ..... (interesting).
7. A: This place is too noisy. Can we go somewhere ..... (quiet)?  
B: Yes, of course.
8. A: Did you have a nice time yesterday?  
B: Yes. The party was great. I stayed far ..... (long) than I was expecting to.
9. A: Do you like my homemade vegetarian lasagna?  
B: Yes, it's ..... (good) lasagna I've ever tasted.
10. A: Did you enjoy Doug Thomson's new adventure film?  
B: Yes, but his last film was much ..... (exciting).
11. A: How do you like our new sofa?  
B: I love it. It's ..... (comfortable) than your last one.
12. A: The Maths test was quite easy.  
B: I know. It was a lot ..... (easy) than I thought it would be.
13. A: Did you enjoy the Dragon roller coaster ride?  
B: Absolutely not! It was ..... (frightening) ride I've ever been on.
14. A: I think I'd prefer the brown dress.  
B: I know but this one is ..... (cheap).

**Exercise 2.4.** Choose the correct answer.

1. He is by far ..... (bad/ worse/ the worst) tennis player I've ever seen.
2. Your short story wasn't that creative. I'm sure you can do ..... (better/ the best/ well) .
3. That green outfit is ..... (the least /the less/ little) trendy of all.
4. The more you learn, the ..... (smart/ smarter /the smartest) you'll become.
5. Frank's car is parked further away from here ..... (of / from / than) mine.
6. Yesterday wasn't ..... (as cold as / as cold / colder than) it is today.
7. Sarah is ..... (more / much / the most) responsible than Wendy.
8. It is ..... (noisy / more noise / noisier) in the city than it is in the village.
9. I don't have ..... (slight / slighter than / the slightest) idea what you're talking about.
10. If you have any ..... (farther / further / furthest) problems, please let me know.

**Exercise 2.5.** Complete the sentences using the words in bold. Use two to five words.

1. Dean finds Maths easier than Chemistry.  
**Not** Chemistry ..... Maths for Dean.
2. Susan enjoys pizza more than she enjoys burgers.  
**to** Susan .....burgers.

3. Lemonade isn't as nice as ice tea.  
**better** Ice tea ..... lemonade.
4. Boots are not as comfortable as trainers.  
**less** Boots are .....trainers.
5. I'd rather walk home than take the bus.  
**prefer** I would ..... than take the bus.
6. At the party last night I felt more excited than ever.  
**as** I've never felt ..... I did at the party last night.

**Exercise 2.6.** Read the interview. Choose the correct form of the words in capitals and fill in the gaps.

*Does your job involve a lot of travel? –*

Yes. I race in different cities around the world. Luckily, I do get some time for sightseeing. The 1) ..... (great) place I've visited so far is Singapore. It was the 2) ..... (long) flight I've ever taken but the city's incredible!

*Was it difficult to become a professional motorcycle racer? –*

It wasn't easy. It takes a lot of skill and talent. To be honest, I had to compete in many events to prove that I am one of the 3) ..... (good) racers out here.

*Do you think your job is dangerous? –*

I drive at high speeds so there is a risk involved. However, I feel 4) ..... (safe) here than out on the road.

*How did you feel when you came in first in the Motorcycle Grand Prix? –*

I had never felt 5) ..... (happy)! It was a great win for me and my team.

*What advice would you give to new drivers? –*

Do it right! Get your license, find a professional trainer and, of course, train hard. Racing is the 6) ..... (exciting) sport there is but you have to be smart about it.

**Exercise 2.7.** Fill in the gaps using the adjectives in brackets and too or enough.

*Dear Sir / Madam,*

*I am writing to complain about the service my friends and I received at your restaurant on March 15th. Firstly, we had booked a table for 9:00 pm but we weren't seated until 10:00 pm. This is far 1) ..... (**long**) to keep customers waiting.*

*Next, the service was 2) ..... (**slow**). By the time we got our meals, they weren't 3) .... (**warm**) to eat. To make things worse, the waiter said that he didn't have 4) ..... (**time**) to heat them up again because he was 5) ..... (**busy**).*

*Furthermore, the restaurant was 6) ..... (**noise**). The music was turned on far 7) ..... (**loud**) and I couldn't hear my friends speak.*

*As you can imagine, I was extremely upset. I expect a full refund and a written apology.*

*Yours faithfully,*

*Martin Baxter*



## PROGRESS CHECK 2

**Choose the correct item:**

1. The red jacket is ..... than the blue one.  
A cheapest                      B cheaper                      C the cheap
2. The shoes are ..... than the boots.  
A nicest                      B nicer                      C nice
3. The pink socks are ..... than the white socks.  
A expensive                      B the expensive                      C more expensive
4. The brown sweater is ..... than the grey one.  
A better                      B best                      C good
5. The chocolate looks ..... than the candy.  
A bad                      B worst                      C worse
6. The radio is ..... than the DVD player.  
A newer                      B new                      C newest
7. Tavria is ..... than Jelly.  
A old                      B older                      C old
8. These apples are ..... those plums.  
A big                      B bigger                      C the biggest
9. Her dress is ..... than my.  
A brighter                      B brightest                      C bright
10. Those green tomatoes are .... than the red.  
A tasty                      B tastier                      C tasties
11. This is a nice cat. It's much ..... than my friend's cat.  
A nicer                      B nice                      C the nicest
12. Here is Emily. She's six years old. Her brother is nine, so he is .....  
A elder                      B old                      C the oldest
13. This is a difficult exercise. But the exercise with an asterisk (\*) is the ... exercise on the worksheet.  
A more difficult                      B most difficult                      C difficult
14. He has an interesting hobby, but my sister has the ..... hobby in the world.  
A more interesting                      B interesting                      C most interesting
15. I the last holidays I read a good book, but the father gave me an even ..... one last weekend.  
A better                      B good                      C best
16. School is boring, but homework is ..... than school.  
A more boring                      B boring                      C most boring
17. Skateboarding is a dangerous hobby. Bungee jumping is .... than skateboarding.  
A dangerous                      B more dangerous                      C most dangerous
18. This magazine is cheap, but that one is .....  
A cheaper                      B cheapest                      C cheap
19. We live in a small house, but my grandparents' house is even ..... than ours.  
A smaller                      B smallest                      C the small
20. Yesterday John told me a funny joke. It was the ..... joke I've ever heard.  
A funnier                      B funniest                      C funnier
21. Don't run around so .....  
A nervous                      B nervously                      C nervouses



44. **A** He always behaved to his students friendly.  
**B** He always behaved in a friendly manner to his students.  
**C** He always behaved in a friendly state to his students.
45. **A** The many you practice, the better you'll be.  
**B** The more you practice, the better you'll be.  
**C** The most you practice, the better you'll be.
46. **A** They prefer going by train to driving.  
**B** They prefer going by train than driving.  
**C** They prefer going by train rather to driving.
47. **A** The firemen found three alive people in the building.  
**B** The firemen found three people alive in the building.  
**C** The firemen found alive three people in the building.
48. **A** I totally agree with what you said.  
**B** Totally I agree with what you said.  
**C** I agree with you totally what you said.
49. **A** Who's the most cleverer? You or your brother.  
**B** Who's more cleverer? You or your brother.  
**C** Who's more clever? You or your brother.
50. **A** The Mona Lisa is often described the same as the most famous painting in the world.  
**B** The Mona Lisa is often described as the most famous painting in the world.  
**C** The Mona Lisa is often described like the most famous painting in the world.

### 3. ENGLISH TENSES (ACTIVE)

#### PRESENT FORMS

Present Simple	Present Continuous	Present Perfect	Present Perfect Continuous
permanent situations or states <i>She <u>works</u> in a bank.</i>	temporary situations <i>They're <u>staying</u> at the Park Hotel at present.</i>	recently completed actions <i>He <u>has cut</u> the grass. The lawn is perfect.</i>	actions started in the past and continuing up to the present <i>He's <u>been washing</u> his bike for two hours.</i>
repeated / habitual actions <i>They usually <u>walk</u> in the morning.</i>	actions happening at or around the moment of speaking <i>She <u>is looking for</u> a better job.</i>	actions which happened at an unstated time in the past and are connected with the present <i>She <u>has lost</u> her keys. She <u>can't enter</u> her holiday cottage.</i>	past actions of certain duration having visible results or effects in the present <i>She's <u>been running</u>. That's why she's out of breath.</i>

permanent truth or laws of nature <i>The Earth <u>rotates</u> round its axis.</i>	repeated actions with “always” expressing annoyance or criticism <i>You’re <b>always</b> <u>interrupting</u> me!</i>	personal experiences/change that has happened over a period of time <i>I <u>have</u> <u>tried</u> windsurfing.</i>	actions expressing anger, irritation, annoyance, explanation or criticism <i>Who <u>has been using</u> my hairbrush?</i>
timetable/programmes (future meaning) <i>The match <u>finishes</u> at 7.45 pm.</i>	changing or developing situations <i>His English <u>is getting</u> better.</i>	emphasis on number <i>We’ve <u>written</u> <b>three</b> letters since this morning.</i>	emphasis on duration (with <i>for</i> , <i>since</i> , <i>how long</i> ) <i>They <u>have been speaking</u> for the last hour.</i>
reviews/sports commentaries/narrations <i>Jose Carreras <u>sings</u> wonderfully in this recording.</i>	fixed arrangements in the near future <i>The Browns <u>are visiting</u> us tonight.</i>		

Time expressions used with:	
<b>Present Simple</b>	<i>every day/week/month/year, usually, often, always, rarely, frequently, occasionally, never, sometimes, in the morning/evening/afternoon, at night, on Monday</i>
<b>Present Continuous</b>	<i>now, at the moment, at present, nowadays, tonight, always, today, still</i>
<b>Present Perfect</b>	<i>just, so far, never, already, yet, always, recently, since, for, today, this week/month</i>
<b>Present Perfect Continuous</b>	<i>how long, for, since</i>

**Exercise 3.1.** Put the verbs in brackets in the correct present forms.

Dear Sal,

You’ll never guess where I **1)** *am writing* (**to write**) from. I **2)** ..... (**sit**) in the garden of a hotel overlooking Lake Windermere. It’s so good to get away. We **3)** ..... (**stay**) here for nearly a week now. Every morning I **4)** ..... (**get up**) at 7 o’clock and I **5)** ..... (**go**) for a swim in the lake before breakfast. Since we arrived, we **6)** ..... (**do**) a lot of sightseeing but we **7)** ..... (**not/visit**) the castle yet. We **8)** ..... (**watch**) the boats coming and going all morning and the owner of the hotel **9)** ..... (**just/suggest**) that we take a boat trip this afternoon. There is a boat that **10)** ..... (**leave**) at 2 o’clock that we can take to cross the lake to Wray Castle – it sounds like fun.

We **11)** ..... (**travel**) to Scotland this weekend to visit relatives and then we **12)** ..... (**return**) to London next week. What **13)** ..... (**you/do**) in Devon since you got there? Email me soon and tell me your news.

Polly

Some <b>stative</b> verbs ( <i>see, smell, taste, feel, think, have</i> etc.) have <b>continuous</b> forms but there is a <b>difference</b> in meaning.	
State	Action
<i>I <u>think</u> (believe) he's clever.</i>	<i>I'm <u>thinking</u> (I'm considering) about your offer.</i>
<i>The milk <u>tastes</u> (has a flavour) awful.</i>	<i>He's <u>tasting</u> the sauce; it might need some salt.</i>
<i>He <u>has</u> (owns) two houses.</i>	<i>He's <u>having</u> (eating) lunch at the moment.</i>
<i>This cloth <u>feels</u> (has the texture) like velvet.</i>	<i>She's <u>feeling</u> (touching) the cat's fur.</i>
<i>I <u>see</u> (understand) you're in trouble.</i>	<i>I'm <u>seeing</u> (I'm visiting) my dentist tonight.</i>
	<i>Why <u>are</u> you <u>smelling</u> (inhaling the odour of) the food?</i>
<i>The kitchen <u>smells</u> (has the scent of) of burnt fish.</i>	<i>He's <u>coming</u> (he's travelling from) from Spain.</i>
<i>He <u>comes</u> (he was born in) from Italy.</i>	<i>I'm <u>loving</u> this holiday. (specific)</i>
<i>I <u>love</u> holidays. (in general)</i>	<i>She's <u>looking</u> (she's examining) at some old photographs.</i>
<i>Your hair <u>looks</u> (appears) great.</i>	<i>I'm <u>weighing</u> myself on my new scales.</i>
<i>The baby <u>weighs</u> 5 kilos.</i>	<i>Ann <u>is being</u> (she's behaving) very kind to me these days.</i>
<i>Ann <u>is</u> very tall.</i>	

**Exercise 3.2. Fill in the present simple or the present continuous.**

- A: I *am thinking* (**to think**) about visiting Jane this afternoon.  
 B: I wouldn't bother. I ..... (**think**) she's away on holiday.
- A: Mr Jones ..... (**have**) a telephone message from his wife.  
 B: Can it wait? He ..... (**have**) a business meeting and I don't want to disturb him.
- A: The police ..... (**still/look**) for fingerprints.  
 B: It ..... (**look**) as if they won't find the criminal.
- A: Why ..... (**you/taste**) the soup? Is there anything wrong with it?  
 B: Yes, it ..... (**taste**) too sweet. I think you've used sugar instead of salt.
- A: Why ..... (you/feel) the baby's forehead, Mum?  
 B: I think she's got a temperature. She ..... (**feel**) rather hot.
- A: I ..... (**see**) my boss about a pay rise this afternoon.  
 B: I ..... (**see**). That's why you're wearing a suit and tie.
- A: Why ..... (**you/smell**) the inside of your car?  
 B: Because it ..... (**smell**) of petrol and I want to check for leaks.

## PAST FORMS

Past Simple	Past Continuous	Past Perfect	Past Perfect Continuous
past actions which happened immediately one after the other <i>She <u>sealed</u> the letter, <u>put</u> a stamp on it and <u>posted</u> it.</i>	two or more simultaneous past actions <i>While he <u>was sunbathing</u>, she <u>was swimming</u>.</i>	past action which occurred before another past action or before a specific time in the past <i>He <u>had left</u> by the time I got there.</i>	emphasis on the duration of an action which started and finished in the past before another past action or a stated time in the past
action or event which happened at a stated past time <i>He <u>passed</u> an exam <u>last week</u>.</i>	action in progress at a stated time in the past <i>I <u>was playing</u> table tennis at 4.30 pm yesterday.</i>	complete past action which had visible results in the past <i>She was happy because she <u>had found</u> a new job.</i>	<i>She <u>had been working</u> as a clerk for 10 years before she resigned.</i>
action which happened at a definite past time <i>Shakespeare <u>wrote</u> a lot of plays.</i>	past action in progress interrupted by another past action <i>While I <u>was getting dressed</u> the bell rang.</i>		past action of certain duration which had visible results in the past <i>They were wet because they <u>had been walking</u> in the rain.</i>
past habit or state <i>We <u>used to go</u> / <u>went</u> to college on foot.</i>	background description to events in a story <i>She <u>was flying</u> to Paris. The sun <u>was shining</u> ...</i>		

Time expressions used with:	
Past Simple	yesterday, last week (etc.), (how long) ago, then, just now, when
Past Continuous	while, as, all day, the moment that
Past Perfect	for, since, already, after, just, never, yet, before, by the time
Past Perfect Continuous	for, since

**Exercise 3.3.** Fill in with an appropriate past form.

### Titanic HITS Iceberg

In 1912, a passenger steaming called the Titanic **1)** *was sailing* (**sail**) across the Atlantic Ocean from England to America. A bright moon **2)** ..... (**shine**) and a gentle breeze **3)** ..... (**blow**). The ship **4)** ..... (**sail**) for four days and was now more than halfway towards its destination – New York City. Some passengers **5)** ..... (**sleep**) in their cabins while others **6)** ..... (**relax**) on deck, when

suddenly they all 7) ..... (**hear**) a loud bang. Those sitting on deck 8) ..... (**jump up**), 9) ..... (**run**) to the railing of the ship, and 10) ..... (**look**) over the side. To their horror, they saw that they 11) ..... (**hit**) an iceberg which 12) ..... (**tear**) a hole in the side of the ship. Water was pouring into the ship at an alarming rate. There were not enough lifeboats on the ship and tragically more than 1,500 people lost their lives that night. The sinking of the Titanic remains the most infamous sea disaster in history.

Present Perfect is used:	Past Simple is used:
completed past actions connected to the present with a stated or unstated time reference  <i>She <u>has gone</u> to Madrid. He <u>has lived</u> in Spain for two years.</i>	completed past actions not connected to the present with a stated or implied time reference  <i>She <u>went</u> to Madrid last year. She <u>lived</u> in Spain for three years.</i>
to announce news or give new information  <i>The Prime Minister <u>has decided</u> to call a general election.</i>	to give additional details of a news story  <i>He <u>announced</u> the decision to Parliament this morning.</i>

**Exercise 3.4. Fill in the present perfect or the past simple.**

- A: Did you see (**you/see**) the Jackie Chan film on TV last night?  
B: No. But I ..... (**already/see**) all of his films on DVD this year.
- A: I ..... (**already/go**) to the cinema three times this month. What about you?  
B: Not once! But Last month, I ..... (**go**) five times.
- A: ..... (**you/ever read**) The Picture of Dorian Gray by Oscar Wilde?  
B: Yes. We ..... (**read**) it in school last year.
- A: George and I ..... (**have**) dinner at that new Vietnamese restaurant in town last night.  
B: Really? I ..... (**never/try**) Vietnamese food before. What's it like?  
A: Delicious. In fact, we ..... (**already/make**) a reservation to eat there again week.

**FUTURE FORMS**

Future Simple (Will)	Be going to	Future Continuous	Future Perfect
on-the-spot decisions <i>It's getting dark, I'll <u>turn on</u> the light.</i>	future plans and intentions <i>I'm <u>going to join</u> a gym on Saturday.</i>	actions in progress at a stated future time <i>He'll <u>be running</u> his own business <b>this time next year.</b></i>	actions which will have finished before a stated future time <i>She <u>will have come back</u> <b>by</b> the end of July. She <u>won't have finished</u> her project <b>until</b> 8 o'clock.</i>

hopes, fears, threats, offers, promises, warning, predictions, requests, comments etc. especially with: <i>expect, hope, believe, I'm sure, I'm afraid I hope he'll like his birthday present.</i>	predictions based on what we can see or what we know especially when there is evidence <i>Look at the clouds! It's going to rain!</i>	actions which are the result of a routine <i>I'll be seeing John at work tomorrow.</i>	<b>Future Perfect Continuous</b> emphasis on the duration of an action up to a certain time in the future <i>By the end of this year, Sally will have been working here for two years.</i>
future predictions based on what we think/imagine will happen <i>They'll probably win.</i>	things we are sure about or we have already decided to do in the near future <i>Max is going to invite his friends to dinner.</i>	when we ask politely about people's arrangements to see if they can do sth for us or because we want to offer to do sth for them <i>Will you be going to the supermarket? Can you buy me a packet of crisps?</i>	<b>Present Simple (future meaning)</b>  Timetables/ Programmes <i>The plane reaches London at 9.45 pm.</i>
facts in future <i>He will be ten next year.</i>			<b>Present Continuous (future meaning)</b> fixed arrangements in the near future <i>She is seeing her lawyer tomorrow afternoon.</i>

Time expressions used with:	
<b>Be going to</b> <b>Future Simple</b> <b>Future Continuous</b>	<i>Tomorrow, tonight, next week/month, in two/three, etc. days, the day after tomorrow, soon, in a week/month, etc.</i>
<b>Future Perfect</b>	<i>before, by, by then, by the time, until</i> (negative sentences)
<b>Future Perfect Continuous</b>	<i>by...for</i>

**Exercise 3.5. Fill in will or be going to.**

- A: Have you decided where you're going for your holidays?  
B: Yes, I 'm going to tour Spain.
- A: We've almost run out of petrol.  
B: Don't worry. We ..... get some on the way home.
- A: Does your tooth hurt a lot?  
B: Yes, I ..... see the dentist tomorrow.



4. A: Did you buy any stamps?  
B: I forgot to, but I ..... get some now if you like.
5. A: Have you heard about Sharon?  
B: Yes. She ..... have a baby.
6. A: When did you last speak to Susan?  
B: Oh, weeks ago, but I ..... meet her tonight.
7. A: Your car is very dirty.  
B: I know. My son ..... wash it this afternoon.
8. A: Do you know what the weather forecast is for tomorrow?  
B: No, but I expect it ..... be warmer than today.
9. A: Shall we go out tonight?  
B: Sorry! I .....eat at the Chinese restaurant with Paul.
10. A: What do you want to eat?  
B: I ..... have a hamburger and some chips, please.

**Exercise 3.6.** Put the verbs in brackets into the appropriate future forms.

- A. From 14-20 June **1)** *will be holding/is holding* (**hold**) its international Garden Festival. Tickets **2)** ..... (**be**) on sale to the public from Saturday 1 May and this year we **3)** ..... (**offer**) special family tickets at the discount price of \$15. The gates **4)** ..... (**open**) at 9 am and the first event **5)** ..... (**start**) at 9.30.
- B. Kenwhite's one-day sale **1)** ..... (**start**) this Monday. The store **2)** ..... (**open**) at 8 am and early morning shoppers **3)** ..... (**be able to**) enjoy shopping in peace and quiet before the crowds **4)** ..... (**arrive**). We **5)** ..... (**offer**) substantial discounts on ladieswear and you **6)** ..... (**come across**) some real bargains in our menswear range. By the end of the day we are sure that all of our customers **7)** ..... (**find**) what they are looking for.
- C. Anne Mayton's latest book "The S-Plan Diet" **1)** ..... (**be**) available in bookshops next week. The new S-plan diet **2)** ..... (**help**) you lose weight safely and quickly. You **3)** ..... (**not/need**) to miss meals and you **4)** ..... (**not/have to**) spend hours measuring out portions of food. By the end of the diet the author guarantees you **5)** ..... (**lose**) at least 7 kilos or she **6)** ..... (**give**) you money back.

We **never** use future forms after: *as soon as, as long as, after, before, by the time, if (conditional), unless, in case, until/till, whenever, while, once, suppose/supposing, on condition that, etc.*

*The manager will see you **as soon as** he comes.*

*I'll buy a new sofa **when** I get paid.*

We **can** use future forms with *When* (used as a question word) and *if* meaning "whether" particularly after the expressions *I don't know, I doubt, I wonder*

*When will John go to Paris?*

*I don't know if the teacher will punish Tim for that.*

**Exercise 3.7. Fill in with the correct *present* or *future* forms.**

Every cyclist 1) *gets* (**get**) a flat tyre once in a while. Do you know how to fix one? Read our handy step-by-step guide.

- As soon as you 2) ..... (**notice**) you have a puncture, fix it at once or you 3) ..... (**damage**) the tyre.
- Turn your bicycle upside down and remove the tyre. When the tyre 4) ..... (**be**) off, pump up the inner tube.
- Next, put the tube in some water and turn it until you 5) ..... (**see**) bubbles. This is where the hole is.
- Before you 6) ..... (**apply**) a patch, clean and dry the area around the hole. After this you 7) ..... (**put**) glue around the hole and wait until it 8) ..... (**dry**) a little.
- Stick a patch over the hole and don't forget to put some chalk over it. Unless you 9) ..... (**do**) this, the inner tube 10) ..... (**stick**) to the inside of the tyre!
- Replace the tube, pump up the tyre and you're all set!

## PROGRESS CHECK 3

**Choose the correct item:**

- |   |                              |                             |                                   |
|---|------------------------------|-----------------------------|-----------------------------------|
| 1. I .....my new torch. I can't find it anywhere.                               | <b>A</b> have lost           | <b>B</b> have been losing   | <b>C</b> am losing                |
| 2. Paul's eyes were red. He ..... for hours.                                    | <b>A</b> was reading         | <b>B</b> had read           | <b>C</b> had been reading         |
| 3. You're late. I .....for a long time.   | <b>A</b> am waiting          | <b>B</b> have waited        | <b>C</b> have been waiting        |
| 4. They ..... their essays by email by tomorrow afternoon.                      | <b>A</b> will have submitted | <b>B</b> will be submitting | <b>C</b> will submit              |
| 5. They ..... with relatives at the moment.                                     | <b>A</b> are staying         | <b>B</b> have been staying  | <b>C</b> stay                     |
| 6. The concert will have finished ..... 10 o'clock.                             | <b>A</b> until               | <b>B</b> by                 | <b>C</b> before                   |
| 7. Jane couldn't open her door; she ..... her keys.                             | <b>A</b> forgot              | <b>B</b> had forgotten      | <b>C</b> was forgetting           |
| 8. This shampoo ..... of roses.   | <b>A</b> smells              | <b>B</b> is smelling        | <b>C</b> has been smelling        |
| 9. Pauli ..... the bank. She hasn't come back yet.                              | <b>A</b> has been to         | <b>B</b> has gone to        | <b>C</b> has been in              |
| 10. .... did the Millers move to Leeds?   | <b>A</b> While               | <b>B</b> How long           | <b>C</b> How long ago             |
| 11. Call me as soon as you ..... back.  | <b>A</b> will get            | <b>B</b> get                | <b>C</b> will be getting          |
| 12. My parents ..... in a big house in the countryside.                         | <b>A</b> used to live        | <b>B</b> would live         | <b>C</b> living                   |
| 13. The plane ..... by the time I reached the airport.                          | <b>A</b> already left        | <b>B</b> had already left   | <b>C</b> had already been leaving |
| 14. The temperature ..... 40° C tomorrow.                                       | <b>A</b> will have reached   | <b>B</b> reaches            | <b>C</b> will reach               |
| 15. The train ..... Manchester at nine o'clock.                                 | <b>A</b> leaves              | <b>B</b> is leaving         | <b>C</b> will leave               |
| 16. He ..... the old armchair. It looked brand new.                             | <b>A</b> fixed               | <b>B</b> was fixing         | <b>C</b> had fixed                |
| 17. Look out! You ..... !   | <b>A</b> are falling         | <b>B</b> are going to fall  | <b>C</b> will fall                |
| 18. I promise I ..... home in time for dinner.                                  | <b>A</b> will be             | <b>B</b> will have been     | <b>C</b> am going to be           |
| 19. They ..... for a new house for six months before they found one they liked. | <b>A</b> had been looking    | <b>B</b> had looked         | <b>C</b> were looking             |
| 20. By the end of the day, she ..... for nine hours.                            | <b>A</b> will be working     | <b>B</b> will have worked   | <b>C</b> will have been working   |
| 21. He ..... the doctor this afternoon.   | <b>A</b> is seeing           | <b>B</b> sees               | <b>C</b> will have seen           |

22. He ..... down the street when he ran into an old friend.  
**A** walked                                      **B** was walking                                      **C** had been walking
23. I ..... James tonight, so I'll tell him the news.  
**A** will see                                      **B** am seeing                                      **C** will have been seeing
24. I will let you know when I .....  
**A** decide                                      **B** will decide                                      **C** decided
25. Ben is an athlete. He ..... more than 10 medals.  
**A** had won                                      **B** won                                      **C** has won

#### 4. PASSIVE VOICE

Passive Voice stresses the action itself, not who or what caused it.

##### FORMATION

**Active Voice:** The fire destroyed the factory completely.



**Passive Voice:** The factory was completely destroyed by the fire.

##### VERB FORMS IN THE PASSIVE VOICE

Verb Forms	Active Voice	Passive Voice
Present Simple	<i>Producers <b>make</b> horror films every year.</i>	<i>Horror films <b>are made</b> every year.</i>
Present Progressive	<i>We <b>are removing</b> the furniture right now.</i>	<i>The furniture <b>is being removed</b> right now.</i>
Past Simple	<i>The technician <b>repaired</b> my TV yesterday.</i>	<i>My TV <b>was repaired</b> yesterday.</i>
Past Progressive	<i>They <b>were pursuing</b> the thief when there was an explosion.</i>	<i>The thief <b>was being pursued</b> when there was an explosion.</i>
Present Perfect Simple	<i>We <b>have finished</b> these reports.</i>	<i>These reports <b>have been finished</b>.</i>
Past Perfect Simple	<i>They <b>had made</b> a statement in Parliament before the war broke out.</i>	<i>A statement <b>had been made</b> in Parliament before the war broke out.</i>
Future "will"	<i>Someone <b>will make</b> a speech on technology tomorrow.</i>	<i>A speech on technology <b>will be made</b> tomorrow.</i>
Going to	<i>They <b>are going to hire</b> a new employee.</i>	<i>A new employee <b>is going to be hired</b>.</i>
Future Perfect Simple	<i>I <b>will have typed</b> my thesis by next month.</i>	<i>My thesis <b>will have been typed</b> by next month.</i>

Verb Forms	Active Voice	Passive Voice
Present Infinitive	<i>We ought <b>to finish</b> the building before the end of the year.</i>	<i>The building ought <b>to be finished</b> before the end of the year.</i>
Perfect Infinitive	<i>We should <b>have finished</b> the building earlier.</i>	<i>The building should <b>have been finished</b> earlier.</i>
-ing form	<i>We all appreciate other people <b>helping</b> us.</i>	<i>We all appreciate <b>being helped</b>.</i>
Modal verbs	<i>You <b>must clean</b> your room.</i>	<i>Your room <b>must be cleaned</b>.</i>
Imperative	<i>Please <b>fill in</b> this form.</i>	<i>This form <b>should/must be filled in</b>.</i>

The Present, Past and Future Perfect Progressive and the Future Progressive **are not used** in the Passive Voice.

**By + agent** is used to emphasize who does or what causes the action.

*The new tax law was announced by the Prime Minister.*

**Exercise 4.1.** Read the text below and complete each blank with one word.

The Loch Ness Monster (1) \_\_\_\_\_ thought to be one of the world's most famous mysteries. Nessie, as her fans call her, is believed (2) \_\_\_\_\_ be living in the Scottish loch (lake) Ness. Scientists as well as ordinary people (3) \_\_\_\_\_ fascinated by the mystery of the existence of a very large living creature which (4) \_\_\_\_\_ still unknown to science. However, it is very unlikely for an animal to (5) \_\_\_\_\_ living in Loch Ness, as it is deep, dark, very cold and almost lifeless. Arthur Grant is alleged to (6) \_\_\_\_\_ encountered Nessie on January 5<sup>th</sup>, 1934. Being a veterinary student himself, he gave a detailed description of the animal which matched the portrait of a plesiosaur – a prehistoric aquatic reptile which had (7) \_\_\_\_\_ considered extinct for more than sixty million years.

Nevertheless many sonar and photographic recordings (8) \_\_\_\_\_ been obtained (9) \_\_\_\_\_ several scientific teams over the years. Unfortunately, none of them could (10) \_\_\_\_\_ used to provide any form of evidence that Nessie exists.

Long-necked water monsters are (11) \_\_\_\_\_ detected every now and then in several other Scottish lochs. For this reason, Scotland has become a popular holiday destination and (12) \_\_\_\_\_ visited by millions of tourists every year.

### CHANGING FROM ACTIVE INTO PASSIVE

- The **object** of the active verb becomes the **subject** in the new sentence. The active verb changes into a passive form and the subject of the active verb becomes the agent. The agent (= person who does the action) is introduced with “by” or is omitted.

	Subject	Verb	Object	Agent
active	<i>Bell</i>	<i>invented</i>	<i>the telephone.</i>	
passive	<i>The telephone</i>	<i>was invented</i>		<i>by Bell.</i>

• We use **by + agent** to say who or what did the action. We use **with + instrument, material** or **ingredient** to say what instrument or material the agent used.

*A kite was made **by** Tim.* (Tim did the action).

*Mr. Smith was hit **by** Billy **with** a ball.* (The ball is the instrument the agent used).

*The cake was made **with** flour, sugar and eggs.* (Flour, sugar and eggs are the ingredients the agent used).

• We put the agent (= person who performs the action) into the passive when it is a specific or an important person or when it is essential to the meaning of the sentence. When the agent is unknown, unimportant or obvious from the context, it is omitted. Agents such as *someone, people, I, you*, etc. are omitted.

*Macbeth was written **by** Shakespeare.* (The agent is not omitted; it is essential to the meaning of the sentence).

*Somebody took my pen.* → My pen was taken (by somebody). (unknown agent; it is omitted)

• After modal verbs (will, can, may, etc.) we use **be + past participle** or **have been + past participle**.

*They may close down the theatre.* → *The theatre **may be closed down**.*

*They may have reported the bank robbery.* → *The bank robbery **may have been reported**.*

• With verbs that take two objects it is more usual to begin the passive sentences with the person.

*They sent a letter to him.* → He was sent a letter. (more usual) / **A letter** was sent to him. (less usual)

• **Make, hear, see, help** are followed by a **to infinitive** in the passive.

*They made me apologize.* → *I was made to apologize.*

• When we want to find out who or what did something, then the passive question form is as follows: **Who; What ... by?**

***Who** was penicillin discovered **by**? **What** was the fire caused **by**?*

• The verbs **believe, expect, feel, hope, know, report, say, think**, etc. can be used in the following passive patterns:

a) It + passive + that-clause (impersonal construction)

b) Subject (person) + passive + to infinitive (personal construction)

*People say she is rich. **It is said that** she is rich. **She is said to be** rich.*

**Exercise 4.2.** Write the sentences in the passive.

1. An expert is restoring the antique car. *The antique car is being restored by an expert.*
2. Steven Spielberg has directed a lot of successful films.
3. They saw two men running out of the bank.
4. A number of reporters will meet the professor at the airport.
5. A famous designer is going to redecorate the President's house.
6. The Romans founded Bath in the first century AD.
7. A loud noise woke Mary up.
8. He made her work overtime.
9. Van Gogh painted *Sunflowers*.
10. Astronauts are exploring space.

**Exercise 4.3.** Write the sentences in the **passive**. Omit the agent where it can be omitted.

1. People chop down a lot of trees every year. *A lot of trees are chopped down every year* (omitted).
2. Homer wrote the *Iliad*.
3. The government will introduce new measures against crime.
4. Someone has burgled Ann's house.
5. She offered me a cup of tea.
6. They check passports at Passport Control.
7. A million people visit the cathedral every year.
8. Someone has stolen Mike's bicycle.
9. The mayor will open the exhibition.
10. Somebody saw Roger leave.

## PROGRESS CHECK 4

**Choose the correct item:**

1. The star athlete .....to win that historical competition.  

A was expected	B has expected	C is being expected
----------------	----------------	---------------------
2. Jam .....from fruit.  

A makes	B was being made	C is made.
---------	------------------	------------
3. A young girl .....by a firefighter yesterday.  

A rescued	B was rescued	C had rescued
-----------	---------------	---------------
4. The experiment.....in five days.  

A will carry out	B will be carried out	C is carried out
------------------	-----------------------	------------------
5. New technologies of smart houses .....by IT companies all over the world now.  

A develop	B were developed	C are being developed
-----------	------------------	-----------------------
6. Life ... on other planets yet.  

A hasn't been found	B wasn't found	C hasn't found
---------------------	----------------	----------------
7. The house ..... before he came back from the trip.  

A was painted	B had been painted	C was being painted
---------------	--------------------	---------------------
8. The new library .....by the mayor next week.  

A is going to be opened	B will open	C is opened
-------------------------	-------------	-------------
9. I don't like .....what to do.  

A telling	B told	C being told
-----------	--------	--------------
10. The animals at the zoo.....twice a day.  

A feed	B are being fed	C are fed
--------	-----------------	-----------
11. This place .....by so many tourists before.  

A had never been visited	B was never visited	C has never been visited
--------------------------	---------------------	--------------------------
12. He.....by his colleagues almost every day.  

A is laughed at	B is laughing	C is being laughed at
-----------------	---------------	-----------------------
13. The important law ..... by the Parliament recently.  

A was being adopted	B was adopting	C has been adopted.
---------------------	----------------	---------------------
14. Currently, environmental problems .....among nations.  

A are being widely discussed	B widely discuss	C have been widely discussed
------------------------------	------------------	------------------------------
15. Such intentions .....seriously.  

A have never taken	B are never taken	C had never been taken
--------------------	-------------------	------------------------
16. If the healthy diet .....regularly obesity won't occur.  

A is being kept	B would be kept	C is kept
-----------------	-----------------	-----------
17. He.....by the police before the reporters came into the place.  

A arrested	B had been arrested	C was arresting.
------------	---------------------	------------------
18. The cat.....in the street the day before yesterday.  

A had been seen	B saw	C was seen
-----------------	-------	------------
19. The place he.....was very strange.  

A was taken to	B was taking	C had been taken to
----------------	--------------	---------------------
20. The government plans .....by the developing situations very soon.  

A are changed	B are going to be changed	C are changing
---------------	---------------------------	----------------
21. I.....to the parties like this, they say I'm too old for this.  

A am never invited	B have never been invited	C am never inviting
--------------------	---------------------------	---------------------



22. If the negotiations are successful the contract.....  
**A** is being signed                      **B** will be signed                      **C** is signing
23. We.....by the rain in the middle of our tonight's walk.  
**A** are caught                      **B** have been caught                      **C** were catching
24. What.....cannot be undone.  
**A** was done                      **B** can do                      **C** is done
25. The letter until we have the correct address.  
**A** will send                      **B** won't be sent                      **C** will be sending

## 5. MODAL VERBS

The modal verbs are: **can, could, must, would, shall, should, may, might, ought(to)**, etc. They have the same form in all persons. They come before the subject in questions and take **not** after them in negation. They take an **infinitive without to** after them except for **ought** which is followed by a to infinitive.

modals		present	past	future
<b>Can/</b> <b>to be able to</b>   <b>can't</b>	Ability/ <i>можу, вмію, здатний</i> (фізично, розумово)  Prohibition	<b>Can</b> <b>am/is/are able to</b> <i>He can lift me up with one hand.</i> <i>I can swim.</i> <i>You can't enter the country club without a card.</i> ( <i>You are not allowed</i> )	<b>Could /Was/</b> <b>were able to</b> <i>He was able to win the race.</i>	<b>Will be able to</b> <i>He will be able to cross this river.</i>
<b>May</b> <b>to be allowed to</b>	Possibility /probability ( <i>дозвіл, прохання</i> )	<b>May / am/ is/ are allowed to</b> <i>You may take this book (можеш). He may be a good friend (може бути / можливо)</i>	<b>Might</b> <b>Was/were allowed to</b>	<b>Will be allowed to</b>
<b>Must</b>  <b>Have/has to</b>   <b>Have got to</b>	Strong obligation, duty or personal filings of necessity)  Obligation or external necessity  Informal; it's necessary	<i>You must stop when the traffic light is red.</i>  <i>I have to do my homework every day. (the teachers decide it is necessary – not me)</i> <i>I've got to leave early today.</i>	-  <b>Had to</b>	-  <b>Will have to</b>

<b><i>Mustn't</i></b>	Prohibition	<i>You <b>mustn't</b> feed the animals in the zoo. (It's forbidden)</i>		
<b><i>Should / Ought to</i></b>  <b><i>Should/ Ought to + perfect infinitive</i></b>	Advice  Criticism	<b>Ought to</b> <i>You <b>should/ought to</b> walk more.</i>  <i>You <b>ought to be</b> more polite to him.</i>	-	-
<b>Need</b>  <b><i>Needn't+bare present infinitive</i></b>  <b><i>Needn't+ bare perfect infinitive</i></b>	Necessity  Absence of necessity	<i>Your hair <b>needs to</b> be cut. (is followed by a passive full infinitive or an- ing form and takes – s in the 3<sup>rd</sup> person singular in statements).</i> <i>You <b>needn't (don't need to)</b> take a jacket. It's rather warm.</i> <i>She <b>needn't have bought</b> any milk</i>	<b>Didn't need</b>	-
<b><i>Shall Will/would</i></b>	Request/ Offers/ Suggestions		<b><i>Would</i></b> you like some more tea?	<b><i>Will</i></b> you get me my glasses, please? <b><i>Shall</i></b> we go to the theatre?

**Exercise 5.1.** Underline the correct modal verb.

1. You must/may always do what the captain tells you to do.
2. You **should/shouldn't** know how to swim.
3. You **don't have to/mustn't** go sailing without a life jacket – you should/might fall into the water and drown.
4. Before you go out, always check the forecast – you **may /must** run into bad weather.
5. Tell someone where you're going – you **must/ might** get into trouble.
6. Always wear your sunglasses as you **should / could** easily get sunburn.
7. The boat **might/should** have a fire extinguisher and a first aid kit on board in case of an emergency.
8. You **must/should** study two hours a night.
9. I **should/have to** get eight hours of sleep every night.

10. I **may/have to** ask my teachers for help after class.
11. You **mustn't/shouldn't** ignore friends who try to talk to you during class.
12. We **ought to/could** read a chapter a night.
13. Peter **might/have to** do your homework after school.
14. Students **must/might** concentrate during class.
15. Pupils **should/can** study before their final exams.

**Exercise 5.2.** Read the text below and choose the correct modal verbs for each space.

Have you ever dreamed about becoming an astronaut or wondered what it (1) \_\_\_\_\_ feel like being weightless? Does flying through the air like Superman sound like fun? If your answer to these questions is yes, then you (2) \_\_\_\_\_ join us at Space Camp! Our special aeroplanes will take you on the ride of your life – one where you will be floating around in air!

But that's just the beginning of the fun! At Space Camp you (3) \_\_\_\_\_ try on real spacesuits. Not only that, every night you (4) \_\_\_\_\_ to gaze at the universe in close-up on our powerful telescope. On clear nights, you (5) \_\_\_\_\_ be lucky enough to see Pluto!

Of course, astronauts (6) \_\_\_\_\_ go into space without proper training and who better to train you than REAL astronaut? That's right, at Space Camp you will meet professional astronauts, who (7) \_\_\_\_\_ to answer all your questions about what life in space is really like!

So what are you waiting for? Places are limited, so book today! You (8) \_\_\_\_\_ visit our website at [www.spacecamp.com](http://www.spacecamp.com) if you want further information.

	A	B	C
1	must	shall	need
2	ought	should	might
3	would	can	might
4	can	must	will be able
5	should	must	may
6	needn't	mightn't	can't
7	will be able	can	could
8	need	can	shall

**Exercise 5.3.** Choose the appropriate variant.

- 1 We \_\_\_\_\_ see the lake from our bedroom window.  
 a) are able                      c) must  
 b) can                              d) might
2. \_\_\_\_\_ you speak any foreign languages?  
 a) could                              c) must  
 b) can                                d) might
3. I am afraid I \_\_\_\_\_ come to the party next week.  
 a) could not                      c) must not  
 b) cannot                              d) might not
4. When we went to the forest, we \_\_\_\_\_ smell burning.  
 a) could                              c) must  
 b) can                                d) might

5. She spoke in a very low voice, but I\_\_\_\_\_understand what she said.  
 a) could                                      c) must  
 b) can    d) might
6. I do not know when they will be here. They\_\_\_\_\_arrive at any time.  
 a) could                                      c) must  
 b) can    d) might
7. I was so tired. I\_\_\_\_\_sleep for a week.  
 a) could                                      c) must  
 b) can    d) might
8. We\_\_\_\_\_have gone away if we had enough money.  
 a) could                                      c) must  
 b) can    d) might
9. You have been travelling all day. You\_\_\_\_\_be tired.  
 a) could                                      c) must  
 b) must to                                      d) might
10. They have not lived here for very long. They\_\_\_\_\_ know many people.  
 a) could                                      c) must not  
 b) should                                      d) might
11. The phone rang but I did not hear it. I\_\_\_\_\_have been asleep.  
 a) could                                      c) must  
 b) may    d) might
12. She passed me without speaking. She\_\_\_\_\_have seen me.  
 a) could not                                      c) should  
 b) cannot                                      d) might not
13. - Why did not your sister answer the phone? - She\_\_\_\_\_have been asleep.  
 a) can    c) must  
 b) should                                      d) might'nt
14. - Why did Sarah miss meeting?  
 - She\_\_\_\_\_have known about it.  
 a) should not                                      c) must  
 b) should                                      d) might not
15. Do not phone me at eight o'clock. I\_\_\_\_\_be watching the football match on TV.  
 a) could not                                      c) should  
 b) can    d) might
16. What time are you going? - Well, I am ready, so I\_\_\_\_\_ go now.  
 a) could as well                                      c) must as well  
 b) can as well                                      d) might as well
17. She is a very nice person. You\_\_\_\_\_meet her.  
 a) can    c) must  
 b) are able                                      d) have
18. I have not phoned Ann for ages. I\_\_\_\_\_phone her tonight.  
 a) could                                      c) must  
 b) can    d) have

19. He cannot come out with us this evening. He \_\_\_\_\_ to work.  
 a) could                                      c) must  
 b) has    d) might
20. I \_\_\_\_\_ get up early tomorrow, because my train leaves at 7:30.  
 a) need    c) must  
 b) have to                                      d) might
21. We do not have much time. We \_\_\_\_\_ hurry.  
 a) should to                                      c) must  
 b) have    d) might to
22. When we are in the library, we \_\_\_\_\_ not make any noise.  
 a) could    c) must  
 b) can    d) might
23. You can come with me if you like but you \_\_\_\_\_ come if you do not want.  
 a) could not                                      c) must not  
 b) do not have                                      d) might
24. She has been studying hard for the exam, so she \_\_\_\_\_ pass it.  
 a) could b) should c) must d) might
25. It was a great party last night. You \_\_\_\_\_ have come.  
 a) could    c) must  
 b) should    d) might

### ACTIVE AND PASSIVE MODAL CHART

PRESENT/FUTURE MODALS	
The passive form follows this pattern: <b>modal + be + past participle</b>	
<u>Active: will/won't (will not)</u> Sharon <b>will invite</b> Tom to the party. Sharon <b>won't invite</b> Jeff to the party (Sharon <b>will not invite</b> Jeff to the party)	<u>Passive: will/won't be ...</u> Tom <b>will be invited</b> to the party by Sharon Jeff <b>won't be invited</b> to the party (Jeff <b>will not be invited</b> to the party)
<u>Active: can, can't (cannot)</u> Mai <b>can foretell</b> the future. Terry <b>can't foretell</b> the future. They <b>cannot foretell</b> the future.	<u>Passive: can, can't(cannot) be ...</u> The future <b>can be foretold</b> by Mai. The future <b>can't be foretold</b> by Terry. The future <b>cannot be foretold</b> .
<u>Active: may/may not</u> Her company <b>may give</b> Kate a new office.  The lazy students <b>may not do</b> the homework.  <u>might/might not</u> Her company <b>might give</b> Kate a new office.  The lazy students <b>might not do</b> the homework.	<u>Passive: may/may not be ...</u> Kate <b>may be given</b> a new office by her company. The homework <b>may not be done</b> by the lazy students.  <u>might/might not be</u> Kate <b>might not be given</b> a new office by her company. The homework <b>might not be done</b> by the lazy students.
<u>Active: should / shouldn't</u> Students <b>should memorize</b> English verbs.  Children <b>shouldn't smoke</b> cigarettes.	<u>Passive: should / shouldn't be ...</u> English verbs <b>should be memorized</b> by the students. Cigarettes <b>shouldn't be smoked</b> by children.

<u>Active: <b>ought to</b></u> <i>Students <b>ought to learn</b> English verbs.</i> (negative <i>ought to</i> is rarely used).	<u>Passive: <b>ought to be ...</b></u> <i>English verbs <b>ought to be memorized</b> by the students.</i>
<u>Active: <b>had better/had better not</b></u> <i>Students <b>had better practise</b> English every day.</i> <i>Children <b>had better not drink</b> whiskey.</i>	<u>Passive: <b>had better/had better not be ...</b></u> <i>English <b>had better be practised</b> every day. by students</i> <i>Whiskey <b>had better not be drunk</b> by children.</i>
<u>Active: <b>must / must not</b></u> <i>Tourists <b>must apply</b> for passport to travel abroad.</i> <i>Customers <b>must not use</b> that door.</i>	<u>Passive: <b>must / must not be ...</b></u> <i>A passport to travel abroad <b>must be applied</b> for.</i> <i>That door <b>must not be used</b> by customers.</i>
<u>Active: <b>has to / have to</b></u> <i>She <b>has to practice</b> English every day.</i> <i>They <b>have to wash</b> dishes every day.</i>	<u>Passive: <b>has to / have to be ...</b></u> <i>English <b>has to be practiced</b> every day.</i> <i>The dishes <b>have to be washed</b> every day.</i>
<p style="text-align: center;"><b>PAST MODALS</b></p> <p style="text-align: center;">The past passive form follows this patterns:</p> <p style="text-align: center;"><b><i>modal + have been + past participle</i></b></p>	
<u>Active: <b>should have/shouldn't have</b></u> <i>The students <b>should have learned</b> the verbs.</i>  <i>The children <b>shouldn't have broken</b> the window.</i>	<u>Passive: <b>should have/shouldn't have been ...</b></u> <i>The verbs <b>should have been learned</b> by students.</i>  <i>The window <b>shouldn't have been broken</b> by the children.</i>
<u>Active: <b>ought to have</b></u> <i>Students <b>ought to have learned</b> the verbs.</i> (negative <i>ought to</i> is rarely used)	<u>Passive: <b>ought to have been ...</b></u> <i>The verbs <b>ought to have been learned</b> by the students.</i>
<u>Active: <b>was / were supposed to</b></u> <i>I <b>was supposed to type</b> the composition.</i>  <i>I <b>wasn't supposed to copy</b> the story in the book.</i> <i>Janet <b>was supposed to clean</b> the living room.</i>  <i>She <b>wasn't supposed to eat</b> candy and gum.</i>  <i>They <b>were supposed to make</b> dinner.</i> <i>They <b>weren't supposed to make</b> dessert.</i>	<u>Passive: <b>was / were supposed to be ...</b></u> <i>The composition <b>was supposed to be typed</b> by me.</i>  <i>The story in the book <b>wasn't supposed to be copied</b> by me.</i> <i>The living-room <b>was supposed to be cleaned</b> by Janet.</i> <i>Candy and gum <b>weren't supposed to be eaten</b> by her.</i> <i>Dinner <b>was supposed to be made</b> by them.</i> <i>Dessert <b>wasn't supposed to be made</b> by them.</i>
<u>Active: <b>may / may not have</b></u> <i>The firm <b>may not have offered</b> Kate a new job.</i>  <i>The students <b>may not have written</b> the paper.</i>  <b><i>might / might not have</i></b> <i>That firm <b>might have offered</b> Kate a new job.</i>	<u>Passive: <b>may / may not have been ...</b></u> <i>Kate <b>may have been offered</b> a new job by that firm.</i>  <i>The paper <b>may not have been written</b> by the students.</i>  <b><i>might / might not have been ...</i></b> <i>Kate <b>might have been offered</b> a new job by that firm.</i>

<i>The students <b>might not have written</b> the paper.</i>	<i>The paper <b>might not have been written</b> by the students.</i>
<u>Active:</u> <i><b>needn't have</b></i> <i>They <b>needn't have bought</b> the tickets two weeks earlier.</i>	<u>Passive:</u> <i><b>needn't have been ...</b></i> <i>The tickets <b>needn't have been bought</b> two weeks earlier.</i>
<u>Active:</u> <i><b>could / couldn't have</b></i> <i>He <b>couldn't have known</b> it!</i>	<u>Passive:</u> <i><b>could / couldn't have been ...</b></i> <i>In <b>couldn't have been known</b>!</i>
<u>Active:</u> <i><b>can / can't (cannot) have</b></i> <i>She <b>can't have written</b> the letter.</i>	<u>Passive:</u> <i><b>can/can't (cannot) have been ...</b></i> <i>The letter <b>can't have been written</b> by her.</i>

**Exercise 5.4.** Transform the sentences into Passive Voice.

- The children **can read** books.  
Books \_\_\_\_\_ by the children.
- Susan **has to learn** geography.  
Geography \_\_\_\_\_ by Susan.
- The dog **should bring** the bones.  
The bones \_\_\_\_\_ by it.
- Tom **must open** the window.  
The window \_\_\_\_\_ by him
- Poor people **can not spend** a lot of money.  
Yes, a lot of money \_\_\_\_\_ by poor people.
- The pupils **must answer** a lot of questions.  
A lot of questions \_\_\_\_\_ by the pupils.
- How **can** we **solve** that problem?  
How \_\_\_\_\_ the problem \_\_\_\_\_?
- You **must not touch** this button while the experiment is in progress.  
This button \_\_\_\_\_ while the experiment is in progress.
- We **should call** the police at once after the accident.  
The police \_\_\_\_\_ at once after the accident by us.
- We **must put** an end to this quarrel.  
This quarrel \_\_\_\_\_ an end to.
- You **shouldn't make** fun of the poor.  
The poor \_\_\_\_\_ fun of.
- The policeman **should do** a good job.  
A good job \_\_\_\_\_ by the policeman.

**Exercise 5.5.** Choose the correct modal verb.

- An exam \_\_\_\_\_ be given by our English teacher today.  
A may                      B ought to                      C must
- The bill \_\_\_\_\_ be paid before leaving the restaurant.  
A can                      B have to                      C might
- The lessons \_\_\_\_\_ be studied repeatedly.  
A should                      B ought to                      C may
- The competition \_\_\_\_\_ be won by Benjamin.

- |                  |               |                |
|------------------|---------------|----------------|
| <b>A</b> have to | <b>B</b> must | <b>C</b> shall |
|------------------|---------------|----------------|
5. She \_\_\_\_\_ be persuaded by doctor.
- |                |                    |                   |
|----------------|--------------------|-------------------|
| <b>A</b> can't | <b>B</b> shall not | <b>C</b> must not |
|----------------|--------------------|-------------------|
6. My car \_\_\_\_\_ to be repaired.
- |               |                |              |
|---------------|----------------|--------------|
| <b>A</b> must | <b>B</b> needs | <b>C</b> may |
|---------------|----------------|--------------|
7. The damage \_\_\_\_\_ be paid.
- |              |                |                 |
|--------------|----------------|-----------------|
| <b>A</b> can | <b>B</b> might | <b>C</b> should |
|--------------|----------------|-----------------|
8. The song \_\_\_\_\_ be written by Thursday.
- |               |                |                |
|---------------|----------------|----------------|
| <b>A</b> must | <b>B</b> might | <b>C</b> needs |
|---------------|----------------|----------------|
9. My dog \_\_\_\_\_ be taken to the vet clinic.
- |                   |                 |                |
|-------------------|-----------------|----------------|
| <b>A</b> ought to | <b>B</b> has to | <b>C</b> might |
|-------------------|-----------------|----------------|
10. This dress \_\_\_\_\_ be made of wool.
- |               |                   |                 |
|---------------|-------------------|-----------------|
| <b>A</b> must | <b>B</b> ought to | <b>C</b> should |
|---------------|-------------------|-----------------|
11. The new metro \_\_\_\_\_ have been completed in March.
- |                   |                |                 |
|-------------------|----------------|-----------------|
| <b>A</b> ought to | <b>B</b> needs | <b>C</b> should |
|-------------------|----------------|-----------------|
12. The question \_\_\_\_\_ be answered immediately.
- |                 |                |                 |
|-----------------|----------------|-----------------|
| <b>A</b> should | <b>B</b> could | <b>C</b> had to |
|-----------------|----------------|-----------------|
13. When you go out, the doors \_\_\_\_\_ be locked.
- |                |                 |              |
|----------------|-----------------|--------------|
| <b>A</b> might | <b>B</b> should | <b>C</b> can |
|----------------|-----------------|--------------|
14. Mother told me that the house \_\_\_\_\_ be cleaned by 10pm.
- |                 |                |                |
|-----------------|----------------|----------------|
| <b>A</b> had to | <b>B</b> might | <b>C</b> could |
|-----------------|----------------|----------------|
15. Pancakes \_\_\_\_\_ be made on a stove.
- |              |              |                   |
|--------------|--------------|-------------------|
| <b>A</b> may | <b>B</b> can | <b>C</b> ought to |
|--------------|--------------|-------------------|



## PROGRESS CHECK 5

**Choose the correct item:**

1. The supplier \_\_\_\_\_ deliver the goods by the date stated in the contract.  
**A** must    **C** needn't  
**B** have to                                        **D** should
2. I can work from home so I \_\_\_\_\_ to go to the office very often.  
**A** needn't                                        **C** oughtn't  
**B** mustn't                                      **D** don't have
3. The President \_\_\_\_\_ to visit Venezuela next month.  
**A** ought                                         **C** may  
**B** is    **D** has
4. You \_\_\_\_\_ lock the door when you go out. There have been several break-ins recently.  
**A** may    **C** need  
**B** must    **D** ought
5. The neighbors are complaining. We \_\_\_\_\_ turn the music down.  
**A** should                                        **C** must  
**B** had better                                    **D** ought
6. I \_\_\_\_\_ have phoned the sales engineer at 11 sharp but it totally slipped my mind.  
**A** could                                         **C** should  
**B** might                                         **D** was to
7. \_\_\_\_\_ I move on to the next point on the agenda now?  
**A** Will    **C** Can  
**B** Shall                                         **D** Would
8. You really \_\_\_\_\_ make less noise. I'm trying to concentrate.  
**A** have to                                        **C** should  
**B** may    **D** must
9. I am going to an interview tomorrow. I \_\_\_\_\_ prepare all the necessary documents right now.  
**A** had better                                    **C** may  
**B** ought                                         **D** have
10. Mark \_\_\_\_\_ get the car repaired. There's something wrong with the breaks.  
**A** may    **C** has to  
**B** must    **D** can
11. It was a lovely old building. They \_\_\_\_\_ have knocked it down.  
**A** could not                                    **C** must not  
**B** might not                                    **D** should not
12. I \_\_\_\_\_ remind the boss to get in touch with the sales manager.  
**A** must    **C** need  
**B** may    **D** have to
13. Because he was from the European Union, he \_\_\_\_\_ get a visa to visit Britain.  
**A** didn't have                                   **C** couldn't  
**B** needn't                                        **D** wasn't
14. We \_\_\_\_\_ wear a uniform at work, it's not our choice.  
**A** have to                                        **C** may  
**B** must    **D** should

15. You \_\_\_\_\_ sign the document until you have read it through.  
**A** may to **C** must not  
**B** should not **D** had better not
16. I \_\_\_\_\_ have started work last week but I fell ill.  
**A** was to **C** must  
**B** should **D** might
17. I'm in terrible trouble. What \_\_\_\_\_ I do?  
**A** may **C** shall  
**B** am **D** will
18. You \_\_\_\_\_ to be rich to live a happy life.  
**A** aren't to **C** shouldn't  
**B** don't have **D** needn't
19. Monks \_\_\_\_\_ speak too loud, under penalty of limbo, and bread and water.  
**A** cannot **C** must not  
**B** are not **D** needn't
20. "What's wrong with the washing-machine?" "When I tried to use it earlier, the door \_\_\_\_\_ open."  
**A** must not **C** was not to  
**B** didn't have to **D** would not
21. Needless to say, hands \_\_\_\_\_ before and after eating.  
**A** must wash **C** wash  
**B** must be washing **D** must be washed
22. She thought the arrow \_\_\_\_\_ poisoned.  
**A** is **C** can be  
**B** may be **D** could be
23. Feminists feared that such research \_\_\_\_\_ to justify sex discrimination.  
**A** may be used **C** can be used  
**B** might be used **D** should be used
24. A seat belt \_\_\_\_\_ even if you are sitting in the back seat.  
**A** must wear **C** must be worn  
**B** wore **D** must be wearing
25. Students \_\_\_\_\_ to understand teacher's instructions without repetition.  
**A** must **C** were able  
**B** may **D** could
26. You should bring your ID card in order to \_\_\_\_\_ to write the examination.  
**A** may **C** be able  
**B** be allowed **D** might
27. Mobile phones \_\_\_\_\_ prohibited during the lectures.  
**A** must be **C** can be  
**B** may be **D** could be
28. \_\_\_\_\_ you \_\_\_\_\_ to deals with these tasks alone or you need help?  
**A** Are able **C** Should have  
**B** May be **D** May have

29. There are some public places, where you \_\_\_\_\_ smoke.

**A** must **C** are allowed to

**B** ought to **D** could

30. Some dreams \_\_\_\_\_ reached at first try.

**A** must not be **C** are not

**B** may not be **D** have not to be

## 6. CONDITIONALS

Type 0	If-clause (hypothesis)	Main clause (result)	Use
general truth	<i>If/when + Present Simple</i>	Present Simple	Something which is always true, laws or nature
<i>If you <u>heat</u> ice, it <u>melts</u></i>			
Type 1	If-clause (hypothesis)	Main clause (result)	Use
real present	<i>If + Present Simple unless (= if not)</i>	Future, Imperative <i>can/may/must + bare infinitive</i>	Real or very probable situation in the present or future
<i>If he <u>comes</u> late, we <u>ll miss</u> the bus</i> <i>If you <u>can't afford</u> it, <u>don't buy</u> it. = Unless you can afford it, don't buy it.</i> <i>If you <u>see</u> her, <u>can you give</u> her a massage?</i>			
Type 2	If-clause (hypothesis)	Main clause (result)	Use
unreal present	<i>If + Past Simple</i>	<i>Would/could/might + bare infinitive</i>	Improbable situation in the present or future; also used to give advice
<i>If I <u>were</u> you, I <u>would see</u> a doctor. (advice)</i> <i>If I <u>had</u> money, I <u>could buy</u> a new car. (But I <u>don't have</u> enough money <u>to buy</u> one)</i> (improbable situation)			
Type 3	If-clause (hypothesis)	Main clause (result)	Use
Unreal past	<i>If + Past Perfect</i>	<i>Would/could/might + have + past participle</i>	Unreal or improbable situation in the past; also used to express regret and criticism
<i>If you <u>hadn't been rude</u>, he <u>wouldn't have punished</u> you. (But you <u>were rude</u> and he <u>punished</u> you.) (criticism)</i>			

Study the following **notes**:

- We put **comma** after the if-clause when it comes first.

*If we go by plane, it will be more expensive.*  
*It will be more expensive if we go by plane.*

- Unless** means **if not**.

*We'll go for picnic **unless** it rains.*

- We do **not** usually use **will, would, should** in if-clause.

*If we take a taxi, we won't be late.*

**NOT** If we will take a taxi, we won't be late.

**However**, we use **should** after **if** when we are not sure about a possibility.

<p><i>We'll go for picnic <b>if</b> it doesn't rain.</i></p> <p>• After if, we can use <b>were</b> instead of <b>was</b> in <b>all</b> persons</p> <p><i><b>If I were</b> you, I would spend so much money.</i></p>	<p><i><b>If I <u>see</u> him, I'll <u>give</u> it to him.</b> (Perhaps I <u>will see</u> him.)</i></p> <p><i><b>If I <u>should</u> see him, I'll give it to him.</b> (Perhaps I'll <u>see</u> him but I'm not sure.)</i></p>
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**Exercise 6.1.** Put the verbs in brackets into the correct tense.

1. If the dog keeps (**keep**) barking, the neighbors will complain.
2. The teacher \_\_\_\_\_ (**be**) angry if you come late for school again.
3. If the weather had been better, we \_\_\_\_\_ (**come**) by bike.
4. If you were older, you \_\_\_\_\_ (**go**) to the party.
5. If Alice \_\_\_\_\_ (**have**) more money, she would go to Africa.
6. John's mother \_\_\_\_\_ (**have**) more time for him if he does the washing up.
7. If Steven had taken his camera, he \_\_\_\_\_ (**take**) nice pictures.
8. They will stay longer in Paris if they \_\_\_\_\_ (**find**) a cheap hotel.
9. If Brian \_\_\_\_\_ (**like**) horses, he could ride well.
10. If Sarah \_\_\_\_\_ (**not to eat**) so much junk food, she could have been in the school hockey team.
11. He can write good stories if he \_\_\_\_\_ (**feel**) like it.
12. If you listen carefully, you \_\_\_\_\_ (**know**) about it.
13. If he \_\_\_\_\_ (**drive**) more carefully, he wouldn't have crashed the car.
14. I won't go to the party unless you \_\_\_\_\_ (**come**) with me.
15. If she hadn't left the door open, the cat \_\_\_\_\_ (**not/run away**).
16. If you \_\_\_\_\_ (**see**) Bill, can you ask him to call me?
17. If I \_\_\_\_\_ (**have**) enough money, I'd buy a computer.
18. Unless you apologize me, Margaret \_\_\_\_\_ (**not/forgive**) you.
19. If they \_\_\_\_\_ (**not/rob**) the bank, the police wouldn't have sent them to prison.
20. If it \_\_\_\_\_ (**rain**), we won't go to the park.
21. If I had known about their business plans, I \_\_\_\_\_ (**tell**) you.
22. If you go to Cairo, you \_\_\_\_\_ (**see**) the Pyramids.

**Exercise 6.2.** Choose the appropriate variant.

1. I wouldn't tell her if I \_\_\_\_\_ you. She can't keep a secret.  
**A** will be                      **B** were                      **C** am                      **D** had been
2. Paul would be a good artist if he \_\_\_\_\_ more patience.  
**A** had                      **B** has                      **C** will have                      **D** have
3. If they invited me to their party. I \_\_\_\_\_ absolutely delighted.  
**A** am                      **B** will be                      **C** would be                      **D** was
4. He \_\_\_\_\_ so many accidents if he drove more carefully.  
**A** hadn't                      **B** wouldn't have                      **C** hasn't                      **D** won't have
5. I would help them if they \_\_\_\_\_ to me.  
**A** had listened                      **B** listened                      **C** will listen                      **D** would listen
6. If the weather \_\_\_\_\_ warmer, we would go out.  
**A** will be                      **B** had been                      **C** were                      **D** is
7. Unless you \_\_\_\_\_ you won't find out the truth.  
**A** will ask                      **B** won't ask                      **C** ask                      **D** don't ask

8. If you \_\_\_\_\_ me, I will bring you the book.  
**A** reminded      **B** will remind      **C** would remind      **D** remind
9. If I \_\_\_\_\_ about your birthday, I would have you bought a present.  
**A** knew      **B** would know      **C** know      **D** had known
10. If Anna \_\_\_\_\_ a little taller, she could become a model.  
**A** will be      **B** is      **C** had been      **D** were
11. If I smoked a cigarette, \_\_\_\_\_ you?  
**A** would it bother      **B** will it bother      **C** does it bother      **D** it bothers
12. If he \_\_\_\_\_ swimming in such a rough sea, he wouldn't have drowned.  
**A** wouldn't have gone      **B** didn't go      **C** won't      **D** hadn't gone
13. If I \_\_\_\_\_ Paul's number I would invite him to the party  
**A** have      **B** had      **C** am having      **D** had had
14. If I \_\_\_\_\_ John, I'd ask Mary for a date.  
**A** will be      **B** am      **C** were      **D** would be
15. If I sat on the armchair, I \_\_\_\_\_ more comfortable.  
**A** would have been      **B** had been      **C** were      **D** will have been
16. If it was warm, we \_\_\_\_\_ to the park.  
**A** will go      **B** went      **C** would go      **D** are going
17. If they \_\_\_\_\_ so much time surfing the internet, they would get better marks in their exams.  
**A** don't spend      **B** hadn't spent      **C** didn't spend      **D** wouldn't spend
18. We \_\_\_\_\_ out in the garden if it hadn't been so cold.  
**A** would had sat      **B** would sit      **C** had sat      **D** would have sat
19. If I had bought more milk, I \_\_\_\_\_ enough for breakfast.  
**A** would have      **B** had had      **C** would have had      **D** would had have
20. If we walk so slowly, we \_\_\_\_\_ late.  
**A** will being      **B** will be      **C** be      **D** would be

**Exercise 6.3. Match the parts of the sentences.**

1. If I hadn't missed the buss,	<b>A</b> he would have gone to university.
2. If she hadn't felt ill this morning,	<b>B</b> the dog wouldn't have got out.
3. If the food hadn't been awful,	<b>C</b> Chris wouldn't have given me flowers.
4. If he had passed his exams,	<b>D</b> she would have gone to school.
5. If the salary had been good,	<b>E</b> I would have accepted the job.
6. If it hadn't been my birthday,	<b>F</b> he would have been able to buy a car
7. If Ben had saved some money,	<b>G</b> I would not have been late for work.
8. If Kate had closed the gate,	<b>H</b> we would have eaten it.

## PROGRESS CHECK 6

**Choose the correct item:**

- If it rains, we \_\_\_\_\_ at home.  
a) would stay                                  c) stay  
b) would have stayed                        d) will stay
- If you \_\_\_\_\_ harder, you will fail the exam.  
a) would not try                              c) do not try  
b) would not have tried                      d) will not try
- If you behave yourself, you \_\_\_\_\_ with us to the concert.  
a) would come                                 c) can come  
b) would have come                          d) will come
- If you do not work, you \_\_\_\_\_ holidays next week.  
a) would not have                            c) do not have  
b) would not have had                       d) will not have
- If you \_\_\_\_\_ anything, ask me.  
a) would need                                 c) need  
b) would have need                          d) will need
- If we are leaving soon, I \_\_\_\_\_ my coat.  
a) would get                                  c) get  
b) would have got                            d) will get
- If I \_\_\_\_\_ the work by ten o'clock, I will be able to come.  
a) would finished                            c) have finished  
b) would have finished                      d) will finish
- If you have finished your homework, you \_\_\_\_\_.  
a) would be able to go out                  c) can go out  
b) would have gone out                    d) will go out
- Eat less or you \_\_\_\_\_ fat.  
a) would get                                  c) get  
b) would have got                            d) will get
- If I \_\_\_\_\_ enough money, I would retire.  
a) would have                                 c) had  
b) would have had                            d) will have
- If I lost my job, I \_\_\_\_\_ abroad for a while.  
a) would go                                    c) will go  
b) would have gone                          d) might go
- If I lose my job, I \_\_\_\_\_ life very difficult.  
a) would find                                 c) find  
b) would have found                         d) will find
- If he were careful, he \_\_\_\_\_ things.  
a) would not break                            c) did not break  
b) would not have broken                   d) will not break
- If she were slimmer, she \_\_\_\_\_ much more attractive.  
a) would be                                    c) was  
b) would have been                          d) will be

15. If you \_\_\_\_\_ me more information, I will not be able to help you.  
**a)** would not give **c)** do not give  
**b)** would not have given **d)** will not give
16. They \_\_\_\_\_ their plane if they had not woken up late.  
**a)** would not missed **c)** did not missed  
**b)** would not have missed **d)** will not miss
17. I \_\_\_\_\_ to the party if I \_\_\_\_\_ about it.  
**a)** might have gone, knew **c)** might have gone, had known  
**b)** went, had known **d)** might go, had known
18. I wish I \_\_\_\_\_ taller, because I am not very tall.  
**a)** were **c)** would be  
**b)** would have been **d)** will be
19. I wish I \_\_\_\_\_ on holiday with you, but I am busy tomorrow.  
**a)** would go **c)** went  
**b)** would have gone **d)** could go
20. I wish that the car \_\_\_\_\_ faster.  
**a)** would go **c)** went  
**b)** would have gone **d)** will go
21. I wish I \_\_\_\_\_ your advice that day.  
**a)** would not taken **c)** took  
**b)** would not have taken **d)** had not taken
22. I wish she \_\_\_\_\_ to the theatre with us last Friday.  
**a)** would come **c)** came  
**b)** could have come **d)** will come
23. I wish I \_\_\_\_\_ everything to you yesterday.  
**a)** could explain **c)** explained  
**b)** could have explained **d)** have explained
24. I wish you \_\_\_\_\_ talking now.  
**a)** to stop **c)** will stop  
**b)** stopped **d)** would stop
25. I wish they \_\_\_\_\_ arguing because they make me nervous.  
**a)** will stop **c)** would stop  
**b)** would have stopped **d)** stop

## 7. VERBALS

	Forms of the Infinitive		Forms of the -ing form	
	Active Voice	Passive Voice	Active Voice	Passive Voice
<b>Present</b>	<i>(to) type</i>	<i>(to) be typed</i>	<i>typing</i>	<i>being typed</i>
<b>Present Continuous</b>	<i>(to) be typing</i>			
<b>Perfect</b>	<i>(to) have typed</i>	<i>(to) have been typed</i>	<i>having typed</i>	<i>having been typed</i>
<b>Perfect Continuous</b>	<i>(to) have been typing</i>			

Forms of the infinitive corresponding to verb tenses:

✓ **Present Simple / Future Simple -> Present Infinitive**

*he drives / he will drive -> (to) drive*

✓ **Present Continuous / Future Continuous -> Present Continuous Infinitive**

*he is driving / he will be driving -> (to) be driving*

**Past Simple / Present Perfect. Past Perfect / Future Perfect -> Perfect Infinitive**

*he drove/ he has driven/ he had driven /he will have driven -> (to) have driven*

✓ **Past Cont. / Present Perfect Cont. / Past Perfect Cont. / Future Perfect Cont. -> Perfect Cont. Infinitive**

*he was driving / he has been driving/ he had been driving/ he will have been driving -> (to) have been driving*

**Exercise 7.1.** Rewrite the sentences using the verb in brackets. Mind the tense of the infinitives

1. She has lost her job. (seem) - *She seems to have lost her job,*
2. Ann was accepted to work there (seem) -
3. He is working hard (appear) -
4. They have been watching TV all afternoon (seem) -
5. Tom missed the train (appear) -
6. They are moving house (seem) -
7. She found the solution (claim) -
8. It has been raining hard (appear) -
9. She is reading a magazine (pretend) -
10. Sharon tells lies (tend) -

**Exercise 7.2.** Fill in the correct form of the infinitive.

1. The weather seems **...to have improved...** (improve). Let's go out.
2. She appears..... (work) on her composition for hours.
3. She has decided..... (accept) my offer.



4. I'm hoping ..... (leave) by then so I won't be able to come with you.
5. This carpet is filthy; it really needs ..... (clean) soon.
6. The waste from the power station is said ..... (pollute) the atmosphere for months.
7. It will be much too hot ..... (wear) a coat.
8. You must have been thirsty ..... (drink) all that water.
9. He appears ..... (injure) as a result of the fight.
10. You're not expected .....(pay) the whole amount today.
11. The report was supposed..... (finish) two hours ago.
12. It was very cold earlier on today but it seems ..... (warm up) now.
13. He claims ..... (discover) a cure for the common cold.
14. Can I trust you ..... (keep) this a secret?
15. She seems ..... (work) too hard these days

The to infinitive is used	The -ing form is used
- to express <b>purpose</b> <i>She went out <b>to buy</b> some milk.</i>	- as a <b>noun</b> <i><b>Swimming</b> is good for your health.</i>
- after <b>certain verbs</b> ( <i>advise, agree, appear, want, decide, expect, hope, promise, refuse, etc.</i> ) <i>He <u>promised</u> <b>to be</b> back at 10 o'clock</i>	- after <b>certain verbs</b> ( <i>admit (to), avoid, consider, continue, delay, deny, enjoy, escape, excuse, fancy, finish, forgive, imagine, insist on, involve, keep (=continue), look forward to, mention, mind, miss, object to, postpone, practise, prevent, report, resist, risk, save, stand, suggest, understand, etc.</i> ) <i>He <u>admitted (to)</u> stealing <b>the painting</b>.</i>
- after <b>certain adjectives</b> ( <i>angry, happy, lucky, glad, etc.</i> ) <i>She was <u>glad</u> <b>to see</b> him</i>	- after <i>love, like, dislike, hate, enjoy, prefer</i> (to express <b>general</b> preference) <i>He <u>likes</u> <b>cooking</b> (in general).</i> <b>Note:</b> <i>like + to infinitive = find enjoyable</i> <i>I like <b>to eat</b> a healthy breakfast.</i>
- after <b>question words</b> ( <i>where, how, what, who, which, but not after why</i> ) <i>Has she told you <u>where</u> <b>to meet</b> them?</i> <i>BUT / don't know why <u>he left</u> so early</i>	- after <i>I'm busy, it's no use, it's (no) good, it's (not) worth, what's the use of, can't help, there's no point (in), can't stand, be/get used to, be/get accustomed to, have difficulty (in), etc.</i> <i><u>It's no use</u> <b>complaining</b>.</i>
- after <i>too / enough</i> constructions <i>He's <u>too</u> short <b>to reach</b> the top shelf.</i> <i>He isn't tall <u>enough</u> <b>to reach</b> the top shelf.</i>	- after 'go' for physical activities. <i>They <u>go</u> <b>skiing</b> every winter.</i>
- with <i>it + be + adjective (+ of + object)</i> <i><u>It was nice of him</u> <b>to remember</b> my birthday.</i>	- after <i>spend / waste time</i> <i>He <u>wasted</u> his <u>time</u> <b>playing</b> video games</i>
- with 'only' to express unsatisfactory results <i>He called me <u>only</u> <b>to say</b> that he'd be late.</i>	- after prepositions <i>He entered the room <u>without</u> <b>knocking</b></i>

<p>The infinitive <b>without to</b> is used:</p> <ul style="list-style-type: none"> <li>- after modal verbs (<i>must, can, will, etc.</i>) <i>You <u>must</u> <b>be</b> back at 12 o'clock.</i></li> <li>- after <i>make / let / see / hear / feel</i> + object <i>Mum <u>let</u> me <b>watch</b> TV.</i> <i>I <u>made</u> him <b>apologise</b>.</i></li> <li>- after <i>had better / would rather</i> <i>I'd <u>rather</u> <b>have stayed</b> in last night</i></li> </ul> <p><b>BUT</b> in the passive form: <i>be made / be heard / be seen</i> + <i>to</i> infinitive <i>He <u>was made</u> <b>to apologise</b></i></p> <p><b>Note:</b> <i>help</i> is followed by a <i>to</i> infinitive or an infinitive <b>without to</b>. <i>She <u>helped</u> me <b>(to) wash</b> the dishes</i></p>	<ul style="list-style-type: none"> <li>- after <i>see, hear, listen, watch</i> to express an <b>incomplete</b> action, an action <b>in progress</b> or a <b>long action</b> <i>I <u>saw</u> Kate <b>painting</b> the kitchen. (I saw Kate in the middle of painting. I saw part of the action in progress. I didn't wait until she had finished.)</i></li> </ul> <p><b>BUT</b> <i>see, hear, listen, watch</i> + infinitive without <i>to</i> to express a complete action, something that one saw or heard <b>from beginning to end</b> <i>I <u>watched</u> Kate <b>paint</b> the kitchen. It took her two hours. (I saw the <b>whole</b> action from beginning to end.)</i></p>
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**Exercise 7.3. Use the appropriate form of the verbs in brackets**

- A:** How about.....**going**.....(**go**) to the shops this afternoon?  
**B:** Great! I need.....**to buy**. ... (**buy**) a new dress for the party.  
**A:** Costas has promised.....(**help**) me with my homework.  
**B:** That was nice of him.....(**offer**)!  
**A:** I'm hungry. Is there anything.....(**eat**)?  
**B:** There are some sandwiches in the fridge. Help yourself!  
**A:** Dan can't stand.....(**drive**) to work every morning  
**B:** Then he should consider.....(**take**) the train.  
**A:** How do you know that Paola took the letter?  
**B:** I saw her.....(**put**) it in her bag  
**A:** Why do you keep.....(**look**) at your watch?  
**B:** Because I have an appointment and I don't want.....(**be**) late.  
**A:** Is Ben in his room?  
**B:** Yes, I've just heard him.....(**talk**) on his mobile.  
**A:** It was really nice of Jeff and Sally.....(**help**) us move house.  
**B:** Yes, we are lucky.....(**have**) such good friends

**Exercise 7.4. Put the words in brackets into the appropriate form**

1. I advise you **to take**... (take) some money in case the banks are shut
2. My mother used..... (encourage) us to eat lots of vegetables.
3. Don't forget .....(lock) the door when you leave the office.
4. Do you remember..... (swim) in Lake Langaron last summer?
5. When you finish this exercise go on .... ..... (do) the composition on page 7.
6. Would you mind..... (turn) the radio down? I've got a headache.
7. Why don't we try ..... (eat) some Thai food for a change?
8. They stopped running..... (have) a rest.

9. He put off ..... (tell) her the bad news.
10. I really regret ..... (spend) so much money at the weekend.
11. David was too afraid.....(swim) in the rough sea.
12. He doesn't look old enough..... (be / married).
13. I couldn't stop .....(wonder) whether I had done the right thing.
14. In general I prefer..... (watch) films on the big screen rather than on TV.
15. I'm sorry, I didn't mean..... .... (hurt) you.
16. Don't you dare .....(be) late again.
17. I need to get a job. I'm tired of.....(have) to rely on my parents for money.
18. Have you considered ..... (learn) another language?
19. I can't stand ..... (listen) to you complaining all the time.
20. I suggest.....(look) this word up in a dictionary.

## PROGRESS CHECK 7

**Use the proper form of the Infinitive, Participle or Gerund in the following sentences**

1. I am (*Not, know*) the language and (*have*) no friends in the city, he found it hard (*get*) a job.  
**A** not knowing, having, getting                      **B** not knowing, having, to get  
**C** not having known, having had, to get
  2. I am (*look*) forward to (*see*) you in our town.  
**A** looked, see                      **B** looking, see                      **C** looking, seeing
  3. When we came home, we found the door (*lock*).  
**A** being locked                      **B** locked                      **C** having been locked
  4. The day (*be*) fine, we decided (*have*) a rest out of town.  
**A** being, to have                      **B** was, having                      **C** having been, to have
  5. The manager objected to our (*make*) private calls on his phone.  
**A** having made                      **B** make                      **C** making
  6. Is there anything worth (*read*) in your home library?  
**A** reading                      **B** to read                      **C** to be read
  7. I want to have a new dress (*make*) for the New Year's party.  
**A** making                      **B** made                      **C** to make
  8. Would you like me (*turn*) down the radio a bit? - No, it's all right. I am used to (*work*) with a radio on.  
**A** turning, to work                      **B** to turn, working                      **C** to turn, to work
  9. In England if you want a milkman (*leave*) you milk in the morning, remember (*put*) a milk bottle outside your door.  
**A** leaving, to put                      **B** to leave, putting                      **C** leaving, putting
  10. I enjoy (*listen*) to music, but I don't like people (*talk*) about it.  
**A** to listen, to talk                      **B** listening, talking                      **C** to listen, talking
  11. My parents think I am not capable of (*earn*) my own living, but I am going (*prove*) that they are wrong.  
**A** earning, to prove                      **B** earn, prove                      **C** being earned, proving
  12. Do you feel like (*dine*) out or would you rather (*have*) dinner at home?  
**A** to dine, having                      **B** dining, have                      **C** dining, to have
  13. Your hair needs (*cut*). - I will have it (*do*) tomorrow.  
**A** to cut, being done                      **B** cutting, done                      **C** to have been cut, done
  14. It's for me (*decide*) where (*work*) after (*graduate*) from London University.  
**A** to decide, to work, graduating                      **B** deciding, working, having graduated  
**C** to decide, work, having been graduated
  15. This sportsman is known (*take*) part in the last Olympic Games.  
**A** taking                      **B** to have taken                      **C** to be taken
  16. I want you (*tell*) me what you know about this accident.  
**A** telling                      **B** to have told                      **C** to tell
  17. We saw smoke (*rise*) from the chimney and were glad that somebody was (*wait*) for us.  
**A** to rise, waiting                      **B** rising, waiting                      **C** rising, to wait
  18. (See) my friend I stopped (*read*) a book and put it away (*talk*) to him.  
**A** having seen, reading, to talk                      **B** to see, reading, to talk                      **C** being seen, to read, talking
  19. Would you mind (*keep*) quiet for a moment? I'm trying (*fill*) in this form.  
**A** keeping, to fill                      **B** to keep, filling                      **C** keeping, filling

20. I remember (*go*) to school for the first time and (*be*) frightened by everything I saw there.  
**A** to have gone, being                      **B** going, being                      **C** to go, to be
21. When (*plant*) these flowers take care (*not, damage*) the roots.  
**A** planting, not to damage                      **B** plant, not damaging                      **C** planting, not damaging
22. Before trains were (*invent*) people used (*travel*) on horsebacks or in stage coaches.  
**A** invented, travelling                      **B** inventing, to travel                      **C** invented, to travel
23. He was (*charge*) with (*receive*) and (*sell*) (*steal*) goods.  
**A** charged, receiving, selling, stolen                      **B** charged, being received, sold, stealing  
**C** charging, received, sold, stolen
24. My father wasted the whole afternoon (*try*) (*repair*) his car.  
**A** having tried, repairing                      **B** trying, to repair                      **C** to try, to repair
25. My sister avoids lonely streets because she is afraid of (*rob*).  
**A** to be robbed                      **B** being robbed                      **C** having robbed
26. Do you happen (*know*) his address? - His address seems (*lose*) long ago.  
**A** to know, to have been lost                      **B** knowing, being lost                      **C** to know, having lost
27. She doesn't seem (*know*) anything about his (*leave*) abroad.  
**A** knowing, having left                      **B** to know, leaving                      **C** knowing, being left
28. She insisted on the telegram (*send*) at once.  
**A** to send                      **B** to have been sent                      **C** to be sent
29. One should be careful when (*cross*) the street.  
**A** cross                      **B** crossing                      **C** to cross
30. After (*spend*) two days (*argue*) about where (*go*) for our holidays, we decided (not, go) anywhere.  
**A** spending, arguing, to go, not to go                      **B** spending, having argued, going, not to go  
**C** spent, arguing, go, not going

## 8. PREPOSITIONS

The preposition is an official part of the language that expresses the different relationships between words in a sentence. They are usually placed before another word-noun, noun phrase, pronoun, and gerund. Even if the preposition does not stand for a word, it is still closely related to it: *Who did you talk to? – I talked to Helen.*

Prepositions of Place	Prepositions of Movement
between	off
among	into
behind	to/ towards / in
on top of	down
next to / by / beside	from ... to
opposite	the direction of
in / inside	through
on	past
at	along
over	up
above	onto

under	across
around / round	out of
in front of	
below	
near	
outside	
against	

**Exercise 8.1.** Choose the correct item.

- A: Look, that circus lion is going to jump **into** / **through** a fire hoop!  
B: Wow! How amazing!
- A: Why are you out of breath James?  
B: I've just run **up** / **across** the stairs.
- A: Have you seen Mrs. Peterson?  
B: Yes, she's just gone **into** / **along** her office.
- A: Let's walk **through** / **along** the beach.  
B: Great! We can look for seashells.
- A: Did you see where my ball went?  
B: Yes, it went **over** / **up** the fence.
- A: Where is the nearest bank?  
B: It's **towards** / **down** the road to your left.
- A: You don't expect me to ski **down** / **out of** that hill.  
B: Don't be afraid. It will be fun!
- A: Where's Julia?  
B: She's just going **through** / **into** that shop over there.
- A: Excuse me, how do I get to the train station from here?  
B: Just walk straight **through** / **on** the park and you'll find it on the other side.

<b>in</b>	<i>cities (London), towns (York), the country, a street, the suburbs, the middle of, the centre of, a queue, a line, a row, a hospital, a hotel, a book, a newspaper, an armchair, danger, the sky, the park</i> <b>Idioms with in:</b> <i>cash, pen, ink, pencil, writing, one's opinion, one's hand, a way, the end</i>
<b>at</b>	<i>house number (at 23 Oxford Sty, home, work, school, university, the station, the bus stop, the airport, the crossroads, the seaside, the door, the match, the bottom of, the top of (but: on top of), a hotel, a table, a desk</i>
<b>on</b>	<i>the floor, the outskirts, a platform, foot, the streets, the way, the pavement, a wall, rivers (the River Seine), the border, a farm, the screen, an island, a beach, the coast, the right, the left, a trip, the menu</i> <b>Idioms with on:</b> <i>holiday, business, a journey, a trip, TV, the radio, the phone, the market (= available to the public), purpose, the way (= as I was going)</i>
<b>by</b>	<i>bus, taxi, car, helicopter, plane, train, coach, ship boat, air, sea</i> <b>BUT</b> we say: <i>on a / the bus, plane, train, coach, ship, boat in a taxi, car, helicopter, plane</i> <b>Idioms with by:</b> <i>mistake, accident, chance</i>
<b>Compare:</b> <i>Tom is sitting <b>in</b> the cafe. (He's inside the place). He's <b>at</b> the cafe. (He's drinking something).</i>	

**Exercise 8.2.** Fill in the correct preposition: **on, by, in** or **at**.

1. We spent the whole day .... the seaside.
2. Patty is ..... holiday until next week.
3. Meet me ..... the café ..... Fleet Street.
4. Tom is holding a shiny gold coin ..... his hand.
5. Today Helen had to go to school ..... foot.
6. Fred lives ..... 38 Franklin Road.
7. My brother is still ..... school and my sister is ..... the bus coming home.
8. Will you pay by credit card or ..... cash?
9. Is your favourite Mexican dish ..... the menu?
10. This is my class photo. I'm the one ..... the middle of the second row.

### Prepositions of Time

At	In	On
at + clock time ( <i>at 10:30, at noon, at night, at midnight</i> )	in + part of day ( <i>in the morning, in the evening, in the afternoon in the night</i> )	on + day ( <i>on Monday, on New Year's Day</i> )
at + meal time ( <i>at lunch, at dinner, at breakfast</i> )	in + month / season / year ( <i>in January, in (the) winter, in 2002, in the nineteenth century</i> )	on + date ( <i>on July 30th</i> )
Phrases: <i>at that time, at the moment, at the weekend</i>	Phrases: <i>in two hours</i>	on + season / day + part of day ( <i>on a summer afternoon, on Friday night</i> )
BUT <i>on the weekend:</i>	<i>in a week / few days / month / year</i>	
<i>American</i>		
<i>I English</i>		

We **never** use **at, in** or **on** before *yesterday, tomorrow, tonight, next, this, last, every*.  
*He's leaving next Sunday.*

**Exercise 8.3.** Fill in the gaps with the correct prepositions.

Dear Roger,

How are you? I'm having an amazing time here 1) ..... sports camp. I got here 2) ..... Tuesday and I have already made many new friends.

The camp is 3) ..... the seaside in Cornwall. It's so beautiful here 4) ..... the countryside. There are many activities to try such as tennis, football and volleyball. You can even go swimming 5) ..... the sea, too 6) ..... the weekend, I'll be taking a horse-riding lesson for the first time. I'm excited but I hope I don't fall 7) ..... the horse. We are going to ride 8) ..... the camp 9) ..... the beach and back again. Maybe after a few lessons we will go 10) ..... the woods and try other places, too. I can't wait to meet my horse. I will send you some pictures if I can!

Write back soon and tell me about your summer camp.  
 Greg.

<b>for</b> – is used to express a <b>period</b> of time	<i>She has been here for two weeks</i>
<b>since</b> – is used with Present Perfect to express a <b>starting</b> point	<i>He has been here since Monday</i>
<b>ago</b> – back in time from now	<i>She met Steve a week ago. (a week back in time from now)</i>

<b>before</b> – back in time from then	<i>She sent me a letter last week. I had written to her a month before.</i> (a month before last week when she sent me her letter)
<b>yet</b> – by this time	<i>Have you seen Ann yet? I haven't seen her yet.</i>
<b>already</b> – before now	<i>I've already posted the invitations to the party. Have you already finished your homework? I've cooked dinner already.</i>
<b>still</b> – emphasises continuity	<i>He's still working on his essay. I still care about him, despite what he did.</i>

**Exercise 8.4. Fill in *for* or *since*, *ago* or *before*.**

1. They haven't seen each other ..... a long time.
2. He's been on holiday ..... last Monday.
3. I've been learning Chinese ..... the last three years.
4. They've been married ..... 1998.
5. Nina, are you sure we haven't seen this film .....?
6. Jennifer took up swimming three months .....
7. Sarah received a call from May a little while .....
8. Ali started work last year. He had graduated two years .....

**Exercise 8.5. Fill in *yet*, *still* or *already*.**

Gerry: Have you been to the bank 1) .....?

June: No. I've 2) ..... told you, I'm 3) ..... waiting for my cheque.

Gerry: Haven't you received it 4) .....? Why don't you phone your parents?

June: I've 5) ..... called my dad. He says it'll take a few more days.

<b>on time</b> – not late / at the right time	<i>The train left on time.</i> (not earlier or later than the stated time)
<b>in time</b> – early enough to do something or for something	<i>He was in time for the 5 o'clock train.</i> (some time before 5 o'clock)
<b>during (prep) + noun</b> – from the beginning to the end of a period of time	<i>During the summer he worked as a waiter in a restaurant.</i>
<b>while (coni) + clause</b> – when, during the time that	<i>While she was on holiday, she sent me a postcard.</i>
<b>by (prep)</b> – any time before and not later than	<i>You must be back by 12:00.</i> (not later than 12:00)
<b>by the time</b> – before	<i>They had finished packing by the time the taxi came.</i> (before the taxi came)
<b>at</b> – exactly at a stated time	<i>She'll be back at 9:00.</i> (9:00 sharp)
<b>until / till</b> – up to the time when	<i>She was at work until/till 3:30.</i> (up to 3:30, not later than 3:30)
<b>Till / Until</b> can be used in the negative with verbs that show a point in time (e.g. <i>leave, finish, start</i> ).	



**Compare:** *He won't start working until Friday. (on Friday, not before that) He won't have started working **by** Friday. (He won't begin till after Friday.)*

**Exercise 8.6. Fill in *on time* or *in time*.**

1. Beth is never late. She always gets to school .....
2. You can visit Bob but make sure you're ..... home for supper.
3. The performance must start .....
4. I got home just ..... to see my favourite game show.

**Exercise 8.7. Fill in *during* or *while*.**

We visited a few tropical islands in the Caribbean 1) ..... our summer holidays last year. My parents spent most of their time sunbathing on the beach 2) ..... I was windsurfing. 3) ..... a boat trip from St Lucia to Barbados there was a terrible storm. My mother and I were seasick 4) ..... the trip 5) ..... my father and the captain were trying to steer the boat.

**Exercise 8.8. Fill in *by*, *by the time*, *until* / *till* or *at*.**

When I went out last Saturday, I told my father I'd be back 1) ..... 11 o'clock at the latest. However, I was having such a good time that I didn't even look at my watch 2) ..... 12 o'clock! 3) ..... I found a taxi to take me home it was already 1 o'clock and I finally arrived home 4) ..... 2 o'clock. My parents were furious and told me I'd have to be home 5) ..... 7 o'clock every night of the week 6) ..... the end of the month!

<b>within</b> – before the end of ...	<i>You must finish this project within a week. (in a week's time)</i>
<b>after</b> – following sth in time	<i>You can watch TV after you've tidied your room.</i>
<b>afterwards</b> – then, after that	<i>He went for a walk afterwards.</i>
<b>from ... to / till / until</b>	<i>The restaurant serves customers from 12:00 to 8:00 pm.</i>
<b>at the beginning (of)</b> – at the point / time sth starts	<i>There's a contents page at the beginning of the book.</i>
<b>in the beginning</b> – at first, originally	<i>I found computer programming difficult in the beginning.</i>
<b>at the end (of)</b> – at the point / time sth finishes	<i>There is a revision section at the end of the book.</i>
<b>in the end</b> – eventually	<i>We were thinking about going to Germany but in the end we went to Austria.</i>

**Exercise 8.9. Fill in *within*, *after*, *afterwards* or *from ... to* / *until/till*.**

Dear Lucy,

I'm so worried! My Science teacher gave us a project to finish 1) .... a week and I haven't started it yet. I was planning to start it 2) ..... dinner on Tuesday but my friends invited me to the cinema. Then on Wednesday Fran begged me to go shopping with her. She didn't tell me we were going to a party 3) .....! We stayed at the party 4) ..... 8 o'clock 5) ..... 11, so naturally I was exhausted when I got home.

Now it's Thursday and my project is due tomorrow at 2 pm. If I don't finish it, then my teacher will probably make me stay 6) ..... school.

Wish me luck,

Jen

**Exercise 8.10.** Fill in with **at the beginning, at the end, in the beginning, or in the end.**

1. There's a short poem ..... of every unit.
2. We were planning to go to a dinner party but ..... we decided to stay home.
3. Stella didn't know anyone ..... but then she made a lot of friends.
4. .... of the Sarah likes to relax with a good book.

## LINKING WORDS

For a change of language and to form meaningful sentences use linking words. They are divided into several groups according to the function they perform in the sentence: for example, for additional information, for comparison, etc.

### Stating Your Opinion

<i>In my opinion,</i>	на мою думку
<i>In my view,</i>	на мій погляд
<i>From my point of view,</i>	на моє переконання
<i>It seems to me that</i>	здається, що
<i>From my perspective</i>	як я це бачу
<i>It appears that</i>	є очевидним, що
<i>According to me,</i>	відповідно до мого переконання
<i>To me,</i>	як на мене
<i>I think</i>	я думаю, вважаю
<i>I believe</i>	я вважаю
<i>To my way of thinking</i>	так, як я думаю
<i>I suppose</i>	я вважаю
<i>I understand</i>	я розумію
<i>I feel</i>	я відчуваю
<i>I realize</i>	я усвідомлюю
<i>I imagine</i>	я уявляю

### Giving Examples

<i>For example,</i>	наприклад
<i>For instance,</i>	наприклад
<i>In other words,</i>	іншими словами
<i>To illustrate</i>	для підтвердження
<i>To paraphrase</i>	перефразувати
<i>such as</i>	такий як
<i>as</i>	як
<i>like</i>	схоже, подібно
<i>namely</i>	а саме, тобто
<i>that is</i>	тобто

### Comparing

<i>Similar to</i>	схоже на
<i>Either...or</i>	або, або
<i>Neither...nor</i>	ані, ані
<i>As...as</i>	такий як
<i>Just as</i>	саме, точно
<i>In the same way,</i>	однаково
<i>At the same time</i>	одночас
<i>in common</i>	спільно
<i>also</i>	також
<i>resemble</i>	нагадуючи

### Contrasting

<i>However,</i>	проте, однак
<i>On the contrary,</i>	навпаки
<i>Differ from</i>	відрізняючись від
<i>Although</i>	хоча
<i>But</i>	але
<i>On the other hand,</i>	з іншого боку
<i>Nevertheless</i>	все-таки
<i>Though</i>	однак
<i>Instead</i>	замість
<i>Even though</i>	навіть якщо
<i>Otherwise</i>	інакше
<i>Alternatively,</i>	як альтернатива

### Generalizing

<i>Generally,</i>	звичайно; як правило
<i>Overall,</i>	в основному
<i>In general,</i>	загалом
<i>It seems to me that</i>	здається, що
<i>All in all,</i>	у цілому
<i>Generally speaking,</i>	підсумовуючи
<i>On the whole,</i>	у цілому
<i>I believe</i>	я вважаю
<i>Essentially,</i>	по суті
<i>Basically,</i>	в основному
<i>As a rule,</i>	як правило

### Expressing Certainty

<i>Certainly,</i>	звичайно; безсумнівно
<i>Doubtless,</i>	безперечно
<i>No doubt,</i>	без сумніву
<i>Of course,</i>	звісно
<i>Definitely,</i>	безсумнівно

### Expressing Partial Agreement

<i>More or less,</i>	певною мірою; більш-менш
<i>Up to a point,</i>	до певної міри
<i>To some extent,</i>	певною мірою
<i>Almost,</i>	майже
<i>In a way,</i>	певною мірою

### Showing Cause

<i>Due to</i>	завдяки; внаслідок
<i>Because of</i>	через те, що
<i>Because</i>	тому що

### Showing Effect

<i>Therefore,</i>	з цієї причини; внаслідок цього; тому; отже
<i>Consequently,</i>	отже; в результаті
<i>Thus,</i>	так; таким чином
<i>As a result,</i>	в результаті
<i>For this reason,</i>	з цієї причини
<i>So,</i>	тому
<i>Eventually,</i>	врешті-решт

### Marking Time

<i>First,</i>	спершу; спочатку
<i>Second,</i>	по-друге
<i>Third,</i>	по-третє
<i>Firstly,</i>	перш за все
<i>Secondly,</i>	по-друге
<i>Thirdly,</i>	по-третє
<i>During</i>	протягом
<i>To begin with</i>	для початку
<i>Last</i>	останній
<i>Lastly,</i>	наприкінці
<i>Then,</i>	тоді
<i>First of all,</i>	спершу
<i>Before</i>	раніше
<i>After</i>	пізніше
<i>Simultaneously</i>	одночасно
<i>Since</i>	відтоді як
<i>While</i>	у той час як
<i>At the same time</i>	водночас
<i>After this/that</i>	після цього/того
<i>Meanwhile</i>	тим часом; між тим
<i>Following this</i>	слідом за
<i>As soon as</i>	як тільки
<i>Afterwards</i>	згодом
<i>When</i>	коли

### Adding Information

<i>Furthermore</i>	крім того; до того; більше того
<i>Also</i>	також
<i>Moreover</i>	крім того; більше того
<i>As well as</i>	до того ж
<i>In addition</i>	у додаток
<i>And</i>	і
<i>Similarly</i>	подібним чином
<i>What's more</i>	і ще більше
<i>Likewise</i>	крім того
<i>Besides</i>	крім того
<i>Even</i>	навіть
<i>Too</i>	також

### Expressing Condition

<i>If</i>	якщо
<i>In case</i>	якщо; у випадку, у разі
<i>Whether</i>	чи
<i>Unless</i>	якщо не
<i>Provided that</i>	у тому випадку, якщо
<i>So that</i>	щоб

### Concluding

<i>To summarize</i>	підсумовуючи
<i>Lastly,</i>	нарешті
<i>To conclude with,</i>	закінчуючи
<i>In conclusion</i>	на завершення
<i>Finally,</i>	наприкінці
<i>In short,</i>	коротко кажучи

**Exercise 8.11.** Fill in the gaps with *nor, however, although, such as, but, until, apart from, in case, all in all, considering* or *other*.

1. I never used to like fish .... I do now.
2. .... Tina didn't feel well yesterday, she went to work.
3. They'll take heavy clothes with them .....it's cold up in the mountains.
4. Cartoon characters, ..... Mickey Mouse and Popeye, are still popular.
5. ...., a country can benefit from tourism in any ways.
6. Neither Sergey ..... Olga speaks English.
7. .... the low salary, it's a good job.
8. I won't book the tickets .... you call me.
9. .... how little Joan had studied, she passed all her exams.
10. Driving to work is convenient. ...., parking your car can be a problem.

## PROGRESS CHECK 8

**Choose the correct item:**

1. Did you learn something ..... school?  
A on B in C at
2. Don't put all your eggs ..... one basket  
A on B in C at
3. I was stuck ..... that traffic jam for hours!  
A on B in C at
4. There will be many new people ..... the party  
A on B in C at
5. She stood .... the centre of the stage.  
A on B in C at
6. The diagram is .... page 12.  
A on B in C at
7. There is a beautiful garden ..... the back of the house.  
A on B in C at
8. I don't want to go to the restaurant; ....., we can't afford it.  
A beside B besides C because
9. Jack studied vocabulary ..... a dictionary.  
A by B with C in
10. The bread was made ..... wheat flour and water.  
A by B with C at
11. I was at home.... for dinner.  
A in time B on time C at time
12. I'm going ..... the bar to have a few drinks.  
A in B into C to
13. Pour some cream .... the tart and serve it warm.  
A above B over C up
14. It was three degrees .... zero.  
A above B over C up
15. I have on a T-shirt .... my jacket.  
A under B bellow C down
16. Please, read the instructions .... before you begin.  
A under B bellow C down
17. Let's keep this ..... you and me.  
A between B among C near
18. He was glad to find a friend ..... enemies.  
A between B among C near
19. He speaks .... a native speaker.  
A as B like C so
20. He started work .... a carpenter.  
A as B like C so
21. She looks .... a supermodel.  
A as B like C so
22. .... your boss, I must learn you to be carefully (I'm your boss).

- |             |               |             |
|-------------|---------------|-------------|
| <b>A</b> as | <b>B</b> like | <b>C</b> so |
|-------------|---------------|-------------|
23. He looks .... he knew the answer.
- |             |                |               |
|-------------|----------------|---------------|
| <b>A</b> as | <b>B</b> as if | <b>C</b> like |
|-------------|----------------|---------------|
24. He spends money .... he has owned a bank.
- |             |                |               |
|-------------|----------------|---------------|
| <b>A</b> as | <b>B</b> as if | <b>C</b> like |
|-------------|----------------|---------------|
25. The garden is wet, it must have rained a lot .... the night.
- |                 |               |                |
|-----------------|---------------|----------------|
| <b>A</b> during | <b>B</b> when | <b>C</b> while |
|-----------------|---------------|----------------|
26. Why don't you go shopping .... you are waiting for your car to be repaired?
- |                 |               |                |
|-----------------|---------------|----------------|
| <b>A</b> during | <b>B</b> when | <b>C</b> while |
|-----------------|---------------|----------------|
27. I've never heard such a strange story .... my whole life.
- |                 |               |                |
|-----------------|---------------|----------------|
| <b>A</b> during | <b>B</b> when | <b>C</b> while |
|-----------------|---------------|----------------|
28. Why does he steal things .... he could easily afford to buy them?
- |                 |               |                |
|-----------------|---------------|----------------|
| <b>A</b> during | <b>B</b> when | <b>C</b> while |
|-----------------|---------------|----------------|
29. Would you look after the children .... I do the shopping?
- |                 |               |                |
|-----------------|---------------|----------------|
| <b>A</b> during | <b>B</b> when | <b>C</b> while |
|-----------------|---------------|----------------|
30. They are waiting .... the bus.
- |             |               |              |
|-------------|---------------|--------------|
| <b>A</b> in | <b>B</b> with | <b>C</b> for |
|-------------|---------------|--------------|
31. Don't forget to bring some flowers .... you.
- |             |               |             |
|-------------|---------------|-------------|
| <b>A</b> in | <b>B</b> with | <b>C</b> to |
|-------------|---------------|-------------|
32. I haven't smoked .... ages.
- |              |               |             |
|--------------|---------------|-------------|
| <b>A</b> for | <b>B</b> with | <b>C</b> to |
|--------------|---------------|-------------|
33. She is allergic .... insect stings.
- |             |               |             |
|-------------|---------------|-------------|
| <b>A</b> in | <b>B</b> with | <b>C</b> to |
|-------------|---------------|-------------|
34. The police car chased the robbers .... the streets.
- |             |               |                |
|-------------|---------------|----------------|
| <b>A</b> in | <b>B</b> with | <b>C</b> along |
|-------------|---------------|----------------|
35. I'll never climb .... that mountain again.
- |               |             |               |
|---------------|-------------|---------------|
| <b>A</b> down | <b>B</b> up | <b>C</b> from |
|---------------|-------------|---------------|
36. It was terribly cold. It must have been 25 degrees .... zero.
- |                |             |                |
|----------------|-------------|----------------|
| <b>A</b> above | <b>B</b> at | <b>C</b> below |
|----------------|-------------|----------------|
37. They walked .... the bridge.
- |             |                |             |
|-------------|----------------|-------------|
| <b>A</b> at | <b>B</b> under | <b>C</b> in |
|-------------|----------------|-------------|
38. Yesterday he was still in Lviv, but today he should have left .... Kyiv.
- |              |              |               |
|--------------|--------------|---------------|
| <b>A</b> for | <b>B</b> off | <b>C</b> with |
|--------------|--------------|---------------|
39. Although she is 28 she still lives .... her parents.
- |                  |               |                |
|------------------|---------------|----------------|
| <b>A</b> next to | <b>B</b> with | <b>C</b> below |
|------------------|---------------|----------------|
40. He was sitting .... the fire.
- |             |                      |                |
|-------------|----------------------|----------------|
| <b>A</b> in | <b>B</b> in front of | <b>C</b> under |
|-------------|----------------------|----------------|
41. The lion came .... me so quickly got into the car.
- |             |                  |               |
|-------------|------------------|---------------|
| <b>A</b> up | <b>B</b> towards | <b>C</b> from |
|-------------|------------------|---------------|
42. It's very nice.... you to let me use your car.
- |              |             |              |
|--------------|-------------|--------------|
| <b>A</b> for | <b>B</b> at | <b>C</b> off |
|--------------|-------------|--------------|
43. Linda is married .... an American.
- |             |               |              |
|-------------|---------------|--------------|
| <b>A</b> to | <b>B</b> with | <b>C</b> for |
|-------------|---------------|--------------|
44. What did Mark have .... lunch?
- |             |              |                |
|-------------|--------------|----------------|
| <b>A</b> at | <b>B</b> for | <b>C</b> about |
|-------------|--------------|----------------|

45. There was panic when I realized that the building was .... fire.  
**A** in **B** at **C** on
46. I wasn't aware .... that.  
**A** of **B** off **C** about
47. Lucy has just paid .... cash.  
**A** in **B** by **C** with
48. Helen fell asleep .... the film.  
**A** at **B** during **C** while
49. I like walking around the town .... night. It was always so peaceful.  
**A** in **B** at **C** about
50. There are some slight variations in temperature, but .... 26 to 27 °C should be expected.  
**A** by the way **B** consequently **C** as a rule
51. The two main Channel Islands, .... Jersey and Guernsey, are much closer to France than to England.  
**A** considering **B** namely **C** for instance
52. It was announced that nurse's working hours would be increased by 25% ....., even fewer trainee nurses are expected to join the profession.  
**A** as a result **B** even though **C** as a rule
53. Sales of CDs have experienced a small but steady fall over the past 12 months. ...., vinyl records have seen an increase in their share of the market, up to 1,7 %.  
**A** overall **B** in contrast **C** lastly
54. In order to try to reduce car use in the inner cities, the government has announced new restrictions on company parking spaces and, ....., a new tax on individual car use.  
**A** basically **B** at the same time **C** in addition
55. .... it has been shown that fractures can occur at even relatively low pressures, the use of material should not be completely discounted.  
**A** But **B** Even though **C** Essentially

We say we want to reduce pollution, **56)** .... the number of cars on the roads is increasing. Why do we love our four – wheeled friends so much **57)** .... how can we encourage people to use public transport more?

Most of us own cars **58)** .... they are convenient. We can drive **59)** .... we want without relying on public transport **60)** ..... the fact that it can take hours to find a parking space. Cars are **61)** .... much more comfortable than buses or trains, **62)** .... journeys sometimes take longer.

So how do we encourage people to change? **63)** ...., we need to make public transport more attractive by investing in new buses and trains. **64)** ...., the government could prevent drivers from going into areas **65)** .... the city center.

- |           |                      |                          |                        |
|-----------|----------------------|--------------------------|------------------------|
| <b>56</b> | <b>A</b> besides     | <b>B</b> both            | <b>C</b> But           |
| <b>57</b> | <b>A</b> when        | <b>B</b> and             | <b>C</b> So            |
| <b>58</b> | <b>A</b> Due to      | <b>B</b> because         | <b>C</b> For           |
| <b>59</b> | <b>A</b> while       | <b>B</b> whereas         | <b>C</b> Wherever      |
| <b>60</b> | <b>A</b> despite     | <b>B</b> although        | <b>C</b> In spite of   |
| <b>61</b> | <b>A</b> also        | <b>B</b> thus            | <b>C</b> Yet           |
| <b>62</b> | <b>A</b> further     | <b>B</b> moreover        | <b>C</b> Even though   |
| <b>63</b> | <b>A</b> Therefore   | <b>B</b> For this reason | <b>C</b> To begin with |
| <b>64</b> | <b>A</b> furthermore | <b>B</b> however         | <b>C</b> besides       |
| <b>65</b> | <b>A</b> as          | <b>B</b> like            | <b>C</b> since         |



## 9. PHRASAL VERBS

Study the use of the phrasal verbs

Phrasal verb	Definition	Translation
break in	to enter by force	вдиратися; встрявати, втручатися
break out	to escape	втекти (із в'язниці)
break up	to end a relationship	розходитися (про компанію, збори тощо); припинити стосунки
break down	to stop operating	зламатися

**Exercise 9.1.** Complete the sentences with the correct form of the suitable phrasal verb.

- The car \_\_\_\_\_ so they were late for work.
- Mary and Paul \_\_\_\_\_ last week.
- The robbers \_\_\_\_\_ and stole a lot of money.
- The prisoner \_\_\_\_\_ of jail but the police arrested him soon after.
- I lost my keys so I had to \_\_\_\_\_ my house.
- The bus \_\_\_\_\_ and the driver had to call the mechanic.

Phrasal verb	Definition	Translation
come round	to visit	заходити ненадовго
come down	to become less; be reduced	падати (про сніг, дощ); спускатися, опускатися
come across	to find / see by chance	(випадково) зустріти когось, наштовхнутися на щось
come out	to be published, released	виходити; з'являтися (у пресі)

**Exercise 9.2.** Complete the sentences with the correct form of the suitable phrasal verb.

- Her new book of poetry is \_\_\_\_\_ at the end of the year.
- The prices \_\_\_\_\_ during the sales.
- \_\_\_\_\_ any time after school. I'll be waiting for you.
- He was looking for a shirt at the department store when he \_\_\_\_\_ that cowboy hat.
- The price of the jacket \_\_\_\_\_ so I decided to buy it.
- They waited for the new cartoon to \_\_\_\_\_.

Phrasal verb	Definition	Translation
give in	to agree to something you don't want to do	поступатися
give up	to stop, abandon an attempt/habit	відмовлятися від, залишати
give away	reveal	виказувати; виявляти; зраджувати
give out	to become exhausted, fail	бути виснаженим, неспроможним

**Exercise 9.3.** Complete the sentences with the correct form of the suitable phrasal verb.

1. He \_\_\_\_\_ smoking last year.
2. She didn't \_\_\_\_\_ my secret.
3. Yesterday our washing machine \_\_\_\_\_.
4. My parents \_\_\_\_\_ and allowed me to take a dog as a pet.
5. Nelly's parents finally \_\_\_\_\_ and let her go to the party.
6. I was terribly angry with Sally for \_\_\_\_\_ my secret.

Phrasal verb	Definition	Translation
look after	to take care of	наглядати за, піклуватися про
look for	to search	шукати
look up	to find a word, number	шукати (щось у довіднику)
look out	to be careful	бути насторожі
look forward to	to anticipate	чекати з нетерпінням

**Exercise 9.4.** Complete the sentences with the correct form of the suitable phrasal verb.

1. We asked the neighbour to \_\_\_\_\_ the cat when we are away.
2. I am really \_\_\_\_\_ to meeting you.
3. \_\_\_\_\_! The bus is coming.
4. If I don't know the word, I \_\_\_\_\_ it \_\_\_\_\_ in the dictionary.
5. What are you \_\_\_\_\_? – My pen.
6. I didn't have time to \_\_\_\_\_ the number in the telephone directory.

Phrasal verb	Definition	Translation
make up	to invent	виготовляти; вигадувати
make up for	to compensate	компенсувати
make for	to go forward	прямувати, простувати до
make out	to distinguish; fill in	розбирати; розуміти; заповнити

**Exercise 9.5.** Complete the sentences with the correct form of the suitable phrasal verb.

1. It was very hard to climb the mountain but they decided to \_\_\_\_\_ the top.
2. We found the letter but couldn't \_\_\_\_\_ what was written in it.
3. I need your name to \_\_\_\_\_ the check.
4. Who's \_\_\_\_\_ this story?
5. I'd like to \_\_\_\_\_ this application.
6. When the teacher arrived Mike \_\_\_\_\_ the door very quickly.

Phrasal verb	Definition	Translation
pick at	to take small amounts	вертіти в руках, їсти маленькими шматками
pick on	to treat sb badly	надокучати
pick up	to collect sb	підвозити (когось)
pick out	to choose	висмикувати; вибирати

**Exercise 9.6.** Complete the sentences with the correct form of the suitable phrasal verb.

1. Father \_\_\_\_ me \_\_\_\_ after school.
2. He didn't eat much. He \_\_\_\_ his food.
3. The trainer \_\_\_\_ the most expensive book from the list.
4. The girls always \_\_\_\_ Jill and called her names.
5. My granddad said that he's \_\_\_\_ me \_\_\_\_ from school if it's rain.
6. The tourists looked around and \_\_\_\_ a nice place for the camp.

Phrasal verb	Definition	Translation
take after	to resemble	бути схожим на когось
take off	to leave the ground	злітати, відриватися від землі
take up	to begin a new activity	братися (до чогось)
take out	to take somebody as your guest to a restaurant	запросити, повести (до ресторану)

**Exercise 9.7.** Complete the sentences with the correct form of the suitable phrasal verb.

1. He \_\_\_\_ golf as a hobby.
2. Our flight didn't \_\_\_\_ on time.
3. We are \_\_\_\_ the Smith \_\_\_\_ tonight.
4. Sam doesn't look like his father. He must \_\_\_\_ his mother.
5. Let me \_\_\_\_ you \_\_\_\_ to dinner tonight.
6. Our plane \_\_\_\_ at 1 p.m.

Phrasal verb	Definition	Translation
turn on	to switch on	відкривати (кран, шлюз); вмикати (світло)
turn off	to switch off	закрити (кран); вимкнути (світло)
turn into	to change	повернути
turn up	to increase level or sound	збільшити (про звук)
turn down	to reduce level or sound	зменшувати (світло)
turn down	to reject	відкидати (пропозицію)

**Exercise 9.8.** Complete the sentences with the correct form of the suitable phrasal verb.

1. \_\_\_\_ the TV \_\_\_\_ when you leave the room.
2. \_\_\_\_ the computer \_\_\_\_ so we can see how it works.
3. \_\_\_\_ the CD player \_\_\_\_\_. I can't hear the words.
4. The frog \_\_\_\_ a nice prince.
5. We \_\_\_\_ the music \_\_\_\_ when it's too loud.
6. He \_\_\_\_ the proposal.

Phrasal verb	Definition	Translation
hang up	to put on a hook, hanger	повісити; відкласти в довгий ящик
hang around	to associate with (someone) loiter; wait around	бути поблизу, вештатися
hang about	to waste time; loiter	оточувати; вештатися; нависати, загрожувати

hang back	to remain behind; to show reluctance to act or move	не наважуватися відступати
hang together	to remain associated; help or support each other	триматися гурту, підтримувати один одного

**Exercise 9.9.** Complete the sentences with the correct form of the suitable phrasal verb.

1. Stephen \_\_\_\_\_ for fear of being seen.
2. Undercover officers spent most of their time \_\_\_\_\_ bars.
3. European neighbours will \_\_\_\_\_ from this.
4. Please \_\_\_\_\_ your coat.
5. His good shirt's ironed and \_\_\_\_\_.
6. Your statements don't quite \_\_\_\_\_.

Phrasal verb	Definition	Translation
pay back	to repay; to give or do (something equivalent) in return	повертати (гроші), відплачувати
pay down	to pay (a sum of money) at the time of purchase	платити готівкою
pay out	to distribute (money)	виплачувати, відплачувати
pay off	to pay the complete amount of (a debt, bill, etc.)	розраховуватися; розплатуватися сповна

**Exercise 9.10.** Complete the sentences with the correct form of the suitable phrasal verb.

1. He burst into tears, swearing to \_\_\_\_\_ everything he had stolen.
2. Someday I'll \_\_\_\_\_ you \_\_\_\_\_ for this!
3. All the hard work I had done over the summer was \_\_\_\_\_.
4. Many policies \_\_\_\_\_ only after a period of weeks or months.
5. There are football clubs who \_\_\_\_\_ millions of pounds for players.
6. She \_\_\_\_\_ at the time of purchase.

Phrasal verb	Definition	Translation
get at	to criticize someone in an unkind way	критикувати
get around	to travel to a lot of different places; if news or information gets around, a lot of people hear about it	пересуватися; ставати відомим
get back	to return to a place after you have been somewhere else	повертатися
get on	if two or more people get on, they like each other and are friendly to each other	ладити; жити у злагоді
get up	to stand up	вставати, підводитися

**Exercise 9.11.** Complete the sentences with the correct form of the suitable phrasal verb.

1. The whole audience got \_\_\_\_\_ and started clapping.
2. It's a shame she doesn't get \_\_\_\_\_ better with her colleagues.
3. By the time we got \_\_\_\_\_ to the hotel, Lydia had already left.
4. I keep having to get \_\_\_\_\_ to answer the phone.
5. What time did you get \_\_\_\_\_ last night?
6. Does James and your father get \_\_\_\_\_ together?

Phrasal verb	Definition	Translation
go about	to start to do something or deal with something	почати щось робити; мати справу з чимось
go along	to go to a place or to an event, usually informally and without careful planning	їхати, рухатися (без попереднього плану)
go into	to start an activity, or start to be in a particular state or condition	зайнятися чимось
go on	to continue to exist or happen	продовжувати; відбуватися, траплятися
go through	to experience an unpleasant or difficult situation or event	пройти наскрізь; іти напролом

**Exercise 9.12.** Complete the sentences with the correct form of the suitable phrasal verb.

1. A new model of the car has just gone \_\_\_\_\_ production.
2. She went \_\_\_\_\_ absolute hell during her divorce.
3. 'Do you use the bar much?' 'I sometimes go \_\_\_\_\_ after work.'
4. The music festival goes \_\_\_\_\_ until August 31.
5. How can we go \_\_\_\_\_ solving this problem?
6. Let's hope the situation will go \_\_\_\_\_ improving.

Phrasal verb	Definition	Translation
put away	to put something in the place where it is usually kept; to save an amount of money	забирати, ховати; відкладати, збирати (гроші)
put in	to say something while someone else is speaking	переривати, втручатися (у розмову)
put off	to decide or arrange to do something at a later time	відкладати, відстрочувати
put on	to put a piece of clothing onto your body; to put make-up or cream onto your skin; to make a device [e.g. light, fire] work by pressing a switch; to pretend to have a particular feeling, or to behave in a way which is not real or natural for you	надягати; запускати, вмикати, пускати в хід, набрати вигляду, робити вигляд, прикидатися; задаватися; удавати, строїти з себе; наносити (крем)
put up with	to accept unpleasant behaviour or an unpleasant situation, even though you do not like it	терпіти, миритися; примиритися

**Exercise 9.13.** Complete the sentences with the correct form of the suitable phrasal verb.

1. I can put \_\_\_\_\_ a house being untidy but I don't like it to be dirty.
2. Put your coat \_\_\_\_\_ if you're going outside, it's cold.
3. I've put \_\_\_\_\_ talking to him about this for far too long.
4. I try to put a little \_\_\_\_\_ every month.
5. She put \_\_\_\_\_ her glasses and stared intently at the photograph.
6. He's impossible! How do you put \_\_\_\_\_ him?

Phrasal verb	Definition	Translation
see about	to deal with something, or to arrange for something to be done	мати справу з чимось; владнати
see off	to go to the place that someone is leaving from in order to say goodbye	проводжати (тих, хто від'їжджає)
see through	to realize the truth about somebody/ something	розгадувати, розпізнавати, бачити наскрізь
see over	to examine a building in order to decide if you want to buy it	знайомитися, детально оглядати

**Exercise 9.14.** Complete the sentences with the correct form of the suitable phrasal verb.

1. You should see \_\_\_\_\_ getting your hair cut.
2. Some people are coming to see \_\_\_\_\_ our house tomorrow.
3. We saw \_\_\_\_\_ him from the start.
4. They have decided not to see us \_\_\_\_\_.
5. It's getting late — I'd better see \_\_\_\_\_ dinner.
6. My parents came to the airport to see me \_\_\_\_\_.

Phrasal verb	Definition	Translation
stand about/ around/round	to spend time standing in a place waiting for someone or doing very little	стояти, знаходитися (без особливої мети)
stand by	to wait and be ready to do something or to help	бути в(бойовій) готовності
stand out	to be much better than other similar things or people	виділятися; вигідно відрізнятися
stand up	to rise from a sitting or lying position to a standing position	піднятися

**Exercise 9.15.** Complete the sentences with the correct form of the suitable phrasal verb.

1. I stood \_\_\_\_\_ to greet her.
2. Two books stand \_\_\_\_\_ among the dozens recently published on the Royal Family.
3. We had a lot of good applicants for the job, but one stood \_\_\_\_\_ from the rest.
4. Police in riot gear were standing in \_\_\_\_\_ case the demonstration got out of control.
5. The pilot told the cabin crew to stand \_\_\_\_\_ for takeoff.
6. We stood \_\_\_\_\_ in the cold for half an hour before we were allowed in.

Phrasal verb	Definition	Translation
wear off	to disappear gradually (of feelings)	пом'якшуватися, проходити (про горе); згладжуватися
wear down	to make someone feel tired and less able to deal with a situation	послаблювати, вимотувати
wear out	to use something so much that it becomes weak or damaged and cannot be used any more	зношувати

**Exercise 9.16.** Complete the sentences with the correct form of the suitable phrasal verb.

1. Extra troops were brought in to help the army wear \_\_\_\_ the guerillas.
2. Doris has already worn \_\_\_\_ two pairs of pointes this year.
3. There was an initial excitement but it's started to wear \_\_\_\_.
4. The stress at work and all the extra travelling is starting to wear him \_\_\_\_.
5. The unaesthetic wears \_\_\_\_ after a couple of hours.
6. The brake discs on the car have worn \_\_\_\_ and need to be replaced.

Phrasal verb	Definition	Translation
work on/upon	to spend time working in order to produce or repair something; to try hard to improve something	впливати, мати вплив; переконувати
work out	to be the result of a mathematical calculation; to happen or develop in a particular way; to train the body by physical exercise	вирахувати, обчислити, визначити шляхом обчислення; розроблювати (план)
work through	to work without stopping for a period of time	працювати безупинно
work up to something	to develop or move gradually towards something, usually something more exciting or extreme	оброблювати; надавати завершеного вигляду

**Exercise 9.17.** Complete the sentences with the correct form of the suitable phrasal verb.

1. The music worked \_\_\_\_ to a rousing finale.
2. His dancing technique is good, but he needs to work \_\_\_\_ his fitness.
3. I got married later that year but it didn't work \_\_\_\_.
4. I began by jogging in the park and worked \_\_\_\_ to running five miles a day.
5. That works \_\_\_\_ to a 5.5% price decrease.
6. I often start at 7.30 and work \_\_\_\_ until midnight.

Phrasal verb	Definition	Translation
set about	to start doing something, especially something that uses a lot of time or energy	починати
set off	to start a journey	відправлятися, рушати в дорогу
set out	to leave a place and begin a journey; to start an activity, especially when you have already decided what you want to achieve	відправлятися (у подорож); виходити, виїжджати; мати намір, збиратися (що-небудь робити)

set up	to start a company or organization; to start working for yourself in your own company; to make a piece of equipment or a machine ready for use	засновувати; відкривати, започатковувати (яку-небудь справу); споруджувати, встановлювати, ставити
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**Exercise 9.18.** Complete the sentences with the correct form of the suitable phrasal verb.

1. I hear John's set \_\_\_\_\_ as a freelance journalist.
2. I think you should set yourself \_\_\_\_\_ as an interior designer.
3. He used to work for us but he's since set \_\_\_\_\_ on his own.
4. At the age of 29 he set \_\_\_\_\_ a commercial property business.
5. What time are you setting \_\_\_\_\_ tomorrow morning?
6. A committee has been set \_\_\_\_\_ to investigate the problem.

Phrasal verb	Definition	Translation
keep on	to continue to do something, or to do something again and again	продовжувати (робити що-небудь); продовжуватися
keep up	to continue something at the same, usually high, level; to make something remain at a high level; to continue to use or practice something	триматися на колишньому рівні, не мінятися, не змінюватися; продовжуватися, не припинятися; продовжувати, не припиняти, не кидати
keep from	to prevent someone from doing something, especially work, by spending time with them	утримати від чого-небудь
keep in	to make a child stay at school or at home, especially as a punishment	залишати після уроків (у школі); удома

**Exercise 9.19.** Complete the sentences with the correct form of the suitable phrasal verb.

1. He was often kept \_\_\_\_\_ after school for bad behaviour.
2. Well done! Keep \_\_\_\_\_ the good work.
3. The doctor told me to keep her \_\_\_\_\_ for a day or so until her temperature comes down.
4. Do you still keep \_\_\_\_\_ your Spanish?
5. Well, I'd better go — I don't want to keep you \_\_\_\_\_ your studies.
6. The enemy kept \_\_\_\_\_ the bombardment day and night.



## PROGRESS CHECK 9

**Choose the correct item:**

1. Tom breaks \_\_\_\_ with his girlfriend.  

A out	B down	C up
-------	--------	------
2. Three men break \_\_\_\_ of prison.  

A out	B in	C at
-------	------	------
3. Fred gave \_\_\_\_ playing football because he injured his leg.  

A up	B in	C away
------	------	--------
4. Our microwave oven finally gave \_\_\_\_\_. We'll have to buy a new one.  

A out	B away	C in
-------	--------	------
5. She wasn't hungry so she picked \_\_\_\_ the food.  

A out	B at	C in
-------	------	------
6. They picked \_\_\_\_\_ Sam because they didn't like him.  

A out	B away	C in
-------	--------	------
7. I'm pretty tired. I guess I'll turn ....  

A off	B out	C in
-------	-------	------
8. The top sheet had been neatly turned ....  

A down	B against	C away
--------	-----------	--------
9. She didn't manage to bring the subject \_\_\_\_\_ at the meeting because there wasn't enough time.  

A down	B up	C on
--------	------	------
10. She checked her luggage \_\_\_\_\_ as soon as she arrived at the airport.  

A off	B in	C up
-------	------	------
11. A few friends came \_\_\_\_ last night, which was a pleasant surprise.  

A round	B in	C into
---------	------	--------
12. My phone was cut \_\_\_\_\_ last week because I forgot to pay the bill.  

A up	B off	C back
------	-------	--------
13. I'm so thirsty; I could really do \_\_\_\_\_ a cup of tea.  

A in	B over	C with
------	--------	--------
14. I hate getting \_\_\_\_ early in the winter when it's still dark.  

A on	B off	C up
------	-------	------
15. He promised that he would be there, but let me \_\_\_\_ as usual and forgot to go.  

A in	B down	C through
------	--------	-----------
16. He didn't try the shoes \_\_\_\_ before she bought them and took the wrong size.  

A on	B off	C to
------	-------	------
17. She wrote to me weeks ago and I still haven't replied; I must write \_\_\_\_ to her.  

A back	B out	C off
--------	-------	-------
18. She couldn't stand \_\_\_\_ because she was drunk.  

A in	B up	C on
------	------	------
19. The scandal brought the government \_\_\_\_.  

A off	B out	C down
-------	-------	--------
20. He went to the doctors for a check \_\_\_\_.  

A up	B off	C out
------	-------	-------
21. Although I shampooed the carpet, the wine stain just wouldn't come \_\_\_\_.  

A off	B out	C over
-------	-------	--------
22. The engine cut \_\_\_\_\_ and wouldn't start again.  

A back	B off	C out
--------	-------	-------

23. Mother is doing \_\_\_\_ some blackberries, so that we can eat them during the winter.  
**A** in **B** with **C** up
24. The local residents are getting \_\_\_\_ a petition to protest about the motorway plans.  
**A** off **B** round **C** up
25. I'll let you \_\_\_\_ a secret; our boss wears a wig.  
**A** into **B** through **C** down
26. She tried the skirt \_\_\_\_ size and felt it was too small.  
**A** on for **B** on **C** of
27. A lot of viewers wrote \_\_\_\_ to complain about the programme.  
**A** in **B** up **C** off
28. She's very conservative and stands \_\_\_\_ traditional family values.  
**A** on **B** out **C** for
29. The computer has brought \_\_\_\_ more changes in my life than any other invention.  
**A** about **B** down **C** up
30. The hotel workers were very angry because she checked \_\_\_\_ without paying.  
**A** in **B** up **C** out
31. She came \_\_\_\_ a lot of money when her aunt died.  
**A** into **B** in **C** up with
32. The tree was blocking light from the living room so I cut it \_\_\_\_\_.  
**A** in **B** down **C** up
33. If you don't do your shoes \_\_\_\_\_, you'll probably fall over.  
**A** up **B** in **C** down
34. Children mustn't get \_\_\_\_\_ strangers' cars.  
**A** in **B** on **C** out
35. If he gets suspicious, don't let \_\_\_\_\_ that you know where we're going; it's a surprise.  
**A** down **B** on **C** into
36. You should always try a car \_\_\_\_\_ before buying it.  
**A** out **B** in **C** to
37. I've finished the rough draft; I just have to write it \_\_\_\_\_ properly.  
**A** in **B** up **C** off
38. Because the actor was ill, John stood \_\_\_\_\_ for him and played the role for a week.  
**A** off **B** in **C** out
39. The band are bringing \_\_\_\_\_ a new album in the new year.  
**A** up **B** out **C** own
40. The teacher checked \_\_\_\_\_ the names on the list as the pupils arrived.  
**A** off **B** in **C** out
41. Come \_\_\_\_\_ — hurry up! You should have finished ages ago!  
**A** in **B** into **C** on
42. She cut \_\_\_\_\_ smoking from twenty cigarettes a day to ten.  
**A** back **B** up **C** across
43. That's got nothing to do \_\_\_\_\_ me; it's absolutely none of my business.  
**A** for **B** in **C** with
44. It took her a long time to get \_\_\_\_\_ the illness.  
**A** over **B** by **C** in
45. I lost my keys so I had to wake up my roommate to let me \_\_\_\_\_ the house.  
**A** off **B** out **C** into



# WRITING

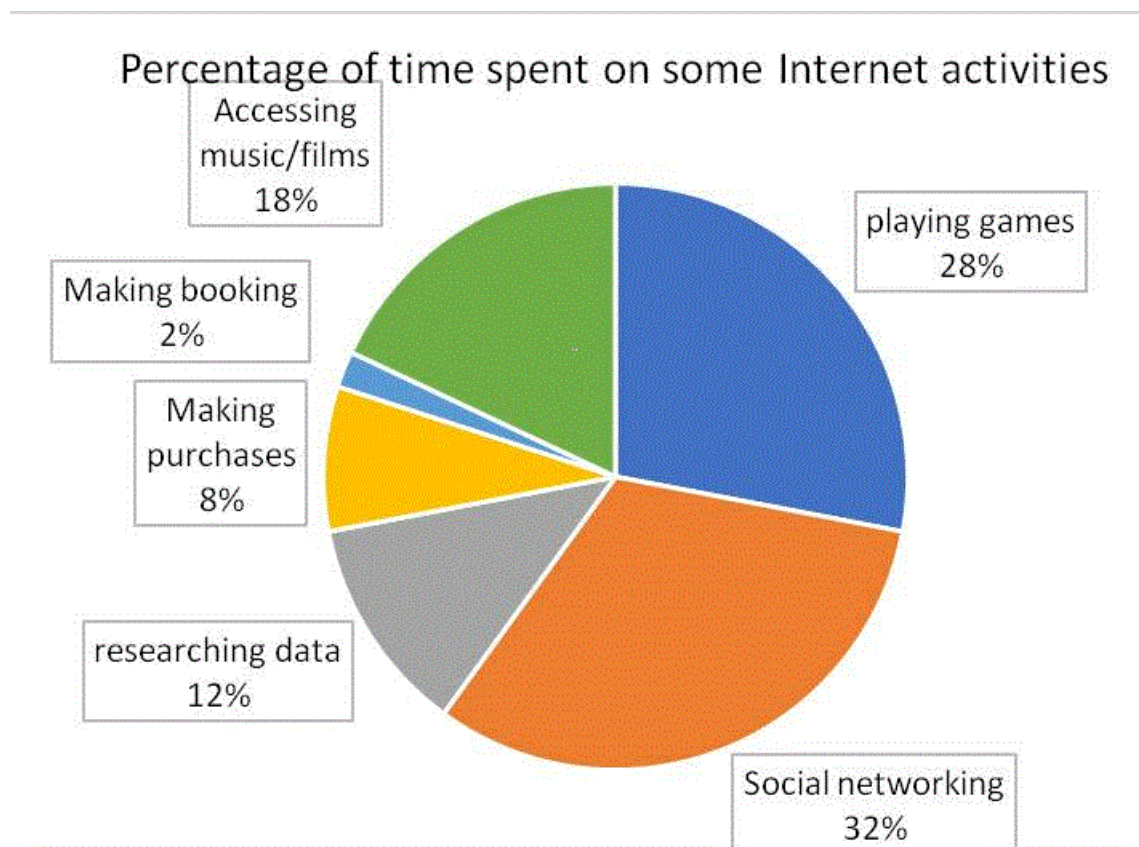
## Module 1

### IT Technologies in the Modern World

#### EXAMPLE 1. *Project on what people do on the internet in 2025*

Imagine that you are doing a project on **what people do on the Internet**. You have collected some data on the subject (see the diagram below).

**Comment on the data in the diagram and give your personal opinion on the subject of the project.**



**What is your opinion? Do you agree with this statement?**

Write **200-250 words**.

Use the following plan:

- make an opening statement on the subject of the project work;
- select and report 2–3 main features;
- make 1–2 comparisons where relevant;
- outline a problem that can arise with the insufficient physical activity in adolescents and suggest the way of solving it;
- draw a conclusion giving your personal opinion on the role of sport in the life of teenagers.

- **make an introduction (state the problem)**

*It is a common fact that the Internet has become an integral part of modern life. It allows people to communicate, do researches or even find friends. The current project focuses on the activities that people are involved in on the Internet.*

- **express your personal opinion and give 2-3 reasons for your opinion**

*The information provided in this pie chart is about time spent on some Internet activities. As it is evident from the chart, the **majority** of people, accounting for **nearly** one third, use social networks. The next popular activities are playing games and accessing music. The figures are at 28% and 18% **respectively**. **However**, the least popular activities are making purchases or booking. The former makes up 8% and the latter stands at 2%.*

- **express an opposing opinion and give 1-2 reasons for this opposing opinion**

*Comparing the data given in the pie chart, it becomes obvious that accessing to films or music is **twice as less popular than** using social networks. **Also**, time spent on on-line shopping is 4 % more than that spent on booking.*

- **explain why you don't agree with the opposing opinion**

*The pie chart **plainly** indicates that social networking websites are in demand. The excessive amount of time spent on social networks *can cause* some **problems**. One of them is addiction. It is a serious problem since addicts experience difficulties with socializing in real life. One of the probable solutions **to** the problem is learning time management. Thus, people would spend less time on social networks.*

- **make a conclusion restating your position**

*To sum up, the Internet provides users with a great number of activities, social networking is one of them. In my personal opinion, social networks play a significant role. They offer many services and help users to connect with their friends and share opinions with likeminded people.*

### **Comment on the following statement:**

**SITUATION 1.** *Many teenagers enjoy playing computer games. Some people, however, believe that teenagers should spend their free time doing more physical activities*

**What is your opinion? Do you agree with this statement?**

**Write 150-200 words.**

Use the following plan:

- make an introduction (state the problem)
- express your personal opinion and give 2-3 reasons for your opinion
- express an opposing opinion and give 1-2 reasons for this opposing opinion
- explain why you don't agree with the opposing opinion
- make a conclusion restating your position

**SITUATION 2.** *Technology is an important part of our lives. We use computers and other electronic equipment at work and at home. However, some people believe we rely too much on machines, and that the more technology improves, the lazier and weaker humans will become.*

## MODULE 2

### Modern Education and Science

**EXAMPLE 2.** *Studying online is more interesting than studying at school.*

**What is your opinion? Do you agree with this statement?**

Write **200-250 words**.

Use the following plan:

- make an introduction (state the problem)
- express your personal opinion and give 2-3 reasons for your opinion
- express an opposing opinion and give 1-2 reasons for this opposing opinion
- explain why you don't agree with the opposing opinion
- make a conclusion restating your position

**- make an introduction (state the problem)**

There are people who consider learning subjects on-line more exciting than at school, whereas others say that getting an education at school is the best way to get an excellent education.

**- express your personal opinion and give 2-3 reasons for your opinion**

*In my opinion*, studying at school is the most interesting way to get a good education. *First of all*, there are a lot of classmates who make the process of education really exciting. *For example*, when a person studies something in an environment of supportive company the interest increases due to student teamwork. *Secondly*, the contact between students and teachers is better. *For instance*, teachers can better see if students learn something or not when they see students face to face. *Consequently*, teachers can explain course materials most interestingly in a physical classroom.

**- express an opposing opinion and give 1-2 reasons for this opposing opinion**

At the same time there are people who think that studying at school is not very effective because there are a lot of moments of distraction that do not support the class's educational process.

**- explain why you don't agree with the opposing opinion**

I do not agree with the opinion mentioned above. Distracting moments are cancelled out by the positive spirit that any school atmosphere creates. Students get inspiration from each other as well.

**- make a conclusion restating your position**

*In conclusion*, I would like to say there are opposing view points on this issue. At first sight studying at school might be boring but in actual fact it is more interesting than on-line furthermore it gives a lot of friends' support since students help each other. *Thus*, I strongly believe that getting education at school is more interesting than online.

### Comment on the following statement:

**SITUATION 3.** *Many young people go to university after leaving school. However, many school-leavers feel that university is not for them and choose not to go.*

**What is your opinion? Do you agree with this statement?**

Write **150-200 words**.

Use the following plan:

- make an introduction (state the problem)
- express your personal opinion and give 2-3 reasons for your opinion
- express an opposing opinion and give 1-2 reasons for this opposing opinion
- explain why you don't agree with the opposing opinion
- make a conclusion restating your position

**SITUATION 4.** *It is better to go to university far away from your home-town than to continue living with your parents.*

**What is your opinion? Do you agree with this statement?**

**Write 150-200 words.**

**SITUATION 5.** *Some people think that pupils at school should learn practical skills that will help them in later life, such as cooking or car mechanics. Others argue that pupils are at school to learn traditional academic subjects and that those who want to can learn other skills in their own time.*

**What is your opinion? Do you agree with this statement?**

**Write 150-200 words.**

**SITUATION 6.** *Getting a well-paid job is impossible without higher education..*

**What is your opinion? Do you agree with this statement?**

**Write 150-200 words**

## **Module 4**

### **Technologies and Engineering**

**EXAMPLE 3.** *The car has become the most popular means of transport in the history of the world. However, some people say that the world would be better off without cars.*

**What is your opinion? Do you agree with this statement?**

**Write 200-250 words.**

Use the following plan:

- make an introduction (state the problem)
- express your personal opinion and give 2-3 reasons for your opinion
- express an opposing opinion and give 1-2 reasons for this opposing opinion
- explain why you don't agree with the opposing opinion
- make a conclusion restating your position

#### **- make an introduction (state the problem)**

Some people think that using cars are harmful, whereas others say that we can not stop using them.

#### **- express your personal opinion and give 2-3 reasons for your opinion**

*I think that cars have become a part of modern life and we can not **get rid of** them. *First of all*, to move by car is faster than **by** foot. One can do **far** more things if he or she drives a car. *Second*, it is more comfortable to travel by car than by other means of transportation. A person has their own space where they can do whatever he or she wants like listen to any music or talk with anybody they*

want **without being disturbed**. Also, the car industry gives a lot of employment **thus** helping the whole country economically

- **express an opposing opinion and give 1-2 reasons for this opposing opinion**

Some other people say cars pollute the environment badly. In big cities like Beijing people can hardly breath. Using cars make people walk less, which might cause different diseases.

- **explain why you don't agree with the opposing opinion**

*Well*, we can not stop industrial progress. What we can do is to make it less harmful. There are cars nowadays that run on electricity or hybrid energy sources. They do not pollute nature a lot. As for the physical inactivity, it can be solved by doing sport exercises

- **make a conclusion restating your position**

*In conclusion*, I would like to say that there are opposing views on this issue. It might be true that some people would do better without vehicles, but **on the whole**, people cannot and should not stop using cars. *Thus*, I still support the idea that cars make a person's life easier and more comfortable.

**or**

*In conclusion*, I would like to say that there are opposing views on this issue. *At first sight* people might be better without vehicles *but in actual fact* they got used to cars and cannot live without them. *Thus*, I strongly believe that using cars makes a lot of sense.

### **Comment on the following statement:**

**SITUATION 7.** *Some people consider an aircraft to be the most convenient and fastest way of travelling. Others are afraid of travelling by air and prefer going by sea, train, car or whatever. Do you think it is reasonable to avoid travelling by air regardless of speed and comfort or it is worth overcoming one's fears?*

**What is your opinion? Do you agree with this statement?**

Write **150-200 words**.

Use the following plan:

- make an introduction (state the problem)
- express your personal opinion and give 2-3 reasons for your opinion
- express an opposing opinion and give 1-2 reasons for this opposing opinion
- explain why you don't agree with the opposing opinion
- make a conclusion restating your position

**SITUATION 8.** *Some people believe that 'travel broadens the mind'. They believe that when you travel to other places, you experience new things and learn from them. Other people, however, argue that most people who go on holiday to other countries just lie on a beach for two weeks and don't experience the local culture at all.*

**SITUATION 9.** *Some people prefer to travel abroad; others say that there is much to be seen in our own country.*

**What is your opinion? Do you agree with this statement?**

Write **150-200 words**.



## Module 6

### Nature and Environment

**EXAMPLE 4.** *Many people argue that ordinary people can do a lot to help the environment, including recycling materials and preventing waste. However, this depends on towns providing facilities for recycling and educating people on the need to help the environment, which some people think is too expensive.*

**What is your opinion? Do you agree with this statement?**

Write **200-250 words**.

Use the following plan:

- make an introduction (state the problem)
- express your personal opinion and give 2-3 reasons for your opinion
- express an opposing opinion and give 1-2 reasons for this opposing opinion
- explain why you don't agree with the opposing opinion
- make a conclusion restating your position

**- make an introduction (state the problem)**

Some people think that if government educates people on the matter of environmental problems they can help (to) solve many of them, whereas others say that it is too complicated and expensive to do.

**- express your personal opinion and give 2-3 reasons for your opinion**

*I think that providing facilities and education to people on environmental issues are worth doing. First of all, if people know what to do and how to keep the environment clean, they will **definitely** do it. It is not a big deal for every one to invest some time and energy **into** helping to protect nature. Second, usually people want to take part in something that is important not only for them personally but for the whole society. So, if government shows the way to solve the ecological problems, people will be happy to help.*

**- express an opposing opinion and give 1-2 reasons for this opposing opinion**

There are those who say that educating people on ecological subjects is not cheap and it is better to keep things as they are.

**- explain why you don't agree with the opposing opinion**

*Well, it is expensive only in the beginning. When the majority of people know what to do and how to do it, it is going to be **far** easier and less expensive to keep everything working.*

**- make a conclusion restating your position**

*In conclusion, I would like to say that there are opposing views on this issue. At first sight, recycling and education is expensive, *but in actual fact*, people are part of nature's environment **in the sense that** their health and emotional state depend **on** it and its problems are their problems. Thus, people have to take part **in** helping the environment **no matter** how expensive it might be.*

### Comment on the following statement:

**SITUATION 10.** *Is Coronavirus (COVID-19) really a problem or just Mass-media noise?*

**What is your opinion? Do you agree with this statement?**

Write **150-200 words**.

Use the following plan:

- make an introduction (state the problem)
- express your personal opinion and give 2-3 reasons for your opinion
- express an opposing opinion and give 1-2 reasons for this opposing opinion
- explain why you don't agree with the opposing opinion
- make a conclusion restating your position

**SITUATION 11.** *Ecotourism is beneficial for local people and the environment.*

**What is your opinion? Do you agree with this statement?**

**Write 150-200 words.**

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